

# 2020 Academic Plan, School Year 2020-21

## Nānāikapono Elementary School

<a href="#">Nānāikapono Title I Addendum SY 2020-21</a>	2020- 2021 Comprehensive Needs Assessment (CNA)	20-21 SCC Assurance	20-21 Academic Plan Monitoring Tool
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Developing a collaborative Academic Plan framed by the HDOE 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 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, Study, Act (PDSA) cycles, and systemized by leading indicators.

### HDOE 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.

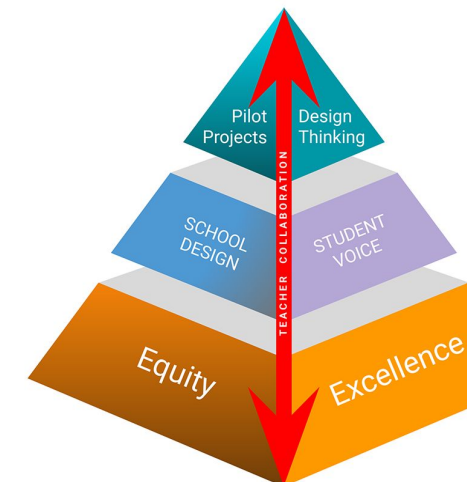
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

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

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

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

- The 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

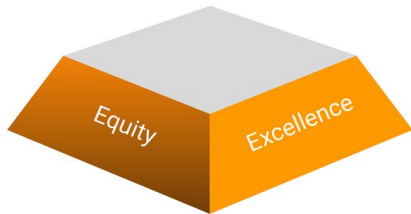


Submitted by Principal Christine Udarbe

Date

Approved by CAS Ann Mahi

Date



# Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

## Achievement Gap

Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.

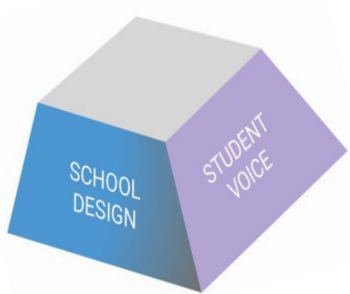
### 3 years - Data Chart Information:

According to school year 2018-2019 LDS data, our end of school enrollment is 820 students from grades PreK to 6th grade. There were 425 students from grades 3 - 6 who tested in the English language Smart Balanced Assessment (SBA). The 425 students who tested ELA SBA, 305 students (77 percent) are identified in our High Needs (Low SES, IDEA, EL) subgroup. According to our LDS SBA report, 87 percent are not meeting English language grade level standards. 24 percent of students nearly met standards and 63 percent of students had not met standards. The subgroup that Nānāikapono will be focusing on is the High Needs population. The High needs population includes English learners, economically disadvantaged, and students receiving Special Education services. **(SW 1)**

High Needs Students from grade 3-6 Total of 305 Students	Student Tested	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
		#	%	#	%	#	%	#	%	#	%
2018-2019	All High Needs	39	12.79	11	3.61	28	9.18	73	23.93	193	63.28
	Low SES	39	13.83	11	3.90	28	9.83	69	24.47	174	61.70
	IDEA	0	0.00	0	0.00	0	0.00	4	5.80	65	94.20
	ELL	3	8.57	0	0.00	3	8.57	8	22.86	24	68.57

Theory of Action	Enabling Activity
<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If we follow our belief statement # 2: <b><i>We believe in the whole child approach to educating our students to address their academic, social, emotional, and physical needs</i></b> and develop and implement an effective whole child (academic, emotional, social, physical) RTI process for all students</p> <p>then we will be able to develop an individualized learning plan for all of our students to be successful. Furthermore, this process will help our students develop their “<i>authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn</i>” (Promise Plan)</p>	<p>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</p> <p>With the following measurable outcomes in mind:</p> <p>100% of teachers &amp; staff will horizontally and vertically align language arts standards and practices to prepare:</p> <ul style="list-style-type: none"><li>• PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year to increase 3rd Grade Literacy from 52% to 77%</li><li>• Gr.3–6: Students who demonstrate proficiency on the SBA in ELA will increase from 20% to 40%</li></ul> <p>100% of faculty and staff (EAs) will receive professional learning regarding a common writing process, Thinking Maps, and assessment for learning</p> <p>Here are the enabling activities that will support the achievement gap of our high needs students in meeting the ELA grade level standards:</p> <ol style="list-style-type: none"><li>1. Horizontal &amp; Vertical Alignment (Curriculum, Instruction, Assessment) in ELA</li><li>2. Develop and implement a holistic, school-wide approach (reading, writing, speaking, listening) to ELA instruction</li><li>3. Provide professional learning regarding a common writing process, Thinking Maps, and assessment for learning</li></ol> <p>( SW 3, SW 6)</p>

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



Describe here your complex/school contexts for School Design and Student Voice

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

*At Nānāikapono, we are leading and learning together. We lead with our individual strengths, respecting what each of us brings to our collective work on school climate, school culture and learning. We believe in shared leadership and shared responsibility as we address the needs of the whole child, both their inner and outer wellness.*

*As we continue to horizontally align our pacing guides with the Common Core Standards in our core subject areas through our Data Design Instruction Cycle (DDIC), we are initiating vertically aligning all of our efforts so we can empower, monitor, innovate and support teacher and student success.*

*Nānāikapono’s Conditions for Success for School Design and Student Voice will be monitored and measured by our quarterly measuring outcome, grade/GLOS, surveys, learning walkthroughs, pacing guides, professional development, faculty/data teams meetings and teacher/student/parent showcase*

## SY 2020-21 Measurable Outcomes

(SW 1)

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?

### Chronic Absenteeism

We will reduce chronic absenteeism from 37% to 18%

### 3rd Grade Literacy & ELA

Student Success: 100% of teachers & staff will horizontally and vertically align language arts standards and practices to prepare:

- PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year to increase 3rd Grade Literacy from 52% to 77%
- Gr.3–6: Students who demonstrate proficiency on the SBA in ELA will increase from 20% to 40%

Staff Success: 100% of faculty and staff (EAs) will receive professional learning regarding a common writing process, Thinking Maps, and assessment for learning

### Math

100% of teachers & staff will horizontally and vertically align math standards and practices to prepare:

- PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year
- Gr.3–6: Students who demonstrate proficiency on the SBA in Math will increase from 19% to 40%

100% of faculty and staff (EAs) will receive professional learning regarding Stepping Stones, GoMath, Thinking Maps, common problem solving process, and assessment for learning.

### Science

100% of teachers & staff will horizontally and vertically align science standards and practices to prepare:

- PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year

- Gr.3–6: Students who demonstrate proficiency on the Bridge SBA in Science will increase from 47% to 60%
- 100% of faculty and staff (EAs) will receive professional learning regarding new science curricula and assessment for learning.

**Inclusion/Inclusive Practices**

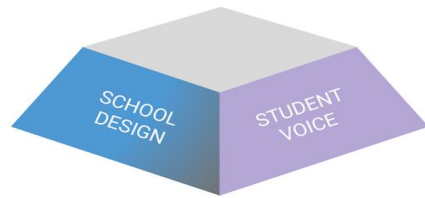
The inclusion rate will increase from 27% to 54%

100% of faculty and staff (EAs) will receive professional learning and support regarding effective inclusive practices and co-teaching models

**Positive School Climate**

The percent of students and teachers feeling positively about their school will increase from 63% to 90%

<p><i>Why are you implementing them?</i></p> <p>Nānāikapono staff will be implementing our measurable outcomes to align with our <a href="#">Vision and Mission Statement, Belief Statement and Service Delivery Philosophy</a>. Furthermore, If we follow our belief statement # 2: <b><i>We believe in the whole child approach to educating our students to address their academic, social, emotional, and physical needs</i></b> and develop and implement an effective whole child (academic, emotional, social, physical) RTI process for all students then we will be able to develop an individualized learning plan for all of our students to be successful. Furthermore, this process will help our students develop their “<i>authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn</i>” (Promise Plan)</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>Nānāikapono staff will know that the measurable outcomes will cause improvement by reviewing our different data points quarterly and creating actionable steps such as modifying and adjusting our plans.</p>



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

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements				Formative Measures					Summative Goals		
<i>Strive HI Data:</i>				<i>Strive HI Data:</i>					<i>End of SY 2020 - 2021 Goals</i> <i>Strive HI Data:</i>		
<i>Student Success Indicator</i>	<i>State Baseline 2019</i>	<i>Nānāikapono 2019</i>	<i>Nānāikapono 2020*</i>	<i>Student Success Indicator</i>	<i>Baseline</i>	<i>Q1</i>	<i>Q2</i>	<i>Q3</i>	<i>Student Success Indicator</i>	<i>Nānāikapono Goal 2020-2021</i>	<i>State Goal 2023-2024</i>
<i>Chronic Absenteeism</i>	<i>15%</i>	<i>37%</i>		<i>Chronic Absenteeism</i>					<i>Chronic Absenteeism</i>	<i>18%</i>	<i>9%</i>
<i>Language Arts</i>	<i>54%</i>	<i>20%</i>		<i>Language Arts (3-6)</i>					<i>Language Arts</i>	<i>40%</i>	<i>73%</i>
<i>3rd Grade Literacy</i>	<i>75%</i>	<i>52%</i>		<i>3rd Grade Literacy (K-2)</i>					<i>3rd Grade Literacy</i>	<i>77%</i>	<i>86%</i>
<i>Math</i>	<i>43%</i>	<i>19%</i>		<i>Math</i>					<i>Math</i>	<i>40%</i>	<i>66%</i>
<i>Science</i>	<i>44%</i>	<i>47%</i>		<i>Science</i>					<i>Science</i>	<i>60%</i>	<i>58%</i>
<i>Inclusion Rate</i>	<i>44%</i>	<i>22%</i>		<i>Inclusion Rate</i>					<i>Inclusion Rate</i>	<i>54%</i>	<i>53%</i>
<i>Positive School Climate</i>	<i>74%</i>	<i>63%</i>		<i>Positive School Climate</i>					<i>Positive School Climate</i>	<i>90%</i>	<i>78%</i>
<i>Parent Engagement (SQS)</i>	<i>74%</i>	<i>64%</i>		<i>Parent Engagement (SQS)</i>					<i>Parent Engagement (SQS)</i>	<i>90%</i>	<i>80%</i>

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity (SW 1, SW 3, SW 6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity ( SW 3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<b>Chronic Absenteeism</b> We will reduce chronic absenteeism from 37% to 18%	Develop and implement an effective whole child (academic, emotional, social, physical) RTI process for all students	Yearlong	WSF Title 1	Daily attendance data Chronic absenteeism letters Quarterly attendance awards data	Quarterly	
<b>3rd Grade Literacy &amp; ELA</b> 100% of teachers & staff will horizontally and vertically align language arts standards and practices to prepare: <ul style="list-style-type: none"><li>PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year to increase 3rd Grade Literacy from 52% to 77%</li><li>Gr.3–6: Students who demonstrate proficiency on the SBA in ELA will increase from 20% to 40%</li></ul>	Horizontal & Vertical Alignment (Curriculum, Instruction, Assessment) in ELA	Yearlong	WSF Title 1	Pacing Guide Faculty Meeting & Teacher-led PLC (Data Teams)  Universal Screeners Report card grades/GLOs	Quarterly	
	Develop and implement a holistic, school-wide approach (reading, writing, speaking, listening) to ELA instruction	Yearlong	WSF Title 1	Pacing Guide Faculty Meeting & Teacher-led PLC (Data Teams)  Universal Screeners Report card grades/GLOs	Quarterly	
<b>Math</b> 100% of teachers & staff will horizontally and vertically align math standards and practices to prepare: <ul style="list-style-type: none"><li>PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year</li><li>Gr.3–6: Students who demonstrate proficiency on</li></ul>	Horizontal & Vertical alignment (Curriculum, Instruction, Assessment) in Math	Yearlong	WSF Title 1	Pacing Guide Faculty Meeting & Teacher-led PLC (Data Teams)  Universal Screeners Report card grades/GLOs	Quarterly	
	Develop and implement a common school-wide process to enhance	Yearlong	WSF Title 1	Pacing Guide	Quarterly	

the SBA in Math will increase from 19% to 40%	number sense and problem solving			Faculty Meeting & Teacher-led PLC (Data Teams)  Universal Screeners Report card grades/GLOs		
<b>Science</b> 100% of teachers & staff will horizontally and vertically align science standards and practices to prepare: <ul style="list-style-type: none"> <li>PreK–Gr.2: 85% will obtain grade level proficiency by the end of the school year</li> <li>Gr.3–6: Students who demonstrate proficiency on the Bridge SBA in Science will increase from 47% to 60%</li> </ul>	Horizontal & Vertical Alignment (Curriculum, Instruction, Assessment) in Science PreK-6	Yearlong	WSF Title 1	Learning walk data Report card grades/GLOs Interim SBA assessment data	Quarterly	
	Implement identified science curricula	Yearlong	WSF Title 1	Learning walk data Report card grades/GLOs Interim SBA assessment data	Quarterly	
<b>Positive School Climate</b>  The percent of students and teachers feeling positively about their school will increase from 63% to 90%	Engage all faculty, staff, and students in relationship building activities	Yearlong	WSF Title 1	Internal survey data Tripod Data Activity attendance Wednesday meeting agenda and sign-in sheets	Quarterly	
	Develop and implement an effective communication process for all school community members	Yearlong	WSF Title 1	Internal survey data Communication process plan monitored by ILT	Quarterly	



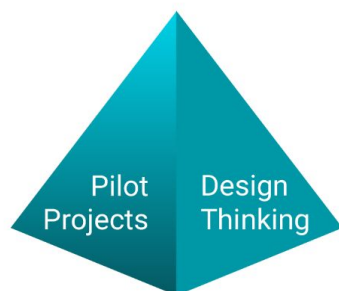
**Staff Outcomes (SY 2020-21)**

Measurable Outcome(s)	Enabling Activity: (SW 1, SW 3, SW 6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<b>Inclusion/Inclusive Practices</b>  The inclusion rate will increase from 27% to 54%  100% of faculty and staff (EAs) will receive professional learning and support regarding effective inclusive practices and co-teaching models	Implement inclusive practices and/or co-teaching models in every grade level	Yearlong	WSF Title 1	Learning walk data collected bi-monthly by administrators, coaches, and ILT members.	Quarterly	
	Provide professional learning opportunities regarding effective inclusive practices and co-teaching models	Yearlong	WSF Title 1	Professional learning team time, agenda and minutes PC/Waiver days, agenda and sign-in sheets	Quarterly	
	Provide planning time, support, and mentoring throughout the year	Yearlong	WSF Title 1	Data team/planning time agenda and minutes	Quarterly	
<b>3rd Grade Literacy and ELA</b>  100% of faculty and staff (EAs) will receive professional learning regarding a common writing process, Thinking Maps, and assessment for learning.	Provide professional learning regarding a common writing process, Thinking Maps, and assessment for learning.	Yearlong	WSF Title 1	Professional learning team time, agenda and minutes PC/Waiver days, agenda and sign-in sheets	Quarterly	
<b>Math</b>  100% of faculty and staff (EAs) will receive professional learning regarding Stepping Stones, GoMath, Thinking Maps, common problem solving process, and assessment for learning.	Provide professional learning regarding Stepping Stones, GoMath, Thinking Maps, common problem solving process, and assessment for learning.	Yearlong	WSF Title 1	Professional learning team time, agenda and minutes PC/Waiver days, agenda and sign-in sheets	Quarterly	

<b>Science</b>  100% of faculty and staff (EAs) will receive professional learning regarding new science curricula and assessment for learning.	Provide professional learning regarding new science curricula and assessment for learning.	Yearlong	WSF Title 1	Professional learning team time, agenda and minutes PC/Waiver days, agenda and sign-in sheets	Quarterly	
<b>Positive School Climate</b>  The percent of students and teachers feeling positively about their school will increase from 63% to 90%	Provide professional learning regarding building effective relationships via Adaptive Schools: Thinking Collaboratively and establishing Norms of Collaboration	Yearlong	WSF Title 1	Internal survey data SQS Data	Quarterly	

**Systems of Support & Parent Engagement (SY 2020-21)**

Measurable Outcome(s)	Enabling Activity: (SW 2, SW 4, SW 7)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<b>Parent Engagement</b>  We will increase parent engagement satisfaction from 64% to 90%	Provide family engagement on learning how to support parents to help their child in Wonders and Stepping Stone  Staff will provide family engagement activities (Reading and Writing) & (Math and Science) through our Nānāikapono ‘Ohana Nights	Yearlong	Title 1	Parent Evaluation Internal Survey Data SQS Data	Quarterly	



# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HDOE 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 capacity to improve, and continuously advance student learning.

The HDOE [2030 Promise Plan](#) will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>The <a href="#">2030 Promise Plan</a> shares that the idea around <i>Innovation</i> refers to "an important shift in mindset toward trying new ideas, replacing ineffective practices, and driving toward better solutions. In a work and learning environment that embraces innovation, our schools, complex areas and state offices are open to learning new ways to elevate our collective work, push our capacity, and improve student learning." (p.18).</p> <p>At Nānāikapono, we were recently challenged by a real-world problem, "covid-19 pandemic" that impeded our traditional practice of teaching and learning with our students. As we met virtually as a staff on April 2, we were asked the following questions:</p> <ul style="list-style-type: none"> <li>○ What are some <b>best practices</b> you are learning that could help others?</li> <li>○ What are some <b>exciting things</b> you are doing with students?</li> <li>○ How are <b>YOU</b> doing during all this?</li> </ul> <p>Our discussions led to some of these findings:</p> <ul style="list-style-type: none"> <li>○ Some of our students do not have internet connection or lack of technology</li> <li>○ Some of our families phone number is wrong or disconnected</li> <li>○ Some of our families and staff have different understanding or expertise in technology literacy, and remote learning</li> </ul> <p>Overall, we all felt that human connection and maintaining relationships is key to teaching and learning but we are challenged by staying connected virtually in these challenging times. Nānāikapono staff would like to build a better connection with parents and students virtually so we reach everyone in our community academically, physically, socially and emotionally.</p>	<p><i>Please describe your Conditions for Success:</i></p> <p>The International Society for Technology in Education (ISTE) is a home to a passionate community of global educators who believe in the power of technology to transform teaching and learning, accelerate innovation and solve tough problems in education.</p> <p>ISTE inspires the creation of solutions and connections that improve opportunities for all learners by delivering: practical guidance, evidence-based professional learning, virtual networks, thought-provoking events and the <a href="#">ISTE Standards</a>. ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide to prepare learners to thrive in work and life.</p> <p>As a school, our conditions of success is creating a framework of teaching and learning around technology with the possibility of using ISTE standards as a guideline.</p> <p>Here some of ways we will capture our success:</p> <ul style="list-style-type: none"> <li>● Surveys with staff, parents, students and community</li> <li>● Professional Development among all stakeholders</li> <li>● Create a plan on how we communicate with all stakeholders virtually</li> <li>● Staff Showcase some of their work that <ul style="list-style-type: none"> <li>○ continually improves their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</li> <li>○ design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</li> <li>○ inspire students to positively contribute to and responsibly participate in the digital world</li> </ul> </li> </ul>

**Essential Question: How do Nānāikapono staff connect virtually with our families to ensure that our students are continuing to achieve success academically, physically, socially and emotionally?**

With this essential question, we would like to address the following ideas

- 1) Equity around technology and wifi access.
- 2) Having an understanding of level of technology literacy we need to develop among our students, families and staff
- 3) Schoolwide discussion on the ways we communicate with our families virtually
- 4) Creating a system of collaboration, implementing and sharing different ideas, lessons or programs among the different grade levels

- Student/Families Showcase some of their work that
  - leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
  - critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.