



Koko Head Elementary School Hawaii Department of Education Academic Plan 2022-2023

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(Principal Signature)

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Complex Area Superintendent, FKK


(CAS Signature)

Developing a collaborative Academic Plan framed by the HIDEO 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.

HIDEO Learning Organization

Teaching and Learning Core:

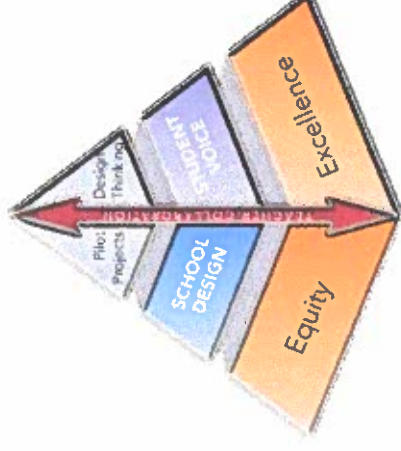
Focus: equity and excellence in core curriculum and supports.

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 HIDEO Learning Organization, and is founded on the **Teaching & Learning Core** (page 2)

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

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

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
Information gathered from a variety of sources provided both longitudinal and new data points to consider, and as a result our school analyzed trends, identified root causes, and determined that the greatest challenge is the ability to plan consistent, effective instruction, assessments, and interventions to address and monitor the needs of our student subgroups. While our student learning data tells us they perform adequately in standardized state assessments when compared to other schools, district, and the state, the school agrees improvement must be made for ALL learners. Last school year's SBA data reflects a 10% or more decrease in ELA, Math, and Science, however, school level iReady data shows that by the end of the school year, the percentage of students who continue to perform below grade level decreases significantly, and those who are unable to "catch up" have been identified to receive Tier 2 or 3 services. While it is difficult to collect quantitative data to measure the great impact the pandemic has had on our students, it is without a doubt that it is a factor that cannot be ignored. As a result, our focus is to equip our teachers and support staff to be intentional in their teaching by improving what and how we teach. We need to establish a schoolwide practice in how we select assessments, with the expectation that what we measure matches the daily instruction for what students need to know and be able to do. To accomplish this, we must be committed to providing the time to 1) define and design our schoolwide practice, 2) deliver professional development, and 3) provide ongoing support through individual coaching and grade level collaboration. The starting point for this endeavor will be with a focus on writing skills, as the CNA's perceptual data indicates an ongoing need which has been exacerbated by a lack of writing practice as a focus during the pandemic and because the ART Team recognizes an overall lack of assessments for writing throughout all grade levels which makes it difficult to identify targeted skills that need to be addressed as a school grade level, and/or class. Through the CNA process, we have learned that there are additional subgroups that must be identified and addressed with specific interventions aligned to needs, and a system of continuous monitoring. The school is clear that subgroups must include not only students with academic needs, but those with the following needs: social emotional/behavioral, socioeconomic disadvantage, transition (new students to the community), previous distance learners, and so forth. The school agrees that ALL students must be healthy and safe, and feel supported and challenged, to actively engage and progress in one's learning.	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. Curriculum, Instruction, and Assessment A curriculum framework for international primary education must be the core guidance to include what we will teach (The written curriculum), instructional practices (The taught curriculum), and assessment practices (The assessed curriculum) for curriculum development and alignment. These essential components must be determined then documented to ensure teacher clarity and build capacity from year to year. Knowing what students must know and be able to do will allow us to personalize instruction through task analysis, interventions, and differentiation to meet the needs of all learners.

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 comprehensive professional development plan		Principal, IB and Curriculum Coordinator
Curriculum framework development and alignment process (with a focus on writing)		Principal, IB and Curriculum Coordinator
Multisensory approaches to reading instruction		Principal, IB and Curriculum Coordinator
PD to Support English Learners (EL)		EL Coordinator
Supporting Students' Social Emotional Learning Needs		Counselor

Teaching and Learning Core: Equity and Excellence

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

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified needs	Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.	What is your Theory of Action (If-Then) to improve the achievement gap?	What are your enabling activities to improve the achievement gap?

High Needs subgroup which includes: - English Language Learners - Students with Disabilities (IDEA/504) - Students with Free or Reduced Cost Lunch - Students with SEL needs "At risk" Students (1 or more years below grade level in reading) Identified Needs: - A timeline backward-mapped 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	At Koko Head Elementary, the achievement gap between the non-high needs and high needs groups over the past three school years have ranged from about 16-27 percent in the area of reading as measured by SBA. <table border="1"> <thead> <tr> <th>School Year</th><th>Non High Needs</th><th>High Needs</th><th>Gap %</th></tr> </thead> <tbody> <tr> <td>2020-21</td><td>74.6</td><td>58.8</td><td>15.8</td></tr> <tr> <td>2019-20</td><td>Not available</td><td>Not available</td><td>Not available</td></tr> <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> </tbody> </table> resource: https://data.hidoe.us/#/proficiency	School Year	Non High Needs	High Needs	Gap %	2020-21	74.6	58.8	15.8	2019-20	Not available	Not available	Not available	2018-19	80.6	57.8	22.8	2017-18	74.5	47.2	27.3	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 for all identified subgroups.	A multi-year professional development plan 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 support these schoolwide initiatives: - Literacy for all students with a focus on writing and reading instruction. - Implementation of research based instructional strategies for English Learners, and - Implementation of a HMTSS framework to address social and emotional needs. Use of the curriculum framework to guide a process for curriculum development and alignment of what we teach and assess while maintaining the fidelity of any evidence-based research practices that are implemented and embedded within the IB planner units. A comprehensive use of multisensory approaches (e.g. Orton-Gillingham, Heggerty) to increase reading proficiency.
School Year	Non High Needs	High Needs	Gap %																				
2020-21	74.6	58.8	15.8																				
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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 2022-23 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
- 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 curriculum and instructional strategies 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.	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.	- 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, walkthroughs, and teacher collaboration to ensure implementation fidelity.

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

Part II (over three years)

SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes	SY 2024-2025 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice	What are your measurable outcomes around School Design and Student Voice	What are your measurable outcomes around School Design and Student Voice

• Completion of a comprehensive, multi-year professional development (PD) plan with a focus on writing that will serve as a guide for future decision-making regarding PD selections and implementation procedures. Why are you implementing them? • 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. How will you know that they are resulting in an improvement?	• On going completion of items listed in the comprehensive, multi-year professional development (PD) plan with a focus on writing. • Regularly scheduled collaboration meetings that are held to provide ongoing support and new learnings within any new curriculum. How will you know that they are resulting in an improvement? • 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. • Students identified with targeted Tier 2 SEL needs will respond to effective interventions and support that is time-limited	• Completion of items listed in the comprehensive, multi-year professional development (PD) plan with a focus on writing. • Ongoing regularly scheduled collaboration meetings that are held to analyze data, identify needs, and select intervention strategies and assessments to measure effectiveness. How will you know that they are resulting in an improvement? • An increase in the schoolwide writing assessment data • A decrease in the school's reading achievement gap percentage • A decrease in identified students who are targeted with Tier 2 SEL needs
• 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 rely on formative assessments for progress monitoring of student learning. • Students' work writing samples will showcase a variety of opportunities to demonstrate communication skills through writing which are embedded within the IB units of inquiry. • Students' BEISY screeners will result in a decrease of students identified with targeted Tier 2 SEL needs.		

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

Part III (over one year)

SY 2022-2023 Formative Measures (beginning of the year)	SY 2022-2023 Formative Measures (throughout the year)	SY 2022-2023 Summative Measures (end of the year)
What are your measurable outcomes around School Design and Student Voice • Backward map a timeline of how to accomplish the completion of developing a comprehensive, multi-year professional development (PD) plan Why are you implementing them? • 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. How will you know that they are resulting in an improvement? • Teacher reflections and discussions through faculty meetings will reveal a shared understanding of our school focus and how it connects with our actions.	What are your measurable outcomes around School Design and Student Voice • Completion of a comprehensive, multi-year professional development (PD) plan that will serve as a guide for future How will you know that they are resulting in an improvement? • 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.	What are your measurable outcomes around School Design and Student Voice • Schoolwide sharing of the completed comprehensive, multi-year professional development (PD) plan How will you know that they are resulting in an improvement? • 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 independently apply it to tasks embedded within the IB units of inquiry.

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

Part IV

Student Outcomes (2022-2023 Measurable Outcomes)	Staff Outcomes (2022-2023 Measurable Outcomes)	Lead • Principal
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2022-2023 Academic Plan: Koko Head Elementary

• Increase in opportunities to demonstrate writing skills • Decrease in students with identified SEL needs	• Data teams which include opportunities for inter-reliability scoring with the use of common rubrics. • Teacher feedback (via a survey and/or discussion in a faculty meeting) will indicate a shared understanding of: 1) schoolwide beliefs on how and why writing should be taught and assessed, 2) connections between the school's mission, vision, literacy plan, and academic plan. • An increase in Tier 2 social and behavioral supports are available for identified students	• IB/Curriculum Coordinator • Counselor
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Innovation in Support of the Core: School Design and Student Voice

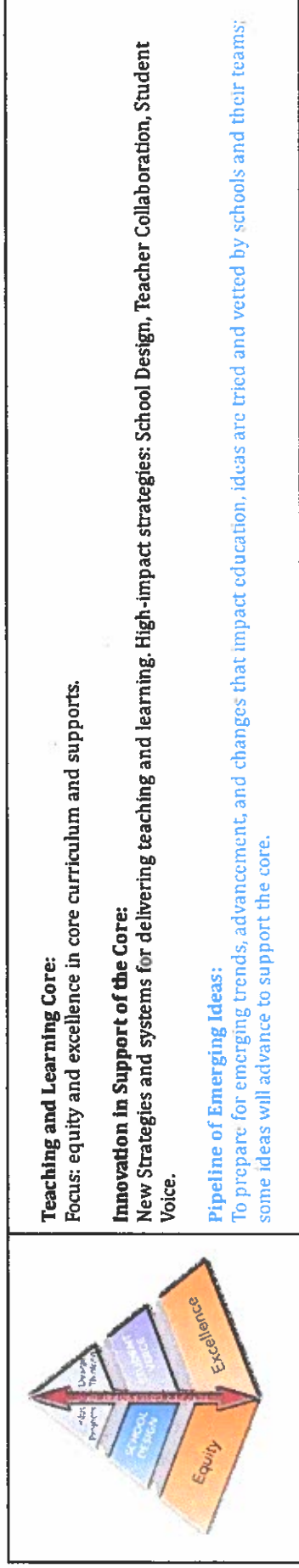
Part V

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activity	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
Healthy Habits, Healthy Schools 1. Hawaii Multi-Tiered Systems of Support (HMTSS) and Social Emotional Learning (SEL) Practices • Provide refresher PD on Mind Up Curriculum & schoolwide agreements for all faculty & staff. • Establish and implement a timeline to conduct the BEISY and Panorama Surveys paired with timely data analysis • Identify "at-risk" students and address need with a matching, time-limited Tier 2 interventions. • Share out of data analysis and dialogue with faculty and staff to determine activities and/or strategies to strengthen Tier 1 classroom supports. • Expand Tier 2 social and behavioral supports for identified students (e.g. individual counseling, executive function, skills instruction, social skills instruction, friendship groups).		1. Hawaii Multi-Tiered Systems of Support (HMTSS) and Social Emotional Learning (SEL) Practices • 100% of students identified as "at-risk" via BEISY and Panorama Surveys will have an action plan with appropriate interventions within three weeks of the administration. • At least 75% of students identified "at-risk" increase their overall Panorama SEL scores by the end of the school year. • At least 75% of students identified "at-risk" decrease their overall BEISY scores by two. • 100% of students identified in Requests for Assistance (RFAs) will have an action plan developed within two weeks of the request developed by a school level team.	Data and progress monitoring will be analyzed monthly by the Full Leadership Team.		

Action-Oriented Data Decision-Making <u>Curriculum Development & Alignment:</u> 1. The Writing Revolution (TWR) strategies • Provide PD via training, coaching, and classroom support K-5 and sped teachers • Development of schoolwide TWR pacing guide (K-5) • Development of schoolwide common writing prompts and rubrics in August (excluding K), December, and May. • A data collection system to monitor implementation • Establish a data collection system to measure student growth (for subgroups AND individuals) • Alignment of writing assessments to IB Units and documented in IB Planners <u>Language Development Approaches:</u> 2. Multisensory Approach to Reading Instruction • Provide Multisensory Approaches to Reading Instruction PD (e.g. Orton-Gillingham, Heggerty) via training, coaching, and classroom support to K-2, sped teachers, RTI teachers. • Development of schoolwide Phonemic awareness and phonic skills pacing guide (K-2) • Identify data points to measure student growth (for subgroups AND individuals) <u>Language Development Approaches:</u> 3. Research Based Instructional Strategies to Support English Learners (EL) • Provide PD and ongoing support to teachers in the area of implementing research based instructional strategies to support EL students' needs in all classrooms. • Identify a system to monitor the implementation and effectiveness of instructional strategies.	\$10,000 (WSF)	1. The Writing Revolution (TWR) strategies • At least 75% of all students will meet writing proficiency as evidenced by the use of common writing rubrics by the end of the school year. 2. Multisensory Approach to Reading Instruction • At least 50% of all Gr. K-2 students and all Gr. K-5 students who receive Special Education services who do not meet grade level proficiency in the fall iReady reading diagnostic assessments will meet their "stretch growth" reading targets by the end of the school year. 3. Research Based Instructional Strategies to Support English Learners (EL) • At least 50% of all EL students who do not meet grade level proficiency in the fall iReady reading diagnostic assessments will meet their "stretch growth" reading targets by the end of the school year.	Student work/data will be analyzed quarterly by grade level teams. Student iReady data will be analyzed 3x/year by grade level data teams and care coordinators of students who receive Special Education. Student iReady data will be analyzed 3x/year by EL Coordinator, WIDA assessment data will also be analyzed	
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			annually by EL Coordinator.		
Responsive Capacity Building Shared Vision: 1. Continue to build a culture that promotes International Mindfulness as part of the school's IB Programme Development Plan focus. - Engage in dialogue and discussion to embrace a shared understanding of international mindedness and to intentionally implement actions to support international mindedness in our school - Provide PD via training, coaching classroom implementation support, and planning time for classroom teachers to collaborate with teachers around the world. - Engage Student Council to promote activities that promote international mindedness in our school community.	\$8,000 (W/SF)	1. Continue to build a culture that promotes International Mindfulness as part of the school's IB Programme Development Plan focus. 100% of students will demonstrate an action as a result of their interactions with students with another school around the world. 100% of students will participate in a Student Council activity that promotes international mindedness with our school community.	Teachers will collaborate in grade level teams with the IB Coordinator to plan for, implement, and reflect on IB units and student work		
Effective Academic Practices 1. Offer various learning opportunities beyond the regular school day to accelerate learning. - Continue to refine our school's after school writing (CLSD grant) and after school math support programs. - Offer Summer Learning Hub and Summer Kindergarten Transition.	\$14,000 (CLSD) \$55,000 (ESSER - Summer Hub)	1. Offer various learning opportunities beyond the regular school day to accelerate learning. - At least 75% of students participating in the after school writing (CLSD grant) program will increase their self efficacy in writing as evidenced by self-reflections. - At least 50% of students participating in after school math support programs who do not meet grade level proficiency in the fall iReady reading diagnostic assessments will meet their "stretch growth" reading targets by the end of the school year. - At least 50% of students participating in Summer Learning Hub will meet grade level proficiency in their fall 2023 iReady diagnostics.	Student work/data will be analyzed 3x/year by grade level teams.		

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



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

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
Empowerment: Innovative Curricular Design 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.	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.	Grade level planning time Micro grants for teachers' innovative transdisciplinary concept-based projects ideas