



Version Protocol:


V.1 – original in **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

<b>School:</b>	Kealakehe Elementary School	
<b>Address</b> :	74-5118 Kealakaa St Kailua Kona, HI 96740	

## 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
- Panorama Survey

**1. Need:** Focus on Tier 1 and Tier 2 reading instruction for 90 minute morning block to increase student achievement in reading and math.

### Literacy Data

Our data from the Smarter Balanced Assessments and I-ready, indicates a need for a strong foundation of literacy skills in order for students to fully access and engage in learning across all content areas. In addition, looking at our I-ready data indicates this needs to be a focus school wide. Research asserts that students who are not able to read at grade level by grade three will most likely struggle throughout their educational experience and are at a higher risk for dropping out of school. A focus on literacy will significantly impact the acquisition of requisite skills that students need and enhance the opportunities for students to apply them in authentic and innovative ways, in an effort to better prepare them for the standards of the next grade level.

### SBA Longitudinal Proficiency Rates

	17-18 % Proficient	18-19 % Proficient	19-20 % Proficient	20-21 % Proficient	2020 Statewide Target
ELA	27%	28%	N/A (Covid)	28%	61%
Math	30%	28%	N/A (Covid)	28%	54%
Science	46%	26%	N/A (Covid)	26%	64%

### IREADY data

	17-18 % proficient	18-19% proficient	19-20% proficient	20-21% proficient	21-22% proficient (Beginning of Year)
Math	40%	41%	20%	27%	18%
ELA	42%	42%	29%	30%	21%
	17-18% 2 or more GLs below	18-19% 2 or more GLs below	19-20% 2 or more GLs below	20-21% 2 or more GLs below	21-22% 2 or more GLs below (Beginning of Year)
Math	15%	17%	27%	27%	48%
ELA	23%	20%	25%	30%	41%

**2. Need:** Increase attendance and re-engage our community and parents.

	<p><b>Attendance Data:</b></p> <p>Our attendance has shown a large decrease since the onset of COVID. Prior to COVID, similar data trends were observed, falling below the island and state average each year. The data reflects that students with higher attendance are exhibiting academic growth. Our first need (showing growth in reading and math) is dependent on creating a targeted plan for attendance. In order to create a plan that works, we must focus on bridging the gap between families and school communities. We must engage families in meaningful activities to understand the importance of regular attendance at school. Understanding the cultural makeup of our student population will help us create systems to re-engage the families in our school ohana and increase our attendance.</p> <table><tr><th>Attendance rates</th><th>17-18</th><th>18-19</th><th>19-20</th><th>20-21</th><th>21-22 to date</th></tr><tr><td>Kealakehe EI</td><td>93%</td><td>92%</td><td>92%</td><td>90%</td><td>82%</td></tr><tr><td>Hawaii Island</td><td>93%</td><td>93%</td><td>93%</td><td>91%</td><td>86%</td></tr><tr><td>State</td><td>94%</td><td>94%</td><td>94%</td><td>93%</td><td>89%</td></tr></table> <p><b>Chronic Absenteeism Data:</b></p> <p>According to LDS, we have 421 students with 20 or more absences and are considered chronic. This is 50% of our student population.</p>	Attendance rates	17-18	18-19	19-20	20-21	21-22 to date	Kealakehe EI	93%	92%	92%	90%	82%	Hawaii Island	93%	93%	93%	91%	86%	State	94%	94%	94%	93%	89%
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State	94%	94%	94%	93%	89%																				
	<p><b>3. Need:</b> Ensure time for teachers to collaborate on instruction and data.</p> <p><b>PLC Data</b></p> <p>Currently Grade level PLCs are held once a week during the school day for approximately 80 minutes. This time is used for creating CFAs, looking at student data, operational items, and instruction. With the adoption of SFA in January in grades K to 3rd, most time has been dedicated to collaborating and learning a new curriculum. There is a need to get back to dedicating more time to using student data to drive teachers' instruction. PLC Plus was beginning to be implemented but was interrupted by Covid. Getting back to a more structured meeting, with teacher created/driven agendas will help us focus the work of the PLCs on data driven instruction and a more collaborative environment for the teachers.</p> <p>There are also full faculty meetings every other week alternating with committee meetings. These committee meetings allow a mixed grade level of teachers to work on other areas, such as math, community, and our special education teachers.</p>																								

**ORGANIZE:** Identify your priorities and leads

<b>Name and Title of Accountable Lead</b>	<b>Enabling activities this lead is responsible for:</b>
Wendy Daniel, Debbie Bates, Shauna Yusko, Julie Stark Principal, K-2 reading coach, 3-5 reading coach, K-5 math coach	<ol style="list-style-type: none"><li>1. Students will receive targeted reading instruction using Success For All for 90 minutes.</li><li>2. All teachers will participate in Anita Archer PD and SFA training, including GAT training.</li></ol>
Dayne Snell-Quirit(VP), Kealii Freitas(VP), Sarah Lokosuka(VP), Attendance committee (TBD)	<ol style="list-style-type: none"><li>1. Revise, create and implement an attendance policy for staff , students, and families.</li></ol>
All counselors (Hope Stocker, Kim Ushiroda, Allison Alterman, 4th/5th TBD), Admin, Teachers	<ol style="list-style-type: none"><li>1. Students will have an increased sense of belonging by participating in various school activities and attending school consistently.</li><li>2. Given the resources and tools students will learn how to handle difficult situations.</li></ol>
Academic coaches, Counselors, teachers	<ol style="list-style-type: none"><li>1. All teachers will meet weekly with GLs to look at student data that is driving instruction.</li><li>2. Review with students the behavior, attendance and academics processes and flow charts.</li></ol>
Admin, ART (Academic Review Team), Counselors, Coaches	<ol style="list-style-type: none"><li>1. Revise, and create if needed, flow charts and processes for student incidents, including attendance, discipline, and academics.</li></ol>
Admin, Coaches, Counselors	<ol style="list-style-type: none"><li>1. Structure intentional PLC time to work on team building, SFA, data and instruction</li></ol>
Teachers, Coaches, Admin (to set up and follow through)	<ol style="list-style-type: none"><li>1. All teachers will participate in training for GL PLC time.</li></ol>

**Student Centered.** (ACTION-ORIENTED DATA DECISION MAKING, EFFECTIVE ACADEMIC PRACTICES)

All students will increase their reading and math scores through targeted Tier 1 and 2 reading instruction, increase their sense of belonging at school through explicit SEL instruction, and increase their attendance through positive relationship building with students, staff and families.

Outcome: By the end of SY22-23	Rationale:
<p>All students show at least one grade level of growth in reading and math scores through school wide iready assessment data.</p> <p>EL students will meet their growth to target goal</p> <p>All students will learn strategies and skills to be able to handle different and difficult situations through GAT (Getting Along Together).</p> <p>Math scores will increase as students increase reading levels and proficiency</p> <p>Students will come to school consistently and on time.</p>	<p>Our scores have flatlined in both math and reading. By focusing on reading instruction and explicit instruction, we are hoping to influence math scores as well. Post covid, our students need explicit instruction in behavior and being in an in person school setting again. One of the biggest factors in our low scores and high behaviors is inconsistent attendance. We need to focus on all of our students being at school on time consistently. The bus driver shortage has created additional challenges for our families. Unfortunately this is out of our control but we need to try to find creative solutions for our students and their families.</p>

Student Centered - ACTION-ORIENTED DATA DECISION MAKING, EFFECTIVE ACADEMIC PRACTICES:					
Enabling Activities	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA)
<p>1. Students will receive targeted reading instruction using Success For All for 90 minutes.</p> <ul style="list-style-type: none"><li>Students identified</li></ul>	<p>-SFA program cycle assessment</p> <p>-Student work samples</p> <p>-Oral reading fluency</p> <p>-Teacher observation</p> <p>-Participation during</p>	<p>iready, SBA, DIBELS, SBA ELA and math scores, WIDA</p>	<p>Yearlong</p>	<p><b>Reading Coaches, Reading teachers</b></p>	<p>Title 1: \$155,353</p> <p>FRF Line #: 17, 18</p>

<p>as English Learners, Migrant Ed, or are in need of IDEA participate in leveled reading groups</p> <p>CNA pg. # 16, 19 WASC Critical Follow Up Area #: 3 SW #5,6</p>	<p>interactive and verbal activities.</p>				
<p>2. Given the resources and tools students will learn how to handle difficult situations.</p> <p>CNA pg. # 22 WASC Critical Follow Up Area #: 1,3 SW#6</p>	<p>-Getting along together participation -Clear guidelines for students to self regulate and self assess behaviors -Review with students the behavioral flow chart and/or Code of Conduct.</p>	<p>GAT-participation and data (teaCher generated) In classroom referral process clarified to all staff and students. Clear expectations for students (rituals/routines)</p>	<p>Yearlong</p>	<p>Teachers, Admin, Counselors</p>	<p>Title 1:\$155,353 <b>FRF Line #: 17,18</b></p>
<p>3. Students will have an increased sense of belonging by participating in various school activities and attending school consistently.</p> <p>CNA pg. # 7, 11, 19, 22 WASC Critical Follow Up Area #: 1 SW#6</p>	<p>Students will participate in after school activities. Family nights, read culturally relevant books and materials, and participate In school incentive programs</p>	<p>Attendance rates Communication with families (logs) Tardies Weekly attendance reports Call logs/contact to families</p>	<p>Yearlong</p>	<p>Admin, Counselors</p>	<p>WSF</p>

## Staff Centered

All Staff will have targeted PD in Success For All (SFA) and PD to utilize the limited time of weekly GL PLCs.

Outcome: By the end of SY22-23	Rationale:
<p>Increase # of teachers doing AA PD, including follow through.            Be intentional with team building and relationship building activities with staff through PLCs and PD            SFA PD and training            PLC Plus PD</p>	<p>Anita Archer training was optional last year so not everyone has been trained. Teachers have indicated a need for support and consistency in implementing curriculum. A high percentage of our students are below grade level in math and reading. There also needs to be a clear expectation for student behavior and staff that is consistent for all grade levels. Continuous PD and training for SFA throughout the year will be important as all teachers will be learning a new curriculum. We will also utilize our own teachers who piloted SFA in January for observations and feedback as well. There is a need for more intentional training on proactive strategies in classrooms for management and behavior.</p>

Staff Centered					
Enabling Activities	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
<p>1. All teachers will participate in Anita Archer PD and SFA training, including GAT training.</p> <p>CNA pg. #: 20, 22            WASC Critical Follow Up Area #: 4</p>	<p>Implementation of SFA, GAT Admin/Coach walkthroughs of classrooms</p>	<p>Teacher surveys            PD sign in sheets and agendas</p>	<p>Yearlong</p>	<p>Admin, Academic Coaches</p>	<p>WSF            Title 1:\$50,000            FRF Line #: 18</p>

SW #6					
<p>2. All teachers will participate in training for GL PLC time.</p> <p>CNA pg. # 22 WASC Critical Follow Up Area #: 4 SW#6</p>		<p>Sign in sheets Agendas PLC sign in's and agendas</p>	Yearlong	Admin, Grade Level Chairs	WSF
<p>3. All teachers will meet weekly with GLs to look at student data that is driving instruction.</p> <p>CNA pg. # 22 WASC Critical Follow Up Area #: 2 SW#6</p>	Look at iready, SFA data, DIBELS, classroom assessments	<p>Weekly agendas /attendance / running notes Admin walkthrough forms Meeting notes with teachers</p>	Yearlong	Admin, Grade Level chairs	<p>WSF Title 1:\$26,759 FRF Line #:16</p>
<p>4. Review with students the behavior, attendance and academics</p>			<p>1st Quarter Then, as needed</p>	Homeroom teachers	WSF



processes and flow charts.  CNA pg. # 22 WASC Critical Follow Up Area #: 1 SW#6					
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## Systems.

We will create a streamlined attendance policy, discipline procedures, and dedicated Intentional time for teachers to work in GL PLCs.

Outcome: By the end of SY22-23	Rationale:
Clear attendance policy  Revise our internal incentive program to increase attendance rates  Revise PBIS handbook by having flow chart for different student situations: behavior, academics  Clear PLC guidelines and expectations systemized  Re-engage our community in our school	Our attendance rate is below the state expectation. We need a clear and concise system for staff, students, and families to follow. We want to bring back programs to incentivise coming to school and involve our community. As we introduce a new reading program and are trying to increase our students' sense of belonging to KES, coming to school everyday is most important. We also need to improve our system of identifying students who are at risk and need either Tier 2 or 3 interventions in academics and/or behavior. We need to have a more organized and systematic way of meeting our students' needs through flow charts so that all teachers have the same clear expectations and everyone is on the same page. We also need to improve our system of identifying students who are at risk and need either tier 2 or 3 interventions in academics and/or behavior in PLCs.

Systems

Enabling Activities for Literacy	Formative Measure - how will we monitor progress	Summative - measurable outcomes	Timeline	Leads	Funding Source(s) (ICAA, Title I, Title II, IDEA, WHCLSD)
<p>1. Revise, create and implement an attendance policy for staff , students, and families.</p> <p>CNA pg. # 7 WASC Critical Follow Up Area #: 2,3 SW #:6</p>	<p>keep track of contact with families participation in reward activities: punch cards, warrior Weds., cool kid of the day Attendance Committee monitor chronic absenteeism</p>	<p>Increase attendance by 5% per year phone calls home letters home court petitions Tardy rates</p>	Yearlong	Admin, Committees	WSF
<p>2. Revise, and create if needed, flow charts and processes for student incidents, including attendance, discipline, and academics.</p> <p>CNA pg. #: 20, 21 WASC Critical Follow Up Area #: 1,2 SW #:6</p>	<p>Teacher input Teacher referrals PLC notes/agendas Teacher training (Intentional time for this) Intentional time for teachers to implement and document Implement GAT PBIS handbook review and revision</p>	<p>Number of Class A and B incidents Number of referrals via ART Weekly attendance checks Documentation in IC for follow up</p>	Yearlong	Admin, Committees	WSF
<p>3. Structure intentional PLC time to work on team building, SFA, data and instruction</p>	<p>tier 1 curriculum maps by GL; norms, agenda template,</p>	<p>sign in sheets agendas student data PLC Plus agendas and</p>	Yearlong	Admin	<p>WSF</p> <p>Title 1:\$26,759</p>

CNA pg. #: 22 WASC Critical Follow Up Area #: 3 SW #:6	1-3 year pacing guide for PLC outcomes PLC plus training	outcomes Roots and Wings PLC time			FRF Line #: 16
4. Create annual events for our families and community to come to campus and engage in their students' learning  CNA pg. #:.6,11,21 WASC Critical Follow UP Area #:1 SW #7	Supplies/food distribution to families	sign in sheets parent feedback via survey results Community member feedback/Support	Yearlong	Admin, Committees	Title 1:\$4541 FRF line #: 22