



2020 Academic Plan, School Year 2020-21

School: Kailua Elementary 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments. Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. 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).

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 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 Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Allyson Doherty
Principal's signature and date: June 2, 2020
Complex Area Superintendent (print): Lanelle Hibbs
Complex Area Superintendent's signature and date: 06-03-2020



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					Theory of Action	Enabling Activity																														
<p><i>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 comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p>					<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p>																														
<table border="1"> <thead> <tr> <th></th> <th>Population</th> <th>Chronically Absent</th> <th>ELA Proficiency</th> <th>Math Proficiency</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>Total: 389</td> <td>12%</td> <td>47.3%</td> <td>42.5%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Non High Needs: 63%</td> <td>Non High Needs: 57%</td> </tr> <tr> <td>Special Education</td> <td>15.6%</td> <td>23%</td> <td>18.5%</td> <td>14.8%</td> </tr> <tr> <td>English Language Learners</td> <td>8.5%</td> <td>2.5%</td> <td>0%</td> <td>25%</td> </tr> <tr> <td>Native Hawaiian</td> <td>25%</td> <td>53%</td> <td>29%</td> <td>20%</td> </tr> </tbody> </table>						Population	Chronically Absent	ELA Proficiency	Math Proficiency	All Students	Total: 389	12%	47.3%	42.5%				Non High Needs: 63%	Non High Needs: 57%	Special Education	15.6%	23%	18.5%	14.8%	English Language Learners	8.5%	2.5%	0%	25%	Native Hawaiian	25%	53%	29%	20%	<p>Long-Term Theory of Action: If Kailua Elementary School implements Project Based Learning as the instructional framework (this includes PBL teaching practices of design & plan, align to standards, build a culture, manage activities, scaffold student learning, assess student learning, and engage & coach), then all students will have access to grade level standards, a structured and supportive learning environment, appropriate scaffolds and supports, and authentic learning experiences so that all sub-groups of students will develop the social emotional and academic skills needed to be successful both in and out of the school environment.</p>	<ul style="list-style-type: none"> • Adopt and implement a social emotional program to teach empathy and self-regulation • Implement Project Based Learning (PBL) Teaching Practices • Implement research based instructional strategies: explicit instruction in reading for grades K-2/3 • Implement Co-teaching and Inclusive Practices • Develop consistent rubrics K-6 • Share data and involve parents in educational decision making: benchmarks, rubrics, exemplars • Student goal setting and tracking of their own behavior, academics, GLOs • Implement school wide continuous improvement structures for students and educators: Multi-Tiered Systems of Supports for academic and behavioral supports for students and for educators the implementation of the Cycles of Professional Learning through the Instructional Leadership Team and Professional Learning Communities for the implementation of professional development, planning, coaching, and reflection on PBL Teaching Practices- social emotional learning and trauma informed practices, explicit reading instruction, and co-teaching. Data monitoring through Grade Level Data Teams, MTSS Team, and the Academic Review Team.
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<p>Source: Comprehensive Needs Assessment (SW1)</p>						<p>(SW6)</p>																														



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

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

Kailua Elementary School wants all of the students in our diverse school community to be confident, empathic, curious, kind and resilient leaders within the school community. In order to achieve this outcome, we've identified three General Learner Outcomes we need to focus on: Community Contributor (Social Emotional Skills), Critical Thinker (Foundational Skills: Reading and Math & Problem Solving), and Quality Producer (Academic Excellence and Perseverance).

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

Kailua Elementary School will adopt Project Based Learning as our instructional framework. We will continue to refine and implement a Multi-Tiered System of Support for students to address students' individual needs. We will adopt and implement a social emotional program. (SW6)

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

Kailua Elementary School needs to have a shared vision about equity and access to high quality instruction for all students with an emphasis on deeper learning outcomes. The structural conditions of the school need to eliminate barriers to student access and provide opportunities for shared practice (students, families, school staff, and community stakeholders). The master calendar, professional development, and budget are based on student learner needs and adult supports. There is a focus on and system for continuous improvement at all levels: individual students, classrooms, grade levels, and the whole school. (SW6)

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>Federal & State Measurements:</u> Academic:</p> <ul style="list-style-type: none"> • Proficiency: ELA from 47.3% to 55%, Math from 42.5% to 50% & Science from 75% to 80% as measured by the Smarter Balanced Assessment and the Hawaii State Assessment • 3rd grade literacy, as measured by SBA reading claim, from 55% proficient to 64% • Achievement Gap: Language Arts/Literacy & Math, measuring the difference in performance between high-needs and non-high needs students on the Smarter Balanced Assessment 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>Federal & State Measurements:</u> Academic:</p> <ul style="list-style-type: none"> • Proficiency: ELA to 64%, Math to 58% & Science to 83% as measured by the Smarter Balanced Assessment and the Hawaii State Assessment • 3rd grade literacy, as measured by SBA reading claim, to 75% proficient • Achievement Gap: Language Arts/Literacy & Math, measuring the difference in performance between high-needs and non-high needs students on the Smarter Balanced Assessment 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>Federal & State Measurements:</u> Academic:</p> <ul style="list-style-type: none"> • Proficiency: ELA to 73%, Math to 66% & Science to 85% as measured by the Smarter Balanced Assessment and the Hawaii State Assessment • 3rd grade literacy, as measured by SBA reading claim, to 86% proficient • Achievement Gap: Language Arts/Literacy & Math, measuring the difference in performance between high-needs and non-high needs students on the Smarter Balanced Assessment

<ul style="list-style-type: none"> ○ Special Education <ul style="list-style-type: none"> ■ ELA from 18.5% to 31% ■ Math from 14.8% to 28% ○ English Language Learners <ul style="list-style-type: none"> ■ ELA from 0% to 21% ■ Math from 25% to 35% ○ Native Hawaiian Students <ul style="list-style-type: none"> ■ ELA from 29% to 35% ■ Math from 20% to 32% <p>Learning Environment:</p> <ul style="list-style-type: none"> ● Chronic Absenteeism: from 12% to 7% <ul style="list-style-type: none"> ○ Special Education: from 23% to 18% ○ English Learners: from 2.5% to 2% ○ Native Hawaiian: from 53% to 48% ● School Climate: <ul style="list-style-type: none"> ○ Panorama Dimension of Belonging from 68% to 73% ○ Panorama Dimension of Safety from 54% to 64% ● Inclusion Rate from 59% to 63% 	<ul style="list-style-type: none"> ○ Special Education <ul style="list-style-type: none"> ■ ELA to 43% ■ Math to 41% ○ English Language Learners <ul style="list-style-type: none"> ■ ELA to 31% ■ Math to 40% ○ Native Hawaiian Students <ul style="list-style-type: none"> ■ ELA to 45% ■ Math to 44% <p>Learning Environment:</p> <ul style="list-style-type: none"> ● Chronic Absenteeism: to 5% <ul style="list-style-type: none"> ○ Special Education: to 13% ○ English Learners: to 0% ○ Native Hawaiian: to 42% ● School Climate: <ul style="list-style-type: none"> ○ Panorama Dimension of Belonging to 78% ○ Panorama Dimension of Safety to 74% ● Inclusion Rate to 66% 	<ul style="list-style-type: none"> ○ Special Education <ul style="list-style-type: none"> ■ ELA to 55% ■ Math to 54% ○ English Language Learners <ul style="list-style-type: none"> ■ ELA to 41% ■ Math to 45% ○ Native Hawaiian Students <ul style="list-style-type: none"> ■ ELA to 55% ■ Math to 54% <p>Learning Environment:</p> <ul style="list-style-type: none"> ● Chronic Absenteeism: to 3% <ul style="list-style-type: none"> ○ Special Education: to 8% ○ English Learners: to 0% ○ Native Hawaiian: to 37% ● School Climate: <ul style="list-style-type: none"> ○ Panorama Dimension of Belonging to 83% ○ Panorama Dimension of Safety to 84% ● Inclusion Rate to 70% <p><u>Additional State Measurements:</u></p> <p>Academic:</p> <ul style="list-style-type: none"> ● Percentage of fourth graders who were below grade level at the end of third grade, and caught up to their grade-level peers in grade four. <p>College, Career, & Community:</p> <p>Number of service projects, 'āina-based projects, Hawai'i Green Growth's Aloha+ Challenge activities.</p> <p>Learning Environment:</p> <ul style="list-style-type: none"> ● Community Engagement- Number of volunteer hours, partnership activities, sustained business and industry partnerships, "Out of School Time" activities. ● Family Engagement Percentage of parents reporting positive responses on the involvement/ engagement portion of the school climate survey.
<p><i>Why are you implementing them?</i></p> <p>Kailua Elementary School is implementing equitable instructional</p>	<p><i>Why are you implementing them?</i></p> <p>Kailua Elementary School is implementing equitable instructional</p>	<p><i>Why are you implementing them?</i></p> <p>Kailua Elementary School is implementing equitable instructional</p>

<p>practices and measuring the above outcomes to ensure ALL students are provided access to the general education curriculum and personalized support that lead to successful outcomes in personal well-being, school culture, and academic achievement.</p>	<p>practices and measuring the above outcomes to ensure ALL students are provided access to the general education curriculum and personalized support that lead to successful outcomes in personal well-being, school culture, and academic achievement.</p>	<p>practices and measuring the above outcomes to ensure ALL students are provided access to the general education curriculum and personalized support that lead to successful outcomes in personal well-being, school culture, and academic achievement.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>Formative Assessment measures through the Grade Level Data Team process as well as the Academic Review Team.</p> <ul style="list-style-type: none"> ● General Learner Outcome Data: <ul style="list-style-type: none"> ○ Community Contributor ○ Critical Thinker ○ Quality Producer ● Smarter Balanced Assessment Blocks (ELA & Math) ● STAR Reading and Math Assessment ● Attendance Data ● Student Surveys ● MTSS Staff Belief Survey ● Parent Surveys ● NGSS Interim Assessment 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Formative Assessment measures through the Grade Level Data Team process as well as the Academic Review Team.</p> <ul style="list-style-type: none"> ● General Learner Outcome Data: <ul style="list-style-type: none"> ○ Community Contributor ○ Critical Thinker ○ Quality Producer ● Smarter Balanced Assessment Blocks (ELA & Math) ● STAR Reading and Math Assessment ● Attendance Data ● Student Surveys ● MTSS Staff Belief Survey ● Parent Surveys ● NGSS Interim Assessment 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Formative Assessment measures through the Grade Level Data Team process as well as the Academic Review Team.</p> <ul style="list-style-type: none"> ● General Learner Outcome Data: <ul style="list-style-type: none"> ○ Community Contributor ○ Critical Thinker ○ Quality Producer ● Smarter Balanced Assessment Blocks (ELA & Math) ● STAR Reading and Math Assessment ● Attendance Data ● Student Surveys ● MTSS Staff Belief Survey ● Parent Surveys ● NGSS Interim Assessment



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>Add beginning of the year measurements here.</i>					<ul style="list-style-type: none"> • General Learner Outcome Data: <ul style="list-style-type: none"> ○ Community Contributor ○ Critical Thinker ○ Quality Producer • Smarter Balanced Assessment Blocks (ELA & Math) • STAR Reading and Math Assessment • Attendance Data • Student Surveys • MTSS Staff Belief Survey • Parent Surveys • Classroom walkthroughs • Staff Feedback Surveys • NGSS Interim Assessment 	<i>Add end of year goals here.</i>				
		Chronically Absent	ELA Proficiency	Math Proficiency				Chronically Absent	ELA Proficiency	Math Proficiency
All Students	Total: 389	12%	47.3%	42.5%		All Students	Total: 389	7%	55%	50%
			Non High Needs: 63%	Non High Needs: 57%					Non High Needs: 63%	Non High Needs: 57%
Special Education	15.6%	23%	18.5%	14.8%		Special Education	15.6%	18%	31%	28%
English Language Learners	8.5%	2.5%	0%	25%		English Language Learners	8.5%	2%	21%	35%
Native Hawaiian	25%	53%	29%	20%	Native Hawaiian	25%	48%	35%	32%	
Student Belonging: 68% Student Safety: 54% 3rd Grade Literacy: SBA Reading- 55% Inclusion: (was 59% - not sure now) Staff SQS Satisfaction Dimension 67% Staff SQS Involvement and Engagement Dimension 75% Parent SQS Involvement and Engagement Dimension 79%						Student Belonging: 73% Student Safety: 64% 3rd Grade Literacy: SBA Reading- 64% Inclusion: 63% Staff SQS Satisfaction Dimension 75% Staff SQS Involvement and Engagement Dimension to 80% Parent SQS Involvement and Engagement Dimension 82%				

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity All staff will...	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Panorama Dimension of Belonging from 68% to 73%</p> <p>Panorama Dimension of Safety from 54% to 64%</p>	<p>1- Adopt and implement a social emotional program to teach empathy and self-regulation (SW6)</p>	<p>Yearlong</p>	<p>Title I - \$2650 for Caring School Communities Program</p>	<p>Students will report an increased sense of belonging and safety as measured by quarterly Student Surveys conducted by Student Government. Baseline: Goals: Q1: Q2: Q3: Q4:</p> <p>Teachers will report students are “consistently” and “usually” meeting the “Community Contributor” outcomes as measured by the state rubric and displayed on student report cards. Baseline: 74% Goals: Q1: 75% Q2: 80% Q3: 85% Q4: 90%</p>	<p>Quarterly</p>	<p>Progress will be monitored by CAS through quarterly sharing of School Level ART reports</p>
<p>Proficiency: ELA from 47.3% to 55%</p> <p>3rd grade literacy, as measured by SBA reading claim, from 55% proficient to 64%</p>	<p>2- Implement research based instructional strategies: explicit instruction in reading for grades K-3 and special education (WASC) (SW5,6)</p>	<p>Yearlong</p>	<p>Title I Literacy Grant</p>	<p>STAR Reading Assessment Gr. 1-6th Sp 20: 54% Baseline: Goals: Winter: Spring:</p> <p>Reading Fluency K-6: Baseline: Goals: Q1: Q2: Q3: Q4:</p>	<p>3x a Year: Baseline, Winter, Spring</p> <p>Quarterly</p>	<p>Progress will be monitored by CAS through quarterly sharing of School Level ART reports</p>
<p>Inclusion Rate from 59% to 63%</p> <p>Special Education Proficiency ELA from 18.5% to 31%</p> <p>Math from 14.8% to 28%</p>	<p>3- Implement Co-teaching and Inclusive Practices with the support of the state Hui Pu initiative (WASC) (SW5,6)</p>	<p>Yearlong</p>	<p>Title I & State Funding</p>	<p>Special Education Proficiency on STAR Reading Assessment Baseline: Goals: Winter: Spring:</p> <p>Special Education Proficiency on STAR Math Assessment Baseline: Baseline: Goals: Winter: Spring:</p>	<p>3x a Year: Baseline, Winter, Spring</p>	<p>Progress will be monitored by CAS through quarterly sharing of School Level ART reports</p>
<p>Achievement Gap: English Language Learners ELA from 0% to 21%</p> <p>Math from 25% to 35%</p>	<p>4- Implement Multi-Tiered Systems of Supports for academic and behavioral support for students. (WASC) (SW6)</p>	<p>Yearlong</p>	<p>WSF</p>	<p>Attendance in EWS SpEd Baseline: 93.4% Goals: Q1: 94% Q2: 95% Q3: 96% Q4: 97%</p>	<p>Quarterly</p>	<p>Progress will be monitored by CAS through quarterly sharing of School Level ART reports</p>

<p>Native Hawaiian Students ELA from 29% to 35% Math from 20% to 32%</p> <p>Chronic Absenteeism: from 12% to 7% Special Education: from 23% to 18% English Learners: from 2.5% to 2% Native Hawaiian: from 53% to 48%</p>				<p>EL Baseline: 92.7% Goals: Q1: 93% Q2: 94% Q3: 95% Q4: 96%</p> <p>Native Hawaiian Baseline: 93% Goals: Q1: 94% Q2: 95% Q3: 96% Q4: 97%</p> <p>English Language Learners Proficiency on STAR Reading Assessment Baseline: Goals: Winter: Spring:</p> <p>English Language Learners Proficiency on STAR Math Assessment Baseline: Baseline: Goals: Winter: Spring:</p> <p>Native Hawaiian Proficiency on STAR Reading Assessment Baseline: Goals: Winter: Spring:</p> <p>Native Hawaiian Proficiency on STAR Math Assessment Baseline: Baseline: Goals: Winter: Spring:</p>		
<p>SQS Parent Involvement and Engagement Dimension from 79% to 82%</p>	<p>5- Share data and involve parents/guardians in educational decision making: benchmarks, rubrics, exemplars, and curr/instructional programing (WASC) (SW7)</p>	<p>Yearlong</p>	<p>Title I</p>	<p>Engagement in focused conversations regarding their child’s learning (ex. active participation in IEP meetings, dialogue and discussion via phone, email, communication apps, etc.). Baseline: Goals: Q1: Q2: Q3: Q4:</p> <p>BOE Family Engagement Policy Survey Baseline: Goals: Q1: Q2: Q3: Q4:</p>	<p>Quarterly</p>	<p>Progress will be monitored by CAS through quarterly sharing of School Level ART reports</p>
<p>All State and Federal Measurements</p>	<p>6- Student goal setting and tracking of their own behavior, academics, GLOs (WASC)</p>	<p>Winter/ Spring</p>	<p>WSF</p>	<p>Quality Producer Outcomes Baseline: 67% Goals: Q1: Q2: Q3: Q4:</p> <p>Number of Student Portfolios</p>	<p>Quarterly</p>	<p>Progress will be monitored by CAS through quarterly sharing of School Level ART reports</p>

				Baseline: 0 Goals: Q1: 50% Q2:60% Q3:70% Q4:75%		
Math Proficiency on SBA from 42.5% to 50%	7- Mathematical Mindset- Focused math lessons on developing a mathematical mindset (Complex Initiative) (SW5,6)	Yearlong	Complex Funds?	STAR Math Assessment Baseline: Sp 20: 39% Goals: Winter: 45% Spring: 50% Mathematical Mindset Survey Baseline: Goals: Q1: Q2: Q3: Q4:	3x a Year: Baseline, Winter, Spring Quarterly	Progress will be monitored by CAS through quarterly sharing of School Level ART reports

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)* <small>*These are in addition to student outcomes.</small>	Enabling Activity All staff will...	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Staff SQS- Satisfaction Dimension from 67% to 75%	1- Implement the Cycle of Professional Learning for: <ul style="list-style-type: none"> ● PBL teaching practices <ul style="list-style-type: none"> ○ social emotional learning and trauma informed practices, ○ explicit reading instruction, ○ co-teaching/inclusive practices (WASC) (SW5,6)	Yearlong	Title I Literacy Grant	PBL Teaching Practices Self Assessment Baseline: Goals: Q1: Q2: Q3: Q4: Classroom Walkthroughs Critical Thinker Outcomes Baseline: 59% Goals: Q1: 64% Q2: 69% Q3: 74% Q4: 79%	Quarterly	Progress will be monitored by CAS through quarterly sharing of School Level ART reports
Staff SQS- Satisfaction Dimension from 67% to 75%	2- Use school structures to implement the Cycles of Professional Learning: Instructional Leadership Team, Professional Learning Communities, and Teacher Collaboration Time	Yearlong	Title I	Meeting Minutes Meeting Observations Walkthrough Data	Monthly	Progress will be monitored by CAS through quarterly sharing of School Level ART reports
All Student Focused State and Federal Measures	3- Develop Rubrics K-6 (SW6)	Winter/Spring		Developed rubrics	Quarterly	Progress will be monitored by CAS through quarterly sharing of School Level ART reports
Staff SQS- Involvement and Engagement from 75% to	4- Implement the Continuous Improvement Cycle (plan, do, check, act) for monitoring student	Yearlong		Meeting Minutes	Gr DT- Weekly	

80%	learning through Grade Level Data Teams, Multi Tiered Systems of Support Team, and the Schoolwide Academic Review Team (WASC) (SW3)			Meeting Observations Smarter Balanced Assessment Blocks- ELA & Math Baseline: Goals: Q1: Q2: Q3: Q4:	MTSS- Monthly ART- Monthly	Progress will be monitored by CAS through quarterly sharing of School Level ART reports
Staff SQS- Involvement and Engagement from 75% to 80%	5- Math Vertical Articulation- Elementary, Intermediate, and High School (Complex Initiative) (WASC) (SW5)	Yearlong	Complex Funds	KES Math Task Force Participation	Quarterly	Progress will be monitored through quarterly sharing of School Level ART reports



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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 capacity to improve, and continuously advance student learning.

The HIDOE 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>Kailua Elementary School would like to use project based learning as the core instructional model for students to develop key knowledge and understanding in academic content areas as well as the General Learner Outcomes. This plan is based on the initial implementation of project based learning by starting with the Project Based Teaching Practices as defined by PBL Works: Design and Plan, Align to Standards, Build the Culture, Manage Activities, Scaffold Student Learning, Assess Student Learning, and Engage and Coach.</p> <p>In order to transform curriculum and instruction, we will use a cohort model to support teachers in learning about, planning for, and delivering high quality PBL projects.</p> <p><u>Project Based Learning:</u></p> <ul style="list-style-type: none"> ● Cohorts of teachers <ul style="list-style-type: none"> ○ Year 1: 	<p><i>Please describe your conditions for Success:</i></p> <p>Conditions for Success Adapted from PBL Works Conditions for Successful PBL Implementation</p> <p>Vision:</p> <ul style="list-style-type: none"> ● Graduate Profile adapted from State GLOs is visible in Kailua Elementary School’s vision, mission, and academic plan. ● Vision statement elevates PBL as the primary instructional method to achieve deeper learning outcomes for ALL students ● Vision statement drives instructional and operational decisions ● Communication plan include messages about PBL and how it aligns to over initiatives ● Student success is defined as the achievement of deeper learning outcomes <p>Culture:</p> <ul style="list-style-type: none"> ● The master schedule is re-designed to ensure all students have blocks of time to engage in PBL- at least 2 high quality projects

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ One grade level, enrichment teacher, and academic coach; ■ Design and implement at least 2 PBL units; ○ Year 2: <ul style="list-style-type: none"> ■ Additional Two Grade Levels Trained ■ Year 1 Reflect and Refine ■ Year 2 Design and Implement 2 PBL units ○ Year 3: <ul style="list-style-type: none"> ■ Additional Two Grade Levels Trained ■ Year 1 Reflect and Refine and Design ■ Year 2 Reflect and Refine 2 PBL units ■ Year 3 Design and Implement 2 PBL units ○ Year 4: <ul style="list-style-type: none"> ■ Additional Two Grade Levels Trained ■ Year 1 Reflect and Refine and Design ■ Year 2 Reflect and Refine and Design ■ Year 3 Reflect and Refine 2 PBL units ■ Year 4 Design and Implement 2 PBL units 	<ul style="list-style-type: none"> ● All students present their learning to the community at least twice a year ● All teachers and school leaders present their professional learning at least once a year <p>Capacity Building</p> <ul style="list-style-type: none"> ● The master schedule is re-designed to ensure designated time for collaborative teacher planning for PBL ● The professional development plan integrates professional learning focused on PBL ● Facilities allow for student project works and presentations of learning ● Teachers have time to design projects and to learning PBL teaching practices ● The budget has dedicated resources for teacher coaching and support for the implementation of PBL ● Hiring tools such as interview questions, lesson plans, and job descriptions align to PBL teaching practices <p>Continuous Improvement</p> <ul style="list-style-type: none"> ● There is technology to support the collection and analysis of data related to the implementation of PBL ● There are established systems for timely data collection, progress monitoring, and analysis of implementation and deeper learning outcomes ● School level presentations of teacher and leader learning document our progress of implementation of PBL. <p style="text-align: right;">(SW6)</p>
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TITLE I ADD