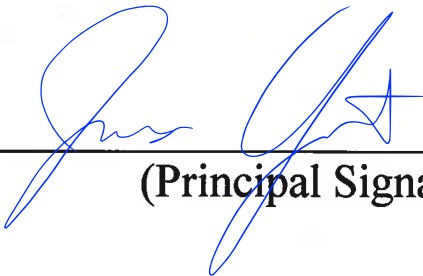


SCHOOL NAME: Kamiloiki Elementary School

Academic Plan 2023-2024 School Year

Submitted by: Jason Yoshimoto
Principal



(Principal Signature)

Approved by: Dr. Rochelle Mahoe
Complex Area Superintendent, FKK

 4/13/23

(CAS Signature)

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

Special Education: Achievement Gap

Despite the decrease in the achievement gap of high-needs students in both ELA (18 points) and Math proficiency (15 points) for SY 2020-21, this area continues to be area of focus of our school. The achievement gap has grown despite improvements in the percentage of EL and SpEd students who scored proficient. Some contributing causes for the decrease are a decline in the percentage of non-high need students who scored proficient in both ELA and Math, and a decline in the number of Disadvantaged and SpEd students.

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. A recent contributing cause for these fluctuations has been a significant decrease in the amount of teacher collaboration due to the COVID-19 situation. This decrease has limited the opportunities for teachers to have discussions within and across grade levels regarding teaching and learning.

Key Strategies to Address & Promote Change

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. In looking to continue the learning and growth provided by the school's participation in PD sessions with Dr. Anita Archer and coaching sessions with Dr. Solis, the school will specifically focus its efforts on improving student reading proficiency. This will include the development of school-wide structures that will allow for effective assessment and monitoring of student learning/growth in the development of their reading skills. The student information gathered will also support teachers in adjusting their instruction to meet the individual needs of students.

One key strategy is to increase teacher collaboration across 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. Dialogue/Discussions may also be focused on the sharing of various tools being used to assess and monitor student learning/growth so as to build the students' tool box of different methods to being self-directed and independent learners. Some of these collaboration opportunities will also include dialogue/discussions with the school's student support personnel (e.g., EL coordinator, SSC, School Counselor, SpEd care coordinators) as we look to support the whole child in their development and strive to provide a comprehensive approach in supporting all students.

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 and the school's recent PD sessions with Dr. Anita Archer is to explore and implement a systematic approach to monitor student learning through the use of high-quality assessments in the area of Reading and Writing.

Student Agency

The school's vision and mission aim to create a better world through the actions of our learners. In order for students to be able to take responsibility for their own learning and apply their learning to make positive contributions, they must be able to demonstrate the IB Learner Profile. The results from our school's SEL surveys as well as from experiences in the classroom, indicate that developing these attributes continue to be an area of growth for our school. A contributing cause to this area of growth is the ongoing impact that the COVID-19 situation is having on our students' school and home life.

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 support the school's efforts in developing a school-wide, systematic approach to assessing and monitoring student learning, specifically in the area of reading. Additional learning opportunities and time should be given to support teachers in analyzing the different types of student data that is collected and in the creation 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 in the area of reading.

One key strategy is to provide teachers with opportunities to strengthen their understanding of student agency and plan student learning experiences that foster the IB Learner Profile attributes. The Choose Love SEL program will serve as the framework for efforts as the school looks to take a cohesive approach in addressing this area of growth. Teachers will have the flexibility to adapt/modify the learning activities to meet the needs of the students as well as adjust to different circumstances as they arise .

KAMILOIKI ELEMENTARY – SY 2023-2024 ACADEMIC PLAN

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.

Key HIDOE Initiatives Addressed in the Plan	School Initiatives Addressed in the Plan	Lead(s)
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"> Increase proficiency on the state assessment for ELA 	<p>In SY 2018-19,</p> <ul style="list-style-type: none"> The achievement gap between non-high needs students and SpEd was 50 percentage points for ELA. 29% of SpEd students were proficient on the ELA assessment. <p>In SY 2021-22,</p> <ul style="list-style-type: none"> The achievement gap between non-high needs students and SpEd was 28 percentage points for ELA. 33% of SpEd students were proficient on the ELA assessment. 	<p>IF teachers implement evidenced-based/best teaching practices in the area of ELA as well as a systematic approach to assessing and monitoring student learning, THEN student learning will be enhanced and students will demonstrate growth in becoming proficient on the statewide assessments.</p>	<ol style="list-style-type: none"> Teachers will participate in learning opportunities to build their understanding and support the continued implementation of evidence-based/best teaching practices in ELA. Teachers will develop a system for regularly monitoring student progress in the area of Reading, which includes effective student assessments. The Special Education department will be provided with meeting time to collaboratively review student data, and identify/respond to student needs. The Special Education department will participate in at least 2 instruction rounds by the end of the school year in order to support their growth in implementing evidenced-based teaching practices.

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

<p style="text-align: center;">Describe your school contexts for School Design & Student Voice in SY 2021-22</p>	<p style="text-align: center;">Describe your current and continuing initiatives that will further advance your 2021-22 School Design & Student Voice</p>	<p style="text-align: center;">Describe your conditions for success for School Design & Student Voice</p>
<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>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 with a specific focus in the area of Reading. The school will provide each grade level with dedicated time to identify their core student learning outcomes related to reading, develop student assessments that effectively gather student data to support regular progress monitoring and create next steps to meet the identified needs of students. The student assessments that are developed will be in addition to the administering of the monthly Istation assessments so teachers may be provided with a variety of student information to consider when reflecting upon student learning/growth.</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 the area of Reading. In addition, students and teachers must have access to the resources and are empowered with the necessary skills that support the use of a range of assessment tools to measure student learning and monitor student progress.</p>

<p>The school community is committed to supporting all learners and 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 have begun to implement the use of 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. This includes opportunities for students to work with a range of individuals which include other students and/or adults (e.g., grade level and non-grade level students, students with diverse needs-EL, SpEd, 504, and non-classroom teachers) as they look to create positive change. The school is looking to develop a system of capturing evidence of student action so that these efforts may be celebrated.</p>	<p>Providing students and teachers with the resources that support student action is critical to 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 for their own learning and willingness to make a positive contribution. This may also include access to community members who may be able to support them in building their knowledge regarding the topic area and/or support their efforts in creating positive change.</p>
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INNOVATION IN SUPPORT OF THE CORE: SCHOOL DESIGN & STUDENT VOICE PART 2

SY 2021-22 Outcomes

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.

- Student learning should be a seamless continuum that transcends grade levels.

100% of teachers will participate in learning opportunities that deepen their knowledge regarding effective student assessments in the area of Reading.

- 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 effective practices for assessing student learning as well as the variety assessment tools that should be considered and how/when they should be used.

100% of teachers will participate in learning opportunities that deepen their knowledge regarding student agency and how to support student action.

- 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.

SY 2022-23 Outcomes

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.

- 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.

100% of teachers will implement, throughout the school year, a variety of assessment tools to assess and monitor student learning.

- 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.

100% of teachers will implement approaches/strategies through the school year that foster student agency and support student action.

- In attempting to implement approaches/strategies throughout the year, the teachers will reflect and continue to construct their understanding in both of these areas.

SY 2023-24 Outcomes

Students will be able to make connections and apply prior knowledge and skills in order to construct new learning.

- In becoming responsible learners, students will recognize that learning is a continuum and is not limited to a specific period of time or subject area.

A variety of assessment tools will be used to assess and monitor student learning.

- Providing students with choice, allows them to become responsible for their learning and support them in strengthening their understanding of the content.

Students will initiate action(s) to make positive contributions within their home, at school or throughout the community.

- The true measure of our efforts will be that our students will be able to independently apply the knowledge and skills that they are gained in order to take action to create a better world.

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

<u>SY 2023-24 Baseline Measures</u>	<u>SY 2023-24 Formative Measures</u>	<u>SY 2023-24 Summative Measures</u>
<ul style="list-style-type: none"> Through the use of a variety of assessment tools (e.g., iStation, Schoolwide and Classroom Assessments, Learning Activities), student data will be collected regarding the readiness of the students to access the grade level curriculum. Grade levels will reflect on the different assessment tools that they are currently using as well as new ones that they are looking to implement during the school year. Grade levels will collaborate in order to plan the different learning activities that will be provided throughout the year. 	<ul style="list-style-type: none"> Grade levels will implement evidence-based strategies in order to support student learning and provide targeted student interventions in the areas of ELA and Math. Grade levels will refine their implementation of various assessment tools to measure student learning and identify/monitor student needs. Grade levels will reflect on the results of student data that has been collected (e.g., Panorama Survey, Student Incident Referrals) in order to identify areas of need that would need to be addressed. 	<ul style="list-style-type: none"> Based on the student data gathered through the monthly iStation assessments or the schoolwide assessments (reading fluency/basic reading skills), students will demonstrate growth in the areas of ELA and Math. Grade levels will reflect on their experiences in providing students with choice as it pertains to assessment tools and identify next steps to support their continued growth in this area. Students will be able to reflect on actions that they have taken to make positive contributions within their homes, at school and/or within the community.

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

<u>Student Outcomes for SY 2023-24</u>	<u>Staff Outcomes for SY 2023-24</u>	<u>Lead(s)</u>
<p>Student Learning Continuum</p> <ul style="list-style-type: none"> Students will demonstrate growth in the areas of ELA and Math from the previous grade level. 	<p>Student Learning Continuum</p> <ul style="list-style-type: none"> 100% of teachers will implement evidence-based strategies to support student learning in the areas of ELA and Math. 	IB Coordinator
<p>Student Assessment</p> <ul style="list-style-type: none"> Students will demonstrate their learning through the use of a variety of assessment tools. 	<p>Student Assessment</p> <ul style="list-style-type: none"> 100% of teachers will provide students with a choice of assessment tools to use in order to demonstrate their learning. 	Student Services Coordinator
<p>Student Agency</p> <ul style="list-style-type: none"> Students will be able to apply the knowledge, skills and attitudes that they have learned to make positive contributions. 	<p>Student Agency</p> <ul style="list-style-type: none"> In addition to the academic content, teachers will provide learning experiences that foster the attitudes and skills that will empower and inspire students to take action. 	School Counselor

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

Enabling Activities	Budget	School Monitoring Measurable Outcomes	School Monitoring Activities	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
The school will provide learning experiences for the teachers to strengthen their understanding of evidence-based strategies to support students in the areas of ELA and Math as well as the learning progression across the grade levels.	N/A	<p>100% of teachers will participate in various learning opportunities, throughout the year (e.g. PD, Vertical collaboration time), in order to deepen their understanding of effective ELA and Math practices as well as the structure of the content standards.</p> <p>100% of teachers will implement evidenced-based strategies to support student learning in the areas of ELA and Math.</p>	<p>As evidenced by meeting sign-in sheets and teacher reflection forms.</p> <p>As evidenced by student work and classroom learning walks.</p>		
The grade levels will participate in instruction rounds to support their implementation of evidence-based strategies in the area of ELA (e.g., explicit instruction) within their classrooms.	\$40,000 (Resource Teachers for Artic. Schedule)	<p>All grade levels will participate in at least two instructional rounds by the end of the school year.</p> <p>75% of students will score at a level 3 or higher on their final iStation Reading assessment.</p>	As evidenced by the instructional round documents, meeting notes and teacher reflection forms.		
The SpEd department will participate in instructional rounds to support their implementation of evidence-based strategies (e.g., explicit instruction) in the area of ELA to support their students.	\$2,400 (Sub days)	<p>Department members will participate in at least two instruction rounds by the end of the school year.</p> <p>100% of students will demonstrate growth of at least one reporting category towards their IEP goals/objectives from the initial reporting period as measured by their IEP progress reports.</p>	As evidenced by the instructional round documents, meeting notes and teacher reflection forms.		

The school will provide learning experiences for teachers to strengthen their understanding of effective assessment strategies and tools.	N/A	<p>100% of grade levels will implement a variety of assessment tools to measure student learning and identify student needs.</p> <p>75% of Grade 1-5 students with an initial school within levels 1-3 for overall reading and math will move up at least 1 level by the end of the school year as measured by iStation.</p>	As evidenced by student work and classroom learning walks.		
The school will provide grade level collaboration time to revise IB Units of Inquiry so that they may include student choice with the summative assessment.	\$40,000 (Resource Teachers for Artic. Schedule)	<p>100% of grade levels will implement at least four IB units that include student choice with its summative assessment.</p> <p>80% of students will be able to effectively demonstrate their learning related to the unit's central idea.</p>	As evidenced by IB unit planners and student work.		
Grade levels will provide weekly SEL lessons that align to the Choose Love program and support the development of the IB Learner Profile.	N/A	<p>100% of teachers will provide weekly learning experiences that foster the character values of the Choose Love program and/or the IB Learner Profile attributes.</p> <p>65% of students will respond positively on the Panorama SEL survey in the areas of Growth Mindset and Emotion Regulation.</p>	As evidenced by student work, learning walks, grade level planning documents, and meeting minutes.		
The school will implement a Student Support Process (SSP) in order to address student needs across the four domains (academic, behavioral, physical, social-emotional) and daily attendance.	N/A	<p>The school will implement a systematic (Tiered) approach to providing targeted interventions to support a student's unique needs.</p> <p>The school will have an average daily attendance rate of at least 95%.</p>	As evidenced by SSP student folders, meeting notes and student work.		
The school will update and revise (as needed) our student attendance policy and protocols in order to ensure that it	N/A	The student policy and protocols will be shared with all of the school's stakeholders and regular messages will distributed to our	As evidenced by faculty/staff meeting minutes and weekly email blast messages.		

effectively addresses the needs of the school.		families to promote regular student attendance.			
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KAMILOIKI ELEMENTARY – SY 2023-2024 ACADEMIC PLAN

PIPELINE OF EMERGING IDEAS: PILOT PROJECTS & DESIGN THINKING		
Describe school's ideas around innovation and pilot projects	Rationale for Emerging Ideas	Conditions for Success
<ul style="list-style-type: none"> Access to flexible student transportation at a minimal/no cost. 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>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"> The ability to transport small groups of students to various locations. Minimizing transportation cost to allow for more off-campus and community-based learning. opportunities without a financial burden on the students or school. Flexibility (e.g., availability and scheduling) in being provided the use of the van to support small group learning opportunities that are specific to student interests/needs. Funding and resources to support the purchasing and maintenance of the vehicles.

