# One-Year Academic Plan SY 2023-2024

**KĀNE‘OHE ELEMENTARY SCHOOL**

45-495 Kamehameha Hwy  
Kāne‘ohe, HI 96744  
(808) 305-0000  
[https://www.kaneohe-el.com/](https://www.kaneohe-el.com/)

<table>
<thead>
<tr>
<th>Submitted by: Derek Minakami, Principal</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4/9/2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved by: Dr. Ed Noh, Complex Area Superintendent</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9/6/23</td>
</tr>
</tbody>
</table>
## Where are we now?

### CNA (2022)
- Strengthen Tier 1 curriculum and instruction including
  - Language Arts and Math
  - Focus on foundational skills
  - Time for vertical articulation
  - Standards-based grading practices
- Continue strengthening RTI including
  - Provide support for foundational reading and math skills
  - Ensure all teachers are trained in school wide assessments
- Increase Relevance - Create excitement and interest for what students are learning including
  - Ensure all teachers are trained in and implement school wide initiatives that foster engagement (ie Thinking Maps, number blocks, PLCs at Work and UDL).
- Promote staff positivity & morale by thinking “outside the box”
  - Performing community service
  - Hosting community work days
- Strengthen Positive Behavioral Interventions and Supports (PBIS) system including
  - Collaboratively create school-wide expectations/guidelines/consequences for all to follow and reinforce
  - Reinforce school wide attendance policy with strategies founded in evidence-based best practices
- Continue strengthening Aloha based Social Emotional Learning
  - Trauma-Informed and SEL training
  - Building skills in positive relationships, self-management, and growth mindset
  - ALOHA and family engagement

### WASC recommendations
- The administration, faculty, and staff continue their work on strengthening the culture of effective communication systems that involve shared responsibility for ensuring all stakeholders are informed and engaged in creating a positive learning environment for all students.
- The administration and the Hui Mālama Pūahu’ula Leadership team continue to explore a school-wide program for Social Emotional Learning curriculum that incorporates clear expectations for student behavior, restorative justice practices and addresses the negative impacts of absenteeism. Adoption of an SEL program implemented consistently by all faculty and staff will ensure equal access to the educational program for all students.
- The administration, academic coaches, and grade-level leads should continue their implementation of the data team process in every grade-level, including vertical alignment of priority standards, so that all students will benefit from focused analysis of student performance data and the sharing of best practices.
SY 2023-2024 Academic Plan

- The academic coaches, special education resource teachers, and faculty continue with their training in and implementation of RTI strategies that will reduce the numbers of students needing Tier 3 interventions and ensure that all students have access to the full curricular and instructional program in their classrooms.

### Addressing Equity: SubGroup Identification

In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.**

- Students from financially disadvantaged backgrounds - more often needing academic support
- Students receiving special education - continued support needed to access learning in inclusive settings
- Students receiving English Language services - continued support needed to access grade level curriculum with English Language support

### ORGANIZE: Identify your Academic Review Team Accountable Leads.

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Responsible for implementation of the school’s strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Derek Minakami, Principal</td>
<td>1. Staff Success, SEL</td>
</tr>
<tr>
<td>2. TBD, Vice Principal</td>
<td>2. PBIS, Staff Positivity</td>
</tr>
<tr>
<td>3. Cherisse Yamada, Academic Coach</td>
<td>3. RTI</td>
</tr>
<tr>
<td>4. Miyuki Sekimitsu, Academic Coach</td>
<td>4. Tier 1, Relevance, PD</td>
</tr>
</tbody>
</table>

Kāneʻohe Elementary | SY 2023-2024 Academic Plan | Version 1 | March 2023
### SY 2023-2024 Academic Plan

**GOAL 1: STUDENT SUCCESS**  All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There will be a 50% decrease in the barriers that keep ALL students from accessing high levels of learning.</td>
<td>There are too many barriers to learning for ALL students, especially those that are from financially disadvantaged backgrounds and for those with disabilities.</td>
</tr>
<tr>
<td>More than 80% of ALL students will meet/exceed expectations on Universal Screening assessments.</td>
<td>There is too much reliance on non-relevant curricular programs.</td>
</tr>
</tbody>
</table>

### Planning

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>ART Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| Triangulation of Reading Assessments show 70% of students meet or exceed benchmarks | **Change/Strengthen Tier 1 instruction including**  
  - Language Arts and Math  
  - Focus on foundational skills  
  - Time for vertical articulation  
  - Implement Universal Design for Learning  
  - Align Standards-based Grading practices  
  **ESSER Strategies: AODDM, RCB, EAP**  
  **CA Plan Focus Areas: QIP, PLC** | Sekimitsu | WSF |  |
| Triangulation of Math Assessments show 50% of students meet or exceed benchmarks |  |  |  |  |

### Funding

- Curricular Program Review Team Recommendations
- PLC Meeting Notes and CFAs
- Vertical Articulation Meeting Notes and refined essential learning
- Learning Walks Notes
### SY 2023-2024 Academic Plan

| Progress made through RTI: 80% of students receiving RTI services make positive progress | **Continue strengthening RTI** including  
- Clarifying how students qualify to receive interventions  
- Intensify/solidify instruction for Tier 2 and 3  
- Making interventions “fun”  
**ESSER Strategies**: AODDM, EAP  
**CA Plan Focus Areas**: QIP, PLC | Yamada | WSF | - RTI Review Team Notes  
- PLC Meeting Notes and CFAs  

| Triangulation of Reading Assessments show 70% of students meet or exceed benchmarks  
Triangulation of Math Assessments show 50% of students meet or exceed benchmarks | **Relevance - Create excitement and interest for what students are learning** including  
- Learning activities (ie Summer Sandbox, PBL, book clubs, student-led publications, UDL)  
- Real-World Applications  
- Learning conversations - including involving families  
**ESSER Strategies**: AODDM, RCB, EAP  
**CA Plan Focus Areas**: QIP, PLC | Sekimitsu | WSF, ESSR | - PLC Meeting Notes and CFAs  
- Panorama Student Survey - Classroom Engagement |
## SY 2023-2024 Academic Plan

### GOAL 2: STAFF SUCCESS
**Kāneʻohe Elementary** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of staff respond positively on the Satisfaction and Involvement/Engagement Dimensions of the School Quality Survey</td>
<td>By fostering a culture of aloha, we strive to provide a positive model for relating with others for our students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Outcome</strong></td>
<td><strong>Enabling Activities</strong></td>
<td><strong>ART Lead(s)</strong></td>
</tr>
</tbody>
</table>
| 50% of staff respond positively on the Satisfaction and Involvement/Engagement Dimensions of the School Quality Survey | **Promote staff positivity & morale by thinking “outside the box”**  
- Performing community service  
- Hosting community work days  
- Awakening Wisdom  
**ESSER Strategies: HHHS**  
**CA Plan Focus Area: SEW** | Minaxami | WSF, SAF | Power Hours  
Staff Meeting Notes |
## GOAL 3: SUCCESSFUL SYSTEMS OF SUPPORT

**Kāne‘ohe Elementary** works to effectively organize financial, human, and community resources in support of student success.

### Outcome: By the end of three years,

85% of students, parents, and staff will respond positively on the School Safety dimension of the School Quality Survey and Panorama Student Survey.

### Rationale:

There is a lack of consistency in school-wide expectations for student behavior.  
There is too much trauma in the community.

### Planning

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>ART Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| 75% of students respond positively on the School Safety dimension and 65% of    | **Strengthen Positive Behavioral Interventions and Supports (PBIS) system** including | Yamada Sekimitsu    | WSF             | Panorama SEL Survey  
| students respond positively on the School Belonging dimension of the Panorama   | • Training  
| Student Survey                                                                  | • Schoolwide vision and mission alignment  
|                                                                                | • Behavioral RTI including referral process  
| **ESSER Strategies: HHHS, RCB**                                                 |                                                                     |                     | **Define the relevant data used to regularly assess and monitor progress**               |
| 65% of students respond positively on the School Belonging dimension of the     | **Continue strengthening Social Emotional Learning**                                | Yamada Sekimitsu    | WSF             | Panorama SEL Survey  
| Panorama Student Survey                                                        | • Trauma-Informed and SEL training  
|                                                                                | • Building skills in positive relationships, self-management, and growth mindset  
|                                                                                | • ALOHA and family engagement  
|                                                                                | • AWakening Wisdom  
| **ESSER Strategies: HHHS, RCB**                                                 |                                                                     |                     | **Behavioral Referrals  
|                                                                                | **Wikiwiki Meeting Notes**                                                           |                     | **SEL Design Team Meeting Notes**                                                      |
| **CA Plan Focus Area: SEW**                                                     |                                                                     |                     |                 |                                                                                           |

---

**Kāne‘ohe Elementary | SY 2023-2024 Academic Plan | Version 1 | March 2023**