## SY 2020-2021 Academic Plan

### Keaukaha Elementary School
240 Desha Avenue
Hilo, HI 96720
(808) 974-4181
www.keaukahaelementary.com

<table>
<thead>
<tr>
<th>Submitted by</th>
<th>Date</th>
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<tbody>
<tr>
<td>[Stacey Bello, Principal]</td>
<td>5/11/20</td>
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<th>Approved by</th>
<th>Date</th>
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</table>
## Where are we now?

### Summary of Data, Root Causes and Priorities:

### Summary of Data:

1. **Demographic Data**
   - The Native Hawaiian population continues to be the highest ethnicity.
   - IDEA population has been consistent at 18-19% over the years with a slight drop to 15% this year.
   - The Low SES population is above 60%, although the accurate percentage is questionable due to our CEP status.
   - Average daily attendance is at 95% over the years.
   - Chronic absenteeism average is at 10% over the past five years.
   - Chronic absenteeism, at 10%, is better than the Complex Area (14%) and State (13%).
   - Class D offenses continue to have the highest amount of incidents over the years.
   - School staff have been fairly stable over the years.

2. **Student Achievement Data**
   - 2019 SBA data shows ELA at 52%, Math at 55% and Science at 44%.
   - 2019 SBA data shows 84% of Non-High Needs students demonstrated proficiency in ELA, while only 46% of High Needs students demonstrated proficiency.
   - 2019 SBA data shows 81% of Non-High Needs students were proficient in Math, while only 51% of High Needs students demonstrated proficiency.
   - 2019 SBA data shows 50%+ of low SES students did not meet proficiency in ELA and Math.
   - 2019 SBA data shows that 4 IDEA students demonstrated proficiency in ELA while 3 IDEA students demonstrated proficiency in Math.
   - An improvement of 18% (48% to 66%) was evident in 3rd graders reading near, at or above grade level over the past two years.
   - I-Ready longitudinal data shows steady growth over the years.
   - In 2018-2019, I-Ready Tier I students moved from 20% to 51% in Reading and 17% to 63% in Math.
**Academic Plan SY 2020-2021**

- 100% of grade 6 students have been promoted to the intermediate level; 0% of students were retained in grades K-6.

3. Perception Data
   - Overall perception of Keaukaha Elementary is positive in all three SQS role groups: students, parents and staff.
   - SQS data shows Parent Involvement/Engagement at a 77.8%.
   - TRIPOD overall scores have been consistent for the past four years.
   - Care continues to be the highest TRIPOD area averaging 90%, while Control continues to be the lowest at 50%.

**Possible Contributing/Root Causes:**

1. Demographic Data
   - There are no concerns for demographic data at this time.

2. Student Outcome Data
   - a. The gap between SBA proficiency levels of Non-High Needs and High Needs students is closing.
   - b. SBA data shows 50%+ of low SES students did not meet proficiency in ELA and Math. This is an improvement; down from 70%+ the previous two years.
   - c. 2019 SBA data shows that 4 IDEA students demonstrated proficiency in ELA while 3 IDEA students demonstrated proficiency in Math. Previous past two years had 0% of students passing SBA in both Reading and Math.
     - Improvements were evident as a result of professional development, inclusion cadre supports, testing environment, testing order, I-Ready,
     - Not all classroom instruction is being tailored or adjusted to the various learners on campus in the form of differentiation.
     - Specially designed instruction is not occurring for all special education students. There is more work to be done.
     - Limited understanding of what best practices to use with students of low SES background.
     - Not all classroom teachers hold the same high expectations of all students nor do all believe that every learner can learn.
3. Perception Data
   a. SQS data shows Parent Involvement/Engagement at 77.8%.
      i. Not all parents are aware of the school’s parent group, Hui ‘Ohana o Keaukaha.
      ii. Not all parents are aware that they can volunteer in their child’s classroom.
      iii. Not all grade levels organize fundraising efforts for parents to participate in.
      iv. Not all parents understand that they do so much to be a part of our school by attending many of our functions.

Prioritize the Major/Common Contributing/Root Causes & Possible Action Steps:

1. Student Outcome Data
   a. Implement Enhanced Core Reading Instruction (ECRI) in all classes in grades K-2 to address concerns of Phonics and Phonemic Awareness.
   b. Provide multiple professional development opportunities in differentiation for all staff.
   c. Provide multiple professional development opportunities in specially designed instruction for special education staff.
   d. Continued emphasis on having a growth mindset and high expectations for all.

2. Perception Data
   a. Continuously communicate the various opportunities families have to become involved in our school (e.g. volunteer work, parent group, principal monthly meetings, career day, etc.) through monthly newsletters and other correspondence.
### Academic Plan SY 2020-2021

**Addressing Equity: SubGroup Identification**

In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.**

#### Low SES Subgroup

**SBA Proficiency Percentage – English Language Arts**

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<tbody>
<tr>
<td>Yes - Proficient</td>
<td>38.7% (n=75)</td>
<td>33.2% (n=63)</td>
<td>30.5% (n=46)</td>
<td>43.6% (n=68)</td>
</tr>
<tr>
<td>No - Not Proficient</td>
<td>61.3% (n=119)</td>
<td>66.8% (n=127)</td>
<td>69.5% (n=105)</td>
<td>56.4% (n=88)</td>
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**SBA Proficiency Percentage – Math**

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<tr>
<td>Yes - Proficient</td>
<td>32.5% (n=63)</td>
<td>30.5% (n=58)</td>
<td>27.3% (n=41)</td>
<td>45.9% (n=72)</td>
</tr>
<tr>
<td>No - Not Proficient</td>
<td>67.5% (n=131)</td>
<td>69.5% (n=132)</td>
<td>72.7% (n=109)</td>
<td>54.1% (n=85)</td>
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**HSA Proficiency Percentage – Science**

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<tr>
<td>Yes - Proficient</td>
<td>40.7% (n=22)</td>
<td>43.4% (n=23)</td>
<td>50.0% (n=24)</td>
<td>33.3% (n=9)</td>
</tr>
<tr>
<td>No - Not Proficient</td>
<td>59.3% (n=32)</td>
<td>56.6% (n=30)</td>
<td>50.0% (n=24)</td>
<td>66.7% (n=18)</td>
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</table>
# Academic Plan SY 2020-2021

## IDEA Subgroup

### SBA Proficiency Percentage – English Language Arts

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<tbody>
<tr>
<td>Yes - Proficient</td>
<td>2.0% (n=1)</td>
<td>0%</td>
<td>0%</td>
<td>8.7% (n=4)</td>
</tr>
<tr>
<td>No - Not Proficient</td>
<td>98.0% (n=48)</td>
<td>100% (n=53)</td>
<td>100% (n=44)</td>
<td>91.3% (n=42)</td>
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### SBA Proficiency Percentage – Math

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<tbody>
<tr>
<td>Yes - Proficient</td>
<td>0%</td>
<td>3.8% (n=2)</td>
<td>4.6% (n=2)</td>
<td>6.3% (n=3)</td>
</tr>
<tr>
<td>No - Not Proficient</td>
<td>100% (n=49)</td>
<td>96.2% (n=51)</td>
<td>95.4% (n=42)</td>
<td>93.7% (n=44)</td>
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</table>

### HSA Proficiency Percentage – Science

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<tbody>
<tr>
<td>Yes - Proficient</td>
<td>6.7% (n=1)</td>
<td>12.5% (n=2)</td>
<td>9.1% (n=1)</td>
<td>0% (n=0)</td>
</tr>
<tr>
<td>No - Not Proficient</td>
<td>93.3% (n=14)</td>
<td>87.5% (n=14)</td>
<td>90.9% (n=10)</td>
<td>100% (n=7)</td>
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</table>
# Academic Plan SY 2020-2021

**ORGANIZE:** Identify your Academic Review Team Accountable Leads.

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Responsible for implementation of the school's strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stacey Bello, Principal</td>
<td>1. ART Lead, Parent &amp; Community Involvement Lead</td>
</tr>
<tr>
<td>3. Gale Taum, Student Services Coordinator (SSC)</td>
<td>3. Multi-Tiered Support System (MTSS) Lead</td>
</tr>
<tr>
<td>4. Loke Kamanu, Common Core Coach (Grades PreK-2)</td>
<td>4. English Language Arts (ELA) Lead, Academic Coach (Preschool-2)</td>
</tr>
<tr>
<td>5. Tina Miyataki, Common Core Coach (Grades 3-4)</td>
<td>5. Math Lead, Academic Coach (Grades 3 &amp; 4)</td>
</tr>
<tr>
<td>6. Lei Fa’anunu, Common Core Coach (Grades 5-6)</td>
<td>6. Health &amp; Wellness Lead, Academic Coach (Grades 5 &amp; 6)</td>
</tr>
<tr>
<td>8. Wendi Kimura, Classroom Teacher</td>
<td>8. Mentoring &amp; Supports Lead, Social Studies Lead</td>
</tr>
</tbody>
</table>
**Academic Plan SY 2020-2021**

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
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</thead>
</table>
| Enabling Activities  
*(Indicate year(s) of implementation in next column)* | ART Accountable Lead(s) | Source of Funds  
*(Check applicable boxes to indicate source of funds)* | Define the relevant data used to regularly assess and monitor progress |
COMMON CORE - ELA

READING WONDERS:
- Provide on-going professional development in Wonders for grades K-6 as needed to update for new program upgrades, technical enhancements, and developments made to the program as advised by coaches and teachers.
- Develop/adopt and utilize common formative assessments and rubrics (reading, writing, comprehension) to measure where students are performing in relation to Common Core ELA standards.
- Provide planning time to revise and map pacing guides that reflect rigorous ELA learning opportunities for students.
- Provide planning time within the week for grade levels to map learning activities that students participate in throughout the year and make adjustments that help improve student success in ELA components.
- Provide Reading Materials for PreK-6 students in core program and extended reading activities.

ECRI:
- Continue to implement ECRI for K-2 to help build strong reading foundational skills.
- Provide for continued teacher training and support in ECRI Program for grades K-2.
- Attend coaches PLC to update information on program instructional delivery, materials received, input of student benchmark and monitoring data to focus student needs and growth in reading.
- All ECRI teachers and reading groups will be observed regularly and supports will be planned for and provided as needed following observations.
- Grade level teachers will attend PLC following the beginning of the year and Mid-year collection of DIBELS data to discuss, dissect and plan for (improved) instructional practices and strategies to help move student success in reading.
- Teachers will review data to evaluate challenged students' progress and make adjustments as necessary to instructional strategies, modifications, accommodation, and assignments including tier II & III programs to help ELA
Executive Plan SY 2020-2021

- Coaches (data, academic, grade level) will share in discussion with grade levels to help make decisions for all students' progress in reading

**COMMON CORE - ELA**

All K-6 students will be screened and receive practice in weekly reading activities to build their fluency (accurately, at an appropriate pace, with expression, to support comprehension), vocabulary, and comprehension in reading.

- **Monitor K-3 students' progress in foundational reading skills using DIBELS Benchmark and progress monitoring protocol**
- **K-2 will continue with benchmark and progress monitoring of reading fluency using program and DIBELS materials and protocol**
- **All 3-6 students will practice fluency regularly within their reading classes with their teachers using a variety of reading fluency strategies such as: choral reading, partner reading, and repeated reading.**
- **Students will graph and monitor their reading fluency.**
- **Grade 3-6 students will also participate in comprehension checks quarterly using the MAZE from DIBELS and the results and protocol will be shared to grade levels to help target needs**
- **K-6 will use a variety of genre to improve reading fluency**
- **Teachers will provide for students to set personal goals in reading fluency and prosody (comprehension & vocabulary) and teachers & students will set and monitor their goals**
- **Focus for grade level pacing of reading program to cover all essential content standards & materials within the designated reading program**
- **Explore engagement strategies, incentives, and materials to support (struggling readers) increasing reading outside of the classroom including utilizing resources in Reading Wonders, i-Ready, Smarty Ants, and Achieve3000**
COMMON CORE - ELA

All teachers will read regularly with their students as a class using a variety of strategies (choral reading, partner reading, repeated reading, cloze “stick” reading) to help improve their fluency, prosody, vocabulary, and comprehension in reading and listening comprehension.

A schoolwide Book of the Month will be selected that will tie into our culture, school’s core value, content area or theme. Activities will be centered around the book that focus on building vocabulary and comprehension. Lessons and activities (writing, drawing, sharing, role playing, etc.) will be done in class and/or schoolwide.

Teachers will develop and monitor classroom libraries with a variety of materials to encourage student interest in reading.

COMMON CORE - ELA

A Schoolwide Reading Challenge will be established yearly to inspire and motivate students to set goals and read books at their lexile level.
- Set personal, classroom, & school wide goals.
- Create motivating incentives, one per semester, with student and teacher input
- Create and survey students regarding incentives that they would want and share with teachers.
- Continue book swap opportunities (e.g. during school hours, at ‘Ohana Nights, etc)
- Invite guest readers to read to different grade levels on campus
- Schoolwide Reading Celebration will be held in March which includes guest readers, Student Showcase, and various opportunities to highlight reading.
- Create opportunities throughout the year to encourage students to read for fun and to recognize their efforts.

Loke Kamanu

Student products and projects will reflect their learning and interest in the book

Lei Fa’anunu

Weekly Book Totals submitted by classroom teachers.

Totals posted on Keaukaha School Wide Reading Thermometer in cafeteria

Student survey results
**COMMON CORE - ELA**

Students in grades Pre-K-2 will utilize Smarty Ants for at least 30 minutes each session to help increase their phonics and reading scores when assessed with protocol.

Pre-K - grade 2 students will be taught to use the reading fluency practice tool within the program to practice fluency in and outside of school to increase their reading fluency.

Students in grades 3-6 will utilize Achieve 3000 twice a week and improve their score to 75% on each lesson to improve their Lexile scores in informational text.

<table>
<thead>
<tr>
<th>Loke Kamanu</th>
<th>Achieve 3000 Usage Data</th>
<th>Smarty Ants Usage, fluency, &amp; Level Data</th>
<th>Achieve3000 student / class data for Smarty Ants</th>
<th>DIBELS Progress Monitoring/BM</th>
</tr>
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</table>

| COMMON CORE - WRITING |

1. Vertically align and instruct in the components of teacher clarity work in the identified priority standards, Opinion/Argument, Informational, and Narrative text types from PreK to Grade 6:
   - Learning Intentions
   - Success Criteria
   - Learning Progressions

2. Vertically align PreK - Grade 6 expectations of informational and opinion/argument writing into curricula:
   - Strategy to align, but is not limited to:
     - PreK - Grade 1: Restatement, Evidence
       - Sentence to paragraph development
       - Single to multi-paragraph development
     - Grades 2 - 6: TEC (Topic, Evidence, Conclusion)
       - Paragraph development

<table>
<thead>
<tr>
<th>Harold Mizuno</th>
<th>Learning Team Minutes</th>
<th>Learning Team Writing Data</th>
<th>Grade level clarity charts and/or online documents</th>
<th>Grade level informational and opinion/argument expectations</th>
<th>Calibrated student work samples with</th>
</tr>
</thead>
</table>
Academic Plan SY 2020-2021

3. Provide instruction and guidance to students in the formative instruction process:
   - Self-assess and set goals based on text type rubrics and/or success criteria;
   - Use and provide revision feedback to peers; and
   - Use and provide editing feedback to peers.

4. Full implementation of the Writing Process Stages into curricula as a way for student internalization of the content:
   - Strategies to include, but are not limited to:
     - Use of TEC (Topic, Evidence, Conclusion) paragraph design to strengthen content knowledge.
     - Short/Quick write strategies.

COMMON CORE - MATH

Teachers in grades K-6 will continue to implement the Math programs of Stepping Stones (gr. K-5) & GoMath (gr. 6) and participate in the following:

- Continue to implement revised/updated pacing guides and diary maps to make necessary changes to enhance the core program
- Continue to provide Professional Development and materials for additional math opportunities based on specific needs of teachers and grade levels
- Continue vertical alignment of math concepts with math committee (i.e. decimals)

Tina Miyataki

Data and Planning Team Meeting minutes
Updated Pacing guides/ diary maps
Teacher sign-in and sharing with faculty (Faculty meeting agenda/notes)
Math Committee minutes
### COMMON CORE - MATH

Students in grades PreK-6 will utilize the computer based program IXL for additional practice with math concepts, skills, and fluency.

- Math Lead to keep in contact with teachers and IXL for any professional development and provide professional development if needed
- Continue to implement and review IXL data to supplement math core programs

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<tr>
<th>Tina Miyataki</th>
<th>IXL Monthly/Quarterly data</th>
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<td>Math Committee minutes</td>
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<tr>
<th>Tina Miyataki</th>
<th>Classroom math fluency/vocabulary Data</th>
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<td></td>
<td>i-Ready Diagnostic Data (Beginning, Middle, Final)</td>
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<td>Math Committee minutes</td>
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### COMMON CORE - MATH

All students will practice weekly math fluency and vocabulary activities to improve their math foundational skills. Teachers will:

- do bell work or some kind of review to maintain previously taught skills
- continue to provide weekly fluency/vocabulary activities, monitor progress, and provide intervention for students
- continue to set skills/module goals with students and celebrate their success

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<tr>
<th>Tina Miyataki</th>
<th>WSF</th>
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<td>X Title I</td>
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<td>Title II</td>
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<td>Title III</td>
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<td>IDEA</td>
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<td>Homeless</td>
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<td>Math Committee minutes</td>
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**MTSS - ACADEMIC:**

Utilize i-Ready as the school’s Universal Screener in the beginning, middle, and end of the year. Diagnostic assessment data will be analyzed and used to determine student needs and appropriate interventions. Primary, secondary and tertiary supports will be adjusted as a result of the universal screener.

Utilize i-Ready as a Tier 1 support for Reading and Math, at least 20 minutes daily, for all students. Utilize iReady as a Tier 2 & 3 support for students who need additional support for reading and/or math.

| Gale Taum       | All students complete iReady Diagnostic in the beginning of the year, middle of the year, end of the year
|-----------------|----------------------------------------------------------------------------------------------------------------------------------
| WSF             | Analyzation of iReady data (Learning Team Minutes, Faculty Meeting sign in)                                                                                       |
| X Title I       | Increase in scores on iReady. Increase number of students at or above grade level (green) and decrease number of students 2 grade levels below (red). |
| Title II        |                                                                                                                                                                |
| Title III       |                                                                                                                                                                |
| IDEA            |                                                                                                                                                                |
| Homeless        |                                                                                                                                                                |
| CTE             |                                                                                                                                                                |
| Other           |                                                                                                                                                                |
| N/A             |                                                                                                                                                                |
## MTSS - ACADEMIC:

Provide training and implement & monitor practices on inclusive instructional classroom practices (Inclusion, Differentiation & Specially Designed Instruction) for Special Education & Disadvantaged students with the support of the general education teacher, special education teacher, ELL Teacher and other personnel resources on campus.

Conclude participation in Hui Pu, Inclusion Cadre 3, with a Learning Walk in the beginning of SY 2020-21.

Monitor the effectiveness of targeted interventions in Tiers I, II and III to reduce the achievement gap between “low needs” students and “high needs” students (particularly SPED and low SES).

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<tr>
<th>Gale Taum</th>
<th>Increase in SBA scores in ELA and Math for students who are identified as:</th>
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<tbody>
<tr>
<td>X WSF</td>
<td>• Special Education</td>
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<tr>
<td>□ Title I</td>
<td>• ELL</td>
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<td>• Disadvantaged</td>
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<td>□ Title III</td>
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<td>□ CTE</td>
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<td>□ Other</td>
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## MTSS - ACADEMIC:

Based on iReady Universal Screening data and other student achievement data, identify students who are in need of assistance (academic, behavioral, emotional and social concerns) and ensure supplementary instruction is provided to all students with identified needs.

- in the classroom daily
- during the school day, 45 minute Interventions, at least 3 days per week
- after the school day (tutoring services=1.5 hours/day at 3 days/week for 17-18 days per quarter)
- 5-week Summer Extended Program at 4 hours per day @ 4 days per week

<table>
<thead>
<tr>
<th>Gale Taum</th>
<th>Attendance rosters from Extended day, Summer Extended Program</th>
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<tbody>
<tr>
<td>X WSF</td>
<td>Increase in iReady scores</td>
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<tr>
<td>□ Title I</td>
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<td>□ Title II</td>
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<td>□ Title III</td>
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<td>□ CTE</td>
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<td>X Other:</td>
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<td>Kamehameha</td>
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<tr>
<td>Grant</td>
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<td>□ N/A</td>
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### MTSS - BEHAVIOR:

Implement and monitor school-wide behavior expectations and a positive behavior incentive program to promote a positive school climate.

- Strengthen implementation of the school-wide program of HERO with fidelity.
- Encourage and enforce implementation of schoolwide behavioral expectations through the continued implementation of the Second Steps program and a School wide HERO Expectations poster.
- Monitor classroom management practices on campus.
- Recognize positive student behaviors (monthly, quarterly, yearly).
- Counselors to work collaboratively with School Based Behavioral Health personnel and DOE Social Worker to address behavior concerns through bi-monthly Peer/Core Meetings. Implement strategies in the classroom to address concerns as a Tier I or II support.
- Create, implement and monitor Classroom Support Plans for identified students.

<table>
<thead>
<tr>
<th>Kristin Spear</th>
<th>X WSF</th>
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<tbody>
<tr>
<td></td>
<td>□ Title I</td>
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### Decrease in student referrals
- Increase implementation of HERO program
- Utilization of Universal Behavioral Screener

### MTSS - ACADEMIC & BEHAVIOR SUPPORTS

Provide a variety of well-rounded learning and engagement opportunities for students during and/or after the school day:

- Guidance - Second Steps
- Library
- P.E.
- Gardening/Mala
- ‘Olelo - Hawaiian Language
- S.T.E.M
- ‘Ike Hawai’i
- Robotics
- Media Club - Ka Leo Pono
- ‘Ukulele
- Hula
- Sports/Physical Activities (e.g. track, etc)

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### Student activities enrollment sheets
- Student surveys results
# Academic Plan SY 2020-2021

**LEARNING TEAMS:**

1. Establish and implement team roles:
   - Data Manager to record and chart data;
   - Facilitator to lead, analyze, and facilitate data discussions prior to, and during, scheduled learning team meetings:
     - Stepping Stones/GoMath Module Assessment Spreadsheet
     - Reading Wonders Assessment Spreadsheets
     - Learning Teams forms in Google Drive

2. Explicitly instruct using the components of teacher clarity work of the identified priority standards in the core subjects of reading and math
   - Learning Intentions
   - Success Criteria
   - Learning Progressions

3. Determine students’ strengths and areas of need in relation to the standards being addressed.

4. Collaboratively integrate research-based instructional strategies into core curriculum to strengthen and refine instruction based on the students’ areas of need.

5. Extend the implementation of instructional strategies (antecedents) that will most impact student achievement based on the deep dive of data analysis.

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<tbody>
<tr>
<td>ART Progress Monitoring Tool (Google Drive)</td>
<td>ART Meeting Minutes (Google Drive)</td>
<td>Grade level clarity charts and/or online documents</td>
<td>Learning Team Meeting Minutes Form (Google Drive)</td>
<td>Excel data spreadsheets (Google Drive)</td>
<td>Stepping Stones, Reading Wonders (2017 version gr. 3-6), GoMath curriculum guides</td>
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</table>
FORMATIVE INSTRUCTION:

1. Initiate routinization of a process to engage collaboration to continue to build understanding of, and institute formative instructional practices in the following areas:
   - Teacher Clarity (Hattie):
     - Learning Intentions
     - Success Criteria
     - Learning Progressions
   - Common Formative Assessments (CFAs);
   - Assessment practices for Learning (during instruction);
   - Providing descriptive feedback.

2. Utilize on-going assessments and diagnostic information to make informed instructional decisions and selection of strategies to support effective formative instructional practices.
   - DIBELS
   - I-Ready
   - Achieve 3000
   - Reading Wonders
   - Stepping Stones/Go Math
   - CFAs

3. Facilitate students in the formative instruction process to include:
   - Self-assessing;
   - Using and providing feedback to peers that support learning;
   - Setting goals;
   - Self-reflecting; and
   - Monitoring and tracking progress of their learning in both academics and behavior (GLOs and SMPs).
**NEXT GENERATION SCIENCE STANDARDS: STEM/STEAM:**

Keaukaha Elementary will continue to work in partnership with Kamehameha Schools to implement at least two S.T.E.A.M units/projects focused on place based learning in grades 1 through grade 6.

Preschool and Kindergarten will create and implement at least two S.T.E.A.M units/projects focused on place based learning with resource support from Kamehameha School.

All students will participate in one STEAM reflective survey by the end of each school year.

Coordinate meeting to bridge grades 3, 4, 5 staff to work together on Science alignment and NGSS standards with the use of STEMSscopes.

Grade 6 teachers will begin collaborating with Hilo Intermediate to align NGSS standards and create science units to support the transition of students.

Participate in Science Fair or showcase opportunities if the opportunity is available.
**Academic Plan SY 2020-2021**

**HEALTH & WELLNESS**

Keaukaha Elementary is a Blue Zone Project Approved School which will continue to foster health and wellness in the classroom, PE, and through on campus support.

- Update the Keaukaha Elementary School Wellness Calendar and look for opportunities to educate students, faculty, and staff about health related topics.
- Based on what we’ve learned through the Blue Zones Project School and Worksite certification process, consistently find opportunities to encourage students, families, and all employees to improve their health and wellness.
- Continue to improve our annual Health and Wellness Awareness Day by working cooperatively with Hui ‘Ohana o Keaukaha, local businesses, and other organizations in our community.

**Goal 2: Staff Success. Keaukaha Elementary** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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<th>Planning</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
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</table>
| Enabling Activities  
*(Indicate year(s) of implementation in next column)* | ART Accountable Lead(s) | Source of Funds  
*(Check applicable boxes to indicate source of funds)* | Define the relevant data used to regularly assess and monitor progress |

[Keaukaha Elementary] Academic Plan

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Version [2] [5.10.2020]
## Academic Plan SY 2020-2021

### COMMON CORE: ELA

Implement AVID instructional strategies in grades 3 thru 6 to address writing, inquiry, collaboration, organization and reading (WICOR) in preparation for College and Career Readiness.

Work collaboratively with Hilo Intermediate and Hilo High School AVID team to encourage student participation in the AVID program.

Provide more opportunities for diverse learning that allow students to explore what our community has to offer.

Provide more career exploration to help students plan for their future.

| Noe Taum | □ WSF  
X Title I  
□ Title II  
□ Title III  
□ IDEA  
□ Homeless  
□ CTE  
□ Other  
□ N/A | AVID Site Team sign in and meeting minutes.  
Participation in AVID by Keaukaha students at Hilo Intermediate & Hilo High Schools.  
Photos and video footage that document activities. |
|---|---|---|

### COMMON CORE: SOCIAL STUDIES

Investigate professional development and other learning opportunities to build teacher knowledge and understanding of the Hawaii Core Standards for Social Studies (HCSSS) prior to full implementation in the school year 2022-2023.

Investigate resources and programs that support the full implementation of the Hawaii Core Standards for Social Studies (HCSSS) by the school year 2022-2023.

| Wendi Kimura | X WSF  
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□ Title III  
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□ CTE  
□ Other  
□ N/A | ART Progress Monitoring Tool (Google Drive)  
ART Meeting Minutes (Google Drive)  
Discussion Documentation & Next Steps Log |
# Academic Plan SY 2020-2021

## MTSS: ACADEMIC

Provide professional development and planning opportunities, on-going coaching, and in-class supports for teachers and resource staff in areas that focus on:

- understanding core programs,
- closing achievement gaps
- differentiation,
- instructional strategies,
- Science/STEAM,
- inclusive practices/co-teaching,
- understanding students of poverty,

throughout the school year, including non-work days. This includes in-state and/or out-of-state conferences.

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<tr>
<td>ART Progress Monitoring Tool (Google Drive)</td>
<td>ART Meeting Minutes (Google Drive)</td>
<td>Professional Development/Training/Workshop Agendas &amp; Sign In Sheets</td>
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## MENTORING & SUPPORTS

Principal will continue to promote individual teacher personal and professional growth by:

- Conferencing with individual teachers to mutually identify and address areas of improvement, when necessary
- Encouraging reflective practices through professional dialogue
- Maintaining grade level coaches to support classroom management, instructional practices and teaching strategies.
- Maintaining a Learning Team coach to provide guidance
- Establish regular Planning Times dedicated to teacher planning for during non-student hours:
  - diary mapping/pacing guide review
  - intervention/enrichment opportunities
  - student discussions
  - next steps for other activities

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<td>Principal Meeting Log</td>
<td>Learning Team Meeting Minutes (Google Drive)</td>
<td>Planning Meeting Minutes (Google Drive)</td>
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## Academic Plan SY 2020-2021

### MENTORING & SUPPORTS

Provide all teachers new to Keaukaha with a sense of “place” summer orientation and professional development supported by Keaukaha kupuna, faculty, and staff. This orientation will be offered annually on a as needed basis.

Ensure all new teachers have access to a trained mentor on campus for support during their probationary years.

Ensure any tenured teacher who requires support has access to a trained mentor on campus.

Provide opportunities for mentors to be trained throughout the year.

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<th>Wendi Kimura</th>
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<td>Attendance/Sign In Sheet</td>
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<td>Teacher evaluation results</td>
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### FORMATIVE INSTRUCTION:

Actively engage in informal and formal professional development and/or collaboration to build understanding of, and institute formative instructional practices in the following areas:

- Teacher clarity (Hattie):
  - Learning Intentions
  - Success Criteria
  - Learning Progressions
- Common Formative Assessments (CFAs);
- Assessment practices for Learning (during instruction);
- Providing descriptive feedback;
- Involving students in the formative instruction process; and
- General Learner Outcomes (GLOs)
- Standards of Mathematical Practices (SMPs).

<table>
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<th>Harold Mizuno</th>
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</table>
LEARNING TEAMS:

1. Continued technical assistance to teachers and Learning Teams to sustain timely and efficient data collection and charting of student achievement data for analysis.
   - Stepping Stones/GoMath Module Assessment Spreadsheets
   - Reading Wonders Assessment Spreadsheets
   - Learning Teams forms in Google Drive

2. Collaboratively develop components of teacher clarity work for the identified priority standards in the core subjects of reading and math:
   - Learning Intentions
   - Success Criteria
   - Learning Progressions

3. Systematize the analysis of the systems creating the results by focusing on the instructional strategies (antecedents) influencing student achievement results.

4. Sustain learning team collaboration through team members taking on roles to facilitate, manage data, and record the learning team process, to include:
   - analysis of students’ strengths and areas of need;
   - collaborative selection of research-based instructional strategies; and
   - analysis of the impact on student learning based on the strategies employed.

5. Collaboratively develop lessons, activities, and/or instructional strategies that are intentional, systematic, and explicit to provide multiple opportunities for students to demonstrate the standards, GLOS and SMPs.

[Keaukaha Elementary] Academic Plan

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Learning Team Agenda (Google Drive)
- link to deconstructed standards

Grade level clarity charts and/or online documents

Learning Team Meeting Minutes Form (Google Drive)
- analysis of students’ strengths and needs based on students’ work
- Instructional strategies
- analysis of formative & summative assessments

Excel data spreadsheets (Google Drive)
- Reading Wonders
- Stepping Stones
- Go Math
- Writing

Version [2] [5.10.2020]
# Academic Plan SY 2020-2021

## HEALTH & WELLNESS:

Keaukaha Elementary is a Blue Zone Project Approved Worksite. We will continue to foster health and wellness for all Faculty and Staff by:

- Creating an engagement plan with incentives for the school year to foster positive relationships, encourage health and wellness, and to promote a positive work environment.
- Providing movement activities, health tips, and helpful information with teachers and staff to improve wellness, encourage student engagement, destress, and/or aid in professional development.
- Creating motivating challenges that can be used personally or with students.

| Lei Fa’anunu | X WSF  
Title I  
Title II  
Title III  
IDEA  
Homeless  
CTE  
Other  
N/A | Photos and video footage that document events.
Engagement Plan
Event flyers/invitations |
|---|---|

## COMPUTER SCIENCE:

Provide learning opportunities to build staff knowledge and understanding of Computer Science expectations prior to full implementation in the school year 2022-2023.

Begin initial work with Hilo Intermediate and Hilo High schools to understand what Computer Science activities and learning opportunities will need to be in place at the elementary level for smoother transitions and clearer K-12 alignment.

Identify staff, resources, programs, materials, and space necessary to design a successful Computer Science curriculum on campus.

| Janel Masuhara | X WSF  
Title I  
Title II  
Title III  
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Homeless  
CTE  
Other  
N/A | ART Progress Monitoring Tool (Google Drive)
ART Meeting Minutes (Google Drive)
Discussion Documentation & Next Steps Log |
**Goal 3: Successful Systems of Support.** The system and culture of **Keaukaha Elementary** works to effectively organize financial, human, and community resources in support of student success.

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<th>Planning</th>
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<th>Interim Measures of Progress</th>
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</table>
| **Enabling Activities**  
(Indicate year(s) of implementation in next column) | ART Accountable Lead(s) | Source of Funds  
(Check applicable boxes to indicate source of funds) | Define the relevant data used to regularly assess and monitor progress |
| **MTSS - BEHAVIOR:** | Kristin Spear | X WSF  
☐ Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | A yearly reduction in the number of students identified with chronic absences  
A reduction in the total number of absences for identified students from year to year |

Continue our current school wide attendance protocol to:

- Identify and track student absences
- Establish a clear procedure of parent notification at different days of absences
- Celebrate and recognize individual students and classrooms to encourage daily attendance.
- Encourage students to report on-time (by 8:05 am) to school.
- Utilize the schoolwide PBIS program of HERO as a daily incentive for attendance and on-time behaviors
- Celebrate parents/families who made efforts to improve their child’s attendance
## Academic Plan SY 2020-2021

### MTSS - BEHAVIOR:

Implement consistent school wide behaviors to teach, reinforce and recognize appropriate and expected behaviors in all settings that are recognized through the HERO program:

1. Present and On-Time
2. Completion of Work
3. On-Task/Participation
4. Follow Recess & Lunch Expectations
5. Follow Classroom Expectations
6. Pono In Line
7. Random Acts of Kindness

Implement a variety of ways to incorporate HERO daily, weekly, monthly, quarterly, and/or yearly recognition activities to reward students for their positive behaviors.

| Kristin Spear | X WSF  
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|               | ☐ CTE  
|               | ☐ Other  
|               | ☐ N/A  

### ART:

Establish a weekly routine (Week A, B, C) that focuses on the implementation of the 3-Year Academic Plan to accomplish the following:

- Set clear norms and accountability expectations for members of the ART
- Leads to provide current updates/progess on each enabling activity
- Identify potential barriers or challenges with the implementation of each enabling activity
- Determine next steps to address potential barriers and challenges

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|              | ☐ Title III  
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|              | ☐ CTE  
|              | ☐ Other  
|              | ☐ N/A  

| Reduction of student referrals. |
| Increase implementation of HERO program. |
| School-wide Behavior Matrix aligned to expectations and positive incentive program |
| Photos and videos of celebrations. |

ART Progress Monitoring Tool (Google Drive)  
ART Meeting Minutes (Google Drive)
Academic Plan SY 2020-2021

**PARENT & COMMUNITY INVOLVEMENT:**

Create more opportunities for our families/community and school to come together:

- Open House - Wehena Kula (August)
- Parent Teacher Conferences (October)
- Lā Kūpuna - Kupuna Day (November)
- Evening of Song (December)
- College & Career Day (March)
- Kūhiō Day Celebration (March)
- Student Reading Showcase (March)
- Health & Wellness Awareness Day (March)
- May Day (May)
- ‘Ohana Nights (Quarterly)
- Movie Nights (1x/Semester)
- Principal Talk Story Sessions - Hui Wala‘au (Monthly)
- School Community Council - SCC (Quarterly)
- Keaukaha School Foundation (Monthly)
- Parent Volunteers (Daily)
- Parent Support Group - Hui ‘Ohana o Keaukaha (Monthly)

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<th>Parent sign-in/evaluations/surveys</th>
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<td>Event flyers/invitations</td>
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<tr>
<td>Photos and/or video footage posted on Keaukaha’s website or in Ka Wa’a Monthly bulletins</td>
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<tr>
<td>Increase in parent volunteers on campus from year to year.</td>
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<td>Completed parent surveys</td>
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Investigate ways to survey parents and community members regarding the depth of their understanding of our school’s vision, mission, core values and activities that foster positive working relationships.
HEALTH & WELLNESS

Building family and community partnerships as a Blue Zones Project Approved School and Worksite.

- Build a partnership with Kawanakoa Gym & County.
- Keep parents informed about our efforts to provide a nurturing, health conscious environment.
- Continue to share health tips and recipes in our monthly Parent Bulletin.
- Work collaboratively with Hui 'Ohana O Keauka, continue to participate and develop our annual Health and Wellness Awareness Day.
- Continue to develop community partnerships with local businesses and organizations to teach students, provide prizes for school health related contests, and incentives for engagement activities.
- Continue to develop community partnerships and work collaboratively with various businesses and organizations to promote our Health and Wellness Awareness Day.