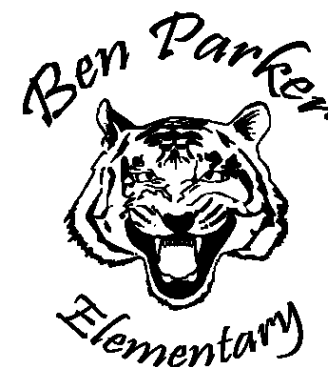


# School Year 2022-2023 Academic Plan

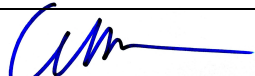


## Rev. Benjamin Parker Elementary School

45-259 Waikalua Road  
Kāneʻohe, HI 96744

Submitted by: Kathy Kahikina, Principal	Date:
<u>Kathy Kahikina</u> <small>Kathy Kahikina (Apr 14, 2022 07:36 HST)</small>	04/14/2022

Approved by: Ed H. Noh, Ed.D., Interim Complex Area Superintendent	Date:
	April 14, 2022

## SY 2022-2023 Academic Plan

Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment</li> <li>• WASC Self Study</li> <li>• International Baccalaureate (IB) Authorization</li> <li>• Other</li> </ul>	<p><b>Schoolwide Critical Areas for Follow-Up (WASC Visit) [SW #1]</b></p> <ul style="list-style-type: none"> <li>• Improve the school climate amongst all stakeholders in the school community. Stakeholders need to continue to build positive relationships and establish trust and respect amongst one another.</li> <li>• Continue to explore ways to increase parent engagement.</li> <li>• Annually review the school's vision and mission to stay current with educational research and commit to the common purpose of providing optimal educational experiences for all students.</li> <li>• Increase instructional rigor and students' critical thinking and problem solving skills by fostering an environment leading to students accessing 21st century skills.</li> <li>• Create a schoolwide rubric for all core curricular areas, along with the GLOs, to evaluate how well staff is ensuring high levels of student achievement. Calibrate standards based grading for equity.</li> </ul>
	<p><b>Additional/New Growth Areas for Continuous Improvement (WASC Mid-Cycle Visit) [SW #1]</b></p> <ul style="list-style-type: none"> <li>• Realizing that COVID-19 impacts will continue into the coming school years, the school should consider how student needs and/or staffing to meet those needs may have changed as we all transition to the "new normal."</li> <li>• The grade level data teams, leadership team, and/or Academic Review Team should reflect on the Spring 2021 SBA results when they become available in the fall (along with other school data) to make decisions and prioritize the most appropriate next steps.</li> <li>• Despite setbacks from the COVID pandemic, the school should build on the recent improvements in climate, culture and collaboration and adopt a renewed emphasis and sense of urgency toward student learning and achievement.</li> </ul> <p><a href="#">Teacher and Staff Input to academic plan</a></p>
	<p><b>Addressing Equity: Sub Group Identification</b></p> <p><b>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.</b></p>

## SY 2022-2023 Academic Plan

	<p><b>ENGLISH LEARNERS (EL)</b></p> <p>The student ethnic distribution has been fairly consistent from 2017-2021. Over the last four year period, the majority of students are Native Hawaiian (40.18%), Filipino is the next largest ethnic group (14.08%) and White is the third largest ethnic group (10.85%). The number of students who received EL services has increased from 5.28% to 7.27% over this four-year period.</p> <p>For English Learners, Benjamin Parker's Growth to Target Scores for the past three years have steadily decreased. In 2017-18, 53.3% students were on target, in 2018-19, 41% were on target, in 2019-20, 40% were on target, and in 2020-21, 21.05% were on target. The state of Hawaii goal in 2025 is 75%. In order to achieve this goal, Ben Parker has to increase their GTT by 13.37% each subsequent year.</p> <table border="1" data-bbox="449 553 2005 862"> <thead> <tr> <th>School Year</th><th>ELA NHN</th><th>ACHIEVEMENT GAP</th><th>ELA HN</th><th></th><th>MATH NHN</th><th>ACHIEVEMENT GAP</th><th>MATH HN</th><th></th><th>EL on track to English language proficiency</th></tr> </thead> <tbody> <tr> <td>2017-2018</td><td>89%</td><td>37pts</td><td>52%</td><td></td><td>68%</td><td>28 pts</td><td>40%</td><td></td><td>44%</td></tr> <tr> <td>2018-2019</td><td>72%</td><td>34pts</td><td>39%</td><td></td><td>59%</td><td>31pts</td><td>28%</td><td></td><td>45%</td></tr> <tr> <td>2020-2021</td><td>66%</td><td>30pts</td><td>36%</td><td></td><td>47%</td><td>21pts</td><td>26%</td><td></td><td>35%</td></tr> </tbody> </table>									School Year	ELA NHN	ACHIEVEMENT GAP	ELA HN		MATH NHN	ACHIEVEMENT GAP	MATH HN		EL on track to English language proficiency	2017-2018	89%	37pts	52%		68%	28 pts	40%		44%	2018-2019	72%	34pts	39%		59%	31pts	28%		45%	2020-2021	66%	30pts	36%		47%	21pts	26%		35%
School Year	ELA NHN	ACHIEVEMENT GAP	ELA HN		MATH NHN	ACHIEVEMENT GAP	MATH HN		EL on track to English language proficiency																																								
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## SY 2022-2023 Academic Plan

Teachers will be given the opportunity to complete WIDA E-Courses to get information on strategies and effective practices on how to meet the needs of EL students. In addition the system will continue to be refined to better support special education and EL students in their transition to Intermediate school.

### **SPECIAL EDUCATION STUDENTS**

For Special Education students, Benjamin Parker's Language Arts SBA Scores for the past three years have fluctuated. In 2017-18, 15.9% students were on target, in 2018-19, 9.3% were on target, and in 2020-21, 12.5% were on target (Please note no scores were reported in SY 2019-20 due to COVID-19 mandated school closures).

For Special Education students, Benjamin Parker's Math SBA Scores for the past three years have slightly increased. In 2017-18, 6.8% students were on target, in 2018-19, 9.0%, and in 2020-21, 9.3% were on target (Please note no scores were reported in SY 2019-20 due to COVID-19 mandated school closures)

Inclusion data: Currently the inclusion rate for special education students at Benjamin Parker is 91% compared to the state of Hawaii goal in 2021 of 51%. Ben Parker Elementary will continue to ensure that special education students are in the appropriate learning environment to meet their learning needs. All teachers implementing inclusive practices will be provided follow-up support by District RT's using an Inclusion Model.

To address the EL and SPED population, coaching with ongoing classroom support from district and complex area Special Education and EL resource teachers. Ongoing PD to support teachers in the selection and implementation of instructional strategies which includes specialized lessons on-line (i.e. LGL, Achieve 3000, IXL) which are individualized and address the needs of identified EL and SPED students. As teachers participate in PD it will improve pedagogical practices and learning outcomes for all students. All students will receive RTI tiered instruction, and instructional groupings of students will be determined by Let's Go Learn (LGL), DIBELS, and SBA data and adjusted throughout the school year.

Due to the last 2 years of constant changes as the world experienced and dealt with the COVID-19 pandemic, all students and staff were affected by the shifts that had to be made to ensure the safety of everyone not only at school but also in our communities. Based on the attached Panorama SEL survey data, Parker needs consistent implementation of Social-Emotional learning programs and activities in order to improve student well being. In addition, teachers will engage in professional discussions regarding student data and evidence-based instructional strategies to support student engagement, learning, and accountability.

[Panorama SEL Spring 2021 Grades 3 - 5](#)

## SY 2022-2023 Academic Plan

[Panorama SEL Spring 2021 Grade 6](#)

[Panorama SEL Fall 2021 Grades 3 - 5](#)

[Panorama SEL Fall 2021 Grade 6](#)

[Panorama SEL Winter 2022 Grades 3 - 5](#)

[Panorama SEL Winter 2022 Grade 6](#)

[Panorama Student Perception Survey SY 2020 - 2021 Grades 3 - 5](#)

[Panorama Student Perception Survey SY 2020 - 2021 Grade 6](#)

[Panorama Student Perception Survey SY 2021 - 2022 Grades 3 - 5](#)

[Panorama Student Perception Survey SY 2021 - 2022 Grade 6](#)

### **CHRONIC ABSENTEEISM**

Prior to the start of the COVID pandemic, Parker's chronically absent students percentage was decreasing steadily. Chronic Absences for the following school years . SY 17-18: 13% → SY 18-19: 10%→ SY 19-20: 11%. During the 4th quarter of SY 2019 - 2020, is when the pandemic started. The school along with the entire DOE had to shift from in person learning to distance learning within a couple of weeks. SY 2020 - 2021, we used Title I funds to pay for the online platform Acellus to address the needs of students whose families wanted a distance learning program. For SY 2021 - 2022, our complex utilized the HIDOE distance learning program for our families that wanted a distance learning program for their child(ren). Due to the delta and omicron variant of COVID-19, parents did not want to send their child(ren) to school as well as dealing with the numerous positive cases as well as those close contacts.

## SY 2022-2023 Academic Plan

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.			
<b>Name and Title of ART Team Accountable Lead</b>		<b>Responsible for implementation of the school's strategies and initiatives</b>	
1.	Kathy Kahikina, Principal	1.	School wide structure and systems including - MTSS, SEL, SPED, EL, Core Content Areas, Parent Engagement
2.	Elissa Johnson, Vice Principal	2.	MTSS, SEL
3.	Cecily Chun, SSC	3.	Special Education (SPED), English Learners (EL)
4.	Gina Eustaquio (Gosiaco), School Counselor	4.	SEL, MTSS
5.	Kim Kakugawa, School Counselor	5.	SEL, MTSS
6.	Grade Level Chairs	6.	MTSS, SEL, Core Content areas (priority standards, vertical alignment & grading)
7.	Lorraine Pelekai, RTI coordinator	7.	MTSS, RTI, SEL

## SY 2022-2023 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.

Outcome: By the end of three years,	Rationale:
<ul style="list-style-type: none"> <li>Students will receive effective Tier 1 instruction in core content areas and in SEL strategies.</li> <li>Students will increase their academic proficiency on the SBA in ELA and Math by 2% each year.</li> <li>Ninety percent of students will be in the green on the Panorama SEL dashboard.</li> </ul>	Due to the COVID-19 pandemic, students missed and/or experienced inconsistent learning opportunities which affected their academics.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress

## SY 2022-2023 Academic Plan

Students will show a 2% gain in ELA and Math according to iReady (SY 2021 2022, 2nd Semester baseline data) and SBA data	<b>G1, EA1</b> Multi-tiered System of Support (MTSS) <ul style="list-style-type: none"> <li>Continue to implement and refine academic response to intervention (ARTI) systems that addresses student learning needs in ELA and Math. [SW6]</li> <li>All students receive RTI tiered instruction - RTI block to address ELA and Math according to grade level and student data [SW6]</li> </ul>	2022 - 2023 2023 - 2024 2024 - 2025	Principal Vice Principal RTI Coord	WSF Title I ESSER	<ul style="list-style-type: none"> <li>iReady</li> <li>Let's Go Learn (LGL) DORA &amp; ADAM</li> <li>DIBELS</li> <li>SBA</li> <li>Classroom Data</li> <li>Walkthrough Data <ul style="list-style-type: none"> <li>Communicate to teachers specific examples</li> </ul> </li> </ul>
All students receive effective Tier 1 Instruction	<b>G1, EA2</b> <ul style="list-style-type: none"> <li>Consistent implementation of effective, evidence-based, instructional strategies to support all students. [SW #6] [SS#4]</li> <li>Increase instructional rigor along with students' critical thinking and problem solving skills [SW #6]</li> <li>Provide training and coaching to teachers who need support providing effective Tier 1 instructional strategies to students. [SS#3]</li> </ul>	2022 - 2023 2023 - 2024 2024 - 2025	Principal Vice Principal	WSF	<ul style="list-style-type: none"> <li>Classroom Student Data</li> <li>Walkthrough Data <ul style="list-style-type: none"> <li>Communicate to teachers specific examples</li> </ul> </li> <li>PLC minutes</li> </ul>
Strengthen the social and emotional competence of students to develop their social-emotional well-being. Parker will raise each topic area below by 5%. <ul style="list-style-type: none"> <li>Emotion</li> </ul>	<b>G1, EA3</b> <ul style="list-style-type: none"> <li>Create and implement school wide SEL program/plan</li> <li>Implementation of SEL strategies within the classroom and on campus. [SS#1]</li> </ul>	2022 - 2023 2023 - 2024 2024 - 2025	Principal Vice Principal School Counselors	WSF	<ul style="list-style-type: none"> <li>Panorama Student Perception Survey</li> <li>Panorama SEL Survey</li> <li>School created student SEL surveys (Grades K-2)</li> </ul>



## SY 2022-2023 Academic Plan

<ul style="list-style-type: none"> <li>Regulation (44%)</li> <li>• Grit (57% &amp; 59%)</li> <li>• Growth Mindset (52% &amp; 48%)</li> <li>• Self-Efficacy (55%)</li> <li>• Self-Management (64% &amp; 68%)</li> <li>• Sense of Belonging (75% &amp; 57%)</li> <li>• Social Awareness (64% &amp; 63%)</li> </ul> <p>Grade 6 percentages</p>					
<p>Inclusive Practices</p> <ul style="list-style-type: none"> <li>• 91% of special education students in the general education setting</li> <li>• Students will show a 2% gain in ELA and Math</li> </ul>	<p><b>G1, EA4</b></p> <ul style="list-style-type: none"> <li>• Continue to create more co-teaching/inclusion opportunities for students in order to increase the number of special education students in general education classes. [SW6] [SS#4]</li> </ul>	<p>2022 - 2023 2023 - 2024 2024 - 2025</p>	<p>Principal Vice Principal SSC</p>	<p>WSF SPPA</p>	<ul style="list-style-type: none"> <li>• eCSSS monitoring</li> <li>• Special education students individualized educational plans (IEPs) and Form 1 and 2</li> <li>• iReady</li> <li>• SBA data</li> </ul>

## SY 2022-2023 Academic Plan

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

Outcome: By the end of three years,	Rationale:
Faculty and staff learning needs are addressed through an effective professional development structure. Whereby there will be alignment in core content areas in grades K - 6 and all faculty and staff will use data to drive instruction which ultimately will affect student achievement.	<p>As part of our WASC school wide critical areas for follow up:            Create a schoolwide rubric for all core curricular areas, along with the GLOs, to evaluate how well staff is ensuring high levels of student achievement.            Calibrate standards based grading for equity.</p> <p>In order to create a school wide rubrics for all curricular areas, the priority standards must be determined and aligned K - 6.</p>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
All teachers and staff will receive SEL training to better support student achievement and teacher-student relationships in the classroom.	<b>G2, EA1</b> <ul style="list-style-type: none"> <li>Develop a SEL and Trauma Informed PD implementation plan <b>[SW6]</b></li> <li>Design a school wide SEL plan/program/materials <b>[SS#3]</b></li> </ul>	2022 - 2023 2023 - 2024 2024 - 2025	Principal Vice Principal	<a href="#">SEL &amp; Trauma Informed Support Application</a>	<ul style="list-style-type: none"> <li>Student growth in iReady scores.</li> <li>Increase in percentage of positive responses on the Panorama Student Perception and SEL surveys.</li> <li>Evidence of SEL strategies being implemented in the classroom (walkthrough data)</li> </ul>

## SY 2022-2023 Academic Plan

Complete agreed upon priority standards for all core curricular areas: <ul style="list-style-type: none"> <li>English Language Arts (ELA)</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> </ul>	<b>G2, EA2</b> <ul style="list-style-type: none"> <li>Focus groups will use <a href="#">Achieve the Core</a> and <a href="#">Next Generation Science Standards (NGSS)</a> to agree upon priority/power standards, which will be the focus that the school will align to vertically K - 6 grades. [SS#2]</li> <li>Focus groups will meet monthly to create a schoolwide rubric for all core curricular areas, along with the GLOs, to evaluate how well staff is ensuring high levels of student achievement. [SS#2]</li> <li>Calibrate standards based grading for equity.</li> </ul>	2022 - 2023 2023 - 2024 2024 - 2025	Principal Vice Principal	WSF	<ul style="list-style-type: none"> <li>Focus Group Meeting Minutes</li> <li>Professional Development</li> <li>Walkthrough data</li> <li>Grade Level Data PLC Meeting Minutes</li> <li>Grade Level PLC Minutes</li> </ul>
Documented and communicated school wide agreements	<b>G2, EA3</b> <ul style="list-style-type: none"> <li>Develop and implement school wide agreements on SEL and Academic initiatives [SS#1 &amp; SS#2]</li> </ul>	2022 - 2023 2023 - 2024 2024 - 2025	Principal Vice Principal	WSF	<ul style="list-style-type: none"> <li>Semesterly ART Reports [SW3]</li> <li>Walkthroughs</li> </ul>
Develop a Data Wall to analyze student data to inform instruction and learning	<b>G2 EA4</b> <ul style="list-style-type: none"> <li>Grade level data team PLCs [SW#3]</li> <li>K-6 Vertical articulation <ul style="list-style-type: none"> <li>Math alignment K - 6</li> </ul> </li> <li>Training, coaching, and resources provided to teachers to address the needs of struggling students. [SS#3]</li> </ul>	2022 - 2023 2023 - 2024 2024 - 2025	Principal Vice Principal	WSF	<ul style="list-style-type: none"> <li>Semesterly ART Reports [SW3]</li> <li>Walkthroughs</li> <li>iReady data</li> <li>Classroom data <ul style="list-style-type: none"> <li>Formative assessments</li> <li>Summative assessments</li> </ul> </li> <li>Walk Through data</li> <li>Grade Level Data Team PLCs minutes</li> </ul>

## SY 2022-2023 Academic Plan

### GOAL 3: SUCCESSFUL SYSTEMS OF SUPPORT

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

Outcome: By the end of three years,	Rationale:
<ul style="list-style-type: none"> <li>Establish systems to address school wide areas of focus and parent engagement.</li> <li>Continue to review and revise the established systems of school processes including feedback and shared decision making along with meeting structures to support understanding of schoolwide decisions.</li> </ul>	Ensuring that all role groups have the opportunity to provide input and feedback

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Systematize our Social Emotional Learning program and plan. Encourage all students and staff to connect with, and respond to, each other with ALOHA.	<b>G3, EA1</b>  Create and implement a school wide SEL program and plan to increase the social-emotional learning (SEL) capabilities of all students, and improve overall SEL with staff. [SS#1]	2022 - 2023 2023 - 2024 2024 - 2025	Principal Vice Principal School Counselors SSC		<ul style="list-style-type: none"> <li>Panorama SEL Survey</li> <li>Panorama Student Survey</li> <li>Walk Through Data</li> <li>Staff Survey</li> </ul>
Improve school climate amongst stakeholders in the school community. Stakeholders need to continue to build positive relationships and establish trust and respect amongst one another.	<b>G3, EA2</b>  Continue to review and revise the school processes and meeting structure to support understanding of schoolwide decisions and provide the opportunity for feedback and/or shared decision making when applicable [SS#2]		Principal Vice Principal	WSF	<ul style="list-style-type: none"> <li>Steering Meetings Minutes</li> <li>Grade level Meetings Minutes</li> <li>SQS</li> </ul>

## SY 2022-2023 Academic Plan

Increase parent/guardian partnerships in parent involvement activities during the school year.	<b>G3, EA3</b> Provide academic parent involvement/engagement activities (4 per year) to improve parent partnerships and address at-home academic support. <b>[SW7]</b>			Title I (18935)	<ul style="list-style-type: none"><li>• Parent Surveys</li><li>• Participant Evaluations and Feedback</li><li>• Parent Involvement Activity Attendance Numbers (i.e. sign-in sheets)</li></ul>
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# Academic Plan

Final Audit Report

2022-04-14

Created:	2022-04-14
By:	10129733@k12.hi.us
Status:	Signed
Transaction ID:	CBJCHBCAABAAduTgOvQC-Ha7rZytjMyQYPbzQ00tWR16

## "Academic Plan" History



Document created by 10129733@k12.hi.us

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2022-04-14 - 6:33:54 AM GMT



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