2020 Academic Plan, School Year 2020-21

School:

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 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 an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

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


Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

Principal (print): Lynn M. Kobayashi

Principal’s signature: [Signature]

Date: 05/29/2020

Complex Area Superintendent (print): Linell Dilwith

Complex Area Superintendent’s signature: [Signature]

Date: 6/28/20
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:**

**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

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.

<table>
<thead>
<tr>
<th>Evidence and Rationale for Change</th>
<th>Key Strategies to Address and Promote Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Language Access and Acquisition</strong>&lt;br&gt;● Implementation of schoolwide research based methods and strategies are not being used to improve the quality of instruction to increase student achievement.&lt;br&gt;● Students lack background knowledge and vocabulary.&lt;br&gt;● Integration and student voice is not evident.&lt;br&gt;● We do not understand and embrace the various cultures of our students/families/community populations.&lt;br&gt;● Since SY 15-16, SBA scores have been on a downward trend in both ELA and Math and in all areas in our STRIVE HI report. In SY 15-16, for ELA we were at 65% and in Math 42% and in SY 18-19 we had a proficiency score of 43% in ELA and 37% in Math.&lt;br&gt;● In the Tripod survey students expressed that there is a lack of student voice, choice and interesting work.</td>
<td>1. <strong>Language Access and Acquisition</strong>&lt;br&gt;● School wide implementation of Sheltered Instruction Observation Protocol (SIOP)&lt;br&gt;● Use of vocabulary building strategies (academic and content)&lt;br&gt;● Teach background content, provide front loading of information based on the student's prior knowledge.&lt;br&gt;● All staff needs to understand varying backgrounds/cultures (eg. 28 ethnicities, high disadvantaged) of students to fill gaps in content knowledge.</td>
</tr>
<tr>
<td>2. <strong>Hawaii Multi-Tiered Systems of Support (HMTSS)</strong>&lt;br&gt;● Kuhio is not meeting the State goal for SBA proficiency in Math, ELA and Science&lt;br&gt;● Kuhio is not meeting the State goal for chronic absenteeism&lt;br&gt;● There is a high number of students in WIDA level 1 and 2&lt;br&gt;● Many of our low achieving students are members of multiple targeted sub-groups (Disadvantaged, ELL and SpEd)&lt;br&gt;● There is low achievement and an increase of students in EL, Disadvantaged and being referred to Special Education.</td>
<td>2. <strong>Hawaii Multi-Tiered Systems of Support (HMTSS)</strong>&lt;br&gt;● School wide implementation of HMTSS&lt;br&gt;● School wide implementation of school wide Social Emotional Learning (SEL) program Second Step&lt;br&gt;● Universal screening for behavior as well as academics&lt;br&gt;● Teach School Wide Behavior Expectations&lt;br&gt;● Improve quality of teacher; single element in any strategy is to aim to boost student literacy and close the literacy gap.&lt;br&gt;● Use of evidence-based strategies to provide student support in all Tiers.&lt;br&gt;● Professional development with Mary Howard will be provided for HMTSS.</td>
</tr>
<tr>
<td>3. <strong>Professional Development</strong>&lt;br&gt;● A system to follow up (consistent monitoring and feedback) on the implementation and impact of professional development&lt;br&gt;● Promote a culture of collaboration (teacher, learner, leader), strong leadership and share responsibility for learning through vertical articulation.&lt;br&gt;● Reflective learning</td>
<td>3. <strong>Professional Development</strong>&lt;br&gt;● Reflective learning</td>
</tr>
</tbody>
</table>
- Teachers have had many professional development opportunities, have available resources such as Wonders, iReady Math, Brainpop, STEMscope, Second Step, Orton Gillingham, etc and many resources; achievement has not increased and supports are not being provided to meet the needs of all students.
- There is no common awareness, understanding, language and practice.
- A system to follow up on the implementation and impact of professional development needs to be developed

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.

<table>
<thead>
<tr>
<th>Key HIDOE Initiatives Addressed in the Plan</th>
<th>Lead(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Ed EL Initiative</td>
<td>Lynn Kobayashi, Principal, Jennifer Sato, Academic Coach</td>
</tr>
<tr>
<td>5 Promises: Hawaii, School Design, Empowerment, Innovation, Equity</td>
<td>Lynn Kobayashi, Principal</td>
</tr>
<tr>
<td>School Design, Student Voice and Teacher Collaboration</td>
<td>Lynn Kobayashi, Principal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key School Initiatives Addressed in the Plan</th>
<th>Leads(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Access and Acquisition</td>
<td>Lynn Kobayashi, Principal, Jennifer Sato, Academic Coach</td>
</tr>
<tr>
<td>Hawaii Multi Tiered Systems of Support</td>
<td>Lynn Kobayashi, Principal, Jennifer Sato, Academic Coach, Kathleen Oshima, Student Service Coordinator, Jaime Lee, Counselor</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Lynn Kobayashi, Principal, Jennifer Sato, Academic Coach, Kathleen Oshima, Student Service Coordinator, Jaime Lee, Counselor</td>
</tr>
</tbody>
</table>
## 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 subgroup(s).

<table>
<thead>
<tr>
<th>Targeted Subgroup(s) and Identified Needs</th>
<th>Identify and Describe the Achievement Gap</th>
<th>A Related Theory of Action</th>
<th>Enabling Activities to Address/Improve the Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the targeted subgroup and their identified needs</td>
<td>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.</td>
<td>What is your Theory of Action (If-Then) to improve the achievement gap?</td>
<td>What are your enabling activities to improve the achievement gap?</td>
</tr>
</tbody>
</table>

### High Needs Students: English Language Learners, Disadvantaged, Special Education

- Providing a learning environment to fit the needs of the students.
- Early literacy skills
- Strategies to support students from a wide range of backgrounds

<table>
<thead>
<tr>
<th>SY 18-19</th>
<th>Overall ELA 42.5% (36/88) Math 37% (33/90)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-High Needs</strong></td>
<td>ELA - 73.68% proficient (n=14/19) Math - 57.89% proficient (n=11/19)</td>
</tr>
<tr>
<td><strong>Disadvantaged</strong></td>
<td>ELA - 31.82% proficient (n=21/79) Math - 27.94% proficient (n=19/79)</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>ELA - 0% proficient (n=0/12) Math - 8.33% (n=1/12)</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>ELA - 14.29% proficient (n=3/21) Math - 34.78% proficient (n=3/23)</td>
</tr>
</tbody>
</table>

If the school provides professional development and implementation support then the teachers will be able to create and provide a learning environment for all students to have behavior and academic success.

If the principal provides time for instructional staff to engage in collaboration around instructional planning and student learning, grounded in data, then teachers will be able to make appropriate adjustments to instruction to meet the needs of all students, which will help all students to attain higher levels of learning and achievement.

If the school staff embraces the diversity of multiculturalism of our students and families then the school staff will empower students and families and

KES will follow and participate in the KMR West Ed initiative to provide support for our EL learners.

Professional development will be provided on SIOP, HMTSS and writing and teachers will collaborate on strategies. Plans will be developed for each tiered group.

Academic Coach and Admin will provide coaching and mentoring with data teams and professional development.

Create an operating process that determines the measurable effect of PD and its impact on student performance.

School wide initiatives addressing academic and behavior will be developed and maintained to support the diverse population of the school.

School wide initiatives addressing academic and behavior will be developed and maintained to support the diverse population of the school.

Teacher collaboration time will be provided to discuss high impact strategies and school wide initiatives to provide a learning environment that is conducive to
## Innovation in Support of the Core: School Design and Student Voice

### Part I

<table>
<thead>
<tr>
<th>Describe your complex/school contexts for School Design and Student Voice.</th>
<th>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice.</th>
<th>Describe your conditions for Success for School Design and Student Voice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity and Access:</strong> The school is committed to equitable access to quality education for all students. School continuously self-evaluates its efforts based on achievement data to determine if all students are being provided with quality curriculum, instruction, engagement, and differentiated support. Collaborative networks are in place to share effective and best practices.</td>
<td><strong>Equity and Access:</strong> In order for students to continue to have equitable access to quality education, KES will continue to analyze data to provide learning supports and strategies that support a rigorous teaching and learning environment for all learners. Continue to develop and refine our Multi Tiered System of Support through differentiation strategies, supports and interventions for behavior and academics.</td>
<td><strong>Equity and Access:</strong> All students will be provided with equity and access through differentiated instruction and a variety of opportunities for students to demonstrate their learning. Staff will constantly reflect on their practices to ensure all students' needs are met.</td>
</tr>
<tr>
<td><strong>Capacity Building:</strong> Professional development is highly valued by some staff team as essential to protecting and enhancing teacher and staff capacity to deliver on its mission. School constructs PD efforts based on its core values, design, and needs assessment aligned to the school’s academic plan. PD is informed by</td>
<td><strong>Professional development</strong> will be provided and allow for teacher collaboration within the school and complex. Coaching support will be provided to provide a collaborative and cohesive effort.</td>
<td><strong>Capacity Building:</strong> Professional development needs to be analyzed to see the impact on student learning. Coaching and mentoring support need to be provided.</td>
</tr>
<tr>
<td><strong>Personalized Learning:</strong> Students voice and choice should be evident throughout the campus via conversations, walls, instruction etc. Teachers will create</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kuhio Elementary, Version 2.0, April 7, 2020
### 2020-2021 Academic Plan: Kuhio Elementary

**Student Data:** is job-embedded, is focused on student achievement outcomes, and is immediately relevant.

- **Personalized Learning:** Teachers provide students with opportunities to engage with learning through pedagogical practices.

- **Unique Student Backgrounds, Experiences, and Uniqueness:** will continue to be the forefront of what KUHIO is and will be with continued planning and developing of school wide activities.

- Teachers provide students with opportunities tailored to a student’s interests and passions, while maintaining a high level of alignment with quality standards. Students have the opportunity to meet competencies using individualized preferences. The school recognizes and celebrates students as bringing to the classroom different learning styles and experience.

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

**Part II**

<table>
<thead>
<tr>
<th>SY 2020-2021 Measurable Outcomes</th>
<th>SY 2021-2022 Measurable Outcomes</th>
<th>SY 2022-2023 Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equity and Access:</strong> Through classroom observations and walkthroughs 100% of classrooms will demonstrate use of SIOP, HMTSS and visible learning strategies to meet the needs of their students.</td>
<td><strong>Equity and Access:</strong> Through classroom observations, walkthrough and data teams 100% of classrooms will develop and implement a system (i.e. small group, stations, etc) using SIOP, HMTSS and visible learning strategies to meet the needs of their students.</td>
<td><strong>Equity and Access:</strong> Through professional development and coaching supports are provided. Teachers will collect data to see the effect of instructional practices and strategies they chose from the PD.</td>
</tr>
<tr>
<td><strong>Capacity Building:</strong> After the school wide professional development, 100% of teachers will be supported with coaching and/or mentoring support.</td>
<td><strong>Capacity Building:</strong> After professional development and coaching supports are provided. Teachers will collect data to see the effect of instructional practices and strategies they chose from the PD.</td>
<td><strong>Capacity Building:</strong> Professional development is informed by student data, is job-embedded, is focused on student achievement outcomes, and is immediately relevant.</td>
</tr>
</tbody>
</table>

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Kuhio Elementary, Version 2.0, April 7, 2020

**KMR Final: 11.07.19**
**Personalized Learning:** Through walkthroughs and classroom observations, 100% of classrooms will have students express their voices and choices (collaborative conversations, PBL, etc).

100% of the teachers will design and implement instruction so that students will be able to express their voices and choices.

Perceptual data (Panorama, SQS and school created surveys, observation measurable tool will be created) of student voice and engagement will increase by 10%.

**Why are you implementing them?**
- In order to see improvements in all areas, we need to closely monitor and support teachers in implementing the above measures.

**How will you know that they are resulting in an improvement?**
- The walkthrough and classroom observation data will indicate a gradual release on monitoring and supporting teachers.
- Measurable tools (criteria/rubric) will be developed with the help of CAO.
- Achievement scores will be increasing, less office referrals and SPED referrals.

100% of teachers will implement selected strategies and set and meet their SMART goals for their individual classes.

**Personalized Learning:** Through walkthroughs and classroom observations, teachers engage students with learning geared to student’s interests and passions, while maintaining a high level of alignment with quality standards. The school recognizes and celebrates students as bringing to the classroom different learning styles and experiences.

**Why are you implementing them?**
- In this second phase, we will apply what they learned in SY 20-21 and to see the impact it has on student achievement.

**How will you know that they are resulting in an improvement?**
- The walkthrough and classroom observation data will indicate a gradual release on monitoring and supporting teachers.
- Measurable tools (criteria/rubric) will be implemented and revised as necessary.
- Achievement scores will be increasing, less office referrals and SPED referrals.

100% of teachers will implement selected strategies and set and meet their SMART goals for their individual classes.

**Personalized Learning:** Application of 21st century skills will be evident in student work through project based learning, internships and collaboration through the community.

**Why are you implementing them?**
- Differentiated instruction will improve academic achievement allowing students to close the achievement gap.
- Teacher self efficacy has shown to have a high effect size on student achievement.
- Students will design and have a voice in their academic achievement. Teachers will develop well rounded and lifelong learners ready for the real world through project based learning, 21st century skills and the GLO’s.

**How will you know that they are resulting in an improvement?**
- Achievement scores will be increasing, less office referrals and SPED referrals.
- Teachers will seek out their own professional development and professional learning communities will be developed without the need for facilitation.
- Students’ confidence and self esteem will be apparent because they will seek out opportunities beyond the classroom.
- Measurable tools (criteria/rubric) will be implemented and revised as necessary.
Innovation in Support of the Core: School Design and Student Voice

Part III

<table>
<thead>
<tr>
<th>SY 2020-2021 Formative Measures (beginning of the year)</th>
<th>SY 2020-2021 Formative Measures (throughout the year)</th>
<th>SY 2020-2021 Summative Measures (end of the year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline data (iReady, WIDA, DIBELS, behavior, attendance, etc) will be collected to develop a data wall to identify targeted students.</td>
<td>Data (iReady, WIDA, DIBELS, behavior, attendance, etc) will be reviewed to identify and discuss targeted students.</td>
<td>Data (iReady, WIDA, DIBELS, behavior, attendance, etc) will be reviewed to discuss targeted students.</td>
</tr>
</tbody>
</table>
| Classroom Observations and Walkthroughs:  
  ● Percentage of teachers using SIOP protocol HMTSS and/or visible learning strategies from the walkthrough form.  
  ● Percentage of teachers using strategies from professional development through the walkthrough form.  
  ● From the measurable tool that will be developed, the criteria will be met so that students' voices and choice are addressed. | Classroom Observations, Formative Data and Walkthroughs:  
  ● Percentage of use of strategies and students' response via the strategies that are being implemented.  
  ● Percentage of students respond with the implementation of strategies presented from professional development through the walkthrough form.  
  ● From the measurable tool that will be developed, the criteria will be met so that students' voices and choice are addressed. | Classroom Observations, Walkthroughs, Formative and Summative Data:  
  ● Percentage increase in achievement in summative and formative data comparative to BOY and EOY of the previous year. Percentage of classrooms that shows evidence that a variety of strategies are being applied by self directed students.  
  ● From the measurable tool that will be developed, the criteria will be met so that students' voices and choice are addressed. |

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

Part IV

<table>
<thead>
<tr>
<th>Student Outcomes (2020-2021 Measurable Outcomes)</th>
<th>Staff Outcomes (2020-2021 Measurable Outcomes)</th>
<th>Lead</th>
</tr>
</thead>
</table>
| ● Through walkthroughs and classroom observations, 100% of classrooms will have students express their voices and choices (collaborative conversations, PBL, etc).  
● Perceptual data (Panorama, SQS and school created surveys, observation measurable tool will be created) of student voice and engagement will increase by 10%. | ● 100% of the teachers will design and implement instruction so that students will be able to express their voices and choices.  
● The staff will analyze the data in data teams (behavior, academic, etc) to inform their professional development and next steps with instruction. | ● Principal  
● Academic Coach  
● Student Service Coordinator  
● Counselor |

Kuhio Elementary, Version 2.0, April 7, 2020
<table>
<thead>
<tr>
<th>Enabling Activities</th>
<th>Measurable Outcomes</th>
<th>Cost and Source of Funding (including Prog ID)</th>
<th>School Monitoring Activity</th>
<th>Frequency of Monitoring</th>
<th>Complex Monitoring (completed by Complex Area, as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hawaii Multi-Tiered Systems of Support (SW6 i,ii, iii)</strong></td>
<td>100% of classrooms will teach and integrate word of the month, school wide behavior expectations and Second Step lessons in their daily instruction as evident in classroom observations.</td>
<td>School Activity Funds $5,000</td>
<td>ART Monitoring of EA</td>
<td>Monthly</td>
<td>CAO Monthly Monitoring</td>
</tr>
<tr>
<td>PBIS (refer to PBIS manual) will be implemented (need to reviewed and discussed)</td>
<td>10% increase in Panorama and SQS student voice, choice and engagement questions.</td>
<td>Title 1 Funds $15,000 for PTT/PPE</td>
<td>WASC Focus Groups Monitoring of EA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach and integrate word of the month, school wide behavior expectations and</td>
<td>5% decrease in behavior referrals (infinite campus) from the previous year.</td>
<td>$35,000 supplemental resources</td>
<td>Classroom observations and walkthroughs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Step lessons.</td>
<td>Referrals will be tracked based on disaggregated subgroups.</td>
<td></td>
<td>Data team meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Add SEL and guidance lessons into curriculum maps.</td>
<td>40% increase from BOY to EOY of students in Tier 1</td>
<td></td>
<td>Data Profile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monitor attendance by participating in school wide activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Develop and implement a school wide acknowledgment system that aligns with</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
2020-2021 Academic Plan: Kuhio Elementary

| Professional Development (SW 6 i, ii) | School wide behavior expectations matrix. | According to DIBELS, iReady in Reading and Math. | For ELA and Math, iReady will be used to monitor student growth with a goal of 60% of ELA students and 50% of Math students meeting their annual typical growth. | 75% of students taking the WIDA ACCESS 2.0 will make gains on their Speaking, Listening, Writing and/or Reading scores. | 100% of teachers will meet their SMART goals based on formative data (i.e. constructed responses, writing assessments, etc) | EL and SPED students will be monitored through a data wall. | 40% increase from BOY to EOU of students in Tier 1 according to DIBELS, iReady in Reading and Math. | Title 1 Funds $10,000 for PD $4,000 for Subs | Classroom observations and walkthroughs Data team meetings Data Profile ART Monitoring of EA Focus Group Monitoring of EA | Monthly | CAO Monthly Monitoring |

Kuhio Elementary, Version 2.0, April 7, 2020
### Coaching and mentoring support by EL/AC and Admin based on (HMTSS, SIOP and Visible Learning, etc PD) (SW6 ii)

- Teachers will be provided with coaching and mentoring support.
- Teachers will be provided PD training as needed by district resource teachers.

<table>
<thead>
<tr>
<th>Strategies and areas for improvement.</th>
<th>100% of teachers will meet their SMART goals based on formative data (i.e. constructed responses, writing assessments, etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- EL and SPED students will be monitored through a data wall.</td>
<td>No funds needed Coaching log</td>
</tr>
</tbody>
</table>

### West ED EL Initiative (SW6 i,ii)

- Use the complex implementation plan to guide our EL program.
- Provide sheltered instruction by teachers, push in and pull out services based on the students’ needs.

<table>
<thead>
<tr>
<th>Strategies and areas for improvement.</th>
<th>100% of teachers will use WIDA ACCESS 2.0 data to guide their instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 75% of students taking the WIDA ACCESS 2.0 will make gains on their Speaking, Listening, Writing and/or Reading scores.</td>
<td>Title 1 Funds $32,000 for PTT/PPE ART Monitoring of EA Data Teams Meeting</td>
</tr>
</tbody>
</table>

### Building a Culture of Multiculturalism (SW6 i, ii, iii)

- 90% of parent surveys from workshops will be favorable.
- Survey that identifies parent

<table>
<thead>
<tr>
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<th>100% of teachers will use WIDA ACCESS 2.0 data to guide their instruction.</th>
</tr>
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<tbody>
<tr>
<td>- 75% of students taking the WIDA ACCESS 2.0 will make gains on their Speaking, Listening, Writing and/or Reading scores.</td>
<td>Title 1 Funds $32,000 for PTT/PPE ART Monitoring of EA Data Teams Meeting</td>
</tr>
</tbody>
</table>
Provide school wide activities that promote a positive school climate through student voice, HA and multiculturalism.

Refine communication systems to meet the needs of our community.

- Provide school wide activities that promote a positive school climate through student voice, HA and multiculturalism.
- Refine communication systems to meet the needs of our community.

interest in workshops.

10% increase in Panorama and SQS student voice, choice and engagement questions.

5% increase in parents rating in each category in the SQS.

Title 1

$1,000 Planners

Classroom observations and walkthroughs

2020-2021 Academic Plan: Kuhio Elementary

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:

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.

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

Kuhio Elementary, Version 2.0, April 7, 2020

KMR Final: 11.07.19
| Center for Multicultural Learning | Our current practices are not addressing the equity and achievement of our students. Projected enrollment continues to decline; specialization will attract more students.  
1. 28 different ethnicities represented on our campus. This resource allows us to learn from each other to collaborate and develop a global perspective.  
2. Multicultural community full of resources that can be partnered with for extended learning opportunities for our students.  
3. UH Manoa, KCC, Chaminade are all in close proximity. Partnerships can provide innovative learning opportunities to increase equity and meet the diverse needs of our students.  
4. Partnerships with UH, Chaminade and KCC can also provide programs and learning opportunities for parents.  
5. By focusing on our multiculturalism, we can redesign our instructional delivery to truly become a student centered instructional system. | 1. Student Enrollment will increase  
2. Annual Student Driven Multicultural Showcase  
3. More multicultural integration in the classroom; evidence of cultural understanding in lesson planning.  
4. Newcomer's center for students and parents.  
5. Partnership with UH, Chaminade, KCC will result in joint planning, sharing of innovations, resources  
6. Student voice, choice and equity will be evident in planning, instruction; it would be a foundational part of the whole system.  
7. All stakeholders will believe that our multicultural population is an asset and embrace student centered learning. |