



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

Farrington-Kaiser-Kalani (FKK) Complex Area
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Principal's Signature *[Signature]* Date 6/2/2020

CAS Signature: *Rochelle Mahoe* Date: 6/4/2020

Deputy Signature: _____ Date: _____

Developing a collaborative Academic Plan framed by the HIDOE 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.

HIDOE Learning Organization

Teaching and Learning Core:

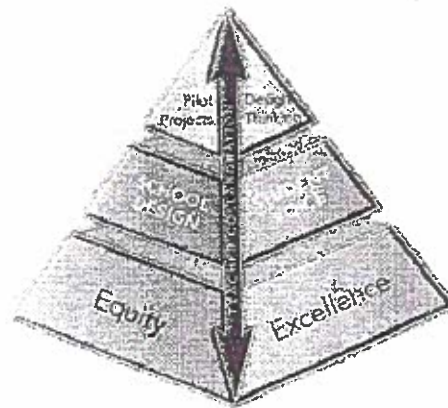
Focus: equity and excellence in core curriculum and supports.

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 HIDOE 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 HIDOE 2020-30 Strategic Plan (page 5).

A Foundation for Change

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

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>Growth of English Learner (EL) Population in Testing Grades Our EL population has grown to 80 students and now comprises 28% of our grade 3,4,5 enrollment. This change has been correlated with a widening discrepancy between “high need” and “non high need” learners and a falling proficiency rate overall of the high-needs population. In 2017 the gap in ELA was 30%, in 2018 it rose to 38%. In Math, the 2017 gap was 18%, in 2018 it rose to 24%.</p> <p>In 2019 we began to reverse the trend with interventions including: small group, floating teacher, in class support, provision of visual supports, professional development in vocabulary building and morphology. Through our efforts, we reduced the ELA gap to 26% (down 12%) and the Math gap to 20% (down 4%). We fully intend to keep the momentum going by expanding the implementation of the research based strategies and interventions we have begun.</p>	<ul style="list-style-type: none"> • We are experimenting with various intervention models (inclusion, small group push in, pull out) to support our EL population. <p>We continue to explore and implement such ideas as:</p> <ul style="list-style-type: none"> • Extended day and extended year opportunities • Bi-lingual lunch clubs • International sister school partnerships • Professional development for teachers on vocabulary building, morphology, and visual math strategies • University classes with targeted professional development (PD) for teachers • Hosting frequent visitations and teacher exchanges from international educators around the globe. • Providing foreign language classes for all grade 3.4.5 students so all students experience both the challenges of second language learners and the joys of becoming bilingual

Project/Place-Based Learning Expansion

Continue our move to provide authentic learning experience via partnerships with the school community (Aquarium, Zoo, Hula Grill, etc.), honoring student voice in the process, culminating in student selected final projects delivered to authentic audiences.

Deepening Commitment to HOM and p4c with all segments of school community

The Habits of Mind (HOM) is a research-based initiative focused on applying the mindful behaviors to classroom learning and life. The HOM include the behavioral dispositions of flexibility in thinking, listening with empathy, problem solving, persistence, and more. Their practice establishes standards of behavior, a common set of values, and unites stakeholders into a cohesive learning community. They are at the heart of the Waikiki School culture. Through their practice, the school stays intellectually alive and forward thinking.

- PD from Nancy Skerritt focusing on EL strategies-academic language development, reading comprehension strategies
- Skerritt PD on integration of curriculum (ELA through Math, Social Studies through Science)
- Funding of a 1.0 teaching position to spearhead school-wide expansion of authentic project based learning and purposeful community outreach

- Dr. Art Costa PD on the Habits of Mind
- Annual funding of total staff attendance at Schools of the Future Conference (SOTF) with multiple conference presentations by Waikiki teachers and students showcasing our mindful school practices.
- Follow up staff discussions on SOTF sessions, analyzing innovative approaches and exploring possibilities for implementation
- HOM translated into multiple languages for our EL families

P4c is an internationally recognized approach to developing critical thinking and social emotional learning. P4c creates intellectually safe communities of inquiry where student voices are heard and students are taught “how” to think not “what” to think.

We need to expand the capacity of our families to best support our students.

Staying on the Cutting Edge of innovation, reform and best practice.

Continuing to serve as a Model School, continually pushing to achieve an ever enhanced level of excellence

- Continue to expand the partnership with University of Hawaii Uehiro Academy for Philosophy and Ethics in Education to provide resident philosophers to further support and develop the school-wide practice of p4c
- Bilingual p4c lunch clubs and other p4c-based outreach groups to support students and build cognitive and SEL competency.

- Monthly p4p (philosophy for parents) sessions
- EL classes for parents coordinated with McKinley School for Adults
- Funded position to lead monthly EL parent breakfast groups to support understanding of school philosophy, practices and protocols
- Teaching of foreign language within curriculum so all students will be second language learners and graduate with bilingual competency

Continue to serve as a practicum site and training ground for pre-service student teachers

Continue to support teachers in the pursuit of National Board Certification

Continue to welcome visitations from local and international educators

Continue to support teacher/student presentations at various conferences, both at home and abroad

	<p>Continue to share attributes of our culture via professional publications</p> <p>Continue to fund teacher attendance at Schools of the Future Conferences and more</p> <p>Continue to support teacher visitations both to other schools and from other schools</p>
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HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
School Design and Student Voice	Bonnie Tabor, Teacher Leaders
Five Promises: Hawaii, Equity, School Design, Empowerment, and Innovation	Bonnie Tabor, Jeff Lee
Design Principle 1: Core Values and Mindset: Community-Informed Learning - Multilingualism is supported; Hawaiian history and culture are honored	Bonnie Tabor, Courtney Carpenter, Bailey Ledesma, Staff leadership
Key School Initiatives Addressed in the Plan	Leads(s)
Closing the Achievement Gap (particularly supporting growing EL population)	Bonnie Tabor, Courtney Carpenter, Bailey L, Teacher leaders
Deepening and expanding our use of HOM and p4c	Bonnie Tabor, Jenna Kunihiro, Toby Yos
Continuing to be an innovative model school, on the cutting edge of best practice, graduating students who excel academically and social-emotionally	Bonnie Tabor, EL Staff and teacher leaders

Teaching and Learning Core: Equity and Excellence

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

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<i>Identify the targeted subgroup and their identified needs</i>	<i>Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
English Learners	The achievement gap between non-high-needs (NHN) students and high-needs (HN) students is 26 points in ELA and 20 points in math. Our NHN students perform very well on the state assessment (91 ELA and 87 math). Although our gap group performs higher than the state’s NHN students, there is a considerable discrepancy between the 2 groups at Waikiki School. As the EL population has taken up an increasingly larger percentage of the gap group (54%), the Gap’s proficiency has dropped and the discrepancy between HN and NHN has grown. In 2019 we	<p>If teachers have targeted PD (Skerritt), then EL students’ proficiency will rise.</p> <p>If we continue to support K-2 classrooms with a teacher and funded aides, then students will have more individualized instruction and will show an increase in ELA proficiency</p> <p>If we utilize push-in, pull-out, small group models for intervention and support,</p>	<ul style="list-style-type: none"> ● Extended school day ● Extended school year ● Targeted enrichment opportunities. ● I-Ready and other online programs to extend targeted instruction beyond the school day. ● Weekly EL parent breakfast club meetings ● Introduction of foreign language instruction ● PD devoted to designing and implementing effective supports for EL’s ● Visits by teachers to other schools to observe best

	<p>stopped the negative trend. Our goal is to continue to decrease the discrepancy between NHN and HN learners by providing effective research based targeted interventions.</p>	<p>then students will learn in environments that will accelerate their learning.</p> <p>If the school continues to fund a floating teacher for each grade level, then each grade will have the flexibility to provide effective targeted student support in a fluid fashion</p>	<p>practices</p> <ul style="list-style-type: none"> ● Research on best practices ● Consultation with experts ● OG ELA , morphology, and math refresher trainings ● PD on Reading comprehension and academic vocabulary building ● Providing second language instruction within the core curriculum so Waikiki students will graduate with bilingual proficiency
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Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
<p><i>Identify the targeted subgroup and their identified need</i></p>	<p><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></p>	<p><i>What is your Theory of Action (If-Then) to improve the achievement gap?</i></p>	<p><i>What are your enabling activities to improve the achievement gap?</i></p>
<p>EL families need help in understanding and supporting their children’s integration into Waikiki’s mindful school culture based on the HOM and p4c.</p>	<p>Immigrant families need support learning the language, customs, and protocols associated with successful academic achievement at Waikiki School</p>	<p>If we increase parent understanding of the HOM and p4c, then students will have a richer and more consistent context for learning both at home and at school.</p>	<ul style="list-style-type: none"> ● HOM translated into foreign languages ● Monthly p4p meetings ● Bilingual parent p4p sessions ● El Breakfast clubs to review school practices, etc ● Schedule family activities, not dependent on English language

			<p>proficiency, to build trust and develop partnerships with our EI families. Utilize the school farm to provide many opportunities to bring non English speakers into the school community</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>	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p>	<p>Describe your conditions for Success for School Design and Student Voice</p>
<p>Expand the p4c/HOM model across and throughout the curriculum to deepen and develop student capacity for critical thinking and social/emotional competency</p> <p>Students will participate in p4c circles with their class on a weekly basis with the freedom to select and change circle topics based on their input. Teachers will facilitate the discussions using the Good Thinker's Toolkit</p>	<ul style="list-style-type: none"> ● Expand partnership with the UH Philosophy Department and the Uehiro Academy faculty to enhance teacher practice ● Expand opportunities for extended visitations by Japanese teachers / visiting scholars to encourage multicultural understandings, reflection and expansion of best practices ● Schedule biweekly p4p (philosophy for parents) discussion groups to build community and teach parents the Waikiki method of developing thinking and inquiry ● Accept invitations for staff to present 	<ul style="list-style-type: none"> ● 100% of students will meet regularly for student-led inquiry sessions ● 100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM ● 100% of parents will be invited to participate in monthly p4p inquiry sessions ● 100% of teachers will work with UH partnerships to structure weekly p4c sessions.

	<p>at international conferences in Japan and elsewhere to enhance multicultural understandings and share mindful school practices with the global community</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> <p>Partnering with community organizations (Aquarium, zoo, etc.), students will engage in authentic learning experiences and select a platform for publicly sharing their learning.</p>	<p>Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice</p> <p>Waikiki School is in a second year partnership with the Waikiki Aquarium where students learn about marine conservation and create interactive and informative materials that are shared with the public.</p>	<p>Describe your conditions for Success for School Design and Student Voice</p> <p>School funding of a position to expand community based outreach, establishing authentic learning projects and promoting purposeful community involvement throughout the school</p> <p>Flexibility in scheduling to allow off campus learning experiences to take place within the school day</p>
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Innovation in Support of the Core: School Design and Student Voice

Part II

SY 2020-2021 Measurable Outcomes

What are your measurable outcomes around School Design and Student Voice

- 100% of students will meet regularly for student-led inquiry sessions
- 100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM
- 100% of students will be engaged in authentic project based learning through purposeful community outreach

Why are you implementing them?

HOM and p4c are at the core of our school culture, empowering students to grow into thoughtful citizens who contribute to the betterment of our world. The HOM and p4c provide the foundation to support excellence both in the academic arena and in life. This foundation has contributed to consistent high performance (top 2%) on statewide summative assessments such as the HSA and SBAC for over 10 years.

The school wide expansion of authentic project based learning through purposeful community outreach provides a high level of student engagement, empowerment, and learning

How will you know that they are resulting in an improvement?

- Documented student reflections
- p4c schedule documenting frequency of practice
- Increase in WIDA/SBAC/Science score
- Final student project presentations to authentic community audience

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

Part III (over one school year)

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • 100% of students will meet weekly for student-led inquiry sessions • 100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM • 100% of parents will be invited to participate in monthly p4p inquiry sessions 	<ul style="list-style-type: none"> • Email invitations and confirmations • Teacher surveys • Parent surveys • P4p sign-in sheets 	<ul style="list-style-type: none"> • Teacher surveys • Parent surveys

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

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
<ul style="list-style-type: none"> • 89% of students will exit 2nd grade reading on grade level • SBAC gap will decrease by 3% yearly 	<p>100% of staff will attend PD sessions to support student growth</p>	<p>EL coordinators Principal Teachers</p>

<ul style="list-style-type: none"> Students will graduate with a bilingual proficiency 	Foreign language instruction will be incorporated into the core curriculum and master schedule	
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Innovation in Support of the Core: School Design and Student Voice

Part V

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes
<p>Fall Semester PD with Nancy Skerritt –academic language acquisition for EL’s and others, integrated curriculum, project based instruction, vocabulary building and extensive use of visual learning supports, consistent review of academic language</p> <p>Establish regular newcomer lunch club meetings</p> <p>Supplementary finish line instruction for EL students</p> <p>Provide differentiated targeted support in ELA for struggling learners</p> <p>Provide interventions targeted to support all learners in all modalities</p> <p>In-services with Dr. Art Costa</p>	<p>WSf</p> <p>Title 2</p> <p>Title 3</p>	<p>WIDA scores</p> <p>Closing gap by 3% yearly</p> <p>Evidence of PD implementation via periodic classroom visitations and formative and standardized test results</p>

Spring Semester/Year-Long		
Partnership with Uehiro Foundation and UH philosophers		

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

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>Pipeline of Emerging Ideas: To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p>
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When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand the capacity to improve, and continuously advance student learning.

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

<p>While referencing the “Forward Future Plan,” please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>Students will leave Waikiki School speaking 2 languages</p>	<p>Normalizing second language acquisition struggles as a challenge shared by all students</p>	<ul style="list-style-type: none"> ● Capable foreign language instructors ● Master schedule to provide daily opportunities for language learning within the

master schedule and core curriculum

Preparing students to become global citizens

Bilingual expertise reinforces the concept that we are all global citizens

Foreign languages expand multicultural understandings