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

School Name: Kalihi Uka Elementary **Complex Area: FKK**
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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.

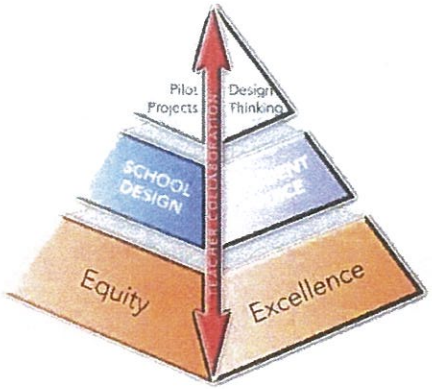
Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

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 2)

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

SY 2020-2021 Goals (3-4 goals) -- HMTSS/Assessment Capable Learners/PBL

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.

Key Strategies to Address and Promote Change	Evidence and Rationale for Change
Goal 1 — HMTSS ● Targeted Instruction ○ Small group instruction is used as both a student support and an instructional strategy for all students. In grades K and 1, all students participate in Reading Mastery, which consists of small group phonemic instruction intended to develop reading fluency. As students progress through the program, groups are reorganized to ensure students are working on the most appropriate skills needed. These skills include alphabetic principles, decoding, fluency, and accuracy. ○ In later elementary grades (2-5) students receive individualized decoding and reading fluency supports as needed. The skills are addressed on a pull-out basis in a small group setting. ● Inclusive Practices ○ KUES will be focusing on inclusive practices across the entire school and inclusion settings for students with disabilities. All students are general education students first and foremost. By developing inclusive practices, KUES is focused on developing a culture that is welcoming of all students. The goal is for all students, families, and staff to feel they belong in this school and feel valued. All students, regardless if they are English Learners and/or eligible for Special Education and Related Services, receive high quality, grade appropriate instruction. All students are provided timely interventions and support to ensure success in the curriculum and learning. In order to close the gap,	Goal 1 - HMTSS ● Targeted Instruction ○ The KUES student population is composed of diverse learners and in order to ensure that students maximize their academic potential, a variety of strategies are used to provide the targeted instruction that will promote student achievement and growth. The need for early literacy intervention begins in kindergarten when the vast majority of students' beginning of year DIBELS data indicates that intensive interventions are needed. These needs continue throughout the upper elementary grades, and as needs are identified, interventions must be applied. ● Inclusive Practices ○ There is a significant high needs population at KUES which consists of English learners, economically disadvantaged students, and students receiving Special Education services. The level to which this population is underperforming is a concern. On the SY18-19 SBA, the achievement gap in Language arts was 25 points (85% of non high needs students performed at proficient levels, as opposed to 60% of high needs students). In math, the achievement gap was even greater (39 point achievement gap with 96% of non high needs students proficient as opposed to 58% of high needs students). There is a need to address the underachievement of the high needs population at KUES.

Title 1, EL, and Special Education staff work with high needs students to promote the development of skills which can be applied in the general education setting. Targeted instruction is also addressed during intervention blocks that are embedded into the bell schedule. Every K-5 class commits 30 minutes of intervention time (called Target Time) during both of their ELA and Math blocks. The intent of Target Time is to address skills and concepts that students did not yet master that were identified by the teacher during the daily lesson. Through the use of this strategy, it was found that small group and individualized instruction using direct instruction have been successful for all students. Moving forward, KUES will further examine how the use of inclusive practices for high needs students can be implemented throughout the day in the general education setting.	

A Foundation for Change

Key Strategies to Address and Promote Change	Evidence and Rationale for Change
Goal 2 — Assessment Capable Learners ● Students as the Teacher ○ Students take control of their own learning because they are able to answer these three questions: (1) Where am I going? (2) How am I going? (3) Where to next? It is critical that students take ownership of their learning because not only will they be able to articulate what needs to be learned, but they will also know what success looks like and how they know when they are being successful. ● Student Goal Setting ○ Students will be able to set, monitor, and attain personal learning goals while seeking feedback and recognizing mistakes as learning opportunities. ● Building Teacher Understanding ○ Professional development to build common understandings of research proven practices to enhance pedagogy on campus. PD will be centered around teacher clarity and learning intentions and success criteria.	Goal 2 - Assessment Capable Learners ● Students as the Teacher ○ Low SES students have limited life experiences that hinder the development of the background knowledge needed to fully achieve the CCSS. Thus, it is critical that KUES scaffold concepts and content for students in order to support their learning. As students exert more control over their learning, their levels of engagement will increase. Learning will seem more important and it will increase their accountability and responsibility. ● Student Goal Setting ○ When teachers lead the learning, they are the ones responsible and accountable while students passively sit and hopefully learn. When students have ownership and control over their goals, they have greater motivation to achieve those goals. Active engagement increases learning. ● Building Teacher Understanding ○ There is a wide range of teacher experience and understanding of Visible Learning practices within the school. There is a need to ensure a common understanding and ability to apply Visible Learning strategies across the school.

A Foundation for Change

Key Strategies to Address and Promote Change	Evidence and Rationale for Change
Goal 3 - Project Based Learning ● Integrated Units of Study ○ To increase student achievement, KUES will continue to strengthen the implementation of common schoolwide practices to further develop the meaningful application of the inquiry process and address the Next Generation Science Standards (NGSS), the Hawaii Core Standards for Social Studies (HCSSS), and will begin to plan for the implementation of the new Computer Science Standards. ○ KUES will focus on social studies and science standards while embedding, integrating, and applying the ELA and math priority standards within the curricula. One strategy that will be used to accomplish this is for teachers to develop rigorous and relevant Quad D Science and Technology lessons that will be shared at a schoolwide Science Showcase. NGSS Science Kits with online licenses will also continue to be used to enhance the science curriculum. ○ KUES will strengthen parent partnerships and increase parents' understanding of what their children are learning. Parent engagement activities will be centered around these units of study. ● Priority Standards ○ Priority standards are also referred to as "tabletop standards." "Leg standards" or supporting benchmark standards are identified as the building block skills needed to meet the tabletop standards. Teachers consider each of the standards and prioritize those which are most rigorous. ELA and math priority	Goal 3 - Project Based Learning ● Integrated Units of Study ○ There is not enough time to teach the subject adequately when taught separately. Additionally, when taught in isolation, students do not make real-life connections to the content. Integration of curriculum allows time to develop deeper understanding and application of concepts to real world learning. ○ Student achievement increases when parents are involved. Low SES families tend to have less parent involvement with schools and academics. The majority of parents of KUES students are not actively engaged with their children's learning and do not sign the daily student planner as requested by the school or attend school events unless their children are performing. Those who attend family nights to learn how to work with their children have positively evaluated the programs and have asked for more standards-centered activities. ● Priority Standards ○ The need to embed ELA and Math priority standards into science and social studies is related to the need for students to achieve a deeper level of ELA and math achievement. By providing students with opportunities to apply their ELA and math skills to science and social studies, not only will their achievement of science and social studies increase, but so will their depth of understanding of the ELA and math priority standards. In addition, KUES has shifted its focus towards standards based learning and the achievement of the priority standards rather than a focus on the "cover to cover" completion of the curriculum.

standards will be embedded within science and social studies lessons, requiring students to apply previously learned knowledge and skills across content areas. In addition, teachers will continue to create a scope and sequence for the science curriculum that is intertwined with CCSS and the social studies curriculum that is intertwined with HCSSS. As teachers continue to develop their understanding about the integration of priority standards, they will also be developing relevant assessments.	

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/Innovation/Equity	**Yamamoto, Sabas, Kaniho**
Hawaii/Empowerment	**Hsu and Park Okuna**
Teacher Collaboration	**Santos**
Key School Initiatives Addressed in the Plan	**Leads(s)**
HMTSS	**Hsu and Park Okuna**
Targeted Instruction	**Kaniho**
Inclusive Practices	**Santos and Hsu**
Assessment Capable Learners	**Yamamoto, Sabas, Kaniho**
Teacher PD	**Santos**
Project Based Learning	**Sabas**
Priority Standards	**Yamamoto**

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	Identify and Describe the Achievement Gap	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?*
Disadvantaged Students -- 69% ELL -- 11% SPED -- 8% Students must: ● develop their basic skills in reading and have a strong base in phonemic awareness, phonological awareness and phonics ● develop early literacy skills ● self-assess and monitor their own learning progress Teachers must ● configure the best learning environments for all students ● use high yield instructional practices to support learning, ● develop vocabulary skills through integrated units of study The school must: ● develop inclusive practices as a school	In SY 2018-2019, 67% of students who were present the full school year passed the ELA and Math SBA. ● In SY 2018-2019 for ELA -- ○ 60.2% disadvantaged students passed the SBA ○ 25% achievement gap between high need and non-high need students ○ 0% of SPED and 0% of ELL passed the SBA ● In SY 2018-2019 for Math -- ○ 60.2% disadvantaged students passed the SBA ○ 39% achievement gap between high need and non-high need students ○ 0% of SPED and 20% of ELL passed the SBA For SY 2020-2021 based on the mid year iReady which is our Universal Screener ● In ELA ○ 84% are on grade level for phonological awareness	If the school continues to utilize small group instruction and Reading Mastery consistently for all students in grades K/1 and as needed for struggling learners, ELL, SPED students in grades 2-5, the school will continue to see growth in reading. If the school utilizes a reading specialist to address the individual learning needs of struggling learners, the school will see a decrease in the achievement gap. If the school develops inclusive practices across the entire school, in all classrooms, students will continue to feel valued and welcomed. By developing these practices, a stronger relationship will be forged which has a high effect on learning and achievement. If students are able to self-assess and set goals for their own learning and if students are able to own their learning; students will develop a deeper understanding of what they are learning and how they are progressing in their learning.	School will continue to utilize Reading Mastery and small group instruction for all students in grades K/1 to develop foundational reading skills. School will create a new position for SY 2020-2021 for a reading intervention specialist. This position will be a reading teacher for struggling readers in grades 2-5 to decrease the achievement gap. School will continue to develop Hawaii Multi Tiered System of Supports including developing our inclusive practices as a school. Students will learn to self-assess using the learning intentions and success criteria. Through this, students will be able to determine where they are at in their learning, seek feedback from others, and set goals for next steps in learning. Students will have discussions centered around their learning. Teachers will engage in learning about high yield pedagogical practices to ensure all students are learning. Teachers will

● increase student engagement in all classrooms ● provide parent engagement activities centered around units of study ● employ rigorous standards based instruction and communicating high expectations for learning	○ 71% are on grade level for phonics ○ 88% are on grade level for high frequency words ○ 45% are on grade level for vocabulary ○ 57% are on grade level for comprehension -- literature ○ 54% are on grade level for comprehension -- informational ● In Math ○ 50% are on grade level for numbers and operations ○ 51% are on grade level for algebra and algebraic thinking ○ 42% are on grade level for measurement and data ○ 43% are on grade level for geometry	If teachers continue to develop clarity in learning for all students and other high yield pedagogical practices, the gap in achievement will decrease. If students are engaged in rigorous standards based learning -- utilizing multiple content areas -- and the learning is based on multiple standards, students will be more engaged in their learning. They will also be able to develop a deeper understanding about various vocabulary and be able to apply their learning.	continue to build clarity for learning around the standards. Teachers and staff will engage in professional development centered around project based learning design principles to ensure all students are engaged in learning. Through project based learning, students and teachers will engage in rigorous instruction and learning centered around integrated units of study incorporating ELA/Math/Computer Science/Science/Social Studies standards. Students and teachers will apply their learning from across content areas into the projects.

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

Part I

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	Describe your conditions for Success for School Design and Student Voice
Goal 1: School and teachers will continuously evaluate the small group instruction with Reading Mastery to ensure all students are developing in their reading foundation skills. School will continuously build upon their inclusive practices.	Goal 1: KUES will continue to support all students and one another in all areas -- academic, physical, social & emotional. The faculty knows the students through data and is able to provide specific and intentional interventions to meet students' basic foundational reading needs.	Goal 1: Teachers will progress monitor student learning which is required to ensure progress in foundational reading skills for all students. Triangulating reading progress monitoring data with iReady data and classroom data will ensure all students are learning and applying these foundational skills.
Goal 2: Teachers and students will continuously self-assess and verbalize where they are at in their learning, how they are doing in their learning and where they need to go next. Students will express their learning and how they are progressing.	Goal 2: KUES will continue to engage students in meaningful/deep lessons and have them question and discuss their progress. By assessing where they are in their learning, students will learn to set goals to move their learning and understanding forward.	Goal 2: Bi-annually, teachers will share and present their cycle of learning to the entire faculty. As part of their cycle of learning, teachers will be observed by a peer teacher, analyze their pedagogical practices, and measure how students are self-assessing their learning.
Goal 3: Students and teachers will engage in learning which is rigorous, standards based, and across content areas. Units of study will have high expectations for learning and achievement and all students and parents will be engaged in this learning.	Goal 3: KUES will continue to intentionally plan and implement instruction based on student needs and integrating various content standards. By continuing our professional development on standards, clarifying terminology, developing shared language and expectations on CCSS and assessments, we will continue to align vertically. This will help to prioritize learning through focused instruction.	Goal 3: Students will be given pre/post assessments and a range of opportunities to demonstrate their learning of the various content standards to ensure mastery . Parent engagement activities will be centered around the units of study.

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

Part II (over three years)

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? ● Given benchmark assessments for Reading Mastery and Dibels in grades K, 70% and in grade 1, 75% of students will meet targeted benchmark. Using iReady data in grades K-5, 85% of students will meet in phonics and 90% of all students will meet in phonological awareness. ● Given a series of classroom visits and observations, 100% of classrooms will utilize Learning Intentions and Success Criteria (LISC). When students are asked what they are learning, how they are learning, and where to next, 50% of students will use the LISC to answer and assess their learning. ● Given the iReady Benchmark Assessments (3x per year -- Beg/Mid/End) high performing students will demonstrate progress towards their annual growth with each benchmark assessment and meet their typical growth target goals on end of the year (EOY) measures for reading and math. Students who attain "early on/one grade level below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 10% progress towards their annual growth with each benchmark assessment and meet their typical growth target goals with improved placement on EOY measures for reading and math. Lowest performing students who attain "two or more grade levels below"placements on the BOY initial diagnostic (iReady) will demonstrate at least 10% progress towards their annual growth with each benchmark assessment and meet their stretch growth target goals with improved placement on EOY measures for reading and math.	What are your measurable outcomes around School Design and Student Voice ● Given benchmark assessments for Reading Mastery and Dibels in grades K, 71% and in grade 1, 76% of students will meet targeted benchmark. Using iReady data in grades K-5 86% of students will meet in phonics and 90% of all students will meet in phonological awareness. ● Given a series of classroom visits and observations, 100% of classrooms will utilize Learning Intentions and Success Criteria (LISC). When students are asked, what are you learning, how they are learning and where to next, 60% of students will use the LISC to answer these questions and assess their learning. ● Given the iReady Benchmark Assessments (3x per year -- Beg/Mid/End) high performing students will demonstrate progress towards their annual growth with each benchmark assessment and meet their typical growth target goals on end of the year (EOY) measures for reading and math. Students who attain "early on/one grade level below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 11% progress towards their annual growth with each benchmark assessment and meet their typical growth target goals with improved placement on EOY measures for reading and math. Lowest performing students who attain "two or more grade levels below"placements on the BOY initial diagnostic (iReady) will demonstrate at least 11% progress towards their annual growth with each benchmark assessment and meet their stretch growth target goals with improved placement on EOY measures for reading and math.	What are your measurable outcomes around School Design and Student Voice ● Given benchmark assessments for Reading Mastery and Dibels in grades K, 72% and in grade 1, 77% of students will meet targeted benchmark. Using iReady data in grades K-5 87% of students will meet in phonics and 91% of all students will meet in phonological awareness. ● Given a series of classroom visits and observations, 100% of classrooms will utilize Learning Intentions and Success Criteria (LISC). When students are asked, what are you learning, how they are learning and where to next, 70% of students will use the LISC to answer these questions and assess their learning. ● Given the iReady Benchmark Assessments (3x per year -- Beg/Mid/End), high performing students will demonstrate progress towards their annual growth with each benchmark assessment and will meet their typical growth target goals on end of the year (EOY) measures for reading and math. Students who attain "early on/one grade level below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 12% progress towards their annual growth with each benchmark assessment and meet their typical growth target goals with improved placement on EOY measures for reading and math. Lowest performing students who attain "two or more grade levels below"placements on the BOY initial diagnostic (iReady) will demonstrate at least 12% progress towards their annual growth with each benchmark assessment and

● Overall as a school, given the iReady Benchmark Assessment End of Year and/or the Smarter Balanced Assessment in reading, 71% of all students will either meet or exceed proficiency levels.	● Overall as a school, given the iReady Benchmark Assessment End of Year and/or the Smarter Balanced Assessment in reading, 72% of all students will either meet or exceed proficiency levels.	meet their stretch growth target goals with improved placement on EOY measures for reading and math. ● Overall as a school, given the iReady Benchmark Assessment End of Year and/or the Smarter Balanced Assessment in reading, 73% of all students will either meet or exceed proficiency levels.
Why are you implementing them? ● Developing foundational reading skills in all students through a systemic program has been beneficial for all students. By personalizing learning for all students in reading, we will see students grow in their skills ● Through John Hattie's research, when teachers are clear on what students are learning and students are able to articulate what they are learning, how they are learning and where they are going next in their learning, students can double their speed of learning. With Teacher Clarity, Learning Intentions and Success Criteria we are building our student agency. ● Through standards based and industry vetted curriculum, with student choice, voice and collaboration, we will give students access through design. Providing students the opportunity to demonstrate learning through Project Based Learning helps to build understanding about the standards and utilizing the standards across content areas. Students giving input help to guide the direction of their learning.	Why are you implementing them? ● Developing a growth mindset through inclusive practices will play an important role for the development of all students. ● With the development and growth in the student's foundational reading abilities, students are able to decode, this has helped fluency to improve which has resulted with increases in comprehension. This increase has helped and will continue to help all students with equity and access. These overall increases, has also resulted with math scores improving as students are able to comprehend word problems. ● With reading foundational skills being provided through Reading Mastery to all students in Kindergarten and Grade 1, we will continue to see increases in reading scores as students move up academic levels. To accomodate and personalize learning for struggling readers or students who are learning English the reading intervention supports will be provided to support their learning.	Why are you implementing them? ● By developing our inclusive practices as a school and refining our systems of support with RtI and Reading Mastery, our multi tiered systems of support will continue to evolve and grow as a school. ● With the new computer science standards and students and teachers using technology to design, iterate and collaborate within their project based learning, we will see students going deeper in their learning, surface to deep to transfer learning. ● With teachers' understanding about Project Based Learning growing and evolving, the students will refine their Inquiry and Problem Solving abilities. Through these projects, student voices will shine through and help to guide the lessons and learning within the classroom.
How will you know that they are resulting in an improvement? ● Increased reading foundational skills and achievement for all students as the instruction matches the learning needs of the student. ● Students are able to articulate what they are learning, how they are learning and where they are going next in their learning journey. Through this discussion, students are assessing their own	How will you know that they are resulting in an improvement? ● Students apply the learned reading skills to all reading within the classroom and subject areas. ● All students/families/teachers/staff feel included in the school community. Everyone feels valued because of who they are and what they bring to the school community each day.	How will you know that they are resulting in an improvement? ● Classrooms, students and teachers celebrate learning. They celebrate when they are not successful in their projects or the problems they face because they know they are learning and growing. Students know that success is not measured by the success of their projects but

learning and gaining a deeper understanding of the learning. ● Students will be able to apply their learning across content areas to make sense of their learning.	● Students challenge each other's thinking, they push each other to go further in their understanding. ● Teachers become facilitators of learning. Rather than being the only teacher in the room, students take charge of their own learning. ● With project based learning, student voice plays a role in what is learned. Students ask questions to push their own thinking about the project. ● Students work together to find design, iterate, problem solve and build.	rather on the standards and the growth they demonstrate in their learning. ● Students demonstrate their learning not just through the work they complete but through demonstration of application and transference of their learning. ● Classrooms will be noisy and lively, filled with students discussing, questioning themselves and each other about their learning. Students will be passionate about their learning, about their projects, about their learning growth. ● Students will articulate and share their learning including success and failure with their families. As students grow in their learning, families will also be growing as families are actively engaged in their child's project. ● Project based learning is tied to Kalihi, Oahu, and/or Hawaii.

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

Part III (over one school year)

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)
● To collect beginning of the year data on small group instruction and reading, students will be given the iReady pre-assessment to determine and identify their learning needs. Students will also be given a DIBELS assessment as a second source of data for fluency levels. Using data from the DIBELS and iReady assessments, groups based on needs will be formed for Reading Mastery for all kindergarten and first graders. ● Through the universal screener data, teachers will identify the 71% of students who will be on grade level by the end of the year. Teachers will plan for instruction to meet the personalized learning needs of all students. ● Struggling readers will also be identified in grades 2-5 in order for the Response To Intervention (RTI) teacher to provide support. Data from SY19-20 in iReady and SBA will also be analyzed for learning need trends for the students. ● In a series of classroom observations and visits and through teacher self-reflection and assessment, baseline data will be collected on inclusive practices as a school and the percentage of teachers utilizing an inclusive practice strategy. ● Through observation and classroom visits, baseline data will be collected on students using the Learning Intentions and Success Criteria to be assessment capable learners. Also, the school will compare this data to the	● Teachers will collect mid year data in iReady and DIBELS with a mid year assessment which will be administered in December/January. Data will be analyzed and triangulated to determine if students are making progress in their academics. Teachers will analyze data to look at growth and the projection for the end of the year. Within the iReady platform, teachers are able to look at student progress by the end of the year and where they are projected to fall within the different tiers. For the borderline students, teachers are able to plan for intervention during Target Time or during tutoring. For the struggling learners, teachers will plan to ensure a minimum of a year's worth of growth for the student is made within a year's time. ● Within Reading Mastery, progress monitoring will occur every two to three weeks. Students will be assessed on progress being made and if students are learning the foundational skills. Reshuffling of the groups to match student needs will be ongoing. ● With the mid year assessment, teachers will update their data boards to reflect the progress students are making. Students who are not making, or making little, progress will be identified for targeted instruction during Target Time and/or tutoring. ● Throughout the year, teachers will assess students with a pre/post assessment for each ELA/Math priority standard. This will help teachers to identify which priority standards	● A final iReady and DIBELS assessment will be administered in April/May to determine student progress made throughout the year. Teachers will look at growth for all students and determine if students reached target goals. Data will also be triangulated for students in kindergarten and grade one with the Reading Mastery data to determine growth and progress made in foundational reading skills. ● The Smarter Balanced Assessment is administered in grades 3-5 to determine growth as a school for the Common Core State Standards in ELA and math and in grade 5 for the Next Generation Science Standards. Preliminary scores from the Smarter Balanced Assessment are cross checked with iReady end of year scores. Data is shared with the next year's teacher to begin planning for instruction. ● ILT and LT will analyze how classrooms are building inclusive practices within the classroom. They will also analyze how classrooms are implementing project based learning within the school. ILT and LT will look at and plan for next steps for the following school year. ● A school capability assessment will be conducted to examine how the school improved over the previous year in developing assessment capable learners. Data will be collected by a Corwin consultant to look at how many teachers and students utilize learning intentions and success criteria to determine where they are in their learning and next steps.

school capability analysis completed by a Corwin consultant looking at where the school is in terms of developing assessment capable learners. ● To collect beginning of the year data on project based learning and students learning and applying their learning across content areas, classroom observations and visits will occur. Through the Learning Team and Instructional Learning Team meetings, data will be collected to determine where students and teachers are at in their learning and projects.	need more or less attention during instruction. Using the post assessment data, teachers will determine progress on the priority standards. ● Schoolwide data will be analyzed/discussed during Instructional Leadership Team (ILT) meetings which occur almost monthly. During the meeting, schoolwide data is posted and the ILT looks for trends within the data. Based on the identified data trends, the ILT will plan for next steps to move instruction and the school forward. ● To ensure progress is being made for all students in all classes, meetings are scheduled for individual classroom teachers. In this "data dive" meeting, teachers will meet with the principal and non-classroom teachers to assess common trends within the classroom. The teacher and the team will make plans for next steps with instruction to meet the learning needs of the students. ● Classroom observation and visits will occur with teaching teams as part of an Impact Cycle (a teacher professional development cycle which occurs 2 times a year with teachers working in teams of 2-3). During the observation impact cycle, partners observe each other and give feedback about strengths/needs of the lesson. During SY20-2021, as part of the Impact Cycle, teachers will micro-teach, videotape themselves teaching a lesson, analyze their lesson, and plan for next steps.	

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

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	**Staff Outcomes** (2020-2021 Measurable Outcomes)	**Lead**
● Students will develop and strengthen their foundational reading skills and apply their learning to all reading in all content areas. This will be measured by 50-60% of students meeting the DIBELS oral reading fluency benchmark in grades 1-5. ● 80-90% of English Learners will meet the growth to target based on the World-Class Instructional Design and Assessment (WIDA). ● 75-85% of students will meet annual typical growth based on iReady data for ELA. 65-75% of students will meet annual typical growth based on iReady data for math. ● 65-75% of students will feel included within the school community based on a school survey. ● Students would utilize inclusive practices to ensure their peers also feel included. ● Students will be able to verbalize where they are in their learning. They will verbalize how they are doing in their learning and where they are going next. ● Students will utilize the feedback they receive to make their work stronger and better. ● Students will discuss what they are learning and why they are learning things. Conversations are centered around learning and not the learning task. ● Students will be able to apply their learning across all content areas. ● Students will develop their vocabulary within their units of study. ● Students and their voice will help guide and develop the units of study within the classroom. ● Students will share their learning with others, including their parents and families. ● If students are not successful in their projects, students will persevere. They will problem-solve to make their work better, strengthen their understanding, and keep working until they find a solution.	● Teachers utilize small group instruction for reading mastery, and all content areas to ensure students are learning. ● Teachers utilize various pedagogical practices within the classroom to ensure success for all students in all classrooms. ● Teachers have created a classroom which is very welcoming and conducive to learning for all students. ● 100% of teachers have made learning clear for all students and students know what they need to do to show success and learning in the classroom. ● Teachers have built their collective teacher efficacy. Teachers have open and honest discussions centered around student learning. Within the discussions, teachers ask questions, provide feedback and push each other to grow. ● Teachers observe each other, have another teacher watch a video of them teaching and utilize the video to provide feedback. Through this microteaching teachers analyze and grow in their practices. ● Teachers developed integrated units of study. Within each unit, there are numerous CCSS standards, and/or NGSS/computer science/social studies/speaking and listening/art standards.	● **Principal** ● **Curriculum Coaches/Coordinators** ● **Counselor** ● **Student Services Coordinator** ● **Teachers**

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

Part V

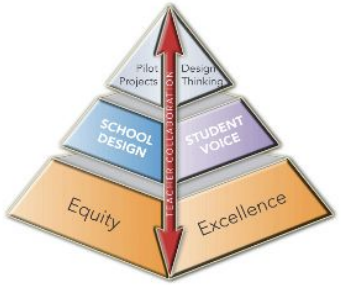
Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
Fall Semester ● Math Professional Development with Wesley Yuu on how we are building discussions in the math classroom and utilizing Standards of Mathematical Practices	● Title I -- $6500	● Increase in student engagement during math instruction. ● Shift in student mindset towards learning and math. ● Shift in instructional practices incorporating SMP.	● ILT Meetings -- almost monthly ● Grade level LT Meetings -- weekly ● Classroom walkthroughs and visits		
Spring Semester ● School Capability Assessment with Corwin. An assessment tool to determine where we are as educators in developing assessment capable learners in our school.	● Title I -- $7500	● Increase in students utilizing LISC to self-reflect and assess where they are at in their learning. ● Teachers use this assessment tool to develop their own pedagogical practices.	● Classroom walkthrough and visits ● Peer Observations and sharing of Impact Cycle		
● Project Based Learning training to develop units of study within the school for all students.	● WSF -- $18,000	● Students utilize learning, vocabulary and understanding across content areas. ● Units of study have high expectations for learning and achievement and all students and parents are engaged in this learning.	● Priority Standard pre/post data ● Classroom walkthrough and visits ● Peer Observations and sharing of Impact Cycle ● ILT Meetings -- almost monthly ● Grade level LT Meetings -- weekly		

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

Part V

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
Year Long 1. 12 classroom elementary teachers 2. 3 teachers to address the following: Academic/RtI/RM/Coach/ELL/Title I 3. 1 school counselor 4. 1 student services coordinator 5. 1 Reading Mastery Educational Asst. Total of 17 certificated staff and 1 classified staff paid through WSF to build academic skills for all students.	WSF 1. $791,076 2. $197,769 3. $65,923 4. $78,353 5. $34,434 Total Funds: $1,157,475 for student academic	● Small group differentiated instruction provides instruction in Reading Mastery ● Inclusive practices through the Hawaii Multi Tiered Systems of Support Framework are in place in all classrooms. ● Assessment Capable Students and teachers who reflect on their learning, how they are doing in their learning and develop goals for their next steps in learning. ● Increase in student engagement with a deeper understanding of learning ● Students access and utilize learning across various content and standard areas through project based learning. ● Increase in parent engagement in their children's learning through these integrated units of study.	● Pre/Mid/Post data for the universal screener iReady ● Smarter Balanced Assessment and interim data ● Priority Standard pre/post data ● Classroom walkthrough and visits ● Peer Observations and sharing of Impact Cycle ● ILT Meetings -- almost monthly ● Grade level LT Meetings -- weekly ● ART Meetings -- Quarterly ● CSSS Meetings -- Quarterly		

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



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, Student Voice.

Pipeline of Emerging Ideas:
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.

http://www.hawaiipublicschools.org/DOE%20Forms/strategies/SD-FullImplementation.pdf

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**
Preschool Career Day ● Community Helpers ○ Invite various community helpers to the school to learn about who they are and what they do for the community. ○ Visit community helpers (ex: field trip to the fire station). ● Family Careers ○ Invite parents to share about their careers (families can bring in tools, pictures, etc.). ○ Read books, have discussions, ask questions (find out more about issues that our community is facing). ○ Apply their learning in the dramatic play center. ○ Write letters to families and community helpers ■ Discuss what they appreciate and possible career options for the future.	**Preschool** ● It is important for students to identify one or two workers, and their jobs in the community (GK.KE.ff, PHM.KE.j). ● It is important to include families to be active partners in their child's learning. ● Students need to work on comparing roles and responsibilities of self and others at home, at school, and in neighborhood settings (Content Standard SS.K.1.7.3).	**Preschool** ● School will need to reach out to and coordinate with community helpers. ● School will need to reach out to and coordinate with families. ● Students will need to draw and explain about future career options. ● Students will need to practice asking and answering questions. ● Students will need to demonstrate their knowledge of careers through dramatic play. ● Students will need to express their gratitude to the guests verbally and in written form.

	● Students need to identify problems or issues in classrooms, schools, or communities (Inquiry Standard SS.K-2.5.1).	
Grade K Recycling Project: Cans & Plastic Bottles(Schoolwide) ● School-wide collaborative project ● Grade levels will have discussions about recycling & it's importance ● Grade levels will collect cans/bottles ● Grade levels can schedule classroom pick ups & drop offs to recycling center	**Grade K** ● It is important that students learn to be mindful of managing how much waste people are putting into the environment. Students need to understand that the world we live in has limited resources. The environment they live in must be maintained and/or improved to increase their quality of life. (ESS3-3-Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the environment.)	**Grade K** ● School will need to inform parents/community/students about the program/rationale. ● School will need to organize recycling goods. ● Collected monies can go to buying stuff for Gotcha Store, quarterly kick off events, schoolwide activities
Cultural Celebrations ● Grade levels will do lessons that address student's self identity, voice ● Invite speakers to speak about their cultures	● It is important for students to have a sense of belonging (HA: BREATH), sense of self, and voice. Students need to recognize and acknowledge the diversity in the communities they are a part of. We need to provide students opportunities to be a part of multicultural experiences. (SS.K.2.19.2 Explain the effects of an event in your life)	● School needs to locate multicultural speakers (i.e. community members, parents, learning groups, etc.) who are willing to share their culture (i.e. clothing, foods, special events, etc.). ● School will organize a day in which a cultural dish is featured in the school menu per quarter for the students to have an opportunity to appreciate cuisines from other places. This can be a dish voted by students to provide an opportunity for students to voice their choice. ● Students dress up in a cultural attire/bring a cultural dish/talk about how their culture celebrates holidays (could consider it as a nighttime parent activity- families bring samples of cultural dishes)
Grade 1 Recyclable Projects	**Grade 1** Recyclable Projects:	**Grade 1** Recyclable Projects:

● Students will collect recyclable materials from each class. ● Students will ask questions and discuss what types of materials are recyclable. ● Community helpers will be invited to share their knowledge of the importance of recycling. ● Students will go through the engineering design process to create planters for grade 2 & 3's community garden using the recyclable materials.	It is important for students to learn how to improve their community. In the social standards, first grade students need to be able to explain how people improve their communities and the environment (SS.1.2.8.5). It is also important for students to have a sense of belonging (HA; BREATH) and sense of responsibility to our community. This project integrates multiple content areas including: science, social studies, math, writing, reading, and visual arts.	● School will need to be able to obtain multiple community helpers. ● -Students will need to be provided with multiple opportunities to research and learn about recycling. ● Students will need to learn the vocabulary and research skills using technology, articles, texts, and information gathered from community helpers. ● Students will need to be exposed to the Engineering Design Process. ● Students will need to be able to work cooperatively together in a group. ● Students will share their ideas with the class and be able to use success criteria to describe their findings.
Grades 2 & 3 ● Community Garden on school campus ○ Background research plants/garden prep ○ Students will use math skills to measure the area and perimeter of the garden and plots. They will track the life cycle of the plants and measure growth over time. ○ Students would also be able to use the garden to learn about healthy eating and nutrition. ○ Students will learn how to compost using food waste from the cafeteria. We will also possibly explore vermicasting as a compost method. Students will be able to learn about the energy cycle of nutrients through decomposition. ● Kalihi Uka native animal mascot research project: ● Students will collaborate with guest speakers from UH Manoa, DLNR, and the Bishop Museum (or other relevant community members or groups) to research the animals that are native to Kalihi Valley ● Students will visit Ho'oulu Aina in the back of Kalihi Valley to look for native animals or research the habitats that valley animals live in. ● Students will write opinion essays on which native animal should be our new school mascot based on their research and present it to the principal and SCC.	**Grade 2 & 3** It is important for today's children to understand how an interdependent relationship exists on our earth between living things. Through this project, there is a lot of opportunity for content integration which will make learning more authentic and realistic. Some of the issues that would be addressed are: ● Bees, Compost, etc. ● Reuse/Recycle ● Environmental concerns: ○ How will we address pests in safe way (vs. pesticide) ● Map/Plan out garden ● It is important for children to understand the animals in their own neighborhood, so that they can gain awareness and compassion for the ecosystem that they live in.	**Grade 2 & 3** ● The school will need to have a secure location on campus.. ● The school will need a compost kit and vermicast kit as well as a location for the compost station. ● The school will need adequate funding to purchase supplies/materials. The school will need to ensure security and purchase/build a fencing system. ● We will need to find community members or groups with whom to collaborate who have experience/expertise with garden/compost or teach students about Kalihi Valley animals.. Possible groups to work with are: Ho'oulu Aina in the back of Kalihi Valley, UH Manoa/Bishop Museum
Grade 4 Aquaponics	**Grade 4** It is important that	**Grade 4** -School will need the funds to purchase materials to build an aquaponics system.

• Students will conduct research on what an aquaponics system is and the benefits of using one. • They will complete an informative piece that focuses on how implementing an aquaponics system shows the interdependence between plants, animals, and their environment. • Students will research the different components that make an aquaponics system and will identify the tools, materials, and cost that is required to build one. • They will draw a diagram to explain how each part is used and how it contributes to the overall system. • Students will plan out the amount of materials needed as well as the expenses for each. • They will decide upon an area in the school that receives enough sunlight to build the aquaponics system and brainstorm a security fence that will keep potential threats out. • They will then help to maintain an aquaponics system (built by teachers) by having specific responsibilities and roles and rotate on a weekly basis. • Students will create tables to track growth using math skills and measuring tools. • Students will observe and explain how plants and animals depend on each other within an ecosystem for survival. • Depending on what is being grown, another possibility would include students harvesting the produce and eating it with their lunches	students explore and understand the interdependence between plants and animals within an ecosystem. In studying ahupua`as, it is essential that students understand the delicate balance that humans have with nature and make decisions that will benefit both (humans and nature). This unit integrates a variety of subjects such as writing, math, science, art and reading. It also includes 21st century skills such as researching, public speaking, collaborative group work, etc. This unit will help students to develop a stronger sense of responsibility to the aina as well as building teamwork and communication skills.	-Students will need to know how to conduct accurate research and synthesize the information. -Students will need to have knowledge of nonfiction text, including text features (and understand them). -Students will need to develop their research, writing, and reading skills -The school will require an area of sufficient space to house the tanks/planters/ pumps in an area with access to sunlight. -The school will need to be able to maintain security using a fence to keep vandals and animals out. School will need to afford the purchase of fencing. **-Supplies:** **List can be found here** **-Other conditions:**
Grade 5 **Market Day** • Grade 5 will create a business and sell their product at a Grade 5 Market Day. • Students will draft a plan of their product and the supplies they will need to make their product. • Students will determine the cost of the supplies. • Students will design their business stand to attract customers. • Students will create a log of supplies for their products as well the number of products they sell. • Students will calculate business expenses, gross and net income • Students will be provided with fake money to spend **Creating a Public Service Announcement (PSA)** • Students will do research on a topic that is meaningful to them and that they would like to bring awareness to. They will create a PSA to teach other students about their topic. Supplies: • Video camera	**Grade 5** **Market Day** It is important for students to explore and understand supply and demand. Within this project students will learn how to purchase, sell, advertise, market and create a business plan that can be maintained. It strengthens the students' sense of belonging and teamwork. **Creating a PSA** It is important for students to learn about being global citizens and to learn about issues in the broader world. Students need to learn how to use media to make a positive	**Grade 5** **Market Day** Students would need to be able to obtain needed supplies and to follow through on their plans. **Creating a PSA** The school would need to provide video equipment and software that is up to date.

• Elmos • Microphone (optional) • Props	difference. (e.g. Video cameras, iMovie… etc.)	