

2020 Academic Plan, School Year 2020-21



School: KOKO HEAD

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.

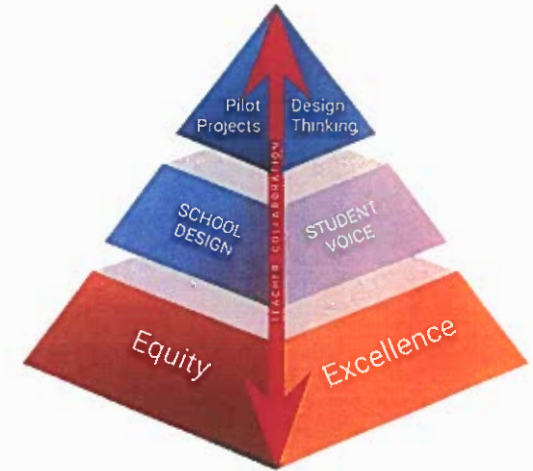
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Jeffrey Shitaoka	
Principal's signature: 	Date: 6/2/2020
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 6/2/2020

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><i>Koko Head Elementary School has identified a need to address the school's curriculum, instruction, and assessment practices (the what) concurrently with the improvement of school processes (the how) to impact our achievement gap and support all students (the why).</i></p> <p>Continuous School Improvement in School Processes As the school leaders promote a growth mindset that desires stakeholders to “Champion for all students”, <u>a multi-year professional development plan</u> that is transparent, well thought out, and directly aligned to the school’s vision and mission is needed at Koko Head Elementary School. It is vital that “professional development is highly valued by the entire staff team as essential to protecting and enhancing teacher and staff capacity to deliver on its mission.” To sustain the efforts of any professional development, “coaching and job-embedded supports” are valuable components of this plan. [DP1, DP3]</p> <p>Continuous School Improvement in Curriculum, Instruction, and Assessment In the past three school years, the achievement gap between the non-high needs and high needs groups have ranged in the low to mid 20s. The school is committed to closing this gap by improving our instructional practices with a first focus on our framework that defines what we teach, why we teach it, and how we teach the concepts and skills that all students need to know and be able to do. Currently, there is no consistent use of a school wide curriculum map. Subsequently, there are no school wide common assessments which results in the need for our school to rebuild a strong framework beginning with a focus on a <u>school wide curriculum map and common assessments</u> that are aligned to support and assess student learning. [DP2]</p>	<p>Multi-year Professional Development (PD) Plan A professional development “PD Plan” needs to be developed with consultation from district personnel, to include all components of “adult learning”. This plan will identify specific professional learnings to support the school initiatives outlined as enabling activities within our academic plan. This plan must support teacher learning, implementation fidelity, and accountability. It is imperative that we backward map a multi-year plan that will build capacity and sustain our efforts to change how we make intentional instructional decisions in the classroom and throughout the classroom.</p> <p>Curriculum, Instruction, and Assessment A curriculum map with an implementation timeline will be designed to include the alignment of IB units, identified anchor standards, and common assessments. This map will guide teachers’ instructional decisions and will be a working reference document to build capacity and sustain our efforts to personalize instruction to meet the needs of all learners. An analysis of updated curriculum for core instruction (mathematics) will be conducted and decisions to select new programs will occur. Professional development will be provided to the teachers who will participate in the identification, development, and implementation of this comprehensive school wide curriculum map that includes all of the above.</p>

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)
Equity & Excellence for targeted subgroups (closing achievement gap)	Principal, IB and Curriculum Coordinator, Student Services Coordinator
School Design - Equity and Access through Design (DP1 & DP2)	IB and Curriculum Coordinator, Student Services Coordinator
School Design - Capacity Building (DP3)	IB and Curriculum Coordinator
School Design - Personalized Learning (DP4)	IB and Curriculum Coordinator, Student Services Coordinator
Key School Initiatives Addressed in the Plan	Leads(s)
Multi-year professional development plan	Principal, IB and Curriculum Coordinator
Curriculum map design and development process	Principal, IB and Curriculum Coordinator
Selection of new, rigorous math curriculum	IB and Curriculum Coordinator

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>

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<p>High Needs subgroup which includes:</p> <ul style="list-style-type: none"> • English Language Learners • Students with Disabilities (IDEA) • Students with Free or Reduced Cost Lunch <p>Identified Needs:</p> <ul style="list-style-type: none"> • A “Big Plan” to guide school through a cohesive process • Differentiated instruction to support the needs of all learners • Common assessments to measure student progress, inform adjustments in instruction, and measure effectiveness of teaching methods 	<p>At Koko Head Elementary, the achievement gap between the non-high needs and high needs groups over the past three school years have ranged in the low to mid 20s.</p> <table border="1" data-bbox="548 350 1039 594"> <thead> <tr> <th>School Year</th> <th>Non High Needs</th> <th>High Needs</th> <th>Gap %</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>80.6</td> <td>57.8</td> <td>22.8</td> </tr> <tr> <td>2017-18</td> <td>74.5</td> <td>47.2</td> <td>27.3</td> </tr> <tr> <td>2016-17</td> <td>83.7</td> <td>61.3</td> <td>22.4</td> </tr> </tbody> </table> <p>resource: https://adc.hidoe.us/#/proficiency</p>	School Year	Non High Needs	High Needs	Gap %	2018-19	80.6	57.8	22.8	2017-18	74.5	47.2	27.3	2016-17	83.7	61.3	22.4	<p>If the school provides teachers with a comprehensive professional development plan that includes ongoing coaching support, follow through and monitoring of implementation practices, then teachers will be able to make connections and have a deeper, understanding of the school’s initiatives and future actions promoting a collective effort, then all student will have access to a high quality, rigorous education which will lead to an increase in student engagement and decrease the achievement gap.</p>	<p><i>First, “THE ROAD MAP” must be established to define and guide our decision-making to ensure our actions are with intention to address our needs.</i></p> <p><u>A multi-year professional development plan</u> will be developed with consultation from district personnel, to include all components of “adult learning” when planning for how to support teacher learning, implementation fidelity, and accountability. This comprehensive PD plan shall include:</p> <ol style="list-style-type: none"> 1. Curriculum map design and components 2. Identification and alignment of Anchor Standards and IB units 3. Development of common assessments 4. Differentiation strategies and instructional approaches 5. Implementation of any new curriculum programs <p><i>Second, another “ROAD MAP” must be developed to guide our instructional choices and to ensure we are measuring our actions and adjusting along the way to address our students’ needs.</i></p> <p><u>A curriculum map with an implementation timeline will be designed to include the alignment of IB units, identified anchor standards, and common assessments.</u> This map will guide teachers’ instructional decisions and will be a working reference document to build capacity and sustain our efforts to personalize instruction to meet the needs of all learners. Implementation timeline will also include the monitoring of instruction.</p>
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Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap																																
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<p>High Needs subgroup which includes:</p> <ul style="list-style-type: none"> English Language Learners Students with Disabilities (IDEA) <p>Identified Needs:</p> <ul style="list-style-type: none"> Differentiated instruction to support the needs of students who are not proficient 	<p>EL Math SBA</p> <table border="1" data-bbox="554 591 1037 834"> <thead> <tr> <th>School Year</th> <th>Non High Needs</th> <th>English Learners</th> <th>Gap %</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>80.6</td> <td>50.0</td> <td>30.6</td> </tr> <tr> <td>2017-18</td> <td>80.3</td> <td>37.5</td> <td>42.8</td> </tr> <tr> <td>2016-17</td> <td>75.6</td> <td>50.0</td> <td>25.6</td> </tr> </tbody> </table> <p>resource: https://adc.hidoe.us/#/proficiency</p> <p>SPED Math SBA</p> <table border="1" data-bbox="554 922 1037 1166"> <thead> <tr> <th>School Year</th> <th>Non High Needs</th> <th>Special Education</th> <th>Gap %</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>80.6</td> <td>36.3</td> <td>44.3</td> </tr> <tr> <td>2017-18</td> <td>80.3</td> <td>60.0</td> <td>20.3</td> </tr> <tr> <td>2016-17</td> <td>75.6</td> <td>30.0</td> <td>45.6</td> </tr> </tbody> </table> <p>resource: https://adc.hidoe.us/#/proficiency</p>	School Year	Non High Needs	English Learners	Gap %	2018-19	80.6	50.0	30.6	2017-18	80.3	37.5	42.8	2016-17	75.6	50.0	25.6	School Year	Non High Needs	Special Education	Gap %	2018-19	80.6	36.3	44.3	2017-18	80.3	60.0	20.3	2016-17	75.6	30.0	45.6	<p>If the school provides a rigorous math curriculum that includes easily accessible differentiation tools, strategies, and formative and summative assessments, then teachers will be equipped to provide quality instruction that is formatively assessed, and will immediately identify need areas, then students will receive timely intervention on specific skills and concepts which results in an increase in their math achievement.</p>	<p><u>Implementation of a new math curriculum.</u></p> <ol style="list-style-type: none"> 1. Provide professional development to ensure teachers have depth in their understanding and usage of the program components. 2. Ongoing, timely follow up support via coaching and scheduled opportunities for teacher collaboration. 3. Monitor implementation of instructional practices.
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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"> • Quality professional development for teachers and staff to establish common understanding of the school wide focus to provide equity and access to all students. • Teachers are well-equipped with a rigorous, standards-based curricula that empowers them to differentiate and personalize the learning for all students. Equipping all students with the skills and ability to communicate gives access to student voice. 	<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"> • To ensure our teachers and staff share a common understanding of how to provide quality instruction that is equitable and accessible to all students, our school design must include the infrastructure to support adult learning that will transfer into daily practice in the classroom. 	<p>Describe your conditions for Success for School Design and Student Voice</p> <ul style="list-style-type: none"> • The leadership team which includes the Principal must plan with intention, ensuring that actions are always supporting the initiatives outlined to provide equity and access to all students. Ongoing, timely follow up must occur regularly for accountability. • Upon receipt of any professional development training, the Principal and IB/Curriculum Coordinator must provide ongoing support via modeling, coaching, and teacher collaboration to ensure implementation fidelity.
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Innovation in Support of the Core: School Design and Student Voice

Part II (over three years)

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • Completion of a comprehensive, multi-year professional development (PD) plan that will serve as a guide for future decision-making regarding PD selections and implementation procedures • Upon completion of selecting a new math curriculum, conduct initial training and a schedule to include follow up support <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • To ensure teachers and support staff have clarity on where we are now, where we want to be, and how we will get there. • Providing professional development on rigorous and comprehensive curriculum AND including ongoing support will ensure new learning approaches are transferred to practice in the classroom in which students will be equipped to express their learnings and have a voice. <p>How will you know that they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Teacher reflections and discussions through faculty meetings will reveal a shared understanding of our school focus and how it connects with our actions. • Teachers will implement the new curriculum and utilize the components that enhance differentiated instruction. • Teachers will rely on formative assessments to adjust instruction to 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • On going completion of items listed in the comprehensive, multi-year professional development (PD) plan. • Regularly scheduled collaboration meetings that are held to provide ongoing support and new learnings within any new curriculum. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Students will choose to utilize writing as a form of communication that is effective and powerful, as demonstrated through IB units of inquiry and/or exhibition projects. • Student assessment data (specifically, in math) will demonstrate an increase in performance (math baseline via iReady). 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • Completion of items listed in the comprehensive, multi-year professional development (PD) plan. • Ongoing regularly scheduled collaboration meetings that are held to analyze data, identify needs, and select intervention strategies and assessments to measure effectiveness. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • A decrease in the school’s math achievement gap percentage

<p>increase student performance on summative assessments.</p> <ul style="list-style-type: none"> • Students’ work samples will showcase a variety of opportunities to demonstrate communication skills embedded within the IB units of inquiry. 		
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Innovation in Support of the Core: School Design and Student Voice

Part III (over one year)

<p>SY 2020-2021 Formative Measures (beginning of the year)</p>	<p>SY 2020-2021 Formative Measures (throughout the year)</p>	<p>SY 2020-2021 Summative Measures (end of the year)</p>
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • Backward map a timeline of how to accomplish the completion of developing a comprehensive, multi-year professional development (PD) plan <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • To ensure teachers and support staff have clarity on where we are now, where we want to be, and how we will get there. • Providing professional development on rigorous and comprehensive curriculum AND including ongoing support will ensure new learning approaches are transferred to practice in the classroom in which students will be equipped to express their learnings and have a voice. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Teacher reflections and discussions through faculty meetings will reveal a 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • Completion of a comprehensive, multi-year professional development (PD) plan that will serve as a guide for future • Upon completion of selecting a new math curriculum, conduct initial training <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Teachers will implement the new curriculum (math) and will begin identifying baseline data to measure effectiveness of instruction and program. • Students will be provided with an increase in opportunities to demonstrate communication skills and apply it to tasks embedded within the IB units of inquiry. 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • Schoolwide sharing of the completed comprehensive, multi-year professional development (PD) plan • Upon completion of selecting a new math curriculum and initial training, develop a schedule to include follow up support which includes sy 2021-22 <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Teachers will implement the new curriculum and utilize the components that enhance differentiated instruction. • Teachers will rely on formative assessments to adjust instruction to increase student performance on summative assessments. • Students will be provided with an increase in opportunities to demonstrate communication skills and begin to

shared understanding of our school focus and how it connects with our actions.		independently apply it to tasks embedded within the IB units of inquiry.
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Innovation in Support of the Core: School Design and Student Voice

Part IV

<p>Student Outcomes (2020-2021 Measurable Outcomes)</p> <ul style="list-style-type: none"> Increase in opportunities to demonstrate writing skills Increase in math student achievement data (iReady, student survey, SBA) 	<p>Staff Outcomes (2020-2021 Measurable Outcomes)</p> <ul style="list-style-type: none"> Teacher feedback (via a survey and/or discussion in a faculty meeting) will indicate a shared understanding of schoolwide initiative and will be able to make connections between the school’s mission, vision, and academic plan. 100% teachers will participate in professional development training on new curriculum (Math) 	<p>Lead</p> <ul style="list-style-type: none"> Principal IB/Curriculum Coordinator
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Innovation in Support of the Core: School Design and Student Voice

Part V

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Budget	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
Fall Semester <ul style="list-style-type: none"> A comprehensive, multi-year professional development (PD) plan. For year one, focus on curriculum mapping of our IB units first starting 	N/A	<ul style="list-style-type: none"> Completed PD plan Conduct initial PD for curriculum mapping - 	None	Document meeting date to provide consult with the	None

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<p>with identifying priority standards then deconstructing the standards in ELA. First we will start with ELA writing standards then over the course of the year we will address other ELA standards (e.g. Reading, Speaking and Listening, Language).</p> <ul style="list-style-type: none"> Implement a new core math curriculum, conduct initial training 	<p>\$6,000 (WSF)</p>	<p>the what, why and how.</p> <ul style="list-style-type: none"> Conduct initial trainings Use iReady Math diagnostic at the beginning of the school year to establish data to compare from last school year's diagnostics. Schedule follow up training Teachers will implement the new curriculum and utilize the components that enhance differentiated instruction. Teachers will rely on formative assessments to adjust instruction to increase student performance on summative assessments. 	<p>None</p>	<p>school leadership team</p> <p>Attend training to prepare to support the school's initiative</p>	<p>None</p>
<p>Spring Semester</p> <ul style="list-style-type: none"> Continued PD to support implementation of new core math curriculum. 	<p>N/A</p>	<ul style="list-style-type: none"> Follow-up math PD to support implementation 	<p>None</p>	<p>Attend training to prepare to support</p>	<p>None</p>

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<ul style="list-style-type: none"> Continue PD and use collaboration time to support curriculum mapping of our IB units. Conduct PD in designing authentic assessments for ELA standards and backwards design process. 		<ul style="list-style-type: none"> Use the second and third iReady Math diagnostics to provide data to assess the implementation of the new core math curriculum. Provide ongoing support to ensure new learning approaches are transferred to practice in the classroom in which students will be equipped to express their learnings and have a voice. Conduct ongoing PD for curriculum mapping. 	None	<p>the school's initiative</p> <p>Attend training to prepare to support the school's initiative</p>	None
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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*.

<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>Empowerment: Innovative Curricular Design</p> <p>We will provide teachers with opportunities to innovate and to experiment with different instructional approaches and explore innovative curricula that will best meet the needs of our students. Through transdisciplinary concept-driven learning, teachers will support innovation by the development of students’ understanding of complex ideas. Teachers will build their capacity to design, evidence, and assess concept-based learning that leads to depth and rigor in student thinking within and across subjects.</p>	<p>If the school supports teachers to innovate and to create innovative curricula, then student engagement will increase and students will see the rigor and relevance of what they are learning.</p>	<p>Grade level planning time</p> <p>Micro grants for teachers’ innovative transdisciplinary concept-based projects ideas</p>

