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

School Name: Kalihi Kai ES
Submitted By: Marc Kawahara
Dr. Rochelle Mahoe, CAS

Farrington, Kaiser, Kalani Complex Area
Principal's Signature: _(signed)_ **Date:** 6/2/20
CAS Signature: _(signed)_ **Date:** 5/27/20

Developing a collaborative Academic Plan framed by the HIDOE 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.

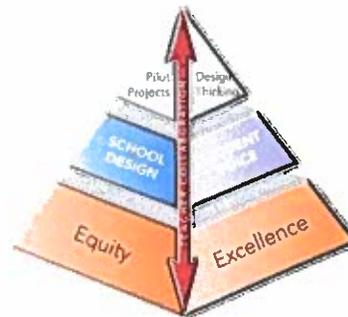## HIDOE Learning Organization

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 8)

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 9-19).

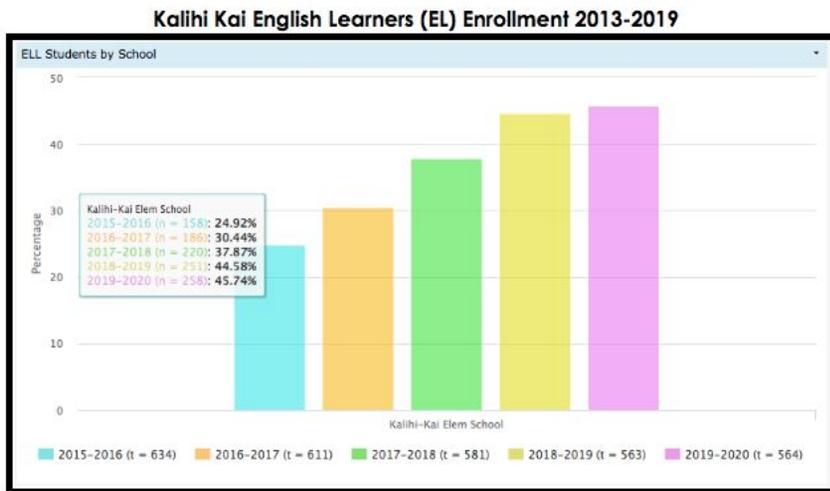The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (pages 19-20).

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

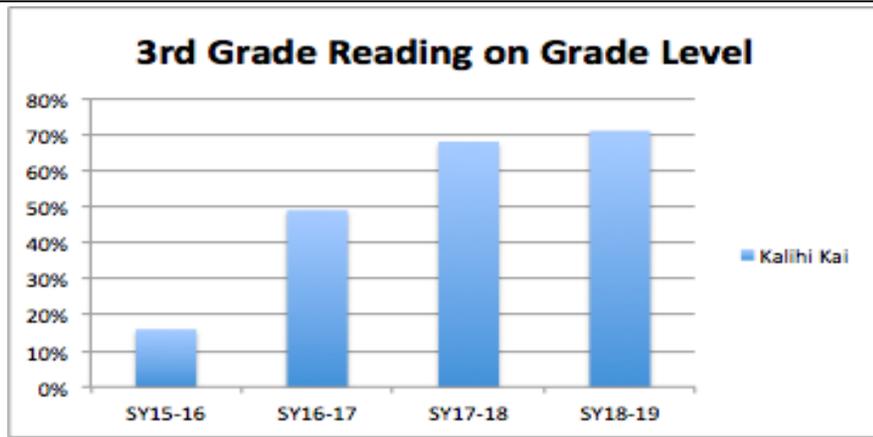**2020-2021 Academic Plan: [Kalihi Kai]**

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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
Proficiency Data from State tests over time: <table><tr><td colspan="2">**HSA 2015**</td><td colspan="2">**SBA 2016**</td><td colspan="2">**SBA 2017**</td><td colspan="2">**SBA 2018**</td><td colspan="2">**SBA 2019**</td></tr><tr><td>Rdg</td><td>Math</td><td>Rdg</td><td>Math</td><td>Rdg</td><td>Math</td><td>Rdg</td><td>Math</td><td>Rdg</td><td>Math</td></tr><tr><td>45</td><td>34</td><td>47</td><td>38</td><td>45</td><td>34</td><td>47</td><td>38</td><td>49</td><td>52</td></tr><tr><td colspan="2">**HSA Science**</td><td colspan="2">**HSA Science**</td><td colspan="2">**HSA Science**</td><td colspan="2">**HSA Science**</td><td colspan="2">**HSA Science**</td></tr><tr><td colspan="2">67</td><td colspan="2">58</td><td colspan="2">48</td><td colspan="2">53</td><td colspan="2">61</td></tr></table> 63% of KKS students receive free or reduced lunch 46% of KKS students are English learners, with the amount of English Learners increasing each year over the last five years - Immigrant Children and Youth increased from 5-16% over four years	- KKS continues to utilize a number of strategies to support its students academically, socially, physically, and emotionally to increase growth and proficiency. iReady, GLAD, Orton-Gillingham, Soundpartners, Wonders, and a variety of online programs are utilized in an effort to raise proficiency in ELA. - Math is supported through data teams, Stepping Stones, and professional development and assistance from math consultant Wesley Yuu. - iReady is utilized as the school's universal screener which helps the school determine progress and RTI-A groups. The school has seen decreases in the red (urgent) group over the course of the year as students move into the yellow group. This year, KKS is focusing on reducing the students in the yellow and moving them into the green. - KKS and the WASC Visitation Committee (VC) identified Tier I as an area of growth. Professional development for differentiation and Universal Design for Learning (UDL) has been provided to the staff and the Academic Review Team (ART) monitors the implementation of these Tier I strategies through its walkthrough protocol. - KKS has seen an increase in science proficiency since its transition to NGSS. The school implements STEMscopes as its core science curriculum in all grade levels.

3rd Grade Reading on Grade Level

Kalihi Kai English Learners (EL) Enrollment 2013-2019

- The English Learner (EL) population at KKS has increased significantly in the last few years. The school has increased its EL staff to support the needs of the growing population, including the addition of two Chukeese speaking interpreters. The EL department conducts workshops and supports parent engagement events to support the EL students and their families.
- Literacy skills remain a major focus for the school. The school, grade levels, classes, and individual students set goals around reading in an effort to have all students reading on grade level. Our Wildly Important Goals (WIGs) stem from the Leader in Me.
- KKS' gap between High Needs and Non-High Needs is 39% and 29% for Language Arts and Math respectively. KKS is working to improve Tier I instruction and its tiered supports to close the gap for both subject areas.
- KKS has been a Leader in Me School since SY 2017-18 and utilizes the Ci3T Framework to coalesce its PBIS, RTI-A, RTI-B, and SEL programs. The school utilizes this framework to align all systems of support for all students. Plans for Tier I, Tier II, Tier III, as well as the school's PBIS was created in SY 2018-19 and is being implemented beginning 2019-2020.
- In SY 2018-19, all certificated staff participated in a Coherence Framework training in an effort to reduce the number of school initiatives based upon impact on students. The framework has helped to address staff and WASC Visiting Committee concerns regarding too many school-wide initiatives. The school continues to monitor the number of initiatives and their overall effectiveness.
- KKS has partnered with the Turnaround Arts Program (TAP) since SY 2015-16. Implementation of Arts Integration strategies provide students with engaging and rigorous instruction that promotes higher order and critical thinking for all learners.

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Annual Measurable Achievement Objectives (AMAO)

SY 13-17, English Language (EL) Program students were measured in Language Progress, Language Proficiency, and performance in ELA/MATH Proficiency Subgroup. SY 13-14 and SY 14-15, AMAO was met. AMAO 3, EL students did not meet ELA and Math.

AMAO 1: English Language Progress Measure				AMAO 2: English Language Proficiency Measure				AMAO 3: English Language Arts and Math Proficiency Subgroup			
13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17	13-14	14-15	15-16	16-17
83.7%	57.24%	--	--	32.8%	24.3%	--	--	6.67%	5.0%	--	--
Met	Not Met	--	--	Met	Met	--	--	Not Met	Not Met	--	--

| Strive HI	ELA MPG	Math MPG	Chronic Absenteeism	3rd Grade Rate	Inclusion Rate	EL On-Track Rate
2015-16	47	56	11%	16%	N/A	N/A
2016-17	54	47	14%	49%	83%	55%
2017-18	55	55	13%	68%	45%	58%
2018-19	60	65	11%	71%	33%	51%

Schoolwide Critical Areas for Follow-Up

1. For the purpose of increasing students' academic achievement, we have decided to limit the number of schoolwide goals and initiatives that specifically use student performance data as our criteria.
2. Faculty, support staff, and administration use Ci3T to coalesce RTI and all aspects of intervention, thereby ensuring coherent, consistent, schoolwide systems and processes for academic and behavioral intervention.
3. All decisions are based on a variety of data.
4. Faculty and administration ensure that a schoolwide first priority is well-designed classroom instruction that employs strategies for differentiation within classroom lessons to meet the needs of all students.

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Kalihi Kai Universal Screener for Mathematics
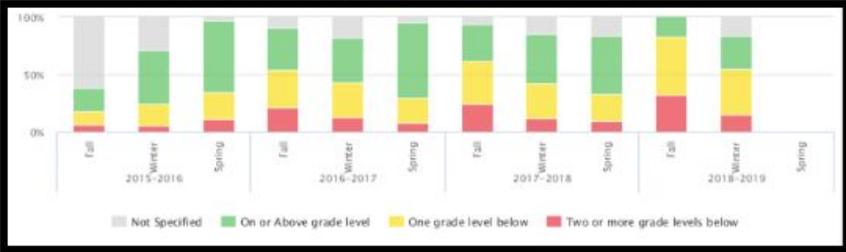
Kalihi Kai Universal Screener for ELA
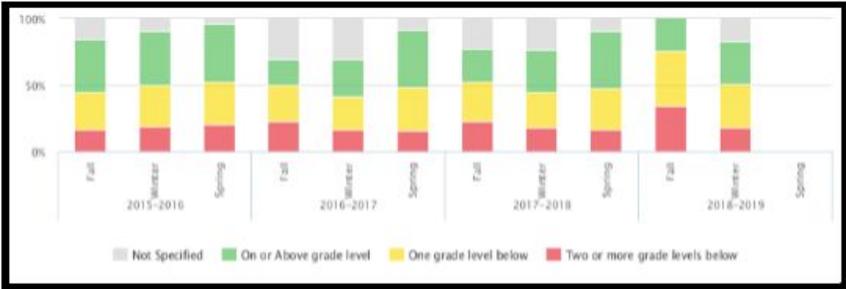
SBA ELA 2018		SBA Math 2018		SBA ELA 2019		SBA Math 2019	
Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs
73	40	57	33	80	41	76	47
SBA ELA Gap		SBA Math Gap		SBA ELA Gap		SBA Math Gap	
33		24		39		29	

HIDOE and School Initiatives

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

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
**Hawai`i:** students are educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai`i's local and global contribution. Key strategies: The Leader in Me (TLiM); 7 +1 Habits in Hawaiian - monthly focus; GLOs; EL Department; Turnaround Arts Program (TAP); Hawaiian Studies Program; Grade 4 Social Studies curriculum	Principal - Marc Kawahara
Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. Key strategies: Arts Integration strategies (multisensory, strongly aligned to UDL principles); GLAD strategies (SIOP strategies, strongly aligned to UDL principles, support EL learners); TLiM Framework - Academics, Culture, Leadership; Ci3T Framework (comprehensive and integrated tiered supports in Academics, Behavior, and SEL); various LRE settings; pacing guides	SSC - Kimberly Saula Academic Coach - Michelle Iwasaki
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. Key strategies: TAP; TLiM Framework - Academics, Culture, Leadership; Ci3T; Parent and Family Engagement	Vice Principal - Leonard Padayhag
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. Key strategies: TLiM; TAP; student leadership opportunities; school-wide musical; Student Council, Student Lighthouse Team; School Community Council (SCC); Special Olympics and general education partners; morning exercise	EL Coordinator - Joy Sahagun
Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. Key strategies: computer science standards; 1:1 computing ; Robotics and Media Club; utilization of online programs for differentiated instruction and support	Academic Coach - Dayna Nakasone

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Key School Initiatives Addressed in the Plan	Leads(s)
The Leader in Me (TLiM)	Marc Kawahara
Turnaround Arts Program (TAP)	Michelle Iwasaki
Refine the school's Ci3T organizational framework	Leonard Padayhag
Project GLAD/EL supports	Joy Sahagun
Strengthening Tier I instruction to meet the needs of all learners	Dayna Nakasone
Special Education - Inclusion	Kimberly Saula

Teaching and Learning Core: Equity and Excellence

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

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified needs	*Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
● English Learners (EL), Special Education, Economically Disadvantaged (SW 6)	● StriveHI Sub Group Data: ○ ELA achievement gap - 39 points ○ Math achievement gap- 29 points ○ 51% of students learning English are on track towards English language proficiency. 10% of EL students did not meet expected growth to target. ● Variety of Stakeholders (such as faculty, grade level teachers, families, students) analyze and interpret data results to	● If EL, SpEd, economically disadvantaged students are provided with scaffolded and targeted supports, then they will make significant progress towards their goals resulting in a decreased achievement gap and increase in proficiency.	● Vertical teams designed around WASC Critical Areas of Follow-Up ● Implement arts integration strategies (Acting Right, Snapshot, Tableau, Reading Images/VTS, creative movement, etc.) ● Document in pacing guides ● GLAD Vertical Team continuously gathers data around current levels of

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	determine domain of strength and needs.
	  ○ Domain of focus: Writing
	1% of EL students demonstrated overall proficiency level 5.0 and above.
	  ○ Domain of focus: Speaking
	4% of EL students demonstrated overall proficiency level 5.0 and above.
			implementation of GLAD strategies for all students.
			● Module training for all Special Education teachers and Admin.
			● UDL/Differentiation PD, integration in pacing guides, and classroom implementation provide additional support for subgroups.
			● Hire additional personnel that are native speakers to our school population.
			● Parent and family engagement

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 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
● KKS implements The Leader in Me (TLiM) ● Turnaround Arts Program (TAP)	● Both programs emphasize student voice through leadership opportunities and the ability to highlight student strengths beyond academics. It also defines behavioral expectations for students, faculty, staff, and families. ● The establishment of school-wide Wildly Important Goals (WIGs) have helped students to guide their own learning and individualized growth in academics and behavioral areas.	● Students are able to grow as leaders and contributing members of the community. They are able to identify their strengths and build confidence by identifying and working on goals and sharing their voice. These conditions successfully support all learners both academically and behaviorally at KKS including those in our subgroups. ● School-wide Wildly Important Goals (WIGs) are established and regularly monitored in grade level articulations and presented to all faculty.

Describe your complex/school contexts for School Design and Student Voice.	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
● Comprehensive Integrated 3-Tiered (Ci3T) Framework	● KKS designed and will continue to implement its Ci3T plan integrating RTI-A, RTI-B, SEL, and PBIS systems to support students' academic, behavioral, and social-emotional development. Systems are implemented and expectations are taught schoolwide. The tiered framework is monitored and the data identifying progress is shared with staff to determine next steps.	● By identifying the individual academic, behavioral, and social emotional needs of each student, KKS and the students are able to improve in all areas and have the various systems of support working in alignment. Students will be able to maximize their potential by addressing their individual needs.

Describe your complex/school contexts for School Design and Student Voice.	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
● GLAD/EL Supports	● KKS is participating in the Statewide EL West Ed initiative. The initiative helps the school to formulate a plan to support the school's growing EL population. KKS continues to hire personnel to help with the increase of EL students and support of their families. KKS provides opportunities to train and retrain staff in GLAD strategies.	● By developing a schoolwide EL plan with adequate supports and personnel in place, KKS will be able to support the diverse needs of all EL learners. The school will have its students on-track for English proficiency, while remaining connected to their home culture and first language. ● By providing training and workshops, parents will have the opportunity to partner with the school.

Describe your complex/school contexts for School Design and Student Voice.	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
● Strengthen Tier 1 instruction to support the needs of all students	● KKS continues to provide ongoing professional development to strengthen Tier 1 instructional practices to support	● By providing targeted teacher support, training, and coaching, KKS will develop a foundational core of Tier 1 strategies to meet the needs of all students.

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	students' needs. District and school support in the form of professional development and training has helped teachers to incorporate student choice, relevance, and rigor into their curriculum. ● Vertical teams were formed based upon the WASC Critical Areas of Follow-Up and have representation from all GLs and departments. ● During GL articulation sessions, teams analyze student work and plan for formative instruction during data teams cycles (two cycles per quarter); revise and update pacing guides; and plan for Tier 1 instruction ● Teachers can participate in student-centered coaching cycles based on their interest/need	● By providing student-centered professional development and support, teachers will be able to identify appropriate interventions and strategies along with a differentiated approach to support the needs of all students.

Describe your complex/school contexts for School Design and Student Voice. ● Special Education/Inclusion	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice ● KKS offers inclusion settings across all grade levels from pre-K to 5th grade to support all SpEd students in general education classroom settings with their peers. Students have the opportunity to participate and learn in the most appropriate LRE and resources will be allocated to support staffing needs.	Describe your conditions for Success for School Design and Student Voice ● By providing students with a variety of LRE options and personnel support, students will have the opportunity to learn in the optimal environment for their individual needs.

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

Part II (over three years)

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice: ● Grade level/vertical planning and implementation of school curriculum; data team discussions around iReady scores to result in a typical tiered distribution for students (80% Tier I, 10-15% Tier II, 5% Tier III for students in both math and ELA). ● Implementation of schoolwide walkthrough protocol centered around research based strategies focused on school improvement. KKS to monitor the effectiveness of instructional strategies and aims for all to be measured as effective (80%) or highly effective (90%). ● Monthly ART/Leadership collaboration meetings to review school data and determine follow-up professional development and support. Why are you implementing them? ● Targeted teacher follow-up lessons/reteaching as needed for specific students' growth. ● Monitoring of current agreed upon schoolwide instructional strategies to determine impact on students and overall effectiveness.	What are your measurable outcomes around School Design and Student Voice: ● Grade level/vertical planning and implementation of school curriculum; data team discussions around iReady scores to result in a typical tiered distribution for students (80% Tier I, 10-15% Tier II, 5% Tier III for students in both math and ELA. ● Implementation of schoolwide walkthrough protocol centered around research based strategies focused on school improvement. KKS to monitor the effectiveness of instructional strategies and aims for all to be measured as effective (80%) or highly effective (90%). ● Monthly ART/Leadership collaboration meetings to review school data and determine follow-up professional development and support. Why are you implementing them? ● Targeted teacher follow-up lessons/reteaching as needed for specific students. ● Monitoring of current agreed upon schoolwide instructional strategies to determine impact on students and overall effectiveness.	What are your measurable outcomes around School Design and Student Voice: ● Grade level/vertical planning and implementation of school curriculum; data team discussions around iReady scores to result in a typical tiered distribution for students (80% Tier I, 10-15% Tier II, 5% Tier III for students in both math and ELA. ● Implementation of schoolwide walkthrough protocol centered around research based strategies focused on school improvement. KKS to monitor the effectiveness of instructional strategies and aims for all to be measured as effective (80%) or highly effective (90%). ● Monthly ART/Leadership collaboration meetings to review school data and determine follow up-professional development and support. Why are you implementing them? ● Targeted teacher follow-up lessons/reteaching as needed for specific students. ● Monitoring of current agreed upon schoolwide instructional strategies to determine impact on students and overall effectiveness.

[Kalihi Kai], [Version 1.0], [02.13.2020]

● Analysis of data allows ART and Leadership to determine necessary professional development to support staff and improve teaching practices. How will you know that they are resulting in an improvement? ● All students will meet their typical growth in iReady for Reading and Math ● Increase in proficiency scores for SBA Reading and Math ● Students receive needed lessons to support learning gaps - iReady scores improve. ● Gap between non-high needs students and high needs students will decrease. ● Increase in EL students being on track towards English proficiency.	● Analysis of data allows ART and Leadership to determine necessary professional development to support staff and improve teaching practices. How will you know that there they are resulting in an improvement? ● All students will meet their typical growth in iReady for Reading and Math ● Increase in proficiency scores for SBA Reading and Math ● Students receive needed lessons to support learning gaps - iReady scores improve. ● Gap between non-high needs students and high needs students will decrease. ● Increase in EL students being on track towards English proficiency.	● Analysis of data allows ART and Leadership to determine necessary professional development to support staff and improve teaching practices. How will you know that there they are resulting in an improvement? ● All students will meet their typical growth in iReady for Reading and Math ● Increase in proficiency scores for SBA Reading and Math ● Students receive needed lessons to support learning gaps - iReady scores improve. ● Gap between non-high needs students and high needs students will decrease. ● Increase in EL students being on track towards English proficiency.

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

Part III (over one school year)

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
What are your measurable outcomes around School Design and Student Voice? ● 95-98% of all teachers refine and revise pacing guides for the school year by the end of August. ● 100% of all monthly data team discussions will include GL assessments and iReady, to determine student needs and RTI-A/RTI-B groupings.	What are your measurable outcomes around School Design and Student Voice? ● Teachers continue to refine and revise pacing guides collaboratively within grade level and department. ● Data team discussions around iReady and other GL assessments to review student needs and RTI-A and RTI-B redistribute groupings.	What are your measurable outcomes around School Design and Student Voice? ● Teachers refine and revise pacing guides for the following year within grade level and department. ● Data team discussions around iReady and other GL assessments to determine student needs and RTI-A and RTI-B groupings.

- Ci3T program measures (i.e. Primary Intervention Rating Scale, Student Risk Screening Scale, Direct Observations, and Tiered Fidelity Inventory) are used to monitor degree of implementation of the school's Tier 1 Plan and social validity amongst faculty and staff

Why are you implementing them?

- To ensure alignment across grade levels and equity for all students regardless of class placement
- To ensure timeliness of delivery of standards
- To make data-driven decisions to inform formative and/or differentiated instruction
- To measure the effectiveness and impact of instructional strategies
- To make data-driven decisions to support students who need individualized supports

How will you know that they are resulting in an improvement?

- Pacing guides are updated and classroom observations will ensure lessons are taxonomically and topically aligned
- Each data teams cycle will show an increase in student performance data from beginning to end
- Data Teams template end-of-cycle reflection connects instructional practice to student performance data

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- Team discussion around iReady, and RTI-A/RTI-B groupings.
- Ci3T program measures (i.e. Primary Intervention Rating Scale, Student Risk Screening Scale, Direct Observations, and Tiered Fidelity Inventory) are used to monitor degree of implementation of the school's Tier 1 Plan and social validity amongst faculty and staff

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How will you know that there they are resulting in an improvement?

- Pacing guides are updated and classroom observations will ensure lessons are taxonomically and topically aligned
- Each data teams cycle will show an increase in student performance data from beginning to end

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- Vertical articulation between grade levels to discuss upcoming students and those who may require additional support.
- iReady, SRSS, PIRS, Direct Observations, and Tiered Fidelity Inventory referral post-data.
- Team discussion around iReady, and RTI-A/RTI-B groupings.
- Ci3T program measures (i.e. Primary Intervention Rating Scale, Student Risk Screening Scale, Direct Observations, and Tiered Fidelity Inventory) are used to monitor degree of implementation of the school's Tier 1 Plan and social validity amongst faculty and staff

Why are you implementing them?

- To ensure alignment across grade levels and equity for all students regardless of class placement
- To ensure timeliness of delivery of standards
- To make data-driven decisions to inform formative and/or differentiated instruction
- To measure the effectiveness and impact of instructional strategies
- To make data-driven decisions to support students who need individualized supports
- Based upon post-data for iReady, SRSS, PIRS, Direct Observations, and Tiered Fidelity Inventory, next steps, PD, and supports will be determined.

[Kalihi Kai], [Version 1.0], [02.13.2020]

	● Data Teams template end-of-cycle reflection connects instructional practice to student performance data	How will you know that they are resulting in an improvement? ● Pacing guides are updated and classroom observations will ensure lessons are taxonomically and topically aligned. Data will help to determine next steps for PD and additional planning time for lessons and instruction. ● Each data teams cycle will show an increase in student performance data from beginning to end ● Data Teams template end-of-cycle reflection connects instructional practice to student performance data

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
● The Leader in Me (TLiM) ○ All students know all 8 habits and practice the habits throughout the school year as measured by the school's Tiered Fidelity Inventory (TFI), Warrior Winnings, and referral data. Students will receive instruction and learn The 8 Habits during The First 8 Days.	● All new teachers to KKS will attend the 7 Habits Signature Training by the end of their first school year as measured by attendance. ● All teachers will continue to implement The First 8 Days within the first two weeks of school. All teachers will teach one TLiM direct lesson monthly as measured by Lighthouse Team members ● All teachers will develop grade level and classroom WIGs by the end of first quarter. ● All teachers identify students who are practicing The 7 Habits and positively reinforcing behaviors through Warrior Winnings throughout the school year.	Marc Kawahara
● Turnaround Arts Program (TAP) & Arts Integration Strategies	● All teachers implement arts integration strategies including Acting Right, Concentration Circle, Cooperation Challenge, and Focus 5 strategies as measured by strategy check-ins	Michelle Iwasaki

○ All teacher and students will improve in their proficiency of Acting Right (Actor's Toolbox, Concentration Circle, Cooperation Challenge), and One Minute Challenges	● All teachers will participate in arts integration PD to implement and refine instructional strategies as measured by attendance and documented lessons in pacing guides. ● Teachers may participate in student-centered coaching cycles focused on arts integration as measured by academic coaches' coaching cycle trackers.	
● Ci3T ○ All students will receive tiered support based on their individual needs as determined by the RTI-A/B measured assessments. ○ All students will be individually rated by their teachers using the Student Risk Screening Scale (SRSS) assessment to identify students who are at-risk. ○ Attendance rates improve; students missing 15 days or more decrease from 11% (SY 18-19) ○ Students feel positively about their school continues to grow from 76% (SY 18-19)	● All new teachers will be trained on how to implement the SRSS by the end of the first quarter. ● All teachers will participate in the PIRS survey to monitor the effectiveness of the Ci3T plan by the end of the first quarter. ● Direct observations and TFI walkthroughs will occur semesterly to ensure fidelity and integrity. ● All teachers will monitor their RTI-A groupings through bi-monthly grade level articulations. ● All counselors will monitor their RTI-B groupings through pull-out sessions by the end of every RTI-B cycle. ● All RTI-A/B students will be monitored through grade level Warrior Talks on a quarterly basis.	Leonard Padayhag
● GLAD/EL Supports ○ All students will receive instruction containing GLAD strategies at the Tier I level. ○ Students who need additional support will receive instruction containing GLAD strategies at the intervention level. ○ GLAD strategies will be utilized with EL students to support their learning.	● All teachers implement GLAD strategies with 80% effectiveness or higher as measured by quarterly GLAD surveys. ● Teachers will implement identified school-wide GLAD strategies as measured by quarterly GLAD surveys. ● Through GLAD vertical teams, grade levels will choose a GLAD strategy goal, as measured by GLAD vertical teams representatives. ● Teachers can choose to participate in student-centered coaching cycles focused on GLAD strategies as measured by academic coaches' coaching cycle trackers. ● Staff to receive training during complex-wide PC day on EL West Ed Initiative as measured by attendance	Joy Sahagun
● Strengthen Tier I through Vertical Teams ○ 80% of all students are in Tier I for academic and behavior	● All teachers will implement Number Talks at least twice a week	Dayna Nakasone

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○ All students should meet their typical growth goal as measured by iReady for reading and math. ○ Our goal is to close the learning gap, so all students needing additional support should meet their stretch growth goal as measured by iReady for reading & math. ○ All 3rd graders reading on grade level (71% SY 18-19)	● All teachers will administer quarterly mastery assessments to inform instruction to differentiate and provide additional support.	
● Special Education/Inclusion ○ All identified SpEd students will receive targeted interventions based on IEP goals and objectives ○ All identified SpEd students will be provided with opportunities to interact with non-disabled peers	● All teachers implement GLAD strategies with 80% effectiveness or higher as measured by quarterly GLAD surveys. ● All teachers implement arts integration strategies including Acting Right, Concentration Circle, Cooperation Challenge, and Focus 5 strategies as measured by strategy check-ins ● All SpEd teachers will attend 5-Module SpEd training and implement instructional practices and/or strategies as measured by attendance	Kimberly Saula

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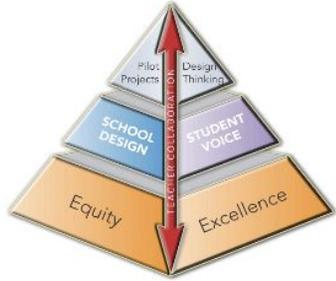
Part V

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
Year long: 1. Implementation and refining of Arts Integration training/teaching strategies. Sean Layne Support (3 days) - Implementation of Arts Integration Strategies (WASC Critical Area of Follow-up #4) ● One way to gauge success with the Arts Integration strategies is that the next steps for check-ins will keep	S. Layne - Contract 3 days x $2500 = $7,500 (Title 1) Substitutes $180 x 10 teachers x 2 days = $3,600 (Title 1)	During strategy check-ins for Arts Integration, there will be an increase in proficiency ratings (1-4) throughout the school year (baseline taken SY 19-20). 7-10% increase overall	Conduct two strategy check-in rounds (one per semester) for Acting Right and One Minute Challenges. GL/Depts. will document arts integration	Monthly classroom walkthrough data iReady school-wide tri-yearly report	Monthly data reports through ART (monitoring Synergy traits)

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moving and changing as teachers refine their strategy implementation.		from baseline to SY 20-21. Arts integration strategies documented in GL/Dept pacing guides	strategies in their pacing guides during articulation and meeting times		
Year-Long: 2. Implementation and refining of math training/teaching strategies. Wesley Yuu Support - Math Data Teams, Math Mastery, instructional strategies (WASC Critical Area of Follow-up #4); RTI-A Math (WASC Critical Area of Follow-up #2) ● The school will work to establish the school-wide RTI-A system for math (Digging Deeper diagnostics, progress monitoring probes, intervention schedule, etc.). ● The school will work to align high impact math instructional strategies across all grade levels through vertical articulation.	W. Yuu - Contract 7 days x $1800 + tax = $13,194 (Title 1) Substitutes $180 x 6 substitutes x 6 days = $6,480 (Title 1) NCTM Travel 8 travelers ($20,000) to Baltimore, Maryland (February 17-19 2021) (Title 1) Substitutes $180 x 6 substitutes x 4 days = $4,320 (Title I)	Grades K-5 will create and implement the Number Talks strategy at least twice a week. Instructional minutes in math are consistent school-wide K-5 Quarterly Math Mastery Assessments will be created and implemented for each GL K-5. Math strategies documented in grade level/vertical team articulation minutes. A 5-7% increase in percentage on SBA-math proficiency scores	Wes Yuu will articulate with grade levels (7 days) to review student work and instructional focus. Teachers will articulate in grade level articulations and Vertical Teams to review high impact strategies and monitor their effectiveness through the data teams process.	Monthly classroom walkthrough data iReady school-wide tri-yearly report	Monthly data reports through ART (monitoring Synergy classroom traits)

		across testing grade levels			
Year-Long 3. GL Coaching - GL coaching cycles focused on specific Synergy Traits (WASC #3) - Individual coaching cycles based on teacher interest/need - Academic Coaches will support GL teams on their Synergy focus trait during the PD portion of artic. (PD, data analysis, application of trait. etc.) ● At the end of each student-centered coaching cycle, teachers will share "teacher learning" through anecdotal evidence (e.g. "What strategies are being implemented on a consistent basis now as a result of your participating in this coaching cycle?"). For "student learning," teachers and coaches will analyze student work in relation to the learning target(s) (e.g. baseline data compared to post-assessment data). ● Co-teaching/Inclusion Training to support SpEd students in GenEd	WSF - 2 coaching positions ($132, 000) Co-Teaching/ Inclusion Training Contract $4,800 (Title 1) Teacher Stipends 13 teachers x 2 days = $5,000 (Title 1)	A 6-8% increase in percentage on the chosen GL/Dept Synergy classroom observation trait (disaggregated data). A 6-8% increase in percentages on the school-wide focus traits for Synergy classroom observations (aggregated data).	The Academic Review Team will observe all teachers school-wide during Synergy Classroom Observations (one round per semester). Academic Coaches will participate in at least two. student-centered coaching cycles per quarter. They will meet with Admin every two weeks to discuss coaching cycles.	Attendance and participation in quarterly Farrington Coaches meetings	
Year-Long 4. Student and Teacher Support - PTT to provide Tier 1 support - Summer ELO/K Prep - School-wide musical	Title I PTTs: 36 staff ($70,000) Title 1	Student registration for ELO and K prep. Staff sign-ins for PTT hours.			

	Summer ELO PTTs/PPEs: ($16,000) Title 1 Musical PTT, supplies, audio ($20,000)	Tickets sold to families and community members for school-wide play.			
The Leader in Me/The 7 Habits Program (WASC Critical Area of Follow-up #4)	Title 1 TLiM Annual Subscription: ($11,000)	100% of GL teachers will implement The First 8 Days and will teach at least one TLiM direct lesson per month.	Staff will provide feedback for program adjustments and monitoring or action team activities through. monthly or bi-monthly Lighthouse Team meetings.		
Parent and Family Engagement (SW 7)	Title 1 PCNC ($15,000) Supplies ($4,000)	Family attendance at workshops and family events as measured through sign-in sheets.	Conduct at least one quarterly parent engagement activity.		
Tier 1 supports - Subscriptions - Chromebooks and iPads - Classroom supplies	Technology ($30,000) ==Classroom supplies and subscriptions ($32,000)==	Measure students engagement, use of technology and online programs (iReady and online subscriptions).	iReady progress monitoring at Admin/GL Articulation Meetings		

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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, Student Voice.

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.

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand the capacity to improve, and continuously advance student learning.

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

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
● KKS will conduct a school-wide musical involving music, creative movement, drama, visual art, and highlighting the individual strengths of it's students (student voice). We will continue to create engagement opportunities for parents and community members through the school musical process.	● As an Arts Integration school, students will have the opportunity to showcase their strengths in the performing arts. Teachers will be able to collaborate to plan and conduct the musical.	● All students will participate and those in a main cast role will audition, memorize lines and/or choreography, and attend weekly rehearsals.
● KKS will pilot a select group of students to participate in the annual Hawaii State History Day competition. Students will develop a final product into one of five presentation categories: research paper, performance, exhibit, website, or documentary video($5,000 WSF).	● Students will learn how to use and implement the inquiry process as designed in the C3 standards.	● Students will design History Day projects based on the standards from C3 and History Day criteria. ● Students will develop a passion and appreciation for learning history, arts, and the humanities

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● Summer 2021: GLAD training ($40,000 Stipends for 40 teachers for 4 days) + $12,000 contract (Title III)	● Retraining for seasoned faculty members needing boost in GLAD strategies; new training for teachers new to the system/KKS.	● GLAD strategies observed on a regular basis in classroom walkthroughs.
● Melanie Rick: Arts Integration Strategies through Focus 5 PD (Reading Portraiture/Images)	●	●