



KMR

Two-Year Academic Plan

2021-2023

Year 2 - 2022-2023

Prince Jonah Kuhio Elementary School

2759 South King Street, Honolulu, HI 96826
(808)973-0085

Two-Year Academic Plan SY 2021-2022, 2022-2023

Where are we now? SW1	
<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 	<ul style="list-style-type: none"> ● Teachers need to deepen knowledge of Kuhio School's PBIS and discipline Policy to enable efficient and effective implementation. ● PD on classroom management, students in poverty (high number of low SES students) and students with trauma (possibly through book studies/ professional readings) to enable faculty and staff to effectively work with students. ● Professional development on Social Emotional Learning (focus on teaching of self awareness / self management skills) and Cultural awareness (teaching students to be aware of and accepting of each other's cultural differences) to enable teachers and staff to better address behavioral needs of students. ● Strategies on addressing: <ul style="list-style-type: none"> ○ learning loss / improve classroom instruction (high impact strategies) ○ EL and SPED population ○ Increase student voice ● Reinstate parent involvement/engagement, with a focus on reaching our EL parents, and community partnerships to help the school support and help our students.
	<p>Addressing Equity: Sub-Group Identification</p>
	<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> <p><u>High Needs Students: English Language Learners, Disadvantaged, Special Education</u></p> <ul style="list-style-type: none"> ● Providing a learning environment that addresses the needs of the students. ● Early literacy skills ● Strategies (Differentiation, Project Glad/ Sheltered instruction, Visible learning, etc.) to support students from a wide range of backgrounds

Two-Year Academic Plan SY 2021-2022, 2022-2023

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.Lynn Kobayashi, Principal	1. Overall lead
2.Jennifer Sato, Academic Coach-Title 1, Distance Learning/Tech Coordinator	2.Data Teams, Professional Development
3. Denise Yamashiro, Student Service Coordinator	3. Parent Involvement, HMTSS, Partnerships, Multiculturalism
4.Kristin Chevalier, Counselor	4.Attendance, Behavior, HMTSS, PBIS, SEL
5.Mary Dionne-Onyema, EL Coordinator	5. English Language Learners, EL Design Team
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Two-Year Academic Plan SY 2021-2022, 2022-2023

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 two years,	Rationale:
<p>Outcome 1: Kuhio Students will possess the knowledge, skills and behaviors that will enable him/her to <i>Collaborate</i> with members of diverse teams, <i>Adapt</i> to changes, <i>Persevere</i> despite difficulties, and <i>Succeed</i> in all their efforts</p> <p>Outcome 2: Learning environments to engage students through the use of a variety of strategies and resources emphasizing 21st century (GLOs) and student voice to secure a high level of success.</p> <p>Outcome 3: Implement a system where students from all backgrounds will receive personalized support and activities at school to help ensure academic and behavior success at Kuhio and in their future educational experiences.</p>	<ul style="list-style-type: none"> ● Large population of ELL, SES and IDEA students. ● High number of students with chronic absenteeism, students not attending school regularly ● Students do not feel comfortable asking their teachers questions and feel unsafe from misbehaved or mean students. ● Academic scores are not improving ● Attendance program procedures are not being followed with fidelity thus students continue to not attend school ● We need to address the needs of our students

Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>95% of our students will attend school 95% of the time. (Achieve a 95% attendance rate) (State requirement is 95%)</p> <p>Chronic absenteeism rate will be 10% or less.</p>	<p>1. Establish a welcoming, safe & healthy environment so that students WANT to be in school, on-time every day</p> <p>2. Implement, and monitor existing attendance program with fidelity to decrease chronic absenteeism</p> <p>(SW6 iii-III) ESSER: Healthy Habits Healthy Schools WASC #3 and #1</p>	<p>SY 21-22 SY22-23</p>	Counselor	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>Walkthrough/Observation, Panorama, SQS</p> <p>Monitor attendance program</p> <ul style="list-style-type: none"> • Daily monitor Infinite Campus data • Daily monitor LDS chronic absenteeism and daily attendance data • Attendance challenges once per quarter (August, November, January, April)
<p>Panorama Data</p> <p>5% increase in response rate of school safety, school belonging, safety dimension, valuing school for students.</p>	<p>3. Utilize the Hawaii Multi-Tiered Systems of Support to address student's behavior and academic needs.</p> <p>SW6 i, ii, iii ESSER Healthy Habits, Healthy Schools WASC #3 SG 2, D and SG 6, A</p>	<p>SY 21-22 SY 22-23</p>	Social: Counselor	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • Monitoring PBIS/SEL lessons, activities, etc • Behavior data

Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>ELA SBA 48% proficient SY 21-22 53% proficient SY 22-23</p> <p>Math SBA 42% proficient SY 21-22 47% proficient SY 22-23</p> <p>Science SBA 58% proficient SY 21-22 63% proficient SY 22-23</p>	<p>4. Teachers will monitor students progress in a student binder and select strategies to address the students needs.</p> <ol style="list-style-type: none"> EL Excellence Book iReady progress monitoring lessons PD (OG, Sheltered Instruction) <p>5. After school intervention support will be provided.</p> <p>SW6 i, ii, iii ESSER: Effective Academic Practices/Data Decision Making WASC #3 SG 2, D and SG 6, A</p>	<p>SY 21-22</p> <p>SY 22-23</p>	<p>Academic: SSC</p>		<ul style="list-style-type: none"> Data teams to monitor Tier 1-3 strategies and impact iReady diagnostics
<p>74% of EL students will be on track (proficient/grade level).</p> <p>All EL students will make a one point gain (6 point scale) in their WIDA Access scores (i.e. 1 to 2 proficiency level).</p>	<p>West ED EL Initiative (KMR Success Plan) Ensure every teacher is a teacher of language.</p> <ul style="list-style-type: none"> Continue utilizing consistent research-based Sheltered Instructional strategies with fidelity in all classrooms and content areas for active engagement in learning. (Tonya Ward Singer - Action Plan) <p>(SW6 i,ii) ESSER: Effective Academic Practices WASC #2 SG 4, A</p>	<p>SY 21-22</p> <p>SY 22-23</p>	<p>EL Coordinator</p>	<p><input type="checkbox"/> WSF <input 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</p>	<ul style="list-style-type: none"> WIDA Data Data Teams data iReady data Regular, at least monthly, walk-throughs

Two-Year Academic Plan SY 2021-2022, 2022-2023

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

Outcome: By the end of two years,	Rationale:
<p>Outcome 1: Systematic approach to continuous improvement through professional development based on student performance data, students needs and current research.</p> <p>Outcome 2: A student centered culture of ongoing improvement where all staff learn from each other, support each other's successes through collaboration, and maintain a focus on student success for ALL students and their families (<i>WASC p.32</i>).</p>	<ul style="list-style-type: none">● Academic scores are not improving● Not analyzing data effectively● Alignment of curriculum vertically● Data not used to make decisions● Allow for more shared decision making● Large population of ELL, SES and IDEA students.● Students do not feel comfortable asking their teachers questions and feel unsafe from misbehaved or mean students.● Low percentage of parents taking survey● Teacher ratings are decreasing in SQS● ELL scores are steady, no increase● Providing time for staff to articulate to increase grade level and vertical alignments● Addressing the needs of our students

Two-Year Academic Plan SY 2021-2022, 2022-2023

81% of Classroom engagement from panorama.	WASC #1 SG 6, C/D				
<p>100% of the teachers will attend PD, implement, evaluate and monitor best practices learned through the PD.</p> <p>ELA SBA</p> <p>48% proficient SY 21-22 53% proficient SY 22-23</p> <p>Math SBA</p> <p>42% proficient SY 21-22 47% proficient SY 22-23</p> <p>Science SBA</p> <p>58% proficient SY 21-22 63% proficient SY 22-23</p>	<p>3. Implement a monitoring plan to ensure use of practices learned through PD, and provide feedback and support to faculty and staff in order to impact instruction to address the needs of students.</p> <p>Cycles of Professional Learning</p> <ul style="list-style-type: none"> Two cycles per year ILT team continue with PD <p>Universal Design for Learning training (UDL) with complex (September 2021 and a follow-up day)</p> <p>(SW6 iii-IV) ESSER: Responsive Capacity Building, Action-Oriented Data Decision-Making WASC #2 SG 3, A/B</p>	SY 21-22	AC	<p>X WSF X Title I</p> <p><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>	<ul style="list-style-type: none"> Curriculum maps Data Teams data iReady monitoring and formative data Observation/walkthrough data
<p>74% of EL students will be on track (proficient/grade level).</p> <p>All EL students will make a one point gain in their WIDA Access</p>	<p>West ED EL Initiative (KMR Success Plan) Ensure every teacher is a teacher of language.</p> <ul style="list-style-type: none"> Providing opportunities for teachers to collaborate on lesson design to support the integration of Hawaii adopted content and WIDA ELD standards with research-based strategies. 	SY 21-22	EL Coordinator	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> WIDA Data Data Teams data iReady data

Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>scores (i.e. 1 to 2 proficiency level).</p>	<ul style="list-style-type: none"> • Monitoring the implementation of research-based Sheltered Instructional strategies with fidelity in all classrooms and content areas. • Bi-monthly refreshers of Sheltered Instruction strategies modeled by complex RTs <p>(SW6 iii-IV) ESSER: Responsive Capacity Building, Action-Oriented Data Decision-Making WASC #2 SG 4, D</p>				
--	--	--	--	--	--

Two-Year Academic Plan SY 2021-2022, 2022-2023

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

Outcome: By the end of two years,	Rationale:
<p>Outcome 1: We would like to build a culture/climate where collaboration between staff, teachers, students, parents and community members help build a positive, safe and supportive environment. All members of the Kuhio community will feel welcomed, safe, connected and contributing.</p> <p>Outcome 2: Partnership with our families, businesses, and community to create a culture/climate that embraces belief that everyone is a learner, teacher, and leader because they have the ability to collaborate, adapt, persevere and succeed.</p>	<ul style="list-style-type: none">● Little to no partnerships● Ensure that all stakeholders are included to build a positive culture/climate● Create a positive climate at the school with students, parents and faculty● Provide parents with the tools necessary to assist with succeeding at school● Large population of ELL, SES and IDEA students.● Students do not feel comfortable asking their teachers questions and feel unsafe from misbehaved or mean students.● Low percentage of parents taking survey

Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Create a school wide culture of community based on trust, communication and respect, to connect parents, students and school: creating a welcoming environment where parents, students and staff feel valued and part of the school.</p> <p>85% of response rate Involvement/Engagement from the SQS</p> <p>85% attendance rate at school activities:</p> <ul style="list-style-type: none"> ● open house ● SCC Mtg.#1 & #2 ● EL/Title I Parent Meeting 	<p>Provide parents with the knowledge, skills and support strategies (capacity) for home to help students improve their academic achievement.</p> <p>(SW5) ESSER: Responsive Capacity Building SG 5, B/C</p> <p>Parental support will be provided as needed (i.e. monthly workshops, training, counseling sessions, outreach programs specific to attendance, academic achievement, and socio-emotional well-being (etc)</p> <p>(SW7) ESSER: Responsive Capacity Building SG 5, B/C</p>	<p>SY 21-22</p> <p>SY 22-23</p>	SSC	<p>X WSF</p> <p>X Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Workshop Data ● Survey data ● SEL data ● Panorama ● SQS ● Sign Ins/Minutes

Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>5% increase of response rate of School Belonging.</p>	<p>Building a Culture of Multiculturalism</p> <ul style="list-style-type: none"> • “Explorations” (students will be able to choose what they want to learn) will promote a positive school climate through student voice, HA and multiculturalism. • Continue partnership with Halau Paheona (SW5) <p>SW6 i, ii, iii ESSER: Effective Academic Practices WASC #5</p>	<p>SY 21-22 SY 22-23</p>	<p>SSC</p>	<p>X WSF X 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>	<ul style="list-style-type: none"> • Panorama Data • SQS Data
<p>100% of staff will be offered with opportunities to attend training to support instruction.</p>	<p>Use support staff (NCTs, EAs, PPTs, PTTs, tutors) more effectively to support instruction. (eg small group instruction, data collection, interventions, special activities)</p> <p>ESSER: Effective Academic Practices WASC #4</p>	<p>SY 22-23</p>	<p>SSC</p>	<p>WSF X 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>	<ul style="list-style-type: none"> • Training sign in • Walkthrough/observation • Teacher coaching/mentoring

[AcPlan Addendum](#): What each EA will look like, what has to happen and evidence