



Hawaii Department of Education: 2021 Academic Plan School Year: 2021-2022

School Name: Kahala Elementary School
Principal Name: Sarene Oda
Dr. Rochelle Mahoe, CAS

Farrington, Kaiser, Kalani Complex Area

Principal Signature: Sarene Oda
CAS Signature: Dr. Rochelle Mahoe

Date: 4/28/2021
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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:

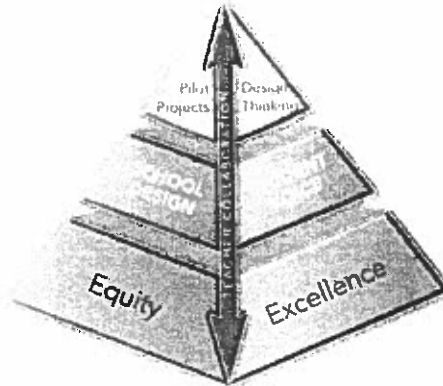
Focus: equity and excellence in core curriculum and supports.

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).

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>	<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>

Closing the Achievement Gap

- Special Education
 - Population: 26
 - Proficiency
 - SY 2016-17
 - ELA: 8%
 - Math: 17%
 - SY 2017-18
 - ELA: 20%
 - Math: 20%
 - SY 2018-19
 - ELA: 0%
 - Math: 8%
 - SY: 2019-20: No scores due to COVID-19 and no state testing conducted
- English Learners (EL)
 - Population: 163
 - Proficiency
 - SY 2016-17 (Population: 59)
 - ELA: 55%
 - Math: 45%
 - SY 2017-18 (Population: 96)
 - ELA: 54%
 - Math: 50%
 - SY 2018-19 (Population: 127)
 - ELA: 47%
 - Math: 50%
 - SY: 2019-20: (Population: 151)
 - No scores due to COVID-19 and no state testing conducted
- Low SES
 - Population: 104
 - Proficiency
 - SY 2016-17 (Population: 37)

Closing the Achievement Gap

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."

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.

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 grade levels all using effective practices.

<ul style="list-style-type: none"> ● ELA: 59% ● Math: 53% ■ SY 2017-18 (Population:63) <ul style="list-style-type: none"> ● ELA: 65% ● Math: 60% ■ SY 2018-19 (Population: 82) <ul style="list-style-type: none"> ● ELA: 41% ● Math: 48% ■ SY: 2019-20: (Population: 82) <ul style="list-style-type: none"> ● No scores due to COVID-19 and no state testing conducted <p>Early Literacy</p> <ul style="list-style-type: none"> ● 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>Early Literacy</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>
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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)
<p>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. Strategies: Na Hopena A'o, Aina-based Science and STEM, 'Olelo Hawaii, Multilingualism, and Civic Engagement.</p>	<p>Principal</p>

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<p>Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. Strategies: High Quality Teachers, Co-Teaching and Inclusion, Literacy for Learning, Career Pathways, Middle Years Experience.</p>	<p>Principal (with Instructional Leadership Team)</p>
<p>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. Strategies: Diverse School Portfolio, Computer Science, Secondary Instructional Design, Family and Community Engagement, Quality Curriculum</p>	<p>Principal (with Instructional Leadership Team, PTO, SCC)</p>
<p>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. Strategies: Tri-Level Empowerment Structure, Student Voice, Leadership Development, Innovative Curricular Design, System Modernization</p>	<p>Principal</p>
<p>Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals Strategies: Industry Partnerships, Commercial Enterprise, Sustainability Hawai'i, Innovative Use of Facilities, HIDOE Institutional Advancement Approach.</p>	<p>Principal</p>
<p>Key School Initiatives Addressed in the Plan</p>	<p>Leads(s)</p>
<p>Equity: English Learners - HIDOE/West ED Success Initiative</p>	<p>Principal, Academic Coach, EL Coordinator, Teachers</p>
<p>Equity: Special Education</p>	<p>SSC, SPED Teachers</p>
<p>Equity: Early Literacy (OG)</p>	<p>Curriculum Coordinator, Academic Coach, Teachers</p>
<p>Equity: Close Achievement Gap (Tier 1 and II Instruction, Data Teams)</p>	<p>Curriculum Coordinator, Academic Coach, Teachers</p>
<p>Hawaii: HMTSS</p>	<p>MTSS (RTI-B) Committee:(Principal, SSC, Counselor, Curriculum</p>

	Coordinator, Academic Coach, EL Coordinator, Lower Classroom Teacher, Upper Classroom Teacher, SPED Teacher)
Hawaii: Safety Committee	Key Staffers: Principal, Head Custodian, Cafe Manager, SASA, Counselor, SSC, Academic Coach, Curriculum Coordinator, Health Aide

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>	What is your Theory of Action (If-Then) to improve the achievement gap?	What are your enabling activities to improve the achievement gap?
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: 8% Math: 17% 2017-2018 <ul style="list-style-type: none"> ELA: 20% Math: 20% 2018-2019 <ul style="list-style-type: none"> ELA: 0% Math: 8% 	If Kahala teachers and adult support 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. If Kahala teachers and adult supports collaborate to focus on student work and identify strategies and differentiated	<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.

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		<p>instruction, then students will experience targeted lessons to develop their skills and the achievement gap will decrease.</p>	<ul style="list-style-type: none"> ● 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.
<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</p> <p>2016-2017</p> <ul style="list-style-type: none"> ● ELA: 55% ● Math: 45% <p>2017-2018</p> <ul style="list-style-type: none"> ● ELA: 54% ● Math: 50% <p>2018-2019</p> <ul style="list-style-type: none"> ● ELA: 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>2019-20</p> <ul style="list-style-type: none"> ● Levels 1-4- 71 ● Levels 5-6- 13 Students 	<p>If Kahala teachers and adult supports invest 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

	<p>Growth to Target 2017-2018</p> <ul style="list-style-type: none"> ● State Target- 69% ● Kahala School- 59% <p>2018-2019</p> <ul style="list-style-type: none"> ● State Target-69.9% ● Kahala School- 50% <p>2019-20</p> <ul style="list-style-type: none"> ● State Target-70.7% ● Kahala School- 55.6% 		
<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</p> <p>2016-2017</p> <ul style="list-style-type: none"> ● ELA: 59% ● Math: 53% <p>2017-2018</p> <ul style="list-style-type: none"> ● ELA: 65% ● Math: 60% <p>2018-2019</p> <ul style="list-style-type: none"> ● ELA: 41% ● Math: 48% 	<p>If Kahala uses 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

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			<ul style="list-style-type: none"> ○ at the impact of strategies. ○ Meeting as grade level teams with support teachers to discuss and a commitment to small group instruction
<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 (no scores for SY 2019-20)</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 Kahala teachers plan Tier 1 instruction with clarity and mindfulness, then the needs of all learners will be met.</p> <p>If Kahala teachers incorporate transparency of data into conversations about instruction and impact, and look at data in varied situations, then instruction will be targeted to 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

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2021-22 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
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<ul style="list-style-type: none"> • Kahala is committed to equitable access to quality education in which all students are being provided quality curriculum instruction, engagement and differentiation support. Collaborative networks are in place to share effective and best practices. Students and teachers are partners in learning (Equity and Access) • Kahala strives to provide multiple means for students to access curriculum through differentiated instruction. Students and teachers use data to work as partners in order to provide support to all students and to achieve at higher levels. (Access through Design) 	<ul style="list-style-type: none"> • Articulation time for faculty to collaborate and discuss their curriculum, instruction and assessments for consistency is important. This allows teachers to continuously evaluate ways all students can access rigorous curriculum in a wide range of courses • Examination of student 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. 	<ul style="list-style-type: none"> • Facilitation and support is needed so teachers use the time efficiently to accomplish necessary tasks such as creating standards aligned assessments with clear success criteria, selecting appropriate strategies for differentiation and strategies that support complex thinking, student voice, and ownership of learning (Questioning, Collaboration, Argumentation) • Teachers need to be more consistent with the process and use real-time data to make timely adjustments to instruction as a result of their data analysis. In addition, teachers and students need to work together to create clear success criteria so that students can share ownership in identifying their own next steps in the learning.
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Innovation in Support of the Core: School Design and Student Voice

Part II (over three years)

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • Given grade level planning time, 90% of time should be focused on discussions centering around curriculum, instruction plans with best strategy choices, and the use of formative assessments to inform teaching for 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • Teachers are continuing to use 90% of grade level planning time to collaborate around curriculum implementation focusing on the success of all students. Given a series of classroom visits, 90% of teachers will 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • Teachers visit each others' classes and may even film examples of strategies they are utilizing to reflect on instructional practices during their collaboration time. Teacher clarity is evident in 90% of classrooms with a

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<p>student success. Collaboratively planning for intentional teacher clarity in daily lessons will be the priority. (Use of time)</p> <ul style="list-style-type: none"> Given grade level planning time, 100% of teachers are using the time to collaborate in a timely manner to analyze student work, choose differentiated strategies to support student achievement, and reflect and plan for next steps. 	<p>implement differentiated lessons with clear targets and exemplars for student success. Daily lessons include a formative check for understanding to inform the teachers' next steps.</p> <ul style="list-style-type: none"> Given a series of classroom visits, 90% of teachers will implement lessons with differentiated strategies. Students will be able to articulate criteria for success. Some students are self and peer assessing for increased ownership of learning. 	<p>clear learning target, gradual release of responsibility utilizing questioning, collaboration, and argumentation for student ownership, and a formative assessment at the end of the lesson to check for understanding.</p> <ul style="list-style-type: none"> Given a series of classroom visits, 90% of classes display ownership of students learning through the co-construction of success criteria, self and peer assessment, and contribution to their learning through reflection and goal-setting.
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> Teachers should be given time to collaborate and make decisions on assessments aligned to standards, best strategies for achievement, and lesson planning that promotes teacher clarity. Although teachers understand the data team process, they need to focus on the examination of student work in order to implement strategies to support improvement. Lastly, focusing on the reflective portion of the process in which results are discussed needs more attention. 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> All students should benefit from knowing what success looks like through exemplars, and being able to experience a path to success through formative assessments to develop self-efficacy. (Growth Mindset) Learning targets should be clear and students should be able to articulate what they are supposed to be learning and how they can improve their achievement through self and peer assessments. 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> Teachers will reflect on practice to improve lesson delivery. New strategies can be practiced in a safe environment for successful implementation in the classroom. Students will be able to take on more ownership for learning and teachers will be facilitators of learning to allow for an increase in student voice. Students will have increased ownership of learning if they are involved in the development of the success criteria. They should clearly understand targets and how to improve using the success criteria they helped construct.

How will you know what improvement is occurring?	How will you know what improvement is occurring?	How will you know what improvement is occurring?
<ul style="list-style-type: none"> Curriculum, assessments, and strategies are consistent regardless of the teacher. Students will develop self-efficacy as a result of clarity of lessons and formative assessments that provide students feedback on what they need to improve success. Teachers will see data teams as a relevant process that will result in teachers utilizing time to reteach skills that were deficient according to results. They will collaborate to bring about improved results for all students and build collective efficacy around their efforts. 	<ul style="list-style-type: none"> Increased achievement because of clear targets and strategies that support students, which will in turn lead to self-efficacy. Students will clearly understand what the learning intentions for the lessons are and can utilize self and peer assessments to take ownership for their learning. 	<ul style="list-style-type: none"> Given clear lesson targets, differentiated supports, and exemplars, students will be comfortable collaborating and leading discussions/arguments around questions they have chosen for an increase in ownership of learning and self-efficacy. Students and teachers will collaborate to develop success criteria and use it as a tool for learning. They will build self-efficacy and be empowered to be a part of their increase in proficiency.

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

Part III (over one school year)

SY 2021-2022 Formative Measures (beginning of the year)	SY 2021-2022 Formative Measures (throughout the year)	SY 2021-2022 Summative Measures (end of the year)
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> Given grade level planning time, 60% of time should be focused on discussions centering around curriculum, instruction plans with best strategy choices, and the use of formative assessments to inform teaching for student success. Collaboratively planning for intentional teacher clarity in daily lessons will be the priority. (Use of time) 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> Given grade level planning time, 80% of time should be focused on discussions centering around curriculum, instruction plans with best strategy choices, and the use of formative assessments to inform teaching for student success. Collaboratively planning for intentional teacher clarity in daily lessons will be the priority. (Use of time) 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> Given grade level planning time, 90% of time should be focused on discussions centering around curriculum, instruction plans with best strategy choices, and the use of formative assessments to inform teaching for student success. Collaboratively planning for intentional teacher clarity in daily lessons will be the priority. (Use of time)

<ul style="list-style-type: none"> Given grade level planning time, 100% of teachers are using the time to collaborate in a timely manner to analyze student work, choose differentiated strategies to support student achievement, and reflect and plan for next steps. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Teachers should be given time to collaborate and make decisions on assessments aligned to standards, best strategies for achievement, and lesson planning that promotes teacher clarity. Although teachers understand the data team process, they need to focus on the examination of student work in order to implement strategies to support improvement. Lastly, focusing on the reflective portion of the process in which results are discussed needs more attention. <p>How will you know what improvement is occurring?</p> <ul style="list-style-type: none"> Curriculum, assessments, and strategies are consistent regardless of the teacher. Students will develop self-efficacy as a result of clarity of lessons and formative assessments that provide students feedback on what they need to improve success. Teachers will see data teams as a relevant process that will result in teachers utilizing time to reteach skills that were deficient according to results. They will collaborate to bring about improved results for all students 	<ul style="list-style-type: none"> Given grade level planning time, 100% of teachers are using the time to collaborate in a timely manner to analyze student work, choose differentiated strategies to support student achievement, and reflect and plan for next steps. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Teachers should be given time to collaborate and make decisions on assessments aligned to standards, best strategies for achievement, and lesson planning that promotes teacher clarity. Although teachers understand the data team process, they need to focus on the examination of student work in order to implement strategies to support improvement. Lastly, focusing on the reflective portion of the process in which results are discussed needs more attention. <p>How will you know what improvement is occurring?</p> <ul style="list-style-type: none"> Curriculum, assessments, and strategies are consistent regardless of the teacher. Students will develop self-efficacy as a result of clarity of lessons and formative assessments that provide students feedback on what they need to improve success. Teachers will see data teams as a relevant process that will result in teachers utilizing time to reteach skills that were deficient according to results. They will collaborate to bring about improved results for all students 	<ul style="list-style-type: none"> Given grade level planning time, 100% of teachers are using the time to collaborate in a timely manner to analyze student work, choose differentiated strategies to support student achievement, and reflect and plan for next steps. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Teachers should be given time to collaborate and make decisions on assessments aligned to standards, best strategies for achievement, and lesson planning that promotes teacher clarity. Although teachers understand the data team process, they need to focus on the examination of student work in order to implement strategies to support improvement. Lastly, focusing on the reflective portion of the process in which results are discussed needs more attention. <p>How will you know what improvement is occurring?</p> <ul style="list-style-type: none"> Curriculum, assessments, and strategies are consistent regardless of the teacher. Students will develop self-efficacy as a result of clarity of lessons and formative assessments that provide students feedback on what they need to improve success. Teachers will see data teams as a relevant process that will result in teachers utilizing time to reteach skills that were deficient according to results. They will collaborate to bring about improved results for all students
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Innovation in Support of the Core: School Design and Student Voice

Part IV

Student Outcomes (2021-2022 Measurable Outcomes)	Staff Outcomes (2021-2022 Measurable Outcomes)	Lead
<ul style="list-style-type: none"> ● Students will be engaged in lessons that are focused around clear learning goals ● Students will learn and utilize strategies to support their learning and formative achievement results ● Collaboration, student-developed questions, and arguments will be common strategies for students to utilize to deepen learning and provide more student voice in discussions. ● Self and peer assessment as well as reflection and goal setting will lead to student self-efficacy as they become responsible for their learning. ● Students will be engaged in weekly social emotional lessons. 	<ul style="list-style-type: none"> ● Teachers will collaborate to discuss curriculum, assessments, and strategies on a regular basis ● Teachers will have consistent assessments focusing on priority standards ● Teachers will collaborate to implement a variety of strategies for the greatest student impact including but not limited to collaboration, argument, and questioning. ● Through the co-construction of success criteria and the use of self and peer assessments, teachers will promote self-efficacy of their students as they release more responsibility for learning to their students and become facilitators of learning ● Teachers will develop a sense of collective efficacy through formative achievement results of their students ● Teachers will increase the use of differentiated and intervention strategies to address the learning needs of all their students ● Teachers will implement weekly social emotional lessons. ● Counselor will implement social emotional lessons with each class twice a month. 	<ul style="list-style-type: none"> ● Principal ● Curriculum Coordinator ● Teachers ● Counselor

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

Part V

Enabling Activities	School Monitoring Measurable Outcomes	Budget (include funding source)	School Monitoring Activity (includes frequency)	Frequency of Monitoring	Complex Monitoring Activity (includes frequency)
<p>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"> ● small group instruction ● Learning targets and success criteria ● Co-constructing criteria 	<ul style="list-style-type: none"> ● 90% of planning time should be focused on discussions centering around curriculum, instruction and assessments. Collaboratively planning for intentional teacher clarity in daily lessons will be the priority where teachers will be able to plan interdisciplinary units of instruction and implement appropriate differentiated strategies. ● 100% of Social Studies and ELA Units will reflect differentiated instruction and assessments (IP) 	<p>Pending approved Title IIA Funds \$_____ (for 4 Kalani Complex Elementary Schools)</p>	<ul style="list-style-type: none"> ● monthly Grade level meetings ● Grade level meetings minutes ● Actionable learning walks and peer observations occur quarterly. 	<ul style="list-style-type: none"> ● Monthly ● Monthly ● Quarterly 	
<p>Collaboration time for teachers to examine student work and decide upon strategies to be implemented</p>	<ul style="list-style-type: none"> ● 90% of teachers will collaborate in a timely manner to analyze student 	<p>Pending approved Title IIA Funds 2 Sub</p>	<ul style="list-style-type: none"> ● Data Team/Grade Level monthly meetings 	<ul style="list-style-type: none"> ● Monthly 	

2021-2022 Academic Plan: Kahala Elementary

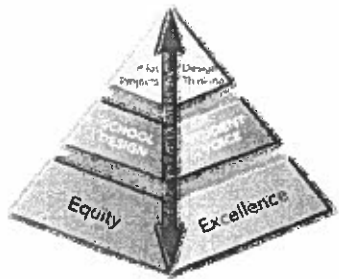
<p>to engage students and support their success. (collective teacher efficacy 1.39)</p>	<p>work and choose differentiated strategies to support student achievement (HMTSS - academic)</p> <ul style="list-style-type: none"> • 100% of teachers will have access to grade level minute and documents. • 100% of students will have Universal STAR and DIBELS baseline, mid, and end of year data • 100% of grade levels will analyze data to determine appropriate next instructional steps.(HMTSS-academic) • 100% of teacher identified students will show progress in their STAR/DIBELS assessments (HMTSS - academic - Tier 2) 	<p>days/teacher (18X2=36 sub days)</p>	<ul style="list-style-type: none"> • Data Team templates • Grade Level meetings minutes • STAR data (3 times a year) • DIBELS data (3 times a year) • Progress monitoring data sheets 	<ul style="list-style-type: none"> • Quarterly • Monthly • 3 Times a year • 3 times a year • every two weeks 	
<p>Consistent school wide implementation of Choose Love (Social Emotional) lessons</p>	<ul style="list-style-type: none"> • 100% of teachers will implement weekly Choose Love (social-emotional) lessons (HMTSS - SEL) • 100% of teachers will document their Choose Love lessons they have implemented • Counselor will use 		<ul style="list-style-type: none"> • Class room documentation of implemented Choose Love Lessons 	<ul style="list-style-type: none"> • Monthly 	

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	<p>documented lessons implemented to ensure additional Choose Love lessons are provided to students</p> <ul style="list-style-type: none"> • 100% of students will engage in weekly Choose Love lessons (HMTSS - SEL) 				
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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 it in the top row, as indicated above.

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><i>Pipeline of Emerging Ideas</i> In preparation for emerging ideas and pilot projects, schools will identify and test ideas that support effectively when applied and vetted by schools and their teams; new 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*.

<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 and an ethical user of technology to interact with the world around them.</p> <p>We will provide students with industry-driven learning innovations where</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>Turning an on-campus community space into a student center designed for worldwide communication, collaboration and innovation.</p> <p>By redesigning the identified on-campus community space into design areas for</p>

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<p>they design, iterate and collaborate as learners to produce school-wide communication.</p>		<p>innovation, students will have opportunities to study, research, and prototype through business and educational partnerships.</p>
<p>Place-Based Learning: Promise: Hawaii Rationale for Emerging Ideas Conditions for Success</p> <p>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>	<p>Grow our Sustainability/Aina Focus.</p> <ul style="list-style-type: none"> ● 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. ● Developing community partnerships to include speakers, field trips, theme, and community outreach. ● Choose a method to teach a learning unit, possibly PBL, and then plan by grade levels.