One-Year Academic Plan 2022-2023

School:	Konawaena Elementary School	
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Phone:	(808)323-4555	
Website:	Konawaena Elementary School	
CAS Signature & Date:	*Janett Phillip* (signature)	

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, and Getting Along Together 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 Activities
English Learners (17% of our student population)	33% of EL students met the SBA ELA proficiency grades 3-5 33% of EL students met the SBA Math proficiency grades 3-5	1a, 1b, 1c, 2c,
IDEA (8% of our student population)	0% of IDEA identified students are meeting proficiency on the SBA reading & math.	1a, 1b, 1c, 2c,
Low SES (53% of our student population)	26% of students identified as low SES in grades 3-5 are meeting proficiency on the Math SBA 35% of students identified as low SES in grades 3-5 are meeting proficiency on the ELA SBA.	1a, 1b, 1c, 2c,Aloha, Jackman has a mask exemption. He is not required to wear a mask in class. Can you please let his SFA teacher know as well. Thank you,
Migrant 9% for SY 21-22 *not a federally identified sub group*	0% SY 20-21 grade 3 proficient in math SBA 0% SY 20-21 grade 3 proficient in ELA SBA grade 4 SBA math 8% proficient	1a, 1b, 1c, 2c

		grade 4 SBA ELA 17% proficient *% based on data of migrant identified students as of 03/31/22	

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Principal	1. EES, WASC, GLC/ILT, MTSS, Academic Achievement, Professional Development, LEAD
2. Vice Principal	2. SEL ,EES, MTSS, Attendance, LEAD
3. SSC	3. RTI, MTSS, Comprehensive Student Supports, Inclusion Support and Coordination, LEAD
4. Instructional Specialists (K-2 and 3-5)	4. Curriculum; RTI, MTSS, LEAD, GLC/ILT, PLC/Data Teams
5. Counselor	5. Counseling, Guidance, SBA Testing Coordinator, Student Survey Coordinator, College & Career Readiness, LEAD
6. English Learner/Migrant Ed Coordinator/Teacher	6. EL Program; WIDA Testing; PLC intervention resource, LEAD
7. PCNC	7.Parent Community Outreach

<u>Goal 1:</u> 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 SY 22-23	Rationale:
All students will: ● 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.	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. 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. 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. 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.

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 22-23	Rationale:
All staff will: • 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 at student work and plan instruction. • 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	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 their students. 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. 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.

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 22-23	Rationale:

• 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 • 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	The school has undergone much change over the past four years, while having five different principals over the same time period. We would like to establish some structures/processes that will help improve communication and support all efforts to work more efficiently. The RTI process will continue to follow an MTSS model which seeks to focus on the academic, SEL, and behavioral components of all students ensuring wrap around services to meet our students' needs We will continue to seek out partnerships within our community through PTA and PCNC efforts

Planning					Funding Source(s)	How will you measure this enabling activity?
Desired Outcome	Promise		Enabling Activity	Lead(s)		
By the end of SY 22-23, 100% of students will grow academically a minimum of one year in one years time in reading as based on		Hawaiʻi	1a. Implement high impact literacy strategies to improve Core Instructional Areas of Reading, Math, Science, Social Studies and Writing. • 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 instruction • Student participation in tutoring based on need and determined through data • Students identified as English Learners or in need of IDEA participation in inclusion • Participation in small group instruction	x	WSF	IReady Assessments four 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
	x	Equity		x	Title I $125082	
	x	School Design			Title II	
	x	Empowerment			IDEA	
		Innovation		x	Other Migrant Ed.	

iReady data				1b. Provide supports to ensure teacher confidence and ability to apply effective instructional strategies • professional development • training on curriculum areas of focus - teacher clarity - learning targets and success criteria • Intentional 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 instructional specialists (k-2 and 3-5), begin to look at instructional practices in all subject areas and standards to meet • implement most effective tier one practices in the classroom • Continue to improve inclusion/resource models based on student needs for EL and SPED students • Support teachers through mentoring opportunities and coaching opportunities for the leadership team.			Achievement Plans are generated in grade level PLCs
		Hawaiʻi			x	WSF	
		Equity			X	Title I $10000	
	x	School Design				Title II	
	X	Empowerment				IDEA	
	X	Innovation				Other	
CNA Crosswalk pg.#21 **FRF Line #12** **WASC Critical Area for Follow up #1, 2, 4, 5, 6, 7** **Title 1 Addendum Crosswalk SW #5, 6**		Hawaiʻi		1c. Grade level PLCs will use data to inform their instruction and to have conversations about instruction. Plan for learning targets and success criteria Continue our current RTI system for identifying and offering supports for students below grade level in Reading and Math. Implement our MTSS system to ensure students have supports necessary for academic, social/emotional, and behavioral needs. Implement the the complex K-12 literacy framework to support a sustained and coherent process to improve literacy skills • 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 Utilize the complex math framework to ensure that students progress through the K-12 continuum with the requisite skills appropriate to each grade level.		x	WSF	ILT agendas and Cycle of Professional Learning Action Plans by Grade levels Grade level Success Criteria & Learning Targets RTI data
	x	Equity			x	Title I $125082	
	x	School Design				Title II	
	x	Empowerment				IDEA	
	x					Other	

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.	Hawai'i x Equity x School Design x Empowerment Innovation	2a • Schoolwide positive behavioral intervention & support (PBIS) program. - Caught you doing good • Engagement with General Learner Outcomes (GLOs) within and outside of the classroom. • GAT lessons focused on students' understanding of their emotions and proper expression (I messages). Creation of school wide ritual and routines transferable and scalable between grades • Student Voice: Reinstitution and reimaging of student ambassadors/student council/PPO	x	x WSF Title I Title II IDEA Other	Student behavior incidents report Behavior screener? Surveying students.
	Hawai'i x Equity x School Design x Empowerment x Innovation	2b. • Teachers will utilize Heads Up forms for academic, SEL, and behavioral concerns within our MTSS framework. • Teachers will teach Getting Along Together/ Cooperative Learning strategies • Teachers actively recognize the appropriate behaviors. • Teachers provide opportunities for Student Voice in the classroom.		WSF Title I Title II IDEA Other	Classroom observations Faculty discussions

CNA Crosswalk pg.# FRF Line #12 WASC Critical Area for Follow up #3, 4, 5, 7 Title 1 Addendum Crosswalk SW # 5, 6		Hawaiʻi		2c. Implement the Panorama Survey Improve our current RTI system for identifying and offering of supports Develop and implement a new committee structure that best suits the needs of our school Develop consistency of language and implementation of our SEL programs Continue to refine our comprehensive MTSS plan to address achievement, socio-emotional learning, and student behavior		x	WSF	Panorama results Teacher feedback
	x	Equity				x	Title I $4527	
	x	School Design					Title II	
	x	Empowerment					IDEA	
		Innovation					Other	

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		Hawaiʻi		3a -We will reinstitute student ambassadors to run an attendance promotion program at the school (healthy children come to school) - Attendance goals reviewed by teachers with all students.		x	WSF	Daily attendance data
	x	Equity				x	Title I $1810	
		School Design					Title II	
	x	Empowerment					IDEA	

school days.		Innovation					Other	
		Hawai'i		3b - Teachers will talk to students about the importance of being in school - Teachers will keep accurate attendance			WSF	
	x	Equity					Title I	
	x	School Design					Title II	
		Empowerment					IDEA	
		Innovation					Other	
<mark>CNA Crosswalk pg.# FRF Line #12 and 22 WASC Critical Area for Follow up #4, 8 Title 1 Addendum Crosswalk SW # 6</mark>		Hawai'i		3c. - Classroom teachers first and then the MTSS 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	
	x	Equity					Title I	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
Planning							Funding	

Desired Outcome	Promise		Enabling Activity	Lead(s)	Source(s)		How will you measure this enabling activity?
Increase parent and community partnerships.		Hawaiʻi	Opportunities for students to participate in activities such as Winter Craft Night, Movie Night, Spring Fest, Music Showcase, Variety Show?, Robotics Newberry Choir Ukulele Club GEMS			WSF	
		Equity			x	Title I- parent involvement $8234	
	x	School Design				Title II	
		Empowerment				IDEA	
	x	Innovation			x	Other PTA?	
		Hawaiʻi	Teachers will participate in selected school activities to support students. Meet n Greet SKEA			WSF	
		Equity				Title I	
		School Design				Title II	
		Empowerment				IDEA	
		Innovation				Other	
		Hawaiʻi	Part of our Konawaena Elementary partnerships Events: Meet n Greet EL Nights MEP Nights Turkey Trot Trunk Or Treat Holiday Craft Night/Packet Literacy Night Movie Nights Student Council Community			WSF	
		Equity X				Title I	
CNA Crosswalk pg.# FRF Line #21 WASC Critical Area for Follow up #4, 8 Title 1 Addendum Crosswalk SW # 7		School Design				Title II	
		Empowerment				IDEA	
		Innovation				Other	

				Community Partnerships: Lions Club Rotary Club La'i Opua 2020 Keiki Health Nurse Aloha MAP SKEA Greenwell Farms Parks and Recreation (Track)? Rapid Ohia Imiloa Hawaii Community Federal Credit Union Kona Early Intervention Community Preschools (Son Shine, Hongwanji)? Kamaaina Kids Boys and Girls Club LifeWater Church Latter Day Saints Church Dru Kanuha Blue Zone Roots of Empathy Huiana 4-H Leo Club Student Teachers Hawaii Island Food Basket Complex schools Shop with a Cop DARE PATH Hokupa'a Vibrant Hawaii Halau Ka'eaikahelelani Atlas Recycling Keiki Heroes				

Notes:
1. Utilize your CNA and WASC reports to identify 8-10 areas of focus areas to be included in your Academic Plan
    a. The complex is requesting three areas of focus based on data for the complex. The enabling activities for each of the following areas of focus have been populated in systems of support for each of these areas.
        i. Improve literacy in reading and writing achievement
        ii. Improve math achievement
        iii. Develop a comprehensive MTSS plan and implementation (state mandate that schools develop a comprehensive plan to address intervention and proactive supports to support academics and social emotional well-being

    b. Enabling activities in student success, staff success, and systems of support should align to each focus area identified.
        i. for each focus area, there is planned consideration for the infrastructure (system of support) and staff learning/supports (staff success) that need to be in place to support the enabling activity in student success. (An example is provided in the first chart in the template on page 6)

2. ILT has been placed as a system of support enabling activity based on the discussion at our principal meeting

3. The promise has been eliminated from the first column to eliminate redundancy. The desired outcomes will be developed at the school level.
4. We will be working with Jennifer Morgan to create a shared file so schools can share their plans and view other schools. If you want to start working with the template, please make a copy of this template.

Mahalo! Your input was valuable in providing clarity in the updated version of the template.