



# Hawaii Department of Education: 2020 Academic Plan School Year: 2021-2022

**School Name:** Pu'uhale ES  
**Principal Name:** Arnie Kikkawa  
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**Farrington, Kaiser, Kalani Complex Area**  
**Principal Signature:** [Signature]  
**CAS Signature:** [Signature]

**Date:** 04/26/2021  
**Date:** 4/21/2021

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.

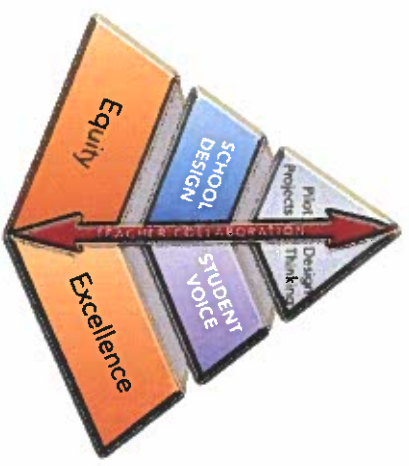
Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

## 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).

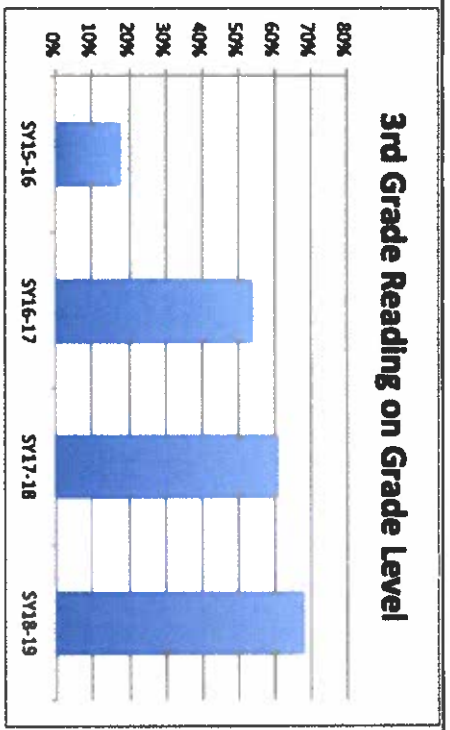
*Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.*

# A Foundation for Change

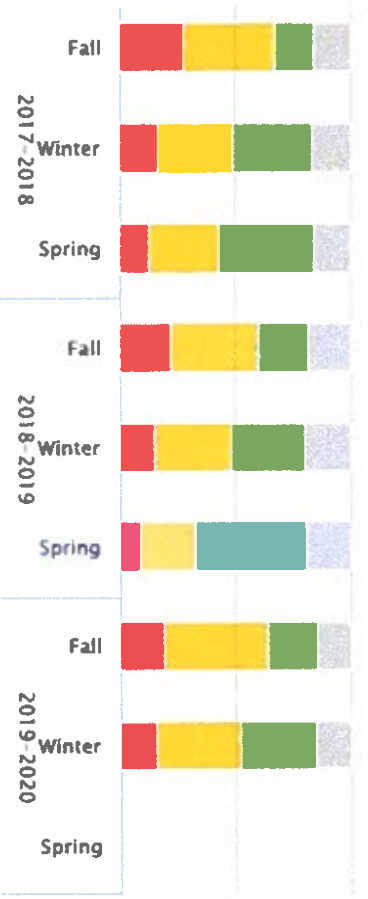
This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change		Key Strategies to Address and Promote Change																					
<p>Number of identified students considered homeless or in an unstable housing situa (LDS, 3.11.2020)</p> <p>Homeless Students, as of 3.11.2020</p> <ul style="list-style-type: none"> <li>30 students representing 12% of the school</li> </ul> <p>An approximate 40% of families who move from homelessness to a nearby housing development return to homelessness within a year</p>		<ul style="list-style-type: none"> <li>Trauma informed school practices - professional development to assist teachers with mentoring and supporting the variety of students attending Puuhale                             <ul style="list-style-type: none"> <li>Provide targeted supports for students with increasing needs that negatively impact learning (including homelessness, unstable housing, and trauma)</li> </ul> </li> <li>Empower families, esp. parents/guardians, by hosting/offering Adult Community courses, ex. workforce readiness, family literacy</li> <li>Focused, effective instructional strategies that work with economically disadvantaged students and English Language Learners to increase proficiency and decrease learning gaps                             <ul style="list-style-type: none"> <li>Effective strategies, ex. Orton-Gillingham for reading and math, GLAD, Thinking Maps</li> </ul> </li> <li>Weekly grade level articulation meetings to utilize, understand and analyze data to support student instruction</li> <li>Shared curriculum plans                             <ul style="list-style-type: none"> <li>Grade level consistency and vertical alignment</li> <li>Teacher Collaboration through data teams to monitor implementation of standards-based lessons                                     <ul style="list-style-type: none"> <li>Professional development focusing on consistent implementation of effective strategies with feedback, reflection, and monitoring by admin and colleagues</li> </ul> </li> </ul> </li> </ul>																					
<table border="1"> <thead> <tr> <th>HSA 2015</th> <th>SBA 2016</th> <th>SBA 2017</th> <th>SBA 2018</th> <th>SBA 2019</th> </tr> </thead> <tbody> <tr> <td>Reading 45</td> <td>Reading 45</td> <td>Reading 41</td> <td>Reading 51</td> <td>Reading 48</td> </tr> <tr> <td>Math 34</td> <td>Math 43</td> <td>Math 36</td> <td>Math 46</td> <td>Math 49</td> </tr> <tr> <td>HSA Science 67</td> <td>HSA Science 43</td> <td>HSA Science 56</td> <td>HSA Science 44</td> <td>HSA Science 39</td> </tr> </tbody> </table> <p>3rd Grade Reading at Grade Level (Source Strive HI)</p>		HSA 2015	SBA 2016	SBA 2017	SBA 2018	SBA 2019	Reading 45	Reading 45	Reading 41	Reading 51	Reading 48	Math 34	Math 43	Math 36	Math 46	Math 49	HSA Science 67	HSA Science 43	HSA Science 56	HSA Science 44	HSA Science 39		
HSA 2015	SBA 2016	SBA 2017	SBA 2018	SBA 2019																			
Reading 45	Reading 45	Reading 41	Reading 51	Reading 48																			
Math 34	Math 43	Math 36	Math 46	Math 49																			
HSA Science 67	HSA Science 43	HSA Science 56	HSA Science 44	HSA Science 39																			

- Implement, monitor and evaluate a teaching protocol that involves peer observation, individual reflection



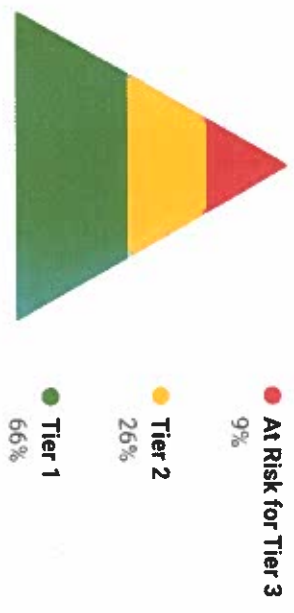
Pu'uhale Universal Screener for Math (LDS.k12.hius)



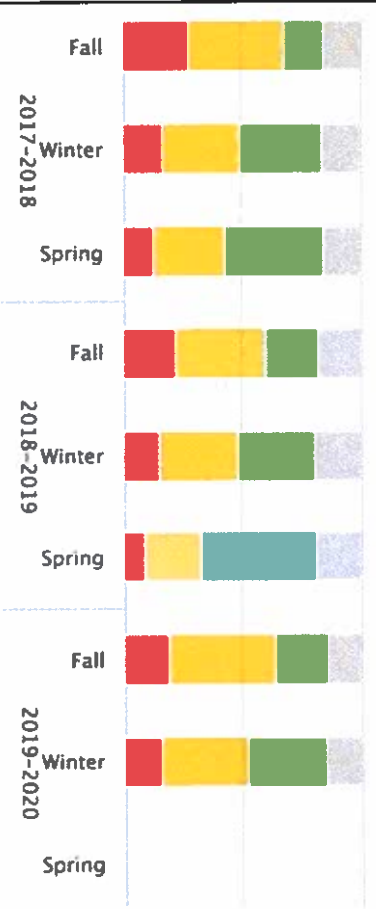
Students Assessed/Total: 232/233

Criterion Referenced

Overall Placement 



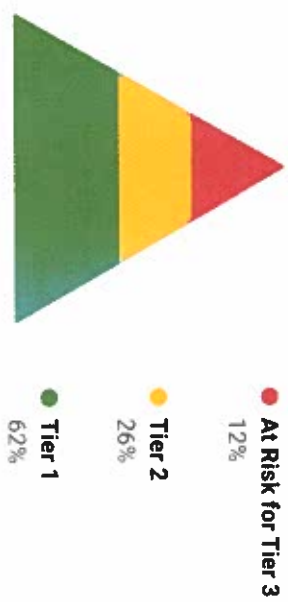
Pu'uhale Universal Screener for Reading (LDS.k12.hi.us)



Students Assessed/Total: 232/233

Criterion Referenced

Overall Placement ⓘ



Attendance Risk (LDS.K12.hi.us):



Students feeling positive about the school (as measured on School Climate on Tripod; \*as measured by Safety dimension on SQS)

School Year	Percentage Positive
2018-2019	83%

- Seek additional supports and resources for chronically absent students (which has increased)
  - Include strategies where families are involved in creating solutions for increasing attendance (where average daily attendance is below 95%)
  - Closely monitor students and families who are on track to be chronically absent
  - Empower parents/guardians with tools to be better able to partner with the school
- PBS/ KALO store provides students encouragement for goal setting and individual success

2017-2018	74%
*2016-2017	70%

## 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)
<p><b>Hawai'i:</b> students are educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai'i's local and global contribution.</p> <p>KALO values of Kuleana, Aloha, Laulima and Ohana, KALO Store, Hawaiian Studies - Kupuna Program, Ho'iike that honors cultures of school community, Field trips designed to increase understanding of Hawaii, its history, its resources and the Kalihī ahupua'a</p> <p><b>Equity:</b> Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p> <p>Inclusion in all grades, KALO Values, Solution Teams, `Ohana teams, Barrier free educational settings and resources, Technology based lessons, Computer Science classes</p> <p><b>School Design:</b> Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p>Schoolwide special classes (incl. PE, music, Hawaiian Studies, Technology; Student interested classes (like Coding, Journalism), grade level articulation, accessibility, Inclusion in all grades, Ongoing school/community involvement, Thinking Maps training and coaching</p>	<p><b>Grade Level Chairs (GLCs)</b></p>	
<p><b>Equity:</b> Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.</p> <p>Inclusion in all grades, KALO Values, Solution Teams, `Ohana teams, Barrier free educational settings and resources, Technology based lessons, Computer Science classes</p> <p><b>School Design:</b> Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.</p> <p>Schoolwide special classes (incl. PE, music, Hawaiian Studies, Technology; Student interested classes (like Coding, Journalism), grade level articulation, accessibility, Inclusion in all grades, Ongoing school/community involvement, Thinking Maps training and coaching</p>	<p><b>Student Services Coordinator (SSC), Counselor, Technology Teacher</b></p> <p><b>Curriculum Coordinator, ELL Coordinator, Administration</b></p>	



**2021-2022 Academic Plan: [Pu'uhale Elementary]**

<p><b>Empowerment:</b> Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.</p> <p>Thinking Maps, special classes based on student survey requests, student lead discussions</p>	<p align="center"><b>Curriculum Coordinator, Counselor</b></p>
<p><b>Innovation:</b> Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.</p> <p>Technology embedded practices, STEM engineering projects, Coding Class</p>	<p align="center"><b>Technology Teacher, Science Chair, GLCs</b></p>
<p align="center"><b>Key School Initiatives Addressed in the Plan</b></p>	
<p><b>1. Literacy Across the Curriculum</b></p> <ul style="list-style-type: none"> <li>● Standards-Focused Curriculum Plans             <ul style="list-style-type: none"> <li>○ Effective Tier 1 Practices                 <ul style="list-style-type: none"> <li>■ RTI</li> </ul> </li> </ul> </li> </ul>	<p align="center"><b>Leads(s)</b></p> <ul style="list-style-type: none"> <li>● GLCs, Literacy Team</li> <li>● ELL Coordinator, RTI Coordinators</li> <li>● SSC</li> <li>● Administration</li> </ul>
<p><b>2. SEL (HMTSS)/KALO Values</b></p> <ul style="list-style-type: none"> <li>● Reduce Absenteeism</li> <li>● Trauma Sensitive Schools</li> <li>● Family Engagement/Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>● Counselor, SSC</li> <li>● ELL Coordinator</li> <li>● Administration</li> </ul>
<p><b>3. Student Focused Teams (PLTs)</b></p> <ul style="list-style-type: none"> <li>● Effective Teaching - Reflective Practices</li> <li>● Professional Development (ex. Thinking Maps, PLTs, Standards, RTI, Trauma Informed, SEL Program, Inclusive Practices)</li> <li>● Collect and Analyze Data - Tier 1, Tier 2, Tier 3 (Reading, Math, Social Studies, Science, and Behavior)</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Coordinator, GLCs</li> <li>● Administration</li> <li>● Counselor</li> <li>● SSC</li> </ul>

## Teaching and Learning Core: Equity and Excellence

## 2021-2022 Academic Plan: [Pu'uhale Elementary]

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

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<p><b>Supports for all students</b></p> <p><b>1. Literacy Across the Curriculum: Standards Focused -</b>                      WASC, March 2018, Recommendation 1:                      The committee recommends that the school work on strengthening the vertical alignment between grade levels (for example, Gr. K to Gr. 1, Gr. 1 to Gr. 2, etc.) so there are no learning gaps.                      WASC, March 2018, Recommendation 2:                      The committee recommends that the school transfers the use of the RTI process to systematize the grade level data team process to ensure that all students' learning needs are met (for example, expand data team process to monitor the entire grade level instead of just the students in one particular class).</p>	<p>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.</p> <p>Many of our students are identified as 'high needs' (166/244 = 68%). About 39% of our students are Els and 75% qualify for Low SES/Title I. At a small school where N-sizes are sometimes too small and when achievement gaps cannot be calculated, the concern is for all students since the proficiency levels in math, reading and science can be improved in comparison to the average statewide achievement levels.</p> <p>At the end of last school year, the school's universal screener showed:</p> <ul style="list-style-type: none"> <li>● In READING: approximately 26% students 'one year behind' (yellow) and approximately 12% students 'more than one year behind' (red) in the reading standards.</li> <li>● In MATH: approximately 26% students 'one year behind' (yellow) and approximately 9% students 'more than one year behind' (red) in the math standards.</li> </ul> <p>Teachers created a Literacy Program for grades PreK to 5 outlining standards to be addressed in each unit and which also outlines a monthly scope and sequence showing strong horizontal alignment with</p>	<p><i>What is your Theory of Action (If/Then) to improve the achievement gap?</i></p> <p>a. If the CCSS power standards are the focus of the lessons taught in all subject matter, then Tier 1 strategies are strengthened and student achievement will increase overall.</p> <p>b.1. If rearrangement of classrooms occurs to facilitate teacher interaction, especially between grade levels, then teachers will be able to strengthen the vertical alignment between grade levels so there are no learning gaps.</p> <p>b.2. If SFT (teacher collaboration) meetings occur consistently with focused discussion on teaching and learning, then teachers in the same grade level will address ALL student needs academically and behaviorally.</p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p> <p>a. Implement schoolwide Literacy Plan: Teachers are trained in and implement Common Core State Standards. Strategies used to address the power standards are:</p> <ul style="list-style-type: none"> <li>● Reading                             <ul style="list-style-type: none"> <li>○ Reading and Grammar</li> <li>■ Comprehension Strategies</li> <li>■ Grade level Vocabulary Strategies</li> <li>■ Phonemic/Phonological Awareness</li> <li>○ Writing                                     <ul style="list-style-type: none"> <li>■ 6 Traits of Writing</li> <li>■ Writing rubrics</li> <li>■ Visual Representation (ex. Thinking Maps)</li> </ul> </li> </ul> </li> <li>● Math                             <ul style="list-style-type: none"> <li>○ Ready Classrooms</li> </ul> </li> </ul> <p>b.1. Rearrange classrooms so that one of each grade is paired with the following grade in one double classroom (for example, Gr. K paired with Gr. 1, Gr. 2 paired with Gr. 3, Gr. 4 paired with Gr. 5.).</p> <ul style="list-style-type: none"> <li>● Curriculum leads and inclusion teachers on each grade level will be able to articulate standards, assessments, student behaviors, teaching strategies, etc., on a daily basis.</li> </ul>



**2021-2022 Academic Plan: [Pu'uhale Elementary]**

	<p>each grade level (for example, scope and sequence is strong among all kindergarten teachers, etc.) to ensure equity in learning regardless of teacher. This practice has to be expanded to include vertical alignment so that students progressing from one grade to the next do not experience learning gaps.</p>		<p>The school will use the Student Focus Teams Process (see below) will to address the following:</p> <ul style="list-style-type: none"> <li>● Standards</li> <li>● Student groupings based on data</li> <li>● Increased rigor with the use of technology</li> <li>● Effective strategies and best practices</li> <li>● Learning activities are intentional (ex.field trips)</li> </ul> <p>to ensure that literacy skills are taught across the curricula.</p> <p>SFT Process = School-identified process to be determined</p> <p>Faculty meetings will be held for vertical articulation. SFT/teacher collaboration meetings will address horizontal alignment.</p>
<p><b>Students who are chronically absent</b></p> <p><b>2. SEL (HMTSS)</b>  <b>KALO - Culture of the School -</b>  WASC, March 2018,  Recommendation 3:  The committee recommends that the school continues to revisit the school's vision and mission statements so that they truly resonate within the school community in order to provide focus and purpose to the school.</p>	<p>The number of chronically absent students was 13% in SY20217, decreased to 9% in SY2018 but increased to 18% in SY2019.</p>	<p>If students know and follow our KALO Values, there will be more positive and appropriate behavior and positive attitude to support their learning in the classroom.</p>	<p>KALO Values will be shared with all at:</p> <ul style="list-style-type: none"> <li>● Faculty and staff meetings - agree on common vocabulary and reinforcement.</li> <li>● Students monthly sessions - review and provide input KALO Values</li> <li>● Parent -community meetings</li> <li>● School-Home activities</li> </ul>
<p><b>Supports all students (Tiers 1, 2 and 3)</b></p> <p><b>3. Student Focused Teams (SFTs)</b></p>	<p>The concern is for all students since the proficiency levels in math, reading and science can be improved in comparison to the average statewide achievement levels.</p>	<p>If teachers actively participate in student focused teams (analyzing data, assign or provide interventions, and inform instruction), then all students will be engaged in rigorous</p>	<p>SFT Teacher Collaboration teams will:</p> <ul style="list-style-type: none"> <li>● decide on and implement a school process</li> <li>● participate in training</li> <li>● implement protocol with fidelity</li> </ul>

	<p>On the school's universal screener at the end of the school year, there were:</p> <ul style="list-style-type: none"> <li>● In READING: approximately 26% students 'one year behind' (yellow) and approximately 12% students 'more than one year behind' (red) in the reading standards.</li> <li>● In MATH: approximately 26% students 'one year behind' (yellow) and approximately 9% students 'more than one year behind' (red) in the math standards.</li> </ul>	<p>learning and will decrease their learning gaps.</p>	
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# Innovation in Support of the Core: School Design and Student Voice

## Part I

<p>Describe your complex/school contexts for School Design and Student Voice.</p> <ol style="list-style-type: none"> <li>Literacy Plan: CCSS/Power standards are discussed and addressed in grade level SFTs.             <ol style="list-style-type: none"> <li>Literacy PD provided by FKK Literacy Grant; Lit team discusses implementation and follow up</li> <li>Thinking Maps used to increase student thinking/writing</li> </ol> </li> <li>SEL/HMTSS: students attend special classes offered through the day in which our KALO values are addressed and emphasized. Choose Love (SEL) lessons</li> </ol>	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p> <p>Professional Development of comprehension, phonemic awareness/phonics, grade level vocabulary, morphology and Thinking Maps are monitored throughout the school year in which teachers are able to reflect and share their strategies that students use to generate complete thought processes to explain their thinking. Writing folders are created and shared to show individualized students thinking and their achievement growth through the writing process.</p> <p>All prek - grade 5 participate in specials, including FSC students, throughout the day. Students voice their desire for which classes are to be offered</p>	<p>Describe your conditions for Success for School Design and Student Voice</p> <ul style="list-style-type: none"> <li>● Timely and frequent support through professional development.</li> <li>● School wide implementation timeline</li> <li>● Sharing products and issues with implementing maps for different content</li> <li>● School culture and belief in addressing the needs of the whole child</li> <li>● Qualified teachers to offer a variety of classes</li> <li>● Student and parent training in KALO values</li> </ul>
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**2021-2022 Academic Plan: [Pu'uhale Elementary]**

<p>and personal academic/behavioral goals are set with all students.</p> <p>3. SFT process is set by the faculty and followed throughout the year in which power standards, teacher discussions on student progress</p>	<p>yearly through Student Government and School Community Council participation.</p> <p>Students are recognized and rewarded for displaying KALO values on a daily basis in a variety of settings. Rewards are supported through donations and fundraisers. Parents also participate in KALO rewards to strengthen school-home partnership - similar languageing and behavior expectations.</p> <p>The school will decide on a system to use to review, prepare to teach and assess, grade level specific CCSS/power standards for core subjects and teach to mastery. Student needs, actions to take will be discussed and implemented to address issues. Follow up actions as needed to be discussed at following SFT making sure that all students are supported.</p>	<ul style="list-style-type: none"> <li>● Consistent application of awarding students for positive behaviors</li> <li>● Upkeeping the KALO store with items that entice students to behave</li> <li>● Students are polled quarterly to assist in what items are purchased/offered within the store.</li> <li>● Goal - have the store run by student employees</li> </ul> <p>SFT process is put into practice, evaluated quarterly and adjusted as needed.</p>
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# Innovation in Support of the Core: School Design and Student Voice

## Part II (over three years)

<p><b>SY 2020-2021 Measurable Outcomes</b></p> <p><b>What are your measurable outcomes around School Design and Student Voice</b></p>	<p><b>SY 2021-2022 Measurable Outcomes</b></p> <p><b>What are your measurable outcomes around School Design and Student Voice</b></p>	<p><b>SY 2022-2023 Measurable Outcomes</b></p> <p><b>What are your measurable outcomes around School Design and Student Voice</b></p>
<p>1. SBA growth in Reading, Math and Science will increase by 2-4% within a year's time.</p> <p>2. STRIVE HI measure of students positive feelings towards school will increase by 2% within a year's time</p> <p>3. Chronic Absenteeism will decrease by 2-3% within a year's time.</p> <p>4. Student writing samples collected and evaluated across the grade level using a rubric for interrater reliability method and show improvement by 3-5%.</p> <p><b>Why are you implementing them?</b></p> <p>Students are happy and attend school consistently as their literacy skills improve while at Puuhale.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>School's ART/Data team progress monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.</p> <p>Strive HI report will reflect the improvements made at the end of the school year.</p>	<p>1. SBA growth in Reading, Math and Science will increase by 2-4% within a year's time.</p> <p>2. STRIVE HI measure of students positive feelings towards school will increase by 2% from the previous year</p> <p>3. Chronic Absenteeism will decrease by 2-3% from the previous year.</p> <p>4. Student writing samples collected and evaluated across the grade level using a rubric for interrater reliability method and show improvement by 3-5%.</p> <p><b>Why are you implementing them?</b></p> <p>Students are happy and attend school consistently as their literacy skills improve while at Puuhale.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>School's ART/Data team progress monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.</p> <p>Strive HI report will reflect the improvements made at the end of the school year.</p>	<p>1. SBA growth in Reading, Math and Science will increase by 2-4% within a year's time.</p> <p>2. STRIVE HI measure of students positive feelings towards school will increase by 2% from the previous year</p> <p>3. Chronic Absenteeism will decrease by 2-3% from the previous year.</p> <p>4. Student writing samples collected and evaluated across the grade level using a rubric for interrater reliability method and show improvement by 3-5%.</p> <p><b>Why are you implementing them?</b></p> <p>Students are happy and attend school consistently as their literacy skills improve while at Puuhale.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>School's ART/Data team progress monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.</p> <p>Strive HI report will reflect the improvements made at the end of the school year.</p>

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

## Part III (over one year)

SY 2021-2022 Formative Measures (beginning of the year)	SY 2021-2022 Formative Measures (throughout the year)	SY 2021-2022 Summative Measures (end of the year)
<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>iReady scores in reading and math are assessed and analyzed at the beginning of the year by grade levels 1-5, Kindergarten applies their own assessment, to determine student groupings for RtI.</p> <p><b>Why are you implementing them?</b></p> <p>Student growth will determine the teacher's course of action in providing targeted support.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>iReady reports and student performance will improve.</p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>iReady scores in reading and math are assessed and analyzed at the middle of the year by every grade level to determine student groupings for RtI.</p> <p><b>Why are you implementing them?</b></p> <p>Student growth will determine the teacher's course of action in providing targeted support.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>iReady reports and student performance will improve.</p>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p>iReady scores in reading and math are assessed and analyzed at the end of the year by every grade level to determine student growth.</p> <p><b>Why are you implementing them?</b></p> <p>Student growth will determine the teacher's course of action in providing targeted support.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>iReady reports and student performance will improve.</p>

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

## Part IV

Student Outcomes (2021-2022 Measurable Outcomes)	Staff Outcomes (2021-2022 Measurable Outcomes)	Lead
<p>iREADY scores in reading and math determine baseline from which improvement can be monitored</p>	<p>100% teacher participation:</p> <ul style="list-style-type: none"> <li>in developing writing folders</li> </ul>	<p>Student Outcomes: Curriculum Coordinator, GLCs, SSC</p>

<p>iREADY scores in reading and math at the end of the year:</p> <ul style="list-style-type: none"> <li>● Green: Increase of 20% from BOY to EOY</li> <li>● Red: Decrease of 20% from BOY to EOY</li> </ul>	<ul style="list-style-type: none"> <li>● RTI data team cycles</li> <li>● teacher reflection through use of schoolwide protocol</li> </ul>	<p>Staff Outcomes: Admin</p>
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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 Activities (including frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (including frequency)
<p>1. Literacy Across the Curriculum: Standards Focused -                      WASC, March 2018, Recommendation 1:                      The committee recommends that the school work on strengthening the vertical alignment between grade levels (for example, Gr. K to Gr. 1, Gr. 1 to Gr. 2, etc.) so there are no learning gaps.</p> <p>Fall Semester                      a. Teachers are trained in and implement Common Core State Standards. Tools used to address the standards are:</p> <ul style="list-style-type: none"> <li>● Reading                             <ul style="list-style-type: none"> <li>○ Reading and Grammar</li> <li>■ Ready Reading</li> <li>■ Orton Gillingham - phonemic awareness (grades K-2)</li> </ul> </li> <li>○ Writing                             <ul style="list-style-type: none"> <li>■ Thinking Maps</li> </ul> </li> <li>● Math                             <ul style="list-style-type: none"> <li>○ Ready Classrooms</li> </ul> </li> </ul>	<p>Title I Stipends \$7,500</p> <p>Substitutes \$10,000</p> <p>Contract Services \$4,500</p> <p>Classroom Materials and Supplies \$10,000</p>	<p>2a. Reading iReady Assessment                      *Baseline: Beginning of year                      *Mid Yr. Assessment</p> <p>Tier 1 students (Green) increase by 15%</p> <p>100% of students will complete 2 of 3 types of writing genre (narrative, informative/explanatory, and opinion)</p> <p><u>Math</u>                      iReady Assessment                      *Baseline at the beginning of school year</p>	<p>ART review of outcomes (quarterly)</p>		



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<p>b. Change in the grade level classroom arrangements so that one of each grade is paired with the following grade in one classroom setting (for example, Gr. K to Gr. 1, Gr. 2 to Gr. 3, Gr. 4 to Gr. 5.).</p> <ul style="list-style-type: none"> <li>Curriculum leads and inclusion teachers on each grade level will be able to articulate standards, assessments, student behaviors, teaching strategies, etc., on a consistent and timely basis.</li> </ul>	<p>WSP KALO VALUES &amp; Store \$1,000</p> <p>Title I Parent Meetings/ School-Home Activities \$1,000 Parent Liaisons \$8,000</p>	<p>*Mid Assessment - Tier 1 students (Green) increase by 15%</p>	<p>Quarterly BIESY Progress Monitoring Data</p> <p>BIESY Intervention Implementation (During SFT Meetings.)</p>	<p>End of Semester 1 during ART meeting</p>
<p><b>Literacy Across the Curriculum - WASC, March 2018, Recommendation 2:</b> The committee recommends that the school transfers the use of the RTI process to systematize the grade level data team process to ensure that all students' learning needs are met (for example, expand data team process to monitor the entire grade level instead of just the students in one particular class).</p>	<p>Title I Stipends \$7,500</p> <p>Substitutes \$10,000</p> <p>Contract Services \$4,500</p> <p>Classroom Materials and Supplies \$10,000</p>	<p><u>Reading</u> iReady Assessment *End of year assessment Tier 1 (Green) increase by 15%</p> <p><u>Math</u> iReady Assessment *End of year assessment Tier 1 (Green) increase by 15%</p>	<p>Student Focus Teams will formally meet every 4-6 weeks and follow the RtI cycle.</p>	
<p>Student Focus Teams will use the school-created curriculum maps to address the following:</p> <ul style="list-style-type: none"> <li>Standards</li> <li>Student groupings based on data</li> <li>Increased rigor with the use of technology</li> <li>Effective strategies and best practices</li> <li>Learning activities are intentional - field trips</li> </ul> <p>to ensure that literacy skills are taught across the curricula.</p> <p>Student Focus Teams will continue to use the school-identified process to address the following:</p> <ul style="list-style-type: none"> <li>Standards</li> <li>Student groupings based on data</li> <li>Increased rigor with the use of technology</li> <li>Effective strategies and best practices</li> </ul>	<p>See <i>enabling activity</i> #1 (above)</p>	<p>100% of students will complete 2 of 3 types of writing genre (narrative, informative/explanatory, and opinion) Baseline: August 2020</p>		

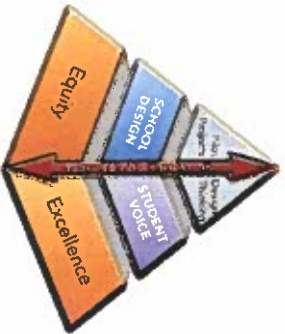
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<ul style="list-style-type: none"> <li>Learning activities are intentional - field trips</li> <li>to ensure that literacy skills are taught across the curricula.</li> </ul>		<ul style="list-style-type: none"> <li>-i-Ready data from May 2020 (K-4)</li> <li>-i-Ready data from August 2021 (1-5)</li> <li>-Kindergarten Screening Test from Jump Start</li> <li>December 2021</li> <li>-i-Ready data (K-5)</li> <li>Reading: Students in the "red" area will decrease by 5%.</li> <li>Math: Students in the "red" area will decrease by 5%.</li> </ul>			
<p><b>2. KALO - Culture of the School - WASC,</b>          March 2018, Recommendation 3:          The committee recommends that the school continues to revisit the school's vision and mission statements so that they truly resonate within the school community in order to provide focus and purpose to the school.</p> <p>Year Long:          KALO Values will be shared with all:</p> <ul style="list-style-type: none"> <li>Faculty and staff will agree on common vocabulary and reinforcement.</li> <li>Students review and provide input KALO Values monthly</li> <li>Parent meetings</li> <li>School-Home activities</li> </ul>	<p>WSF          KALO VALUES &amp; Store          \$1,000</p> <p>Title I          Parent Meetings/          School-Home          Activities          \$1,000          Parent Liaisons          \$8,000</p>	<p>Decrease tier 2 and 3 students exhibiting negative behaviors as measured by the BEISY Fall baseline.</p> <p>Decrease tier 2 and 3 students exhibiting negative behaviors as measured by the BEISY Fall baseline.</p>	<p>Quarterly BEISY Progress Monitoring Data</p> <p>BEISY Intervention Implementation (During SFT Meetings.)</p> <p>ART review of outcomes (quarterly)</p>		<p>End of Semester 2 during ART meeting</p>

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

# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



**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, Student Voice.

**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.

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand the capacity to improve, and continuously advance student learning.

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

<p><b>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.</b></p>	<p><b>Rationale for Emerging Ideas</b></p>	<p><b>Conditions for Success</b></p>
<p>School will purchase and replace student computers to assist with school implementation of a schoolwide writing process involving:</p> <ul style="list-style-type: none"> <li>the deepening understanding of the reading and writing standards (CCSS and WIDA)</li> <li>the use of Thinking Maps to allow students to individualize their learning and to demonstrate student voice</li> <li>teacher reflection of their classrooms practices through the analysis of student work so there are no learning gaps</li> </ul>	<p>The writing process emerged as a central focus because it allows for students to express their thinking and share their student voice. The analysis of student writing, anchored in the understanding of the standards and the creative, highly individualized student-generated Thinking Maps, will guide teacher reflection and practice. Analysis of student writing samples also strengthens vertical alignment.</p>	<ul style="list-style-type: none"> <li>Ongoing professional development to deepen understanding of the standards and the writing process</li> <li>Ongoing teacher collaboration meetings by grade levels, grade level spans, and whole school</li> <li>Ongoing teacher reflection (gathering information on colleague/teacher practices for reflection on his/her own practices)</li> </ul>

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<p>The school will address student achievement through the empowerment of families (esp. parents/guardians) by providing:</p> <ul style="list-style-type: none"> <li>● Parent Meetings to share school goals and initiatives</li> <li>● Workforce Readiness Classes</li> <li>● GED Classes</li> <li>● Family Literacy Classes</li> <li>● Trauma Sensitive Practices Classes</li> <li>● Partnerships with outside agencies</li> </ul>	<p>With the community's growing needs (as evident in our growing numbers of students identified as homeless/unstable housing numbers and high Title I /low socioeconomic status), focus will also include empowering families so they can be true partners in supporting our students.</p>	<ul style="list-style-type: none"> <li>● Conducting parent meetings where language is not a barrier - by providing interpreters at meetings</li> <li>● Offering Adult Community classes at the school or in the community to provide greater access</li> <li>● Having highly qualified personnel to conduct meetings and courses</li> </ul>
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SBA TESTING GRADE 5 ACELLUS

Mon 4/26

Tue 4/27

Wed 4/28

7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm
	Dr. Solis: Final Meeting 8:15am - 10:15am Puuhale Booster #2 8:15am - 10:15am Puuhale Booster #2 8:15am - 10:15am Puuhale Student Focus Meeting 8:15am - 10:15am	Puuhale IONS MTG 8:30am - 9:15am Puuhale OPERAT IONS MTG 8:30am - 9:15am Puuhale SUNDAY PROJEC T (9 to 10:30) 9am - 10:30am	G2 Collaboration (9:50-10:30) 9:45am - 10:30am G2 Collaboration (10:35-11:15) 10:30am - 11:15am IEP for CM 11am - 12pm	Vlna's Post-Obs (10:15 - 11:00) 10:15am - 11am G2 Collaboration (12:35-1:15) 12:30pm - 1:15pm G3 Collaboration (1:20-2:00) 1:15pm - 2pm Puuhale Faculty Meeting 1:45pm - 3pm	Always Dream End of Year Celebration w/ parents and Kristi Yamaguchi 12:30pm - 1:30pm Puuhale Faculty Meeting 1:45pm - 3pm	Daniel C. Meeting <a href="https://hidoe.webex.com/hidoe/j.php?MTID=m865c89bdaa3e9a80fc69e2c891ad9541">https://hidoe.webex.com/hidoe/j.php?MTID=m865c89bdaa3e9a80fc69e2c891ad9541</a> 1pm - 2pm G3 Collaboration (12:35-1:15) 12:30pm - 1:15pm G3 Collaboration (1:20-2:00) 1:15pm - 2pm Puuhale Faculty Meeting 1:45pm - 3pm	Principals Forum - Elementary 4.26.21 <a href="https://us02web.zoom.us/j/83142412260">https://us02web.zoom.us/j/83142412260</a> 3pm - 4:30pm EES Kim Obs#1 - PRE 3:15pm - 4pm SLS Mtg with Cole's counselor re: next yr 3pm - 4pm	Puuhale Faculty Meeting 1:45pm - 3pm Puuhale Faculty Meeting 1:45pm - 3pm	APPT WITH ACCOUNTANTS RE: TAXES (4:30) 4pm - 5:30pm		