

2020 Academic Plan, School Year 2020-21



School: Kaahumanu 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 a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

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

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

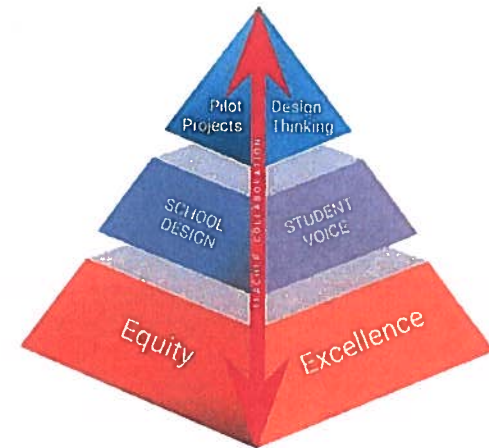
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 16-17).



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 9-15).

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 5-8).



Principal (print): Cindy Yun-Kim	
Principal's signature: 	Date: 5/22/20
Complex Area Superintendent (print): Linell Dilwith	
Complex Area Superintendent's signature: 	Date: 5/28/2020



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

School Name: Kaahumanu Elementary School
Submitted by: Cindy Yun-Kim

Kaimuki, McKinley, Roosevelt Complex Area
Linell Dilwith, Complex Area Superintendent

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 measures and assessments.

Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

HDOE Learning Organization

Teaching and Learning Core:

Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:

New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

Pipeline of Emerging Ideas:

To prepare for emerging trends, advancements, and changes that impact education, ideas are tried and vetted by our schools and teams; some will advance to support the core.



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

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

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

A Foundation for Change

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

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>Attendance School attendance has been a focus area of need for several years. For the past four years, QKS average daily attendance has been below the state benchmark of 95% and increasing for the past three years to 18% for chronic absenteeism on the SY 18-19 Strive HI results.</p>	<ul style="list-style-type: none"> • Continue with the H.E.A.R.T. (Here Everyday And Right on Time) Attendance Project. • Strengthen relationships between teachers and students to promote attendance through implementation of daily morning greetings at the door. • Communicate with parents and community about the importance of attending school daily. • Determine root causes of chronically absent students and develop solutions to improve attendance. • Increase student engagement and develop lessons that promote student voice and choice. • Implement grade level and schoolwide initiatives to improve chronic absenteeism.
<p>Special Education (SPED) The percentage of SPED students in SY 19-20 is at an all-time high. As of January 2020 our SPED population is 18.14% (98 students).</p> <p>In October of SY 18-19, QKS was identified as a TSI-CU school because our SPED subgroup performed at the bottom 10% of all elementary schools in the state. In SY 19-20, QKS continued to be a TSI-CU school.</p>	<ul style="list-style-type: none"> • Provide opportunities for general education and SPED teachers to collaborate to best meet the needs of SPED students. • Provide after school tutoring to targeted students and provide additional interventions to meet their needs. • Monitor targeted students' progress using iReady data. • Teachers will continue to create individual action plans with steps to better support SPED students.
<p>ELA Achievement Gap Rate The achievement gap rate between High Needs and Non-High Needs increased in ELA by 16 percentage points from 35 points to 51 points on the SY 18-19 Strive HI results.</p> <p>The High Needs students' proficiency in SBA ELA decreased by one percentage point from 37% to 36%. The Non-High Needs increased their proficiency score by 15 percentage points from 72% to 87% resulting in the increase in the ELA gap rate by 16 percentage points.</p>	<ul style="list-style-type: none"> • Refine Tier 1 evidence-based instruction to better address the diverse learners' needs. • Use differentiated and small group instruction to provide targeted interventions within Tier 1 instruction to address students' needs. • Use Thinking Maps to visually organize ELA concepts. • Provide professional development (PD) based teachers' data analysis of student performance on formative and summative assessments. • Use iReady as a universal diagnostic screener for all students.

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<p>In SY 18-19, although the percentage of low socio-economic status (SES) students remained steady in the mid 60% range. The percentage of English Language (EL) and SPED students has increased and is currently at their highest levels. The increase in the percentage of High Needs presents challenges particularly if current trends continue in ELA.</p>	<ul style="list-style-type: none"> • Provide RTI Tier 2 supports to students who performed below grade level based on the results of the iReady Universal Screener. • Progress monitor students using iReady to determine concepts and skills students are struggling with and provide deliberate interventions (iReady/supplemental materials) to address their needs.
<p>Math Achievement Gap Rate Similar to the increase in the ELA gap rate between High Needs and Non-High Needs students, the math gap rate also increased by 16 percentage points from 22 points in SY 17-18 to 38 points in SY 18-19.</p> <p>The High Needs students' proficiency in SBA math decreased by one percentage point from 39% to 38%. The Non-High Needs increased their proficiency score by 15 percentage points from 61% to 76% resulting in the increase in the math gap rate by 16 percentage points.</p> <p>The percentage of Low SES students remained steady in the mid 60% range for the past several years. The percentage of EL and SPED students has increased and is currently at their highest levels. The increase in the percentage of High Needs presents challenges particularly if current trends continue in math.</p>	<ul style="list-style-type: none"> • Refine Tier 1 evidence-based instruction to better address the diverse learners' needs. • Use differentiated and small group instruction to provide targeted interventions within Tier 1 instruction to address students' needs. • Use Thinking Maps to visually organize math concepts. • Provide professional development (PD) based teachers' data analysis of student performance on formative and summative assessments. • Use iReady as a universal diagnostic screener for all students. • Provide RTI Tier 2 supports to students who performed below grade level based on the results of the iReady Universal Screener. • Progress monitor students using iReady to determine concepts and skills students are struggling with and provide deliberate interventions (iReady/supplemental materials) to address their needs.
<p>Social Emotional Learning (SEL) SY 19-20 Panorama Survey results indicate 49% of Grade 3-5 students responded positively on School Safety. Looking closely at specific questions on School Safety, 36% of students responded positively to the question, "How often are people disrespectful to others at your school?" Similarly, 34% of students responded positively to the question, "How often do you worry about violence at your school?"</p>	<ul style="list-style-type: none"> • Continue to implement the <i>Choose Love</i> Social and Emotional Learning (SEL) Program and reinforce essential SEL skills (self-awareness, self-management, social awareness, relationship skills, and responsible decision making). • Promote the school's core values and incorporate them into daily practice. • Promote the Words of Wisdom message through schoolwide morning announcements. • Provide guidance lessons on various topics (including respect, kindness, empathy, coping and non-violent strategies, etc.) to support students' social and emotional needs. • Provide Chapter 19 orientation to all students.

	<ul style="list-style-type: none"> Explain concepts from the Panorama Student Survey so students better understand the meaning of the terms and the questions asked.
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HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
School Design, Student Voice, Nā Hopena A'o (HĀ)	Grade Level Chairpersons (GLCs), Curriculum Coordinator
Key School Initiatives Addressed in the Plan	Leads(s)
Attendance	Counselors
SPED Students	Principal, SPED DH
ELA Gap	Curriculum Coordinator
Math Gap	Curriculum Coordinator
Social and Emotional Learning (SEL)	Vice Principal
Professional Development (PD)	Principal

Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroup(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified needs</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
SPED English Learners (EL) Low SES <ul style="list-style-type: none"> Develop students' critical thinking and response/writing skills. Develop students' ability to comprehend complex text (fiction and nonfiction) and math word problems. Build students' vocabulary (all tiers: basic vocabulary, academic vocabulary, and domain-specific vocabulary). 	<p>SPED In SY 18-19, the SPED achievement gap in ELA was 42.5 and math was 38.6.</p> <p>EL In SY 18-19, the EL achievement gap in ELA was 34.3 and math was 19.6.</p> <p>Low SES In SY 18-19, the Low SES achievement gap in ELA was 9.4 and math was 9.4.</p> <p>SW1</p>	<p>If teachers and staff are provided with high quality professional development (PD), instructional resources, and support, then teachers will be able to improve their instruction (Tiers 1, 2, 3) which will help all subgroups improve their achievement and minimize the gap.</p> <p>If schoolwide initiatives and practices are implemented with fidelity and consistency, then student achievement and attendance will improve.</p> <p>If teachers/grade levels have collaborative discussions on instructional planning and student learning, use data analysis to inform decisions, then teachers/grade levels will come to agreements on refining their instructional</p>	<p>Provide PD opportunities, sub days, instructional resources, and supplies for teachers to enhance their teaching practices and further their professional growth to effectively meet the needs of diverse student learners. SW6</p> <p>Implement schoolwide initiatives and practices with fidelity and consistency and incorporate them throughout daily routines to improve student achievement and attendance.</p> <p>Teachers will receive planning days (sub days) to hold collaborative discussions and revise pacing guides/curriculum maps for ELA, math, NGSS, and HCSS that will improve the consistency in instruction and grading practices. SW6</p>

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<ul style="list-style-type: none"> Provide students with real-life experiences to expand their understanding of the world. 		and grading practices to ensure grade level consistency and address the needs of our targeted student subgroups.	Teachers will meet regularly in Data Teams to complete the 6-Step Data Team Process in both ELA and math through data analysis to make informed decisions and enhance instruction. SW6
		If QKS implements an effective Multi-Tiered Systems of Support (MTSS), then QKS will be able to identify struggling students, provide early interventions, and monitor their progress to improve their achievement.	QKS will use DIBELS, iReady Universal Screener, and the iReady online instructional program to identify struggling students, provide instructional support, and monitor their progress. SW6 QKS will use a class-size reduction teacher, PTTs, PPEs, and PPTs to provide small group instruction and appropriate interventions for students performing below grade level. SW6
		If QKS implements a Positive Behavior System, then students will come to school regularly, learn in a positive environment where they feel safe, and will develop five essential SEL skills which will “improve prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among student.	QKS will implement schoolwide: <ul style="list-style-type: none"> <i>Choose Love</i> SEL Program Morning Greetings Dolphin Acts of Kindness Project Wisdom (AWOW) H.E.A.R.T. Attendance Project After School Tutoring/Basketball (18902 - \$8,972) SW6 Attendance Tracking System Teachers will track and monitor students’ daily attendance and implement grade level and

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		(Durlak et al., 2011)” and improve attendance.	<p>schoolwide initiatives to improve attendance.</p> <p>Teachers will greet students at the door every morning to strengthen their relationship with their students and increase student engagement and their motivation to come to school.</p>
		If there is increased parent involvement and engagement, then student achievement and attendance will improve.	<p>QKS will provide parent engagement activities to increase parent involvement to support student learning, engagement, and attendance.</p> <ul style="list-style-type: none"> • School Community Council (SCC) • Open House • QKS Science Fair Showcase • Title I & Parent Community Networking Coordinator (PCNC) Parent Workshops • EL Parent Workshops & Events • Schoolwide & Grade Level Parent Involvement/Engagement Events • STEM Family Nights <p>SW 5, 7</p>
		If teachers use evidence-based instructional strategies and materials with real-life experiences to expand students’ understanding of the world, then students will improve their critical thinking, response/writing skills, ability to comprehend complex text and math word problems, and expand their vocabulary (all tiers) which will increase equity and student achievement.	<p>Students will receive instruction using Thinking Maps in ELA and math to organize their thought process to think critically.</p> <p>SW6</p> <p>Students will receive writing instruction using the Write Tools Process to effectively communicate their ideas using different writing genres.</p> <p>SW6</p> <p>Teachers will use core and supplemental instructional materials</p>

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			<p>(hard copy and online) and differentiated and small group instruction to provide targeted interventions within Tier 1 instruction to address students' needs. SW6</p> <p>Students will have access to online programs and resources that can be accessed from home to extend their learning opportunities beyond school hours. SW6</p> <p>Teachers will implement NGSS and instruct students in the scientific process and/or the engineering design process in order to participate (as an individual, small group, whole class) in the QKS Science Fair.</p> <p>Teachers will create TSI-CU action plans to address how they will support the SPED students in their classrooms. SW6</p> <p>TSI-CU subgroup students will be provided after school tutoring for additional supports to increase achievement. SW6</p>
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Innovation in Support of the Core: School Design and Student Voice

Part I

Describe your complex/school contexts for School Design and Student Voice. <i>(What needs are your school addressing with your School Design and Student Voice initiatives?)</i>	Describe your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. <i>(What are your School Design and Student Voice initiatives?)</i>	Describe your conditions for Success for School Design and Student Voice. <i>(What does your school need to have in place to successfully implement your School Design and Student Voice initiatives?)</i>
QKS will monitor that all students have equitable access to a quality education. (Equity and Access)	In order for all students to have equitable access to a quality education, school design must include multiple means for all students to access the curriculum through evidence-based strategies, along with appropriate supports, differentiation, and interventions. (Equity and Access)	Ensuring equity requires teachers to reflect on their instructional practices to ensure that all students have a plethora of opportunities to demonstrate their learning and celebrate their success as learners.
PD is highly valued by teachers to increase their knowledge of how to increase student equity and access, student excellence, and student agency in their classroom. (Capacity Building/Professional Development)	Teachers will receive PD based on their needs and input, and time will be provided to engage in meaningful conversations around student learning with colleagues in order to increase student agency, student equity and student excellence. (Capacity Building/Professional Development)	Teachers will be provided ample opportunities to give input on the types of PD they receive. Teachers must be able to identify what their professional needs are based on an analysis of quantitative and qualitative data.
To increase student engagement, students must be provided opportunities to give their input on what and how they learn and reflect on their learning as part of their personal growth and development. (Choice, Voice, and Collaboration, Student Agency)	Provide students with meaningful opportunities for student voice and allow them to give their input on decisions that affect their learning and daily activities. Increasing student engagement and activating their desire to learn will motivate them to come to school, improve average daily attendance, and reduce chronic absenteeism. (Choice, Voice, and Collaboration, Student Agency)	Teachers must develop a classroom environment where students feel safe to share their ideas without fear of judgement and to allow ample opportunities for student voice and choice.

Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> • All teachers will implement Thinking Maps and Write Tools Process in their classrooms and post on the school Google Drive site [student/teacher examples of six Thinking Maps per quarter and student writing samples using the Write Tools Process using the following writing genres: narrative (fiction), narrative (non-fiction), opinion, informational]. (Equity and Access/ Capacity Building/Professional Development) • All teachers/grade levels who attend a training outside of school will present their learning to the rest of the faculty and describe and document (in the appropriate grade level pacing guide(s) how the learning will be implemented into the curriculum. (Capacity Building/Professional Development) • All teachers/grade levels will develop a list of possible opportunities where students might be able to initiate student choice and student agency, receive feedback from students on the identified opportunities and record these opportunities in the various content area pacing guides. (Choice, Voice, and Collaboration, Student Agency) 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> • All teachers will continue to implement Thinking Maps and The Write Tools Process in their classrooms and post on the school Google Drive site [student/teacher examples of six Thinking Maps per quarter and student writing samples using the Write Tools Process using the following writing genres: narrative (fiction), narrative (non-fiction), opinion, informational]. (Equity and Access/ Capacity Building/Professional Development) • All grade levels will peer review each other using either Thinking Maps or Write Tools and provide feedback on how using either Thinking Maps or Write Tools increased equity and access in the lesson. (Equity and Access/ Capacity Building/Professional Development) • All teachers/grade levels who attend a training outside of school will present their learning to the rest of the faculty and describe and document (in the appropriate grade level pacing guide(s)) how the learning will be implemented into the curriculum. Capacity Building/Professional Development) • All teachers/grade levels will implement assignments/projects that 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> • All classroom teachers will refine Thinking Maps and The Write Tools Process in their classrooms and post on the school Google Drive site student/teacher examples of six Thinking Maps per quarter and examples of student writing using the Write Tools Program in the following writing genres: narrative (fiction), narrative (non-fiction), opinion, informational]. (Equity and Access/ Capacity Building/Professional Development) • All grade levels will peer review each other on new schoolwide practices and provide feedback for professional growth. (Equity and Access/ Capacity Building/Professional Development) • All teachers/grade levels who attend a training outside of school will present their learning to the rest of the faculty and describe and document (in the appropriate grade level pacing guide(s)) how the learning will be implemented into the curriculum. Capacity Building/Professional Development) • All teachers/grade levels will increase and refine assignments/projects that allows for more student choice and student agency. (Choice, Voice, and Collaboration, Student Agency)

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<p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Implementing evidence-based strategies and programs support access to learning for all students. (Equity and Access) • Providing PD allows teachers to learn new and better ways to expand equity and access in their class. (Capacity Building/Professional Development) • Teachers need and value professional learning opportunities with their peers over time, and such forums become the norm for professional learning and capacity building. (Capacity Building/Professional Development) • Providing opportunities for students to engage in student choice and student agency will increase their engagement and motivation to attend school which will increase student achievement and decrease chronic absenteeism. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Increased learning and achievement for all students, as learning strategies support unique student learning needs. • Teachers implement strategies independently or as a grade level, 	<p>allows for student choice and student agency. (Choice, Voice, and Collaboration, Student Agency)</p> <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Implementing evidence-based strategies and programs support access to learning for all students. (Equity and Access) • Providing professional development allows teachers to learn new and better ways to expand equity and access in their class. (Capacity Building/Professional Development) • Teachers need and value professional learning opportunities with their peers over time, and such forums become the norm for professional learning and capacity building. (Capacity Building/Professional Development) • Providing opportunities for students to engage in student choice and student agency will increase their engagement and motivation to attend school which will increase student achievement and decrease chronic absenteeism. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Increased learning and achievement for all students, as learning strategies support unique student learning needs. • Teachers implement strategies independently or as a grade level, 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Implementing evidence-based strategies and programs support access to learning for all students. (Equity and Access) • Providing professional development allows teachers to learn new and better ways to expand equity and access in their class. (Capacity Building/Professional Development) • Teachers need and value professional learning opportunities with their peers over time, and such forums become the norm for professional learning and capacity building. (Capacity Building/Professional Development) • Providing opportunities for students to engage in student choice and student agency will increase their engagement and motivation to attend school which will increase student achievement and decrease chronic absenteeism. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Increased learning and achievement for all students, as learning strategies support unique student learning needs. • Teachers implement strategies independently or as a grade level,
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<p>share successes and challenges with colleagues, and revise their instruction based on their students' formative and summative data.</p> <ul style="list-style-type: none"> • With more student voice opportunities, students will freely share their ideas and feedback on what they want to learn and how they want to demonstrate their learning. • Student engagement and average daily attendance increases while chronic absenteeism decreases. 	<p>share successes and challenges with colleagues, and revise their instruction based on their students' formative and summative data.</p> <ul style="list-style-type: none"> • With more student voice opportunities, students will freely share their ideas and feedback on what they want to learn and how they want to demonstrate their learning. • Student engagement and average daily attendance increases while chronic absenteeism decreases. 	<p>share successes and challenges with colleagues, and revise their instruction based on their students' formative and summative data.</p> <ul style="list-style-type: none"> • With more student voice opportunities, students will freely share their ideas and feedback on what they want to learn and how they want to demonstrate their learning. • Student engagement and average daily attendance increases while chronic absenteeism decreases.
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Part III

SY 2020-2021 Baseline Measures (beginning)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
<ul style="list-style-type: none"> • Introduce expectations and rationale for accountability in the implementation of evidence-based strategies, Thinking Maps, and Write Tools and the uploading of student work (Thinking Map and writing samples) to the QKS Google Drive site. • Introduce expectations and rationale for asking teachers to present their learning from training they attended outside of school to the rest of the staff. • Introduce expectations and rationale for teachers to identify opportunities where student voice and choice and student agency are being implemented. 	<ul style="list-style-type: none"> • Monitor implementation of evidence-based strategies, Thinking Maps, and Write Tools, and the uploading of student work (Thinking Map and writing samples) to the QKS Google Drive site. • Monitor teachers who have attended a training outside of school and provide time for them to share their learning with the rest of the staff. • Monitor progress of implementation in which teachers are providing opportunities for student choice and student agency. 	<ul style="list-style-type: none"> • Continue monitoring of the implementation of evidence-based strategies, Thinking Maps, and Write Tools, and the uploading of student work (Thinking Map and writing samples) to the QKS Google Drive site. • Monitor teachers who have attended a training outside of school and provide time for them to share their learning with the rest of the staff. • Monitor progress of implementation in which teachers are providing opportunities for student choice and student agency.

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
<ul style="list-style-type: none"> • By the end of the school year, 80% of students will be able to identify (with support) which Thinking Map (thinking process) to use when organizing information. • By the end of the school year, 80% of Gr. 1-5 students will be able to use the strategies from Write Tools to create a piece of writing for each of the following writing genres: personal narrative, fictional narrative, informational, opinion. • Using the SY 20-21 Panorama Student Survey Results, the average percentage of positive responses on the topic, "Valuing the School," will be higher than 79%. • Using the 2020 Strive HI results, Chronic Absenteeism will be lower than 18%. 	<ul style="list-style-type: none"> • By the end of the school year, 100% of classroom teachers will have uploaded the minimum number of Thinking Maps and writing samples. • By the end of the school year, the percentage of positive responses on the School Quality Survey (SQS) statement, "I am satisfied with the professional development opportunities the school provides for me" will be higher than 83%. • By the end of the school year, 100% of teachers who received PD outside of school will have presented their learning to the rest of the staff. • By the end of the school year, all grade levels will have completed their pacing guides and list areas where student voice and student agency may be implemented into the curriculum. 	Principal Curriculum Coordinator Grade Level Chairpersons


Part V: Student and Staff Outcomes (SY 2020-2021)

Enabling Activities	Measurable Outcomes	Cost and Source of Funding <i>(including Prog ID)</i>	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring <i>(completed by Complex Area, as appropriate)</i>
Provide PD opportunities (including sub days, instructional resources, and supplies) for teachers to enhance their teaching practices and further their professional growth to meet the needs of diverse student learners and increase equity and access in their classrooms.	100% of teachers who received PD outside of school will have presented their learning to the rest of the staff. 100% of teachers will implement what they learned from schoolwide PD.	WSF - \$3,000	Walkthrough observation CFAs iReady Diagnostic Results	Quarterly	Quarterly
Teachers will receive planning days (including sub days) to hold collaborative discussions and revise pacing guides/curriculum maps for ELA, math, NGSS, and social studies that will improve the consistency in instruction and grading practices and increase equity and access in their classrooms.	100% of grade levels will use their six planning days to revise pacing guides/curriculum maps for ELA, math, NGSS, and social studies.	18902 - \$26,988	Agendas Pacing Guides/ Curriculum Maps	Quarterly	Quarterly
QKS will use DIBELS and the iReady Universal Screeners and the iReady online instructional program (as well as additional supplemental instructional materials) to identify struggling students, provide instructional support and monitor their progress in order to increase equity and access in their classrooms.	100% of teachers will implement iReady with fidelity as monitored by the iReady Usage Report.	18902 – DIBELS - \$1,000 iReady - \$34,000	DIBELS Benchmark Reports iReady Usage Report	DIBELS – Three times a year iReady - Quarterly	Quarterly

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QKS will use a class-size reduction teacher, PTTs, PPEs, and PPTs to provide small group instruction and appropriate interventions for students performing below grade level to increase equity and access in their classrooms.	Class-size reduction teacher to be hired by the beginning of SY 20-21	18902 - \$87,925 (salary + fringe)	Walkthrough observation	Annually	Quarterly
Teachers will be provided with core and supplemental instructional materials (hard copy and online) that will help teachers differentiate their instruction to increase equity and access in their classrooms.	100% of teachers will use core and supplemental instructional materials to differentiate instruction for their students.	WSF - \$60,000 18902 - \$20,000	Walkthrough observation CFAs iReady Diagnostic Results	Quarterly	Quarterly
Provide students with online resources that can be accessed from home to extend their learning opportunities beyond school day hours and increase equity and access.	100% of students will be given access to iReady and BrainPOP online educational program.	18902 - \$3,500	iReady – iReady student login accounts BrainPOP account	Annually	Quarterly
Provide TSI-CU subgroup students with the opportunity to attend after school tutoring using the iReady instructional program to increase equity and access for those students.	100% of TSI-CU students participating in the after school tutoring program will complete and pass (70% correct) a minimum of two math and two ELA iReady lessons per week.	18902 - \$5,608	iReady Usage Reports Sign-in sheets	Quarterly	Quarterly
QKS will provide parent engagement activities to increase parent involvement in order to support student learning and student engagement.	Increase parent participation to grade level and schoolwide activities and events, as compared to the preceding school year.	18902 - \$2,000 18935 - \$1,914	Sign-in sheets	After each event	Quarterly

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>Pipeline of Emerging Ideas: To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p>
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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 the capacity to improve, and continuously advance student learning.

As the HDOE 2020-2030 Strategic Plan is finalized, a "Forward Focus" Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

Please describe your school's ideas around innovation and pilot projects.	Rationale for Emerging Ideas	Conditions for Success
<p>Exploratory Wheel Currently approximately 25% of QKS students participate in co-curricular/extra-curricular activities that the school is able to provide. These activities are offered after school and as a result, do not allow for large numbers of students to participate. To expand these kinds of opportunities for our students, QKS would like to develop an exploratory wheel program where ALL students would be able to participate in co-curricular/extra-curricular activities during the school day, regardless of their classroom performance. Teachers would have a choice of teaching something they are interested in and students would have the choice of attending any of the teachers' offerings. The number of sessions that teachers would offer would be determined at a later date.</p>	<p>QKS's mission is "to promote a school environment in which the child develops into an educated and well-round individual." In order for students to be "well-rounded," they need to be exposed to a variety of experiences. Offering co-curricular/extra-curricular activities to all students will help them to increase their knowledge base and apply what they have learned in their classrooms to real-life situations, but more importantly</p>	<ul style="list-style-type: none"> Teachers would teach something of interest to students that are not in their classrooms. Students will have choice in what explorations they would like to sign up for. Many times, co-curricular/extra-curricular activities are used as an incentive to motivate students; however, this exploratory wheel would be

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	ALL students (not only the selected or targeted ones) will have exploration opportunities.	open to ALL students regardless of their performance. Teachers would need to understand the purpose of the program and to have a paradigm shift of types of activities offered in the past.
<p>Design Thinking QKS teachers introduce and use the engineering design process with their students while teaching science during the school year in preparation for submitting science fair projects to the QKS Science Fair Showcase and for the Honolulu District Science Fair. The vast majority of science projects that were submitted in SY 19-20 used the engineering process. However, after receiving an introductory training on Design Thinking from Ian Kitajima from Oceanit during SY 19-20, teachers felt that students would benefit from learning using the Design Thinking Process in addition to the engineering design process.</p> <p>As a result, QKS teachers would like to experiment with implementing the Design Thinking Process in their classrooms in SY 20-21. Additional training may be necessary for teachers to feel comfortable with teaching the process to their students. However, teachers hope to use the process with their students at least once during the 20-21 school year.</p>	<p>The Design Thinking Process, while similar to the engineering design process, emphasizes and incorporates first and foremost, the concept of empathy. Introducing the concept of empathy would also fit in with the other core values that are taught in the Choose Love Social and Emotional Learning (SEL) Program. In addition, teaching the Design Thinking Process to students will give them an additional tool to help them find solutions to problems in any area of their lives.</p>	<ul style="list-style-type: none"> • Teachers would need additional training in using and implementing the Design Thinking Process with their students. • Teachers would need to find the time to implement the process in their already busy schedules. • Teachers would need the necessary materials for students to create prototypes of their designs. • Students will benefit from the Design Thinking process and learn to be more empathic and compassionate in finding solutions to solve real life problems.