

SY 21-22 Academic Plan

Chiefess Kapiolani Elementary


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Submitted by [Gregg Yonemori]	Date
	4/29/2021

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	4/30/21

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<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<p>Where are we now?</p> <ol style="list-style-type: none"> 1. Need: Data must be understood, used to drive instruction, make decisions regarding new initiatives, and monitor the effectiveness of programs being implemented. <ul style="list-style-type: none"> ● A process for more effectively collecting, analyzing, collaborating, and utilizing data acquired needs to be put in place. A process for more effectively monitoring implementation, identifying and providing following up support, and determining the effectiveness of PD opportunities needs to be put in place. (WASC Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources) ● Assessment results need to be used more effectively to promote modifications to school program and processes. Monitoring of high needs populations needs to be done more frequently. (WASC Category D: Standards based Student Learning: Assessment and Accountability) ● Chiefess Kapiolani does not consistently utilize data and research to select curriculum, PD, programs, and resources. (CNA root cause #1) 2. Need: Differentiation, specially designed instruction, targeted interventions, small group instruction are needed to ensure the needs of all students are met. <ul style="list-style-type: none"> ● Accelerated/differentiated curriculum is needed for GT, Honors level students. Differentiated curriculum for students with disabilities, ELLs, and struggling learners is needed (WASC Category B: Standards-based Student Learning: Curriculum) ● Teachers need to utilize differentiation of product, process, and content to meet the needs of all students. Data must be utilized to provide specially designed instruction to meet the needs of students with disabilities and ELLs. While teachers vary the process by which they deliver instruction, more needs to be done to vary the products that students are expected to produce. (WASC Category C: Standards-based Student Learning: Instruction) ● Inclusive classes with support for students with disabilities, English learners, advanced learners, and struggling general education students present a need for specially designed instruction, targeted interventions, differentiation, and small group instruction. (CNA priority #2, CNA Summary of Analysis Student Learning Data) 3. Need: Technology is necessary for instruction, engagement, assignments, supporting individual learners, and supporting students on distance learning. <ul style="list-style-type: none"> ● Provide technology devices, wifi hotspots, and adequate school supplies because of the high percentage of students from low SES. (CNA Summary of Analysis - Demographic Data) ● Technology, which is available at the school, could be utilized more effectively and consistently to deliver instruction to students. (WASC Category C: Standards-based Student Learning: Instruction)
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- Data should be more effectively shared with all stakeholders. (WASC Category D: Standards-based Student Learning: Assessment and Accountability)
 - Provide technology devices for lesson presentation, differentiation, and student use to meet individual needs. (CNA priority #2)
4. Need: Collaboration Opportunities for planning, alignment, and articulation is needed.
- Vertical alignment and collaboration between grade levels is an area of need. (WASC Category B: Standards-based Student Learning: Curriculum)
 - Special Education teachers should be included in the data teams process. Vertical Alignment needs to be done for GLOs. Vertical articulation needs to be done to ensure appropriate progression of what students are learning. (WASC Category D: Standards-based Student Learning: Assessment and Accountability)
5. Need: Family Engagement must be improved to best support all our students.
- Increase participation in family engagement events for our EL community. (CNA Summary of Analysis - Demographic Data)
 - Improvement of communication and engagement of parent and community stakeholders in school decisions and activities is a clear need. Increasing parent participation in survey opportunities to have more valid feedback to use to make improvements is essential. (WASC category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources)
 - Improve/expand opportunities for equitable communication with families, specifically for opportunities for parents/families to contribute feedback in school initiatives/activities. There is currently a small group of dedicated PTO members, there is a need to increase family involvement in school organizations and activities. Identify strategies to engage our high need population families (free and reduced, ELL, IDEA). (WASC Category E: School Culture and Support for Student Personal and Academic Growth)
 - Increase engagement opportunities for families to increase communication of concerns and needs with the school.
6. Need: Communication needs to be timely, clear, and provide actionable steps for all school stakeholders.
- Clearer communication plans should be put in place for dealing with internal communication, planning, and collaboration. (WASC Category A: Organization: Vision and purpose, Governance, Leadership, Staff, and Resources)
 - Although the SCC is in place, the roles of all stakeholders in the curriculum review, evaluation and

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planning process is unclear and an area of need. (WASC Category B: Standards-based Student Learning: Curriculum)

- Data should be more effectively shared with all stakeholders in the curriculum review, evaluation and planning process is unclear and an area of need. (WASC Category B: Standards-based Student Learning: Curriculum)
- Does not have a process in place to clearly articulate agreements and expectations to all staff (Teacher clarity-implementation, progression, success criteria). (CNA root cause #3)
- Chiefess Kapiolani Elementary does not have an accountability system that ensures school-wide agreements are implemented effectively and consistently. (CNA root cause #3)

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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.

Low SES Subgroup

SBA Proficiency Percentage - ELA

Low SES - ELA	2016-2017	2017-2018	2018-2019	2020-2021
Yes - Exceeds	16.56% (n=26)	15.44% (n=21)	11.75% (16)	
Yes - Met	24.84% (n=39)	19.85% (27)	22.79% (31)	
No – Nearly Met	19.75% (n=31)	17.65% (24)	23.53% (32)	
No - Not Proficient	38.85% (n=61)	47.08% (64)	41.91% (59)	

SBA Proficiency Percentage - Math

Low SES - Math	2016-2017	2017-2018	2018-2019	2020-2021
Yes - Exceeds	12.10% (n=19)	11.76% (n=16)	11.76% (n=16)	
Yes - Met	25.28% (n=40)	19.12% (n=26)	20.59% (n=28)	
No – Nearly Met	31.21% (n=49)	25.74% (n=35)	28.68% (n=39)	
No - Not Proficient	31.21% (n=49)	43.28% (n=59)	38.97% (n=53)	

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	HSA Proficiency Percentage - Science				
	Low SES - Science	2016-2017	2017-2018	2018-2019	2020-2021
	Yes - Exceeds	7.14% (n=3)	4.76% (n=2)	3.33% (n=1)	
	Yes - Meets	30.95% (n=13)	33.33% (n=14)	30% (n= 9)	
	No – Approaches	47.62% (n=20)	52.38% (n=22)	46.67% (n= 4)	
	No – Well Below	14.29% (n=6)	9.52% (n=4)	20% (n=6)	
	<u>IDEA Subgroup</u>				
	SBA Proficiency Percentage - ELA				
	IDEA - ELA	2016-2017	2017-2018	2018-2019	2020-2021
	Yes - Exceeds	0% (n=0)	0% (n=0)	0% (n=0)	
	Yes - Proficient	7.69% (n=1)	5.26% (n=1)	5.88% (n=1)	
	Nearly Met	0% (n=0)	10.53% (n=2)	17.65% (n=3)	
	No - Not Proficient	92.31% (n=12)	84.21% (n=16)	76.47% (n=13)	
	SBA Proficiency Percentage - Math				
	IDEA - Math	2016-2017	2017-2018	2018-2019	2020-2021
	Yes - Exceeds	0% (n=0)	0% (n=0)	0% (n=0)	

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Yes - Proficient	0% (n=0)	0% (n=0)	11.76% (n=2)	
Nearly Met	7.69% (n=1)	5.26% (n=1)	11.76% (n=2)	
No - Not Proficient	92.31% (n=12)	94.74% (n=18)	76.47% (n=13)	

HSA Proficiency Percentage - Science

IDEA - Science	2016-2017	2017-2018	2018-2019	2020-2021
Yes = Exceeds	0% (n=0)	0% (n=0)	0% (n=0)	
Yes - Meets	0% (n=0)	0% (n=0)	0% (n=0)	
No = Approaches	33.33% (n=2)	33.33% (n=1)	50% (n=2)	
No – Well Below	66.67% (n=4)	66.67% (n=2)	50% (n=2)	

ELL Subgroup

SBA Proficiency Percentage - ELA

ELL - ELA	2016-2017	2017-2018	2018-2019	2020-2021
Yes - Exceeds	5% (n=1)	0% (n=0)	0% (0)	
Yes - Met	5% (n=1)	3.7% (1)	5.28% (1)	
No – Nearly Met	10% (n=2)	14.81% (4)	21.05% (4)	
No - Not Proficient	80% (n=16)	81.48% (22)	73.68% (14)	

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	SBA Proficiency Percentage - Math				
	ELL - Math	2016-2017	2017-2018	2018-2019	2020-2021
	Yes - Exceeds	9.52% (n=2)	7.41% (n=2)	0% (n=0)	
	Yes - Met	9.52% (n=2)	0% (n=0)	8.33% (n=2)	
	No – Nearly Met	14.29% (n=3)	25.93% (n=7)	16.67% (n= 4)	
	No - Not Proficient	66.67% (n=14)	66.67% (n=18)	75% (n=18)	
	HSA Proficiency Percentage - Science				
	ELL - Science	2016-2017	2017-2018	2018-2019	2020-2021
	Yes - Exceeds	0% (n=0)	10% (n= 1)	0% (n=0)	
	Yes - Met	0% (n=0)	0% (n=0)	0% (n=0)	
	No – Nearly Met	66.67% (n=4)	80% (n=8)	16.67% (n=1)	
	No - Not Proficient	33.33% (n=2)	10% (n=1)	83.33% (n=5)	

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ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Gregg Yonemori, Principal	1. Collaboration, Communication, PD
2. Kimberly Castillo, Vice Principal	2. Family Engagement
3. Anne Cross, Student Services Coordinator	3. Inclusive Practices
4. Ricky Toyama, English Learners Teacher/Coordinator	4. EL Initiatives
5. Kaylyn Zukeran, Curriculum Coordinator	5. Data Collection and Systems
6. Counselor	6. MTSS
7. DPUST	7. Technology Expansion, Training, Integration

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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: By the end of SY 21-22	Rationale:																								
<p>Data will be used to make decisions, drive instructional practices, and monitor the effectiveness of initiatives. Specially designed instruction, differentiation, and technology will be used for instruction and assignments to meet the needs of all students and to close the achievement gap. PBIS and a robust SEL program will increase school connectedness and engagement.</p> <p>Achievement:</p> <ul style="list-style-type: none">By the end of SY 21-22, SBA proficiency will return to 41% in ELA, 38% in math, and 39% in science.By the end of SY 21-22, the SBA achievement gap will return to 45 in ELA and 35 in math. <p>Connectedness:</p> <ul style="list-style-type: none">By the end of SY 21-22, chronic absenteeism will return to 20%. <p>Engagement:</p> <ul style="list-style-type: none">By the end of SY 21-22, grade 3-5 Panorama scores will increase from 69%-73% in school belonging and from 61%- 65% in school safety.	<p>Over the past 4 years, we have worked hard to have our IDEA and EL students in an inclusive learning environment. In SY 15-16, 3% of our students with disabilities participated in an inclusive environment but at the end of SY 19-20 we are at 79%. Our focus must now be on targeted interventions, small group instruction, and differentiation to support all learners. Restructuring our achievement team process and streamlining our school-wide data collection to more easily utilize that data to monitor progress, identify interventions and drive instruction will need to be a priority.</p> <table><tr><th></th><th>ELA</th><th>Math</th><th>Science</th></tr><tr><td>All Students</td><td>41%</td><td>38%</td><td>39%</td></tr><tr><td>Non High Needs</td><td>80%</td><td>68%</td><td></td></tr><tr><td>High Needs</td><td>35%</td><td>33%</td><td></td></tr><tr><td>SpEd</td><td>6%</td><td>12%</td><td>0%</td></tr><tr><td>EL</td><td>5%</td><td>8%</td><td>0%</td></tr></table>		ELA	Math	Science	All Students	41%	38%	39%	Non High Needs	80%	68%		High Needs	35%	33%		SpEd	6%	12%	0%	EL	5%	8%	0%
	ELA	Math	Science																						
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EL	5%	8%	0%																						

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	Accountable Lead(s)	5 Themes	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<i>By the end of SY 21-22, 100% of the teachers will utilize a variety of data to plan instruction, monitor specific subgroups, determine LRE, identify needs, and plan interventions</i>	Analyzing and Using Data Provide PD on understanding different sources of data (SW1): <ul style="list-style-type: none"> • Reading Wonders • Go Math • i-Ready • DIBELS 8 • WIDA ACCESS • Student work samples • IDEA Eligibility Assessments 	CC	<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	The Schoolwide Support Team will review the following by the end every quarter: <ul style="list-style-type: none"> • PD Binder • Meeting agenda and minutes • Admin walkthrough data • Data collection tool • Small Group Instruction Data Analysis Sheet, schedule, and lessons
	Provide PD utilizing data (SW1, SW6): <ul style="list-style-type: none"> • Lesson planning • Small group formation • Determine appropriate LRE • Early identification and intervention • Monitoring of specific subgroups <ul style="list-style-type: none"> ○ IDEA ○ ELL ○ Students below grade level 	CC			

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	Provide collaboration time to (SW6): <ul style="list-style-type: none"> Analyze data Create small groups Establish student goals Plan instruction Monitor progress and growth Update pacing guides 	Principal			
<i>By the end of SY 21-22, SBA ELA proficiency will return to 41%</i>	Achievement <u>English Language Arts:</u> Complete unpacking ELA Standards (SW1): <ul style="list-style-type: none"> Identify learning intention Identify success criteria Identify learning progression 	CC	<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	The Schoolwide Support Team will review the following by the end every quarter: <ul style="list-style-type: none"> Standards folder PD Binder Meeting agenda and minutes Data Collection Tool CFA Folder
	Provide PD on small group instruction (SW6): <ul style="list-style-type: none"> Utilizing data to form groups & plan instruction Minimum 2x per week in 100% of classrooms Identifying and targeting specific skills 	CC			
	Provide PD on differentiation (SW6): <ul style="list-style-type: none"> Teachers provide differentiated instruction 	Principal			

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	<p>and set appropriate product expectations and success criteria for students</p> <p>Support for reading intervention programs (SW6):</p> <ul style="list-style-type: none"> ● K-3 Reading Success <ul style="list-style-type: none"> ○ PD for teachers and paraprofessionals ○ Implementation support ● 4-6 Rewards <ul style="list-style-type: none"> ○ PD for teachers and paraprofessionals ○ Implementation support <p>Support for Writing (SW6):</p> <ul style="list-style-type: none"> ● Begin developing and vertically align PreK-6 rubrics <ul style="list-style-type: none"> ○ Narrative ○ Informational ○ Opinion & Argumentative ● Begin Developing grade level CFAs for : <ul style="list-style-type: none"> ○ Narrative ○ Informational ○ Opinion & Argumentative 	CC			
		CC			

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<p><i>By the end of SY 21-22, ELA achievement gap will return to 45%</i></p>	<p>Special Education (SW1, SW6):</p> <ul style="list-style-type: none"> ● Provide collaboration time for special education teachers to plan specially designed instruction with grade level counterparts ● Provide trained paraprofessionals to assist with small group instruction 	Principal			
	<p>English Learners (SW1, SW6):</p> <ul style="list-style-type: none"> ● Provide PD on language acquisition strategies for English learners ● Provide trained paraprofessionals to assist with small group instruction 	CC	EL Coord		

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<p><i>By the end of SY 21-22, SBA Math proficiency will return to 38%</i></p>	<p><u>Math:</u></p> <p>Complete unpacking Math Standards:</p> <ul style="list-style-type: none"> ● Identify learning intention ● Identify success criteria ● Identify learning progression 	CC			
	<p>Provide PD on small group instruction (SW6):</p> <ul style="list-style-type: none"> ● Utilizing data to form groups & plan instruction ● Minimum 2x per week in 100% of classrooms ● Identifying and targeting specific skills 	CC			
	<p>Provide PD on differentiation (SW6):</p> <ul style="list-style-type: none"> ● Teachers provide differentiated instruction and set appropriate product expectations and success criteria for students 	Principal			
	<p>Begin vertical articulation for math.</p> <ul style="list-style-type: none"> ● Math skills ● Problem solving ● Math vocabulary 	CC			

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<p><i>By the end of SY 21-22, Math achievement gap will return to 35%</i></p>	<p>Special Education (SW6):</p> <ul style="list-style-type: none"> ● Provide collaboration time for special education teachers to plan specially designed instruction with grade level counterparts ● Provide trained paraprofessionals to assist with small group instruction 	Principal			
		CC			
	<p>English Learners (SW6):</p> <ul style="list-style-type: none"> ● Provide PD on language acquisition strategies for English learners 	EL Coord.			
	<ul style="list-style-type: none"> ● Provide trained paraprofessionals to assist with small group instruction 	CC			
<p><i>By the end of SY 21-22, Science proficiency will return to 39%</i></p>	<p>NGSS</p> <p>Provide PD to support transition to digital curriculum:</p> <ul style="list-style-type: none"> ● Getting started ● Program support ● Program coaching <p>Develop grade level units/lessons:</p> <ul style="list-style-type: none"> ● Provide articulation time or planning days 	CC	<input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>The Schoolwide Support Team will review the following by the end every quarter:</p> <ul style="list-style-type: none"> ● Standards folder ● PD Binder ● Meeting agenda and minutes

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<p><i>By the end of SY 21-22, chronic absenteeism will return to 20%</i></p>	<p>Whole Child</p> <p>Chronic absenteeism (SW6):</p> <ul style="list-style-type: none"> ● Revise HERO attendance incentive program ● Revise school-wide attendance procedures and implement with fidelity <ul style="list-style-type: none"> ○ Informal student support ○ Counselor interventions ○ Consult with social worker, home visit ○ Family court petition ● Implement HERO program and attendance procedures with fidelity <p>SEL Curriculum (SW6):</p> <ul style="list-style-type: none"> ● School-wide alignment of SEL program's skills ● School-wide agreement on implementation schedule ● Implementation with fidelity <p>Increase student connectedness and engagement with opportunities for (SW6):</p> <ul style="list-style-type: none"> ● Student voice ● Leadership ● School service 	Counselor	<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>The Schoolwide Support Team will review the following by the end every quarter:</p> <ul style="list-style-type: none"> ● School level data ● Longitudinal Data System ● Infinite Campus ● Behavioral Universal Screener ● Discipline data
		Counselor			
		Counselor			

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	Increase student connectedness and engagement with ELO opportunities for (SW6): <ul style="list-style-type: none"> ● Student Interests ● Enrichment 	Counselor			
	<p>Collective Efficacy of School-wide Systems and Routines</p> <p>School Incentives:</p> <ul style="list-style-type: none"> ● Develop school-wide incentive programs based on PBIS principles <ul style="list-style-type: none"> ○ Attendance ○ Behavior <p>COVID 19: v</p> <ul style="list-style-type: none"> ● Develop and implement schoolwide COVID health and safety routines that will be taught to students. <p>Examples:</p> <ul style="list-style-type: none"> ○ Restroom usage ○ Hand washing ○ Social distancing ○ Procedures during unstructured time ○ Lunch procedures 	<p>Counselor</p> VP	<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>The Schoolwide Support Team will review the following by the end every quarter:</p> <ul style="list-style-type: none"> ● School level data ● Longitudinal Data System ● Infinite Campus ● Behavioral Universal Screener

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Goal 2: Staff Success. Chiefess Kapi‘olani Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end SY 2021-2022	Rationale:
<p>Provide PD on the <i>Four Habits of Powerful Teaching and Learning</i>, differentiation, specially designed instruction, GLAD strategies, other inclusive practices, PBIS, SEL, and effects of poverty to provide support for all students in the classroom.</p> <p>Technology hardware will be supplied in all classrooms. Technology PD will be provided to increase the integration of technology use in the classroom and to support distance learning opportunities for students.</p> <ul style="list-style-type: none">● <i>By the end of SY 21-22, 100% of teachers will implement research/evidence based strategies from the provided PD to enhance classroom instruction.</i>● By the end of SY 21-22, 100% of the teachers will implement research/evidence based strategies from the provided PD to enhance understanding student needs and classroom instruction.● By the end of SY 21-22, 100% of the teachers will utilize technology in their classroom to increase engagement, enhance classroom instruction, support individual learners.	<p>Increasing the use of effective instructional practices for the inclusive classroom through professional development and integrating technology into instruction will support and increase achievement for all students.</p> <p>Professional development focused on the whole child: SEL, PBIS, and teaching and engaging students from poverty will foster understanding and appropriate support for all students.</p>

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Planning for Staff Success				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Accountable Lead(s)	5 Themes	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<i>By the end of SY 21-22, 100% of the teachers will implement research/evidence based strategies from the provided PD to enhance classroom instruction.</i>	Instructional Strategies and Practices Provide ongoing PD to assist teachers with instructional best practices (SW1): <ul style="list-style-type: none"> ● Specially designed instruction ● Teacher Clarity ● Learning intentions ● Success criteria ● Differentiation ● Inclusive practices ● Small group instruction 	CC	<input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	The Schoolwide Support Team will review the following by the end every quarter: <ul style="list-style-type: none"> ● PD Binder ● Administration walkthrough data
	Provide PD for EL Language Acquisition (SW1, SW6): <ul style="list-style-type: none"> ● GLAD strategies 	EL Coord			

	Train paraprofessionals on (SW6):	CC			
	<ul style="list-style-type: none"> ● Schoolwide reading intervention programs <ul style="list-style-type: none"> ○ Reading Success ○ Rewards ● Small group instruction 				
<i>By the end of SY 21-22, 100% of the teachers will utilize technology in their classroom to increase engagement, enhance classroom instruction, and support individual learners.</i>	Technology Provide the technology hardware necessary for increasing engagement, differentiation, participating in distance learning, and meeting individual learner needs: <ul style="list-style-type: none"> ● Interactive projection ● Apple TVs ● Document Cameras ● i-Pads ● Chromebooks ● Computers ● Etc 	DPUST	<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input checked="" type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	The Schoolwide Support Team will review the following by the end every quarter:
		DPUST			<ul style="list-style-type: none"> ● PD Binder ● Inventory Checks

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	<p>Provide internet access both in school and at home necessary for participation in distance learning (SW6):</p> <ul style="list-style-type: none"> ● Improve/increase school bandwidth ● Provide wifi hotspots to students needing connectivity <p>Provide PD based on integrating technology in classroom instruction and providing quality distance learning:</p> <ul style="list-style-type: none"> ● Simultaneous instruction ● Interactive projection ● Google Classroom ● Google Meets ● Uploading Videos 	DPUST			
<p><i>By the end of SY 20-21, 100% of the teacher will implement research/evidence based strategies from the provided PD to enhance understanding student needs and classroom instruction.</i></p>	<p>Whole Child</p> <p>Provide PD on Social Emotional Learning (SEL) (SW6):</p> <ul style="list-style-type: none"> ● The Why ● Second Step <p>Provide PD on Positive Behavioral Interventions and Supports (PBIS) (SW6):</p> <ul style="list-style-type: none"> ● Classroom ● School-wide <p>Provide PD on Poverty (SW6):</p> <ul style="list-style-type: none"> ● Teaching with poverty in mind 	Counselor	<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>The Schoolwide Support Team will review the following by the end every quarter:</p> <ul style="list-style-type: none"> ● PD Binder ● Administration walkthrough data ● Behavioral Universal Screener ● Discipline data

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

Outcome: By the end of SY 21-22	Rationale:
<p>School-wide processes will be established clarifying responsibilities and expectations, and an explicit communication system for timely two-way flow of information will be developed. Along with increased family engagement, student needs will be met.</p> <ul style="list-style-type: none">● <i>By the end of SY 21-22, 100% of the students identified as being at risk on our universal screeners will receive appropriate supports.</i>● <i>By the end of SY 21-22, family participation in school events will increase by 10%.</i>● <i>By the end of SY 21-22, the schoolwide support team will support 100% of the MTSS initiatives.</i>● <i>By the end of SY 21-22, systems will be in place ensuring timely communication ensuring understanding by stakeholders and their engagement.</i>● <i>By the end of SY 21-22, grade 3-5 Panorama scores will increase from 69%-73% in school belonging and from 61%- 65% in school safety.</i>	<p>Approximately 85% of our students are classified as high needs and it is imperative that the multi-tiered system of supports at our school is functioning well. Engaging all of our families will allow our school to better understand the challenges our students may be facing and also help our families learn strategies to support their children at home. Effective communication is essential to promote understanding, have clear guidelines and expectations, and engage all stakeholders.</p>

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Planning for Successful Systems of Support				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Accountable Lead(s)	5 Themes	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<i>By the end of SY 21-22, 100% of the students identified as being at risk on our universal screeners will receive necessary supports.</i>	MTSS Restructure Achievement Teams (SW6): <ul style="list-style-type: none"> ● Maintain achievement focus, add on behavior and attendance ● Develop school-wide agreements and expectations for achievement team responsibilities <ul style="list-style-type: none"> ○ Analyze data to inform and adjust instruction ○ Create groups ○ Plan targeted lessons and interventions ○ Plan next steps for behavior and attendance ● Provide articulation time or planning days 	CC	<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	The Schoolwide Support Team will review the following by the end every quarter: <ul style="list-style-type: none"> ● Meeting agenda and minutes ● Data Collection Tool
	Progress Monitoring (SW6): <ul style="list-style-type: none"> ● Refine system of 	CC			

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	<ul style="list-style-type: none"> collecting data <ul style="list-style-type: none"> ○ iReady ○ Core curriculum ○ DIBELS ○ WIDA ACCESS ○ Work Samples ○ IDEA Eligibility Assessments ○ Attendance ○ Discipline ● Refine systems to analyze data <ul style="list-style-type: none"> ○ Achievement teams ○ Peer review ○ Core meetings ● Data system shared with and understood by faculty <p>Restructure School-wide PBIS (SW6):</p> <ul style="list-style-type: none"> ● Develop shared understanding of PBIS principles and best practices ● Develop and implement school-wide PBIS program ● Develop and implement classroom PBIS program 	Counselor				
	Evaluate Programs and School	CC				

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	<p>Initiatives (SW6):</p> <ul style="list-style-type: none">• Develop a system to monitor the fidelity of program and initiative implementation• Develop a system to monitor the effectiveness of PD opportunities• Utilize data to provide support				
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<p><i>By the end of SY 21-22, family participation in school events will increase by 10%</i></p>	<p>Family and Community Engagement</p> <p>Plan family events to build relationships, engagement, and opportunities for collaboration (SW7):</p> <ul style="list-style-type: none"> ● Start of year open house ● Quarterly family events ● New student orientation ● New family orientation 	VP	<input checked="" type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>The Schoolwide Support Team will review the following by the end every quarter:</p> <ul style="list-style-type: none"> ● School level data collection on family events ● School surveys ● Communication binder
	<p>Plan family events to build relationships and engagement targeting high needs group (SW7):</p> <ul style="list-style-type: none"> ● IDEA ● EL ● Chronically absent students ● Kindergarten 	VP			
	<p>Improve communication between school and families focusing on (SW7):</p> <ul style="list-style-type: none"> ● Individual contacts (phone, Remind App, notes, communication logs, face to face, etc.) ● Mass contacts: <ul style="list-style-type: none"> ○ Newsletters ○ School website ○ Marquee ○ Social media 	Principal			

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	<ul style="list-style-type: none"> ○ School Messenger <p>Develop community partnerships and build school support</p> <ul style="list-style-type: none"> ● Identify community stakeholders ● Approach and introduce partnership ideas 	Principal			
<p><i>By the end of SY 20-21, the schoolwide support team will support 100% of the MTSS initiatives.</i></p> <p><i>By the end of SY 21-22, grade 3-5 Panorama scores will increase from 69%-73% in school belonging.</i></p>	<p>Support System</p> <p>Schoolwide Support Team</p> <ul style="list-style-type: none"> ● Reconfigure support team's responsibilities and duties ● Establish and clearly communicate lines of support to faculty and staff <p>Ensure students have all basic school supplies and are able to fully participate in all school learning opportunities (SW6):</p> <ul style="list-style-type: none"> ● Develop community partnerships and receive donations for school supplies ● Purchase school supplies as needed for all students. <p>Ensure students have the necessary tech hardware and internet access to fully</p>	<p>Principal</p> <p>Principal</p> <p>Principal</p>	<input type="checkbox"/> Hawaii <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input checked="" type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>The Schoolwide Support Team will review the following by the end every quarter:</p> <ul style="list-style-type: none"> ● Support team matrix ● Purchase Orders

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	<p>participate in all school learning opportunities during a normal school day or distance learning:</p> <ul style="list-style-type: none"> ● Provide necessary tech hardware (computer, chromebook, ipad, cameras, headphones, etc.) ● Provide necessary internet access 				
<i>By the end of SY 21-22, systems will be in place ensuring timely communication, ensuring understanding by stakeholders, and their engagement.</i>	<p>Improve Communication Systems</p> <p>Establish an explicit communication system to ensure the timely two-way flow of information:</p> <ul style="list-style-type: none"> ● Develop a common meeting template and expectations for all school level meetings ● Develop a multi-model system of sharing information with families and community members ● Provide faculty and staff with clear expectations and deadlines orally and in writing ● Provide Google Drive PD for all faculty and staff <p>Establish a communication</p>	<p>Principal</p> <p>Principal</p>	<input type="checkbox"/> Hawaii <input type="checkbox"/> Equity <input checked="" type="checkbox"/> School Design <input type="checkbox"/> Empowerment <input type="checkbox"/> Innovation	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>The Schoolwide Support Team will review the following by the end every quarter:</p> <ul style="list-style-type: none"> ● Communication binder ● PD binder

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	<p>system to ensure the timely two-way flow of information between teachers and families:</p> <ul style="list-style-type: none"> • Develop school-wide agreements on which communication platform to use • Develop school-wide agreements regarding expectations for communication <p>Establish an online system to ensure teacher communication and ability to provide instruction via distance learning:</p> <ul style="list-style-type: none"> • Provide necessary tech hardware • Provide necessary PD 	DPUST				
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