



Hawaii Department of Education: 2023 Academic Plan

School Year: 2023-2024

School Name: Pu'uhale Elementary
Submitted By: Sabrina Feliciano
Dr. Rochelle Mahoe, CAS

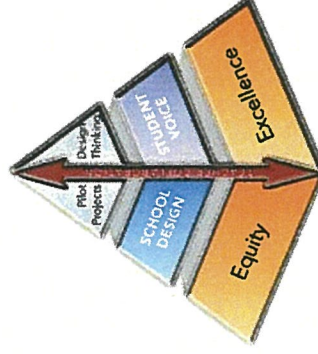
Farrington, Kaiser, Kalani Complex Area
Principal's Signature: Sabrina Feliciano
CAS Signature: Rochelle Mahoe

Date: 04/13/2023
Date: 4/13/23

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 8-12)

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 12-21).

The **Pipeline of Emerging Ideas** is linked to the HIDEO 2020-30 Strategic Plan (pages 22-23).

A Foundation for Change (SW 1)

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.

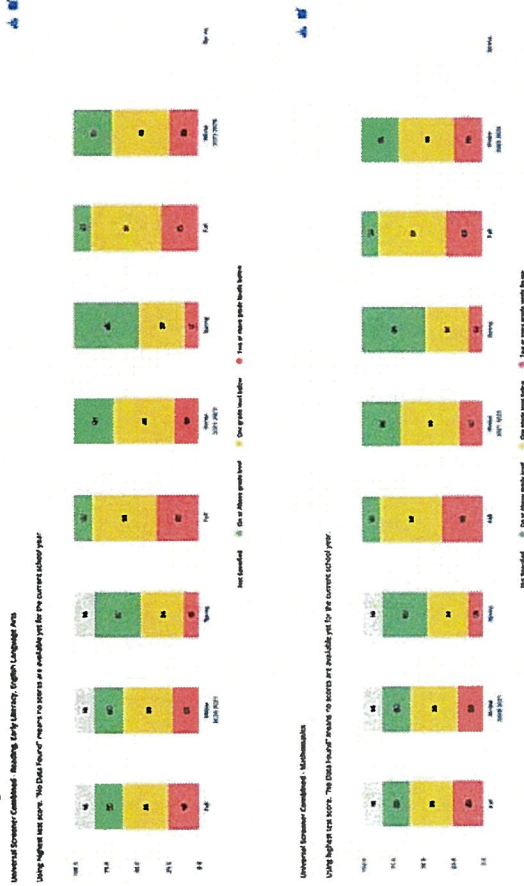
Evidence and Rationale for Change		Key Strategies to Address and Promote Change	
Demographic Data: 100% of PES students receive free lunch through CEP 63.67% of PES students are identified as disadvantaged - Nearly 40% of PES students are English learners, with an average EL population of approximately 37% over the last five years 10.49% of PES students receive Special Education services 19% of Special Education students are in the general education classroom for most of the school day		Achievement - PES continues to utilize a variety of focused, effective strategies to support its students academically, socially, physically, and emotionally to increase growth and proficiency for all students, including our disadvantaged and English Learner populations. - PES will continue to use iReady, CLSD explicit instruction, West-Ed and GLAD EL strategies, Orton-Gillingham, Heggerty, and a variety of online programs in an effort to raise student proficiency in all content areas. - The CLSD Grant supports PES's efforts to improve literacy through professional development, resources, and funding for personnel. PES's goals include a strong focus on phonological awareness/phonics, academic vocabulary, and quality interactions to promote literacy. PES incorporates and uses Thinking Maps to help students organize their thoughts and make their thinking visible. PES will continue to utilize Thinking Maps in our Reading and Writing Curriculum. - PES uses Ready Math to support math instruction and discourse. In school-year 2023-24, PES will expand RTI data collection to include math data and student work analysis. Through this process, teachers will be able to have collaborative conversations centered around the data to drive instruction based on student need.	

Pu'uhale	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Chronic Absenteeism	13%	9%	18%	16%	31%	55%
ELA Proficiency	41%	51%	48%	n/a	31%	21%
Math Proficiency	36%	46%	49%	n/a	20%	26%
Science Proficiency	56%	44%	39%	n/a	29%	22%
3rd Grade Literacy Rate	54%	61%	68%	n/a	62%	67%

Achievement Data:

Since school-year 2017-18, proficiency in the English Language Arts Smarter Balanced Assessment has declined. Math proficiency, although up slightly in school-year 2021-22, is still below the 2018-2019

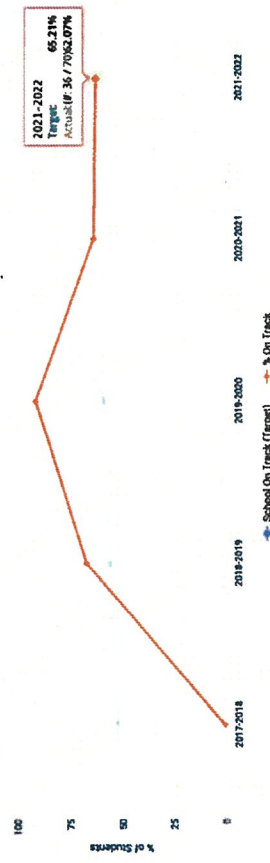
proficiency level. Science proficiency has continued to decline since school-year 2016-17.



• iReady ELA and Math Diagnostics show growth from BOY to EOY

English Learners

% of ELs On Track towards State Goal of 75%



• Nearly 40% of PES students are English learners, with an average EL population of approximately 37% over the last five years

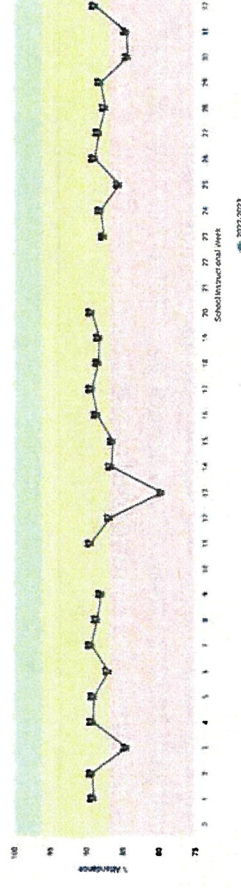
- iReady is utilized as the school's universal screener, which helps the school evaluate academic progress and determine RTI-targeted intervention groups for literacy. Over the years, PES has noticed a high percentage of students beginning the year in the red and yellow categories, signifying most students 1 or more grade-levels below proficiency. Data, however, shows students progressing from the red category into the yellow and green categories by the end of the school-year. PES will continue to focus on reducing the number of students in the red and yellow categories to on-track (green) status.
- PES will continue to improve student learning outcomes through a system of support for staff with weekly data team meetings, learning walks, vertical articulation, coaching feedback, and differentiated professional development.
- Intervention blocks (RTI) will continue to focus on providing differentiated support to all learners so all students are challenged to make growth with literacy.
- PBS/ KALO store provides students encouragement for goal setting and individual success

English Learners

- PES will continue to focus on effective academic practices, particularly in literacy in the general education (Tier 1) classrooms, including using explicit instruction and GLAD and WestEd strategies.
- PES is building collective teacher efficacy through PLTs to support our EL students with school-wide strategies and systems to support all teachers in understanding and utilizing strong tier 1 instructional practices.
- PES will continue professional learning from the CLSD Grant and Dr. Anita Archer. This training will help all teachers to continue to learn and implement recommended strategies to close achievement gaps in literacy across the content areas.

- PES's EL students meeting Growth to Target for school-year 2021-22 is 62%.
- For SY 2018-19 and SY 2019-20, there were 7 students each year exiting the EL program with a score of 5 or 6. For SY 2020-21, only 3 students exited the EL program. It is our hope that with in-person learning we will improve the number of students exiting the program to pre-pandemic levels and eventually surpass these numbers.

Attendance



Daily attendance for SY 2021-2022 was 83%. Current SY 2022-2023 data for daily attendance is at 87.46%.

The students and their level of chronic absence.



PES's chronic absenteeism rate for SY 2021-2022 was 55%.

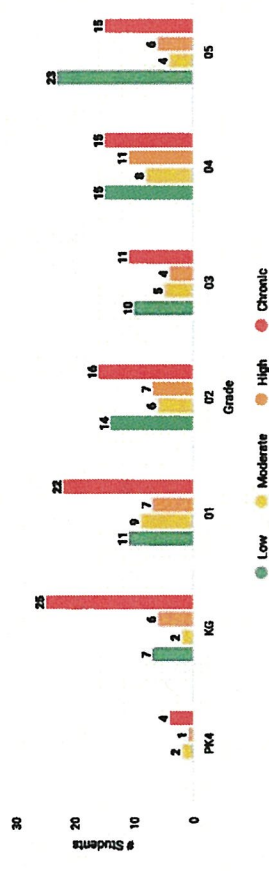
- PES will continue with school-wide initiatives of implementing Explicit Instruction, Thinking Maps, whole-group instruction, and Quality Interactions to support students in meeting literacy standards. We will also continue to improve on providing targeted interventions through intervention blocks (RTI) 3 times/ week and the implementation of school wide EL supports.

Attendance

- Revisit and revise the attendance policy
- Seek additional supports and resources for chronically absent students
 - Include strategies where families are involved in creating solutions for increasing attendance
 - Closely monitor students and families who are on track to be chronically absent (7 absences or more)
 - Empower parents/guardians with tools to be better able to partner with the school
 - Work with lower grades to provide parent workshops and/or information on the importance of school attendance
 - Utilize PBIS/ KALO Reward system to incentivize attendance
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Current data shows PES's chronic absenteeism rate at 41%, with 16% of students at high risk of becoming chronically absent this school year.

The grades with the most chronically absent students.



Chronic absenteeism rates are highest in lower grades- kindergarten has the most chronically absent, followed by 1st grade, then 2nd grade.

Perception Data

The school quality survey results yielded a high positive perception from the teacher and parent groups; parent satisfaction has been above 90% for the past five years, with teacher satisfaction between 84-87% over the last three years. For the student group, there is a **slight increase in students feeling safe in school**, from 66.6% in school-year 2020-21 to 69.4% in school-year 2021-22. Perception of safety from students continues to be a concern.

Perception and Safety

- As a result of our school quality survey results, PES will consistently implement the Choose Love SEL curriculum and strategies from HMTSS to promote a sense of well being for all students. PES will continue to promote KALO (Kuleana, Aloha, Laulima, and Ohana) as our core behavioral characteristics.

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)
Hawai'i: 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. Key strategies: GLOs; Choose Love; KALO Values, and field trips designed to increase understanding of Hawaii, its history, its resources and the Kalihi ahupua'a	Principal Counselor Grade-level GLCs
Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. Key strategies: KALO Values, UDL, Orton-Gillingham, Heggerty, CLSD explicit instruction strategies; EL strategies (West-Ed/GLAD strategies), inclusion in all grade-levels	ART
School Design: 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. Key strategies: KALO Values; Choose Love; Parent and Family Engagement; Thinking Maps; Orton-Gillingham, Heggerty and CLSD explicit instruction; Schoolwide special classes (incl. PE, music, and computer science), grade level articulation, and inclusion in all grades	ILT
Empowerment: 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. Key strategies: KALO Values; student leadership opportunities; School Community Council (SCC); Morning Assemblies; Thinking Maps, special classes based on student survey requests, student lead discussions	Principal Counselor Curriculum Coordinator
Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. Key strategies: computer science standards; 1:1 computing; utilization of online programs for differentiated instruction and support; technology embedded practices, STEM engineering projects, coding	DPUST Computer Science Teacher

(SW 1, 2, 3, 4, 5, 6, 7) Key School Initiatives Addressed in the Plan	Leads(s)
1. Literacy Across the Curriculum (SW 6) - Standards-Focused Curriculum Plans - Effective Tier 1 instructional strategies and practices - Grade-level Curriculum Maps/ Pacing Guides - Vertical Alignment (5 ins/ 5 outs) - Focus on Quality Interactions - Teacher Collaboration - Thinking Maps - RTI From WASC Visiting Committee Report, 2021- Initiative #1 <i>The faculty will continue to strengthen vertical alignment of Pre-K through grade five curriculum plans in reading, writing, and other subject areas.</i> ELL/SPED Push-in and Pull Out (SW 5) - Vocabulary - Decoding skills - Phonemic awareness and phonics instruction - Comprehension	- GLCs, Curriculum Coordinator, Tech Teacher, HMTSS Team - ELL Coordinator, SSC
2. Data Analysis and Reflective Practices to Impact Student Achievement (SW 1, 3, 5, 6) - PLTs and Data Teams to inform instruction - Effective Teaching - Reflective Practices - Professional Development - Thinking Maps training, including implementation of schoolwide writing process - SEL and Trauma Informed Practices - CLSD literacy and Explicit Instruction - EL strategies - HMTSS	- Academic Coach - Administration, Curriculum Coordinator, GLCs - Curriculum Coordinator, Administration

From WASC Visiting Committee Report, 2021- Initiative #2 <i>The school faculty and staff will evaluate the RtI/Data Team process to determine its effectiveness and impact on teacher reflection, implementation of instructional strategies, and ultimately, on student achievement.</i>	
3. SEL, HMTSS, and KALO Values (SW 2, 4, 6, 7) • Increase daily attendance • Reduce chronic absenteeism • Sense of well-being and safety • Family Engagement and Empowerment From WASC Visiting Committee Report, 2021- Initiative #3 <i>Faculty and administration will develop and use student-friendly GLO/ KALO Value rubrics, and develop a process of assessing and monitoring progress of students displaying GLOs, KALO Values, and consistent school attendance.</i> From WASC Visiting Committee Report, 2021- Initiative #4 <i>The school will implement and monitor possible solutions to identified barriers (translation, communication, etc) to increase parent engagement.</i>	• Admin, Counselor, SSC, EL Coordinator

Teaching and Learning Core: Equity and Excellence (SW 5, 6)

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>
Support for all students, especially English Language Learners, Economically	English Language Learners • In school year 2021-2022, the percent of ELL students who met	If teachers are provided with access to quality professional development including	Ongoing professional learning opportunities that provide teachers with the skills and knowledge to plan,

Disadvantaged, and Special Education 1. Literacy Across the Curriculum: Rigorous, Standards-Based Instruction From WASC Visiting Committee Report, 2021- Initiative #1 <i>The faculty will continue to strengthen vertical alignment of Pre-K through grade five curriculum plans in reading, writing, and other subject areas.</i> Needs: • Rigorous Tier 1 instruction and communicating high expectations for learning and success criteria. • Effective, research-based instructional strategies to support learning and growth • Promote a teacher growth-mindset toward special populations, including English language learners, low-SES, and Special Education students (SW1, SW6)	proficiency in ELA was 8% (four students) • In school year 2021-2022, the percent of ELL students who met proficiency in Math was 4% (3 students) • In school year 2021-2022, the percent of ELL students who met proficiency in science was 7% (one student) • EL reclassification rates - o 2021-2022- 7% - o 2020-2021- 3% - o 2019-2020- 8% - o 2018-2019- 8% Economically Disadvantaged • In school year 2021-2022, the percent of students who met proficiency in ELA was 24% (19 students) • In school year 2021-2022, the percent of students who met proficiency in Math was 17% (14 students) • In school year 2021-2022, the percent of students who met proficiency in science was 18% (5 students) Special Education Students • In school year 2021-2022, the percent of students who met proficiency in ELA was 0% • In school year 2021-2022, the percent of students who met	administrative and coaching support, then teachers will build consistent instructional practices that will lead to increased student understanding and engagement in the classrooms. If teachers provide explicit, scaffolded, quality tier-one instruction, student achievement will increase and high need students will be able to attain higher levels of learning, achievement, and growth.	implement, and scaffold instruction using research-based strategies that promote growth for all students. Ongoing classroom instructional walks with feedback and coaching from administrator, coaches, and peers to support the improvement of instructional practices. Teachers provide rigorous, standards-based grade-level instruction that meets the needs of all students. Learning targets and success criteria are utilized for students to reach academic goals.
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Supports for all students, especially students 2 or more grades below grade-level 2. Data Analysis and Reflective Practices to Impact Student Achievement From WASC Visiting Committee Report, 2021- Initiative #2 <i>The school faculty and staff will evaluate the RtI/Data Team process to determine its effectiveness and impact on teacher reflection, implementation of instructional strategies, and ultimately, on student achievement.</i>	proficiency in Math was 17% (one student) In school year 2021-2022, the percent of students who met proficiency in science was 0% Reading: On the school's universal screener at the end of school year 2021-2022, 39% of students were on grade-level for reading, 31% were one grade-level below (yellow), and 11% were two or more grade-levels below (red). This year, 2022-2023, students began the year (Fall assessment) at 12% on grade-level in reading, 42% one grade-level below (yellow), and 30% two or more grade-levels below (red). At this year's mid-assessment (Winter 2022-2023), results show 24% of students on grade-level in reading, 36% one grade-level below (yellow), and 23% two or more grade-levels below (red). Math: On the school's universal screener at the end of school year 2021-2022, 30% of students were on grade-level for math, 40% were one grade-level below (yellow), and 11% were two or more grade-levels below (red). This year, 2022-2023, students began the year (Fall assessment) at 8% on grade-level in math, 36% one grade-level	If student-centered teacher collaboration meetings (PLTs) occur regularly and consistently with focused discussion on the effectiveness of lessons, classroom instruction, and teaching practices, then teachers will be able to address students' academic needs. If teachers actively participate in PLTs to collaborate (assess student work, analyze data, design interventions, plan lessons and common assessments) teachers will be able to utilize data to inform instruction and provide students with data-based, targeted interventions to address academic needs.	Ongoing professional learning to support teachers with the skills and knowledge needed to analyze data and utilize data to inform instruction and support student needs. Evaluate the effectiveness and impact of the RtI and Data Team Process (PLTs) with data from student work, common assessments, student Winter and Spring iReady Diagnostic scores, teacher reflection, and strategy/intervention implementation discussions.
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Common grade-level assessments	below (yellow), and 41% two or more grade-levels below (red). At this year's mid-assessment (Winter 2022-2023), results show 15% of students on grade-level in math, 42% one grade-level below (yellow), and 28% two or more grade-levels below (red).		
Supports for students who are chronically absent or at risk of being chronically absent 3. SEL, HMTSS, and KALO Values - Increase daily attendance - Reduce chronic absenteeism - Sense of well-being and safety - Family Engagement and Empowerment From WASC Visiting Committee Report, 2021- Initiative #3 <i>Faculty and administration will develop and use student-friendly GLO/ KALO Value rubrics, and develop a process of assessing and monitoring progress of students displaying GLOs, KALO Values, and consistent school attendance.</i> From WASC Visiting Committee Report, 2021- Initiative #4	The number of chronically absent students was 55% in SY 2021-2022. At the end of Quarter 3 this school year (2022-2023), chronic absenteeism is at 41%, with another 16% of students at high risk. At the end of Quarter 3 (2022-2023), English Language Learners have a 45% absenteeism rate. At the end of Quarter 3 (2022-2023), economically disadvantaged students have a 46% absenteeism rate. At the end of Quarter 3 (2022-2023), Special Education students have a 61% absenteeism rate. At the end of Quarter 3 (2022-2023), PES's Micronesian population had a 61% absenteeism rate. Currently (March 2023) schoolwide daily attendance is 87.46%; English language learner's daily attendance is 86.71%; economically disadvantaged students' daily attendance is 85.93%; special education students' daily attendance is	If all PES students and staff know and follow KALO and Choose Love Values, then there will be an increased sense of responsibility, positive and appropriate behaviors, and positive attitude toward school to support student learning. If PES bridges the communication gap between home and school and creates relevant, accessible opportunities for families, then parent/ family engagement will increase.	KALO Values will be shared with all at: - Explicitly taught to students in the first two weeks of school using the Pu'uhale KALO/ GLO Rubric - Morning assembly reinforcement and reminders - Students' monthly sessions - review and provide input KALO Values Provide opportunities for parent engagement with parent -community meetings and school-home activities. Utilize interpreter services and language translated materials to communicate with families.

The school will implement and monitor possible solutions to identified barriers (translation, communication, etc) to increase parent engagement.	82.39%; PES's Micronesian population's daily attendance is 82.81%	
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Innovation in Support of the Core: School Design and Student Voice (SW 1)

Part I (SW 3, 6)

Describe your complex/school contexts for School Design and Student Voice. Students will receive social emotional education (Choose Love) and utilize KALO Values as PES's positive behavioral support system in order to foster well-being and positive relationships. Students will set personal, academic, social, and behavioral goals and will assess their goals throughout the year. Students will receive rigorous instruction that incorporates student voice, critical thinking, and relevant interdisciplinary connections.	Describe your current and continuing initiative that will further advance your 2022-23 School Design and Student Voice Counselors and teachers will implement and reinforce the Choose Love SEL curriculum, KALO Values, and HMTSS initiatives. Students are recognized and rewarded for displaying KALO values. Rewards are supported through donations and fundraisers. Parents also participate in KALO rewards to strengthen school-home partnership - similar language and behavioral expectations. The administration, counselor, and classroom teachers will continue to provide student interventions for behaviors based on observations, teacher feedback, Panorama SEL, and BEISY data. Teachers will continue to collaborate within Professional Learning Teams by following data team protocols that are focused on curriculum, instruction, and assessment. The school will continue to provide professional development focused on effective, research-based	Describe your conditions for Success for School Design and Student Voice • Beginning of the year student and parent training in KALO Values. • Teachers, administration, and staff will utilize the GLO/ KALO Rubric for consistent application in reinforcing and rewarding positive student behaviors. • The school will upkeep the KALO Store with items of student interest to encourage positive behaviors. • Annually, the school's HMTSS and Leadership teams will analyze behavior data including GLO and KALO awards, behavior intervention data and referrals, Panorama SEL data, and teacher reflection on progress in implementing the school's SEL curriculum. in order to review and revise our programs. • The Leadership Team will continue to monitor and support teachers in improving rigorous and relevant instruction • Annually, we will engage in program analysis to ensure the effectiveness of our practices. • Administration and coaches will support teachers with timely and frequent feedback,
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Thinking Maps will be used to increase voice, organize student thinking, and strengthen writing.	pedagogical practices and school design principles to ensure all students, including subgroups, receive rigorous standards-based instruction. The school will continue to provide professional development and monitoring of Thinking Maps throughout the school year in which teachers are able to reflect and share strategies students use to generate complete thought processes and explain their thinking. Writing folders are created and shared to show individualized students thinking and their achievement growth through the writing process.	coaching, and professional development based on need.
Students participate in special classes once a week, including music, computer science, library, and PE.	The school will continue to provide special classes and activities based on student interest. All students, pre-k through 5, participate in specials.	- The school will provide Thinking Maps articulation and professional development once a quarter. - School culture and belief in addressing the needs of the whole child. - Qualified teachers to offer speciality classes.

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

Part II (over three years) (SW 3, 6)

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice: - SBA growth in Reading, Math, and Science will increase by 2% within a year's time. - STRIVEHI measure of students' positive feelings toward school will increase by 2% from the previous year.	What are your measurable outcomes around School Design and Student Voice: - SBA growth in Reading, Math, and Science will increase by 2% within a year's time. - STRIVEHI measure of students' positive feelings toward school will increase by 2% from the previous year.	What are your measurable outcomes around School Design and Student Voice: - SBA growth in Reading, Math, and Science will increase by 3-5% within a year's time. - STRIVEHI measure of students' positive feelings toward school will increase by 3-5% from the previous year.

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3. Chronic Absenteeism will decrease by 2% from the previous year. 4. Student writing samples collected and evaluated across the grade level using a writing rubric show improvement (with 80% of students scoring 1, 2, or 3 increasing their score by 1 point on a 4-point writing rubric). 5. Student understanding of KALO Values will increase by 10% when comparing beginning of the school year and end of the school year student survey results. Why are you implementing them? Students are happy and attend school consistently as their literacy skills improve while at Pu'uhale. How will you know that they are resulting in an improvement? School's ART Team monitoring and RTI/Data Team Process monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.	3. Chronic Absenteeism will decrease by 2% from the previous year. 4. Student writing samples collected and evaluated across the grade level using a writing rubric show improvement (with 80% of students scoring 1, 2, or 3 increasing their score by 1 point on a 4-point writing rubric). 5. Student understanding of KALO Values will increase by 10% when comparing beginning of the school year and end of the school year student survey results. Why are you implementing them? Students are happy and attend school consistently as their literacy skills improve while at Pu'uhale. How will you know that they are resulting in an improvement? School's ART Team monitoring and RTI/Data Team Process monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.	3. Chronic Absenteeism will decrease by 5-10% from the previous year. 4. Student writing samples collected and evaluated across the grade level using a writing rubric show improvement (with 80% of students scoring 1, 2, or 3 increasing their score by 1 point on a 4-point writing rubric). 5. Student understanding of KALO Values will increase by 10% when comparing beginning of the school year and end of the school year student survey results. Why are you implementing them? To provide students with a positive, productive, academically rich learning environment at Pu'uhale, setting the foundation for a strong educational path. How will you know that they are resulting in an improvement? School's ART Team monitoring and RTI/Data Team Process Monitoring of enabling activities (conducted at least 3 times per year) will inform actions needed to be taken.
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Innovation in Support of the Core: School Design and Student Voice

Part III (over one school year) (SW 1, 3, 6)

SY 2023-2024 Formative Measures (beginning of the year)	SY 2023-2024 Formative Measures (throughout the year)	SY 2023-2024 Summative Measures (end of the year)
What are your measurable outcomes around School Design and Student Voice? BOY iReady scores in reading and math are assessed and analyzed at the beginning of the school year in grades 1-5. Kindergarten will implement a kindergarten assessment to determine student levels, including strengths and needs. Walkthrough data on students participating in rigorous, grade-level instruction designed to inspire student engagement and critical thinking. Beginning of the year student survey Why are you implementing them? Student achievement levels, including strengths and needs, will provide teachers with clarity of student needs in order to plan and implement effective instruction and targeted interventions. Student surveys allow students voice to help shape their learning environment. How will you know that they are resulting in an improvement? iReady reports and students' academic performance will improve with an increased	What are your measurable outcomes around School Design and Student Voice? iReady reading and math scores to identify students on grade level, one grade below, or two-or more grade-levels below proficiency. Walkthrough data on students participating in rigorous, grade-level instruction designed to inspire student engagement and critical thinking. Formative and summative writing assessments. End-of-quarter student surveys (Q1, Q2, Q3). End-of-quarter GLO, KALO Values, and student behavior data analysis (Q1, Q2, Q3). Why are you implementing them? Student achievement levels, including strengths and needs, will provide teachers with clarity of student needs in order to plan and implement effective instruction and targeted interventions. Student surveys allow students voice to help shape their learning environment. Walkthrough data provides administration and coaches data on successes and needed support and/or professional development.	What are your measurable outcomes around School Design and Student Voice? EOY iReady scores in all grade levels for percentage of students on grade-level in reading and math. The percentage of students meeting grade level standards for ELA, Math, and Science as assessed by the SBA. Walkthrough data on students participating in rigorous, grade-level instruction designed to inspire student engagement and critical thinking. The percentage of positive student responses on the SQS and Panorama survey in School Safety and Belonging. End of the year student survey (Q4). End-of-quarter GLO, KALO Values, and student behavior data analysis (Q4). Why are you implementing them? To increase student achievement levels and move students toward grade-level proficiency. Student surveys allow students voice to help shape their learning environment.

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percentage of students on grade-level and less below grade-level proficiency.	How will you know that they are resulting in an improvement? iReady reports and students' academic performance will improve with an increased percentage of students on grade-level and less below grade-level proficiency. Writing, as assessed with grade-level writing rubrics, will improve. Student behavior will improve (less behavioral interventions and referrals) and students' sense of belonging and safety will improve.	Walkthrough data provides administration and coaches data on successes and needed support and/or professional development as a means to improve the learning environment and student outcomes.
Student behavior will improve (less behavioral interventions and referrals) and students' sense of belonging and safety will improve.		How will you know that they are resulting in an improvement? iReady reports and students' academic performance will improve with an increased percentage of students on grade-level and less below grade-level proficiency. Writing, as assessed with grade-level writing rubrics, will show a 1 point or greater increase for all students. Student behavior will improve (less behavioral interventions and referrals) and students' sense of belonging and safety will improve.

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

Part IV [SW 3, 5, 6]

Student Outcomes (2022-2023 Measurable Outcomes)	Staff Outcomes (2022-2023 Measurable Outcomes)	Lead
iReady scores in reading and math: - Green: increase of 15% from BOY to EOY - Red: decrease of 15% from BOY to EOY Scores in reading, math, and science will increase by 3-5% as assessed through the end-of-year assessment (SBA)	- All teachers will implement explicit teaching and quality interaction practices in the classroom as evidenced through quarterly walkthroughs. - All teachers will participate in the RtI data team cycles - All teachers will teach the KALO Values within the first two weeks of school. - All teachers will develop writing folders and analyze student writing using grade-level rubrics - Daily and weekly attendance monitoring	Student outcomes: Coaches, SSC, Counselor, EL Coordinator Staff Outcomes: Admin
By June 2024, the number of ELs scoring proficient in reading will increase by 15%		

By June 2024, the number of ELs scoring proficient in math will increase by 10% By June 2024, the number of ELs scoring proficient in science will increase 7% By June 2024, 65% or more of EL students will have met GTT By June 2024, 10% of EL students will exit the program Using a 4-point rubric, 50% of student writing scores (0-3) will increase b 1 point from BOY to EOY Student chronic absenteeism will decrease 5-10% from 55% (SY 2021-22) By June 2024, the number of ELL students identified as chronically absent will decrease by 5% from June 2023. Student understanding of KALO Values will increase by 10% from BOY student surveys to EOY student surveys	• All teachers will integrate SEL into the classroom and teach Choose Love lessons throughout the year. • All teachers will identify students who are practicing KALO by positively reinforcing behaviors with KALO Cash throughout the school year. • All teachers will select students each quarter to receive KALO Awards for displaying positive behaviors throughout the quarter.	
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Innovation in Support of the Core: School Design and Student Voice

Part V (SW 1, 3, 5, 6, 7)

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
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2023-2024 Academic Plan: [Pu'uhale]

Literacy Across the Curriculum: Rigorous, Standards-Based Instruction	Title I and WSF Stipends \$15,000	100% of teachers engaged in explicit instruction practice I do, We do, You do.	Targeted classroom walkthroughs and learning walks (quarterly).	Quarterly classroom observation data	Quarterly ART data reports
Yearlong: 1. Implementate, strengthen, and refine explicit, standards-based classroom practices and strategies to strengthen tier 1 instruction	Title I and WSF Substitutes \$15,000	100% of teachers will incorporate quality interactions in the classrooms.	100% of grade-levels will complete curriculum maps and pacing guides for reading, writing, math, and science.	iReady school-wide tri-yearly report	SBA Reading, math, and science proficiency
Develop and implement grade-level curriculum maps and school-wide instructional practices including: - Quality Interactions - Literacy Strategies - Vocabulary Routines - Common Vocabulary - Thinking Maps - Explicit Writing Instruction	Title I and WSF Professional Development \$10,000	80% of students who scored 1, 2, or 3 will increase their score by 1 point on a 4-point writing rubric).	100% of teachers will utilize Quarterly writing samples to guide instruction and student interventions	Staff PD attendance (SW 3)	EL WIDA Scores
Professional development and programs - K-2 and 3-5 teachers to attend Anita Archer PD - K-1 to utilize Reading Mastery - K-1 to utilize Heggerty strategies - K-5 to utilize OG strategies - Support staff and teachers from specialized settings to attend relevant CLSD PD trainings	Title I and WSF Classroom Materials and Supplies \$10,000	Increased student growth towards meeting standards as measured by quarterly formative and summative assessments.	ART review of outcomes (at least 3 times a year) (SW 3)		EL GTT (SW 3)
Align high impact instructional strategies across all contents and grade levels through vertical articulation.	Title I and WSF Subscriptions and Consumables \$50,000	Stronger tier 1 instructional practices as evidenced through walkthroughs/ learning walks, and teacher reflections.			
Tier 1 supports - Subscriptions/Consumables - Chromebooks and iPads - Classroom supplies	Title I and WSF Equipment \$40,000	SBA growth in Reading, Math, and Science will increase by 3-5%.			

2023-2024 Academic Plan: [Pu'uhale]

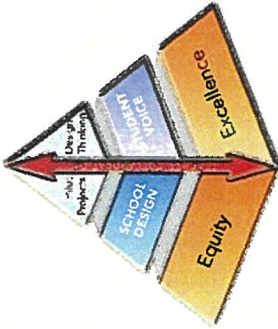
Data Analysis and Reflective Practices to Impact Student Achievement	Title I and WSF	Reading	100% of teachers will utilize	iReady data (3 times a year)	Quarterly ART data reports
Yearlong: 2. Develop, refine, and implement a school-wide RtI system for reading and math, including diagnostic, data analysis, progress monitoring, interventions, etc) to focus on student needs, accelerate learning, and close the achievement gap. Weekly data analysis in grade-level PLTs to assess and analyze student work/ progress and use data to inform instruction and interventions. (SW 3, 5, 6) Create common assessments and rubrics for fidelity, rigor, and grade-level alignment. At the end of each RtI cycle, grade-levels will analyze data in correlation to the learning targets (pre and post data). (SW 3) At the end of each RtI cycle, teachers will reflect on and share their learning (strategies implemented, results, successes, challenges, supports or resources needed, etc) Student and Teacher Support • PTTs to provide tiered support • PPTs and PPEs for classroom support • Planning time & teacher articulation • After-school student support • Summer ELO/Kindergarten Prep	Title I and WSF Stipends \$5,000 Title I and WSF Substitutes \$5,000 Title I and WSF Professional Development \$5,000 Title I and WSF Instructional Support (PTTs, PPEs, etc) \$15,000 Title I PPTs \$26,000	<u>Reading</u> iReady Assessments Baseline: BOY Mid Year Final: EOY Tier 1 students (Green) will increase by 15%; (Red) students will decrease 15% <u>Math</u> iReady Assessments Baseline: BOY Mid Year Final: EOY Tier 1 students (Green) will increase by 15%; (Red) students will decrease 15% ART Review of outcomes (3 times a year) (SW 3)	100% of teachers will utilize Quarterly common assessments in grade levels 100% of grade levels will meet weekly to collaborate on instructional practices and strategies, to analyze student work and data to guide instruction, and to plan for quality instruction based on student needs Weekly PLT minutes RtI progress monitoring data iReady data (3 times a year) ART Review of outcomes (at least 3 times a year) (SW 3)	iReady data (3 times a year) (SW 3)	Quarterly ART data reports SBA Reading, math, and science proficiency EL WIDA Scores EL GTT (SW 3)

2023-2024 Academic Plan: [Pu'uhale]					
SEL, HMTSS, and KALO Values	WSF	100% of teachers will use KALO/ GLO Matrix and Rubric to assess students.	Survey results of implementation (semesterly)	Student referral data	Quarterly ART data
Yearlong: 3. Implement and monitor a PBIS system using KALO/ GLO Matrix and Rubric Foster positive behaviors with the Choose Love SEL Curriculum and KALO Values • Kuleana ◦ Live Responsibly • Aloha ◦ Live with Love and Kindness • Laulima ◦ Live Cooperatively • Ohana ◦ Live as a Family Promote daily attendance and reduce chronic absenteeism with Attendance Policy (SW 5) Foster a sense of students well-being and safety for all students PES staff will attend the 2024 Safe and Civil Schools Conference. Participants will select sessions that align to the school's critical needs and focuses. Participants will share new learning with the whole faculty and utilize conference information to create a plan for successful systems at the school-level. Yearlong: 4. Provide and monitor opportunities for Family Engagement and Empowerment	KALO Store Materials & supplies \$2,500 Title I PBIS and KALO Supplies \$2,500 Title I Parent Meetings/ School-Home Activities \$2,000 Title I PCNC \$12,000 Title I Funds Travel 5 participants \$20,000 (registration, airfare, hotel, per diem, stipend) Title I Translation Services \$2,500	100% of teachers will use KALO/ GLO Matrix and Rubric to assess students. Quarterly audit of Student KALO Savings Accounts. Teacher survey on perception and distribution of KALO cash (semesterly). Student survey on KALO Values, perceptions, and distribution of KALO cash (quarterly). Chronic Absenteeism will decrease by 5-10% from the previous year. STRIVEHI measure of students' positive feelings toward school will increase by 3-5% from the previous year. (SW 3)	100% of teachers and administration will promote and implement the attendance policy BOY: 1- Send home attendance policy with all students 2- Include attendance policy on school website 3- Identify and monitor at-risk students from previous year for proactive interventions and support Throughout Year: 1- Include attendance information and tips in parent bulletins and announcements on social media 2- Include attendance information at parent meetings and school activities	Student referral data Attendance data SQS Student belonging and safety Family Engagement Sign-ins and Exit Pass data (SW 3)	Quarterly ART data Referral data Attendance data SQS (SW 3)

2023-2024 Academic Plan: [Pu'uhale]

- Family Engagement Activities/Supplies - PCNC PPE - Translation Services (SW 7)	Title I & WSF Online Resources (including website) \$10,000		3- Implement attendance policy (phone calls home, letters home, home visits, family meets) Daily and weekly attendance checks Student KALO Values Survey (quarterly) Student behavior and referral data analysis (quarterly) Conduct one (minimal) family engagement activity per quarter Family Engagement Sign-ins and Exit Passes ART review of outcomes (3 times a year) (SW 3)	
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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.
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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*.

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
The school will implement a schoolwide writing process involving: - the deepening understanding of the reading and writing standards (CCSS and WIDA) - the use of Thinking Maps to allow students to individualize their learning and to demonstrate student voice - common grade-level writing rubrics - teacher reflection of their classrooms practices through the analysis of student work so there are no learning gaps (SW1, SW2, SW3, SW6)	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.	- Ongoing professional development to deepen understanding of the standards and the writing process - Ongoing teacher collaboration meetings by grade levels, grade level spans, and whole school - Ongoing teacher reflection (gathering information on colleague/teacher practices for reflection on his/her own practices)

Teachers participate in post professional development that will mirror the data team process: data analysis/assessment, goal setting, implementation, reflection on teacher practices and student work, and reassessment. (SW3, SW6) The school will address student achievement through the empowerment of families (esp. parents/guardians) by providing: • Parent Meetings to share school goals and initiatives • Workforce Readiness Classes • GED Classes • Family Literacy Classes • Trauma Sensitive Practices Classes • Partnerships with outside agencies (SW4, SW7)	• Professional Development is not a 'one shot deal.' Ongoing professional development, monitoring and feedback are important when teachers are expected to effectively implement what they've learned. • 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.	• Structuring the school weekly schedule to allow for sustained teacher collaboration meetings • Providing feedback and monitoring from admin and colleagues • Providing a schoolwide protocol to follow and time for individual teachers to reflect on their implementation of agreed upon effective teaching practices • Conducting parent meetings where language is not a barrier - by providing interpreters at meetings • Offering Adult Community classes at the school or in the community to provide greater access • Having highly qualified personnel to conduct meetings and courses
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