One-Year Academic Plan SY 2023-2024
KAPUNAHALA ELEMENTARY SCHOOL
45-828 Anoi Road
Kāne‘ohe, HI 96744
(808) 307-6400
https://www.kapunahala.k12.hi.us/

Submitted by: Sam Izumi, Principal

Date
04/04/2023

Approved by: Dr. Ed Noh, Complex Area Superintendent

Date
4/6/23
SY 2023-2024 Academic Plan

Where are we now?

Through a Comprehensive Needs Assessment (CNA) process that included the school’s Leadership Team, Faculty, and Staff (along with feedback from the School Community Council and ‘Ohana Board), the following prioritized contributing causes were identified for the common implications that arose as a result of the review/analysis of the school’s demographic, perceptual, student learning, and school processes data.

- **Prioritized Contributing Causes** (as identified in CNA for SY 2023-2024):
  - Inconsistent implementation of the school’s total SEL Program.
  - Lack of resources (i.e.: Support, Programs, Training) to address the Native Hawaiian subgroup, Male students, and the learning styles of all students.
  - Need to modify schedule to allow time/opportunities for vertical alignment and participation of support staff during data teams.
  - Need to provide different modes of communication to inform/invite and survey parents to increase their participation in the learning of their child(ren).

CNA (2022) → Click [HERE](#) to view entire CNA document

Title 1 SW Prog Req: SW1, SW2

WASC recommendations

- **Full Self-Study Visiting Committee Report** (March 4-7, 2019)
  - Positive Behavior Intervention and Support needs to be consistently implemented within classrooms and across grade levels.
  - Small group instruction training is needed to further the use of small group instruction for literacy.
  - Staff training on best practices for all models of inclusive practices in classrooms.
  - Use Data Team time to improve the PBIS system to monitor student behavior using a variety of formative and summative assessments and implement consistent intervention within classroom and across grade levels.
  - Fully implement social-emotional learning strategies and relationship building techniques within all classrooms.
  - Implement differentiated instruction within teacher-led and designed small groups.
  - Work to implement a science curriculum that fully integrates NGSS standards and techniques.

- **Mid-Cycle Visiting Committee Report** (November 30, 2022)
  - Increase the focus on math strategies through small group instruction and other methods to increase proficiency rates of all students.
  - Continue to work to close the achievement gap between high needs and non-high needs students.
  - Continue to implement their SEL program throughout the school.

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.**
SY 2023-2024 Academic Plan

Proactive interventions and/or strategies are needed to address the academic and behavioral needs of the following sub groups:
- Native Hawaiians;
- Male Students;
- High-Needs Students; and
- English Learners.

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

*Title 1 SW Prog Req: SW3*

<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. Sam Izumi, Principal</td>
<td>1. G1.EA1, G1.EA2, G2.EA1, G3.EA1</td>
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<tr>
<td>2. Robyn McIntosh, Academic Coach/Curriculum Coordinator</td>
<td>2. G1.EA2, G2.EA1, G3.EA1</td>
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<tr>
<td>3. Lehua Markpol, Title 1 Coordinator</td>
<td>3. G2.EA1, G3.EA1</td>
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<td>4. Konnie McKeague, Counselor (Lower Grade Levels)</td>
<td>4. G1.EA1</td>
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<tr>
<td>5. Ramona Kahawaii, Counselor (Upper Grade Levels)</td>
<td>5. G1.EA1</td>
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</table>
## 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:</th>
<th>By the end of three years,</th>
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<tbody>
<tr>
<td>By the end of the 2025-2026 school year, there will be an effective academic and behavioral Response-to-Intervention (RTI) system in place that addresses the Tier I, II, and III academic and social-emotional learning needs of all students.</td>
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<tr>
<td>Rationale:</td>
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<td>As a result of the school’s Comprehensive Needs Assessment (CNA) that was conducted by the Kapunahala Leadership Team and the Schoolwide Critical Areas for Follow-Up identified by the WASC Self-Study Visiting Committee Report, it was identified that there is a need to continue to implement and revise/refine our current academic and behavioral RTI systems to support and address the individual learning needs of our students.</td>
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### 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>
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<tbody>
<tr>
<td>By the end of SY 2023-2024:</td>
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<tr>
<td>• At least seventy-seven percent of students will be proficient in their Social-Emotional Competence as evidenced by SSIS SEL data.</td>
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<td>• There is an increase throughout the school year in all seven Panorama SEL Survey topics as evidenced by Panorama SEL Survey data.</td>
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<td>• At least ninety percent of students indicate a favorable response in Classroom Climate as evidenced by the Panorama Student Perception Survey.</td>
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<td>• At least ninety-three percent of students indicate a favorable response in Classroom Teacher-Student Relationships as evidenced by the Panorama SEL Survey data.</td>
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<td>Goal 1, Enabling Activity 1: Continue to Revise and Implement a Complete Behavioral RTI Structure to ensure there is:</td>
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<td>• Consistent implementation of a School-Wide SEL Program;</td>
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<td>• Streamlined screening; and</td>
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<td>• Data-Based Decisions for related supports.</td>
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<td>ESSER Strategies: HHHHS, AODDM</td>
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<tr>
<td>Sam Izumi (Principal)</td>
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<td>Konnie McKeague (Counselor)</td>
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<td>Ramona Kahawai (Counselor)</td>
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<td>Weighted Student Formula (WSF) Funds:</td>
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<td>Counselors (2)</td>
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<td>ESSER Funds:</td>
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<td>Student Mentor</td>
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<td>Title I Funds:</td>
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<td>SSIS SEL Universal Screener</td>
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<td>Other Funds:</td>
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<td>ISLA Educational Assistant</td>
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<td>Define the relevant data used to regularly assess and monitor progress:</td>
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<tr>
<td>Behavioral Universal Screener Data:</td>
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<tr>
<td>• SSIS SEL</td>
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<tr>
<td>• Panorama SEL Survey</td>
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<td>• Panorama Student Perception Survey</td>
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<td>Discipline/Incident Referral Data</td>
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<td>Behavior Data Team Minutes (by Grade Levels)</td>
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</table>
## SY 2023-2024 Academic Plan

### CA Plan Focus Areas: SEW

#### Title 1 SW Prog Reqs: SW6

| Goal 1, Enabling Activity 2: Continue to Revise and Implement a Complete Academic RTI Structure to ensure there is/are:
| Time and opportunities for participation of the entire grade level and related support personnel;
| Vertical alignment opportunities;
| Instructional strategies to address the needs of Native Hawaiian students, Male students, and the learning styles of all students.

**Weighted Student Formula (WSF)**
- **Funds:**
  - Academic Coach: Reading Intervention Teacher; Enrichment ELA Teacher; PE Teacher; STEM Teacher; Librarian
  - **ESSER Funds:**
    - Math Intervention PPEs (2)

**Title 1 Funds:**
- iReady Instructional Tools & Resources
- Benchmark Assessment System (BAS)
- Leveled Literacy Instruction (LLI)
- Literacy Lab PTTs (3)
- Enrichment Screener
- Online/Web-Based Programs

### Academic Universal Screener Data:
- iReady Reading
- iReady Math

Fountas & Pinnell:
- Benchmark Assessment System (BAS)
- Leveled Literacy Instruction (LLI)

### Academic Data Team Minutes (by Grade Levels)

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**Panorama Student Perception Survey:**
- There will be a decrease in the amount of Class A and Class B student misconduct offenses (compared to SY 2022-2023) as evidenced by Infinite Campus data.

**Title 1 SW Prog Reqs: SW3**

- By the end of SY 2023-2024:
  - There will be at least an eight percent increase in the amount of students on grade-level or above in Reading (when compared to SY 2022-2023) as evidenced by iReady data.
  - There will be at least an eight percent increase in the amount of students on grade-level or above in Math (when compared to SY 2022-2023) as evidenced by iReady data.
  - There will be at least a three percent decrease in the amount of students who are two grade levels below or more in Reading (when compared to SY 2022-2023) as evidenced by iReady data.
  - There will be at least a three percent decrease in the amount of students who are two grade levels below or more in Math (when compared to SY 2022-2023) as evidenced by iReady data.

**Title 1 SW Prog Reqs: SW3**

**Goal 1,** Robyn McIntosh (AC/CC)

**ESSER Strategies:** HHHS, EAP, AODDM

**CA Plan Focus Areas:** QIP

**Weighted Student Formula (WSF)**
- Academic Coach: Reading Intervention Teacher; Enrichment ELA Teacher; PE Teacher; STEM Teacher; Librarian
- **ESSER Funds:** Math Intervention PPEs (2)

**Title 1 Funds:**
- iReady Instructional Tools & Resources
- Benchmark Assessment System (BAS)
- Leveled Literacy Instruction (LLI)
- Literacy Lab PTTs (3)
- Enrichment Screener
- Online/Web-Based Programs

Academic Universal Screener Data:
- iReady Reading
- iReady Math

Fountas & Pinnell:
- Benchmark Assessment System (BAS)
- Leveled Literacy Instruction (LLI)

### Academic Data Team Minutes (by Grade Levels)
**GOAL 2: STAFF SUCCESS** Kapunahala 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><strong>Outcome:</strong> By the end of three years,</th>
<th><strong>Rationale:</strong></th>
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<tbody>
<tr>
<td>By the end of the 2025-2026 school year, there will be an effective Professional Development (PD) structure in place that addresses the identified learning needs of the faculty and staff.</td>
<td>As a result of the CNA conducted by the school during the 2022-2023 school year and the Schoolwide Critical Areas for Follow-Up identified by the WASC Self-Study Visiting Committee Report, it was identified that there was a need to implement a formal PD structure to support the learning needs of the faculty/staff as well as ensure a common understanding/implementation of all school, Complex Area, and State level (HIDOE) initiatives.</td>
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</table>
| By the end of SY 2023-2024: | **Goal 2, Enabling Activity 1:** Provide/Conduct Professional Development training sessions and/or opportunities to support faculty and staff in meeting the learning needs of:  
- Native Hawaiian students;  
- Male students; and  
- Students’ learning styles. | Sam Izumi (Principal)  
Robyn McIntosh (AC/CC)  
Lehua Markpol (Title 1 Coord.) | WSF Funds:  
Stipend Days (2 per teacher); Presenter Costs | Professional Development (PD) Agendas & Notes  
PD Reflection Logs  
Teacher Survey(s)  
School Quality Survey (SQS) |
| *Title 1 SW Prog Req: SW3* | *ESSER Strategies: EAP, AODDM, RCB  
CA Plan Focus Areas: PLC  
Title 1 SW Prog Reqs: SW6* |
## GOAL 3: SUCCESSFUL SYSTEMS OF SUPPORT

Kapunahala Elementary works to effectively organize financial, human, and community resources in support of student success.

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<th>Rationale:</th>
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<tbody>
<tr>
<td>By the end of the 2025-2026 school year, there will be an effective training/engagement structure in place that addresses the learning needs of the school’s parents/guardians.</td>
<td>As a result of the CNA conducted by the school during the 2022-2023 school year, it was identified that there was a need to implement a formal parent engagement structure to support the learning needs of the school’s parents/guardians as well as “U-Knight” with them in extending student learning around any school, Complex Area, and/or State level (HIDOE) initiatives.</td>
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<tbody>
<tr>
<td>By the end of SY 2023-2024:</td>
<td><strong>Goal 3, Enabling Activity 1:</strong> Provide various modes of communication and opportunities for parental support to increase parental participation in extending the education of their child(ren). <strong>ESSER Strategies:</strong> EAP, AODDM, RCB <strong>CA Plan Focus Areas:</strong> QIP <strong>Title 1 SW Prog Reqs:</strong> SW6</td>
<td>Sam Izumi (Principal) Rebyn McIntosh (AC/CC) Lehua Markpol (Title 1 Coord.)</td>
<td><strong>WSF Funds:</strong> Title 1 Coordinator; <strong>Title 1 Funds:</strong> - Parent Community Networking Coordinator (PCNC); - Parent Engagement Activities and Supplies</td>
<td>Define the relevant data used to regularly assess and monitor progress</td>
</tr>
</tbody>
</table>

**Title 1 SW Prog Req:** SW3

**Parent Engagement Workshop Agendas & Notes**

- Parent Survey(s)
- School Quality Survey (SQS)