

One-Year Academic Plan 2020-2021

Version Protocol:

V. 1- black

V.2- changes in RED/ omitting - strikethrough instead of delete

V.3- changes in BLUE/ omitting - strikethrough instead of delete


V.4- changes in GREEN/ omitting - strikethrough instead of delete

V.5- changes in ORANGE/ omitting - strikethrough instead of delete


Approved by HKKK CAS

6/2/2020

Date

School:	Konawaena Elementary	
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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 (Title I Schools)
- WASC Self Study
 - 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
- EL Self Study Report

1. Need: Increase academic learning outcomes for all students by providing rigorous standards based instruction and implementing effective tier 1 strategies.
2. Need: Provide opportunities to engage the "whole child's" executive functioning, decision making, and problem solving.
3. Need: Implement and enhance effective tier 2 instructional interventions for all students needing extra support and provide inclusion opportunities for IDEA and EL learners.
4. Provide SEL supports for all students...GLOs, Getting Along Together, Mind Up to address social emotional needs of our students.
5. Improve attendance through the Challenge 5 Campaign in partnership with the Student Ambassador/ Leadership Group.

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.

Sub Group	Identified Need(s)	Enabling Activit(ies)
English Learners (14% of our student population)	15% of EL students met the SBA ELA proficiency grades 3-5 17% of EL students met the SBA Math proficiency grades 3-5	1a, 1b, 1c, 2c,
IDEA (7% of our student population)	0% of IDEA identified students are meeting proficiency on the SBA reading & math.	1a, 1b, 1c, 2c,
Low SES (68% of our student population)	39% of students identified as low SES in grades 3-5 are meeting proficiency on the Math SBA 43% of students identified as low SES in grades 3-5 are meeting proficiency on the ELA SBA.	1a, 1b, 1c, 2c,
Migrant 15% for SY 19-20 *not a federally identified	48% SY 18-19 grade 3 proficient in math SBA 45% SY 18-19 grade 3 proficient in ELA SBA	1a, 1b, 1c, 2c

	sub group*	grade 4 SBA math 30% proficient grade 4 SBA ELA 22% proficient *% based on data of migrant identified students as of 12/19	
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ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Diane Spencer, Principal	1. EES, WASC, GLC/ILT, Academic Achievement, Professional Development
2. Vice Principal	2. SEL ,EES, MTSS, Attendance
3. Joseph Gross , SSC	3. RtI, Comprehensive Student Supports, Inclusion Support and Coordination
4. Melody Schott,Math & Debi Yamamoto,Reading Coach	4. Curriculum; RtI, ART, GLC/ILT, PLC/Data Teams
5. Katrina Cheung,Counselor	5. Counseling, Guidance, SBA Testing Coordinator, Student Survey Coordinator, College & Career Readiness
6. Cami Iwanaga, English Learner/Migrant Ed Coordinator/Teacher	6. EL Program; WIDA Testing; PLC intervention resource
7. Richelle Tagawa ,PCNC	7.Parent Community Outreach

Goal 1: Student Success. All students will be empowered and engaged in learning to demonstrate academic and social-emotional growth in order to achieve life-success (college, career, community).

Outcome: By the end of SY20-21	Rationale:
<p>All students will:</p> <ul style="list-style-type: none"> • Develop self-directed learning skills in order to support future college and career ready skills. • Participate in rigorous standards based learning opportunities to enhance problem solving, decision making and critical thinking skills so that they can engage fully in high quality education opportunities. • Develop the academic and social skills necessary to transition from grade level to grade level and on to middle school. • Receive the appropriate supports and interventions based on need/data. • Learn strategies to calm their minds, focus their attention, and become more aware of themselves, others, and their environment. Learn strategies that support conflict resolution and working together. 	<p>In elementary school, it is essential that children develop the academic and life skills necessary in early years to be productive and contributing members of society.</p> <p>Providing relevant, well-rounded, and rigorous learning opportunities will ensure that students will be ready to advance to the next grade level and ultimately for future careers and college experiences. Since all students do not develop at the same time, it is important to have systems in place to identify areas that need support.</p> <p>Teachers work very hard to support students to reach grade level reading and math by the end of their third grade year. We want them to have general knowledge in science and social studies, understand the importance of exercise, nutrition and healthy habits and help them with the “soft skills” that are so important in teaching the whole child.</p> <p>Mind Up: This is KES newly adopted Social Emotional Learning Program. The program addresses and instructs students about how the brain works and how to navigate challenges when the</p>

	<p>brain is being “hijacked” by the amygdala. Teachers provide opportunities for mindfulness and brain breaks throughout the school day and intentional lessons within the curriculum as well.</p> <p>To support an engaged classroom and working together, we would like to reintroduce parts of the Getting Along Together curriculum to address conflict resolution and to teach skills needed to work cooperatively.</p>
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Goal 2: Staff Success Schools will have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of SY 20-21	Rationale:
<p>All staff will:</p> <ul style="list-style-type: none"> • Provide opportunities for students to engage in rigorous standards based instruction and activities that support the whole child.. • Participate in professional development opportunities to enhance pedagogical skills to impact student academic and behavioral outcomes. • Participate in grade level PLCs to share best practices, look 	<p>The most important person in a student’s learning is a competent and capable teacher. Teachers need to be trained and supported so they can provide the most optimal learning environment possible for student learning.</p> <p>To that end, teachers need to feel they have the efficacy to do the important work of teaching and steps to achieve this are through providing Professional Development opportunities and support.</p>

<p>at student work and plan instruction.</p> <ul style="list-style-type: none"> • Develop teacher leadership skills through practices such as PLC, ILT and data teams processes to impact student outcomes. • Engage in a mentoring program as a mentor or mentee to enhance pedagogical and teacher leadership skills 	<p>Ensuring that every student has a caring, prepared teacher begins with attracting, hiring, and assigning teachers in a timely manner to fulfill educational programs at school.</p>
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Goal 3: Successful Systems of Support. Schools will be empowered to develop innovative systems that strive for equity and promote sustainable and continuous growth (financial, human, and community resources).

Outcome: By the end of SY 20-21	Rationale:
<ul style="list-style-type: none"> • Improve communication within our faculty and staff, with parents and community • Implement a new committee structure and evaluate the new systems as we progress. • Continue to improve our PLC structure/processes by establishing a lead team to drive school initiatives • Continue to work on improving our RTI (MTSS) process to ensure that students get the support that they need to make progress. • Continue to build parent and community partnerships through the PTA and the volunteer community outreach 	<p>The school has undergone much change over the past two years with the veteran 20 year principal retiring and having three different administrators over the same time period.</p> <p>We would like to establish some structures/processes that will help improve communication and support all efforts to work more efficiently.</p>

Planning					Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity	Lead(s)				
By the end of SY 20-21, 100% of students will meet their Target Growth Goal for iReady Reading and Math.		Hawaiʻi	Student	1a. Implement high impact literacy strategies to improve Core Instructional Areas of Reading, Math, Science, Social Studies and Writing. <ul style="list-style-type: none">Students will be engaged in high impact strategies in reading and math.Student understanding & Use of Learning Targets and Success Criteria (teacher clarity)Student engagement with Tier 1 & 2 instructionStudent participation in tutoring based on need and determined through dataStudents identified as English Learners or in need of IDEA participation in inclusionParticipation in small group instruction		x	WSF	IReady Assessments three times a year Dibels assessments two or three times a year Regular Fluency Assessments Curriculum Assessments IEP Goals Progress Monitoring/IDEA students WIDA Annual Assessment Title I Funding: \$36,803 PTTs \$104,970 PPEs \$35,000 PPTs \$47,709 Supplies, PDs
	X	Equity			x	Title I \$224,482		
	X	School Design				Title II		
	X	Empowerment				IDEA		
		Innovation			x	Other Migrant Ed.		
		Hawaiʻi	Staff Success	1b. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies <ul style="list-style-type: none">professional developmenttraining on curriculum areas of focus - teacher clarity - learning targets and success criteriaIntentional scheduling for teacher collaboration (i.e., data teams, PLCs, grade level, ILT)Use data to inform their instruction and to have conversations about instruction.With a newly established math/science coach, begin to look at NGSS science standardsimplement most effective tier one practices in the classroomContinue to improve inclusion/resource models based on student needs for EL and SPED student (Hui Pu)Support teachers through mentoring opportunities and coaching opportunities for the leadership team.			WSF	Achievement Plans are generated in grade level PLCs
		Equity				Title I X 14,000 for McCarley Contract		
	x	School Design				Title II		
	X	Empowerment				IDEA		
	X	Innovation				Other		

		Hawaiʻi	System of	<p>1c. Grade level PLCs will use data to inform their instruction and to have conversations about instruction. Plan for learning targets and success criteria</p> <p>Continue our current RTI system for identifying and offering supports for students below grade level in Reading and Math.</p> <p>COMPLEX Enabling activity--add bullets as needed) Implement the the complex K-12 literacy framework to support a sustained and coherent process to improve literacy skills</p> <ul style="list-style-type: none"> utilize the ILT process to support effective literacy instruction address technology needs to support literacy instruction and intervention Attain coherency in curricular programs Develop formative assessments to measure student progress <p>Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level.</p>			WSF	ILT agendas and Cycle of Professional Learning
	x	Equity					Title I	Action Plans by Grade levels
	x	School Design					Title II	Grade level Success Criteria & Learning Targets
	x	Empowerment					IDEA	RTI data
	x	Innovation					Other	
<p>CNA Crosswalk pg. 13-14</p> <p>FRF Line # 17</p> <p>WASC Critical Area for Follow up #1,2,3,4</p> <p>SW 1,2,3,4 (see one pager),5,6</p>								

Planning						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity		Lead(s)			
All students are safe, healthy and supported in school, so they can engage fully in high-quality educational opportunities.		Hawaiʻi		<p>2a</p> <ul style="list-style-type: none"> Schoolwide positive behavioral intervention & support (PBIS) program. - Caught you doing good? Engagement with General Learner Outcomes (GLOs) within and outside of the classroom. Weekly Mind Up lessons focused on students' 		x	WSF	Student behavior incidents report
	x	Equity					Title I	Behavior screener?
	x	School Design					Title II	Surveying students.
	x	Empowerment					IDEA	

		Innovation	Student	understanding their emotions. Empowering children through mindful practice based in neuroscience. <ul style="list-style-type: none">Student Voice - student ambassadors/student council/PPO?			Other	
		Hawaiʻi	Staff Success	2b. <ul style="list-style-type: none">Teachers will implement Mind Up curriculum and have discussions at the PLC regarding the SEL program and ways to teach/incinerate them into the lessons.Teachers will be trained inGetting Along Together/ Cooperative Learning strategiesTeachers actively recognize the appropriate behaviors.Teachers provide opportunities for Student Voice in the classroom.			WSF	Classroom observations
	x	Equity					Title I	Faculty discussions
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
		Hawaiʻi	System of	2c. Design and implement a comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior <ul style="list-style-type: none">Implement the Panorama SurveyImprove our current RTI system for identifying and offering of supportsDevelop and implement a new committee structure that best suits the needs of our schoolDevelop consistency of language and implementation of our SEL programs		x	WSF	Panorama results
	x	Equity				x	Title I \$238,482 tutors	Teacher feedback
	x	School Design					Title II	
	x	Empowerment					IDEA	
	Innovation					Other		
CNA Crosswalk pg. 13-14, 16 FRF Line #17 WASC Critical Area for Follow up #3,4 SW 1, 2,3,4,6								

Planning					Funding Source(s)		How will you measure this enabling activity?	
Desired Outcome	Promise		Enabling Activity	Lead(s)				
Konawaena Elementary School healthy students will be present 95% of scheduled school days.		Hawaiʻi	Student	3a -Student ambassadors will run the Strive for less than 5(unexcused) program at the school(healthy children come to school) - Attendance goals reviewed by teachers with all students.		x	WSF	Daily attendance data Daily attendance announcements posting outside classrooms on paws # of absent
	xx	Equity					Title I	
		School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi	Staff Success	3b - Teachers will talk to students about the importance of being in school - Teachers will keep accurate attendance			WSF	SEL “circles” reinforce daily attendance announcements over intercom
	x	Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
		Hawaiʻi		3c. - Classroom teachers first and then the RTI team intervene with students with attendance issues. - Promote in the media the importance of attendance on the importance of daily attendance. - Student Leadership will take the lead in promoting improved attendance. - Include Keiki Health Nurse (COVID education)			WSF	Student Ambassadors to kick off Strive for Less than 5 attendance campaign Info on staying healthy from Keiki Health Nurse
	x	Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	
CNA Crosswalk pg. 8 FRF Line # NA WASC Critical Area for Follow up #5 SW 1,3,4,6	x	Empowerment						
	x	Innovation						

Planning					Funding Source(s)		How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)			
Creating and Maintaining Partnerships to support students and families		Hawaiʻi	Student			WSF	surveys attendance logs agendas
		Equity			x	Title I- parent involvement \$2022	
	x	School Design				Title II	
		Empowerment				IDEA	
	x	Innovation			x	Other PTA?	
		Hawaiʻi	Staff Success			WSF	agendas surveys attendance
		Equity				Title I	
		School Design				Title II	
		Empowerment				IDEA	
		Innovation				Other	
		Hawaiʻi				WSF	flyers school newsletter website info
		Equity x				Title I	
		School Design				Title II	

CNA Crosswalk pg. 3-4 FRF Line #22 WASC Critical Area for Follow up # 2 SW 7		Empowerment	Customs of	Variety SHow? Career Day/Fair? <u>Community Partnerships:</u> Lions Club Rotary Club La'i Opua Keiki Health Nurse Aloha MAPS SKEA Greenwell Farms Parks and Recreation (Track)? Cones, Coffee, Cravings Rapid Ohia Imiloa Hawaii Diaper Bank Credit Union Kona Early Intervention Community Preschools (Son Shine, Hongwanji)? Kamaaina Kids LifeWater Church Latter Day Saints Church Dru Kanuha Blue Zone Deb/Katrina baby Huiana 4-H? Leo Club Student Teachers?			IDEA	
		Innovation					Other	