

# 2020 Academic Plan, School Year 2020-21



**School: KAMILOIKI**

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

## HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

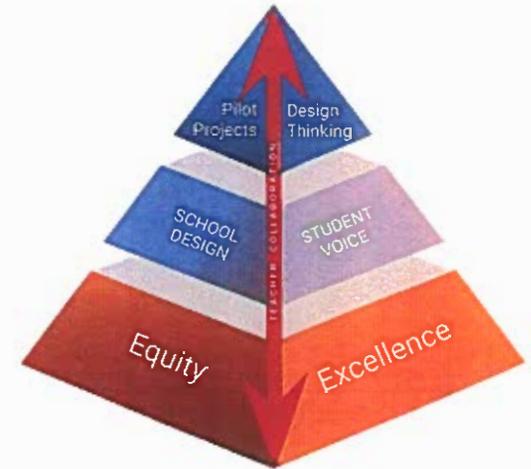
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

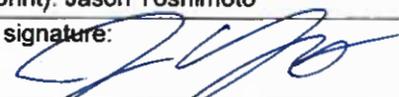
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Jason Yoshimoto	
Principal's signature: 	Date: 6/2/20
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 6/2/20

**A FOUNDATION FOR CHANGE**

**This section highlights the areas that the school identified as areas of need as reflected in and related to identified needs in the comprehensive needs assessment**

**Evidence and Rationale for Change**

**Key Strategies to Address & Promote Change**

**Special Education: Achievement Gap**

There has been an increase in the achievement gap of high-needs students in both ELA (35 points) and Math proficiency (36 points). The achievement gap has grown despite improvements in the percentage of EL and SpEd students who scored proficient. Some contributing causes for the increase are a decline in the percentage of disadvantaged students who scored proficient in both ELA and Math, a decline in the number of Disadvantaged and SpEd students, and an increase in the percentage of high-needs students that are chronically absent.

One key strategy is to provide teachers with learning opportunities to strengthen their understanding in the following areas: analyzing student needs, implementation of evidence-based strategies, and monitoring/responding to student progress. Another focus is in the area of inclusive practices that support the whole child (ex. - Fine motor, Sensory, Behavioral). The school will also look to continue our efforts in providing our SpEd students with greater access to the general education classroom.

**Student Learning Continuum**

There have been yearly fluctuations in the school's overall proficiency levels on all of the state assessments (ELA, Math, and Science). Upon closer examination, similar fluctuations in performances of student cohorts across all three testing years, have also been noted in both ELA and Math. While teachers in Grades 4 and 5, are regularly provided the opportunity to vertically collaborate with each other. The same opportunity does not exist for the Grade 3 teachers.

One key strategy is to increase teacher collaboration amongst the grade levels. The opportunity for grade level teachers to have vertical articulation will support the sharing of the following: learning tools/resources, effective teaching practices, and interventions to support student needs. In addition, grade levels will strengthen their understanding of the knowledge/skills that students should come to them with as well as the rigor that awaits them ahead.

**A FOUNDATION FOR CHANGE**

**This section highlights the areas that the school identified as areas of need as reflected in and related to identified needs in the comprehensive needs assessment**

**Evidence and Rationale for Change**

**Student Assessment**

Across grade levels, there are different comfort levels in utilizing multiple means of assessment. This includes but is not limited to the following areas: what to assess, how to build student ability to self-assess, and how to communicate results with parents. While the school has implemented the administering of monthly student assessments in the areas of ELA and Math using the IStation program, the review of/response to the data is an area of growth. An implication based on the school’s CNA process is to explore and implement a systematic approach to monitor student learning through the use of high-quality assessments.

**Student Agency**

The school’s vision and mission aim to create a better world through the actions of our learners. Teachers have inferred that students have difficulty in initiating student action because they are not able to identify real-world problems. A contributing cause to this concern is that some students may have limited access to or opportunities to explore current events at school and home. The school has experienced growth in the quality and variety of student actions taken in relation to the Grade 5 PYP Exhibition.

**Key Strategies to Address & Promote Change**

One key strategy is to provide teachers with learning opportunities to strengthen their understanding of effective student assessments. These learning opportunities will support the teachers in using a variety of assessment tools to measure student learning. Additional learning opportunities and time should be given to support teachers in analyzing the different types of student data that is collected and creating of an action plan in response to the data. In addition to teacher support, efforts must also be made to support students in their development of knowledge and skills to be able to use a variety of assessment tools to effectively demonstrate their learning.

One key strategy is to provide teachers with learning opportunities to strengthen their understanding of student agency and support student action. In addition, students and teachers will need to continue to explore resources (ex. – current events, collaboration time, access to community partners) to support their efforts in taking action. The school will continue to explore opportunities to foster the development of the IB Learner Profile throughout the school community, which will include the implementation of a social and emotional learning (SEL) program.

**HIDOE & SCHOOL INITIATIVES**

**This additional table addresses key initiatives included in the plan and delineates how the leadership with 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.**

<b>Key HIDOE Initiatives Addressed in the Plan</b>	<b>School Initiatives Addressed in the Plan</b>	<b>Lead(s)</b>
Equity	Special education: Achievement Gap	Principal, Student Services Coordinator, IB Coordinator
School Design	Student Learning Continuum	Principal, IB Coordinator
Innovation	Student Assessment	Principal, IB Coordinator, Student Services Coordinator, Technology Coordinator
Empowerment	Student Agency	Principal, IB Coordinator, School Counselor, Technology Coordinator

**TEACHING & LEARNING: 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>Special Education</p> <ul style="list-style-type: none"> <li>• Proficiency on State-wide assessments (ELA, Math, Science)</li> <li>• Increase student attendance and reduce chronic absenteeism</li> </ul>	<p>In SY 2018-19,</p> <ul style="list-style-type: none"> <li>• The achievement gap between non-high needs students and SpEd was 50 percentage points for ELA.</li> <li>• The achievement gap between non-high needs students and SpEd was 45 percentage points for Math</li> <li>• The achievement gap between non-high needs students and SpEd was 51 percentage points for Science.</li> <li>• 16% of all chronically absent students received Sped services, which is an increase of 5% from the previous school year.</li> </ul>	<p>If teachers increase their knowledge of evidenced-based/best teaching practices and are able to confidently implement them within their classroom, then student learning will be enhanced and students will demonstrate growth in becoming proficient on the statewide assessments.</p> <p>If the school builds awareness to and emphasizes the importance of school attendance, then less students will be chronically absent and student performance will improve on the state-wide assessments.</p>	<p>Teachers will participate in learning opportunities to build their understanding and support the continued implementation of evidence-based/best teaching practices in Reading.</p> <p>The Special Education department will be provided with meeting time to collaboratively identify and respond to student needs.</p> <p>Time will be provided for care coordinators and homeroom teachers to collaboratively reflect on student progress and adjust to students needs.</p>

**INNOVATION IN SUPPORT OF THE CORE: SCHOOL DESIGN & STUDENT VOICE  
PART 1**

<b>Describe your school contexts for School Design &amp; Student Voice in SY 2020-21</b>	<b>Describe your current and continuing initiatives that will further advance your 2020-21 School Design &amp; Student Voice</b>	<b>Describe your conditions for success for School Design &amp; Student Voice</b>
<p>Teachers, across grade levels, have expressed the need to strengthen the continuity of student learning across the PreK/Grade K-5 continuum.</p> <p>Teachers have begun to explore the use of a variety of tools to assess student learning. In addition, while monthly IStation assessments in the areas of ELA and Math are administered, the use of this data by students and teachers to support learning remains an area of growth.</p> <p>The school community is committed to supporting all learners is taking action to create a better world. A challenge that has emerged in supporting students in taking action is that limited awareness to issues both locally, nationally and beyond. In addition, the school continues to improve our efforts to foster the attributes of the IB Learner Profile and support the social and emotional needs of our students in order to improve student agency.</p>	<p>Grade levels will continue to use the school’s PYP Programme of Inquiry as a vehicle to build connections for students from year to year. Grade levels will also continue to use the current articulation schedule to support the collaboration and sharing between limited grade levels</p> <p>The school will provide teachers with learning opportunities to deepen their understanding of effective assessments and support their implementation efforts within their classroom. The school will look to provide the grade levels with dedicated time to review the monthly assessment data and collaborate on ways to support student needs.</p> <p>Grade levels have begun to implement the use a variety of approaches and resources to engage students in current events. The emphasis on the fact that student action can come in a variety of forms (shapes and sizes) have assisted teachers in nurturing the student attributes that lead to student action. The school is looking to develop a system of capturing evidence of student action so that these efforts may be celebrated.</p>	<p>Strengthening of the student learning continuum requires collaboration and the sharing of resources/experiences amongst all of the grade levels within the school. The focus of these opportunities should be on the development of the whole child (ex. – academic content, Learner Profile, SEL)</p> <p>Building confidence and fostering the growth mindset is critical to supporting teachers in using a variety of assessment tools to capture evidence of student learning. In addition, student and teachers must have access to the resources and empowered with the necessary skills that support the use of a range of assessment tools.</p> <p>Providing students and teachers with the resources that support student action is critical our success. Teachers must also have the ability to recognize an opportunity that may lead to student action, and then be able to facilitate/support student inquiry that would result in students’ taking action. In order for student action to occur, students must be equipped with the necessary attitude and attributes that will support them in taking responsibility of their own learning and willingness to make a positive contribution.</p>

**INNOVATION IN SUPPORT OF THE CORE: SCHOOL DESIGN & STUDENT VOICE  
PART 2**

<u><b>SY 2020-21 Outcomes</b></u>	<u><b>SY 2021-22 Outcomes</b></u>	<u><b>SY 2022-23 Outcomes</b></u>
<p>Using the Programme of Inquiry, 100% of teachers will strengthen the student learning continuum through the identification and strengthening of connections to student learning across grade levels.</p> <ul style="list-style-type: none"> <li>• Student learning should be a seamless continuum that transcends grade levels.</li> </ul> <p>100% of teachers will participate in learning opportunities that deepen their knowledge regarding effective student assessments.</p> <ul style="list-style-type: none"> <li>• In looking to empower the teachers with the confidence and knowledge to use a variety of assessment, time is needed to allow them to explore and construct their understanding of the different assessment tools and how/when they should be used.</li> </ul> <p>100% of teachers will participate in learning opportunities that deepen their knowledge regarding student agency and how to support student action.</p> <ul style="list-style-type: none"> <li>• In looking to empower the teachers with confidence and knowledge to foster student agency and support student action, time is needed to allow them explore and construct their understanding in both of these areas.</li> </ul>	<p>100% of teachers will use the IB Units of Inquiry to enhance the learning progression for students by making connections to the students' prior knowledge and learning experiences to support new learning.</p> <ul style="list-style-type: none"> <li>• Teachers will be able to provide a robust and rigorous learning experiences for the students because they will have an understanding of where the students have been and where they are going.</li> </ul> <p>100% of teachers will implement, throughout the school year, a variety of assessment tools to monitor or assess student learning.</p> <ul style="list-style-type: none"> <li>• In attempting to implement a variety of assessments tools throughout the year, the teachers will reflect and continue to construct their knowledge regarding effective student assessments.</li> </ul> <p>100% of teachers will implement approaches/strategies through the school year that foster student agency and support student action.</p> <ul style="list-style-type: none"> <li>• In attempting to implement approaches/strategies throughout the year, the teachers will reflect and continue to construct their understanding in both of these areas.</li> </ul>	<p>With support, 50% of students, will be able to make connections to their prior knowledge and learning experiences when presented with new learning</p> <ul style="list-style-type: none"> <li>• In becoming responsible learners, students will recognize that learning is a continuum and is not limited to specific period of time.</li> </ul> <p>100% of teachers will provide students, with at least one opportunity per quarter, to select the assessment tool that they would like to use to monitor or assess their learning.</p> <ul style="list-style-type: none"> <li>• Providing students with choice, allows them to become responsible for their learning and support them in strengthening their understanding of the content.</li> </ul> <p>50% of students will be able to reflect upon student-initiated action(s) that they have taken in response to new learning from their IB Units of Inquiry.</p> <ul style="list-style-type: none"> <li>• The true measure of our efforts will be that our students are able to independently take action to create a better world.</li> </ul>

**INNOVATION IN SUPPORT OF THE CORE: SCHOOL DESIGN & STUDENT VOICE  
PART 3**

<b><u>SY 2020-21 Baseline Measures</u></b>	<b><u>SY 2020-21 Formative Measures</u></b>	<b><u>SY 2020-21 Summative Measures</u></b>
<p>A grade level reflection form will be used to gather data on the number of their IB Units that they feel are connected to other grade levels.</p> <p>A teacher survey will be used to measure their understanding of what is an effective assessment and the various tools that can be used to assess student learning.</p> <p>A teacher survey will be used to measure their understanding of what is student agency and the various approaches to support student action.</p> <p>The student responses to a reflective activity/task will be used to measure the students' ability to make connections between new learning and prior experiences/knowledge.</p>	<p>An increase of at least 1 IB Unit of Inquiry that has been revised to include connections to the students' prior knowledge or learning experiences.</p> <p>A teacher survey will be used to measure their understanding of what is an effective assessment and their efforts in implementing various assessment tools.</p> <p>A teacher survey will be used to measure their understanding of what is student agency and their efforts in implementing various approaches to foster student agency and support student action.</p> <p>The student responses to intentional prompts during the new learning activities will be used to measure the students' ability to make connections between new learning and prior and/or future experiences/knowledge.</p>	<p>An increase of at least 2 IB Units of Inquiry that have been revised to include connections to the students' prior knowledge or learning experiences.</p> <p>A teacher survey will be used to measure their understanding of when a variety of tools should be used to assess student learning as well as their confidence in effectively using the tools.</p> <p>A teacher survey will be used to measure their confidence in implementing various approaches to foster student agency and support student action.</p> <p>The monitoring of student-initiated sharing will be used to measure the students' ability to make connections between new learning and prior and/or future experiences/knowledge.</p>

**INNOVATION IN SUPPORT OF THE CORE: SCHOOL DESIGN & STUDENT VOICE  
PART 4**

<b><u>Student Outcomes for SY 2020-21</u></b>	<b><u>Staff Outcomes for SY 2020-21</u></b>	<b><u>Lead(s)</u></b>
<ul style="list-style-type: none"> <li>• Students become aware of the connections between their prior learning and the construction of new learning.</li> <li>• Students are able to demonstrate the ability to use a variety of tools to provide evidence of learning</li> <li>• Students have greater responsibility of their own learning and take action to make positive contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will increase their understanding of the connections between grade levels and will begin to intentionally plan to use these connections to support new learning.</li> <li>• Teachers will deepen their understanding of effective student assessments and will begin to use a variety of assessment tools to monitor or assess student learning.</li> <li>• Teachers will deepen their knowledge regarding and implement approaches and strategies that foster student agency and student action.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• IB Coordinator</li> <li>• Student Services Coordinator</li> <li>• School Counselor</li> <li>• Technology Coordinator</li> </ul>

**INNOVATION IN SUPPORT OF THE CORE: SCHOOL DESIGN & STUDENT VOICE  
PART 5**

<b>Enabling Activities</b>	<b>Budget</b>	<b>School Monitoring Measurable Outcomes</b>	<b>School Monitoring Budget</b>	<b>Complex Monitoring Measurable Outcomes</b>	<b>Complex Monitoring Budget</b>
Provide professional development for special education teachers with a focus on evidenced-based instructional practices to support reading.	Complex Title II	<ul style="list-style-type: none"> <li>• Implementation of evidence-based strategies to support students' reading needs</li> <li>• Monitoring and responding to student progress through the collection of and analysis of student data</li> </ul>			
Provide quarterly opportunities for care coordinators and homeroom teachers to reflect on student progress and adjust to student needs.	\$39,000 (Casual Hire Pay)	<ul style="list-style-type: none"> <li>• Teacher engagement in these collaboration meetings.</li> <li>• Improved student growth on IEP goals/objectives and academic achievement</li> </ul>			
Provide learning opportunities, throughout the school year, for teachers to deepen their understanding in the following areas: <ul style="list-style-type: none"> <li>• Inclusive Practices</li> <li>• Effective Student Assessments</li> <li>• Student Agency</li> <li>• Supporting Student Action</li> </ul>	TBD	<ul style="list-style-type: none"> <li>• Teacher engagement in the various learning opportunities.</li> <li>• Strengthening of teacher efficacy to support student learning</li> <li>• Implementation of new approaches/practices within the classroom.</li> </ul>			
Provide quarterly opportunities for grade levels (Gen. Ed./SpEd) to vertically collaborate regarding their IB Units.	None	<ul style="list-style-type: none"> <li>• Grade levels will revise at least 1 IB unit per semester to include specific connections to students' prior knowledge/learning experiences.</li> </ul>			
Implement a Social-Emotional Learning (SEL) program with all students (to include teacher training to support implementation)	None	<ul style="list-style-type: none"> <li>• SEL lessons will be provided to students on a regular schedule.</li> <li>• Students will begin to demonstrate the ability to establish/maintain positive relationships and</li> </ul>			

		appropriately manage their emotions.			
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**PIPELINE OF EMERGING IDEAS: PILOT PROJECTS & DESIGN THINKING**

<b>Describe school's ideas around innovation and pilot projects</b>	<b>Rationale for Emerging Ideas</b>	<b>Conditions for Success</b>
<ul style="list-style-type: none"> <li>• Access to flexible student transportation at a minimal/no cost.</li> </ul> <p>Providing funding and resources for the complex to purchase, use and maintain at least two 15-passenger vans. The vans would be housed on a school campus which would make it more convenient and cost-effective than renting a similar vehicle. By limiting size of the van to 15 passengers, the drivers are not required to have a special license.</p>	<p>As the school community strives to achieve our school vision, we are often faced with the challenge of finding cost-effective student transportation to support our efforts. The transportation costs, the limited availability period, and restrictions on the number of pick-ups/drop-offs, have all served to limit the opportunities that our students have to explore their curiosities and take action to create a better world. The vans could be used to easily transport small groups of students to connect with community partners, participate in engaging learning experiences or support their efforts to solve a current issue. The flexibility that the van provides in scheduling these student opportunities with minimal to no cost to the students or school would open up a world of opportunity for our entire school community.</p>	<ul style="list-style-type: none"> <li>• The ability to transport small groups of students to various locations.</li> <li>• Minimizing transportation cost to allow for more off-campus learning opportunities with a financial burden on the students or school.</li> <li>• Flexibility in the use of the van to support learning opportunities throughout the school day and possibly beyond.</li> <li>• Funding and resources to support the purchasing and maintenance of the vehicles.</li> </ul>