

2020 Academic Plan, School Year 2020-21



School: Kaiulani Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

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

HIDOE Learning Organization

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

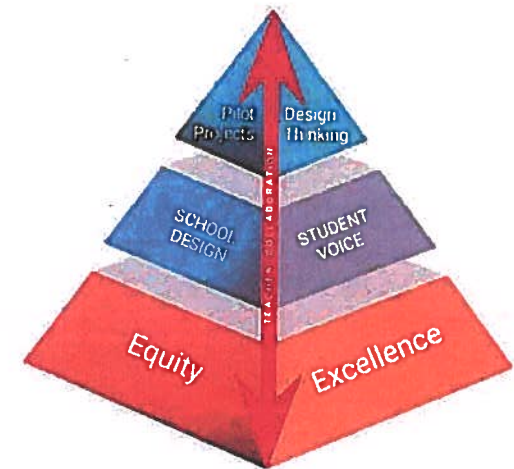
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 26).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 10-25).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 6-9).



Principal (print): Jill Texeira	
Principal's signature: <i>Jill Texeira</i>	Date: 5/22/20
Complex Area Superintendent (print): Linell Dilwith	
Complex Area Superintendent's signature: <i>L. Dilwith</i>	Date: 5/28/2020



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

School Name: Ka'iulani Elementary School
Submitted By: Jill Texeira, Principal

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:

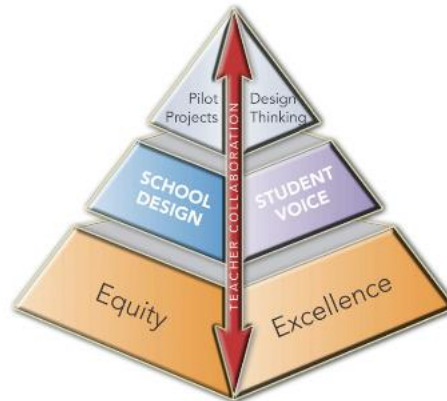
Focus: equity and excellence in core curriculum and supports.

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** (pages 5-7).

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core**. (pages 8-23).

The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (pages 24-25)

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>English Learners</p> <p>Ka'iulani is presently in an upward trend in the number of EL students. We now have over 50% of our student population classified as English learners, with the greatest increase occurring between SY 2017-18 when we were at 43.8% to SY2019-20 where we reached 53.16%. The population of EL students is spread across all grade levels. Ka'iulani has 12 different languages most spoken at home and 8 languages most used by students. 62% of our students speak English most often. Within the Micronesian category, the number of students who speak Chuukese has shown to have the greatest increase of 6% (from 11% in SY16-17 to 17% in SY 2019-20).</p> <p>Pacific Islanders</p> <p>Over the past four years, our Micronesian population has increased approximately 7% (from 30.7% to 37%). Over the same period of time our Native Hawaiian (7.9% to 5%) and Samoan (11.2% to 5.4%) populations have decreased. Our SBA ELA data for our Pacific Islander population has fluctuated over the past three years from 9.4% to 16.9% to 13.2%. These scores reflect low proficiency in ELA for our Pacific Islanders. SBA math shows an even lower percentage of our Pacific Islanders showing proficiency from 6.6% to 6.8% to 4% over the past three years. This group of students is also challenged with chronic absenteeism which likely contributes to their academic challenges. In SY 2019-20, of our 133 Micronesian students, 54% in LDS are off track for attendance.</p>	<p>Ka'iulani needs to continue, or possibly enrich, the current instructional practices with high yielding strategies for English Learner students and Pacific Islanders to meet their needs. One way to enrich our current instructional practices is through EL PD and to apply that professional learning consistently throughout the school.</p> <p>As our focus is to increase student achievement in reading and math an added concentration is on our Pacific Islander population. The Pacific Islander population is a specifically noted subgroup which struggles to make gains in ELA and Math. Beginning in SY 2018-19, teachers explicitly noted who these students are, and what they are struggling with in the domains of ELA and Math. Additional support could be provided for these students in foundational reading, language acquisition and number sense once teachers are provided with the professional learning to acquire research-based strategies.</p>

Early Literacy Skills

In the school year 2018-19, 30% of our 3rd, 4th, and 5th graders were proficient in ELA. 50% of our 3rd graders reading near, at, or above grade level which is a 10% decrease from the prior school year .

Math Skills

Over the past 3 years Math scores fluctuated from 23% proficient to 25% and back down to 23%. Over the past 3 years Student Growth in Math began at 51% dropped to 36% and rose back up to 52%. A closer look at the students' scores in Math Strands and Skills show a need to increase number sense and operations which is the foundation of math instruction.

We will work to provide a range of professional development opportunities in foundational reading skills that the instructional staff will implement consistently to provide structure and increase literacy development for students. Collaborative grade level planning time for foundational reading skills and math skills, specifically around numbers and operations in base ten, will support the instructional staff to be better prepared to deliver the targeted instruction that is cohesive and structured across the grade levels to support students in gaining a solid foundation in reading and math.

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	Key	Lead(s)
WestEd EL Initiative	EL	Principal - Jill Texeira EL Coordinator - Kristen Kashima
Hawaii Multi-Tiered System of Support	HMTSS	HMTSS Leads - Jill Texeira, Lisa Okinaka, Kara Ono, Cathy Coulter, Phoebe Suh, Jennifer Wong, Leemyra Lemaster-Sega, Charisse Kapapa, Sarah Matiasic
Key School Initiatives Addressed in the Plan		Leads(s)
Professional Development (Social Emotional Learning)	SEL	HMTSS Leads - Jill Texeira, Lisa Okinaka, Kara Ono, Cathy Coulter, Phoebe Suh, Jennifer Wong, Leemyra Lemaster-Sega, Charisse Kapapa, Sarah Matiasic
Professional Development (English Learners)	EL	EL Coordinator - Kristen Kashima
Professional Development (Foundational Reading)	FR	Curriculum Coordinator - Kara Ono
Social Emotional Learning	SEL	HMTSS Leads - Jill Texeira, Lisa Okinaka, Kara Ono, Cathy Coulter, Phoebe Suh, Jennifer Wong, Leemyra Lemaster-Sega, Charisse Kapapa, Sarah Matiasic
Parent Involvement	PIn	TBD
Chronic Absenteeism	CA	Counselor - Cathy Coulter
Math Achievement	MA	Curriculum Coordinator - Kara Ono
Early Literacy	ELit	Curriculum Coordinator - Kara Ono
Continuous School Improvement	CSI	Academic Review Team - Jill Texeira, Kara Ono, Gwen Kanemura, Lisa Okinaka

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>
<u>English Learner</u> (SW 6) <ul style="list-style-type: none"> Language and Literacy development Foundational Reading Skills Foundational Math Skills Configuring the best learning environment for all students, at all levels 	English Learner <ul style="list-style-type: none"> In the school year 2018-19, the gap for ELA was 27.2 percentage points. In the school year 2018-19, the gap for math was 18.5 percentage points. 	<ul style="list-style-type: none"> If our school and administration implements a school-wide SEL program and maintains positive behavior supports, then the school-wide staff will be better equipped to create a positive learning environment which will help students to succeed. (SW 6) 	<ul style="list-style-type: none"> School-wide staff will select, be trained and implement the chosen SEL program. Initial training at the beginning of the school year with mid year follow up training. (SW 6)
<u>Pacific Islanders</u> (SW 6) <ul style="list-style-type: none"> Literacy development Foundational Reading Skills Foundational Math Skills Addressing school attendance and chronic absenteeism 	Pacific Islanders <ul style="list-style-type: none"> In the school year 2018-19, the gap for ELA was 18.2 percentage points. In the school year 2018-19, the gap for math was 21.1 percentage points. 	<ul style="list-style-type: none"> If school and administration provides training in foundational reading skills then the instructional staff would implement consistent instructional strategies across grade levels which will provide structure and increase literacy development for students. (SW 6) 	<ul style="list-style-type: none"> Instructional staff will engage in professional development training in reading foundational skills, such as Orton-Gillingham. Following the training, teachers will collaborate during articulation, on strategies learned and discuss what worked and what could be improved. Utilizing common strategies consistently across grade levels, will solidify and enhance foundational reading skills of our struggling readers. The effectiveness will be measured by assessments consistent within each grade level. (SW 6)

2020-2021 Academic Plan: Kaiulani Elementary School

		<ul style="list-style-type: none"> • If school and administration allow collaborative grade level planning time for foundational reading skills then instructional staff would be better prepared to deliver targeted instruction that is cohesive and structured across the grade levels to support students in gaining a solid foundation in reading. • If schools and administration provide/offer EL PD opportunities, then instructional staff will be able to implement and use consistently with our students, which will then help them obtain higher levels of achievement and learning. • If school and administration gave instructional staff time to choose targeted math standards in numbers and operations in base ten then instructional staff will focus on those standards which will increase students' math proficiency. 	<ul style="list-style-type: none"> • Instructional staff will use GL Articulation time to collaborate in determining what skills students need (based on STAR Early Literacy /reading data) and what strategies to implement consistently to build a strong reading foundation. (SW 3) • The school and administration will explore available EL PD classes (in house) by contacting and arranging workshops with qualified personnel. The purpose will be to enhance the professional development of teachers to gain higher achievement for students. • Instructional staff will implement and use, with fidelity, instructional strategies across grade levels that they will learn from the EL PD to help our students obtain higher levels of achievement in ELA, Math and Science. • Instructional staff will meet to determine targeted math standards, strategies, and assessment during multiple faculty meetings (extended) and admin workdays in the beginning of the year to engage students and increase math proficiency using data from CFAs, data teams, evaluate scores, STAR math scores, and SBA scores. • Instructional staff will continue to meet to determine targeted math standards, strategies, and assessment during articulation to ensure that
--	--	--	--

2020-2021 Academic Plan: Kaiulani Elementary School

		<ul style="list-style-type: none"> ● If school and administration provide opportunities/ incentives for parent participation, then instructional staff will have more chances to involve and communicate with parents, which will result in students having greater pride in what they can achieve in school. (SW 7) ● If school and administration adapt school-wide strategies/ incentives to get students to school on time, then instructional staff will have opportunities to create positive relationships/ interactions with their students, which will increase student attendance. ● If school and administration provide instructional support to monitor academic growth in Language Arts for our Tier 2 students, then student proficiency in English Language Arts will increase. 	<p>students are engaged and gain proficiency in numbers and operations in base ten using data from CFAs, data teams, eValueate scores, STAR math scores, and SBA scores. (SW 3)</p> <ul style="list-style-type: none"> ● School-wide staff will consistently strive to provide opportunities/incentives (E.g. Inviting parents into the school/classroom), for improving parent participation and better communication between parents and school staff, which will result in students having greater pride in what they can achieve in school. ● The school and administration will implement school-wide strategies/incentives to foster positive relationships/interactions which will increase student attendance . Examples might include but aren't limited to: movie and popcorn, "fun" activities, computer time, alternate programs other than Imagine or Smarty Ants/KidBiz, extra indoor recess, school-wide announcement (PA) for all classes that have perfect attendance on a daily basis ● Instructional staff and administration will identify Tier 2 supports implemented in SY2019-20, evaluate those Tier 2 intervention supports, then adjust as needed to develop a monitoring system of the Tier 2 English Language Arts supports.
--	--	--	---

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

Part I

Describe your complex/school contexts for School Design and Student Voice in school year 2020-21.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<ul style="list-style-type: none"> • We will continuously evaluate efforts to ensure that all students have equitable access to a quality education. • Professional development and learning are highly valued by school staff as a means to building and enhancing learning structures for all students. • Students will have the opportunity to express their ideas and reflect on their learning as part of their personal growth and development across the K-12 continuum. 	<ul style="list-style-type: none"> • In order for all students to have equitable access to a quality education, school design includes multiple means for students to access the curriculum through differentiation strategies, along with appropriate supports and interventions. • We will continue to extend and expand upon professional development by providing teachers with time to engage in meaningful conversations around their learning with other professional colleagues. 	<ul style="list-style-type: none"> • Ensuring equity requires intentional reflection to ensure that all students have a range of opportunities to demonstrate their learning and celebrate their success as learners. • Annually we will review and revise our plan for professional development to ensure that a range of meaningful opportunities are present for all faculty and staff. We will ensure that all staff have opportunities to receive meaningful feedback on their efforts to implement new pedagogical techniques or strategies. • Administrators and teachers need to ensure that all classrooms present safe, supportive learning environments for all students. Within the course of meaningful instruction, teachers must intentionally create opportunities for students to express themselves and share their ideas openly, without judgement.

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

Part II

<u>SY 2020-2021 Measurable Outcomes</u>	<u>SY 2020-2021 Measurable Outcomes</u>	<u>SY 2020-2021 Measurable Outcomes</u>
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • By the end of Year 1 (SY 2020-21), 100% of the school staff will be trained on components of the SEL program as measured by training attendance sign-in sheets. • By the end of SY 2020-21, the scores in the Student School Survey section of the Panorama Report will increase by at least 10% from the SY 2019-2020 baseline. • By the end of the 1st quarter of SY 2020-21, Ka'iulani will select and implement new avenues of communication between parents and school staff (such as Remind app.) • Beginning with the 2nd quarter, 100% of instructional staff will try other avenues of communication, which is not presently being utilized, as evidenced by parent surveys (ie electronic communication platforms). • By the end of SY 2020-21, 100% of the instructional staff will engage in professional development training in reading foundational skills as measured by sign-in sheets. • By the end of SY 2020-21, 100% of instructional staff will collaborate on strategies learned and discuss what worked and what could be improved utilizing 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> • The school- will equip staff with knowledge and skills so they can create a positive learning environment which will help students to succeed. • To improve parent participation and better communication between parents and school staff, which will result in students having greater pride in what they can achieve in school. • To provide staff with appropriate instructional strategies to implement across grade levels which will provide structure and increase literacy development for students. 	<p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> • All Teachers will attend training as evidence by attendance sheets • At least a 10% increase in the Student School Survey section in the Panorama Report • Increase in parent attendance at school events/ activities as measured via parent sign-in sheets and the completion of event/activity feedback surveys. • Increase in positive responses on student and parent perception surveys (such as SQS and Panorama). • All Teachers will attend professional development training as evidenced by attendance sign-in sheets.

2020-2021 Academic Plan: Kaiulani Elementary School

<p>common strategies consistently across grade levels.</p> <ul style="list-style-type: none"> • By the end of 1st quarter, each grade level will determine what assessments/measuring tools they will utilize to show students' increase in literacy development. • By the end of SY 2020-21, 100% of instructional staff will collaborate on determining what skills students need (based on **Star Early Literacy/Reading data) and what common instructional strategies could be implemented in order to discuss what worked and what could be improved. As measured by Star Early Literacy/ Reading data, evidenced by a 5% increase. • By the end of SY 2020-21, 100% of the instructional staff will meet during multiple extended faculty mtg and/or Admin work days to determine standards, strategies & assessments on numbers & operations in based 10 as measured by a 5% increase in math proficiency using data from CFAs, data teams, eValueate scores, STAR math scores, and/or SBA scores. • By the end of 1st quarter of SY 2020-21, the school and administration will arrange EL PD classes/workshops (for example, cultural awareness) for teachers as evidenced by a school calendar. • Beginning in the 2nd quarter, 100% of instructional staff will participate in scheduled EL PD classes/workshops as evidenced by sign-in sheets. • By the end of the SY 2020-21, 100% of the instructional staff will implement with 	<ul style="list-style-type: none"> • Instructional staff would be better prepared to deliver targeted instruction that is cohesive and structured across the grade levels to support students in gaining a solid foundation in reading. • Instructional staff will focus on standards which will increase students' math proficiency to specifically increase students' number sense. • Instructional staff will be able to implement and use consistently with our students, EL PD strategies which will then help them obtain higher levels of achievement and learning. 	<ul style="list-style-type: none"> • Increase in student performance as indicated in literacy assessment scores. • As measured by Beginning of the Year Star Early Literacy/ Reading data compared with End of the Year Star Early Literacy/ Reading data evidenced by at least a 5% increase. • As measured by a 5% increase in math proficiency using data from CFAs, data teams, eValueate scores, STAR math scores, and/or SBA scores over the course of the school year. • Evidenced by a school calendar indicating classes/workshops • As evidenced by sign-in sheets.
--	---	--

2020-2021 Academic Plan: Kaiulani Elementary School

<p>fidelity and consistency learned EL strategies as evidenced by articulations minutes.</p> <ul style="list-style-type: none"> Beginning with SY 2020-21, Ka'iulani School and Administration will implement school-wide strategies to foster positive relationships/ interactions which will increase student attendance as evidenced by a decrease of Chronic Absenteeism by 4%. Given opportunities provided in any classroom, 80% of students have opportunity to express their ideas and reflect on their learning. (Choice, Voice and Collaboration) Before the beginning of the 2nd Quarter in SY 2020-21, 100% of the instructional staff will identify the Tier 2 support and evaluate Tier 2 intervention English Language Arts supports that have been done. (Evaluating Tier 2 supports and interventions provides staff data to inform their instruction in order to meet student needs.) Beginning with the 2nd Quarter, 100% of the instructional staff will develop a monitoring system of Tier 2 Language Arts supports to show evidence of academic growth. (A monitoring system will allow teachers to determine appropriate supports and determine next steps.) 	<ul style="list-style-type: none"> Instructional staff will have opportunities to create positive relationships/ interactions with their students, which will increase student attendance. Provide students the opportunity to share their opinions, viewpoints, and background knowledge Instructional staff will evaluate present supports being provided and determine possible next steps in providing greater student growth. Instructional staff will monitor students academic growth and determine possible next steps. 	<ul style="list-style-type: none"> As evidenced by a decrease of Chronic Absenteeism by 4%. As measured by classroom observations, student work and/or discussions Improvement measured by student's increase/growth in literacy development.
--	---	--

2020-2021 Academic Plan: Kaiulani Elementary School

<u>SY 2021-2022 Measurable Outcomes</u>	<u>SY 2021-2022 Measurable Outcomes</u>	<u>SY 2021-2022 Measurable Outcomes</u>
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● By the end of Year 2 (SY2021-22), 100% of the school staff will revisit components of the SEL program in order to evaluate current practices and make changes as measured by the attendance sheets. ● By the end of SY 2021-22, the scores in the Student School Survey section of the Panorama Report will increase by at least 5% from SY 2020-21. ● By the end of SY 2021-22, 100% of instructional staff will continue to implement different avenues of communication between parents and school staff not presently being utilized as evidenced by parent surveys (ie electronic communication platforms). ● By the end of SY 2021-22, 100% of the school staff will continue to engage in professional development training in reading foundational skills as measured by sign-in sheets. ● By the end of SY 2021-22, 100% of instructional staff will collaborate on strategies learned and discuss what worked and what could be improved utilizing common strategies consistently across grade levels. ● By the end of SY 2021-22, each grade level will utilize their chosen assessments/measuring tool to show students' increase in literacy development. 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● School-wide staff will continue to be better equipped to create a positive learning environment which will help students continue to succeed. ● Instructional staff will continue to have more chances to involve and communicate with parents, which will result in students having greater pride in what they can achieve in school which also provides structure and an increased literacy development for students. ● The instructional staff will continue to implement consistent instructional strategies across grade levels which will provide structure and increase literacy development for students. 	<p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● As measured by at least 5% increase on the Student School Survey section Panorama Survey results. ● Continue to increase parent attendance at school events/ activities as measured via parent sign-in sheets and the completion of event/activity feedback surveys. ● Student and parent perceptions as measured through the use of SQS and Panorama surveys will increase in positive responses. ● As measured by sign-in sheets. ● Through chosen assessment/measuring tools, students will show an increase in literacy development by setting student targets.

2020-2021 Academic Plan: Kaiulani Elementary School

<ul style="list-style-type: none"> • By the end of SY 2021-22, 100% of instructional staff will collaborate on determining what skills students need (based on **Star Early Literacy/Reading data) and what common instructional strategies could be implemented in order to discuss what worked and what could be improved. As measured by Star Early Literacy/ Reading data, evidenced by a 5% increase. • By the end of SY 2021-22, 100% of the Instructional staff will continue to meet to determine targeted math standards, strategies, and assessment during extended faculty mtg and/or Admin work days to ensure that students are engaged and gain proficiency in numbers and operations in base ten. • By the end of SY 2021-22, the school and administration will continue to provide EL PD classes/workshops. • By the end of SY 2021-22, 100% of instructional staff will participate in scheduled EL PD classes/workshops as evidenced by sign-in sheets. • By the end of the SY 2021-22, 100% of the instructional staff will implement with fidelity and consistency learned EL strategies as evidenced by articulations minutes. • SY 2021-22, Ka'iulani School and Administration will continue with school-wide strategies to foster positive relationships/ interactions to increase student attendance. 	<ul style="list-style-type: none"> • Instructional staff will continue to be better prepared to deliver targeted instruction that is cohesive and structured across the grade levels to support students in gaining a solid foundation in reading. • Instruction will focus on targeted math standards and selected strategies that will help students build their foundational knowledge in math and increase proficiency. • Consistent use of high yielding EL strategies by staff will help students obtain higher levels of achievement and learning. • Positive relationships/ interactions among staff and students will encourage and motivate students to come to school. 	<ul style="list-style-type: none"> • As measured by Star Early Literacy/ Reading data, evidenced by a 5% increase. • As measured by a 5% increase using data from CFAs, data teams, eValue scores, STAR math scores, and SBA scores. • As evidenced by sign-in sheets. • As measured by a 5% increase using data from CFAs, data teams, eValue scores, STAR math scores, and SBA scores. • Maintain 13% Chronic Absenteeism (State) rate
---	---	---

2020-2021 Academic Plan: Kaiulani Elementary School

<ul style="list-style-type: none"> Given opportunities provided in any classroom, the goal is to get 100% of students the opportunity to express their ideas and reflect on their learning. (Choice, Voice and Collaboration) Before the beginning of the 2nd Quarter in SY 2021-22, 100% of the instructional staff will review and update the Tier 2 supports and evaluate Tier 2 intervention Language Arts supports that were done. By the end of SY 2021-22, 100% of the instructional staff will continue to monitor the system of Tier 2 Language Arts supports to show evidence of academic growth. 	<ul style="list-style-type: none"> Providing students the opportunity to share their opinions, viewpoints, and background knowledge allow for increased student voice, engagement, and motivation to learn. Evaluation of present supports being provided and student growth will inform instruction so teachers are able to make appropriate adjustments to support student learning.. 	<ul style="list-style-type: none"> Continue to measure these opportunities through classroom observations, student work and/or discussions Measured by student's increase/growth in literacy development.
<p><u>SY 2022-2023 Measurable Outcomes</u></p> <p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> By the end of Year 3 (SY2022-23), 100% of the school staff will revisit components of the SEL program as measured by the attendance sheets. By the end of SY 2022-23, the scores in the Student School Survey section of the Panorama Report will increase by at least 5% from SY 2021-22. By the end of SY 2022-23, 100% of instructional staff will continue to implement different avenues of communication between parents and school staff not presently being utilized as evidenced by parent surveys (ie electronic communication platforms). 	<p><u>SY 2022-2023 Measurable Outcomes</u></p> <p>Why are you implementing them?</p> <ul style="list-style-type: none"> The school staff will evaluate current practices and make changes in order to maintain a positive learning environment which will help students to succeed. When staff strengthens relationships with parents and encourages increased partnerships with them, students will build confidence and pride in their work resulting in increased achievement. 	<p><u>SY 2022-2023 Measurable Outcomes</u></p> <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> As measured by the attendance sheets and at least a 5% increase in the Student School Survey section Panorama Survey results. Maintain the increase of parent attendance at school events/ activities as measured via parent sign-in sheets and the completion of event/activity feedback surveys. Student and parent perceptions will be measured through the use of SQS and Panorama surveys.

2020-2021 Academic Plan: Kaiulani Elementary School

<ul style="list-style-type: none"> • By the end of the SY 2022-23, 100% of the school staff will continue to engage in professional development training in reading foundational skills as measured by sign-in sheets. • By the end of the SY 2022-23, 100% of instructional staff will collaborate on strategies learned and discuss what worked and what could be improved utilizing common strategies consistently across grade levels. • By the end of SY22-23, each grade level will utilize their chosen assessments/measuring tool to show students' increase in literacy development. • By the end of SY 2022-23, 100% of instructional staff will collaborate on determining what skills students need (based on **Star Early Literacy/Reading data) and what common instructional strategies could be implemented in order to discuss what worked and what could be improved. As measured by Star Early Literacy/ Reading data, evidenced by a 5% increase. • By the end of SY 2022-23, 100% of the instructional staff will meet during multiple extended faculty mtg and/or Admin work days to determine standards, strategies & assessments on numbers & operations in base ten. • By the end of SY 2022-23, the school and administration will continue to provide EL PD classes/workshops. • By the end of SY 2022-23, 100% of instructional staff will participate in 	<ul style="list-style-type: none"> • To maintain consistent implementation of instructional strategies across grade levels and inform instructions to improve student literacy. • Assessment data will guide targeted instruction that is cohesive and structured across the grade levels to develop consistency in the use and delivery of instructional strategies to support students in gaining a solid foundation in reading. • The instructional staff will focus on those standards which will increase students' math proficiency. • The instructional staff will continue to implement and use consistently with our students EL PD strategies which will then help them obtain higher levels of achievement and learning. 	<ul style="list-style-type: none"> • As measured by sign-in sheets and grade level articulation minutes. • Use of chosen assessment/measuring tools to show students' increase in literacy development. • As measured by Star Early Literacy/ Reading data, evidenced by a 5% increase. • As measured by a 5% increase in math proficiency using data from CFAs, data teams, eValueate scores, STAR math scores, and/or SBA scores. • As evidenced by sign-in sheets.
--	---	--

2020-2021 Academic Plan: Kaiulani Elementary School

<p>scheduled EL PD classes/workshops as evidenced by sign-in sheets.</p> <ul style="list-style-type: none"> • By the end of the SY 2022-23, 100% of the instructional staff will implement with fidelity and consistency learned EL strategies as evidenced by articulations minutes. • Beginning with SY 2022-23, Ka'iulani School and Administration will continue with school-wide strategies to foster positive relationships/ interactions with students. • Given opportunities (such as but limited to Student Led Conferences, Student Facilitated Learning, an Increase in Student Leadership Roles), 100% of students will have the ability to express their ideas and reflect on their learning. (Choice, Voice and Collaboration) • By the end of SY 2022-23, 100% of the instructional staff will maintain the system of Tier 2 Language Arts supports to show evidence of academic growth. 	<ul style="list-style-type: none"> • The instructional staff will maintain opportunities that create positive relationships/ interactions with their students to increase student attendance. • Maintain the opportunities for students to share their opinions, viewpoints, and background knowledge to increase student voice. • Instructional staff will maintain the present supports being provided and evaluate next steps in providing greater student growth 	<ul style="list-style-type: none"> • Maintain 13% Chronic Absenteeism rate (same as State) • Panorama Survey • Continue to measure these opportunities through classroom observations, student work and/or discussions • Measured by student's increase/growth in literacy development.
---	---	---

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

Part III

SY 2020-2021 Baseline Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
<ul style="list-style-type: none"> By the end of the 1st quarter of SY 2020-21, Ka'iulani school will explore different avenues of communication between parents and school staff (such as Communication logs, Parent surveys, Remind app.) By the end of 1st quarter, with the use of the universal screener and monthly progress report, each grade level will determine what assessments/measuring tool they will utilize to show students' increase in literacy development. By the end of 1st quarter of SY 2020-21, the school and administration will arrange EL PD classes/workshops (for example, cultural awareness) for teachers as evidenced by a school calendar of PD offered sessions. Beginning with SY 2020-21, Ka'iulani School and Administration will implement school-wide strategies to foster positive relationships/ interactions which will increase student attendance as evidenced by a decrease of Chronic Absenteeism by 4%. Before the beginning of the 2nd Quarter in SY 2020-21, 100% of the instructional staff will identify the Tier 2 support and evaluate 	<ul style="list-style-type: none"> Parent Surveys, Parent Questionnaires. Family Events Sign-In/Survey Sign-In sheets for EL PD classes/workshops Use of Student journals to express their ideas and reflect on their learning, (Choice, Voice and Collaboration) Continue to evaluate Tier 2 ELA supports and evaluate, Use of anecdotal data, Report cards and Grades 	<ul style="list-style-type: none"> Sign-in sheets, Attendance reports, LDS reports, SBA scores Student School Survey, Panorama student perception surveys By the end of SY 2020-21, 100% of the instructional staff will engage in professional development trainings in reading foundational skills as measured by sign-in sheets. By the end of SY 2020-21, 100% of instructional staff will collaborate on strategies learned and discuss what worked and what could be improved utilizing common strategies consistently across grade levels. By the end of SY 2020-21, 100% of instructional staff will collaborate on determining what skills students need (based on **Star Early Literacy/Reading data) and what common instructional strategies could be implemented in order to discuss what worked and what could be improved. As measured by Star Early

2020-2021 Academic Plan: Kaiulani Elementary School

<p>Tier 2 intervention English Language Arts supports that have been done.</p> <ul style="list-style-type: none"> Beginning with the 2nd Quarter, 100% of the instructional staff will develop a monitoring system of Tier 2 Language Arts supports to show evidence of academic growth. 		<p>Literacy/ Reading data, evidenced by a 5% increase.</p> <ul style="list-style-type: none"> By the end of SY 2020-21, 100% of the instructional staff will meet during multiple extended faculty mtg and/or Admin work days to determine standards, strategies & assessments on numbers & operations in based 10 as measured by a 5% increase in math proficiency using data from CFAs, data teams, eValue scores, STAR math scores, and/or SBA scores. By the end of the SY 2020-21, 100% of the instructional staff will implement with fidelity and consistency learned EL strategies as evidenced by articulations minutes. By the end of SY 2020-21, 100% of the instructional staff will evaluate the system of Tier 2 Language Arts supports to show how much academic growth was achieved.
---	--	---

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"> • Increase in achievement levels through analyzing students' response to a range of differentiated strategies, resources, and interventions. • Students' response to a positive learning environment and positive peer relationships creates a context for learning where all students are actively engaged in all aspects of learning. • Students have the opportunity to express their ideas and opinions on their own learning. • Students value coming to school and increase their school pride through the use of perception surveys. 	<ul style="list-style-type: none"> • Instructional staff will increase the range of differentiated pedagogical strategies, resources, and interventions to support student learning for all. • Instructional staff will create a comfortable, safe, positive learning environment where student voice is valued. Staff will focus on creating a learning environment that is student-centered. • Instructional staff will provide an environment where students can readily express their different thoughts and viewpoints which are easily accepted by others. • Instructional staff will honor and promote student voice as a positive classroom norm. 	<ul style="list-style-type: none"> • Principal • Academic Review Team • HMTSS Leads • EL Coordinator • Counselor

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

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

Enabling Activities	Measurable Outcomes	Cost and Source of Funding (including Prog ID)	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring (completed by Complex Area, as appropriate)
1. School-wide staff will be trained and implement the chosen SEL program. Initial training at the beginning of the school year with mid year follow up training.	<p>1.1a.20-By the end of SY 2020-21, 100% of the school staff will be trained on components of the SEL program as measured by attendance sign-in sheets.</p> <p>1.1b.20-By the end of SY 2020-21, the scores in the Student School Survey section of the Panorama Report will increase by at least 10% from the SY 2019-2020 baseline.</p>	<p>Prog ID 18902: SEL Prog \$30,000</p> <p>Teacher position \$97,000 (10 sub days set aside for Teacher position)= \$1,950</p> <p>GoNoodle \$1,250</p>	<p>Use of Sign-In sheet and Agenda</p> <p>Student Perception Survey Data Analysis report</p>	<p>Semester</p> <p>End of SY</p>	Quarterly
2. School-wide staff will consistently strive to provide opportunities/incentives (E.g. Inviting parents into the school/classroom), for improving parent participation and better communication between parents and school staff, which will result in students having greater pride in what they can achieve in school.	<p>2.1a.20-By the end of the 1st quarter of SY 2020-21, Ka'iulani school will explore different avenues of communication between parents and school staff (such as Remind app.)</p> <p>2.1b.20-Beginning with the 2nd quarter, 100% of instructional staff will try other avenues of communication which is not presently being utilized by evidence of parent sign-ins for school activities and logs (ie electronic communication logs).</p>		<p>Explore different avenues of communication between parents and school staff.</p> <p>The instructional staff will try other avenues of communication which were not being utilized prior to school closing for COVID-19..</p>	<p>End of 1st Quarter</p> <p>Beginning of 2nd Quarter</p>	Quarterly

2020-2021 Academic Plan: Kaiulani Elementary School

<p>3. Instructional staff will engage in professional development training in reading foundational skills, such as Orton-Gillingham. Following the training, teachers will collaborate during articulation, on strategies learned and discuss what worked and what could be improved. Utilizing common strategies consistently across grade levels, will solidify and enhance foundational reading skills of our struggling readers. The effectiveness will be measured by assessments consistent within each grade level.</p>	<p>3.1a.20-By the end of SY 2020-21, 100% of the instructional staff will engage in professional development training in reading foundational skills as measured by sign-in sheets.</p> <p>3.1b.20-By the end of SY 2020-21, 100% of instructional staff will collaborate on strategies learned and discuss what worked and what could be improved utilizing common strategies consistently across grade levels.</p> <p>3.1c.20-By the end of 1st quarter, each grade level will determine what assessments and/or measuring tool they will utilize to show students' increase in literacy development.</p>	<p>Prog ID 18902: Sub Days (refer to initial Enabling Activity Funding)</p> <p>Prog ID 18902: AfterSchool Support- Teachers & Supplies \$10,200</p> <p>Prog ID 18902: Imagine Learning \$31,350 Curriculum materials \$2,990</p>	<p>The instructional staff will engage in professional development training in reading foundational skills.</p> <p>The instructional staff will collaborate on strategies learned and discuss what worked and what could be improved utilizing common strategies consistently across grade levels.</p> <p>Each grade level will determine what assessments and/or measuring tool they will utilize regarding literacy development.</p>	<p>End of SY</p> <p>End of SY</p> <p>End of 1st Quarter</p>	<p>Quarterly</p>
<p>4. Instructional staff will use GL Articulation time to collaborate in determining what skills students need (based on STAR Early Literacy /reading data) and what strategies to implement consistently to build a strong reading foundation.</p>	<p>4.1a.20-By the end of SY 2020-21, 100% of instructional staff will collaborate on determining what skills students need (based on **Star Early Literacy/Reading data) and what common instructional strategies could be implemented in order to discuss what worked and what could be improved. As measured by Star Early Literacy/ Reading data, evidenced by a 5% increase.</p>	<p>Prog ID: Star (Universal Screener) \$6,100</p>	<p>The instructional staff will collaborate on determining what skills students need (based on **Star Early Literacy/ Reading data) and what common instructional strategies could be implemented in order to discuss what worked and what could be improved.</p>	<p>Assessment taken 3 times/year (Beg-Mid-End)</p>	<p>Quarterly</p>

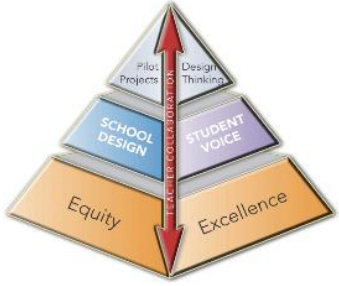
2020-2021 Academic Plan: Kaiulani Elementary School

<p>5a. Instructional staff will meet to determine targeted math standards, strategies, and assessment during multiple faculty meetings (extended) and admin workdays in the beginning of the year to engage students and increase math proficiency using data from CFAs, data teams, eValue scores, STAR math scores, and SBA scores.</p> <p>5b. Instructional staff will continue to meet to determine targeted math standards, strategies, and assessment during articulation to ensure that students are engaged and gain proficiency in numbers and operations in base ten using data from CFAs, data teams, eValue scores, STAR math scores, and SBA scores.</p>	<p>5a.1a.20-By the end of SY 2020-21, 100% of the instructional staff will meet during multiple extended faculty mtg and/or Admin work days to determine standards, strategies & assessments on numbers & operations in based 10 as measured by a 5% increase in math proficiency using data from CFAs, data teams, eValue scores, STAR math scores, and/or SBA scores.</p>	<p>Prog ID 18902: Catapult Evaluate \$10,500</p>	<p>The instructional staff will meet during multiple extended faculty mtg and/or Admin work days to determine standards, strategies & assessments on numbers & operations in base 10.</p>	<p>Completed monthly for grades 2-5 and Quarterly for Kindergarten and grade 1</p>	<p>Quarterly</p>
<p>6a. The school and administration will explore available EL PD classes (in house) by contacting and arranging workshops with qualified personnel. The purpose will be to enhance the professional development of teachers to gain higher achievement for students.</p>	<p>6a.1a.20-By the end of 1st quarter of SY 2020-21, the school and administration will arrange EL PD classes/workshops (for example, cultural awareness) for teachers as evidenced by a school calendar.</p> <p>6a.1b.20-Beginning of 2nd quarter, 100% of instructional staff will participate in scheduled EL PD classes/workshops as evidenced by sign-in sheets.</p>	<p>Prog ID 18902: Sub Days (refer to initial Enabling Activity Funding)</p>	<p>The school and administration will arrange EL PD classes/workshops (for example, cultural awareness).</p> <p>The instructional staff will participate in scheduled EL PD classes/workshops.</p>	<p>End of 1st Quarter</p> <p>Beginning of 2nd Quarter</p>	<p>Quarterly</p>

2020-2021 Academic Plan: Kaiulani Elementary School

6b. Instructional staff will implement and use, with fidelity, instructional strategies across grade levels that they will learn from the EL PD to help our students obtain higher levels of achievement in ELA, Math and Science.	6b.1.20-By the end of the SY 2020-21, 100% of the instructional staff will implement with fidelity and consistency learned EL strategies as evidenced by articulations minutes.		The instructional staff will implement with fidelity and consistency learned EL strategies.	End of SY	
7. The school and administration will implement school-wide strategies/incentives to foster positive relationships/interactions which will increase student attendance . Examples might include but aren't limited to: movie and popcorn, "fun" activities, computer time, alternate programs other than Imagine or Smarty Ants/KidBiz, extra indoor recess, school-wide announcement (PA) for all classes that have perfect attendance on a daily basis	7.1a.20-Beginning with SY 2020-21, Ka'iulani School and Administration will implement school-wide strategies to foster positive relationships/interactions which will increase student attendance as evidenced by a decrease of Chronic Absenteeism by 4%.	Prog ID 18902: Student Planners & Folders \$3,500 Kinder Folders \$ 150 Parent Newsletters \$ 350	Ka'iulani School and Administration will implement school-wide strategies to foster positive relationships/interactions.	Beginning of SY	Quarterly

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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>1. Extending Classroom-Embedded Professional Learning and Instructional Application for English Language Learners</p> <p>Over SY19-20, we implemented a schedule to provide intervention strategies focused on ELA for those students who met our targeted criteria. During this intervention time we also targeted our NEP students and was strategic in providing instruction for these students. As we move forward in providing strategic instruction we need to develop a Vision for all of our students that includes a Responsive and Rigorous Instruction and Curriculum. The instructional vision for English Language Learners (EL) created by the district in SY19-20, will also influence our instructional vision as all of our students are Academic Language Learners. Research has compiled and designed a professional learning series informed by the latest research and evidenced based</p>	<p>Meaningful professional development along with the acknowledgement that Administrators and teachers who have expertise and can showcase their knowledge for others to learn from within the school builds capacity for addressing the needs of our high English Language Learner and Academic Language Learner populations. By providing Grade Level Teachers intentionally designed PD and evaluative practices to build the</p>	<p>Teachers must be willing to engage in professional learning and understanding that we are all teachers of language. In addition, they need to develop a level of comfort with collaboration.</p>

2020-2021 Academic Plan: Kaiulani Elementary School

<p>practices on ELL instruction will be designed to bring teachers together for learning and inquiry experiences that build their capacity to educate students on grade level standards. As the District ensures that site based professional learning opportunities provide time and structures for all teachers of ELLs to learn from each other and plan instruction for ELLS, we will build upon this learning to impact all of our Academic Language Learners. Restructure/redesign master schedule to maximize time for teachers to collaborate on lesson design, co-teach, evaluate and refine units of instruction to explicitly develop language.</p> <p>2. Promoting Literacy Through Professional Learning and Opportunities</p> <p>This is really just at the stage of an emerging idea. We want to explore different ways to build language and literacy for our students as well as their families. At present, Ka'iulani has 12 different languages most spoken at home and 8 languages most used by students, with only 62% (or 215) of our students speaking English most often. In regards to educational attainment levels, data presently shows that 27.70% of our parents have only completed high school and 17.4% having less than a high school education. Working with our current curriculum coordinator and complex area resource teachers, we would like to create a framework to allow for the development of students' families to support the learning of their children as well as themselves.</p>	<p>capacity among the staff, the school will be able to successfully implement a language literacy program that ultimately supports proficiency in ELA and Math standards.</p> <p>We will work to build educators' capacity to understand that ELLs are not a monolithic group and recognize that there is diversity of language and cultures, which should be considered when making decisions at the school and classroom level.</p> <p>Nurturing, inspiring, and educating families to be life-long learners creates a trajectory for student learning and the development of the whole child.</p>	<p>We will need to be fully committed to creating this framework for action. It will also require a commitment from our targeted parent group.</p>
---	---	--