



Hawaii Department of Education: 2020 Academic Plan

School Year: 2020-2021

Kahala Elementary
Loretta Yee, Principal
Rochelle Mahoe, FKK CAS

Principal Signature: *Loretta Yee* Date: 5/26/2020
CAS Signature: *Rochelle Mahoe* Date: 4/4/2020

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.

HIDOE Learning Organization

Teaching and Learning Core:

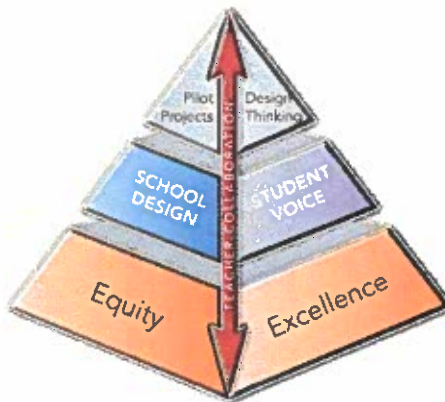
Focus: equity and excellence in core curriculum and supports.

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 HIDOE 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 HIDOE 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
<p>After reviewing our WASC Recommendations from Spring 2019 and based on our 2020 Comprehensive Needs Assessment, we identified the following 2 areas for Kahala Elementary:</p> <ul style="list-style-type: none"> ● Closing the Achievement Gap <ul style="list-style-type: none"> a) Special Education Kahala’s Special Education population remains steady between 35 to 41 students in grades Pre K-5 in the SY 2015-16 to SY 2019-2020. Their proficiency scores in ELA from SY 2016-17 to SY 2018-19 are 8%, 20%, and 0% respectively and 17%, 20%, and 8% in math for those same years. b) English Learners (EL) Our EL data shows that as a subgroup, they have been decreasing in proficiency in ELA from SY 2016-17 to SY 2018-19 with scores of 55%, 54%, and 47% respectively and 45%, 50%, and 50% in math for those same years. It is important to note that our EL population has quadrupled from 24 students in SY 2015-16 to 88 students in SY 2019-2020. This coupled with our EL Growth to Target data, where 52% of our EL students are on track to being English proficient, compared to the state target of 69%, make the wide gap in our scores a priority. c) Low SES As a subgroup, the students in the Low SES group perform below the Non-High Needs Students ELA from SY 2016-17 to SY 2018-19 with scores of 59%, 65%, and 41% respectively and 53%, 60%, and 59% in math for those same years. Our population of Low SES students has increased in the last 3 years from 66 to 82. 	<p>Kahala School will work towards strengthening our Tier 1 instruction to promote change in our areas of need. We want to/will make growth our focus by having a continuous and relentless pursuit of progress and growth in the development of ourselves and our students as learners. Providing high quality Tier 1 ELA instruction to all students is a top priority.</p> <p><u>Closing the Achievement Gap</u> In order to find ways to adequately accommodate our higher needs students, we will challenge ourselves to implement research-based strategies; be receptive to new ideas and suggestions; know our students' needs and to plan mindfully. This will strengthen our Tier 1 instruction as we work together to shift our thinking from “my students” to “our students.”</p> <p>In promoting changes in student outcomes when addressing our gap learners, we would like to look at our data monitoring systems. We not only want to utilize our universal screeners, but triangulate our classroom data to make informed decisions about our teaching. Teacher coaching and feedback may be the necessary next steps we need to take in order to start closing the achievement gap.</p> <p>We also need to look at the reasons students do not perform well. Taking anecdotal responses regarding test taking that include components such as time and focus are things for us to consider. We would like to identify benchmarks for student outcomes and determine that if their rate of progress is slower, we ensure we are consistently, and across</p>

<ul style="list-style-type: none"> ● Early Literacy <p>Our data illustrates, when we look at cohorts of students from SY 2015-16 to SY 2018-19, in the DIBELS Letter Naming Fluency and Words Correct, as a group perform consistently in grades K-3. Then, when we look at how these students performed on the SBA in grades 3-5, we find these same students were not proficient. This is especially true for those in our gap groups.</p>	<p>grade levels all using effective practices.</p> <p><u>Early Literacy</u></p> <p>Our focus in Early Literacy centers on all of our students being able to access the concepts and skills needed to be successful readers by grade 3 in their classrooms. The focus will be on inclusive practices, vocabulary instruction, and implementation of OG. We understand that the success of our early literacy initiatives informs the achievement gap that we see in grades 3-5.</p>
--	--

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)
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. <i>Strategies: Na Hopena A'o, Aina-based Science and STEM, 'Olelo Hawaii, Multilingualism, and Civic Engagement.</i>	Principal
Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. <i>Strategies: High Quality Teachers, Co-Teaching and Inclusion, Literacy for Learning, Career Pathways, Middle Years Experience.</i>	Principal (with Instructional Leadership Team)
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. <i>Strategies: Diverse School Portfolio, Computer Science, Secondary Instructional Design, Family and Community Engagement, Quality Curriculum</i>	Principal (with Instructional Leadership Team, PTO, SCC)
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. <i>Strategies: Tri-Level Empowerment Structure, Student Voice, Leadership Development, Innovative Curricular Design, System Modernization</i>	Principal
Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. <i>Strategies: Industry Partnerships, Commercial Enterprise, Sustainability Hawai'i, Innovative Use of Facilities, HIDOE Institutional Advancement Approach.</i>	Principal
Key School Initiatives Addressed in the Plan	Lead(s)
Equity: English Learners - HIDOE/West ED Success Initiative	Principal and Academic Coach Lori Morales

2020-2021 Academic Plan: [Kahala]

Equity: Special Education	SSC Cynthia Beppu, SPED GLC Kelly Gomes
Equity: Early Literacy (OG)	Curriculum Coordinator Robynne Ching, Academic Coach Lori Morales
Equity: Close Achievement Gap (Tier 1 and II Instruction, Data Teams)	Curriculum Coordinator Robynne Ching, Academic Coach Lori Morales
School Design: Parent/School Engagement and Innovation	Principal and ILT with SCC/PTO
Hawaii: HMTSS	MTSS (RTI-B) Committee: (Principal, SSC, Counselor, Curr Coord, Academic Coach, Classroom Teacher)
Hawaii: Safety Committee	Key Staffers: Princ, Head Custodian, Cafe Manager, SASA, Counselor, SSC, Academic Coach, Curriculum Coordinator, Librarian, Health Assistant

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
<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>
Special Education Learners <ul style="list-style-type: none"> ● Systematic and direct vocabulary instruction. ● Need to be able to make connections between what they know and what they are learning. ● Math skills and concepts taught in concrete ways before moving on to abstract representations. 	Special Education Learners Proficiency in 2016-2017 <ul style="list-style-type: none"> ● ELA Achievement- 8% ● Math- 17% 2017-2018 <ul style="list-style-type: none"> ● ELA Achievement- 20% ● Math- 20% 2018-2019 <ul style="list-style-type: none"> ● ELA Achievement- 0% ● Math- 8% 	If we utilize research based strategies with evidence to support students with learning disabilities then consistent implementation of these strategies would lead to increased achievement in this area.	<ul style="list-style-type: none"> ● Use high impact, research based strategies for students with learning disabilities by using actionable data to drive instructional decisions. <ul style="list-style-type: none"> ○ These strategies include think aloud techniques, co-constructing of criteria, and feedback cycles. ● Monitor the effectiveness of OG to track student progress to specific goals. ● Employ differentiated strategies for learners, including small group learning where the content and skills are scaffolded but not diminished in rigor. ● Connect with general education teachers on units that affect the learning blocks of the special education learners. ● Use data to help students make larger gains than they already do by helping students goal set.

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>English Language Learners</p> <ul style="list-style-type: none"> • All teachers are teachers of language • Impactful Tier 1 instruction • Systems of support to be in place for Tier 2 and 3 	<p>English Language Learners Proficiency in 2016-2017</p> <ul style="list-style-type: none"> • ELA Achievement- 55% • Math- 45% <p>2017-2018</p> <ul style="list-style-type: none"> • ELA Achievement- 54% • Math- 50% <p>2018-2019</p> <ul style="list-style-type: none"> • ELA Achievement- 47% • Math- 50% <p>WIDA-Access for ELLs</p> <p>2017-2018</p> <ul style="list-style-type: none"> • Levels 1-4- 60 students • Levels 5-6- 4 students <p>2018-2019</p> <ul style="list-style-type: none"> • Levels 1-4- 78 students • Levels 5-6- 13 students <p>Growth to Target</p> <p>2017-2018</p> <ul style="list-style-type: none"> • State Target- 69% • Kahala School- 60% <p>2018-2019</p> <ul style="list-style-type: none"> • State Target-70% • Kahala School- 50% 	<p>If we invest our time in strategies that ask learners to make their learning visible, then learners will be able to explain their understanding of the skills and concepts and teachers will know where they need to make adjustments to their teaching.</p>	<ul style="list-style-type: none"> • Academic discussion- teachers explore a variety of ways for students to have academic discussions in order to increase students' ability to explain their thinking and learning. • Direct vocabulary instruction- teachers use a system to teach academic vocabulary. • Modeling- explicit modeling, showing your thinking • Problem solving and number talks- teachers use the Standards For Mathematical Practice to guide their teaching of problem solving

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
<p><i>Identify the targeted subgroup and their identified need</i></p>	<p><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></p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p>
<p>Economically Disadvantaged Learners</p> <ul style="list-style-type: none"> • Rigorous instruction and communicating high expectations for learning • Tier 1 and 2 instruction that includes a data system that helps identify at risk students early and provides appropriate interventions. 	<p>Economically Disadvantaged Learners Proficiency in</p> <p>2016-2017</p> <ul style="list-style-type: none"> • ELA Achievement- 61% • Math- 59% <p>2017-2018</p> <ul style="list-style-type: none"> • ELA Achievement- 63% • Math- 62% <p>2018-2019</p> <ul style="list-style-type: none"> • ELA Achievement- 39% • Math- 43% 	<p>If we use expanded visual schedules and clear learning intentions and success criteria, then learners will be able to comprehend instruction and ask questions about their own understanding, while teachers will be able to instruct with clarity and purpose.</p>	<p>Tier 1 and 2 instruction that includes a data system that helps identify at risk students early and provides appropriate interventions.</p> <ul style="list-style-type: none"> • Clarity in planning-knowing where we are going and how we will get there provides clarity for teachers and learners. <ul style="list-style-type: none"> ◦ This includes: learning progressions, learning targets and success criteria, meaningful learning experiences, and designing assessments. <p>When we look at the impact of our instruction, we will use</p> <ul style="list-style-type: none"> • Data teams and common formative assessments <ul style="list-style-type: none"> ◦ Using a modified version of Pearson Learning Teams will help grade levels look at the impact of strategies. ◦ Meeting as grade level teams with support teachers to discuss and a commitment to small group instruction

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
<p><i>Identify the targeted subgroup and their identified need</i></p>	<p><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></p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p>
<p>GAP Group Learners-Early Literacy</p> <ul style="list-style-type: none"> • Tier 1 and 2 instruction that includes a data system that helps identify at risk students early and provides appropriate interventions. • Practice of foundational skills and concepts in a variety of settings 	<p>2018-2019</p> <p>Grade 5</p> <ul style="list-style-type: none"> • In Grade 5, there were 15 students in a GAP group (2 new with no scores, 1 taking the Alt HSA). Of the 12 students left, 3 were proficient in the SBA. Of the 9 students left, all have been not proficient in fluency and/or lexile scores in grades K-3. <p>Grade 4</p> <ul style="list-style-type: none"> • In grade 4, there were 23 students in a GAP group, 6 were proficient in the SBA. Of the 17 students that were left, 3 have no scores. Of the 14 students left, 13 have not been proficient in grades K-3 in fluency and/or lexile. 	<p>If we commit to clarity and mindfulness in our planning for Tier 1 instruction, then we will be able to meet the needs of all learners.</p> <p>If we incorporate transparency of data into our conversations about our instruction and impact, and look at data in varied situations, then we will be able to effectively target our instruction, which will help learners meet their learning outcomes.</p>	<ul style="list-style-type: none"> • Align OG for grades K-2 and SpEd-give teachers a clear scope and sequence. • Implement ways of taking data and using data to target students' needs in small groups. • Collection and usage of formative data to guide whole class and small group instruction.

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

Part I

<p>Describe your complex/school contexts for School Design and Student Voice.</p> <p>(STUDENTS) Equity and Access</p> <ul style="list-style-type: none"> • Our school is committed to equitable access to quality education for all students. <p>(TEACHERS) Capacity Building/Professional Dev.</p> <ul style="list-style-type: none"> • We value professional development as a way of enhancing our instructional practices. <p>(STUDENT VOICE) Choice, Voice, and Collaboration</p> <ul style="list-style-type: none"> • Schools provide structures and opportunities for students to engage in projects, the community, and each other. 	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p> <p>(STUDENTS) Equity and Access</p> <ul style="list-style-type: none"> • Teachers will find ways to know all of our learners well in order to remove the barriers that prevent them from accessing the curriculum. • Teachers will incorporate many points of access for our learners, which include ways of differentiating learning and timely interventions. • Kahala Elementary will continuously self-evaluate our efforts based on achievement data (universal screeners, formative and summative checks) to determine if all students are being provided with differentiated support within a rigorous teaching and learning environment. <p>(TEACHERS) Capacity Building/Professional Dev.</p> <ul style="list-style-type: none"> • Professional development will focus on building capacity in our teachers and staff in ways that support our vision and mission. • Professional development will focus on supporting our school design and the systems that support the needs of our learners. <ul style="list-style-type: none"> ◦ Small group instruction and differentiation, cycles of feedback, data driven systems of support, and criteria building. <p>(STUDENT VOICE) Choice, Voice, and Collaboration</p> <ul style="list-style-type: none"> • Students will participate in new ways of learning that allow for collaboration, decision making, and goal-setting within their classroom communities, as well as with the community beyond Kahala as well. 	<p>Describe your conditions for Success for School Design and Student Voice</p> <p>(STUDENTS) Equity and Access</p> <ul style="list-style-type: none"> • Developing a system of data and interventions will support our teachers and ensure the success of our learners. This includes: an actionable data system, evidence-based practices and family engagement. • Engaging in discussions around learners to implement timely interventions to be done within a structured time. • In order to serve our students, we need to revise our mindsets to the belief that all students can experience success in school. <p>(TEACHERS) Capacity Building/Professional Dev.</p> <ul style="list-style-type: none"> • Having a guiding vision for our professional development plan, with the understanding it is a living document, ensures that all faculty and staff engage in meaningful opportunities to meet the needs of all learners. • Our teachers help to hold each other accountable and work together to use the strategies learned and the feedback received. <ul style="list-style-type: none"> ◦ Peer observations using the micro-teaching model will help us use new and untried strategies in a safe environment with minimal risk, but with the potential for high impact for students. <p>(STUDENT VOICE) Choice, Voice, and Collaboration</p> <ul style="list-style-type: none"> • Creating supportive and safe communities within our school helps students freely express both what they need and what they have learned.
---	--	---

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

Part II (over three years)

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 grade levels will plan collaboratively for at least one unit of learning (learning progression) per semester in language arts or math and social studies that includes differentiation and assessment. (Equity and Access) • All grade levels will participate in an agreed upon system of support that includes data collection, collaboration with support staff, and discussions around early risk indicators for all students. (MTSS) • Given a series of classroom visits and observations, 80% of teachers will be implementing instructional strategies from a recent professional development session. (Capacity Building/Professional Development) • Given opportunities provided in all classrooms, 80% of students have the opportunity to express their ideas through discussions and projects, and reflect on their learning. (Choice Voice, Collaboration) 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> • Continue to plan collaboratively for at least one unit of learning (learning progression) per semester in language arts or math and social studies that includes differentiation and assessment. Each learning progression will aim to engage students in inquiry and collaboration and a connection with the community. (Equity and Access) • All grade levels will participate in weekly planning for specific interventions, collect data, and differentiated instruction for all gap students in a timely manner. (MTSS) • As a part of their planning and collaboration, all teachers will collect and analyze data to determine the impact of high leverage instructional strategies. Teachers will reflect and plan for next steps. (Capacity Building) 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> • All students will participate in a cycle of interdisciplinary inquiry, utilizing multiple ways to solve a problem. (Inquiry and Problem Solving) • In a series of classroom observations or walkthroughs, 90% of teachers will engage students in learning that reflects their interests while maintaining the rigor and alignment of content standards. (Personalized Learning) • In a series of classroom visits and observations, with continued guidance from support staff, 90% of teachers will show evidence of improved practice for the instructional strategies guided by our school's professional development plan. (Capacity Building)

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

Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● We will plan units of learning in order to provide consistency throughout the grade level and school. Within the units, differentiation and using formative assessments will help address the needs of those in the gap group. (Equity and Access) ● Part of planning includes meeting the needs of Tier 2 and/or Tier 3 students. With specific planning, we will try to determine what worked or didn't work in the lesson and adjust instruction so all students become proficient. (MTSS) ● We want to ensure that teachers are using the strategies that they were taught. The sooner teachers implement the strategies, the easier it is to adopt the strategies as teaching practice. (Capacity Building/Professional Development) ● We want to include as many student voices as possible as we build our classroom and school communities. When students feel they are valued members of a community, they will express their ideas about their own learning. (Choice, Voice, Collaboration) 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● Planning units to include inquiry and collaboration with a connection to the community is a way for teachers to increase student engagement in their learning. (Equity and Access) ● Weekly grade level meetings for students who are not making adequate progress towards grade level standards will help teachers plan and share interventions, and how to scaffold learning for learners. (MTSS) ● In order to get a full picture of student learning, teachers need to be able to triangulate data by assessing in multiple ways over the course of a unit of learning. (Capacity Building) 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● We would like more of the inquiry process to be in the hands of learners. Learners will be able to steer the direction of the inquiry through a project based model of inquiry. (Inquiry and Problem Solving) ● Through the learning progressions teachers build, they will be able to offer a variety of learning situations that reflect the interests of the learners. These learning opportunities, based on their interests will increase their engagement and motivation to their learning. (Personalized Learning) ● Once a strategy is learned, it becomes vital that teachers be able to reflect on their practice with their peers, show the impact of the strategy on learner outcomes, and the decision making process that occurred as they planned, then later taught. (Capacity Building)

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

Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p>How will you know that improvement is occurring?</p> <ul style="list-style-type: none"> • When teachers plan together, it helps them to understand their students' needs, making decisions about interventions and differentiation easier. (Equity and Access) • Together we will develop and implement a system of support for low performing learners during faculty collaboration times. (MTSS) • Teachers will begin to test out strategies independently, share outcomes with colleagues, and seek out new strategies from a variety of sources. (Capacity Building/Professional Development) • Students will feel empowered that they have a voice in the classroom, and even reluctant "sharers" will express their ideas more willingly. As students reflect on their learning, they will begin to understand the learning target, its purpose, and how they met or did not meet that target. (Choice, Voice, Collaboration) 	<p>How will you know that improvement is occurring?</p> <ul style="list-style-type: none"> • Teachers planning collaboratively will give them time to develop learning progressions and begin to find ways to engage learners in a deeper way. (Equity and Access) • With a dedicated time to plan with their grade levels and support teachers, we will begin to see an impact on our gap learners. (MTSS) • Teachers will become accustomed to taking data in multiple ways and have systems in place that make it an integral part of their lesson and unit plans that informs their teaching, rather than a separate system working outside of the learning process. (Capacity Building) 	<p>How will you know that improvement is occurring?</p> <ul style="list-style-type: none"> • Teachers will see an increase in student voices and engagement through the process with information gathered anecdotally, observations, and surveys. (Inquiry and Problem Solving) • Students will use the language of learning that reflects the content standards as expressed through the learning targets and success criteria. (Personalized Learning) • Using microteaching, teachers will use strategies and analyze their teaching and impact. (Capacity Building)

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>In a series of articulation meetings, teachers will come to common understandings about planning and student outcomes. Data in the form of minutes and planned learning progressions will be collected.</p> <ul style="list-style-type: none"> Teachers will start to plan during articulation meetings for a standards-based unit of learning. The learning progression will include Tier 1 small group planning. Teachers will bring data and have kid talks during articulation meetings to facilitate interventions in Tier 2 and 3. <p>In a series of classroom visits and observations, baseline data will be collected to show:</p> <ul style="list-style-type: none"> The percentage of teachers implementing instructional strategies from a recent professional development session. The percentage of students and the number of opportunities students have to express their ideas and/or reflect on their learning. 	<p>As a form of formative data collection, minutes, learning progressions, and Tier 1, 2, and 3 planning sheets will be collected in the form of:</p> <ul style="list-style-type: none"> The progress of grade levels toward planning a standards based unit of learning in language arts and math that was started in the first weeks of school and continued on their own. Universal screening data and other teacher-collected formative and summative data as a way of showing the impact of planned interventions. <p>In a series of continued classroom visits and observations, formative data will be collected to show:</p> <ul style="list-style-type: none"> The percentage of teachers implementing high-leverage, instructional strategies that show student growth (perhaps a different strategy). The percentage of students who are effectively expressing their ideas and/or reflecting on their learning. 	<p>At the end of the year, formative and summative data will be collected in the form of minutes, learning progressions, and Tier 1, 2, and 3 planning sheets will be collected and will show:</p> <ul style="list-style-type: none"> The end result of the standards-based unit of learning, using a combination of student assessments, products, and interviews or surveys. The continued use of learning progressions by each grade level. An increase in proficiency in our gap learners. <p>In a series of classroom visits, observations and surveys, formative and summative data will be collected and show:</p> <ul style="list-style-type: none"> The percentage of teachers who have tried multiple strategies and consider those strategies part of their practice. The percentage of teachers who use student reflection of their learning that helps students make connections to other knowledge.

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">• Students will respond to targeted intervention in Tiers 1-3.• Knowing where our students are will help teachers plan for interventions.• Students voicing their opinions through discussion and reflecting on their learning.	<ul style="list-style-type: none">• Understanding the standards, in rigor and content, allows teachers to plan in a thoughtful way.• Teachers value learning with colleagues through professional learning communities.• Teachers promote student voice as a positive classroom norm.	Principal

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)
<p>Fall Semester (pending) Continuation of professional development focused on building the capacity of teachers in providing Tier 1 and Tier II supports in the classroom.</p> <ul style="list-style-type: none"> ● Nancy Skerrett <ul style="list-style-type: none"> ○ Learning targets and success criteria ○ Small group planning 	<p>Approved Title IIA Funds \$6,220 (for 4 Kalani Complex Elementary Schools)</p>	<ul style="list-style-type: none"> ● Increased student engagement in their learning. ● All teachers collaborate to plan interdisciplinary units of instruction. ● Teachers will integrate supports and scaffolds for our high needs populations. ● All teachers will implement new strategies. 	<ul style="list-style-type: none"> ● Data Team and Articulation meetings are held once/7 day cycle. ● Actionable learning walks and peer observations occur quarterly. 		
<p>1st Qtr (Pending) Using sub days to begin to plan a learning progression with grades K-2 and 3-5. Resources</p> <ul style="list-style-type: none"> ● Making Classroom Assessment Work by Anne Davies ● Teacher Clarity Handbook by Douglas Fisher and Nancy Frey <p>Understandings</p>	<p>Approved Title IIA Funds 12 Sub days carried over from 1/24 Brenda Augusta</p>	<ul style="list-style-type: none"> ● All teachers will begin to plan a unit of learning. ● All teachers will imbed learning targets and success criteria into the unit. ● Teachers will begin to 	<ul style="list-style-type: none"> ● Articulation meetings are held once/7 day cycle. ● Actionable learning walks and peer observations occur quarterly. 		

<ul style="list-style-type: none"> • Learning progression lays the foundation for a continuum of learning. • Teachers and students will have a clear understanding of the what, why, and how. 		<p>integrate language targets into their learning targets.</p>			
<p>Spring Semester</p> <p>Professional development focused on how to continue using co-constructed criteria with students and teachers by initiating cycles of feedback.</p> <ul style="list-style-type: none"> • To be decided <ul style="list-style-type: none"> ◦ Giving actionable feedback to students; students giving actionable feedback to each other. ◦ Using co-constructed criteria to plan. 	<p>Proposed: Title IIA Funds</p>	<ul style="list-style-type: none"> • All teachers will give feedback to students in writing. • All students will learn how to give peer feedback in writing. • Teachers will provide stems for feedback. 	<ul style="list-style-type: none"> • Data Team and Articulation meetings are held once/7 day cycle. • Actionable learning walks and peer observations occur quarterly. 		

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.

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

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*.

<p>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.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>Digital Literacy Digital literacy programs safely and responsibly prepare students for the skills they need to live, learn and work in technological society. It is one component of being a digital citizen - a person who is responsible for how they utilize technology to interact with the world around them.</p> <p>We will provide students with industry-driven learning innovations where they design, iterate and collaborate as learners to produce school-wide communication.</p>	<ul style="list-style-type: none"> • Understand and implement Computer Science Standards. • Provide opportunity for students choice/voice • Develops skills needed for future employment 	<p>The lab will become learning centers designed for worldwide communication, collaboration and innovation.</p> <p>By redesigning the computer lab into design areas for innovation, students will have opportunities to study, research, and prototype through business and educational partnerships.</p>

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

<p>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. <i>(continued from previous page)</i></p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>Place-Based Learning: Promise: Hawaii Students are empowered through their kuleana for aina and advocate for their communities and for Hawaii. Coupled with this is an increased participation with the community and a stewardship for the environment. Students participate in social activism by striving to promote change through problem solving a community need. We want to plant the seeds for our students becoming our future change makers.</p> <p>We envision this to be a K-5 endeavor, by choosing a year-long theme that will span multiple curricular areas, so as to help students make connections between the separate subjects they learn. We strive to bridge our past and the decisions we made as a community and how that affects our present and future.</p>	<ul style="list-style-type: none"> ● Grow our Sustainability/Aina Focus. ● Foster learning by being flexible with the standards and expanding to place-based learning. ● Involving our entire school in a common unit of learning ● Promote college and career readiness, real-world experience and and to see their future with potential beyond tourism. 	<ul style="list-style-type: none"> ● We need to have a group of interested participants who would like to begin organizing this project. ● This includes speakers, field trips, theme, and community outreach. ● Possibly look at a dedicated project learning block in our schedule. ● Choose a method to teach a learning unit, possibly PBL, and then plan by grade levels.