One-Year Academic Plan SY 2022-2023

Hilo-Waiakea Complex
SY 2022 - 2023 Academic Plan

Kalaniana'ole Elementary & Intermediate School
27-330 Old Mamalahoa Highway
Papaikou, HI 96781

Initial Academic Plan

David Dinkel Principal Name	Principal Signature	Date 4/6/2022
Esther Kanehailua CAS Name	CAS Signature	Date 4.13.22

Revised Academic Plan

David Dinkel Principal Name	Principal Signature	Date
Esther Kanehailua CAS Name	CAS Signature	Date

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Where are we now? *Prioritize school's needs as identified in one or more of the following needs assessments:*	
Comprehensive Needs Assessment: List *root causes* and *contributing causes*	**WASC:** List *WASC Critical Areas of Follow-up*
CNA/RC 1 **(School-wide) Develop system to communicate school-wide expectations to stakeholders**	**WASC/CA 1** **Continue progress monitoring by posting learning targets in all classrooms, using common assessments with common rubrics, and holding students accountable for achieving learning targets, state standards, and GLOs. Improve the monitoring of student feedback (peer, self, and teacher) and universal screeners to identify individual student goals towards achieving proficiency.**
CNA/RC 2 **(Student Behavior) Focus on PBIS strategies and reinforcing behavioral expectations**	**WASC/CA 2** **Create clear processes for two-way communication for decisions to include all stakeholders (certificated staff, classified staff, students, parents, and the community). Create a process for greater input on key decisions by stakeholders to ensure genuine collaboration and that secondary and tertiary effects are mitigated in a more efficient manner. This may be partially achieved by enhancing efforts to re-engage parents and the community in the school process.** **Note: An emphasis is needed on clarity of message and timeliness of information to all stakeholders. A further emphasis on ensuring a pathway for two-way communication to students that encompasses the whole student body and ensures they have safe (from their perspectives) methods of expressing their voice and choice as well as their feelings to ensure they have a say in their education and access to mental health pathways is essential.**
CNA/RC 3 **(Student Engagement) Increase student voice and ownership of their learning**	**WASC/CA 3** **Address classroom management and student safety concerns by creating a comprehensive school-wide plan focused on positive classroom management techniques, consistent behavioral expectations, and equitable enforcement to ensure compliance with standard student safety practices.**
CNA/RC 4 **(Data) Collect, review, analyze and utilize data to improve practices, instruction and outcomes**	**WASC/CA 4** **Build a comprehensive schoolwide data monitoring system for individual programs to evaluate each program's success in affecting student achievement while raising rigor and relevance in the classroom.**
HUI PU/Rec 1 **The campus is encouraged to make inclusion a priority in the annual campus planning process. This should include the most recent data and potential professional development. Included should be systemic ways to share teacher successes with included students. New staff will be added and positions will change so it is critical that the campus plan address how and when they will be trained so as to be current with the existing staff.**	**WASC/CA 5** **The school needs to identify and clearly delineate a Decision Making Process and whenever making decisions in any group session the administrative team needs to identify which mode of decision making is being used. The end decisions need to be clearly communicated to all stakeholders following clear pre-defined pathways of communication.**

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HUI PU/Rec 2

Collaborative planning on a regular basis is necessary if inclusive efforts are to produce maximum results for students. In most cases the time has been provided, however, it is the use of this time that needs attention. One suggestion would be a simple summary form that would be logged so that the administration has a way to know how the collaborative time was utilized. The focus should be around individual students and their needs.suggestion would be a simple summary form that would be logged so that the administration has a way to know how the collaborative time was utilized. The focus should be around individual students and their needs.

WASC/CA 6

The school has identified multiple methods of school improvement they are currently implementing. Due to the plethora of initiatives, none of them are being implemented with fidelity. The staff identified the need to narrow the focus to a few key initiatives with deep dives to learn and time to implement and analyze results for effectiveness on learner outcomes.

HUI PU/Rec 3

Tier I instruction remains a concern and a challenge. All teachers need to fully understand the expectations of Tier I and what constitutes Tier II and III. Best instructional practices should always include a student centered approach and a variety of instructional arrangements, i.e. small groups.

HUI PU/Rec 4

Lesson objectives should always be posted clearly in every classroom and for every lesson. This is rarely observed. This action serves to benefit both the student and the teacher.

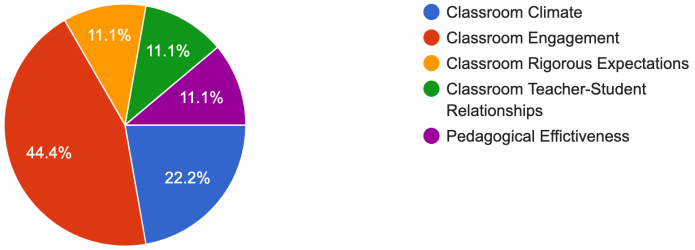
HUI PU/Rec 5

Pre-assessment is an integral part of the lesson cycle and should be a standard in every classroom. When this does not occur students are often left behind because the Zone of Proximal Development is too great.

PANORAMA EES

(Step 2 - Question #3) What is the single most important area for improvement that you see in your feedback?

9 responses



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Addressing Equity: Sub Group 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.

ELEM
Pacific Islander
Native Hawaiian

INTER
Native Hawaiian

Data Tracking

Goal 1, Enabling Activity 2

Develop a schoolwide process to analyze student achievement data

A. Continue to provide collaboration time to analyze assessment data
B. Develop standardized data tracking system to inform instruction

C. Develop school-wide agreements on collecting and displaying student progress (portfolios, data sheets) that students are able to share and use for goal-setting (program usage, iReady and SBA scores, classroom assessments & assignments)

Classroom Support

Goal 1, Enabling Activity 3
Provide classroom support personnel (PPE, PPT, EA) to assist targeted students with academic needs

Materials

Goal 2, Enabling Activity 1 Continue to provide curricular materials (Reading Wonders, Stepping Stones, Spring Board, GoMath, PLTW) and supplemental programs (ex. Achieve, IXL, Imagine Learning) aligned to standards-based instruction (CCSS, NGSS, HCSSS, HCPSIII, etc.)

Classroom/Student Engagement

Goal 3, Enabling Activity 1

Classroom Management

A. Establish schoolwide practices for rituals and routines that will contribute to improved student behavior in and out of the classroom.

Student Engagement

B. Identify strategies that will increase student voice and ownership of their learning as forms of student engagement.

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead (Avoid listing groups such as grade level, department, committee)	**Responsible for implementation of the school's strategies and initiatives**
1. David Dinkel, Principal	1. Classroom Support
2. Adam Nakoa Tuifagu, Curriculum/Title I Coordinator	2. Data Tracking
3. Blanche Tamanaha, Counselor	3. PBIS
4. Adam Nākoa Tuifagu, Curriculum/Title I Coordinator	4. Materials
5. David Dinkel, Principal	5. Professional Development
6. David Dinkel, Principal	6. Decision-Making Matrix
7. Shirlene Fukumori, Student Services Coordinator (SSC)	7. HMTSS
8. Shirlene Fukumori, Student Services Coordinator (SSC)	8. Classroom Management/Student Engagement
9. Erryn Dinkel, PCNC	9. Family/Community Engagement
10.	10.

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Kalaniana ʻole Elementary & Intermediate School | VISION AND MISSION

- **Where do we want to be?**
- **Why do we exist?**

Vision Statement

Curriculum	Our CURRICULUM is aligned to standards which provide rigorous and relevant cultural opportunities for all students to expand their knowledge and develop divergent and critical thinking skills to navigate the ever-changing world.
Instruction	Our INSTRUCTION is deliberately designed to promote higher order thinking, be differentiated and actively engaging, and offer a balance of delivery for all students.
Assessment	Our ASSESSMENTS provide a variety of opportunities to show measurable growth, inform instruction, and provide feedback to foster student achievement.
Environment	Our school ENVIRONMENT is built upon an inclusive culture that cultivates safety, positivity, and trust where all individuals feel connected and respected.

Mission Statement

E mau ka ha'aheo o
KALANIANA'OLE
Cougar Pride Forever

"At Kalaniana'ole Elementary and Intermediate School, we work together to develop and nurture lifelong learners who show PRIDE."

Cougar Qualities

Proactive controlling a situation by making things happen or by preparing for possible future problems
Resourceful able to deal well with new or difficult situations and to find
Inclusive open to everyone; not limited to certain people
Determined having a strong feeling that you are going to do something and that you will not allow anyone or anything to stop you
Empowered having control over one's own life or the situation one is in

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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:	**Rationale:**
By the end of SY 2022-2023, KEIS will have supports in place to address the academic needs of all students resulting in the following measures: 100% of students will show growth in ELA (iReady and SBA) 100% of students will show growth in Math (iReady and SBA) Our end-of-year SBA & NGSS proficiency will increase by 10% when compared to the 2022 SBA results. (If at 20%, we will aim for 30%.) By the end of SY 2022-2023, KEIS will have supports in place to address the behavioral needs of all students resulting in the following measures: 80% student participation in quarterly incentives.	For years our school has set our target goals and desired outcomes in alignment with those of the State Strategic Plan. Not once have we achieved those targets when it comes to Smarter Balance Assessments. In the process, we have lost track of the importance placed on individual growth. In the spirit of "Measure what matters", we seek to emphasize growth of all students, in the hopes that this will lead to students experiencing enough growth to cross over into proficiency.

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Planning					Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate quarter(s) of implementation in next column)*	**Quarter Implementing**	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
(1.1) By 2023, KEIS will have supports in place to address the academic needs of all students resulting in the following measures: **100% of students will show growth in ELA (SBA)** **100% of students will show growth in Math (SBA)** **Our end-of-year SBA and NGSS proficiency will increase by 10% when compared to the 2022 SBA results. (If at**	**Common Practices/ Expectations (Learning Target)** Goal 1, Enabling Activity 1 Establish and implement common practices regarding the presentation of learning targets within the classroom environment with a secondary goal of establishing common language of learning targets.	**Q1**	**Hui Pū Rec4** **SW6**		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Walkthrough data

20%, we will aim for 30%.)	**<u>Data Tracking</u>** Goal 1, Enabling Activity 2 Develop a schoolwide process to analyze student achievement data A. Continue to provide collaboration time to analyze assessment data B. Develop standardized data tracking system to inform instruction C. Develop school-wide agreements on collecting and displaying student progress (portfolios, data sheets) that students are able to share and use for goal-setting (program usage, iReady and SBA scores, classroom assessments & assignments)	**Q1-Q4**	**CNA RC#4** **SW6**		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Student achievement data Standardized data tracking system monitoring Schoolwide agreements and student artifacts
	<u>Classroom Support</u> Goal 1, Enabling Activity 3 Provide classroom support personnel (PPE, PPT, EA) to assist targeted students with academic needs	**Q1-Q4**	**WASC Rec#3** **SW6**		X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Small group data

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(1.2) By 2023, KEIS will implement positive behavior interventions and social-emotional learning (SEL), resulting in the following measure: **80% of students will participate in quarterly PBIS incentive activities each quarter.**	**<u>PBIS</u>** Goal 1, Enabling Activity 4 A. Continue to implement our Cougar PBIS system to reinforce expected school-wide behaviors, Cougar Qualities/PRIDE and attendance, that are appropriate for Elementary (Gr. pK-5) & Middle School (Gr. 6-8) B. Continue to implement Second Step and identify the Cougar Qualities/PRIDE that are addressed by Second Step themes/units C. Expand learning opportunities to support student connection and engagement in our community and school: a) Field Trips (2x/year) b) Student Body Government c) Junior Police Officers d) Schoolwide Service Project	**Q1-Q4**	**WASC CA3** **SW6**		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Participation rate in quarterly incentives Super Cougar ticket totals Attendance data Discipline Data related to student participation in quarterly incentives Second Step performance task worksheets

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Goal 2: Staff Success. **Kalaniana‘ole School** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome:	Rationale:
By the end of SY 2022-2023, Kalanianaole School will have provided all teachers with the materials necessary for effective standards-based instruction. Teachers will also have the training and understanding required to utilize these materials and programs successfully within their classrooms. During SY 2022-2023, the Decision-Making Matrix will be reviewed quarterly and referred to when making decisions.	**MATERIALS AND TRAINING** In order for our teachers to be successful in the classroom, they need instructional materials and programs to move students closer to or beyond proficiency. Additionally, the training required to effectively and efficiently work with these materials. **DECISION-MAKING PROCESS** Feedback from both the CNA and WASC Mid-Cycle visit points to a desire among teachers to have a clearer understanding of which decisions they have input on and which decisions are made at the classroom or administrative levels. During SY21-22, the decision-making matrix was developed and reviewed quarterly with the Leadership Team and faculty. During the academic planning process, the faculty expressed a desire to keep these quarterly reviews in the Academic Plan.

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Planning					Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate quarter(s) of implementation in next column)*	**Quarter Implementing**	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
(2.1) During SY 2022-2023, standards-based classroom materials/curriculum and supplemental programs will be provided for teachers to utilize for instruction.	**Materials** Goal 2, Enabling Activity 1 A. Continue to provide curricular materials (Reading Wonders, Stepping Stones, Spring Board, GoMath, PLTW) and supplemental programs (ex. Achieve, IXL, Imagine Learning) aligned to standards-based instruction (CCSS, NGSS, HCSSS, HCPSIII, etc.) B. Determine the appropriate pacing and expectations for instruction and implementation	**Q1-Q4**	**WASC CNA1**	David Dinkel Adam Tuifagu	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Pacing Guides Program Usage

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(2.2) During SY 2022-2023, Professional Development will be provided on topics that have been identified as an area of need (i.e. student engagement, iReady)	**Professional Development** Goal 2, Enabling Activity 2 A) Coordinate and complete the iReady trainings required for Year 1 implementation B) Provide faculty with training related to Student Engagement strategies. C) Provide QBS Safety Care Training for all faculty to be specialists with yearly recertification D) KEIS will monitor and follow up on the implementation/ utilization of PD provided (i-Ready, Student Engagement, and QBS)	**Q1, Q2, Q4**	**CNA, RC4** **Panorama** **SW6**	Support Team	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Completion of trainings (Sign-In sheets, Agendas) Training evaluations, feedback
(2.3) During SY 2022-2023, the Decision-Making Matrix will be reviewed quarterly and referred to when making decisions.	**Decision-Making** Goal 2, Enabling Activity 3 Follow the decision-making matrix: a) Review during SY 22-23 Leadership Summit. b) Share with faculty on Admin Opening Day. c) Review quarterly during Faculty meetings	**Q1-Q4**	**WASC CA5**	Support Team	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE X Other ☐ N/A	Agendas reflecting quarterly reviews

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Goal 3: **Successful Systems of Support.** The system and culture of **Kalaniana‘ole School** works to effectively organize financial, human, and community resources in support of student success.

Outcome:	Rationale:
By the end of SY 2022-2023, Kalaniana‘ole School will: **HMTSS** have a clear framework and plan for implementing academic and behavior components within HMTSS. This is needed in order for stakeholders to have an understanding of the supports provided to students. This plan will include support descriptions, flowcharts, calendars, timelines, etc. that can be referenced when clarification and next steps are needed. **WASC/CA 3** **Address classroom management and student safety concerns by creating a comprehensive school-wide plan focused on positive classroom management techniques, consistent behavioral expectations, and equitable enforcement to ensure compliance with standard student safety practices.**	**HMTSS** State training on HMTSS abruptly ended in 2020 due to school closure. KEIS' HMTSS Team had begun to define the components and work on implementation, but the interruption and cessation of the training resulted in an uncompleted plan. KEIS has components of HMTSS in place however, clarification and refinement is needed to improve understanding and implementation of tiered supports. **FAMILY ENGAGEMENT** During the 2020 - 2021 school year, the Kalania‘ole School Support Team began work with the Hawai‘i Statewide Family Engagement Center. Their work centers on the Dual-Capacity Building Framework developed by Dr. Karen Mapp. Within this framework, she has identified 5 key factors of strong family-school partnerships: **Linked to learning**– initiatives must be aligned with school and district achievement goals and connect parents to the teaching and learning goals for the students. **Relational–** a major focus of the initiative is on building respectful and trusting relationships between families and district, school and program staff. **Developmental–** the initiatives focus not only on providing a service but also on building the intellectual, social, and human capital of stakeholders engaged in the program. **Collective/Collaborative**– learning is conducted in group versus individual settings and focused on building strong networks and learning communities. **Interactive–** participants are given opportunities to test out, practice, and apply new skills.

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Planning					Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate quarter(s) of implementation in next column)*	**Quarter Implementing**	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
By 2023, KEIS will have established systems of student engagement that contribute positively to the school environment and support student achievement	Goal 3, Enabling Activity 1 **Classroom Management** C. Establish schoolwide practices for rituals and routines that will contribute to improved student behavior in and out of the classroom. **Student Engagement** D. Identify strategies that will increase student voice and ownership of their learning as forms of student engagement.	**Q1-Q4**	**WASC CA3** **Panorama Feedback**		X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Documentation of agreed upon practices in the Learning Organization Walk-through Google Forms

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By 2023, KEIS will improve/revise implementation of HMTSS that will address student achievement and behavior.	**<u>HMTSS</u>** Goal 3, Enabling Activity 2 Refine multi-tiered system of supports by: A. Identifying the components of HMTSS at KEIS B. Distinguishing the multiple tiers of supports C. Clarifying requirements and processes for accessing supports D. Providing training aligned to HMTSS during faculty meetings or PD Days	**Q1-Q4**	**Hui Pū Rec 3**		X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	HMTSS Handbook/Guide Training agenda and participation HMTSS implementation monitoring tool
(3.3) By 2023, family engagement will improve through initiatives (i.e. contact with school, events, classroom activities, etc.) that support student achievement as evidenced by communication logs, meetings (SCC, PTO, community partners), agendas and sign-ins.	**<u>Family/Community Engagement</u>** Goal 3, Enabling Activity 3 Continue to increase and improve family engagement and connection to student achievement by A. Designating and utilizing schoolwide parent contact tools B. Providing resources for teacher-initiated events that involve families and address grade-level/class-specific academic topics (1 per semester) C. Continuing with school wide events: Meet &	**Q1-Q4**	**WASC CA2 SW7**		X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Communication logs Event agendas Event sign-in sheets

	Greet/Open House, Trunk o‘ Treat, Holiday Dinner, Hoike, Showcase, and EL Events (2 EL Events per year) D. Developing and strengthening partnerships with community organizations and resources a. KEIS PTO b. KEIS SCC c. School Foundation d. Food Corps and Ulu Co-op e. Blue Zones f. Food Basket g. HCC h. Connect Point Church i. Artists in the Schools					

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RECOMMENDATIONS

(To be completed by Complex Area)

Key Areas	Recommendations for Revision or Questions	Deadline