



One-Year Academic Plan 2022-2023

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:	Kohala Elementary School	
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		<hr/> CAS Signature 4/14/22 Date Date

Where are we now?							
<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 	<ol style="list-style-type: none"> 1. Need: Increase student achievement through rigorous problem-based learning activities that offer complex thinking & higher levels of DOK (particularly Sped sub group). [CNA p.19] (WASC CA #6) <ol style="list-style-type: none"> a. Provide relevant PD and design a system to determine the impact of the PD on teacher practice & student performance. (WASC CA #1) 2. Need: Strengthen & systematize school Multi Tiered Systems of Support [CNA p.16] <ol style="list-style-type: none"> a. Design and implement Rtl system to better monitor student progress and ensure adequate support for all students (WASC CA#7) b. Improve the process for addressing Chronic Absenteeism (WASC CA #9) c. <i>Strengthen instruction in core subjects (Tier 1)</i> <ol style="list-style-type: none"> i. ILT Cycle of Professional Learning & PD in PLC/Data Teams [CNA p.19] ii. Implement the Data Team process with fidelity. (WASC CA #5) <ol style="list-style-type: none"> 1. System to measure the effects of implementation of PD and design of the system to align formative & summative data with grading policies and procedures. (WASC CA #2 & #8) iii. Design a system to review the impact of curricula and other programs to develop consistency with implementation (WASC CA #4) iv. Provide relevant PD and design a system to determine the impact of the PD on teacher practice & student performance. (WASC CA #1) 3. Need: Train and assign school-based mentors to support new hires and faculty returning from leave. (WASC CA #3) 						
	Addressing Equity: Sub Group Identification						
	<p>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.</p> <table border="1"> <thead> <tr> <th>Sub Group</th> <th>Identified Need(s)</th> <th>Enabling Activit(ies)</th> </tr> </thead> <tbody> <tr> <td>Special Education 13%</td> <td>Academic achievement rdg./math</td> <td>All identified IDEA students will receive explicit, systematic instruction in reading and math in the Least Restrictive</td> </tr> </tbody> </table>		Sub Group	Identified Need(s)	Enabling Activit(ies)	Special Education 13%	Academic achievement rdg./math
Sub Group	Identified Need(s)	Enabling Activit(ies)					
Special Education 13%	Academic achievement rdg./math	All identified IDEA students will receive explicit, systematic instruction in reading and math in the Least Restrictive					

			Environment appropriate.
	English Learners 7%	Language development	School wide activities: All Ss in need of language support will receive instruction targeted to develop students' oral language development including: T-P-S, Cooperative Learning, content vocabulary.
	Low SES 69%	Academic achievement rdg./math	School wide activities: All Ss will receive explicit, systematic, intentional instruction in reading (foundational reading skills, vocabulary, comprehension, fluency, and writing) and math (skills, concepts, and real-world applications). Students will receive literacy (listening, speaking, reading, writing) in all content areas.

ORGANIZE: Identify your Accountable Leads.	
Name and Title of Accountable Lead	Enabling activities this lead is responsible for:
1. Principal: Hannah Loyola	1. EA #1 - Literacy: Student Success/Staff Success/Systems of Support; EA #2 - Math: Student Success/Staff Success/Systems of Support; EA #3 MTSS: Student Success/Staff Success/Systems of Support; EA #4 Student Engagement:

	Student Success/Staff Success/Systems of Support;
2. Curriculum Instruction Assessment Coordinator: Eddeille Thomas	2. EA #1.2 Literacy: Student Success/Staff Success; EA 2.2 Math: Staff Success; EA 3.2 MTSS: Student Success/Staff Success; EA 4.2 St. Engagement: Staff Success
3. Student Services Coordinator & English Learner Coordinator: Anne Tucker	3. EA #3 MTSS: Student Success/Staff Success
4. Counselor: Lei Moore	4. EA #3 MTSS: Student Success/Staff Success; EA 4.2 St. Engagement: Student Success/Staff Success
5. Grade Level Chairs/Leadership Team:	5. EA #1 Literacy: Student Success/Staff Success; EA 1.2 Staff Success: EA #2 Math: Student Success
6. School Leadership Team	6. EA #1 - Literacy: Systems of Support; EA #2 - Math: Systems of Support; EA #3 - MTSS: Systems of Support; EA #4 - St. Engagement: Systems of Support

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 2023	Rationale:
All students will be provided with high quality instruction and opportunities to assess and monitor their learning.	When students are provided with explicit instruction that embed cooperative learning strategies, student engagement will increase and students will become Self-directed Learners resulting in greater academic growth.

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 2023	Rationale:
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All teachers will be provided with high quality professional development in effective instructional strategies to improve implementation of highly effective strategies and the ability to meet the diverse needs of all students.	When teachers are provided with relevant professional development with clear outcomes, a system for monitoring both the implementation of the PD and the impact of the PD on student learning, teacher effectiveness will improve and result in improved academic growth for students.
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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 2023	Rationale:
<p>All teachers will have time and a given structure to guide collaboration and professional development efforts.</p> <p>The school leadership will have systems in place to: monitor impact of PD on teacher practice & student performance; measure effects of implementation of PD and design of the system to align formative & summative data with grading policies and procedures; and review the impact of curricula and other programs to develop consistency with implementation</p>	<p>When teachers are provided with a structure, support and guidance along with designated time to collaborate, there is greater success in implementation of effective practices.</p> <p>In addition, review and monitoring of programs and processes aligned to intended goals will increase their effectiveness, consistency, and relevance.</p>

Planning			Funding Source(s)		How will you measure this enabling activity?			
Desired Outcome	Enabling Activity	Lead(s)						
Increase literacy proficiency schoolwide and ensure all students are reading at grade level by grade three.	1.1a Students will receive explicit, systematic and intentional instruction focused on: <ul style="list-style-type: none"> phonological awareness, phonic decoding, vocabulary, comprehension, and writing (grades K - 2) vocabulary, language structure, reading fluency, reading comprehension, and writing (grades 3- 	Admin GLCs	x	WSF	Impact on student learning: Student reading data in iReady diagnostic data (3x/yr) and Grade level Common Formative Assessments from Fall assessment to Spring assessment schoolwide will increase to 70%: <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Fall Diagnostic (Q1)</td> <td>Winter Diagnostic</td> <td>Spring Diagnostic</td> </tr> </table>	Fall Diagnostic (Q1)	Winter Diagnostic	Spring Diagnostic
			Fall Diagnostic (Q1)	Winter Diagnostic		Spring Diagnostic		
x	Title I \$59169							

	<p>5)</p> <p>during the designated reading block.</p> <p>1.1b Students will receive literacy (listening, speaking, reading, writing) embedded learning in all content areas.</p> <p>1.1c The school will purchase curriculum and supplies instructional to ensure teachers are able to provide standards-based instruction.</p> <p>CNA p. 21</p>			Title II	<table border="1"> <tr> <td></td> <td>(Q2/Q3)</td> <td>(Q4)</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		(Q2/Q3)	(Q4)																									
			(Q2/Q3)	(Q4)																													
				IDEA																													
				Other	<p>Following each diagnostic assessment, data will be shared with faculty.</p> <p>Quarterly Assessment data - 70% of the students will be at or above grade level as measured by SFA/GL assessments.</p> <table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>K-</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1-</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	K-				1-				2				3				4				5			
Q1	Q2	Q3	Q4																														
K-																																	
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	<p>1.2a Through the CLSD grant, teachers will receive support/Professional Development on the components of Explicit Instruction (Anita Archer):</p> <ul style="list-style-type: none"> • 22-23 Focus on: lesson design; opening with lesson goals; review of prior knowledge & skills; modeling and gradual release (I do, We do, before You do); and closing the lesson. • Teachers in K-2 will receive coaching in SFA/Teachers in 3-5 will receive coaching on Explicit Instruction from CLSD Grant Literacy Coach <p>1.2b Teachers will receive additional training in Data Teams to strengthen differentiation.</p>	<p>Admin</p> <p>CIA Coord</p> <p>ILT Team</p>	<p>x</p> <p></p> <p></p> <p>x</p>	<p>WSF</p> <p>Title I</p> <p>\$7204</p> <p>Title II</p> <p>IDEA</p> <p>Other</p> <p>CLSD Grant -</p> <p>School Improvement Grant \$_____</p>	<p>Impact on teacher practice: The SLT team will conduct classroom walkthroughs in all K-5 classrooms to measure implementation of explicit instruction. Walkthrough data - 70% of the teachers will show evidence of implementation. CA #1</p> <p>Professional Development will be documented throughout the year and resources (presentation & related materials) will be available for reference for those absent and for reference throughout the year.</p> <p>Data on implementation of the targeted instruction will be monitored to determine next steps and for goal setting.</p>																												

	<p>1.3a Data Team Processes will drive Teacher Collaboration.</p> <p>1.3b Effective Professional Development Strategies (ILT process: training, professional reading, monitoring, and Looking at Student Work) will support School Wide Implementation of effective literacy strategies.</p>	SLT Team	WSF	Grade level Data Team & PLC meeting notes will reflect discussions/planning related to use of data to inform instruction and grade level agreements of mastery for consistency within the grade level with standards-based grading. CA #2						
			Title I \$59169							
			Title II							
			IDEA							
<p>CNA Crosswalk (p.14, 21)</p> <p>FRF Line #15, 17</p> <p>WASC Critical Area for Follow up #1,2,3,4,5,8</p> <p>Title 1 Addendum Crosswalk SW # 3,6</p>	<p>1.3 cThe School Leadership Team will review walkthrough data to set semester goals, provide feedback to teachers on the implementation of the targeted instructional strategies, and to plan professional development.</p> <p>1.3d As part of the CLSD literacy grant, the school will receive funds to design family engagement opportunities to educate families on reading strategies and how to help their child from home.</p> <p>1.4e The school will purchase curriculum and instructional supplies to ensure teachers are able to provide standards-based instruction.</p>		<p>Other</p> <p>TSI grant - \$_____</p> <p>CLSD Grant - \$6000</p>	<p>ILT Peer observation and/or Guided Visit data meet the SMARTe goal related to the targeted Powerful Instructional Strategy.</p> <p>School leadership Team minutes will reflect quarterly review and goal setting based on walkthrough data.</p>						
Planning										
Desired Outcome	Enabling Activity	Lead(s)	Funding Source(s)	How will you measure this enabling activity?						
Increase math proficiency school wide by building student's mastery of key mathematical concepts at each level.	<p>2.1a Students will receive instruction in critical content through the use of effective instructional strategies and lesson design aligned to learning theory (Exploration, Structured Discussion - cooperative learning, Guided Practice, Independent Practice, Math Journal) to improve students' math skills, concepts, vocabulary and real-world application.</p> <p>2.1b The school will purchase curriculum and supplies instructional to ensure teachers are able to provide standards-based instruction.</p>	Admin GLCs	WSF	<p>Impact on student learning: Student math data in iReady diagnostic data (3x/yr) will show an increase from Fall assessment to Spring assessment. Schoolwide:</p> <table border="1"> <tr> <td>Fall Diagnostic</td> <td>Winter Diagnostic</td> <td>Spring Diagnostic</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Fall Diagnostic	Winter Diagnostic	Spring Diagnostic			
			Fall Diagnostic		Winter Diagnostic	Spring Diagnostic				
			x Title I \$59169							
	Title II									
IDEA										
Other										
2.2a Teachers will receive support through PD and grade level PLCs when planning math lessons which incorporate the elements of Lesson Design & mathematical practices.	Admin CIA Coord.	WSF	Title I \$7204	<p>Impact on teacher practice: The SLT team will conduct classroom walkthroughs in all K-5 classrooms to measure implementation of explicit instruction. Walkthrough data - 70% of the teachers will show evidence of implementation.</p>						

			Title II	CA#1
			IDEA	
			Other	
	2.3a Data Team Process will drive Teacher Collaboration.	SL Team	WSF	System to monitor: School leadership will review walkthrough data, set quarterly goals, and provide regular feedback to teachers on the implementation of instructional strategies School meeting schedules will show regularly scheduled grade level Data Team meetings.
	2.3b The school will purchase curriculum and supplies instructional to ensure teachers are able to provide standards-based instruction.		Title I	
			Title II	
			IDEA	
			Other	
CNA Crosswalk (p.21') FRF Line #15, 17 WASC Critical Area for Follow up # 1,2,3,4,5,8 Title 1 Addendum Crosswalk SW # 3,6				
Planning				
Desired Outcome	Enabling Activity	Lead(s)	Funding Source(s)	How will you measure this enabling activity?
Provide comprehensive support to address the needs of all students	3.1a All students will receive Tier 1 academic instruction in research based practices and Tier 1 behavioral and social-emotional learning.	Admin SSC Counselor	WSF	3.1a Quarterly Assessment data will show students increasing in achievement.
	3.1b Students at risk (attendance, academic, behavior, SEL) will receive classroom interventions then be provided with Tier 2 interventions and assessments to monitor progress.		Title I	3.1b School Intervention Team will monitor Request for Intervention forms
	3.1c Students identified as IDEA will be provided with specially designed instruction in the least restrictive environment appropriate.		Title II	3.1b School Data Team sheet will indicate that students are receiving support.
	3.1.d Students at risk of being chronically absent (15 absences for the SY), will be identified and provided with interventions.		IDEA	3.1c Students will make academic gains in the program provided.
			x Other	3.1d School Intervention Team process will include tracking students at risk of being chronically absent as well as interventions (meeting, goal sheet/incentives, check-ins). CA #9

	<p>3.2a Teachers will continue to receive support in Kohala Elementary School's MTSS: Differentiation; referral process for students in need of academic, behavioral, and/or social-emotional support.</p> <p>3.2b Teachers and Tutors will be trained in research based interventions to provide Tiers 1 & 2 to students in need of higher levels of support.</p> <p>3.2c New Special Education teachers will receive support in Stetson Associates Inclusion model to assist with designing students' programs and LRE based on their needs.</p> <p>Teachers will receive training in report card grading & General Learner Outcomes for consistent grading.</p>	SL Team	x	WSF Title I Title II IDEA Other	SL Team will review Grade Level Data Team notes to ensure all teachers will follow the process: <ul style="list-style-type: none"> to provide support to struggling students to refer students in need of more support CA #7 Professional Development will be documented throughout the year and resources (presentation & related materials) will be available for reference for those absent and for reference throughout the year. CA #1
CNA Crosswalk pp.7, 11,14, 21 FRF Line #12,13 WASC Critical Area for Follow up # 2,7,9 Title 1 Addendum Crosswalk SW #3, 6	<p>3.3a Utilize Schoolwide Solution Teams to strengthen our comprehensive MTSS targeting academic achievement, socio-emotional learning/student behavior, and attendance.</p> <p>3.3b SL Team Process will be refined: <ul style="list-style-type: none"> Identify and acquire research based interventions to target student's needs. Utilize Schoolwide Solution Intervention Team to broaden support for students. </p> <p>3.3c Strengthen Kohala Elementary School's Inclusion Model: <ul style="list-style-type: none"> Continue efforts to strengthen Co-Teaching. Continue to use the HuiPu/Stetson model when assigning students with special needs to classes and when building the Master Schedule. </p> <p>3.3e Casual Hires to assist with Tier 2 interventions</p>	SL Team	x	WSF Title I Title II IDEA Other TSI grant - \$_____	System to monitor: SLT will monitor Enabling Activities and progress on school MTSS levels of support. The following will also be evidence of progress: <ul style="list-style-type: none"> Solution Teams Committee Quarterly Minutes Grade level Data Team meeting notes Inclusion documents Data on # of Ss referred for higher levels of interventions.
Planning				Funding Source(s)	How will you measure this enabling activity?
Desired Outcome	Enabling Activity	Lead(s)			
Increase student engagement through a variety of strategies.	4.1a Students will receive learning experiences outside the classroom. This will increase relevance, improve engagement, and ensure we are attending to the whole child:	SLT	x	WSF Title I	100% of students in grades K - 5 will participate in Resource Classes. Walkthrough data will show Cooperative Learning

CNA Crosswalk p.21 WASC Critical Area for Follow up #6 Title 1 Addendum Crosswalk SW #6	<ul style="list-style-type: none"> Resource classes which will include hands-on learning experiences outside the classroom. Student Leadership opportunities <p>4.1b Student learning within the classroom will develop students' cooperative learning skills.</p>			Title II	Strategies 70% of the time. Quarterly student leadership activities.	
				IDEA		
			x	Other \$10,000 (Garden Grant)		
	4.2 Support staff will receive support with program development to ensure continuity of literacy focus in Resource classes.	Admin Counselor Curriculum Coach			WSF	Professional development will be documented for the year, including participants who attended the training.
					Title I	
					Title II	
					IDEA	
					Other	
	4.4 Kohala Elementary School's Master schedule will embed a designated Resource block.				WSF	Master Schedule
					Title I	
				Title II		
				IDEA		
				Other		