



Hawaii Department of Education: 2022 Academic Plan School Year: 2022-2023 (Version 1)

School Name: Kalihi Uka Elementary

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Complex Area: FKK

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

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

HIDOE Learning Organization

Teaching and Learning Core:

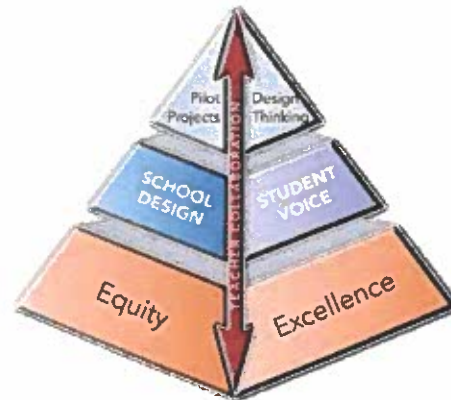
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:

New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

Pipeline of Emerging Ideas:

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



The 3-Year Academic Plan is structured by the HDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 7)

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

The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 21).

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

A Foundation for Change (SW 1, 4)

SY 2022-2023 Goals (3-4 goals) -- HMTSS/Assessment Capable Learners/PBL

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. In the parenthesis are the WASC critical areas of focus from our visit in March 2021-- School Area (SA) and Visiting Committee (VC) -- with the corresponding number.

Key Strategies to Address and Promote Change	Evidence and Rationale for Change
<p>Goal 1 — HMTSS-Targeted Instruction and Inclusive Practices</p> <p>KUES will use targeted instruction and inclusive practices to address various learner needs with grade level curricula (SA3).</p> <p>The Data Analysis Model of Continuous Improvement will be used to address the instructional strategies which will address literacy (VC1C). Small group instruction will be used as both a student support and an instructional strategy for all students. In grades K and 1, all students participate in Reading Mastery, which consists of small group phonemic instruction intended to develop reading fluency. As students progress through the program, they are regrouped to ensure that the lessons are addressing skills needed. These skills include alphabetic principles, decoding, fluency, and accuracy.</p> <p>In grades 2-5, students will receive individualized decoding and reading fluency support as needed. The skills are addressed on a pull-out basis in a small group or a one to one setting.</p> <p>Through our established process for examining data to make instructional and operational decisions (Data Analysis Model of Continuous Improvement) for students and math we are constantly making action oriented decisions. In the area of math, by teachers utilizing and analyzing the iReady Math data to plan for instruction and learning, the students will utilize math manipulatives and use the Try-Discuss-Connect routine to gain a deeper understanding of math concepts. Students will be monitored to ensure growth and to receive appropriate intervention.</p>	<p>Goal 1 - HMTSS-Target Instruction and Inclusive Practices</p> <p>The KUES student population is composed of diverse learners. In order to ensure that students maximize their academic potential, a variety of strategies are used to provide the targeted instruction that will promote student achievement and growth. The need for early literacy intervention begins in kindergarten when the vast majority of students' beginning of year DIBELS data indicates that intensive interventions are needed. These needs continue throughout the upper elementary grades. As new needs are identified, interventions are applied. The Data Analysis Model of Continuous Improvement will be utilized to ensure that the steps being taken are working to meet the learners needs. Through the use of data, informed decision making and the provision of intentional instruction will be utilized to meet the needs of all learners. Through vertical alignment, the school will be able to ensure that the learning progressions are comprehensive and build on learning done in previous grades.</p> <p>After the pandemic, foundational math skills appear to be lacking based on our MOY iReady Assessment data. By learning virtually last school year, students did not have the opportunity to use math manipulatives and had limited small group instruction/discussions. As a school we are focused on effective academic processes. We are also focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.</p> <p>There is a significant high needs population at KUES which consists of English learners, economically disadvantaged students, and students receiving Special Education services. The level to which this population is underperforming in ELA is a concern. On the SY 20-21</p>

KUES will also be focusing on inclusive practices across the entire school (VC1A) and inclusion settings for students with disabilities. All students are general education students first and foremost. By developing inclusive practices, KUES is focused on developing a culture that is welcoming of all students. The goal is for all students, families, and staff to feel they belong in this school and feel valued. All students, regardless if they are English Learners and/or eligible for Special Education and Related Services, receive high quality, grade appropriate instruction. All students are provided timely interventions and support to ensure success in the curriculum and learning. Multiple types of formative and summative data will be used to modify instructional approaches to engage the needs of all learners (VC1A).

KUES will further develop upon its existing system of vertical alignment. (VC4): This is to ensure the use of common language used in instruction and utilize common but developmentally appropriate screeners and assessments between grade levels. (academic and SEL)

In order to close the gap, RTI, EL, and Special Education staff work with high needs students to promote the development of skills which can be applied in the general education setting. Targeted instruction is also addressed during intervention blocks that are embedded into the bell schedule. Every K-5 class commits 30 minutes of intervention time (called WIN Time) during each of their ELA and Math blocks. The intent of WIN Time is to address skills and concepts that students did not yet master as identified by the teacher during the daily lesson.

SBA, the achievement gap in Language Arts was 9 points (66% of non high needs students performed at proficient levels, as opposed to 56% of high needs students). In math, the high needs students fared better than the non high needs students (-1 point achievement gap with 52% of non high needs students proficient as opposed to 53% of high needs students). There is a need to address the underachievement of both populations in math at KUES.

The KUES parent community consists of many working families. The school will continue to offer a variety of opportunities for parent communication and engagement to support learners and promote belonging and value.

A Foundation for Change

Key Strategies to Address and Promote Change	Evidence and Rationale for Change
<p>Goal 2 — Assessment Capable Learners As we build assessment capable learners at Kalihi Uka elementary school, we will focus on students as teachers, student goal setting and building teacher understanding.</p> <p>Students will take control of their own learning as they are able to answer these three questions: (1) Where am I going? (2) Where am I now? (3) How can I close the gap? KUES believes it is critical for</p>	<p>Goal 2 - Assessment Capable Learners The ability to assess learning is a work in progress at Kalihi Uka Elementary School.</p> <p>Being of low SES, our students have limited life experiences, which hinders the development of the background knowledge needed to fully master the CCSS. Thus, it is critical that KUES scaffold concepts and content for students to support their learning. As students gain more</p>

students to take ownership of their learning because not only will they be able to articulate what needs to be learned, but they will also know what success looks like and when they are being successful **(SA5A)**.

Schoolwide strategies will be identified so **(VC1B)** students will be able to self assess, set, monitor, and attain personal learning goals while seeking feedback and recognizing mistakes as learning opportunities **(SA5B/C/D/E)**.

Assessment capable learners at KUES will also include teachers as learners. Professional development to build common understandings of research proven practices to enhance pedagogy will be provided. To quantifiably measure the effects of PD, measurable student outcomes will be identified and effect sizes calculated **(SA1)**. PD will include teacher clarity, learning intentions and success criteria (LISC) as well as practices in math instruction and discourse.

Students being assessment capable learners also involves our co-curricular activities. Students will have learning intentions and success criteria to measure their own levels of success within these learning activities. **(SA5F)**

Teachers and students are intentional in their teaching and learning so all stakeholders have clarity about what they are learning. Through teacher discussion and planning, KUES will have age/developmentally appropriate common language and vocabulary to ensure students are able to assess their own learning against the success criteria and determine next steps for learning. **(VC2)** To continuously build teacher craft and deepen our understanding centered on student learning, all KUES teachers will participate in a data centered coaching cycle based on student data. Teachers will also regularly observe each other teaching as “expert” teachers. Teachers will be able to determine their own areas of expertise to share with their peers. **(VC5)**

As part of the shared decision making process, all stakeholders will be able to give input via faculty, SCC, ILT and LT meetings. ILT/LT meeting minutes will be available for all staff to review and discuss during their grade level meeting time. **(VC6)**

control over their learning, their level of engagement will increase. Learning will seem more important and it will raise their accountability and responsibility.

When teachers lead the learning, they are the ones responsible and accountable, hopeful that students are learning while sitting passively. When students have ownership and control over their goals, they have greater motivation to achieve those goals. Active engagement increases learning. Through the use of clarity developed by all stakeholders, there will be a shared/common language and vocabulary to ensure student self assessment.

Within our school teachers are also Assessment capable Learners, teachers will measure their own levels of effectiveness within the classroom through their Impact Cycle. Impact Cycles are teacher identified areas of growth and they are able to work with a partner to utilize PD learning within the classroom to improve learning. There is a need to ensure a common understanding and ability to apply Visible Learning strategies across the school – LISC/scaffolds/student discussions. To further develop this and raise our own collective teacher efficacy, teacher craft needs to be focused on and shared, strategies which are effective need to be developed and encouraged as teachers and staff are lifelong learners. We are our own change agents by sharing responsibility and decision making.

A Foundation for Change

Key Strategies to Address and Promote Change	Evidence and Rationale for Change
<p>Goal 3 - Project Based Learning To enhance the learning of CCSS we will integrate units of study and focus on priority standards.</p> <p>To increase student achievement, Kalihi Uka elementary school will continue to strengthen the implementation of common schoolwide Visible Learning and Universal Design for Learning practices to further develop the meaningful application of the inquiry process and address Next Generation Science Standards (NGSS), Hawaii Core Standards for Social Studies (HCSSS) and ELA and math CCSS (VC3). KUES will also begin planning for the implementation of the new Computer Science Standards.</p> <p>Priority standards are also referred to as “tabletop standards.” “Leg standards” or supporting benchmark standards are identified as the building block skills needed to meet the tabletop standards. Teachers will consider each of the standards and prioritize those which are most rigorous.</p> <p>As a school we will vertically align social studies and science standards while embedding, integrating, and applying the ELA and math priority standards within the curricula (SA2B and VC1D)</p> <p>Within grade level created PBL units, teachers will continue to create a scope and sequence for the science curriculum that is intertwined with CCSS and a social studies curriculum that is intertwined with HCSSS. ELA and math priority standards will be embedded within science and or social studies lessons, requiring students to apply previously learned knowledge and skills across content areas through projects based learning.</p>	<p>Goal 3 - Project Based Learning Due to numerous reasons, having students meet all the CCSS standards has been a challenge at Kalihi Uka Elementary school.</p> <p>Instructional minutes during the day are not sufficient to allow for social studies and science to be adequately taught separately. Additionally, when subjects are taught in isolation, students do not make real-life connections to the content. Through vertical alignment and integration of standards/curriculum, this creates the needed time to develop deeper understanding and application of concepts to real world learning. The need to strengthen VL and Universal Design for Learning will ensure the most effective instructional practices are being utilized to deepen student learning and help all learners to be successful.</p> <p>Rather than a focus on the “cover to cover” completion of the curriculum, the need to embed ELA and Math priority standards into science and social studies is related to the need for students to achieve a deeper level of ELA and math achievement. By providing students with opportunities to apply their ELA and math skills to science and social studies, not only will their achievement of science and social studies increase, but so will their depth of understanding of the ELA and math priority standards. In addition, KUES has shifted its focus towards standards based learning and the achievement of the priority standards. We are also focused on developing behaviors which affect learning, the General Learner Outcomes. By aligning the GLOs and embedding the GLOs into learning, students will have a clear understanding of the GLOs and what these behaviors look like across settings.</p> <p>From parent surveys and involvement activities, we’ve also noticed that low SES families tend to have less parent involvement with schools and academics. The majority of parents of KUES students are not actively</p>

<p>As teachers continue to develop their understanding about the integration of priority standards, they will also be developing relevant and real life assessments (SA2C).</p> <p>KUES will also strengthen parent partnerships and increase parents' understanding of what their children are learning. KUES will develop a systemic approach to embedding GLOs into Project Based Learning units. Teachers will calibrate vertically and within grade levels the expectations for GLOs that may be shared with parents. (SA2A)</p> <p>The connections between the GLOs and the curricula will be made clear for students and adults. It is clear that the GLOs are the expected behaviors when learning and the curricula is standards-based and is what students are learning. Through vertical articulation, teachers will identify what the behaviors "look like" across settings. (SA4)</p>	<p>engaged with their children's learning and do not sign the daily student planner as requested by the school or attend school events unless their children are performing. Those who attend family nights to learn how to work with their children have positively evaluated the programs and have asked for more standards-centered activities.</p>
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HIDOE and School Initiatives **(SW 2)**

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)
School Design/Innovation/Equity	Principal
Hawaii/Empowerment	SSC and Counselor
Teacher Collaboration	Principal
Key School Initiatives Addressed in the Plan	Leads(s)
HMTSS	Principal, SSC and Counselor
Targeted Instruction	Principal
Inclusive Practices	Principal and SSC
Assessment Capable Learners	Principal
Teacher PD	Principal
Project Based Learning	Principal
Priority Standards	Principal

Teaching and Learning Core: Equity and Excellence (SW 2, 3, 5, 6, 7)

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
<p><i>Identify the targeted subgroup and their identified needs</i></p>	<p><i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i></p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p>
<p>Disadvantaged Students -- 66% EL -- 15% SPED -- 5% Students must:</p> <ul style="list-style-type: none"> ● Develop their basic skills in reading and have a strong base in phonemic awareness, phonological awareness and phonics ● Develop early literacy skills ● Self-assess and monitor their own learning progress ● Develop math foundational skills using math manipulatives and by engaging in math discourse <p>Teachers must</p> <ul style="list-style-type: none"> ● Configure the best learning environments for all students ● Teachers must formatively assess students learning daily and modify instruction ● Teachers must be fluid with instructional practices and change to meet learner needs 	<p>In SY 2020-2021, 59% of students met proficiency on the ELA and 52% on the Math SBA.</p> <ul style="list-style-type: none"> ● In SY 2020-2021 for ELA -- <ul style="list-style-type: none"> ○ 56% disadvantaged students passed the SBA ○ 9 points achievement gap between high need and non-high need students ○ 52% Median Growth Percentile ● In SY 2020-2021 for Math -- <ul style="list-style-type: none"> ○ 53% disadvantaged students passed the SBA ○ -1 point achievement gap between high need and non-high need students ○ 35% Median Growth Percentile <p>For SY 2020-2021 based on the mid year iReady which is our Universal Screener</p> <ul style="list-style-type: none"> ● In ELA <ul style="list-style-type: none"> ○ 80% are on grade level for phonological awareness ○ 58% are on grade level for phonics ○ 77% are on grade level for high frequency words ○ 39% are on grade level for vocabulary 	<p>HMTSS: If the school continues to utilize small group instruction and Reading Mastery consistently for all students in grades K/1 and as needed for struggling learners, EL, SPED students in grades 2-5, the school will continue to see growth in reading.</p> <p>If the school develops inclusive practices across the entire school, in all classrooms, students will continue to feel valued and welcomed. By developing these practices, a stronger relationship will be forged between students, teachers, staff and parents which has a high effect on learning and achievement.</p> <p>If the school provides targeted support to all learners when needed, then all students should be working toward meeting table top standards in ELA and math.</p>	<p>HMTSS: Kalihi Uka School will continue to develop and engage in the Hawaii Multi Tiered System of Support including developing inclusive practices.</p> <ul style="list-style-type: none"> ● School will continue to utilize Reading Mastery and small group instruction for all students in grades K/1 to develop foundational reading skills. ● School will continue to utilize research based decoding programs for struggling readers in Grades 2-5. ● School will continue to provide targeted support to all learners in various ways that enhance and reinforce the CCSS in ELA and math ● Within the Gen Ed classroom, the school will provide instruction that addresses ELP standards. ● All teachers will use formative assessments throughout daily lessons to immediately modify instruction and provide instant feedback to address student misconceptions or student self identified needs based on the LISC. ● All teachers will use Ready Classroom Math as a resource when looking at priority standards and teaching to the standard.

<ul style="list-style-type: none"> ● Use high yield instructional practices to support learning. ● Develop vocabulary skills through integrated units of study ● Develop math discussions with students to go deeper in learning ● <p>The school must:</p> <ul style="list-style-type: none"> ● Develop inclusive practices as a school ● Increase student engagement in all classrooms ● Provide parent engagement activities centered around school areas of study and goals ● Employ rigorous standards based instruction and communicating high expectations for learning 	<ul style="list-style-type: none"> ○ 45% are on grade level for comprehension -- literature ○ 43% are on grade level for comprehension -- informational ● In Math <ul style="list-style-type: none"> ○ 37% are on grade level for numbers and operations ○ 34% are on grade level for algebra and algebraic thinking ○ 29% are on grade level for measurement and data ○ 26% are on grade level for geometry 	<p>ACL: If students are able to self-assess and set goals for their own learning and if students are able to own their learning; students will develop a deeper understanding of what they are learning and how they are progressing in their learning.</p> <p>If teachers continue to develop clarity in learning for all students and other high yield pedagogical practices, the gap in achievement will decrease.</p>	<p>ACL: All students, teachers and staff will work toward becoming assessment capable learners.</p> <ul style="list-style-type: none"> ● Students will learn to self-assess using the learning intentions and success criteria. Through this, students will be able to determine where they are at in their learning, seek feedback from others, and set goals for next steps in learning. ● Students will have discussions centered around their learning. ● Teachers will participate in a professional development that will focus on high yield pedagogical
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Innovation in Support of the Core: School Design and Student Voice (SW 3,6)

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2022-23 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
<p>HMTSS: Goal 1: The school and teachers will continuously implement systems and use the Plan, Do, Check, Act (PDCA) model to ensure support, achievement and growth for all students. School and teachers will continuously evaluate small group instruction by analyzing formative and summative data in</p>	<p>HMTSS: Goal 1: KUES will continue to support all students and one another in all areas -- academic, physical, social & emotional. The faculty knows the students through data and is able to provide specific and intentional interventions to meet students' basic foundational reading needs as well as targeted instruction in ELA and</p>	<p>HMTSS: Goal 1: Teachers and staff will continuously monitor all systems of support through a systematic model. Teachers will progress monitor (formative/summative assessment) student learning which is required to ensure progress in foundational reading skills for all students. Triangulating iReady data, with classroom</p>

<p>foundational reading, WIN time, and the implementation of inclusive practices to ensure that students are developing in all areas with vertically aligned grade level curricula.</p> <p>ACL: Goal 2: Teachers and students will continuously self-assess and verbalize where they are at in their learning, how they are doing in their learning and where they need to go next. ACL is not only for students but also for teachers to measure their own effect. KUES will utilize school wide strategies, common language/vocabulary to build clarity. Students will express their learning and how they are progressing. Shared instructional leadership will be fostered to build capacity within the school.</p> <p>PBL: Goal 3: Students and teachers will engage in learning which is rigorous, standards based across content areas (including ELA/math) and vertically aligned. To ensure the units of study have high expectations for learning and achievement and all students are engaged in this PBL learning, KUES will incorporate Visible Learning and Universal Design for Learning strategies. The GLOs will also be embedded/evaluated and will be clear for students and staff.</p>	<p>Math that will enhance and provide intentional learning for students.</p> <p>ACL: Goal 2: KUES will continue to engage students in meaningful/deep lessons and have them question and discuss their progress. By assessing where they are in their learning, students will learn to set goals to move their learning and understanding forward. Teachers will also assess their impact on learning.</p> <p>PBL: Goal 3: KUES will continue to intentionally plan and implement instruction based on student needs and integrating various content standards.</p>	<p>assessments and projects for ELA and Math will ensure all students are learning and applying skills to meet the rigor of the CCSS. The school will engage in inclusive practices.</p> <p>ACL: Goal 2: All teachers will implement strategies learned during school sponsored PD and measure their impact on student learning by calculating their effect size within the impact cycle. Teachers will improve their practices by giving and receiving feedback through a coaching cycle as part of the school's Impact Cycle. Teacher-created Learning Intentions and Success Criteria (LISC) for students will be used during classroom lessons and co-curricular activities.</p> <p>PBL: Goal 3: Students will be given formative and summative assessments and a range of varying opportunities to demonstrate their learning of the various content standards to ensure mastery. During PBL lessons, Student Voice and GLOs will be incorporated into LISC, which will be used to assess student learning. Students will know how GLOs will be measured and evaluated within PBL units. Parent engagement activities will be centered around the units of study.</p>
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Innovation in Support of the Core: School Design and Student Voice (SW 3,6)
Part II (over three years)

<p>SY 2022-2023 Measurable Outcomes</p>	<p>SY 2023-2024 Measurable Outcomes</p>	<p>SY 2024-2025 Measurable Outcomes</p>
<p>What are your measurable outcomes around School Design and Student Voice? HMTSS</p> <ul style="list-style-type: none"> Given benchmark assessments for Reading Mastery and Dibels in grades K, 70% and in grade 1, 75% of students will meet targeted benchmark. Using iReady data in grades K-5, 85% of students will meet in phonics and 90% of all students will meet in phonological awareness. Given the iReady Benchmark Assessments (3x per year -- Beg/Mid/End) high performing students will demonstrate progress towards their annual growth with each benchmark assessment and meet their typical growth target goals on end of the year (EOY) measures for reading and math. Students who attain "early on/one grade level below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 10% progress towards their annual growth with each benchmark assessment and meet their typical growth target goals with improved placement on EOY measures for reading and math. Lowest performing students who attain "two or more grade levels below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 10% progress towards their annual growth with each benchmark assessment and meet their stretch growth target goals with improved placement on EOY measures for reading and math. Overall as a school, given the iReady Benchmark Assessment End of Year and/or the Smarter Balanced Assessment in reading, 70% of all students will either meet or exceed proficiency levels. 100% of teachers and students will engage in inclusive practices in their homeroom classes. Utilizing the PDCA model, 100% of students will receive grade level differentiated instruction in ELA from the general education teachers through the use of inclusive practices which are targeted toward student needs. 	<p>What are your measurable outcomes around School Design and Student Voice? HMTSS</p> <ul style="list-style-type: none"> Given benchmark assessments for Reading Mastery and Dibels in grades K, 71% and in grade 1, 76% of students will meet targeted benchmark. Using iReady data in grades K-5 86% of students will meet in phonics and 90% of all students will meet in phonological awareness. Given the iReady Benchmark Assessments (3x per year -- Beg/Mid/End) high performing students will demonstrate progress towards their annual growth with each benchmark assessment and meet their typical growth target goals on end of the year (EOY) measures for reading and math. Students who attain "early on/one grade level below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 11% progress towards their annual growth with each benchmark assessment and meet their typical growth target goals with improved placement on EOY measures for reading and math. Lowest performing students who attain "two or more grade levels below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 11% progress towards their annual growth with each benchmark assessment and meet their stretch growth target goals with improved placement on EOY measures for reading and math. Overall as a school, given the iReady Benchmark Assessment End of Year and/or the Smarter Balanced Assessment in reading, 72% of all students will either meet or exceed proficiency levels. 100% of teachers and students will engage in inclusive practices in their homeroom classes. Utilizing the PDCA model, 100% of students will receive grade level differentiated instruction in ELA and Math from the general education teachers through the use of inclusive practices which are targeted toward student needs. 	<p>What are your measurable outcomes around School Design and Student Voice? HTMSS</p> <ul style="list-style-type: none"> Given benchmark assessments for Reading Mastery and Dibels in grades K, 72% and in grade 1, 77% of students will meet targeted benchmark. Using iReady data in grades K-5 87% of students will meet in phonics and 91% of all students will meet in phonological awareness. Given the iReady Benchmark Assessments (3x per year -- Beg/Mid/End), high performing students will demonstrate progress towards their annual growth with each benchmark assessment and will meet their typical growth target goals on end of the year (EOY) measures for reading and math. Students who attain "early on/one grade level below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 12% progress towards their annual growth with each benchmark assessment and meet their typical growth target goals with improved placement on EOY measures for reading and math. Lowest performing students who attain "two or more grade levels below" placements on the BOY initial diagnostic (iReady) will demonstrate at least 12% progress towards their annual growth with each benchmark assessment and meet their stretch growth target goals with improved placement on EOY measures for reading and math. Overall as a school, given the iReady Benchmark Assessment End of Year and/or the Smarter Balanced Assessment in reading, 73% of all students will either meet or exceed proficiency levels. All role groups will make students feel welcomed through inclusive practices that are being implemented throughout the school. Utilizing the PDCA model, 100% of students will receive grade level differentiated instruction in all subject areas from the general education teachers through the use of inclusive practices which are targeted toward student needs.

<ul style="list-style-type: none"> Common assessments in ELA and Math will be utilized by 100% of teachers for the data team process to analyze learning and next steps. <p>Assessment Capable Learners</p> <ul style="list-style-type: none"> 100% of classrooms and co-curricular activities will utilize common language and vocabulary with teacher created Learning Intentions and Success Criteria (LISC) for students. All students will work toward being able to verbalize the LISC, will accurately assess themselves and will be able to identify next steps. Given a series of classroom visits and observations, 100% of classrooms will utilize Learning Intentions and Success Criteria (LISC). When students are asked what they are learning how they are learning and where to next, all students will use the LISC to answer these questions and assess their learning. 100% of teachers will measure their effect size through Impact Cycles. <p>Project Based Learning</p> <ul style="list-style-type: none"> During PBL lessons, teachers will incorporate Student Voice and GLOs #3 Complex Thinker and #5 Effective Communicator (at a minimum) into 	<ul style="list-style-type: none"> Common assessments in ELA and Math will be utilized by 100% of teachers for the data team process to analyze learning and next steps. <p>Assessment Capable Learners</p> <ul style="list-style-type: none"> 100% of classrooms and co-curricular activities will utilize common language and vocabulary with co-constructed or teacher created Learning Intentions and Success Criteria (LISC) for students. All students will work toward being able to verbalize the LISC, will accurately assess themselves and will be able to identify next steps. Given a series of classroom visits and observations, 100% of classrooms will utilize co-created Learning Intentions and Success Criteria (LISC) that was done with guidance. When students are asked what they are learning, how they are learning and where to next, 70% of students will use the LISC to answer these questions and assess their learning. Through their assessment and next steps, students will begin to improve the quality of their work. 100% of teachers will measure their effect size after implementing a strategy learned at a school sponsored PD. Teachers will also receive and reflect upon peer feedback. <p>Project Based Learning</p>	<ul style="list-style-type: none"> Common assessments in most subject areas will be utilized by 100% of teachers for the data team process to analyze learning and next steps. <p>Assessment Capable Learners</p> <ul style="list-style-type: none"> 100% of classrooms and co-curricular activities will utilize common language and vocabulary with co-constructed or teacher created Learning Intentions and Success Criteria (LISC) for students. 70% of students will be able to verbalize the LISC and will accurately assess themselves and will be able to identify next steps. Given a series of classroom visits and observations, 100% of classrooms will utilize co-created Learning Intentions and Success Criteria (LISC) with minimal teacher guidance. When students are asked what they are learning how they are learning and where to next, all students will use the LISC to answer these questions and assess their learning. Through their assessment and next steps, 70% of students will improve the quality of work. 100% of teachers will measure their effect size after implementing a strategy learned at a school sponsored PD. Teachers will also give and receive feedback from peers through micro teaching as part of a coaching cycle within the school's Impact Cycle. <p>Project Based Learning</p> <ul style="list-style-type: none"> During PBL lessons, teachers will incorporate Student Voice and GLOs #3 Complex Thinker and #5 Effective Communicator (at a minimum) into
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<p>the LISC. Teachers will model using the LISC to assess students' learning.</p> <ul style="list-style-type: none"> • 100% of classes will engage in at least one project based integrated unit of study, integrating ELA and Math with Social Studies and/or Science • 100% of teachers will receive training on critical feedback. Teachers will utilize and give each other feedback. <p>Why are you implementing them? HMTSS</p> <ul style="list-style-type: none"> • Developing foundational reading skills in all students through a systemic program has been beneficial for all students. By personalizing learning for all students in reading, we will see students grow in their skills. • Data will be analyzed and triangulated to determine if students are making progress in their academics. Teachers will analyze data to look at growth and the projection for the end of the year. Within the iReady platform, teachers are able to look at student progress by the end of the year and where they are projected to fall within the different tiers. For the borderline students, teachers are able to plan for intervention during WIN Time or during tutoring. For the struggling learners, teachers will plan to ensure a minimum of a year's worth of growth for the student is made within a year's time. • By developing inclusive practices, KUES is focused on developing a culture that is welcoming of all students. The goal is for all students, families, and staff to feel they belong in this school and feel valued. All students, regardless if they are English Learners and/or eligible for Special Education and Related Services, receive high quality, grade appropriate instruction. <p>Assessment Capable Learners</p>	<ul style="list-style-type: none"> • During PBL lessons, teachers will incorporate Student Voice and GLOs #3 Complex Thinker and #5 Effective Communicator (at a minimum) into the LISC. Teachers will model using the LISC to assess students' learning. • 100% of classes will refine the unit of study from the year prior and utilize the unit integrating ELA and Math with Social Studies and/or Science • 100% of teachers will model and set expectations on how to give feedback utilizing the LISC in each PBL unit. <p>Why are you implementing them? HMTSS</p> <ul style="list-style-type: none"> • Providing reading foundational skills through Reading Mastery to all students in Kindergarten and Grade 1 will help the school to see increases in reading scores as students move up academic levels. Providing reading intervention support to accommodate and personalize learning for struggling readers or students who are learning English will bolster their learning. • Developing and increasing student's foundational reading abilities enables students to better decode. This has caused fluency to improve, resulting in increased comprehension. This increase has helped, and will continue to help, all students with equity and access. These overall increases have also resulted in improved math scores as students are better able to comprehend word problems. • Developing a growth mindset through inclusive practices will play an important role for the development of all students. 	<p>LISC. Students will use guided practice to use the LISC to self assess their learning</p> <ul style="list-style-type: none"> • 100% of classes will engage in at least two project based integrated unit of study, integrating ELA and Math with Social Studies and/or Science • 70% of students will be able to give critical feedback utilizing the LISC to peers <p>Why are you implementing them? HMTSS</p> <ul style="list-style-type: none"> • By developing our inclusive practices as a school and refining our systems of support with RTI and Reading Mastery, our multi-tiered systems of support will continue to evolve and grow as a school. <p>Assessment Capable Learners</p>
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<ul style="list-style-type: none"> ● Building common understandings of research proven practices that center around teacher clarity and learning intentions and success criteria will enhance student achievement and teacher growth as we start to implement ACL on campus. <p>Project Based Learning</p> <ul style="list-style-type: none"> ● Through standards based and industry vetted curriculum, with student choice, voice and collaboration, we will give students access through design. Providing students the opportunity to demonstrate learning through Project Based Learning helps to build understanding about the standards and utilizing the standards across content areas. Students giving input help to guide the direction of their learning. <p>How will you know that they are resulting in an improvement? HMTSS</p> <ul style="list-style-type: none"> ● Increased reading foundational skills and achievement for all students as the instruction matches the learning needs of the student. ● All students are showing achievement and or growth on summative assessments. ● More teachers recognize good inclusive practices and are implementing them within their classrooms. 	<p>Assessment Capable Learners</p> <ul style="list-style-type: none"> ● When students take control of their own learning because they are able to answer these three questions: (1) Where am I going? (2) Where am I now? (3) How can I close the gap? students take ownership of their learning because not only will they be able to articulate what needs to be learned, but they will also know what success looks like and how they know when they are being successful. <p>Project Based Learning</p> <ul style="list-style-type: none"> ● If students are engaged in rigorous standards based learning -- utilizing multiple content areas -- and the learning is based on multiple standards, students will be more engaged in their learning. They will also be able to develop a deeper understanding about various vocabulary and be able to apply their learning. <p>How will you know that they are resulting in an improvement? HMTSS</p> <ul style="list-style-type: none"> ● Students will apply the learned reading skills to all reading within the classroom and in all subject areas. ● All students/families/teachers/staff feel included in the school community. Everyone feels valued because of who they are and what they bring to the school community each day. 	<ul style="list-style-type: none"> ● Through John Hattie's research, when teachers are clear on what students are learning and students are able to articulate what they are learning, how they are learning and where they are going next in their learning. Students can double their speed of learning. With Teacher Clarity, Learning Intentions and Success Criteria we are building our student agency. <p>Project Based Learning</p> <ul style="list-style-type: none"> ● With the new computer science standards and students and teachers using technology to design, iterate and collaborate within their project based learning, we will see students going deeper in their learning, from surface to deep to transfer learning. ● As teachers' understanding about Project Based Learning grows and evolves, they will better guide students to refine their Inquiry and Problem Solving abilities. Through these projects, student voices will shine through and help to steer the lessons and learning within the classroom. <p>How will you know that they are resulting in an improvement? HMTSS</p> <ul style="list-style-type: none"> ● Classrooms, students and teachers celebrate learning. They celebrate when they are not successful in their projects or the problems they face because they know they are learning and growing. Students know that success is not measured by the success of their projects but rather on the standards and the growth they demonstrate in their learning. ● Students demonstrate their learning not just through the work they complete but through demonstration of application and transference of their learning. <p>ACL</p>
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<p>ACL</p> <ul style="list-style-type: none"> Students will start to articulate what they are learning, why they are learning and where they are going next in their learning journey. <p>PBL</p> <ul style="list-style-type: none"> As teachers present their projects based units, students will begin to apply their learning across content areas to meet CCSS in multiple subjects. 	<p>ACL</p> <ul style="list-style-type: none"> Teachers become facilitators of learning rather than being the only teacher in the room -- students take charge of their own learning when co-creating LISC. More students will demonstrate a better understanding of what they are learning by being involved in the creation of the LISC. <p>PBL</p> <ul style="list-style-type: none"> With project based learning, student voice plays a role in what is learned. Students will start to ask questions to push their own thinking about the project. Students work together to find design, iterate, problem solve and build. 	<ul style="list-style-type: none"> Classrooms will be noisy and lively, filled with students discussing, questioning themselves and each other about their learning. Students will be passionate about their learning about their projects, about their learning growth. Students will challenge each other's thinking, as they push each other to go further in their understanding. <p>PBL</p> <ul style="list-style-type: none"> Students will articulate and share their learning including success and failure with their families. As students grow in their learning, families will also be growing as families are actively engaged in their child's project.
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Innovation in Support of the Core: School Design and Student Voice (SW 3, 6)

Part III (over one school year)

SY 2022-2023 Formative Measures (beginning of the year)	SY 2022-2023 Formative Measures (throughout the year)	SY 2022-2023 Summative Measures (end of the year)
<p>HMTSS</p> <ul style="list-style-type: none"> Use universal screener to identify the 71% of students who will work towards being on grade level by end of the year Collect and triangulate iReady and DIBELS data for grades K and 1 that will be used as a foundational reading baseline. Using triangulated data, students in grades 2-5 will be identified for RTI support in foundational reading. 	<p>HMTSS</p> <ul style="list-style-type: none"> Teachers will triangulate iReady, DIBELS and classroom data in ELA and math to determine if students are on track to meeting projected target scores by the end of the year. <ul style="list-style-type: none"> Students making little or no progress will be identified for targeted instruction. Using "data dives", teachers will meet with the Principal and non-classroom teachers to assess common trends within the classroom and determine next steps. 	<p>HMTSS</p> <ul style="list-style-type: none"> The Smarter Balanced Assessment will be administered in grades 3-5 to determine growth as a school on the Common Core State Standards in ELA and math and in grade 5 for the Next Generation Science Standards. <ul style="list-style-type: none"> iReady and DIBELS assessment will be administered in April/May to determine student progress made throughout the year.

<ul style="list-style-type: none"> Teachers will prioritize the quality tier 1 practices that will be implemented in their classrooms. Teachers will receive PD on the Try-Discuss-Connect instructional routine in math <p>Assessment Capable Learners</p> <ul style="list-style-type: none"> Teachers will collect data on how students are using Learning Intentions and Success Criteria to become assessment capable learners. Teachers will learn to receive and provide meaningful feedback through their Impact Cycle. <p>Project Based Learning</p> <ul style="list-style-type: none"> Students will be given assessments to demonstrate their knowledge in all content areas. Teachers will use the data to identify learning targets. Teachers will identify one GLO that will be an instructional priority throughout the PBL unit that will be measured and evaluated. 	<ul style="list-style-type: none"> K-1 students will be DIBELS progress monitored every 2-3 weeks to ensure students are in appropriate groups. Through cycles of learning, teachers will monitor the implementation of identified quality tier 1 practices that are being implemented. Teachers will implement with their students the Try-Discuss-Connect instructional routine in math. <p>Assessment Capable Learners</p> <ul style="list-style-type: none"> Teachers will collect data on how students are using Learning Intentions and Success Criteria to become assessment capable learners. 25% of students should proficiently utilize LISC. Teachers will receive and provide meaningful feedback through an Impact Cycle within their grade level. <p>Project Based Learning</p> <ul style="list-style-type: none"> Students will be given assessments to demonstrate their learning in all content areas. Teachers will use the data to identify students' misconceptions and learning needs that will be addressed by whole class and targeted instruction. Teachers will identify one GLO that will be an instructional priority throughout the PBL unit that will be measured and evaluated. 	<ul style="list-style-type: none"> Teachers will look at growth for all students and determine if students reached target goals. Reading Mastery data, DIBELS data, and iReady data will be triangulated to measure growth and progress in foundational reading skills for Grades K and 1. All classes will be utilizing quality tier 1 inclusive practices. Teachers will reflect on the implementation of the Try-Discuss-Connect instructional routine in math. <p>Assessment Capable Learners</p> <ul style="list-style-type: none"> Teachers will collect data on how students are using Learning Intentions and Success Criteria to become assessment capable learners. Teachers will receive and provide meaningful feedback through an Impact Cycle that is shared with all teachers <p>Project Based Learning</p> <ul style="list-style-type: none"> Students will be given summative assessments that will measure their learning in all content areas. Teachers will use the data to reflect on their teaching when considering students' level of mastery of the learning targets that were taught. The GLO will be measured and evaluated within the PBL units.
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Innovation in Support of the Core: School Design and Student Voice (SW 3, 6)

Part IV

<p>Student Outcomes (2022-2023 Measurable Outcomes) HMTSS</p>	<p>Staff Outcomes (2022-2023 Measurable Outcomes) HMTSS</p>	<p>Lead</p> <ul style="list-style-type: none"> Principal
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<p>Students will continuously demonstrate improved achievement and growth:</p> <ul style="list-style-type: none"> ● 50-60% of students will meet the DIBELS oral reading fluency benchmark in grades 1-5. ● 80-90% of English Learners will meet growth to target goals on the World-Class Instructional Design (WIDA) Access. ● 75-85% of students will meet annual typical growth based on iReady data for ELA. ● 65-75% of students will meet annual typical growth based on iReady data for math. ● 80-85% of students will feel included within the school community based on a school survey. <p>Assessment Capable Learners Students will use LISC to articulate about their learning including the what, how and where they are going in their learning. They will also use feedback and engage in conversations centered around their learning.</p> <p>Project Based Learning Students will engage in project based learning that focuses on application of skills, vocabulary and problem solving that will culminate with presentations of finished products to meet the CCSS standards in all subject areas.</p>	<p>Teachers will provide an environment that includes high achievement and growth, clarity, research based pedagogical practices and is inclusive for all students.</p> <p>Assessment Capable Learners Teachers will build collective teacher efficacy through open discussions with others and will use feedback and observation of others to analyze and grow in their practice. Depth of feedback will increase during this school year.</p> <p>Project Based Learning Teachers will develop integrated units of study that will include numerous CCSS standards, and/or NGSS/computer science/social studies/speaking and listening/art standards.</p>	<ul style="list-style-type: none"> ● NCT's ● Counselor ● Student Services Coordinator ● Teachers
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<ul style="list-style-type: none"> Using triangulated data, students will receive grade level differentiated instruction in ELA from the general education teachers through the use of inclusive practices which are targeted toward student needs. Common assessments in ELA and Math will be utilized by teachers for the data team process to analyze learning and next steps. Through the triangulated data, students will be identified to receive after school and/or summer intersession tutoring in ELA and math to help accelerate learning for these students. <p>ACL:</p> <ul style="list-style-type: none"> Teachers will build collective teacher efficacy through open discussions with others and will use feedback and observation of others to analyze and grow in their practice. Teachers and students will utilize co-created Learning Intentions and Success Criteria (LISC). When students are asked what they are learning, how they are learning and where to next, all students will use the LISC to answer these questions and assess their learning. <p>PBL:</p> <ul style="list-style-type: none"> Through project based learning, students and teachers will engage in rigorous instruction and learning centered around integrated units of study incorporating priority standards and GLO's in 	<p>CLSD Grant monies for ELA Tutoring: \$10,000</p> <p>ESSER grant monies for math tutoring: \$15,794</p>	<ul style="list-style-type: none"> All teachers will participate in quarterly data dives to review, reflect and plan for next steps. Teachers will analyze pre/post data to determine student learning and growth for after school tutoring. <p>ACL:</p> <ul style="list-style-type: none"> Teachers will engage in self reflection (during ITs, partner observations, etc.) and receive feedback on their strengths, needs and the next steps of their lessons as part of an Impact Cycle. Teachers will participate in at least 1 coaching cycle per year. Teachers will work towards teaching all students to verbalize the LISC, accurately assess themselves and identify next steps. <p>PBL:</p> <ul style="list-style-type: none"> All teachers will implement project based lessons and assess students' learning of standards that have been integrated into their units 			
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<p>ELA/Math/Computer Science/Science/Social Studies.</p>					
<p>Year Long</p> <ul style="list-style-type: none"> Students will engage in project based learning that focuses on application of skills, vocabulary and problem solving that will culminate with presentations of finished products to meet the CCSS standards in all subject areas. 	<p>Equipment \$0</p> <p>Parent/Family engagement \$1200</p>	<ul style="list-style-type: none"> Students will produce projects that are integrated with technology to demonstrate their understanding of the standards. Students will share their learning with their families. 	<p>Classroom walkthrough and visits-Quarterly</p> <p>Grade Level LT meeting-Weekly</p> <p>Planned parent and family activities</p>		
<ul style="list-style-type: none"> Students will participate in HMTSS supports such as small group instruction, WIN Time that focuses on CCSS in ELA and Math using supplemental computer programs/subscriptions/materials and supplies to supplement the core curriculum. 	<p>Subs \$40,000 18902</p> <p>Supplies \$1,200 18935 \$8,500 18902</p> <p>PTT \$ 57,000 18902</p>	<ul style="list-style-type: none"> Teachers will monitor student growth/achievement through formative and summative assessments and will provide targeted instruction using various materials that support and enrich the core curriculum and CCSS. All K and 1 as well as targeted struggling readers in Gr 2-5 will receive additional foundational reading instruction. Teachers will use math manipulatives to provide visual representations of mathematical concepts. 	<p>Classroom walkthroughs and visits-Quarterly</p> <p>ILT meetings-Monthly</p> <p>Grade level LT meetings-Weekly</p>		

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking (SW 7)

	<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> <p>http://www.hawaiipublicschools.org/DOE%20Forms/strategies/SD-FullImplementation.pdf</p>
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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*.

<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>Student writing to promote parent communication</p>	<p>Parent communication would be a key piece for student success. Parents who are involved will be more likely to support school initiatives.</p>	<p>Students will use pieces of writing to share with parents (1) Where am I going? (2) Where am I now? (3) How can I close the gap? to take ownership of their learning because not only will they be able to articulate what needs to be learned, but they will also know what success looks like and how they know when they are being successful.</p>

<p>Building a community of excellence within all school community role groups.</p> <ul style="list-style-type: none"> ● Prioritize students learning and welfare over convenience ● Demonstrate high levels of professionalism ● Increase collective teacher/staff efficacy ● Increase engagement and ownership of priorities with all stakeholders/role groups 	<p>Every role group will work towards goals that promote student success through various collaborative activities.</p>	<p>All stakeholders within the school community will help drive student success by providing high quality education/services/participation within their role group.</p>