

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

School Name: Kauluwela Elementary
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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.

HDOE Learning Organization

Teaching and Learning Core:

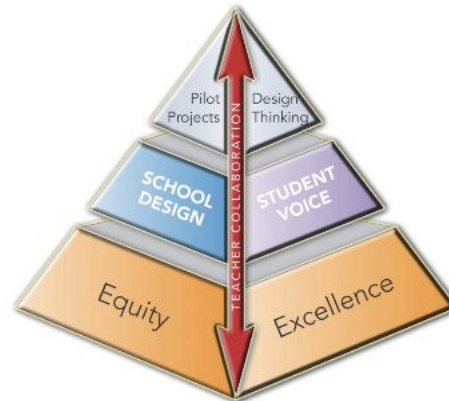
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:

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

Pipeline of Emerging Ideas:

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



The 3-Year Academic Plan is structured by the HDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 4-5).

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 6-19).

The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 20).

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><u>English Learners:</u></p> <ul style="list-style-type: none"> 44.18% of our student population at Kauluwela Elementary qualify for EL services. Our SBA data indicates 81% of EL students have not met in ELA and math achievement. <p><u>Attendance:</u></p> <ul style="list-style-type: none"> Based on the Strive High Report for the 2018-19 school year, 19% of our students were chronically absent (15 or more days absent). Our Pacific Islander subgroup made up 30% of the chronically absent students. Source: Hawaii Public Schools Website, 12/19 <p><u>Student Achievement:</u></p> <ul style="list-style-type: none"> The high-need students' proficiency on the Smarter Balanced Assessment (SBA) in both English Language Arts (44%) and Math (42%) started to decline from SY 2017-18. In the 2018-19 school year, the high-need students proficiency was 38% (ELA) and 42% (Math). Additionally, the non-high needs students showed a decline in proficiency between the 2017-18 and 2018-19 school years (80% to 57% ELA, 63% to 50% Math). Source: LDS 2019 	<p><u>English Learners:</u></p> <ul style="list-style-type: none"> Incorporate Reading Mastery strategies and materials to support diverse learners in all areas. Utilize PTTs for push-in and pull-out services to provide small group instruction. SW #1 <p><u>Attendance:</u></p> <ul style="list-style-type: none"> Continue to develop and implement the Hawaii Multi-Tier System Support program which addresses academic, behavioral instruction, physical health, Social Emotional Learning, and interventions based on student needs, with emphasis on our high-needs population. Hire a second counselor to monitor and provide outreach to help improve the attendance of those who are chronically absent and to oversee the social and emotional learning program initiative. Expand and strengthen communication and support with families of chronically absent students (i.e. home visits, parent workshops, etc.) and include student voice. <p><u>Student Achievement:</u> SW #1</p> <ul style="list-style-type: none"> Provide professional development opportunities to support the teachers and staff to meet the needs of students from diverse backgrounds and experiences. Evaluate the current curriculum, instructions and assessments to ensure it supports specific areas of needs, with emphasis on the high-needs population. Refine the Data Team process to effectively analyze student data and to monitor student growth over time using multiple means of showing student growth, with emphasis on the high- needs population.

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)
School Design and Student Voice	Principal, Vice Principal, Grade Level Chairpersons
Five Promises	Principal, Vice Principal, Grade Level Chairpersons
Key School Initiatives Addressed in the Plan	Leads(s)
High Needs Student Population Achievement (Sped., EL, Disadvantaged)	Student Services Coordinator
English Language Students' Adjustment (EL)	EL Coordinator
Professional Development	Curriculum Coordinator
Professional Learning Communities	WASC Leadership Team
HMTSS	HMTSS Team
Social Emotional Learning/General Learner Outcomes	HMTSS Team
Attendance	Counselor, Attendance Committee

Teaching and Learning Core: Equity and Excellence

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

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified needs</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
English Learners <ul style="list-style-type: none"> Performing 2-3 grade levels below proficiency Special Education <ul style="list-style-type: none"> Performing 2-3 grade levels below proficiency 	English Learners: <ul style="list-style-type: none"> In the school year 2018-19, 19% of the English Learners met proficiency in ELA and in Math. In the school year 2018-19, 0% of the English Learners met proficiency in HSA Science Assessment. Special Education: <ul style="list-style-type: none"> In the school year 2018-19, 11% of the Special Education students met proficiency in ELA and in Math. In the school year 2018-19, 0% of the Special Education students met proficiency in HSA Science Assessment. 	<ul style="list-style-type: none"> If teachers provide differentiated strategies, support and interventions and regularly monitor student progress, THEN all students will be provided multiple ways to improve their skills and knowledge to succeed academically. SW #6 (ii) If teachers receive professional development on differentiated instruction and curriculum alignment, THEN students will be provided access to quality learning materials and skills to improve student achievement. SW #6 (ii) 	<ul style="list-style-type: none"> PTT and PPT push-in and pull-out services to provide small group instruction in reading, math, physical fitness/wellness during the school day as well as after school and summer. Staff professional development in differentiated support to address subgroups at various levels. SW #6 (i) (ii) Teachers meet regularly in their grade level data teams to develop curriculum maps to scaffold instructional strategies.

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<p>Disadvantaged Part-Hawaiian/Pacific Islanders</p> <ul style="list-style-type: none"> • Chronic absenteeism • Promoting respectful behavior towards others to resolve conflicts with peers. • Due to varied learner levels, differentiated/ scaffolding of instruction is needed for diverse learners. 	<p>Disadvantaged: Part-Hawaiian/Pacific Islanders</p> <ul style="list-style-type: none"> • In the school year 2018-19, 52% of the students in the low-socio economic group met proficiency in ELA and 59% in Math. • In the school year 2018-19, 57% of the students in the low-socio economic group met proficiency in HSA Science Assessment. 	<ul style="list-style-type: none"> • If our school provides a comprehensive Multi-tiered System of Support that addresses the whole child, THEN our vision of equity for every student will be achieved. • If Social and Emotional Learning (SEL) practices are implemented in all classrooms, THEN students will be able to develop positive social skills and interactions with others. • If our school increases communication and strengthens relationships with parents to address chronic absenteeism, THEN these students will be present to learn and achievement will increase. 	<ul style="list-style-type: none"> • Send HMTSS team to participate in the Hawaii Multi-Tier System Support program which addresses academic, behavioral instruction, physical health, Social Emotional Learning, and interventions based on student needs. Teachers will share HMTSS information or peer coach their grade level teams so everyone receives and implements the strategies learned. SW #6 (ii) (iii) • Revisit and revise attendance procedures and strategies.
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Innovation in Support of the Core: School Design and Student Voice

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice.	Describe your conditions for Success for School Design and Student Voice.
<ul style="list-style-type: none"> • More than half of Kauluwela’s students are not meeting proficiency and are performing below grade level. 19 % are chronically absent. SW #3 • To effectively address students’ needs, teachers need specific professional development. • With high chronic absenteeism and low academic achievement, we need to increase student engagement by encouraging and promoting student voice through multiple ways in and out of the classroom. 	<ul style="list-style-type: none"> • Kindergarten and grade 1 teachers will receive professional development in Reading Mastery. Teachers will receive personalized professional development in Thinking Maps, Wonders, iReady, online communication programs with parents, and SmartBoards. SW #3 • Continuing staff articulation time every week to collaborate on data driven instructional practices. • Teachers will expand opportunities for student voice in classroom activities, surveys, school community council, focus groups and outreach to families. SW #2, #3 & #4 	<ul style="list-style-type: none"> • Teachers will have dedicated time to collaborate with their grade level to implement professional development. • Teachers will have weekly data team meetings to analyze data and reflect on their professional development. SW #3 SW#6 (ii) • Valuing student voice and providing a safe, nurturing environment empowers student learning and engagement in school. SW #3

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? <i>(Aligned to Part 5 Enabling Activity #1)</i></p> <ol style="list-style-type: none"> 100% of teachers will engage in professional development to craft pacing guides. SW #6 (ii) SW #6 (IV) When given the opportunity to share their ideas, at least 70% of our students will engage in expressing their ideas through multiple ways in and out of the classroom. With support, 100% of the teachers will adjust their instruction to address student needs after reviewing iReady, ACCESS and SBA data during data teams. SW #6 (I) SW #6 (ii) Our school will provide at least 3 family engagement activities within the school year to share student achievements and increase parent involvement. 100% of English Learners in kindergarten and Newcomers in Grades 2-5 will be supplemented with Reading Mastery as an intervention to build basic foundational reading skills. (Equity and Access) 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ol style="list-style-type: none"> 100% of teachers will develop grade level integrated lessons across their curriculum in their pacing guides. During classroom discussions and activities, at least 70% of our students will engage in expressing their ideas without teacher prompting. With continued support, 100% of the teachers will adjust their instruction to address student needs after reviewing iReady, ACCESS and SBA data during data teams. Our school will provide at least 4 family engagement activities within the school year to share student achievements and increase parent involvement. 100% of English Learners in kindergarten, grade 1 and Newcomers in Grades 2-5 will be supplemented with Reading Mastery as an intervention to build basic foundational reading skills. (Equity and Access) 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ol style="list-style-type: none"> 100% of teachers will implement one project-based learning activity integrating various content areas. At least 50% of our students can facilitate student-led classroom discussions and express their ideas. 80% of the teachers can independently adjust their instruction to address student needs after reviewing iReady, ACCESS and SBA data during data teams. Our school will provide at least 5 family engagement activities within the school year to share student achievements and increase parent involvement. 100% of English Learners in grades kindergarten, 1, 2 and Newcomers in Grades 3-5 will be supplemented with Reading Mastery as an intervention to build basic foundational reading skills. (Equity and Access)

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<p><i>(Aligned to Part 5 Enabling Activity #2)</i></p> <p>6. 100% of the Hawaii Multi-Tiered System of Support (HMTSS) team will create a system to address students' academic, behavioral, and physical health needs. SW #6 (III)</p> <p>7. 100% of the Hawaii Multi-Tiered System of Support (HMTSS) team will create a system to communicate student concerns with parents. SW#6 (III)</p> <p>8. 100% of the Hawaii Multi-Tiered System of Support (HMTSS) team will create a student referral process. SW#6 (I)</p> <p>9. 100% of the teachers will receive Social Emotional Learning (SEL) training through the Choose Love program. SW#6 (I)</p> <p>10. 100% of our fifth grade students will participate in the FitnessGram program to improve their health and fitness.</p> <p><i>(Aligned to Part 5 Enabling Activity #3)</i></p> <p>11. The school will develop at least one community partnership to help educate our parents of students who are chronically absent about the importance of attending school regularly.</p>	<p>6. With HMTSS team support, 100% of the teachers and support staff will implement academic, behavioral, and physical health initiatives.</p> <p>7. With guidance and support from the HTMSS team, 100% of the teachers and support staff will implement the system to communicate student concerns with parents.</p> <p>8. With guidance and support from the HMTSS team, 100% of the teachers and support staff will implement the student referral process.</p> <p>9. With guidance and support from the HMTSS team, 100% of the teachers will implement the SEL program and integrate the lessons within their curriculum.</p> <p>10. 100% of our fourth and fifth grade students will participate in the FitnessGram program to improve their health and fitness.</p> <p>11. The school will develop at least two community partnerships to help educate our parents of students who are chronically absent about the importance of attending school regularly. (SW #5)</p>	<p>6. 80% of the teachers and support staff will independently implement academic, behavioral, and physical health initiatives.</p> <p>7. 80% of the teachers and support staff can independently implement the system to communicate student concerns with parents.</p> <p>8. 80% of the teachers and support staff can independently implement the student referral process.</p> <p>9. 80% of the teachers can independently implement the SEL program and integrate lessons within their curriculum.</p> <p>10. 100% of the third, fourth and fifth grade students will participate in the FitnessGram program to improve their health and fitness.</p> <p>11. The school will develop a parent support group to help educate our parents of students who are chronically absent about the importance of attending school regularly.</p>
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<p>12. Our school will attempt to reach out to communicate with 100% of parents of students who are chronically absent and meet with at least the top 25% of parents of students who are chronically absent.</p> <p>13. Our school will survey 50% of parents of students who are chronically absent to prepare next steps.</p> <p>14. Our school will decrease chronically absenteeism by 5%.</p> <p>Why are you implementing them?</p> <p>1. The professional development will help teachers address the content, performance standards, and differentiated instructional strategies in their pacing guides.</p> <p>2. By providing our students opportunities to express their ideas in the classroom, they take an active role in their learning.</p> <p>3. During our data teams, teachers will analyze their data and focus the development of their instruction to target students' needs.</p>	<p>12. Our school will attempt to reach out to communicate with 100% of parents of students who are chronically absent and complete meetings with at least the top 40% of parents of students who are chronically absent.</p> <p>13. Our school will survey 60% of parents of students who are chronically absent to prepare next steps.</p> <p>14. Our school will decrease chronically absenteeism by an additional 5% from the previous school year.</p> <p>Why are you implementing them?</p> <p>1. Integrating lessons across their curriculum increases relevance in student learning.</p> <p>2. By providing our students opportunities to express their ideas in the classroom, they take an active role in their learning and encourage students to be self-directed learners.</p> <p>3. During our data teams, teachers will analyze their data and focus the development of their instruction to target students' needs.</p>	<p>12. Our school will attempt to reach out to communicate with 100% of parents of students who are chronically absent and complete meetings with at least the top 50% of parents of students who are chronically absent.</p> <p>13. Our school will survey 75% parents of students who are chronically absent to prepare next steps.</p> <p>14. Our school will decrease chronically absenteeism by an additional 5% from the previous school year.</p> <p>Why are you implementing them?</p> <p>1. Implementing one project-based learning activity increases rigor and relevance in student learning.</p> <p>2. When students facilitate student-led classroom discussions and they independently express their ideas, they take an active role in their learning and become self-directed learners.</p> <p>3. Our goal is for teachers to be able to independently analyze their data and develop their strategies and instruction to target students' needs.</p>
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<p>4. Providing parent engagement activities will improve parent involvement and support at home.</p> <p>5. The Reading Mastery program will provide consistent foundational skill learning supports for our EL population.</p> <p>6. Through our HMTSS, a student-centered focus with an emphasis on the whole child, and providing support for all students will result in helping them become successful.</p> <p>7. The communication process will help to inform parents about their child's progress in a timely manner so they can provide assistance from home.</p> <p>8. The student referral process will provide teachers with strategies and interventions to address students' individual needs.</p> <p>9. Through the SEL program, teachers will teach students to be responsible, caring, and respectful towards others.</p> <p>10. The FitnessGram allows students to monitor their health and fitness progress over the school year and make necessary changes to improve their lifestyle.</p>	<p>4. Increasing parent engagement activities will improve parent involvement and support at home.</p> <p>5. The Reading Mastery program will provide consistent foundational skill learning supports for our EL population for an additional grade level.</p> <p>6. Through our HMTSS, our teachers have the skills and strategies to support students' academically, behaviorally and their physical health.</p> <p>7. The communication process will help to inform parents about their child's progress in a timely manner so they can provide assistance from home.</p> <p>8. Our schoolwide student referral process will provide clear and consistent guidance for teachers and support staff to address students' needs.</p> <p>9. Creating a school culture where students are responsible, caring, and respectful towards others.</p> <p>10. The FitnessGram allows students to monitor their health and fitness progress over two school years and make necessary changes to improve their lifestyle.</p>	<p>4. Increasing parent engagement activities will improve parent involvement and support at home.</p> <p>5. The Reading Mastery program will provide consistent foundational skill learning supports for our EL population for an additional grade level.</p> <p>6. Through our HMTSS, our teachers have the skills and strategies to support students' academically, behaviorally and their physical health.</p> <p>7. Teachers will have a communication system in place to inform parents about their child's progress in a timely manner so they can provide assistance from home.</p> <p>8. Teachers can independently implement our schoolwide student referral process consistently to address students' needs.</p> <p>9. In addition to demonstrating these behaviors and values in school, our goal is for all of our students to be responsible, caring, and respectful members in our community.</p> <p>10. The FitnessGram allows students to monitor their health and fitness progress over two school years and make necessary changes to improve their lifestyle.</p>
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<p>11. Establishing a community partnership will assist our school in educating our parents about the importance of their child attending school regularly and help reduce our chronic absenteeism rate.</p> <p>12. Build and strengthen relationships with parents and clarify DOE attendance policies and the importance of attending school regularly.</p> <p>13. Surveying parents of students who are chronically absent will help determine root causes and ways our school can provide support which will reduce our chronic absenteeism rate.</p> <p>14. When students attend school regularly, they will improve their academic, social and behavioral skills.</p> <p>How will you know that they are resulting in an improvement?</p> <p>1. We will observe aligned instructional practices within the grade level and an increase in differentiated strategies in the classroom.</p>	<p>11. Increasing community partnerships will assist our school in educating our parents about the importance of their child attending school regularly and help reduce our chronic absenteeism rate.</p> <p>12. Build and strengthen relationships with parents and clarify DOE attendance policies and the importance of attending school regularly which will help reduce our chronic absenteeism rate.</p> <p>13. Surveying parents of students who are chronically absent will help determine root causes and ways our school can provide support which will reduce our chronic absenteeism rate.</p> <p>14. When more students attend school regularly, they will improve their academic, social and behavioral skills.</p> <p>How will you know that they are resulting in an improvement?</p> <p>1. We will see an increase in rigor and relevance within teacher designed lessons and at least an 80% or better rating in the Classroom Rigorous Expectations on the Panorama survey for grades 3 - 5.</p>	<p>11. Creating a parent support group (in addition to our community partnerships) will assist our school in educating our parents about the importance of their child attending school regularly and help reduce our chronic absenteeism rate.</p> <p>12. Build and strengthen relationships with parents and clarify DOE attendance policies and the importance of attending school regularly which will help reduce our chronic absenteeism rate.</p> <p>13. Surveying parents of students who are chronically absent will help determine root causes and ways our school can provide support which will reduce our chronic absenteeism rate.</p> <p>14. When more students attend school regularly, they will improve their academic, social and behavioral skills.</p> <p>How will you know that they are resulting in an improvement?</p> <p>1. We will see an increase in students' critical thinking and problem solving skills and at least an 80% or better rating in the Classroom Rigorous Expectations on the Panorama survey for grades 3 - 5.</p>
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<p>2. We will see at least an 70% or better rating in the Classroom Engagement category on the Panorama survey for grades 3 - 5 and an increase in student voice and collaborative conversations during classroom discussions.</p> <p>3. Students will demonstrate 49% or better on the SBA math and 46% or better on SBA reading.</p> <p>4. We will see a 5% increase in parent involvement, improvement in school culture, and parent return rate on the parent School Quality Survey.</p> <p>5. 30% of our kindergarten and New EL students will improve by at least two levels in their iReady diagnostic assessment results for phonemic awareness, phonics, and high frequency words.</p> <p>6. We will see at least an 80% or better rating in the Classroom Climate and Teacher-Student Relationships categories on the Panorama survey for grades 3 - 5 and a 5% increase in the Safety dimension on the student School Quality Survey.</p> <p>7. We will see at least an 80% or better rating in the Satisfaction dimension on the parent School Quality Survey.</p>	<p>2. We will see at least an 70% or better rating in the Classroom Engagement category on the Panorama survey for grades 3 - 5 and an increase in student voice and higher level conversations during classroom discussions.</p> <p>3. Students will demonstrate 54% or better on the SBA math and 51% or better on SBA reading along with teachers' differentiated strategies in the classroom.</p> <p>4. We will see an additional 5% increase in parent involvement, improvement in school culture, and parent return rate on the parent School Quality Survey.</p> <p>5. 40% of our kindergarten and New EL students will improve by at least two levels in their iReady diagnostic assessment results for phonemic awareness, phonics, and high frequency words.</p> <p>6. We will see at least an 80% or better rating in the Classroom Climate and Teacher-Student Relationships categories on the Panorama survey for grades 3 - 5 and an additional 5% increase in the Safety dimension on the student School Quality Survey.</p> <p>7. We will see at least an 80% or better rating in the Satisfaction dimension on the parent School Quality Survey.</p>	<p>2. We will see at least an 70% or better rating in the Classroom Engagement category on the Panorama survey for grades 3 - 5 and an increase in student voice, self-directed learners and leaders in the classroom.</p> <p>3. Students will demonstrate 59% or better on the SBA math and 56% or better on SBA reading along with teachers' differentiated strategies in the classroom.</p> <p>4. We will see an additional 5% increase in parent involvement, improvement in school culture, and parent return rate on the parent School Quality Survey.</p> <p>5. 50% of our kindergarten and New EL students will improve by at least two levels in their iReady diagnostic assessment results for phonemic awareness, phonics, and high frequency words.</p> <p>6. We will see at least an 80% or better rating in the Classroom Climate and Teacher-Student Relationships categories on the Panorama survey for grades 3 - 5 and an additional 5% increase in the Safety dimension on the student School Quality Survey.</p> <p>7. We will see at least an 80% or better rating in the Satisfaction dimension on the parent School Quality Survey.</p>
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<p>8. We will see at least a 65% or better rating in the Classroom Engagement category on the Panorama survey for grades 3 - 5.</p> <p>9. We will see at least a 75% or better average rating on the Panorama survey for grades 3 - 5.</p> <p>10. 75% of fifth graders will see at least a 10% increase in their FitnessGram post-test results.</p> <p>11 - 14. Our chronic absenteeism rate will decrease.</p>	<p>8. We will see at least a 5% increase in the Classroom Engagement category on the Panorama survey for grades 3 - 5.</p> <p>9. We will see at least a 78% or better average rating on the Panorama survey for grades 3 - 5.</p> <p>10. 75% of fourth and fifth graders will see at least a 10% increase in their FitnessGram post-test results.</p> <p>11 - 14. Our chronic absenteeism rate will decrease.</p>	<p>8. We will see at least an additional 5% increase in the Classroom Engagement category on the Panorama survey for grades 3 - 5.</p> <p>9. We will see at least a 80% or better average rating on the Panorama survey for grades 3 - 5.</p> <p>10. 75% of third, fourth, and fifth graders will see at least a 10% increase in their FitnessGram post-test results.</p> <p>11 - 14. Our chronic absenteeism rate will decrease.</p>
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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)
<ul style="list-style-type: none"> ● iReady Diagnostic Assessment ● Previous school year's Smarter Balanced Assessment ● Strive HI reports ● Attendance reports ● Meeting minutes ● Sign in sheets ● Walkthrough sheets ● Panorama Perception Survey ● School Quality Survey ● WIDA ACCESS ● Wonders ● Reading Mastery ● Pacing guides ● Common formative assessments ● Ring and Core Phonics assessments ● DIBELS 8 ● Imagine Learning ● FitnessGram ● Choose Love survey 	<ul style="list-style-type: none"> ● iReady Diagnostic Assessment ● Attendance reports ● Meeting minutes ● Sign in sheets ● Walkthrough sheets ● Panorama Perception Survey ● School Quality Survey ● Wonders ● Reading Mastery ● Pacing guides ● Common formative assessments ● Ring and Core Phonics assessments ● DIBELS 8 ● Imagine Learning 	<ul style="list-style-type: none"> ● iReady Diagnostic Assessment ● Smarter Balanced Assessment ● Strive HI reports ● Attendance reports ● Meeting minutes ● Sign in sheets ● Walkthrough sheets ● Panorama Perception Survey ● School Quality Survey ● WIDA ACCESS ● Wonders ● Reading Mastery ● Pacing guides ● Common summative assessments ● Ring and Core Phonics assessments ● DIBELS 8 ● Imagine Learning ● FitnessGram ● Choose Love survey ● Survey

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"> Students will engage in expressing their ideas through multiple venues. English learner students in kindergarten and Newcomers in Grades 2-5 will have basic foundational reading skills. Fifth grade students will improve their health and fitness. 	<ul style="list-style-type: none"> Our teachers will complete their pacing guides. Our teachers will understand how to adjust their instruction through analyzing students' data. Our parent involvement will increase due to family engagement activities. A system will be in place to address students' academic, behavioral, and physical needs. A system will be in place to communicate student concerns with parents. A student referral process will be created. Teachers will implement the Choose Love SEL program. A community partnership will be created to assist with chronic absenteeism. Our school will meet with parents of students who are chronically absent. Our school will survey parents of students who are chronically absent. Students who are chronically absent will decrease. 	<ul style="list-style-type: none"> Principal Vice Principal Curriculum Coordinator EL Coordinator SSC PE/Health Teacher HMTSS Team GLC's Counselor Teachers

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

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

Enabling Activities	Measurable Outcomes	Cost and Source of Funding (including Prog ID)	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring (completed by Complex Area, as appropriate)
Enabling Activity #1 School will provide specific professional development on: <ul style="list-style-type: none"> • Thinking Maps • Write Tools • iReady • HMTSS • Reading Mastery School will provide sub days for teachers attending PD. School will provide 2 stipend days for teacher collaboration (one per semester)	<ul style="list-style-type: none"> • 100% of teachers will engage in professional development to craft pacing guides. • With support, 100% of the teachers will adjust their instruction to address student needs after reviewing iReady, ACCESS and SBA data during data teams. • 100% of English Learners in kindergarten and Newcomers in Grades 2-5 will be supplemented with Reading Mastery as an intervention to build basic foundational reading skills. (Equity and Access) 	\$5,114 (18902 - Title I) \$2,000 (18902 - Title I) \$29,257 (18902 - Title I) \$6,414 (18902 - Title I)	<ul style="list-style-type: none"> • Participation sign in sheet • Agenda/Meeting minutes • iReady data • Pacing guides • Formative assessments • Core Phonics assessments • Checkout logs 	Three times a year Beginning of the year (BOY)	Quarterly

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<p>All students will be provided supplemental language arts, math and science resources through purchased subscription and/or licenses purchasing following items:</p> <ul style="list-style-type: none"> • Scholastic Storyworks • Brainpop subscriptions • Mystery Science • Acellus Learning Accelerator <p>Supplies and resource materials will be purchased.</p> <p>Smartboards & Whiteboards</p> <p>Hire PTTs and PPTs to provide push-in and pull-out services via small group instruction in reading, math, physical fitness/wellness during the school day as well as after school and summer.</p> <p>Enabling Activity #2 With high chronic absenteeism and low academic achievement, we</p>	<ul style="list-style-type: none"> • When given the opportunity to share their ideas, at least 70% of our students will engage in expressing their ideas through multiple ways in and out of the classroom. 	<p><u>18902 - Title I</u></p> <ul style="list-style-type: none"> • \$900 • \$2,300 • \$2,000 • \$16,000 <p>\$35,977 (18902 - Title I)</p> <p>\$25,372 (18902 - Title I)</p> <p>\$108,359 (PTT) (18902 - Title I)</p> <p>\$4,108 (PPT) (18902 - Title I)</p>	<ul style="list-style-type: none"> • Walkthroughs • Panorama Perception Survey • Pre/Post surveys 	<p>BOY BOY BOY BOY</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year / end of year</p>	<p>Quarterly</p>
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<p>need to increase student engagement by encouraging and promoting student voice through multiple ways in and out of the classroom.</p> <p>School will provide SEL training through the Choose Love program.</p> <p>Substitutes for the MTSS team to attend workshops.</p>	<ul style="list-style-type: none"> • 100% of the Hawaii Multi-Tiered System of Support (HMTSS) team will create a system to address students' academic, behavioral, and physical health needs. • 100% of the Hawaii Multi-Tiered System of Support (HMTSS) team will create a system to communicate student concerns with parents. • 100% of the Hawaii Multi-Tiered System of Support (HMTSS) team will create a student referral process. • 100% of the teachers will receive Social Emotional Learning (SEL) training through the Choose Love program. • Our school will provide at least 3 family engagement activities within the school year to share student achievements and increase parent involvement. 	<p>\$3,000 (18902 - Title I)</p> <p>\$29,257 (18902 - Title I)</p>	<ul style="list-style-type: none"> • Agenda/Meeting minutes and notes • Participation sign in sheet • FitnessGram 	<p>Throughout the year</p> <p>Throughout the year</p> <p>BOY</p> <p>BOY</p> <p>Quarterly</p> <p>Throughout the year</p>	
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<p>Enabling Activity #3 More than half of Kauluwela's students are not meeting proficiency and are performing below grade level. 19% are chronically absent.</p> <p>Parent engagement activities:</p> <ul style="list-style-type: none"> • Open House • Coffee Talk • Movie Night • Bingo Night • STEM Night • Parent Workshops • Awards Assemblies • Mileage Cubs 	<ul style="list-style-type: none"> • 100% of our fifth grade students will participate in the FitnessGram program to improve their health and fitness. • The school will develop at least one community partnership to help educate our parents of students who are chronically absent about the importance of attending school regularly. • Our school will attempt to reach out to communicate with 100% of parents of students who are chronically absent and meet with at least the top 25% of parents of students who are chronically absent. • Our school will survey 50% of parents of students who are chronically absent to prepare next steps. • Our school will decrease chronically absenteeism by 5%. 	<p style="text-align: center;">\$2,388 (18902 - Title I)</p>	<ul style="list-style-type: none"> • List of partnerships • Meeting notes • Agenda/Participation sign-in sheet • Longitudinal Data System • STRIVE HI 	<p>Beginning & end of the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>End of year</p>	<p style="text-align: center;">Quarterly</p>
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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*.

Please describe your school's ideas around innovation and pilot projects.	Rationale for Emerging Ideas	Conditions for Success
<ul style="list-style-type: none"> Our school makes time to articulate within our own grade levels. However, no time is allotted for vertical articulation. Therefore, an innovation would be to come up with a schedule with time to have vertical articulation quarterly meetings to establish a common and continuous curriculum. Our school is looking into having teachers visit other grade levels/classrooms during 'specials time' as a means of sharing ideas. We are also hoping to use after school meeting time for vertical articulation. 	<ul style="list-style-type: none"> Teachers need to communicate across grade levels to ensure consistency and no gaps in instruction. Based on the CSI perceptual data survey, teachers expressed a need to have vertical and horizontal articulation to align curriculum as well as academic and behavioral expectations. 	<ul style="list-style-type: none"> Time Funding Full faculty agreement and consistent implementation.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

Please describe your school's ideas around innovation and pilot projects.	Rationale for Emerging Ideas	Conditions for Success
<ul style="list-style-type: none"> • Our school recently surveyed students on choices for student morning activities. • Another option would include students picking their own spot to sit in the cafeteria during lunch. • Our school is looking into having upper grades paired with Lower grades - like Reading Buddy, Pencil Pal, Recess buddy day-extended recess, lunch buddies, K buddies with 3rd, 1st with 4th grade, 2nd and 5th graders buddy. 	<ul style="list-style-type: none"> • Based on the CSI perceptual data survey, students expressed a need to have choices at school in their learning. • Based on the CSI perceptual data survey, parents expressed a need to have students behave respectfully to one another. • This pilot program's goal would be to establish positive relationships between students as well as older students serving as role models. 	<ul style="list-style-type: none"> • Time • Follow-up with evidence of success • School agreement to coordinate and implement.