Hawaii Department of Education: 2020 Academic Plan
School Year: 2020-2021

School Name: Kalihi Elementary
Submitted By: William Grindell

Farrington, Kaiser, Kalani Complex Area
Rochelle Mahoe, Complex Area Superintendent

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward-focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward-focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measures and assessments.

Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HIDOE Learning Organization
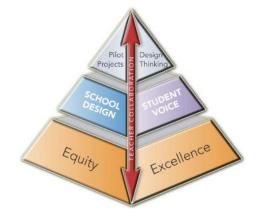
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Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:
New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

Pipeline of Emerging Ideas:
To prepare for emerging trends, advancements, and changes that impact education, ideas are tried and vetted by our schools and teams; some will advance to support the core.

The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 5).

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (page 8).

The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 15).

Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.

A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
ELA Smarter Balanced Assessment (Proficiency): (SW1) Over the past 4 years, the percentage of students meeting or exceeding proficiency has remained relatively consistent with a low between 16.91% to a high of 20.34%. **Math Smarter Balanced Assessment (Proficiency): (SW1)** Over the past 4 years, the percentage of students meeting or exceeding proficiency has remained consistent between 16.18% and 18.90%.	School administration and teachers strengthen consistency in school-wide implementation for reading and math so that all students receive the curriculum without variation. (WASC Critical Area for Follow-Up #1) Teachers and school administration consider formalizing a written plan that clearly defines Tier 1, Tier 2, and Tier 3 academic interventions across content areas and within all settings so that all staff is aware of scope and process for student remediation. (WASC Critical Area for Follow-Up #2) The school administration and teachers develop a formal written assessment plan to effectively select and organize the formative and summative assessments given to gain accurate, immediate, and longitudinal data so that

Science Hawaii State Assessment Proficiency: (SW1)
Over the past 4 years, the percentage of students meeting or exceeding proficiency has fluctuated from a high of 34.88% to a low of 16.22% .

For additional detailed information please see findings from our most recent WASC report by following the link below.
WASC Self-Study Visiting Committee Report

student data can be analyzed to make informed decisions about program improvement. (WASC Critical Area for Follow-Up #3)

The school administration and teachers evaluate the effectiveness of the intervention program strategies so that appropriate decisions can be made to increase student learning. (WASC Critical Area for Follow-Up #4)

The school administration and teachers gain a deeper understanding of the NGSS and develop a strategic school-wide plan for implementation. (WASC Critical Area for Follow-Up #5)

HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
School Design and Student Voice	William Grindell, Principal
Five Promises	William Grindell, Principal
WestEd EL Initiative	William Grindell, Principal and Karen Dyke, EL Lead
Key School Initiatives Addressed in the Plan	Leads(s)
Math Achievement and Teaching Strategies	Dawn Yoshimasu, Math Coach
Literacy Achievement and Teaching Strategies	Robin Young, ELA Coach
Science Achievement and Teaching Strategies	Dawn Yoshimasu, Math Coach and Robin Young, ELA Coach
HMTSS	Priscilla Kesi-Tiumalu, Counselor
English Learners Achievement and Teaching Strategies	Karen Dyke, EL Lead
Attendance	Priscilla Kesi-Tiumalu, Counselor

Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

Targeted Subgroup(s) and Identified Needs (SW1)	Identify and Describe the Achievement Gap (SW1)	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified needs	*Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
English Learners Of our high needs populations our EL subgroup is the largest sub group with the lowest performance and largest gap in ELA, Math, And Science	**English Learners** ELA - 4.48% Proficiency on SBA Gap - 51.5% Math - 2.86% Proficiency on SBA Gap - 57.14% Science - 13.33% Proficiency on NGSS Gap - 20%	If school administration and teachers strengthen consistency in school-wide implementation for reading and math so that all students receive Tier I strategies without variation then we would expect to see an increase in proficiency rates school wide. If the school administration and teachers evaluate the effectiveness of the intervention program strategies so that appropriate decisions can be made to increase student learning for our students receiving tier two and three supports then we would see a reduction in our gap rates for our targeted subgroups.	Teachers will implement GLAD and OG instructional strategies to increase student understanding and provide clarity of instruction. All teachers will participate in grade level data teams using a standardized school-wide model to collect and analyze data from common formative, summative, and longitudinal assessments (that includes teacher-developed assessments). Teachers and school administration will use analysis of formative, summative, and longitudinal data to evaluate the effectiveness of intervention program strategies so that appropriate decisions can be made to increase student learning a minimum of two times per quarter to identify needs and drive instruction.
Low SES Just behind our EL students our Low SES students are scoring consistently lower than our non-high needs students. Our Low SES students also accounted for the largest number of disciplinary referrals.	**Low SES** ELA - 10% Proficiency on SBA Gap - 46% Math - 6.10 % Proficiency on SBA Gap - 53.9% Science - 12.50% Proficiency on NGSS Gap - 20.83%		

Micronesians	Micronesians		
Of our ethnic groups our Micronesian students make up the largest percentage at 36.36% followed by our Filipinos at 31.62%. Our Micronesian students consistently score the lowest on the ELA, math, and science state tests. Our Micronesian students have the highest number of discipline referrals.	ELA - Of our largest ethnic groups, our Micronesians consistently score the lowest between 1.85% and 3% proficiency. Math - Of our largest ethnic groups our Micronesians consistently score the lowest with a high of 4.44% to a low of 2.4% over the past 4 years. Science - Over the past 4 years, our largest ethnic group is our Micronesians. Their proficiency rate fluctuated between 0% and 28.57%.	If the school administration and teachers gain a deeper understanding of the NGSS and develop a strategic school-wide plan for implementation then science proficiency rates will increase school wide. If the school administration and teachers implement and monitor our HMTSS program consistently then we will see a reduction in the number of behavioral referrals and an increase in the daily attendance rates school wide.	Teachers will plan and provide learning field trips connected to the curriculum to give students real-world experiences that will help students better understand the learning goals. Provide time and resources for students to attend learning field trips; to include, but not limited to school bus transportation. In order to provide support for our Tier II and Tier III students, PTTs / PPTs/PPEs may be utilized in the EL classroom, general education, RtI groups, and special education classrooms. Implement professional development opportunities for all teachers, and support staff which may include in-service, sub/stipend days, private consultants, conferences, for the implementation of strategies to provide differentiated instruction for all students. (May include Orton-Gillingham Reading & Math, Building Foundational Reading Skills, GLAD, iReady, STEMscopes etc.) Implement vertical articulations, and data collection processes to collect and analyze formative and summative assessments to gain accurate, immediate, and longitudinal data to be used to make informed decisions about student progress and/or program improvement with all teachers, and support staff which may include in-service, sub / stipend

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			days, private consultants, local and national conferences for the implementation of strategies to provide differentiated instruction for all students. Provide professional development opportunities to school staff to support implementation of school wide HMTSS plan to include sub-days and equipment, curriculum, and resources. Provide all teachers with professional development training, support and resources for implementation of ELA, Math, and NGSS standards. Provide time and resources for members of the RtI-B Team to attend the ASCA Annual Conference to further develop the social/emotional learning and to prepare students for college and careers. As a part of our Social-Emotional Learning, students will be provided with opportunities to participate in the Arts through programs such as Art Bento and Artists in the Schools, E Mele Kakou, T-Shirt Theatre, School Choir.

Innovation in Support of the Core: School Design and Student Voice

Part I (SW6)

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice. (SW7)	Describe your conditions for Success for School Design and Student Voice
● Everything we do at Kalihi Elementary School, including our school design, is driven by our school vision, which is "Strengthen Our Community: Develop productive citizens, equipped with the skills needed to thrive in an ever-changing world." ● In order to strengthen our community, Kalihi Elementary School has committed to providing equitable access to quality education for all students. ● As a school we continuously self-evaluate our efforts based on achievement data to determine if all students are being provided with quality curriculum, instruction, engagement, and differentiated support. ● At Kalihi Elementary School, we value every student and promote student voice as a means to strengthen the community. Throughout the year, all students are provided with a variety of opportunities to let their voice be heard. These opportunities are provided within every classroom during school wide events/showcases and in district and complex fairs and competitions.	In addition to all of the enabling activities described in the section above, the following is a list of other initiatives and supports we currently have in place and will continue to maintain as we work to advance our school design and strengthen our community. ● We provide computers for every student ● Implementation of our Schoolwide Positive Behavior Supports ● All students go participate in field trips designed to to enhance student learning ● We hold student performances throughout the year ● At the end of the school year we have a celebration of culture and curriculum where ALL students share their learning experiences with the greater school community. ● We have a schoolwide implementation of the Choose Love Social Emotional Learning Program ● Students are provided with a variety of after school extracurricular activities including intramural sports	In order for our school design and student voice initiatives to be successful, Kalihi Elementary Schools administrators and teaching staff will need to maintain a positive school culture that allows for all students to benefit from teacher collaboration that is data-informed. The school culture must allow for deep discussions about curriculum quality, that leads to timely curriculum and support adjustments based on student performance data. This includes analyzing academic performance data, as well as HMTSS data for ALL students.

	● Maintain multiple positive relationships with various community partners who support our school design efforts. ● Student Council gives voice to all students on School Community Council ● We maintain a partnership with Farrington High School. This partnership provides opportunities for our students to learn from their high school peers. ● We provide extended learning opportunities after school and during summer break for our EL students.	

Innovation in Support of the Core: School Design and Student Voice

Part II (over three years) (SW6)

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice ● All teachers will participate in grade level data team meetings twice per month that include deep discussions about curriculum quality, that leads to timely curriculum and support adjustments based on student performance data. ● To ensure that all students receive the curriculum without variation all students will receive on average 40 min. per week of personalized instruction through the use of i-Ready in both math and ELA.	**What are your measurable outcomes around School Design and Student Voice** ● Each grade level team will implement a minimum of one commonly planned bundle from STEMscopes per quarter. **Why are you implementing them?** ● A key WASC finding was that "the school administration and teachers gain a deeper understanding of the NGSS and develop a strategic school-wide plan for implementation." In order to address this need,	**What are your measurable outcomes around School Design and Student Voice** ● All teachers will participate in a minimum of one 30 minute peer learning walk per semester. The focus and purpose will be established by each teacher in collaboration with the coaches during articulation time. ● All teachers hired prior to the start of the 2022-2023 school year will have received training in GLAD and OG by the end of this school year.

● Every classroom will hold a minimum of one community circle per week where students are empowered to drive the conversation around academics, social emotional issues, problem solving, or any other topic relevant to the well-being of our students and our vision of "Strengthening Our Community.

Why are you implementing them?
● Data team meetings will enable teachers to make timely curriculum and support adjustments based on student performance data.
● The 40 min of i-Ready instruction will provide every student with individualized instruction according to their current ability level in both math and ELA.
● Community circles provide every student with voice and is a key component of our social emotional learning program.

How will you know that they are resulting in an improvement?

● The i-Ready data, discipline data, and SBA data will show growth.

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the school has decided to utilize the STEMscopes curriculum.

How will you know that they are resulting in an improvement?

● NGSS scores will improve school wide.

Why are you implementing them?

● The reasons we will be implementing learning walks are as follows:
  ○ Provide us all with opportunities, through both observing and being observed, to reflect on and review our own teaching practices.
  ○ Provide us all with opportunities to observe our former and incoming students as they learn from others.
  ○ Enable us to identify school-wide development needs for ongoing and future professional development activities.
  ○ Enable us to continue to learn from each other, developing shared understandings of best practices in assessment, learning, and teaching.
● OG and GLAD training will provide our teachers with strategies needed to help support our large numbers of high needs students.
      ○ Monitoring and support will occur within grade level teams during grade level articulation, with the support of administration and curriculum coaches

How will you know that they are resulting in an improvement?

● The school will see an increase in the use of common classroom strategies that are effective in supporting all students.
● There will be more evidence showing that teachers are using GLAD and OG strategies.
● There should be a reduction in our gap rates

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Innovation in Support of the Core: School Design and Student Voice

Part III (over one school year) (SW6)

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
● 100% of our students will complete the i-Ready diagnostic test by September. ● All teachers, through the data team process will group their students based on i-Ready scores by September.	● i-Ready data usage for online instructional minutes will show that 80% of students in each class are meeting the 40-45 minute program recommendation for reading and math. ● One-third of all students will move up at least one placement level in i-Ready by third quarter in reading and/or math.	● The school will show a 5% increase in the number of students meeting proficiency on the SBA ELA /Math assessments.

Innovation in Support of the Core: School Design and Student Voice

Part IV (SW6)

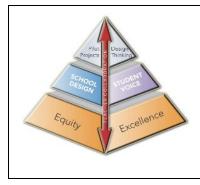| Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
100% of students will show growth in i-Ready Reading and math. - One-third of all students in red and yellow levels each grade level will move up at least one placement level in i-Ready by third quarter in reading and/or math. 10% of the students in the green level will reach their stretch growth score by the end of the third quarter.	- All teachers through the data team process will group their students based on i-Ready scores by September. - All teachers' i-Ready data usage will have 80% of their class meeting the 40-45 minute program recommendation for reading and math. 100% of teachers will participate in the data team process every two weeks during articulation meetings.	- Robin Young- ELA - Dawn Yoshimasu- Math

Innovation in Support of the Core: School Design and Student Voice

Part V (SW6)

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
1. Provide time and resources for students to attend learning field trips; to include, but not limited to school bus transportation.	$6,000- Title I/WSF	Teachers will plan and provide learning field trips connected to the curriculum to give students real-world experiences that will help students better understand the learning goals.	Students will attend learning field trips and bring what they learned and apply it in the classroom during instruction.		
2. In order to provide support for our Tier II and Tier III students, PTTs / PPTs/PPEs may be utilized in the EL classroom, general education, RtI groups, and special education classrooms.	$45,000- Title I/WSF	Students will show growth on i-Ready and SBA tests.	Principal and/or VP will observe PTTs/PPTs/PPEs working with small groups.		
3. Implement professional development opportunities for all teachers, and support staff which may include in-service, sub/stipend days, private consultants, conferences, for the implementation of strategies to provide differentiated instruction for all students. (May include Orton-Gillingham Reading & Math, Building Foundational Reading Skills, GLAD, iReady, STEMscopes, HMTSS, etc.)	$5,000- Title I	Students will show growth on i-Ready and SBA tests.	Principal and/or VP will observe teachers implementing strategies learned from these training sessions.		
4. Provide all teachers with professional development training, support and resources for implementation of ELA, Math,	$40,000-Title I	Students will show growth on i-Ready and SBA tests.	Principal and/or VP will observe teachers		

and NGSS standards. (May include ELA, Math, NGSS program materials, licenses, and equipment)			implementing strategies learned from these training sessions and utilizing provided resources		
5. Provide time and resources for members of the RtI-B Team to attend the ASCA Annual Conference to further develop the social/emotional learning and to prepare students for college and careers.	$6,000- Title I/WSF	School will see a reduction in the number of behavioral referrals and an increase in the daily attendance rates school wide.	RtI-B Team will implement newly learned strategies with school staff.		
6. As a part of our Social-Emotional Learning, students will be provided with opportunities to participate in the Arts through programs such as Art Bento and Artists in the Schools, E Mele Kakou, T-Shirt Theatre, School Choir.	$1,000- Title I	School will see a reduction in the number of behavioral referrals and an increase in the daily attendance rates school wide.	Students will participate in these learning opportunities and show their understanding through performance/art.		

Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.

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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

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To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.

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When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand the capacity to improve, and continuously advance student learning.

As the HIDOE 2020-2030 Strategic Plan is finalized, a *"Forward Focus"* Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
If funding were to become available Kalihi Elementary would like to consider having literacy intervention specialist (targeted pull out services) and or a literacy class for parents.	**This would benefit our large number of students who are reading well below grade level but who may not qualify for SPED or EL services.**	**Having the financial resources available to invest in qualified personnel who can dedicate time to developing monitoring and implementing such a program.**