



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

School Name: Ka`ewai ES
Principal Name: Bert Carter
Rochelle Mahoe, CAS

Farrington, Kaiser, Kalani Complex Area
Principal Signature: Bert Carter
CAS Signature: Rochelle Mahoe

Date: 04/14/2020
Date: 6/9/2020

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.

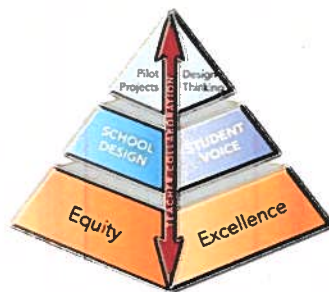
Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

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).

Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.

A Foundation for Change

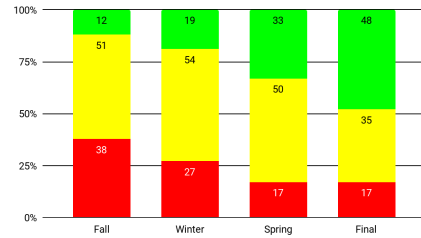
This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change	Key Strategies to Address and Promote Change																																																												
<div><p><u>SBA Data</u></p><table><tr><th></th><th>ELA</th><th>Math</th><th>Grade 3 Reading</th><th>EL Growth to Target</th></tr><tr><td>2016-17</td><td>41%</td><td>41%</td><td>68%</td><td>46%</td></tr><tr><td>2017-18</td><td>43%</td><td>34%</td><td>29%</td><td>40%</td></tr><tr><td>2018-19</td><td>41%</td><td>35%</td><td>74%</td><td>41%</td></tr></table></div> <div><p><u>iReady reading Data</u></p><div><p>Reading Diagnostic: K-5 SY 2018-19</p><table><thead><tr><th>Time Point</th><th>Red</th><th>Yellow</th><th>Green</th></tr></thead><tbody><tr><td>Fall</td><td>31</td><td>51</td><td>18</td></tr><tr><td>Winter</td><td>27</td><td>46</td><td>26</td></tr><tr><td>Spring</td><td>23</td><td>31</td><td>46</td></tr><tr><td>Final</td><td>19</td><td>29</td><td>52</td></tr></tbody></table></div><div><p>Reading Diagnostic: K-5 SY 2019-20</p><table><thead><tr><th>Time Point</th><th>Red</th><th>Yellow</th><th>Green</th></tr></thead><tbody><tr><td>Fall</td><td>30</td><td>56</td><td>14</td></tr><tr><td>Winter</td><td>23</td><td>46</td><td>31</td></tr><tr><td>Spring</td><td>22</td><td>38</td><td>40</td></tr><tr><td>Final</td><td></td><td></td><td></td></tr></tbody></table></div></div>		ELA	Math	Grade 3 Reading	EL Growth to Target	2016-17	41%	41%	68%	46%	2017-18	43%	34%	29%	40%	2018-19	41%	35%	74%	41%	Time Point	Red	Yellow	Green	Fall	31	51	18	Winter	27	46	26	Spring	23	31	46	Final	19	29	52	Time Point	Red	Yellow	Green	Fall	30	56	14	Winter	23	46	31	Spring	22	38	40	Final				<div><p>At Ka`ewai we will...</p><p>Utilize the MTSS framework to develop and provide targeted supports for all students in each of the 4 domains (academic, behavior, social emotional, and physical)</p><p>Conduct professional development in the area of EL to better understand the types of targeted supports needed to address language and vocabulary challenges.</p><p>Implement strategies from the rigor and relevance framework to provide consistent and effective tier 1 instruction.</p><p>Develop an RTI model to address the needs in math and refine the current model to address the needs in ELA.</p></div>
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Iready Math Data

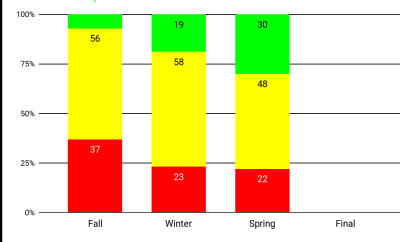
MATH Diagnostic: K-5

SY 2018-19



MATH Diagnostic: K-5

SY 2019-20

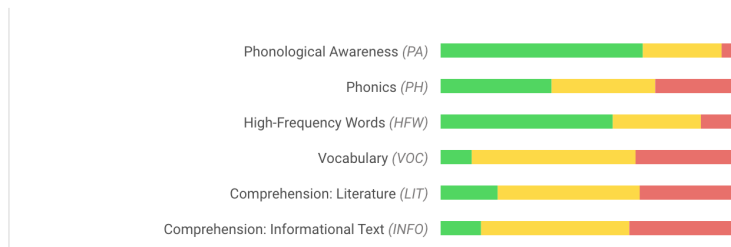


EL

37% of KES students are English Learners

Iready scores indicate vocabulary is consistently a need with little growth.

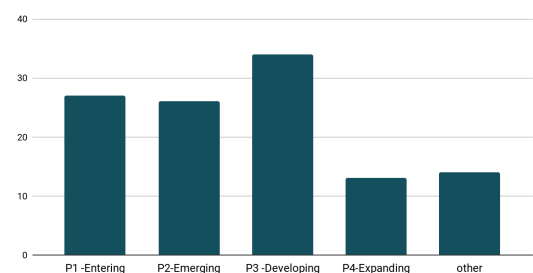
Placement By Domain



We continue to see more students in proficiency levels 1,2 and 3.

Number of Students in EL Proficiency Levels

source: LDS



Key HIDEOE Initiatives Addressed in the Plan	Lead(s)
Hawai`i: students are educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai`i's local and global contribution.	Bert Carter
Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.	Jill Yosimoto
School Design: Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai`i.	Jenna Valbuena
Empowerment: Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.	Janet Okabe
Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals	Bert Carter
Key School Initiatives Addressed in the Plan	Leads(s)
1. MTSS	Mirriam Tong, Janet Okabe, Anna Bruno, Jill Yoshimoto
2. RTI	Erica Kaneshiro
3. EL	Stephanie Yamamoto
4. Rigor, Relevance & Relationships	Britney Sabado, Jenna Valbuena

HIDOE and School Initiatives

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

Teaching and Learning Core: Equity and Excellence

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 need</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>
EL SPED Low SES	Collaboratively refine support for student personal and academic growth. This includes developing common understandings, clear outcomes, a process for monitoring, and a system to measure effectiveness.	<p>If we implement the MTSS systems consistently we will see improvement in student achievement.</p> <p>If we consistently implement strategies that meet student needs in Tier 1, 2 and 3, and we monitor the impact on learning, student achievement will increase.</p> <p>If teachers understand the school systems that support students, then they would be able to follow a process to ensure students receive support in a timely manner.</p>	<p>MTSS</p> <p>Identify tier 1, 2 and 3 supports in all four domains:</p> <ul style="list-style-type: none"> ● Behavior <ul style="list-style-type: none"> ○ Proactive Classroom management strategies ○ behavior matrix ○ RFA ○ PBIS ● Academic <ul style="list-style-type: none"> ○ RTI ○ RFA ● Social Emotional <ul style="list-style-type: none"> ○ Choose Love ● Physical <ul style="list-style-type: none"> ○ To be determined after receiving further professional development <p>Develop a procedure for providing and monitoring the levels of support.</p>

Teaching and Learning Core: Equity and Excellence

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

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified needs	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.	What is your Theory of Action (If-Then) to improve the achievement gap?	What are your enabling activities to improve the achievement gap?
EL	<p>Reflecting on WIDA scores, finding an area of strength proves challenging. WIDA scores over time indicate a need in the areas of speaking and writing. Focusing on these areas will help address vocabulary which is essential for academic success.</p> <div><p>ACCESS for ELLs 2.0 2018-2019</p><p>K-5 Averages</p><p>ACCESS for ELLs 2017-2018</p><p>K-5 Averages</p></div>	<p>If teachers applied EL strategies consistently, then students would show greater growth in language and vocabulary.</p> <p>If there were school wide expectations for teachers to provide more opportunities for students to use academic language, then WIDA scores would improve.</p>	<p>Professional development on EL vocabulary and language development strategies and a plan to monitor implementation.</p> <ul style="list-style-type: none">Consultant provided by HDO <p>Create a structure to provide for language and vocabulary needs at students' language proficiency level.</p>

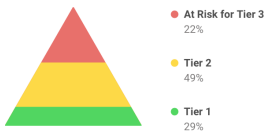
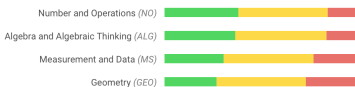
	<p>Placement By Domain</p>		
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EL SPED Low SES	<p>While there continues to be growth on our quarterly iready assessments in reading and math, there are still a large number of students who are not meeting grade level standards.</p> <p>MATH Diagnostic: K-5 SY 2019-20</p> <table border="1"> <thead> <tr> <th>Season</th> <th>Green</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>7</td> <td>56</td> <td>37</td> </tr> <tr> <td>Winter</td> <td>19</td> <td>58</td> <td>23</td> </tr> <tr> <td>Spring</td> <td>30</td> <td>43</td> <td>23</td> </tr> </tbody> </table> <p>Reading Diagnostic: K-5 SY 2019-20</p> <table border="1"> <thead> <tr> <th>Season</th> <th>Green</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>18</td> <td>56</td> <td>26</td> </tr> <tr> <td>Winter</td> <td>31</td> <td>46</td> <td>23</td> </tr> <tr> <td>Spring</td> <td>40</td> <td>38</td> <td>22</td> </tr> </tbody> </table>	Season	Green	Yellow	Red	Fall	7	56	37	Winter	19	58	23	Spring	30	43	23	Season	Green	Yellow	Red	Fall	18	56	26	Winter	31	46	23	Spring	40	38	22	If teacher instruction is rigorous and relevant, and relationships are established, then there would be fewer students in need of higher levels of support.	Professional development on the ICLE rigor, relevance and relationship framework, specifically on authentic resource and academic discussion.
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Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified need</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>

<p>EL SPED Low SES</p>	<p>Criterion Referenced Overall Placement ⓘ</p>  <p>Placement By Domain</p>  <p>Although the iready data shows a bigger need in the other domain, the foundational skills of numbers and operations are required for success in the other domains.</p> <p>Ensure curriculum and instruction are being implemented consistently and with fidelity so that CCSS and GLOs are addressed.</p>	<p>If teachers used specific, research-based teaching practices for a high-quality mathematics education, then students would be more prepared.</p> <p>If a schoolwide RTI system to address numbers and operations was implemented, then we would systematically address student needs based on data.</p>	<p>Professional development on specific, research-based teaching practices and a plan to monitor implementation.</p> <ul style="list-style-type: none"> • Consultant provided by HDO <p>Establish a RTI system for math to address the challenges in numbers and operations.</p>
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Innovation in Support of the Core: School Design and Student Voice

Part I

<p><i>Describe your complex/school contexts for School Design and Student Voice.</i></p> <p>Ka'ewai has a high poverty and EL population. To provide equity and access to learning for all, it is necessary to have clear systems and supports in place to address the academic gaps.</p>	<p><i>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</i></p> <p>These systems and supports will include:</p> <ul style="list-style-type: none"> • Developing stronger academic and behavioral systems through the MTSS framework will allow us to implement best 	<p><i>Describe your conditions for Success for School Design and Student Voice</i></p> <p>Follow the Plan Do Check Act model to ensure consistent implementation occurs and adjustments are made as necessary.</p> <p><u>Plan</u></p>
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	<p>practices that meet the needs of all students.</p> <ul style="list-style-type: none"> Developing a schoolwide RTI system in math will help students meet math standards. Implementing appropriate EL strategies will help our EL learners show growth in language and vocabulary. Implementing the Rigor, Relevance and Relationships strategies will provide students with quality instruction that engages them and inspires them to dream. 	<p>Use the Academic review team, MTSS team and academic committees to create an implementation plan for our initiatives.</p> <p>Do Implement the schoolwide plans created. Use Data Teams and grade level planning time to ensure that school initiatives are implemented.</p> <p>Check Monitor our progress through collected data (Part III)</p> <p>Act Use the data team and ART process to adjust strategies based on data collected</p> <p>Examine and use data from Panaroma student surveys to make improvements.</p>
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Innovation in Support of the Core: School Design and Student Voice

***Clearly, the initiatives for Kaewai are HMTSS, EL (vocab and language development), RTI (identifying and addressing struggling students in math), Math (numbers and operations) and ICLE (rigor, relevance, relationships). To strengthen your plan, defining implementation, student, and teacher outcomes over three years, as well as over one year would provide clear and actionable steps in how to rise up to meet expectations. Your Related Theory of Actions beg for consistency and meeting expectations. Being explicit as possible would be one way to define what consistency looks like.

Provided a simplei EXAMPLE of the use of descriptive language. Providing answers for the HOW might be another way to look at it (steps to get to where we want to be). Please delete and customize for Kaewi.

Part II (over three years)

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p><i>What are your measurable outcomes around School Design and Student Voice</i></p> <ul style="list-style-type: none"> Consistently use Collaborative Instructional Review(CIR) Process to collect data on the implementation of 	<p><i>What are your measurable outcomes around School Design and Student Voice</i></p> <ul style="list-style-type: none"> Consistently use Collaborative Instructional Review(CIR) Process to collect data on the implementation of 	<p><i>What are your measurable outcomes around School Design and Student Voice</i></p> <ul style="list-style-type: none"> Consistently use Collaborative Instructional Review(CIR) Process to collect data on the implementation of

<p>higher level questioning and meaningful work.</p> <ul style="list-style-type: none"> • Iready math and reading will show student growth • Iready vocabulary data will show what EL students might need intensive vocabulary development, which will be addressed during core instruction. This will be done during Data Teams and monitored by admin.growth • WIDA growth to target will increase 	<p>higher level questioning and meaningful work.</p> <ul style="list-style-type: none"> • Iready math and reading will show student growth • iready vocabulary will show what EL students might need intensive vocabulary development, which will be addressed by differentiation strategies during core instruction and RTI. This will be done during Data Teams and monitored by coaches.growth • WIDA growth to target will increase 	<p>higher level questioning and meaningful work.</p> <ul style="list-style-type: none"> • Iready math and reading will show student growth • iready vocabulary will show what EL students might need intensive vocabulary development and iReady reading reports will show EL academic language needs, which will be addressed by differentiation strategies during core instruction and during the RTI block. This will be done during Data Teams and monitored by classroom teachers and supported by coaches as needed.growth • WIDA growth to target will increase
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Innovation in Support of the Core: School Design and Student Voice

Part III (over one year)

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
<p><u>Enabling activity: Math RTI and EL support</u></p> <ul style="list-style-type: none"> • Administer iready reading and math to establish a baseline data point which will be used to determine growth throughout the year. • Identification of EL students in need of vocabulary development using i-Ready data. Students who are more than one grade level below will be targeted. • During Data Teams, teachers will identify math vocabulary acquisition levels, use Can Do Descriptors to know what students know how to do, then will identify specific strategies to use during core instruction 	<p><u>Enabling activity: Math RTI and EL support</u></p> <ul style="list-style-type: none"> • Analyze quarter 2 and 3 iready data to determine growth in math and reading specifically in numbers and operations and vocabulary domains. • After analyzing data, EL students still in need of vocabulary development who are more than one grade level below and/or who did not increase by at least 25 points in typical growth will be targeted. • During Data Teams, teachers will identify math vocabulary acquisition levels, use Can Do Descriptors to know what students know how to do, then will identify specific 	<p><u>Enabling activity: Math RTI and EL support</u></p> <ul style="list-style-type: none"> • Analyze final iready data to determine growth in math and reading specifically in numbers and operations and vocabulary domains • Compare iready data to SY 19-20 to determine the impact of our enabling activities. • After analyzing data, etc.... • During Data Teams, etc... • WIDA growth to target will increase <p><u>Enabling activity: Rigor, relevance & relationship</u></p>

<p><u>Enabling activity: Rigor, relevance & relationship</u></p> <ul style="list-style-type: none"> Analyze Collaborative Instructional Review(CIR) rubric data from SY 19-20 on the implementation of higher level questioning and meaningful work to determine the level of implementation. <p><u>Enabling activity: MTSS</u></p> <ul style="list-style-type: none"> Identify students in need of tier 1, 2 and 3 support based on the initial diagnostic. Identify students in need of behavioral support using incident reports and request of assistance forms. Identify the necessary levels of support needed for positive behavior. 	<p>strategies to use during core instruction. Coach will support teachers with the most students who did not make grade level gains in their second diagnostic</p> <p><u>Enabling activity: Rigor, relevance & relationship</u></p> <ul style="list-style-type: none"> Collect and analyze data from Collaborative Instructional Review (CIR) rubrics on the implementation of higher level questioning and meaningful work to determine if teachers are improving their implementation. <p><u>Enabling activity: MTSS</u></p> <ul style="list-style-type: none"> Monitor the growth of students in each tier and adjust support as necessary. Decrease in the number of students needing positive behavior support based on incident referrals and RFA forms. 	<ul style="list-style-type: none"> Collect and analyze data from Collaborative Instructional Review (CIR) rubrics on the implementation of higher level questioning and meaningful work to determine if teachers are improving their implementation. <p><u>Enabling activity: MTSS</u></p> <ul style="list-style-type: none"> There will be an increase in the number of students proficient based on the iready diagnostic data. There will be fewer students in tier 3. There will be a decrease in the number of incident referrals as compared to SY 19-20.
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Innovation in Support of the Core: School Design and Student Voice

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
<ul style="list-style-type: none"> All students will show growth on iready, specifically in the areas of vocabulary and numbers and operations. WIDA growth to target will increase for ELs. There will be a decrease in the number of students needing positive behavior support. Panaroma student surveys will show positive feelings about their classroom climate and the instruction they are receiving. 	<p>Teachers will move up a level on the collaborative instructional review rubric in the areas of higher level questioning, meaningful work, authentic resources and academic discussion.</p>	<p>Bert Carter/ Jill Yoshimoto</p>

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

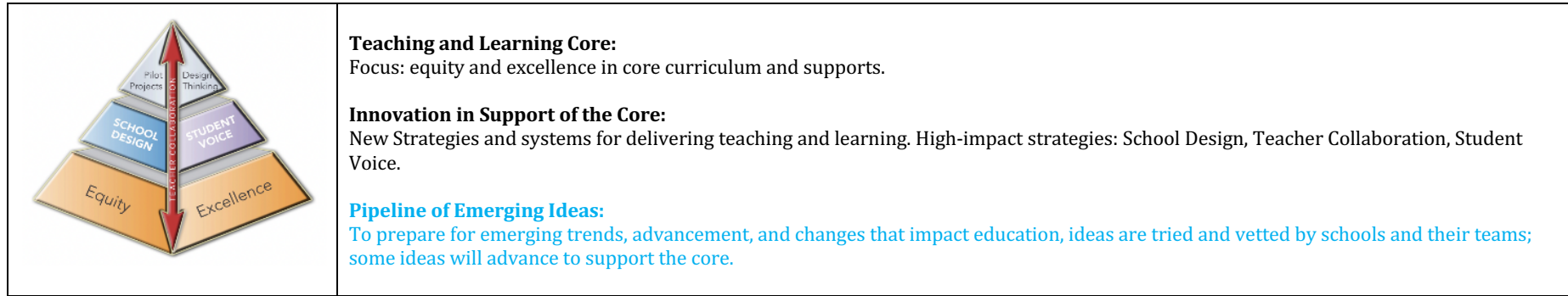
Part V

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activities (including frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (including frequency)
Professional Development on language acquisition and vocabulary development	Title 1	Analyze final iready data to determine growth in the vocabulary domains Compare iready data to SY 19-20 to determine the impact of our enabling activity WIDA growth to target will increase	Use quarterly share out and ART structures to track the growth in vocabulary and share success.		
Professional development on research-based teaching practices for a high-quality mathematics instruction	WSF/Title 1	Analyze final iready data to determine growth in math and reading specifically in numbers and operations and Compare iready data to SY 19-20 to determine the impact of our enabling activity.	Use quarterly share out structure and ART structures to track the growth in numbers and operations and share success.		

Professional development of the ICLE rigor, relevance and relationship framework.	Title 1	Teachers will move up a level on the collaborative instructional review rubric in the areas of higher level questioning, meaningful work, authentic resources and academic discussion.	Twice a quarter walkthroughs will be conducted using the ICLE CIR rubrics.		
Technology and Supplies to support rigorous and relevant lessons.	Title 1	Compare iready data to SY 19-20 to determine the impact of our enabling activity	Use quarterly share out and ART structures to track the growth in numbers and operations and share success.		

Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.

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 the capacity to improve, and continuously advance student learning.

As the HIDOE 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*.

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
Build relationships and connection with families so that we are able to provide family support where needed, for example, community outreach activities, coffee talks based on parent needs, community partnerships, and parent trainings.	Poverty is one of our most complex areas of need. If we can provide support for families and bridge the gap between school and home, it will result in academic improvement.	All staff members would need to support this initiative. Build community partnerships