

2020 Academic Plan, School Year 2020-21



School: Kalihi Waena Elementary

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

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

HIDOE Learning Organization

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

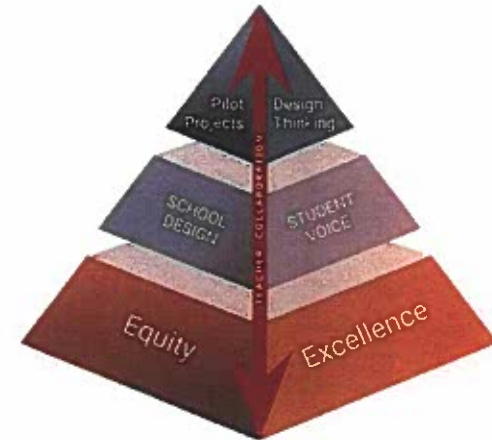
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).

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

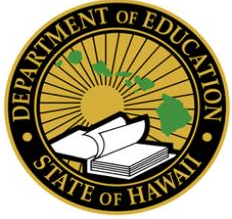
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).



Principal (print): <i>Daniel Larkin</i>	
Principal's signature: <i>[Signature]</i>	Date: <i>6/1/2020</i>

Complex Area Superintendent (print):	
Complex Area Superintendent's signature: <i>[Signature]</i>	Date: <i>6/2/2020</i>

[School Name], [Version 1], [Date]



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

School Name: Kalihi Waena Elementary
Submitted By: Daniel Larkin

Farrington, Kalani, Kaiser Complex Area
Rochelle Mahoe, Complex Area Superintendent

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

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

HDOE Learning Organization

<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, and Student Voice.</p> <p>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.</p>		<p>The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and is founded on the Teaching & Learning Core (page 2).</p> <p>The 3-Year Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).</p> <p>The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).</p> <p><i>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.</i></p>
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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
<p>Refining school processes: (a) HMTSS/RtI Having a strong HMTSS and RtI system ensures all students' needs are identified and addressed in a timely fashion. Through our CNA process, teachers identified the need to continue refining our HMTSS and RtI processes in how students are</p>	<p>Refining School Processes (a) HMTSS/RtI For SY 2020-21 the school leadership team will continue to refine the HMTSS and the RtI systems to ensure appropriate intervention, support, and fluidity within the groupings; this includes the communication process between teachers and RtI</p>

identified, monitored and provided support. Specific feedback was given on how to refine our RtI process to allow greater flexibility and fluidity within the groupings. Refining our HMTSS /RtI system addresses the WASC Visiting Committee’s (VC) recommendation for Data Teams to create a more timely feedback system for teachers to adjust and improve student learning. (WASC CA #1) A critical component of HTMSS is a comprehensive SEL program implemented school-wide. Through our CNA process, faculty identified the need to increase cultural sensitivity given the multilingual and multicultural students and families we work with and to incorporate these strategies into our SEL program.

(b) Alignment of Programs and Cadres

Operations run smoothly with systems and processes that are clearly communicated to all stakeholders. Per the WASC Visiting Committee (VC) recommendation, the leadership will continue to refine our communication among and between cadres and teams to ensure there is no duplication and alignment of work. (WASC CA #3) Specifically, the WASC VC and teachers identified vertical and horizontal articulation in their curriculum and assessments as growth areas. (WASC CA #2 and CNA analysis.)

In addition, teachers have had a variety of academic and behavioral-related PD, but currently do not have a coherent framework to connect their learning. The leadership team will develop a framework to incorporate the current professional development program emphases and the State standards so there is a cohesive framework to support teachers in addressing Tier 1 supports.

Support Staff’s working with students. We will further refine programs and structures in accordance with the State guidelines to support our diverse students’ academic, behavior, emotional needs both at school and at home. The school leadership with input from the faculty will explore other SEL programs to possibly replace our current MindUP program to meet our school’s vision, core values and multicultural student body.

(b) Alignment of Programs and Cadres

For SY 2020-21, the leadership will continue to develop a system for communication among and between cadres and teams to ensure no duplication and alignment of work. For SY 2020-21 the school design team (leadership team) will review and revise the school’s current structure of operations, identify and implement PD to support vertical alignment from K-5. Revising the current structure will involve codifying school-wide processes and through the various cadre teams identify possible school wide assessments in order to gauge student learning in non-tested subjects. Finally, the leadership team will develop a framework to incorporate the current professional development program emphases and the State standards so there is a cohesive framework to support teachers in addressing Tier 1 supports.

(c) School Wide Writing Program
 KWE learners and teachers have struggled to meet the demands of the SBA’s written components. Also, English Learners (ELs) routinely score lower on the written component of the WIDA. With SBA ELA component scores plateauing at 41% and only 17 of over 120 ELs exiting services by scoring 5.0 or more on the WIDA, it is clear core writing components in the current curriculum are not sufficient. Enhancing the Wonders ELA curriculum with a new writing program is necessary.

(d) English Language Learners (ELs)
 With the EL population continuing to climb well past 33%, accounting for over 180 students, strengthening this program in general is evident. Data indicates just over 8% of ELs meeting proficiency on the SBA and only 17 passing the WIDA.

(e) Parent and Community Involvement
 The KWE staff and faculty recognize the need to reduce cultural barriers and increase cultural sensitivity. This demands us to be

(c) School Wide Writing Program
 In SY 2020-21 the KWE faculty will explore three to five writing programs with the intentionality to adopt one of them and incorporate/integrate into the curriculum by the end of the school year.. Special emphasis will be on adopting a program that seamlessly incorporates the new Hawaii Social Studies Standards to avoid siloing areas of study.

(d) English Language Learners (ELs)
 ELs and staff will continue to be supported through the EL-related programs. In SY 2019-20, KWE introduced a newcomers program designed for students who enter the school with little to no English knowledge. The class provides students with basic skills, baseline academic requirements and social interaction skills with the intent to return them to their GenEd class after meeting teacher-made exit requirements. In addition, we will start an after school Language 1 (L1) program in Tagalog, Ilocano, and Chuukese to build students’ native language skills. Research shows a strong L1 leads to stronger L2 acquisition. Also, selected teachers will continue to participate in the WestEd district EL training program that started in SY 2019-20; part of the larger statewide emphasis on EL support. Lastly we will continue to train all of our staff in GLAD(™) strategies and other strategies to support our ELs.

(e) Parent and Community Involvement
 Our parent and community outreach will continue to evolve as we consider the cultural context of our families and how best to

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more innovative than other areas of the state to reach our families and the community, and apply what we are learning on how to best engage families through a cultural context. Parent involvement in the school is limited, but improving slowly as evidenced by the 5% increase in Title I surveys, and slight increases over time in school activity attendance.

We are fortunate to have long sustaining partners and each year adding new partners (e.g., SODEXO, Cub Scouts, St. Andrews, Malam Mentors, Prisma Dance Studio, Kalihi Union Church.) We understand the importance of sustaining and deepening these relationships.

reach out and welcome them to our school community. KWE staff and faculty will use SY 2020-21 to develop, via our PCNC, PTA, and SCC an outreach plan to reach all of our families and more of our local community organizations. In addition, we will continue to provide professional development to our staff on cultural sensitivity as it applies to teaching pedagogy, student and family engagement.

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)
HMTSS	Principal, Counselor
West Ed	ELL Coordinator
School Design and Student Voice	Principal, Vice Principal
Five Promises	Principal, Vice Principal
Computer Science	Technology Coordinator
Key School Initiatives Addressed in the Plan	Leads(s)
HTMSS/RtI	Principal, Counselor
Alignment of Programs/Cadres	Principal, Vice Principal, Academic Coaches
School Wide Writing Program	Academic Coaches
English Language Learners (ELs)	ELL Coordinator
Parent and Community Involvement	PCNC, Academic Coaches

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 subgroup(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified needs</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
<p>EL population</p> <ul style="list-style-type: none"> Establishing a conducive learning environment for all EL subgroups Targeted English language development Literacy development in inclusive settings Literacy development in inclusive settings Social-Emotional supports Sheltered Instruction practices are implemented <p>Special Education</p> <ul style="list-style-type: none"> Establishing a conducive learning environment for all students 	<p>KWE EL:</p> <ul style="list-style-type: none"> In SY 2018-19 the achievement gap in ELA was 23% In the same year the achievement gap in Math was 21% 17 of 150 EL students exited WIDA successfully. Students identified as EL's have increased by over 10% in two years. <p>KWE SpEd:</p> <ul style="list-style-type: none"> In SY 2018-19 the achievement gap in ELA was 23% In the same year the achievement gap in Math was 21% Students identified as SpEd has increased by 38% (SY 2017-18, 29 	<p>Our Theory of Action is by affecting our Tier 1 supports through PD and support, we will reduce the achievement gap.</p> <p>EL Corollary: Through enhanced Tier 1 instruction using teaching strategies such as GLAD™ designed specifically for EL students the overall gap will decrease. In addition, when provided specialized support upon entering the school in the form of a newcomers class and Language 1 (native language) classes students will enhance their abilities to acquire the English language at a quicker overall rate in comparison to</p>	<p>Refining School Processes</p> <p>EA 1a: Strengthen our Tier 1 supports through development of a framework to incorporate the current professional development program emphases, the State standards, student voice/choice, and innovation. It is a cohesive framework to support teachers in addressing Tier 1 supports.</p> <p>The PD framework to include:</p> <ul style="list-style-type: none"> Rigor, Relevance and Relationships framework UDL to differentiate GLAD strategies HMTSS (eg PCMs) NGSS and StemScopes HCSSS CCSS

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<ul style="list-style-type: none"> ● Literacy development in inclusive settings ● Targeted language development ● Social/Emotional supports 	<p>students, SY 2019-20 as of November 2019, 40 students) in just two years.</p>	<p>previous years as measured by the WIDA.</p> <p>Background: Teachers were provided professional development on the Rigor, Relevance, and Relationship Framework from ICLE from 2015-2018. They were also provided PD on Universal Design for Learning (UDL) in SY 2018-19 to assist in their lesson planning to address their diverse learners. In addition, our special education teachers were provided additional PD to support their students in the inclusion and special education settings.</p>	<p>EA 1b: The leadership will develop a PD plan to support teachers in the framework to impact Tier 1 supports.</p> <p>EA 1c: Provide opportunities for teachers and instructional staff to engage in collaborative discussions around instructional planning and student learning using the framework.</p> <p>EA 1d: Coaching and/or classroom support from district and complex area resource teachers to support pedagogical practices and learning outcomes for all students.</p> <p>EA 1e: Develop a walkthrough instrument to monitor progress on our school-wide expectations.</p> <p>EA 1f: Begin quarterly walkthroughs to gauge implementation of Tier 1 strategies (processes data).</p> <p>EA2. Complex Area participation in a five-year cohort with West Ed, that will provide an opportunity for all schools within the complex to develop complex and school plans with a programmatic framework to improve teaching and learning across all levels of the EL spectrum.</p> <p>EA 3: Continue our newcomers program and Language 1 class as well as maintain</p>
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			<p>the specialized after school tutoring opportunities for ELs.</p> <p>EA4: The school leadership team will continue to refine the HMTSS and the RtI systems to ensure appropriate intervention and support and fluidity within the groupings</p> <p>EA 5: Teachers will refine the data team process to ensure timely feedback for teachers to adjust and improve student learning.</p>
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Innovation in Support of the Core: School Design and Student Voice

Part I

<p>Describe your complex/school contexts for School Design and Student Voice.</p> <ul style="list-style-type: none"> • Our school design is based on our school’s vision and core values. • All students have equitable access to a quality education. • Professional development and learning are highly valued by school staff as means to build and enhance learning structures for all students. • Students have the opportunity to express their ideas and reflect on their learning as part of their personal growth and development across the K-5 continuum. 	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p> <ul style="list-style-type: none"> • Through the WASC self-study process, all stakeholders will work toward actualizing our school’s vision through evaluation of current programs and systems to better align with the vision and core values of our school. It reaffirms Critical Area #4 by the WASC Visiting Committee: “As the staff moves their reform forward they should revisit some “essential questions” as a way to monitor and evaluate their work: (e.g., Where do we want to be in three to five years? Does our Academic Plan provide a clear road map to get us there? How will we KNOW we are progressing toward our goal? • In order for all students to have equitable access to a quality education, school design must include multiple means for students to access the curriculum through differentiation strategies, along with appropriate supports and interventions. • We will develop a comprehensive framework detailing the relationship between school wide initiatives, programs, and systems to provide clarity and direction for our faculty and staff. • We will continue to extend and expand upon professional development by providing teachers with time to engage in meaningful 	<p>Describe your conditions for Success for School Design and Student Voice</p> <p>General statement for success:</p> <ul style="list-style-type: none"> • In order to actualize our vision and core values in the systems and programs offered at KWE, all stakeholders must commit to the self-study process and desired outcomes. • Ensuring equity requires intentionality to ensure all students have a range of opportunities to demonstrate their learning and celebrate their success as learners. • Annually we will review and revise our plan for professional development to ensure there are meaningful opportunities present for all faculty and staff. Furthermore, we need to ensure all faculty and staff have opportunities for meaningful feedback on their efforts to implement our school wide initiatives. • Administrators and teachers need to ensure all classrooms present safe, supportive learning environments for all students. We must intentionally create opportunities for students to express themselves and share their ideas openly, without judgement.
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	<p>conversations around their learning with other professional colleagues.</p> <ul style="list-style-type: none">• Coaching and job-embedded supports are included for successful implementation of high-impact instructional practices.	
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Innovation in Support of the Core: School Design and Student Voice

Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● Refining School Processes <ul style="list-style-type: none"> ○ The leadership with input from the teachers, will have clearly defined indicators for each tier of support for the RtI system/HMTSS and an articulated process that allows fluidity within the groupings. Included is a refined data team process to ensure timely feedback for teachers to adjust and improve student learning. ○ The leadership will have a refined system for communication among and between cadres and teams to ensure no duplication and alignment of work. ○ The leadership team will have developed a framework to incorporate the current professional development program emphases and the State standards to support teachers in addressing Tier 1 supports. <ul style="list-style-type: none"> ■ There is a PD plan to support teachers in the framework to support Tier 1 interventions. ■ There is a walkthrough instrument to monitor progress on our school-wide expectations. 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● Refining School Processes <ul style="list-style-type: none"> ● Refinement of the indicators for each tier of support for the RtI system/HMTSS and process based on feedback from the stakeholders. Review and refine data team process based on feedback. ● Refinement of the system for communication among and between cadres and teams based on feedback from the stakeholders. ● Refinement of the framework to support teachers in Tier 1 supports. <ul style="list-style-type: none"> ○ Year 2 of PD plan developed ○ Refinement of the walkthrough instrument to monitor progress on our school-wide expectations. ○ Continue quarterly walkthroughs to gauge implementation of Tier 1 strategies (processes data). ● KWE teachers will increase HCSSS-based lessons per quarter with support from coaches. They will continue to develop HCSSS-based social studies curriculum. ● KWE will identify which SEL program KWE will commit to with stakeholder input. 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● Refining School Processes <ul style="list-style-type: none"> ○ Continued refinement of the RtI/HMTSS processes based on feedback. ○ Continued refinement of the communication system among cadres and teams based on stakeholder feedback ○ Refinement of the framework to support teachers in Tier 1 support. <ul style="list-style-type: none"> ■ Year 3 of PD plan developed ■ Refinement of walkthrough instrument ■ Continue quarterly walkthroughs to gauge implementation of Tier 1 strategies (processes data) ● KWE teachers will fully adopt HCSSS and begin to integrate social studies with other core curriculum. ● KWE will implement the school's SEL program KWE has committed to with PD and community input.

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ We will have quarterly walkthroughs to gauge implementation of Tier 1 strategies (processes data). ○ With the adoption of the new Social Studies standards, HCSSS, KWE teachers will have implemented at least one lesson per quarter with support from coaches. KWE teachers will continue to align their HCPS III social studies curriculum to HSSS. ○ With the essential need to develop high quality citizens KWE will explore the idea of changing our SEL program with stakeholder input. ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ By the end of SY 2020-21 the KWE faculty and staff will identify 2-3 viable school wide writing programs for adoption by the SSC. ○ Initial training for key implementation team members will begin by June 2021. ● English Language Learners <ul style="list-style-type: none"> ○ With consultation from the Complex and West Ed, there is an articulated EL program that includes the newcomers program, small group pull-outs and desired outcomes based on disaggregated EL data and program evaluation from SY 2019-20 and SY 2020-21. ○ Adoption of EL initiatives proposed by the Complex, West Ed, and/or faculty. ○ Use of GLAD strategies evident in walkthrough data. 	<ul style="list-style-type: none"> ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ By the end of SY 2021-22 the KWE faculty and staff will adopt a viable school wide writing program and begin PD for teacher implementation in SY 2022-2023.. ○ Initial training for grade level team members will begin by June 2022. ● English Language Learners <ul style="list-style-type: none"> ○ Continued implementation of the EL program developed in SY 20-21. Refinement to the EL program based on Complex and West Ed consultation, data and feedback from stakeholders. ○ Use of GLAD strategie evident in walkthrough data. ○ EL students exiting the program will increase by five. ○ EL students in the newcomers program will all exit, having met or exceeded 	<ul style="list-style-type: none"> ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ By the end of SY 2022-2023 the KWE faculty will fully implement a schoolwide writing program in the classroom for all students. ○ Supplemental training for all team members will be completed by June 2023. ● English Language Learners <ul style="list-style-type: none"> ○ Continue to refine the EL program based on Complex and West Ed consultation, data and feedback from stakeholders. ○ Use of GLAD strategie evident in walkthrough data. ○ EL students exiting the program will increase by seven. ○ EL students in the newcomers program will all exit, having met or exceeded identified expectations within three months of entering the program.
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<ul style="list-style-type: none"> ○ EL students exiting the program will increase by three (i.e. from 17 in SY 2018-19 to 20 in SY 2019-2020). ○ EL students in the newcomers program will all exit, having met or exceeded identified expectations within three months of entering the program. ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ PD on cultural sensitivity and inclusivity, including PD related to Nā Hopena A’o . PD to be added to the framework to support teachers in Tier 1 supports. ○ 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. 80% of students will show typical growth and 30% will meet the stretch growth by the end of the SY. ○ 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. 80% of students will meet their typical growth and 30% will meet the stretch growth by the end of the SY. ○ 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. 100% will show typical growth and 80% 	<p>identified expectations within three months of entering the program.</p> <ul style="list-style-type: none"> ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ Differentiated PD on cultural sensitivity and inclusivity. Amended walkthrough instrument to include strategies from PD to gauge implementation. ○ 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 12% progress towards their annual growth with each benchmark assessment. 82% of students will meet their typical growth and 32% will meet their stretch growth by the end of the SY. ○ 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 	<ul style="list-style-type: none"> ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ Differentiated PD on cultural sensitivity and inclusivity. Revised walkthrough instrument if deemed necessary based on feedback and data collection. ○ 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 14% progress towards their annual growth with each benchmark assessment. 85% of students will meet their typical growth and 35% of students meeting their stretch growth by the end of the SY. ○ Lowest performing students who attain “two or more grade levels below” placements on the BOY initial diagnostic (iReady) will demonstrate at least 14% progress towards their annual growth with each benchmark assessment and meet their stretch growth target goals
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<p>meet their stretch growth target goals by the end of the SY.</p> <ul style="list-style-type: none"> ○ Overall as a school 80% of students will meet their typical growth for iReady and 30% of students will meet their stretch growth by the end of the SY and 45% of all students will either meet or exceed proficiency levels in Smarter Balanced Assessment in reading and math. <ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ● PD on student voice and choice in the context of the three frameworks already familiar to teachers (GLAD, The Rigor, Relevance, and Relationships Framework by ICLE and Universal Design for Learning.) ● Development of lessons done during grade level articulation with the support of coaches. Implementation of lessons. ● Walkthrough data begins to reflect student voice and choice. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ Increased parent and community outreach to include new and innovative ways to engage our families and the community. Supplement coffee hours and movie nights with home visits and on site activities focused on educating parents on their child’s needs. Partner with Fern Elementary and Linapuni Elementary in a Sundays Project or other such events. ○ Multicultural PD as it applies to teaching pedagogy, student, and family engagement. 	<p>goals with improved placement on EOY measures for reading and math.</p> <ul style="list-style-type: none"> ○ Overall as a school 82% of students will meet their typical growth for iReady and 32% of students will meet their stretch growth by the end of the SY and 48% of all students will either meet or exceed proficiency levels in Smarter Balanced Assessment in reading and math. <ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ Differentiate PD on student voice and choice (e.g., UDL, PB) ○ Expand implementation of lessons incorporating student voice and choice ○ Increase percent of student voice and choice in the walkthrough data. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ Continued efforts to engage parents and the community. ○ Continued PD as needed and/or requested ○ Increased community partnerships and/or the extent to their partnership, especially regarding student learning and achievement. 	<p>with improved placement on EOY measures for reading and math.</p> <ul style="list-style-type: none"> ○ Overall as a school 85% of students will meet their typical growth for iReady and 35% of students will meet their stretch growth by the end of the SY and 52% of all students will either meet or exceed proficiency levels in Smarter Balanced Assessment in reading and math. <ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ By SY 2022-23 100% of teachers will be able to demonstrate opportunities for student voice and choice in their classroom with daily opportunities. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ Continued efforts to engage parents and the community. ○ Continued PD as needed and/or requested ○ Increased community partnerships and/or the extent to their partnership, especially regarding student learning and achievement.
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<ul style="list-style-type: none"> ○ Increased community partnerships to support the vision and school design efforts. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● Refining School Process <ul style="list-style-type: none"> ○ The heart of the school improvement process is to analyze current systems and make refinements, ultimately impacting student achievement and success. By refining the MTSS/RtI system, all students' needs will be addressed in a timely manner. By affecting our Tier 1 supports through PD and support, we will lessen the achievement gap. ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ KWE has not had a unified writing program since the advent of CCSS. Through our CNA process, teachers expressed the need to have a school-wide writing program to support ELA and math. ● English Language Learners <ul style="list-style-type: none"> ○ KWE's EL population continues to increase and is a significant subgroup. Inclusive practices to support the EL student benefits all of our students. Creating a comprehensive EL program involving in-class and pull-out services is critical to supporting our EL students. ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ The KWE staff believe in providing a whole child education to address all student needs. This requires a multi-tiered approach with multiple methods. Our 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● Refining School Process <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 ● English Language Learners <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● Refining School Process <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. ● English Language Learners <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22.
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<p>community is diverse, with many different languages spoken and cultural backgrounds. Through our CNA process, faculty have identified the need to explore ways to increase cultural sensitivity given the multilingual and multicultural students and families we work with.</p> <ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ Student Voice and Choice is one of the State’s three identified strategies to advance the goals of the State Strategic Plan. Furthermore, the DOE’s Five Promise Plan clearly directs schools to incorporate student voice and choice into our daily instruction. Student interviews in the CNA process as well as teacher feedback has shown student voice and choice remains a growth area. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ The KWE staff and faculty recognize the need to reduce cultural barriers and increase cultural sensitivity. This demands us to be more innovative to reach our families in this multicultural community. In addition, we recognize the importance of our community and business partnerships and the need to include them in our school design process. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● MGP 	<ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 ● Parent and Community Engagement <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● MGP 	<ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● MGP
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2020-2021 Academic Plan: Kalihi Waena Elementary

<ul style="list-style-type: none"> ○ Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. ● iReady <ul style="list-style-type: none"> ○ Student results will show 80% of students meeting their typical growth and 30% of students meeting their stretch growth by the end of the SY. ● Behavior Data <ul style="list-style-type: none"> ○ BEISY: Less than 20% of students will score a total of 8 points on the BEISY behavioral assessment. ○ Student referrals will decrease by 3-5%. 	<ul style="list-style-type: none"> ○ Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. ● iReady <ul style="list-style-type: none"> ○ Student results will show 82% of students meeting their typical growth and 32% of students meeting their stretch growth by the end of the SY. ● Behavior Data <ul style="list-style-type: none"> ○ BEISY: Less than 18% of students will score a total of 8 points on the BEISY behavioral assessment. ○ Student referrals will decrease by 3-5%. 	<ul style="list-style-type: none"> ○ Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. ● iReady <ul style="list-style-type: none"> ○ Student results will show 85% of students meeting their typical growth and 35% of students meeting their stretch growth by the end of the SY. ● Behavior Data <ul style="list-style-type: none"> ○ BEISY: Less than 15% of students will score a total of 8 points on the BEISY behavioral assessment. ○ Student referrals will decrease by 3-5%.
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Innovation in Support of the Core: School Design and Student Voice

Part III

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● Refining School Processes <ul style="list-style-type: none"> ○ Developed clearly defined indicators for each tier of support for the RtI system/HMTSS and an articulated process that allows fluidity within the groupings. Share with the teachers in quarter one and implement in quarter 2. ○ Developed a clearly defined data team process to ensure timely feedback for teachers to adjust and improve student learning. Share with the teachers in quarter one and implement in quarter 2. ○ The leadership will have refined our system for communication among and between cadres and teams to ensure no duplication and alignment of work and begin implementation by the start of the first cadre meeting. ○ The leadership team will have developed a framework to incorporate the current professional development program emphases and the State standards to support teachers in addressing Tier 1 supports. <ul style="list-style-type: none"> ■ There is a PD plan to support teachers in the framework to support Tier 1 interventions. 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● Refining School Processes <ul style="list-style-type: none"> ○ Implementation of the RtI system/HMTSS; leadership monitors the systems' effectiveness through qualitative and quantitative data ○ We will have completed a second, third and fourth quarter walkthroughs to gauge implementation of Tier 1 strategies (processes data). ○ Implementation and monitoring of the communication system among cadres and teams. ○ Implementation of the framework to address Tier 1 supports; minutes, surveys, and walkthrough data as evidence of implementation and teacher support. ○ Quarterly lessons created and implemented based on HCSSS with support of our coaches. 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> ● Refining School Processes <ul style="list-style-type: none"> ○ Student growth data (iReady, BEISY score); teacher and staff feedback data on RtI and HMTSS. ○ Walkthrough data ○ Teacher and staff feedback data on the communication system among cadres and teams. ○ Grade level and articulation minutes, walkthrough data, teacher and staff feedback data on the framework for tier 1 supports. ○ 100% of teachers have created and implemented HCSSS-based lessons each quarter.

<ul style="list-style-type: none"> ■ There is a walkthrough instrument DRAFT to monitor progress on our school-wide expectations. ■ With the adoption of the new Social Studies standards, HSSS, KWE teachers will have implemented at least one lesson per quarter with support from coaches in planning and within the classroom. KWE teachers will continue to align their HCPS III social studies curriculum to HCSSS. <ul style="list-style-type: none"> ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ In the beginning of SY 2020-21 the KWE leadership team and faculty will explore viable school wide writing programs. ● English Language Learners <ul style="list-style-type: none"> ○ With consultation from the Complex and West Ed, there is an articulated EL program that includes the newcomers program, small group pull-outs and desired outcomes based on disaggregated EL data and program evaluation from SY 2019-20. ○ GLAD strategies re-introduced to the faculty within the Tier 1 framework 	<ul style="list-style-type: none"> ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ By the middle of SY 2020-21 the KWE faculty and staff will present 2-3 viable school wide writing programs for the staff to provide input. ● English Language Learners <ul style="list-style-type: none"> ○ Ideas proposed by the Complex, West Ed, and faculty will be explored and initial implementation will be adopted throughout the year as applicable. ○ Use of GLAD strategies evident in walkthrough data 	<ul style="list-style-type: none"> ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ By the end of SY 2020-21 the KWE faculty and staff will have selected a schoolwide writing program for adoption by the SSC. ○ Initial training for key implementation team members will begin by June 2021. ● English Language Learners <ul style="list-style-type: none"> ○ With consultation from the Complex and West Ed, there is an articulated EL program that includes the newcomers program, small group pull-outs and desired outcomes based on disaggregated EL data and program evaluation from SY 2019-20 and SY 2020-21. ○ Adoption of EL initiatives proposed by the Complex, West Ed, and/or faculty. ○ Use of GLAD strategies evident in walkthrough data ○ EL students exiting the program will increase by three (i.e. from 17 in SY 2018-19 to 20 in SY 2019-2020). ○ EL students in the newcomers program will all exit, having met or exceeded
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2020-2021 Academic Plan: Kalihi Waena Elementary

<ul style="list-style-type: none"> ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ Develop a PD plan on cultural sensitivity and inclusivity. PD to be added to the framework to support teachers in Tier 1 supports. ○ Baseline iReady data (Beginning iReady Benchmark Assessment) 	<ul style="list-style-type: none"> ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ Implementation of PD plan, teacher feedback and articulation of next steps ○ Mid iReady data indicating appropriate progress for the above, early on/one grade level below and two or more grade level below groups. 	<p>identified expectations within three months of entering the program.</p> <ul style="list-style-type: none"> ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ Implementation of PD plan, teacher and student feedback and articulation of next steps for SY 2021-22 ○ End iReady data: <ul style="list-style-type: none"> ■ Above grade level 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. ■ 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 results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY for reading and math. ■ Two or more grade levels below placements on the BOY iReady diagnostic 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, our Tier 3 percentage will have decreased by 10% on the iReady Spring Assessment and 45% of all students
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2020-2021 Academic Plan: Kalihi Waena Elementary

<ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ Begin PD on student voice and choice in the context of the three frameworks already familiar to teachers (GLAD, The Rigor, Relevance, and Relationships Framework by ICLE and Universal Design for Learning.) ○ Requests for district support to identify PD opportunities for the staff for the SY 2020-2021 shall be completed by September 2020. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ Articulated list of current parent and community outreach. Ideas listed on include new and innovative ways to engage our families and the community. Begin documentation of SY 2020-21 coffee hours, movie nights, home visits and on site activities. Develop ideas to focus on educating parents on their child’s needs. Inquire partnership with Fern Elementary and Linapuni Elementary in a Sundays Project or other such events. ○ Plan for multicultural PD as it applies to teaching pedagogy, student, and family engagement (eg faculty meeting, grade level articulation) 	<ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ Continue PD on on student voice and choice in the context of the three frameworks already familiar to teachers (GLAD, The Rigor, Relevance, and Relationships Framework by ICLE and Universal Design for Learning.) ○ Inclusion of voice and choice as evident by walkthrough data. ○ Initial PD shall be completed by January 2021 for initial implementation by some teachers with opportunity for feedback by March from academic coaches and other support staff. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ Increased parent and community outreach as evinced by increased numbers and deepening of established relationships. Added items in the database created at the start of the school year (to include events/ programs with Fern and Linapuni Elementary.) 	<p>will either meet or exceed proficiency on SBA Math and Reading.</p> <ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ PD on student voice and choice in the context of the three frameworks already familiar to teachers (GLAD, The Rigor, Relevance, and Relationships Framework by ICLE and Universal Design for Learning.) ○ Inclusion of voice and choice as evident in walkthrough data. ○ All teachers experienced district-supported PD with feedback from teachers, coaches, and support staff. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ Increased parent and community outreach to include new and innovative ways to engage our families and the community. Supplemented coffee hours and movie nights with home visits and on site activities focused on educating parents on their child’s needs. Partnered with Fern Elementary and Linapuni Elementary in a Sundays Project or other such events. ○ Multicultural PD as it applies to teaching pedagogy, student, and family engagement. ○ Increased community partnerships to support the vision and school design efforts.
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<ul style="list-style-type: none"> ○ Increased community partnerships to support the vision and school design efforts. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● Refining School Process <ul style="list-style-type: none"> ○ The heart of the school improvement process is to analyze current systems and make refinements, ultimately impacting student achievement and success. By refining the HMTSS/RtI system, all students' needs will be addressed in a timely manner. By affecting our Tier 1 supports through PD and support, we will lessen the achievement gap. ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ KWE has not had a unified writing program since the advent of CCSS. Through our CNA process, teachers expressed the need to have a school-wide writing program to support ELA and math. ● English Language Learners <ul style="list-style-type: none"> ○ KWE's EL population continues to increase and is a significant subgroup. Inclusive practices to support the EL student benefits all of our students. Creating a comprehensive EL program involving in-class and pull-out services is critical to supporting our EL students. ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ The KWE staff believe in providing a whole child education to address all student needs. This requires a 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● Refining School Process <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 ● English Language Learners <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● Refining School Process <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. ● Schoolwide Writing Program <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. ● English Language Learners <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. ● Student Support and Cultural Sensitivity <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22.
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<p>multi-tiered approach with multiple methods. Our community is diverse, with many different languages spoken and cultural backgrounds. Through our CNA process, faculty have identified the need to explore ways to increase cultural sensitivity given the multilingual and multicultural students and families we work with.</p> <ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ Student Voice and Choice is one of the State’s three identified strategies to advance the goals of the State Strategic Plan. Furthermore, the DOE’s Five Promise Plan clearly directs schools to incorporate student voice and choice into our daily instruction. Student interviews in the CNA process as well as teacher feedback has shown student voice and choice remains a growth area. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ The KWE staff and faculty recognize the need to reduce cultural barriers and increase cultural sensitivity. This demands us to be more innovative to reach our families in this multicultural community. In addition, we recognize the importance of our community and business partnerships and the need to include them in our school design process. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● MGP 	<ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 ● Parent and Community Engagement <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2020-21 <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● MGP 	<ul style="list-style-type: none"> ● Student Voice and Choice <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. ● Parent and Community Engagement <ul style="list-style-type: none"> ○ To continue and build on the efforts made in SY 2021-22. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> ● MGP
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<ul style="list-style-type: none"> ○ N/A (Lag data) ● iReady <ul style="list-style-type: none"> ○ Student results will show what typical growth and stretch growth goals will be for the end of the SY. ● Behavior Data <ul style="list-style-type: none"> ○ BEISY: Less than 25% of students will score a total of 8 points on the BEISY behavioral assessment. ○ Student referrals will decrease by 3-5%. 	<ul style="list-style-type: none"> ○ N/A (Lag data) ● iReady <ul style="list-style-type: none"> ○ Student results will show that 40% of students show typical growth and that 10% of students meet stretch growth by the end of the SY. ● Behavior Data <ul style="list-style-type: none"> ○ BEISY: Less than 20% of students will score a total of 8 points on the BEISY behavioral assessment. ○ Student referrals will decrease by 3-5%. 	<ul style="list-style-type: none"> ○ Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. ● iReady <ul style="list-style-type: none"> ○ Student results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY. ● Behavior Data <ul style="list-style-type: none"> ○ BEISY: N/A as BEISY is not conducted at the end of the SY ○ Student referrals will decrease by 3-5%.
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Innovation in Support of the Core: School Design and Student Voice

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
<ul style="list-style-type: none"> ● EL Newcomers Program <ul style="list-style-type: none"> ○ All newly arrived students from a foreign country whose results of the ACCESS test show little to no English proficiency shall have the opportunity to participate in this 4-8 week program which focuses on getting students the basic life skills in English they will need for minimal communication skills. ○ EL students in the newcomers program will all exit, having met or exceeded identified expectations within three months of entering the program. ● EL Language 1 Program <ul style="list-style-type: none"> ○ An afterschool program for EL students of Illocano, Tagalog, and Chuukees languages to enhance their native language academic skills. ● ELs exiting the program will increase by three (i.e. from 17 in SY 2018-19 to 20 in SY 2019-2020). ● MGP <ul style="list-style-type: none"> ○ Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. ● iReady <ul style="list-style-type: none"> ○ Student results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY. ● Behavior Data <ul style="list-style-type: none"> ○ BEISY: N/A as BEISY is not conducted at the end of the SY ○ Student referrals will decrease by 3-5%. 	<ul style="list-style-type: none"> ● EL Newcomers Program <ul style="list-style-type: none"> ○ Program coordinator shall create a definitive plan for future implementation which shall be routed through the school leadership and design teams for approval by the SCC and district leadership for possible adoption by other schools. ● EL Language 1 Program leads will design the curriculum for implementation throughout the year and by the end of SY 2020-2021 shall have a written plan for continuous use in future years. ● 100% of teachers have created and implemented at least one HCSSS-based lesson each quarter. ● 100% of classroom instruction reflects implementation of school-wide strategies as evident by walkthrough data. 	<p style="text-align: center;">Lead</p> <ul style="list-style-type: none"> ● Lara Charnin and Stephanie Alip-Taniguchi ● Wivina Ramilla-Tagalog ● -Chuukees ● -Illocono ● Bella Willing and Kelly Paradeza ● Debra Heyler

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

Part V

Enabling Activities	Budget	School Monitoring Measurable Outcomes	School Monitoring Budget	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
Year Long - Rtl program implementation and staffing by PTT/PPE/PPT's	Title I-\$120,000	<ul style="list-style-type: none"> - Student results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY. - Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. - EL students exiting the program will increase by 3 in real numbers 	ART	leave blank	leave blank
Year Long - Professional staff for direct and indirect student support <ul style="list-style-type: none"> - 3 academic coaches - 32 classroom teachers - 5 Special Education teachers - 1 SSC 	WSF- \$2,935,000	<ul style="list-style-type: none"> - Student Medium Growth Percentile (MGP) will increase by 	ART		

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<ul style="list-style-type: none"> - 1 Counselor - 8 Educational Assistants 		<ul style="list-style-type: none"> - 3-5points per SY for 3 years. - Student results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY. - EL students exiting the program will increase by 3 in real numbers - Schoolwide data 			
<p>Year Long</p> <ul style="list-style-type: none"> - Technology Supports for student classroom success. <ul style="list-style-type: none"> - 1 DUPUST - 1 Technology Coordinator (paid in the above EA) - Classroom Computers and other technology for student use or support for students instruction. (Title I) 	<p>Title I-\$50,000 WSF- \$40,000 (DPUST)</p>	<ul style="list-style-type: none"> - Student results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY. - Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. 	<p>ART</p>		

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<p>Year Long</p> <ul style="list-style-type: none"> - Tri-School PD substitutes to align practices for our combined community population 	<p>Title II- \$3,000</p>	<ul style="list-style-type: none"> - Student results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY. - Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. 	<p>Admin Team</p>		
<p>Year Long</p> <ul style="list-style-type: none"> - Substitutes for planned and emergent PD with a focus on Social Studies, NGSS, Writing Programs and Literacy initiatives 	<p>Title III-\$3,500 Title I- \$45,000 WSF- \$2,000</p>	<ul style="list-style-type: none"> - Student results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY. - Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. 	<p>ART</p>		

2020-2021 Academic Plan: Kalihi Waena Elementary

<p>Year Long</p> <ul style="list-style-type: none"> - School Support Personnel to maintain school operations and student support <ul style="list-style-type: none"> - Principal - Vice Principal - 4 Custodians - 2.5 Office Assistants - 1 Health Aide - 1 SASA - 2 Classroom Cleaners - 4 Cafeteria Supervisor/Helpers - Classified Substitutes 	<p>WSF- \$578,000</p>	<ul style="list-style-type: none"> - BEISY: Less than 20% of students will score a total of 8 points on the BEISY behavioral assessment. - Student referrals will decrease by 3-5%. 	<p>ART</p>		
<p>Year Long</p> <ul style="list-style-type: none"> - Online and Print Curriculum for direct student support <ul style="list-style-type: none"> - Wonders - Stepping Stones - STEMscopes <ul style="list-style-type: none"> - Supplies for Scopes - iReady - BrainPop - IXL - Teacher Created Materials - Emergent instructional curriculum needs 	<p>Title I-\$40,000</p>	<ul style="list-style-type: none"> - Student results will show that 80% of students show typical growth and that 30% of students meet stretch growth by the end of the SY. - Student Medium Growth Percentile (MGP) will increase by 3-5points per SY for 3 years. 	<p>ART</p>		
<p>Year Long</p> <ul style="list-style-type: none"> - Custodial Supplies - Organizational Supplies 	<p>WSF- \$145,000</p>	<ul style="list-style-type: none"> - Reduction in overall consumption of supplies by 5% 	<p>Admin Team</p>		

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<ul style="list-style-type: none"> - Phone and Communication Equipment - Contract Services - Xerox and supplies for copying - Office and Classroom Supplies 		in cost OR physical amount.			
<p>Year Long</p> <ul style="list-style-type: none"> - Supports for HMTSS programs and SEL curriculum to support continued improvement in student behaviors 	Title I-\$20,000	<ul style="list-style-type: none"> - BEISY: Less than 20% of students will score a total of 8 points on the BEISY behavioral assessment. - Student referrals will decrease by 3-5%. 	Admin Team		
<p>Year Long</p> <ul style="list-style-type: none"> - Parent engagement activity supports including <ul style="list-style-type: none"> - equipment and supplies for parent workshops - light refreshments - communication supports for parents 	Title I-\$2,500	<ul style="list-style-type: none"> - Sign in sheets - BEISY: Less than 20% of students will score a total of 8 points on the BEISY behavioral assessment. - Student referrals will decrease by 3-5%. 	Leadership Team		
<p>Semester One</p> <ul style="list-style-type: none"> - Special Education Support <ul style="list-style-type: none"> - Inclusion Cadre Stipends - Testing Materials and Equipment 	Title I-\$4,000	<ul style="list-style-type: none"> - SpEd Gap Decrease by 5% 	SSC		

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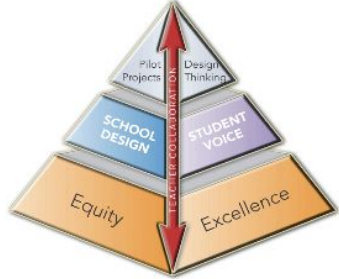
Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.

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

Part V

Enabling Activities	Budget	School Monitoring Measurable Outcomes	School Monitoring Budget	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
Fall Semester <ul style="list-style-type: none"> • EL Newcomers Program • EL Language 1 Program 	Title III- \$1,500 WSF- \$33,000	iReady Growth Data	ART		
Spring Semester <ul style="list-style-type: none"> • EL Newcomers Program • EL Language 1 Program 	Title III- \$1,500 WSF- \$33,000	WIDA Exit Data	ART		

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>Pipeline of Emerging Ideas: To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p>
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When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand the capacity to improve, and continuously advance student learning.

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

<p>While referencing the “Forward Future Plan,” please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>Wishlist</p> <ul style="list-style-type: none"> ● KWE hopes to become a school centered on students thinking innovatively to support their community by deeply exploring problem/project/place based education with the following as some examples: <ul style="list-style-type: none"> ○ A partnership with Lemon Tree Project, Farrington High School, the Masons Union, and others to create a 	<ul style="list-style-type: none"> ● Students who are connected to their communities, are challenged to think deeply, and are engaged in their learning are much more likely to be 	<ul style="list-style-type: none"> ● At least two new partnerships by the end of the school year in one or more of the mentioned projects, or others not dreamed of yet.

<p>sidewalk with a pergola of citrus trees from the back bridge to the classrooms so students can have a shaded, paved walkway that also provides them food.</p> <ul style="list-style-type: none">○ For each grade level to have an ongoing partnership in the community for field trips that explore various aspects of our aina and career opportunities○ To increase our partnerships with local organizations to provide after school programs, free of charge, to our students so they can tap into other schema.	<p>contributing citizens of the world.</p>	
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking