



One-Year Academic Plan 2021-2022

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

School:	KEALAKEHE ELEMENTARY
Address:	74-5118 Kealakaa Street Kailua-Kona HI 96740
Phone:	808-313-7900
Website:	kealakehe@k12.hi.us



[Signature]
Approved CAS Signature

MAY 18 2021
Date

Where are we now?

1. **Need - Increase community outreach to improve home to school connection.**
2. **Need - Increase staff and student well-being and sense of belonging.**
3. **Need - Increase student achievement in reading and mathematics.**
4. **Need - Develop a multi-tiered system of support for all students.**

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
- Other

To provide a multi-tiered system of support for all students to meet their academic, social emotional, behavioral, and English language acquisition needs.

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.

Sub Group	Identified Need(s)	Enabling Activities
Disadvantaged (Title 1) – 82%	IReady Results 20-21 ELA BOY Tier 1: Reading: 20% Math:15% Tier 2: Reading: 50% Math:52% Tier 3: Reading: 30% Math:33%	Literacy #1 & #2 MTSS #1, #2,& #3 Na Hopena A'o #1& #2
Disabled (IDEA) – 12.11%	ELA MOY Tier 1:Reading: 24% Math:16% Tier 2: Reading: 48% Math:54% Tier 3: Reading: 24% Math:16%	Literacy #1 & #2 MTSS #1, #2,& #3 Na Hopena A'o #1& #2
EL – 26.1%	Panorama Survey 20-21 School Belonging 65% (+7) SQS - Safety Dimension 61% (+1) School Safety 60% (+14) Valuing School 66% (-3)	Literacy #1 & #2 MTSS #1, #2,& #3 Na Hopena A'o #1& #2

ORGANIZE: Identify your Accountable Leads.

Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1.Administrative Team - Principal Vice Principals, TBD Academic Coaches - TBD	1. Academic Enabling Activities (pg 5 to 6)
2.Administrative Team - Principal Vice Principals, TBD	2. MTSS Enabling Activities (pg 6 to 8)
3. Administrative Team - Principal Vice Principals, TBD ART Team - Grade level chairs K-5 (SPED GL) ,(EL coordinator), (Academic Coach), (Restorative Practices Coordinator), (PCNC)	3. Nā Hopena A’o Enabling Activities (pg 8 to 9)

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 SY21-22	Rationale:
All students will feel safe and confident in their learning and self identity. Students will build skills to be lifelong readers and learners. They will utilize their voice in expressing their needs, applying their learning through life experiences, creative problem solving, and see themselves as part of the community to solve complex questions and challenges.	Historically our students have had low academic achievement. We have a diverse student population with various needs who require differentiation. Enhancing students' literacy skills across all content areas is a focus for our school. Student success is enhanced when students are empowered to identify their needs and be a part of creating a plan to meet their identified needs. Students achieve when they feel safe, respected and valued. Students' will develop a sense of responsibility and a need for excellence. All of this, when done with aloha, will close the achievement gap and support an equitable school design for our keiki.

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 SY21-22	Rationale:
Staff will be provided professional development that is aimed at developing well rounded and equitable educators who provide a consistent learning experience of quality instruction that will enable students to have a strong sense of self and progress	Our SQS perception data indicates that there is a need to strengthen adult relationships, adult to student relationships, and student to student relationships. Teachers' work environment, peer relationships and feelings of inclusion and respect are important

toward becoming college and career ready.	aspects of a positive school culture. Teachers should be empowered to identify areas of professional development needed to meet students where they are and close the achievement gap. We need PD for teachers that are relevant, applicable to the current environment, and vertically aligned to support the development of classrooms that are both equitable and include quality instruction aligned to the rigor embedded in our content standards. By strengthening our relationships with each other and our students through professional development, we will be creating an environment that is whole child focused.
---	--

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 SY21-22	Rationale:
<ul style="list-style-type: none"> ● A Multi-Tiered System of Support will be implemented and refined to meet the academic, social emotional, behavioral, and English Language acquisition needs of all students. ● Restorative Practices will be utilized to foster a sense of belonging in the school community for all stakeholders. ● We will focus on strengthening our relationships and partnerships with families and engage the community to support student success strategies. 	<p>We aim to foster a more positive school culture that is conducive to systemic and equitable learning, growth, and engagement for all stakeholders. We believe that a sense of belonging, trusting relationships, and a deepened sense of efficacy are required to build an 'ohana where everyone has a sense of belonging and a voice. We need to develop an efficient and effective Multi-tiered System of Support to ensure that the students, staff, and community have the tools necessary to meet the academic and social emotional needs of everyone. We recognize the need for open communication, collaborative decision-making, problem solving, and increased family engagement within systems that hold everyone accountable.</p>

Planning	Funding	
----------	---------	--

Desired Outcome (Targeted Goal)	Promise		Enabling Activity		Lead(s)	Source(s)		How will you measure this enabling activity?
Literacy All students will demonstrate growth on their individual path toward academic achievement.	x	Hawai'i	Student Support	#1 - Students will engage in ongoing explicit literacy instruction across content areas. #2 - Students will identify their academic strengths, areas of challenge, and needs.	Admin and Academic Coaches	x	WSF	#1 <ul style="list-style-type: none"> Student work samples to show proficiency Learning walks (ILT/GL Team) with engagement look fors Student created assessments #2 <ul style="list-style-type: none"> Learning walks (ILT/GL Team) with informal interviews Teacher comments - Teacher Feedback provided to students Student reflections or reflective work" Student created assessments
	x	Equity				x	Title I 101,981; 82,336; 101,997; 25,000	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation				x	Other	
	x	Hawai'i	Staff Support	#1 - Educators will provide explicit literacy instruction across content areas. #2 - Educators will develop look fors to be used during learning walks.	Admin and Academic Coaches	x	WSF	#1 <ul style="list-style-type: none"> Learning walks (ILT) - data use of explicit instructional strategies Observations #2 <ul style="list-style-type: none"> Learning walk look fors document (ILT) #3
	x	Equity				x	Title I 101,981; 82,336; 101,997; 25,000	
	x	School Design					Title II	
	x	Empowerment					IDEA	

	x	Innovation		<p>#3 - Educators will participate in PD on Explicit Instruction.</p> <p>#4 - Educators will identify their individual professional learning needs for literacy.</p> <p>#5 - Educators will be provided with professional development in Explicit Instruction.</p> <p>#6 - Educators will be provided professional learning in literacy.</p>		x	Other	<ul style="list-style-type: none"> Sign-in sheets <p>#4</p> <ul style="list-style-type: none"> Participation in differentiated PD Staff surveys - areas of need for professional development
	x	Hawai'i	Sy ste m of Su pp ort s	#1 - Educators will participate in the 4 ILT cycles.	Admin and Academic Coaches	x	WSF	<p>#1</p> <ul style="list-style-type: none"> Surveys - areas of need for development and feedback Calendar of PD Agendas Sign-in sheets <p>#2</p>
	x	Equity				x	Title I 101,981; 82,336; 101,997; 25,000	
	x	School Design					Title II	
CNA Crosswalk pgs 29-30 FRF Line # 10, 13, 17, 18	x	Empowerment					IDEA	

WASC Critical Area B,C,D CNA Pg 5-6, 25-27 Title 1 Addendum Crosswalk #3, 4, 6	x	Innovation		literacy plan		x	Other	<ul style="list-style-type: none"> • Surveys- areas of need for development and feedback • Agendas • Sign-in sheets #3 <ul style="list-style-type: none"> • Learning walks- data use of explicit instructional strategies • Powerful Instructional Practices (PIPs) including Student work samples
						Funding Source(s)		How will you measure this enabling activity?
Desired Outcome (Targeted Goal)	Promise				Lead(s)			
MTSS A Multi-Tiered Systems of Support will continue to be developed and implemented. Teachers, support staff, and community partners will collaborate to meet	x	Hawai'i	Student Support	#1 - Students will identify their needs	Admin Team	x	WSF	#1 <ul style="list-style-type: none"> • Teacher documentation Teacher Feedback provided to students • Student work for feedback #2 <ul style="list-style-type: none"> • Teacher documentation Teacher Feedback provided to students
	x	Equity		#2 - Students will voice their needs		x	Title I 25,000	
	x	School Design		#3 - Students will set goals to meet their needs			Title II	
	x	Empowerment					IDEA	
	x	Innovation				x	Other	

the academic, social emotional, behavioral, and English language acquisition needs of students.								#3 <ul style="list-style-type: none"> Teacher documentation Teacher Feedback provided to students Student work/goals
	x	Hawai'i	Staff Success	#1 - Educators will analyze a variety of data (qualitative and quantitative) to determine student needs. #2 - Educators will confer with students to determine student needs and most appropriate next steps including goal setting #3 - Educators will identify their individual professional learning needs in MTSS.	Admin Team	x	WSF	#1 <ul style="list-style-type: none"> Teacher Data Systems Monthly MTSS Meeting Notes Teacher Notes #2 <ul style="list-style-type: none"> Teacher Notes Goal Sheets Feedback #3 <ul style="list-style-type: none"> Participation in differentiated PD Staff surveys - areas of need for development and feedback
	x	Equity				x	Title I 25,000	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation				x	Other	
	x	Hawai'i	Systems of Support	#1 - Professional development will be provided to develop a common understanding of the tiers of the multi-tiered system of support. #2 - Monthly MTSS	Admin Team	x	WSF	#1 <ul style="list-style-type: none"> Pre and Post Surveys Surveys #2 <ul style="list-style-type: none"> Monthly Meeting Minutes #3
	x	Equity				x	Title I 25,000	
	x	School Design					Title II	
	x	Empowerment					IDEA	
CNA Crosswalk pgs 29-30 FRF Line # 50								

WASC Critical Area B,C,D CNA Pg 5-6, 25-27 Title 1 Addendum Crosswalk #3, 4, 6		Innovation		time will be allotted for grade levels to collaborate regarding specific student needs and supports to ensure personalized student growth. #3 - Educators will be provided differentiated professional learning in MTSS.		x	Other	<ul style="list-style-type: none"> Calendar of PD
Planning								How will you measure this enabling activity?
Desired Outcome (Targeted Goal)	Promise		Enabling Activity		Lead(s)			
Nā Hopena A'o Students and staff will learn Na Hopena a'o and Restorative Practices	x	Hawai'i	Student Success	#1 Students will learn about HA through activities that encourage the HA learning journey. #2 Students will learn and engage in Restorative Practices.	Admin Team, ART, and Restorative Practice Coordinator	x	WSF	<ul style="list-style-type: none"> Student work samples showing components of HA Self assessments for feedback
	x	Equity				x	Title I 25,000	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation					Other	
	x	Hawai'i	Staff Success	#1 - Educators will learn about HA through activities that encourage the HA learning journey	Admin Team, ART, and Restorative Practice Coordinator	x	WSF	#1 <ul style="list-style-type: none"> Student work samples showing components of HA Surveys- areas of need for
	x	Equity				x	Title I 25,000	
	x	School Design					Title II	

	x	Empowerment		#2 Educators will learn about and engage in Restorative Practices			IDEA	development and feedback
	x	Innovation		#3 - Educators will identify their individual professional learning needs for HA and Restorative Practices.		x	Other	#2 <ul style="list-style-type: none"> Agendas Sign-in sheets Surveys- areas of need for development and feedback #3 <ul style="list-style-type: none"> Agendas Sign-in sheets Surveys - areas of need for development and feedback
	x	Hawai'i	Systems of Support	#1 - Educators will be provided with professional development on the HA six outcomes with collaboration from the Office of Hawaiian Education.	Admin Team, ART, and Restorative Practice Coordinator	x	WSF	#1 <ul style="list-style-type: none"> Surveys - areas of need for development and feedback Calendar of PD Agendas Sign-in sheets #2 <ul style="list-style-type: none"> Agendas Calendar of PD with HA Outcome(s) aligned to each Surveys - areas of need for
CNA Crosswalk pgs 29-30, W3, SW7 FRF Line # 50 WASC Critical Area B,C,D CNA Pg 5-6, 25-27 Title 1 Addendum Crosswalk #3, 4, 6	x	Equity				x	Title I 25,000	
	x	School Design					Title II	
	x	Empowerment					IDEA	
	x	Innovation		#2 - One or more of the HA outcomes will be aligned with all PD. #3 - Educators will be provided with professional		x	Other	

				<p>development on Restorative Practices.</p> <p>#4 - Educators will be provided differentiated professional learning in HA and Restorative Practice.</p>			<p>development and feedback</p> <p>#3</p> <ul style="list-style-type: none">• Calendar of PD• Agendas• Sign-in sheets"• Surveys - areas of need for development and feedback <p>#4</p> <ul style="list-style-type: none">• Agendas• Sign-in sheets
--	--	--	--	--	--	--	--