

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

**School Name:** Pu`uhale ES  
**Principal Name:** Arnie Kikkawa  
**Rochelle Mahoe, CAS**

**Farrington, Kaiser, Kalani Complex Area**  
**Principal Signature:** Arnie Kikkawa  
**CAS Signature:** Rochelle Mahoe

**Date:** 5/22/2020  
**Date:** 5/28/20

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:**

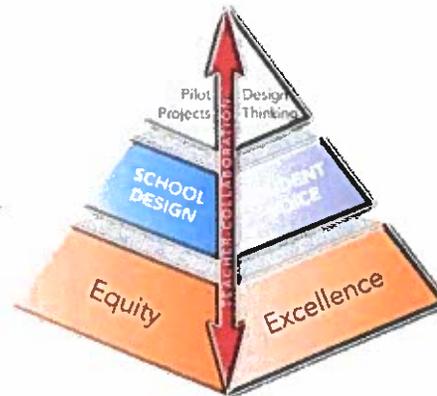
Focus: equity and excellence in core curriculum and supports.

**Innovation in Support of the Core:**

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.*



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**School Name:** Pu`uhale ES                      **Farrington, Kaiser, Kalani Complex Area**  
**Principal Name:** Arnie Kikkawa            **Principal Signature:** \_\_\_\_\_            **Date:** \_\_\_\_\_  
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## HIDOE Learning Organization

## 2020-2021 Academic Plan: [Pu`uhale Elementary]

### Teaching and Learning Core:

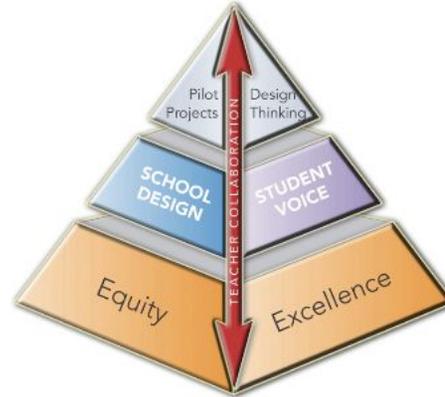
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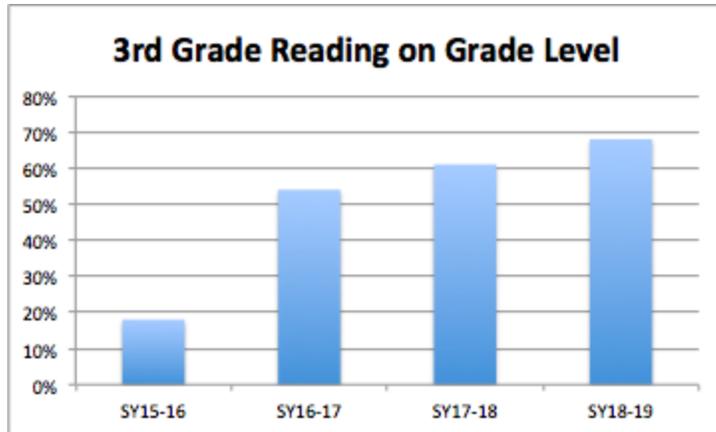
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## A Foundation for Change

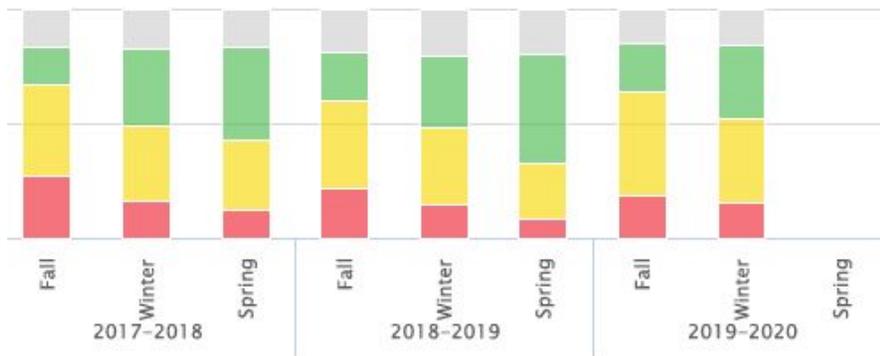
This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change										Key Strategies to Address and Promote Change
HSA 2015		SBA 2016		SBA 2017		SBA 2018		SBA 2019		<ul style="list-style-type: none"> <li>• Focused, effective instructional strategies that work with economically disadvantaged students and English Language Learners to increase proficiency and decrease learning gaps                             <ul style="list-style-type: none"> <li>○ Effective strategies, ex. Orton-Gillingham for reading and math, GLAD, Thinking Maps</li> </ul> </li> <li>• Weekly grade level articulation meetings to utilize, understand and analyze data to support student instruction</li> <li>• Shared curriculum plans                             <ul style="list-style-type: none"> <li>○ Grade level consistency and vertical alignment</li> <li>○ Teacher Collaboration through data teams to monitor implementation of standards-based lessons</li> </ul> </li> </ul>
Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	
45	34	45	43	41	36	51	46	48	49	
HSA Science		HSA Science		HSA Science		HSA Science		HSA Science		
67		43		56		44		39		

3rd Grade Reading at Grade Level (Source Strive HI)



Pu`uhale Universal Screener for Math (LDS.k12.hi.us)

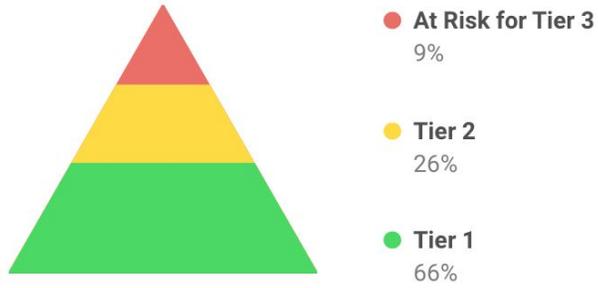


- Professional development focusing on consistent implementation of effective strategies with feedback, reflection, and monitoring by admin and colleagues
- Implement, monitor and evaluate a teaching protocol that involves peer observation, individual reflection

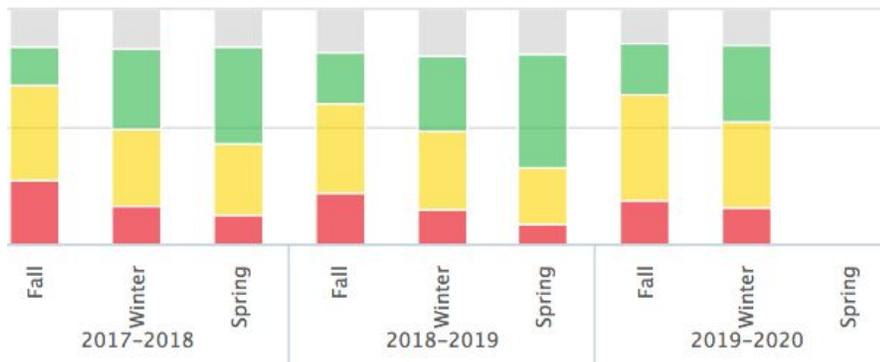
Students Assessed/Total: **232/233**

Criterion Referenced

Overall Placement 



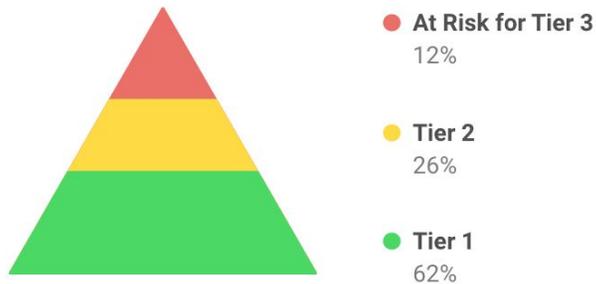
Pu`uhale Universal Screener for Reading (LDS.k12.hi.us)



Students Assessed/Total: 232/233

Criterion Referenced

Overall Placement 



Attendance Risk (LDS.k12.hi.us):

Risk Level	Students
High Risk	70
Moderate Risk	49
Low Risk	125

Students feeling positive about the school (as measured on School Climate on Tripod; \*as measured by Safety dimension on SQS)

School Year	Percentage Positive

- Seek additional supports and resources for chronically absent students (which has increased)
  - Include strategies where families are involved in creating solutions for increasing attendance (where average daily attendance is below 95%)
  - Closely monitor students and families who are on track to be chronically absent
  - Empower parents/guardians with tools to be better able to partner with the school
- PBS/ KALO store provides students encouragement for goal setting and individual success

2018-2019	83%	
2017-2018	74%	
*2016-2017	70%	

## A Foundation for Change

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>Number of identified students considered homeless or in an unstable housing situa (LDS, 3.11.2020) Homeless Students, as of 3.11.2020</p> <ul style="list-style-type: none"> <li>30 students representing 12% of the school</li> </ul> <p>An approximate 40% of families who move from homelessness to a nearby housing development return to homelessness within a year</p>	<ul style="list-style-type: none"> <li>Trauma informed school practices - professional development to assist teachers with mentoring and supporting the variety of students attending Puuhale                             <ul style="list-style-type: none"> <li>Provide targeted supports for students with increasing needs that negatively impact learning (including homelessness, unstable housing, and trauma)</li> </ul> </li> <li>Empower families, esp. parents/guardians, by hosting/offering Adult Community courses, ex. workforce readiness, family literacy</li> </ul>

Key HODOE Initiatives Addressed in the Plan	Lead(s)
<p><b>Hawai`i:</b> students are educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai`i's local and global contribution.</p>	<p><b>Grade Level Chairs (GLCs)</b></p>

**2020-2021 Academic Plan: [Pu`uhale Elementary]**

<p>KALO values of Kuleana, Aloha, Laulima and Ohana, KALO Store, Hawaiian Studies - Kupuna Program, Ho'ike that honors cultures of school community, Field trips designed to increase understanding of Hawaii, its history, its resources and the Kalihi ahupua'a</p>	
<p><b>Equity:</b> Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p> <p>Inclusion in all grades, KALO Values, Solution Teams, `Ohana teams, Barrier free educational settings and resources, Technology based lessons, Computer Science classes</p>	<p><b>Student Services Coordinator (SSC), Counselor, Technology Teacher</b></p>
<p><b>School Design:</b> Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p>Schoolwide special classes (incl. PE, music, Hawaiian Studies, Technology, Student interested classes (like Coding, Journalism), grade level articulation, accessibility, Inclusion in all grades, Ongoing school/community involvement, Thinking Maps training and coaching</p>	<p><b>Curriculum Coordinator, ELL Coordinator, Administration</b></p>
<p><b>Empowerment:</b> Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.</p> <p>Thinking Maps, special classes based on student survey requests, student lead discussions</p>	<p><b>Curriculum Coordinator, Counselor</b></p>
<p><b>Innovation:</b> Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</p> <p>Technology embedded practices, STEM engineering projects, Coding Class</p>	<p><b>Technology Teacher, Science Chair, GLCs</b></p>
<p><b>Key School Initiatives Addressed in the Plan</b></p>	<p><b>Leads(s)</b></p>
<p><b>1. KALO Values - Culture of the School</b></p> <ul style="list-style-type: none"> <li>● <b>Reduce Absenteeism</b> <ul style="list-style-type: none"> <li>○ <b>PBIS</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Counselor</b></li> </ul>

<ul style="list-style-type: none"> <li>● <b>Trauma Sensitive Schools</b></li> <li>● <b>Family Engagement/Empowerment</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>SSC, Administration</b></li> <li>● <b>Administration, Counselor, ELL Coordinator</b></li> </ul>
<b>2. Literacy Across the Curriculum</b> <ul style="list-style-type: none"> <li>● <b>Standards-Focused Curriculum Plans</b> <ul style="list-style-type: none"> <li>○ <b>Effective Tier 1 strategies</b></li> <li>○ <b>RTI</b></li> <li>○ <b>Technology</b></li> <li>○ <b>Teacher Collaboration</b></li> <li>○ <b>Thinking Maps</b></li> </ul> </li> <li>● <b>ELL/SPED Pull Out</b> <ul style="list-style-type: none"> <li>○ <b>OG - reading and math</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>GLCs, Curriculum Coordinator, Tech Teacher</b></li>   <li>● <b>ELL Coordinator, SSC</b></li> </ul>
<b>3. Professional Development - Reflective Practices</b> <ul style="list-style-type: none"> <li>● <b>Effective Teaching - Reflective Practices</b></li> <li>● <b>Thinking Maps training</b> <ul style="list-style-type: none"> <li>○ <b>Including implementation of schoolwide writing process</b></li> </ul> </li> <li>● <b>Inclusive Practices</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Administration, Curriculum Coordinator, GLCs</b></li> <li>● <b>Curriculum Coordinator, Administration</b></li>   <li>● <b>SSC, Administration</b></li> </ul>

## 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.

## 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
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**2020-2021 Academic Plan: [Pu`uhale Elementary]**

<p><i>Identify the targeted subgroup and their identified needs</i></p> <p><b>Students who are chronically absent</b>  <b>1. KALO - Culture of the School</b>          - WASC, March 2018,          Recommendation 3:          The committee recommends that the school continues to revisit the school's vision and mission statements so that they truly resonate within the school community in order to provide focus and purpose to the school.</p>	<p><i>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.</i></p> <p>The number of chronically absent students was 13% in SY20217, decreased to 9% in SY2018 but increased to 18% in SY2019.</p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p> <p>If students know and follow our KALO Values, there will be more positive and appropriate behavior and positive attitude to support their learning in the classroom.</p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p> <p>KALO Values will be shared with all at:</p> <ul style="list-style-type: none"> <li>● Faculty and staff meetings - agree on common vocabulary and reinforcement.</li> <li>● Students monthly sessions - review and provide input KALO Values</li> <li>● Parent -community meetings</li> <li>● School-Home activities</li> </ul>
<p><b>Supports all students</b></p> <p><b>2. Literacy Across the Curriculum: Standards Focused</b>          WASC, March 2018,          Recommendation 1:          The committee recommends that the school work on strengthening the vertical alignment between grade levels (for example, Gr. K to Gr. 1, Gr. 1 to Gr. 2, etc.) so there are no learning gaps.</p>	<p>Many of our students are identified as 'high needs' (166/244 = 68%). About 39% of our students are ELs and 75% qualify for Low SES/Title I. At a small school where N-sizes are sometimes too small and when achievement gaps cannot be calculated, the concern is for all students since the proficiency levels in math, reading and science can be improved in comparison to the average statewide achievement levels.</p> <p>Teachers created a Literacy Program for grades PreK to 5 outlining standards to be addressed in each unit and which also outlines a monthly scope and sequence showing strong horizontal alignment with each grade level (for example, scope and sequence is strong among all kindergarten teachers, etc.) to ensure equity in learning</p>	<p>a. If CCSS are the focus of lessons taught in all subject matter, then Tier 1 strategies are strengthened and student achievement will increase overall.</p> <p><i>What within CCSS would be the focus? i.e. standards based learning targets, assessments, DOK, etc.?</i></p> <p>b.1. If rearrangement of classrooms occurs to facilitate teacher interaction, especially between grade levels, then teachers will be able to strengthen the vertical alignment</p>	<p>a. Teachers are trained in and implement Common Core State Standards. Tools used to address the standards are:</p> <ul style="list-style-type: none"> <li>● Reading             <ul style="list-style-type: none"> <li>○ Reading and Grammar                 <ul style="list-style-type: none"> <li>■ Ready Reading</li> <li>■ Orton Gillingham - phonemic awareness (grades K-2)</li> </ul> </li> <li>○ Writing                 <ul style="list-style-type: none"> <li>■ Thinking Maps</li> </ul> </li> </ul> </li> <li>● Math             <ul style="list-style-type: none"> <li>○ Ready Classrooms</li> </ul> </li> </ul> <p><i>How will standards be connected to what tool to use? Will there be differentiation of the tool for standards or students?</i></p> <p>b.1. Rearrange classrooms so that one of each grade is paired with the following grade in one double classroom (for example, Gr. K paired with Gr. 1, Gr. 2 paired with Gr. 3, Gr. 4 paired with Gr. 5.).</p>

	<p>regardless of teacher. This practice has to be expanded to include vertical alignment so that students progressing from one grade to the next do not experience learning gaps.</p> <p>Impressive that some grade levels have established horizontal alignment and are ready to align vertically! Would both grade levels need that coherence as a prerequisite before articulating vertically? How is horizontal alignment in scope and sequence being translated into the classroom?</p>	<p>between grade levels so there are no learning gaps.</p> <p>b.2. If teacher collaboration meetings occur frequently with purposeful topics of discussion and learning, then teachers in the same grade level can continue to work on their curriculum plans in each subject area.</p>	<ul style="list-style-type: none"> <li>Curriculum leads and inclusion teachers on each grade level will be able to articulate standards, assessments, student behaviors, teaching strategies, etc., on a daily basis.</li> </ul>
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## Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<p><i>Identify the targeted subgroup and their identified need</i></p> <p><b>Supports all students especially struggling students</b></p> <p><b>2. Literacy Across the Curriculum</b> - WASC, March 2018, Recommendation 2: The committee recommends that the school transfers the use of the RTI process to systematize the grade level data team process to ensure that all students' learning needs are met (for example, expand data team process to</p>	<p><i>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.</i></p> <p>On the school's universal screener at the end of the school year, there were:                      In READING: approximately 26% students 'one year behind' (yellow) and approximately 12% students 'more than one year behind' (red) in the reading standards.                      In MATH: approximately 26% students 'one year behind' (yellow) and approximately 9% students 'more than one year behind' (red) in the math standards.</p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p> <p>If teachers include all students in their discussions on RTI and combine resources to adjust learning for all students, then students needing additional assistance, tutoring or reteaching of skills will be able to master said skills with a high level of proficiency.</p> <p>Combine what resources?</p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p> <p>Data teams will use the school created curriculum maps to address the following:</p> <ul style="list-style-type: none"> <li>Standards</li> <li>Student groupings based on data</li> <li>Increased rigor with the use of technology</li> <li>Effective strategies and best practices</li> <li>Learning activities are intentional - field trips</li> </ul> <p>to ensure that literacy skills are taught across the curricula.</p>

<p>monitor the entire grade level instead of just the students in one particular class).</p>			<p>What specifically, will be happening in Data Teams that will translate into an effective RTI system of addressing struggling students?</p>
<p><b>Supports all students especially struggling students</b></p> <p><b>3. Professional Development - Reflective Practices</b></p>	<p>The concern is for all students since the proficiency levels in math, reading and science can be improved in comparison to the average statewide achievement levels.</p> <p>On the school’s universal screener at the end of the school year, there were:                  In READING: approximately 26% students ‘one year behind’ (yellow) and approximately 12% students ‘more than one year behind’ (red) in the reading standards.                  In MATH: approximately 26% students ‘one year behind’ (yellow) and approximately 9% students ‘more than one year behind’ (red) in the math standards.</p>	<p>If teachers are able to self reflect on professional practices after observing instructional practices of their colleagues, then they will be able to reflect on their own practices through constructive dialogue with a colleague, and personally apply what we have observed to improve our own practices.</p>	<p>Collaboration teams will:</p> <ul style="list-style-type: none"> <li>● decide on a school protocol</li> <li>● participate in training</li> <li>● create quarterly personal teaching goals</li> <li>● implement protocol with fidelity</li> </ul> <p>Might this be a cycle of professional learning? What would be the steps to that cycle? Stating steps (even before training) would bring clarity on how reflection will take place.</p>

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

### Part I

<p>Describe your complex/school contexts for School Design and Student Voice.</p> <p>Thinking Maps</p>	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p> <p>Professional Development and monitoring of Thinking Maps throughout the school year in which teachers are able to reflect and share their strategies that students use to generate complete thought processes to explain their thinking.</p> <p>Writing folders are created and shared to show individualized students thinking and their achievement growth through the writing process.</p>	<p>Describe your conditions for Success for School Design and Student Voice</p> <ul style="list-style-type: none"> <li>● Timely and frequent support through professional development.</li> <li>● School wide implementation timeline</li> <li>● Sharing products and issues with implementing maps for different content</li> </ul>
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<p>Special classes offered through the day</p>	<p>Looking at student work ASAP after professional development is a tangible measure of implementation. Yay!!!</p> <p>All preK - grade 5 participate in specials, including FSC students, throughout the day. Students voice their desire for which classes are to be offered yearly through Student Government and School Community Council participation.</p>	<ul style="list-style-type: none"> <li>● School culture and belief in addressing the needs of the whole child</li> <li>● Qualified teachers to offer a variety of classes</li> </ul>
<p>KALO Values/PBIS</p>	<p>Students are recognized and rewarded for displaying KALO values on a daily basis in a variety of settings. Rewards are supported through donations and fundraisers. Parents also participate in KALO rewards to strengthen school-home partnership - similar languaging and behavior expectations.</p>	<ul style="list-style-type: none"> <li>● Student and parent training in KALO values</li> <li>● Consistent application of awarding students for positive behaviors</li> <li>● Upkeeping the KALO store with items that entice students to behave</li> <li>● Students are polled quarterly to assist in what items are purchased/offered within the store.</li> <li>● Goal - have the store run by student employees</li> </ul>

# 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
<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <ol style="list-style-type: none"> <li>1. SBA growth in Reading, Math and Science will increase by 2-4% within a year's time.</li> <li>2. STRIVE HI measure of students positive feelings towards school will increase by 2% within a year's time</li> <li>3. Chronic Absenteeism will decrease by 2-3% within a year's time.</li> </ol> <p><b>Why are you implementing them?</b></p> <p>Students are happy and attend school consistently as their literacy skills improve while at Puuhale.</p> <p><b>How will you know that there they are resulting in an improvement?</b></p> <p>School's ART/Data team progress monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.</p> <p>Strive HI report will reflect the improvements made at the end of the school year.</p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <ol style="list-style-type: none"> <li>1. SBA growth in Reading, Math and Science will increase by 2-4% within a year's time.</li> <li>2. STRIVE HI measure of students positive feelings towards school will increase by 2% from the previous year</li> <li>3. Chronic Absenteeism will decrease by 2-3% from the previous year.</li> </ol> <p><b>Why are you implementing them?</b></p> <p>Students are happy and attend school consistently as their literacy skills improve while at Puuhale.</p> <p><b>How will you know that there they are resulting in an improvement?</b></p> <p>School's ART/Data team progress monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.</p> <p>Strive HI report will reflect the improvements made at the end of the school year.</p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <ol style="list-style-type: none"> <li>1. SBA growth in Reading, Math and Science will increase by 2-4% within a year's time.</li> <li>2. STRIVE HI measure of students positive feelings towards school will increase by 2% from the previous year</li> <li>3. Chronic Absenteeism will decrease by 2-3% from the previous year.</li> </ol> <p><b>Why are you implementing them?</b></p> <p>Students are happy and attend school consistently as their literacy skills improve while at Puuhale.</p> <p><b>How will you know that there they are resulting in an improvement?</b></p> <p>School's ART/Data team progress monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.</p> <p>Strive HI report will reflect the improvements made at the end of the school year.</p>

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

### Part III (over one 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)
<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>iReady scores in reading and math are assessed and analyzed at the beginning of the year by grade levels 1-5, Kindergarten applies their own assessment, to determine student groupings for RtI.</p> <p><b>Why are you implementing them?</b></p> <p>Student growth will determine the teacher's course of action in providing targeted support.</p> <p><b>How will you know that there they are resulting in an improvement?</b></p> <p>iReady reports and student performance will improve.</p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>iReady scores in reading and math are assessed and analyzed at the middle of the year by every grade level to determine student groupings for RtI.</p> <p><b>Why are you implementing them?</b></p> <p>Student growth will determine the teacher's course of action in providing targeted support.</p> <p><b>How will you know that there they are resulting in an improvement?</b></p> <p>iReady reports and student performance will improve.</p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>iReady scores in reading and math are assessed and analyzed at the end of the year by every grade level to determine student growth.</p> <p><b>Why are you implementing them?</b></p> <p>Student growth will determine the teacher's course of action in providing targeted support.</p> <p><b>How will you know that there they are resulting in an improvement?</b></p> <p>iReady reports and student performance will improve.</p>

## 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
iREADY scores in reading and math determine baseline from which improvement can be monitored	100% teacher participation: <ul style="list-style-type: none"> <li>• in developing writing folders</li> <li>• RTI data team cycles</li> </ul>	<b>Student Outcomes: Curriculum Coordinator, GLCs, SSC</b>

<p>iREADY scores in reading and math at the end of the year:</p> <ul style="list-style-type: none"> <li>• 70% at green</li> <li>• 18% at yellow</li> <li>• 12% at red</li> </ul>	<ul style="list-style-type: none"> <li>• teacher reflection though use of schoolwide protocol</li> </ul>	<p><b>Staff Outcomes: Admin</b></p>
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## Innovation in Support of the Core: School Design and Student Voice

### Part V

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activities (including frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (including frequency)
<p><b>1. KALO - Culture of the School</b> - WASC, March 2018, Recommendation 3: The committee recommends that the school continues to revisit the school's vision and mission statements so that they truly resonate within the school community in order to provide focus and purpose to the school.</p> <p>Fall Semester KALO Values will be shared with all:</p> <ul style="list-style-type: none"> <li>• Faculty and staff will agree on common vocabulary and reinforcement.</li> <li>• Students review and provide input KALO Values monthly</li> <li>• Parent meetings</li> <li>• School-Home activities</li> </ul>	<p>WSF KALO VALUES &amp; Store \$2,500</p> <p>Title I Parent Meetings/ School-Home Activities \$1,200 Parent Liaisons \$8,000</p>	<p>Use KALO Savings Accounts to monitor KALO earned by students.</p> <p>Correlate GLO data, KALO saving account data, and data from teacher/ student surveys</p>	<p>Quarterly audit of Student KALO Savings Accounts</p> <p>Teacher survey on perception and distribution of KALO cash once a semester</p>		<p>End of Semester 1 during ART meeting</p>

**2020-2021 Academic Plan: [Pu`uhale Elementary]**

			Student survey on perception and distribution of KALO cash once a semester		
<p>Spring Semester KALO Values will continue to be shared with all:</p> <ul style="list-style-type: none"> <li>• Faculty and staff will review and reflect on common vocabulary and reinforcement.</li> <li>• Students review and provide input KALO Values monthly</li> <li>• Parent meetings</li> <li>• School-Home activities</li> </ul>	<p>WSF KALO VALUES &amp; Store \$2,500</p> <p>Title I Parent Meetings/ School-Home Activities \$2,00</p> <p>Parent Liaisons \$8,000</p>	<p>Use KALO Savings Accounts to monitor KALO earned by students.</p> <p>Correlate GLO data, KALO saving account data, and data from teacher/student surveys</p>	<p>Quarterly audit of Student KALO Savings Accounts</p> <p>Teacher survey on perception and distribution of KALO cash once a semester</p> <p>Student survey on perception and distribution of KALO cash once a semester</p>		<p>End of Semester 2 during ART meeting</p>

*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.*

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

### Part V

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activities (including frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (including frequency)
<p>2. Literacy Across the Curriculum: Standards Focused - WASC, March 2018, Recommendation 1: The committee recommends that the school work on strengthening the vertical alignment between grade levels (for example, Gr. K to Gr. 1, Gr. 1 to Gr. 2, etc.) so there are no learning gaps.</p> <p>Fall Semester</p> <p>a. Teachers are trained in and implement Common Core State Standards. Tools used to address the standards are:</p> <ul style="list-style-type: none"> <li>● Reading                             <ul style="list-style-type: none"> <li>○ Reading and Grammar                                     <ul style="list-style-type: none"> <li>■ Ready Reading</li> <li>■ Orton Gillingham - phonemic awareness (grades K-2)</li> </ul> </li> <li>○ Writing                                     <ul style="list-style-type: none"> <li>■ Thinking Maps</li> </ul> </li> </ul> </li> <li>● Math                             <ul style="list-style-type: none"> <li>○ Ready Classrooms</li> </ul> </li> </ul> <p>b. Change in the grade level classroom arrangements so that one of each grade is paired with the following grade in one classroom setting (for example, Gr. K to Gr. 1, Gr. 2 to Gr. 3, Gr. 4 to Gr. 5.).</p> <ul style="list-style-type: none"> <li>● Curriculum leads and inclusion teachers on each grade level will be able to articulate standards, assessments, student</li> </ul>	<p>Title I Stipends \$7,500</p> <p>Substitutes \$12,500</p> <p>Contract Services \$9,000</p> <p>Classroom Materials and Supplies \$10,000</p>	<p>2a. <u>Reading</u> iReady Assessment *Baseline: Beginning of year *Mid Yr. Assessment - Tier 1 students (Green) increase by 15%</p> <p>100% of students will complete 3 types of writing genre (narrative, informative/explanatory, and opinion)</p> <p><u>Math</u> iReady Assessment *Baseline at the beginning of school year *Mid Assessment - Tier 1 students (Green) increase by 15%</p>	<p>ART review of outcomes (quarterly)</p>		

<p>behaviors, teaching strategies, etc., on a consistent and timely basis.</p>					
<p>Spring Semester/Year-Long  a. Teachers continue to be trained in and implement Common Core State Standards. Tools used to address the standards are:</p> <ul style="list-style-type: none"> <li>● Reading <ul style="list-style-type: none"> <li>○ Reading and Grammar <ul style="list-style-type: none"> <li>■ Ready Reading</li> <li>■ Orton Gillingham - phonemic awareness (grades K-2)</li> </ul> </li> <li>○ Writing <ul style="list-style-type: none"> <li>■ Thinking Maps</li> </ul> </li> </ul> </li> <li>● Math <ul style="list-style-type: none"> <li>○ Ready Classrooms</li> </ul> </li> </ul> <p><b><i>and teachers will reflect and adjust their standards implementation timeline</i></b></p> <p>b. Change in the grade level classroom arrangements so that one of each grade is paired with the following grade in one classroom setting (for example, Gr. K to Gr. 1, Gr. 2 to Gr. 3, Gr. 4 to Gr. 5.).</p> <ul style="list-style-type: none"> <li>● Curriculum leads and inclusion teachers on each grade level will continue to articulate on standards implementation, formative assessments results, student behaviors data, effective teaching strategies, etc., on a consistent and timely basis.</li> </ul>	<p>Title I Stipends \$7,500</p> <p>Substitutes \$12,500</p> <p>Contract Services \$9,000</p> <p>Classroom Materials and Supplies \$10,000</p>	<p>Spring Semester  <u>Reading</u>  iReady Assessment  *End of year assessment  Tier 1 (Green)  increase by 15%</p> <p><u>Math</u>  iReady Assessment  *End of year assessment  Tier 1 (Green)  increase by 15%</p> <p>100% of students will complete 3 types of writing genre (narrative, informative/explanatory, and opinion)</p>	<p>ART review of outcomes (quarterly)</p>		

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

## Part V

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activities (including frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (including frequency)
<p><b>3. Literacy Across the Curriculum</b> - WASC, March 2018, Recommendation 2: The committee recommends that the school transfers the use of the RTI process to systematize the grade level data team process to ensure that all students' learning needs are met (for example, expand data team process to monitor the entire grade level instead of just the students in one particular class).</p> <p>Fall Semester Data teams will use the school-created curriculum maps to address the following:</p> <ul style="list-style-type: none"> <li>● Standards</li> <li>● Student groupings based on data</li> <li>● Increased rigor with the use of technology</li> <li>● Effective strategies and best practices</li> <li>● Learning activities are intentional - field trips</li> </ul> <p>to ensure that literacy skills are taught across the curricula.</p>	<p><i>See enabling activity #2 (above)</i></p>	<p>Baseline: August 2020 -iReady data from May 2020 (K-4) -iReady data from August 2020 (1-5) -Kindergarten Screening Test from Jump Start</p> <p>December 2020 -iReady data (K-5)</p> <p>Reading: Students in the "red" area will decrease by 5%.</p> <p>Math: Students in the "red" area will decrease by 5%.</p>	<p>Data teams will formally meet every 4-6 weeks and follow the Rtl cycle.</p>		
<p>Spring Semester/Year-Long Data teams will continue to use the school created curriculum maps to address the following:</p> <ul style="list-style-type: none"> <li>● Standards</li> <li>● Student groupings based on data</li> <li>● Increased rigor with the use of technology</li> <li>● Effective strategies and best practices</li> </ul>	<p><i>See enabling activity #2 (above)</i></p>	<p>March 2021 -iReady data (K-5)</p> <p>From December - March (K-2) Reading: Students in the "red" area will decrease by 5%.</p>	<p>Data teams will formally meet every 4-6 weeks and follow the Rtl cycle.</p>		

<ul style="list-style-type: none"> <li>Learning activities are intentional - field trips to ensure that literacy skills are taught across the curricula.</li> </ul>		<p>Math: Students in the "red" area will decrease by 5%.</p> <p>May 2021 -iReady data (K-5)</p> <p>From March - May (K-2) Reading: Students in the "red" area will decrease by 3%.</p> <p>Math: Students in the "red" area will decrease by 3%.</p> <p>From December - May (3-5) Reading: Students in the "red" area will decrease by 3%.</p> <p>Math: Students in the "red" area will decrease by 3%.</p>			
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# Innovation in Support of the Core: School Design and Student Voice

## Part V

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activities (including frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (including frequency)
<p><b>4. Professional Development - Reflective Practices</b></p> <p>Fall Semester Collaboration teams will:</p> <ul style="list-style-type: none"> <li>● decide on a school protocol</li> <li>● participate in training</li> <li>● create quarterly personal goals</li> <li>● begin to implement protocol with fidelity</li> </ul>	<p><i>See enabling activity #2</i></p>	<p>By October 2020, school will decide on a school protocol</p>	<p>ART review of outcomes (quarterly)</p>		
<p>Spring Semester/Year-Long Collaboration teams will:</p> <ul style="list-style-type: none"> <li>● participate in ongoing training</li> <li>● reflect, review and update quarterly personal goals</li> <li>● implement protocol with fidelity</li> </ul>	<p><i>See enabling activity #2</i></p>		<p>ART review of outcomes (quarterly)</p>		

# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p><b>Teaching and Learning Core:</b> Focus: equity and excellence in core curriculum and supports.</p> <p><b>Innovation in Support of the Core:</b> New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p><b>Pipeline of Emerging Ideas:</b> 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.</p>
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When HODOE 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 HODOE 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*.

<p><b>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.</b></p>	<p><b>Rationale for Emerging Ideas</b></p>	<p><b>Conditions for Success</b></p>
<p>The school will implement a schoolwide writing process involving:</p> <ul style="list-style-type: none"> <li>the deepening understanding of the reading and writing standards (CCSS and WIDA)</li> <li>the use of Thinking Maps to allow students to individualize their learning and to demonstrate student voice</li> <li>teacher reflection of their classrooms practices through the analysis of student work so there are no learning gaps</li> </ul>	<p>The writing process emerged as a central focus because it allows for students to express their thinking and share their student voice. The analysis of student writing, anchored in the understanding of the standards and the creative, highly individualized student-generated Thinking Maps, will guide teacher reflection and practice. Analysis of student writing samples also strengthens vertical alignment.</p>	<ul style="list-style-type: none"> <li>Ongoing professional development to deepen understanding of the standards and the writing process</li> <li>Ongoing teacher collaboration meetings by grade levels, grade level spans, and whole school</li> <li>Ongoing teacher reflection (gathering information on colleague/teacher practices for reflection on his/her own practices)</li> </ul>

<p>The teachers will participate in post professional development that will mirror the data team process: data analysis/assessment, goal setting, implementation, reflection on teacher practices and student work, and reassessment.</p> <p>The school will address student achievement through the empowerment of families (esp. parents/guardians) by providing:</p> <ul style="list-style-type: none"> <li>● Parent Meetings to share school goals and initiatives</li> <li>● Workforce Readiness Classes</li> <li>● GED Classes</li> <li>● Family Literacy Classes</li> <li>● Trauma Sensitive Practices Classes</li> <li>● Partnerships with outside agencies</li> </ul>	<p>Professional Development is not a ‘one shot deal.’ Ongoing professional development, monitoring and feedback are important when teachers are expected to effectively implement what they’ve learned.</p> <p>With the community’s growing needs (as evident in our growing numbers of students identified as homeless/ unstable housing numbers and high Title I /low socioeconomic status), focus will also include empowering families so they can be true partners in supporting our students.</p>	<ul style="list-style-type: none"> <li>● Structuring the school weekly schedule to allow for sustained teacher collaboration meetings</li> <li>● Providing feedback and monitoring from admin and colleagues</li> <li>● Providing a schoolwide protocol to follow and time for individual teachers to reflect on their implementation of agreed upon effective teaching practices</li> <li>● Conducting parent meetings where language is not a barrier - by providing interpreters at meetings</li> <li>● Offering Adult Community classes at the school or in the community to provide greater access</li> <li>● Having highly qualified personnel to conduct meetings and courses</li> </ul>
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## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

<p>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. <i>(continued from previous page)</i></p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>