

## 2020 Academic Plan, School Year 2020-21



**School:** Kipapa Elementary

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.

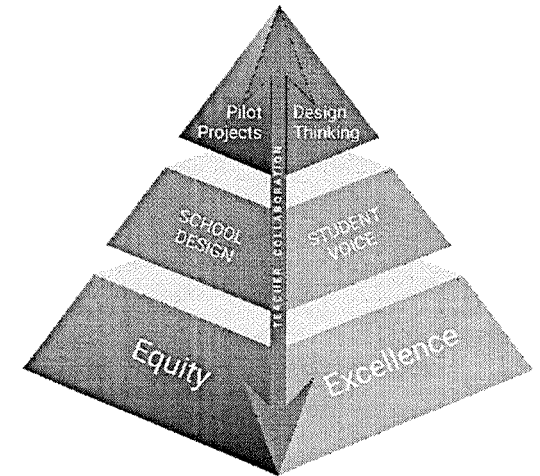
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

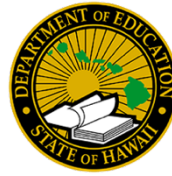
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

**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): Corinne N. Yogi	
Principal's signature: <i>Corinne N. Yogi</i>	Date: 06-03-2020
Complex Area Superintendent (print): Robert Davis, CAS-LMW	
Complex Area Superintendent's signature: <i>[Signature]</i>	Date: 6/8/2020



# 2020 Academic Plan, School Year 2020-21

## Kipapa Elementary

Developing a collaborative Academic Plan framed by the HDOE 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 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, Study, Act (PDSA) cycles, and systemized by leading indicators.

## HDOE 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.

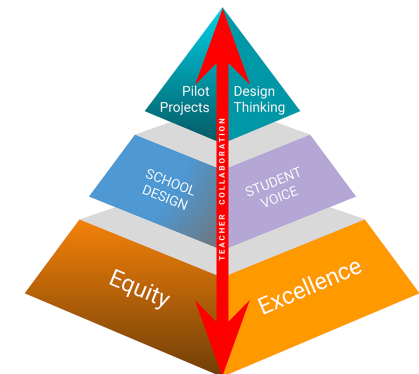
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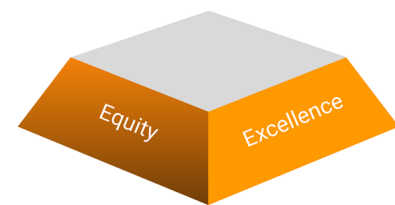
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year 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 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).





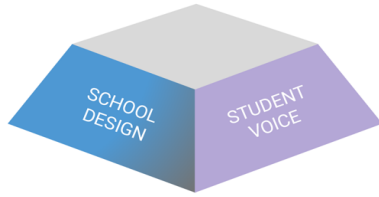
# Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
<p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p><b>ELA:</b></p> <ul style="list-style-type: none"><li>• Achievement Data for Reading has not improved for three consecutive years. Growth rate continues to decrease each year 59% -- 56% -&gt; 55% (Source: StriveHI)</li><li>• Gap Rate has remained about the same over three consecutive years (ranges from 20-25) (Source: StriveHI)</li><li>• EL subgroup proficiency has decreased for three consecutive years 27% -&gt; 23% -&gt; 8% (Source: alohahsap.org/SBA)</li><li>• There continues to be a noticeable gap between Gen. Ed. classrooms and Inclusion classrooms (Gen. Ed + SPED students - K-5) (Source: alohahsap.org/SBA)<ul style="list-style-type: none"><li>◦ Gen.Ed. : 59% -&gt; 60% -&gt; 63%</li><li>◦ Inclusion: 36% -&gt; 47% -&gt; 40%</li></ul></li><li>• Between 30% -35% of our incoming kindergarten students have little to no preschool experience which presents wide gaps in their learning and readiness for kindergarten. (K registration forms)</li></ul> <p>Based on these factors many of our students may not have enough exposure to vocabulary, language and experiences to</p>	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p><b>ELA:</b></p> <p><i>Reading, Writing, Listening, and Speaking are foundational skills that are keys to student achievement in all other content areas.</i></p> <p><b>If...</b> we create a system to intentionally identify gaps in students’ reading skills and consistently provide targeted instruction to close those gaps, <b>then</b> more students will develop stronger foundational skills and become proficient readers by the end of 2nd grade.</p> <p><b>If...</b> we provide differentiated instruction, supports and timely interventions (academic, social-emotional, behavioral, physical) according to our students’ needs, <b>then</b> our students will develop the skills they need to achieve academically in ELA.</p> <p><b>If...</b> we get our students to read on grade level by the end of 2nd grade, <b>then</b> they will have a greater chance of being proficient in all content areas.</p> <p><b>If...</b> we provide books to students prior to summer break (books they want to read and can read) <b>then</b> this will alleviate the summer reading setback.</p>	<p>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</p> <p><b>ELA:</b></p> <ul style="list-style-type: none"><li>• Utilize CCSS ELA standards to identify gaps in current ELA program in order to achieve our end of grade level ELA foundational skills/fluency (K-5)</li><li>• Provide professional development for teachers and support staff:<ul style="list-style-type: none"><li>◦ Strategies to develop vocabulary and language in all content areas</li><li>◦ Integrate ELA (reading, writing, speaking, listening) in all content areas</li><li>◦ Differentiated instruction, supports, interventions</li><li>◦ Develop vertical alignment K-5 in reading</li></ul></li><li>• Provide professional development for teachers (K-2) and support staff in assessments to identify gaps in foundational skills in reading, targeted instruction to close gaps and a system to monitor progress of students’ growth</li><li>• Utilize a consistent system for assessing our students to identify gaps in their reading skills (K-5)</li><li>• Utilize a consistent system for providing these students with targeted instruction to close the gaps in their foundational reading skills and concepts (K-5)</li><li>• Provide books for summer break<ul style="list-style-type: none"><li>◦ K-2: 7 or more books</li><li>◦ 3-5: 4 or more books</li></ul></li></ul>

become proficient in reading without intentional identification of gaps in their learning and consistent, targeted instruction of foundational reading skills and concepts. Additionally, vocabulary and language skills need to be overtly taught in all content areas.		<ul style="list-style-type: none"> <li>Personnel (PTTs, PPTs) help w/ targeted support (K-5) <ul style="list-style-type: none"> <li>Literacy Room</li> <li>EL</li> <li>Grade level PPTs</li> </ul> </li> <li>Purchase subscriptions to Wonders Online program and consumables to support ELA instruction.</li> </ul>
Achievement Gap	Theory of Action	Enabling Activity
<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Achievement Data for Math has not improved for three consecutive years. Growth rate continues to decrease each year 57% -&gt; 55% -&gt; 50% (Source: StriveHI)</li> <li>Gap Rate has remained about the same over three consecutive years (ranges from 23-24 (Source: StriveHI)</li> <li>EL subgroup continue to show low proficiency (20%-33%) (Source: alohahsap.org/SBA)</li> <li>Inclusion classrooms show low proficiency (37%-48%) (Source: alohahsap.org/SBA)</li> <li>Disadvantaged group show low proficiency (43%-46%) (Source: alohahsap.org/SBA)</li> <li>Many students lack strong foundational skills (Source: Classroom teachers)</li> </ul>	<p><b>Math:</b></p> <p><b>If...</b> we create a system to intentionally identify gaps in students' math skills and consistently provide targeted instruction to close those gaps, <b>then</b> more students will develop stronger foundational skills and become proficient mathematicians by the end of 2nd grade.</p> <p><b>If...</b> we provide differentiated instruction, supports and timely interventions (academic, social-emotional, behavioral, physical) according to our students' needs, <b>then</b> our students will develop the skills they need to achieve academically in mathematics.</p> <p><b>If...</b> we get our students to build vocabulary and language skills in the area of mathematics, <b>then</b> they will have a greater chance to be able to read, write, listen, and speak mathematically.</p> <p><b>If...</b> we integrate hands-on, concrete strategies, students will develop a deeper understanding of mathematical concepts, <b>then</b> our students will</p>	<p><b>Math:</b></p> <ul style="list-style-type: none"> <li>Utilize CCSS math standards to identify gaps in current math program in order to achieve end of grade level math foundational skills/fluency (K-5)</li> <li>Provide professional development for teachers to build strong conceptual teaching practices <ul style="list-style-type: none"> <li>Explore options (Singapore Math, i-Ready math training, School visits via FOL group) <ul style="list-style-type: none"> <li>FOL group to explore concrete/hands-on instructional practices, differentiation that would deepen students' conceptual understandings</li> </ul> </li> <li>Explore conceptual teaching practices for fluency based on grade level benchmarks</li> </ul> </li> <li>Refine targets for Curriculum Maps &amp; Pacing Guides</li> <li>Purchase subscriptions to Stepping Stones Online program and consumables to support Math instruction.</li> </ul>

Achievement Gap	Theory of Action	Enabling Activity
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>The percentage of proficient students has dropped over the last three years from 74% in 2016-17, to 62% in 2017-18, to 58% in 2018-19. (Source: StriveHI)</li> <li>Transitioning from HCPS to NGSS: teachers are still familiarizing themselves with new standards and shifts (new method of delivering the standards) and thus the new standards and shifts may not be delivered the way it is intended</li> <li>Working toward delivering NGSS lessons and assessments consistently across grade level and school level.</li> </ul>	<p><b>Science:</b></p> <p><b>If...</b> teachers continue to learn and align their science units with NGSS, <b>then</b> student achievement will increase.</p> <p><b>If...</b> we provide differentiated instruction, supports and timely interventions (academic, social-emotional, behavioral, physical) according to our students' needs, <b>then</b> our students will develop the skills they need to achieve academically in Science.</p> <p><b>If...</b> we get our students to build vocabulary and language skills in the area of Science, <b>then</b> they will be able to read, write, listen, and speak scientifically.</p>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>PD for teachers on NGSS lessons &amp; assessments (1x/Sem. during PLC time w/Science Lead) <ul style="list-style-type: none"> <li>At least 50% of Lessons/Units follow the 5E Model</li> <li>At least 50% of Assessments are aligned to NGSS</li> <li>Incorporate "Talk Science" into NGSS lessons (strategy that's in line w/Dr. Sam's Academic Language Frame)</li> </ul> </li> <li>Science Lead will work with Grade 5 students to prepare for HSA Science</li> </ul>
Achievement Gap	Theory of Action	Enabling Activity
<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>New Social Studies HCSSS (Hawaii Content &amp; Social Studies Standards) &amp; C3 (College, Career &amp; Civic Life Framework)</li> </ul>	<p><b>Social Studies:</b></p> <p><b>If...</b> teachers learn and understand the HCSSS and C3 Framework, <b>then</b> they will be able to align their units to the new standards.</p> <p><b>If...</b> we provide differentiated instruction, supports and timely interventions (academic, social-emotional, behavioral, physical) according to our students' needs, <b>then</b> our students will develop the skills they need to achieve academically in Social Studies.</p> <p><b>If...</b> we get our students to build vocabulary and language skills in the area of Social Studies, <b>then</b> they will be able to read, write, listen, and speak in the area of Social Studies.</p>	<p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>Overview for teachers on HCSSS &amp; C3 <ul style="list-style-type: none"> <li>Shifts</li> <li>Unpacking the standards (HCSSS)</li> </ul> </li> </ul>



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

Describe here your complex/school contexts for School Design and Student Voice.

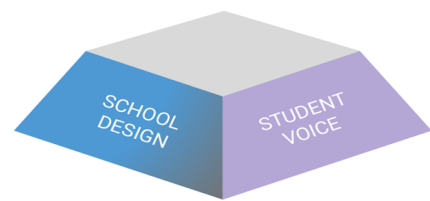
Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice.

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• KES will select an appropriate SEL program to support our students' development of character, manners and appropriate behaviors, especially during non-instructional times of the school day.</li> <li>• Teachers will continue to teach the Character Counts Pillars</li> <li>• Pilot Structured Activities for recess (Gr. K- 3)</li> <li>• Selection &amp; Training of Student recess monitors (1st Sem) Pilot recess monitors (2nd Sem.) Gr. 4, 5</li> <li>• Revise Emergency Crisis drills &amp; incorporate Blue Line techniques</li> </ul>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• Training of Faculty and Staff in SEL program</li> <li>• Initial implementation of SEL program</li> <li>• Pilot Structured activities for recess (Gr. 4, 5)</li> <li>• Train Gr. 5 recess monitor leaders; train new 4th graders</li> <li>• Practice Emergency Crisis drills</li> </ul>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• Full implementation of SEL program</li> <li>• Structured activities for recess (whole school)</li> <li>• Train Gr. 5 recess monitor leaders; train new 4th graders (possibly expand to 3rd graders)</li> <li>• Refine &amp; Practice Emergency Crisis drills</li> <li>• Decrease in referrals after recess: <ul style="list-style-type: none"> <li>○ Discipline referrals</li> <li>○ Healthroom incidents</li> </ul> </li> </ul>
<p>Why are you implementing them?</p> <p>School culture is one of our focus group areas</p> <ul style="list-style-type: none"> <li>• The SEL Panorama Data results show that school safety has declined over the last three years (66% -&gt; 58% -&gt;57%)</li> <li>• Although KES has not experienced traumatic incidents on it's campus, students still perceive it as unsafe. The perception of KES being a safe school has declined in the last three years.</li> <li>• Students need a framework for character education and behavior</li> <li>• According to a student classroom survey, one of the highest areas of need was on students being</li> </ul>	<p>Why are you implementing them?</p> <p>School culture is one of our focus group areas</p> <ul style="list-style-type: none"> <li>• Ensure all Faculty and Staff are trained in SEL program</li> <li>• All stakeholders implement SEL program with fidelity</li> <li>• Evaluate the effectiveness of the new initiatives</li> </ul>	<p>Why are you implementing them?</p> <p>School culture is one of our focus areas</p> <ul style="list-style-type: none"> <li>• Refine &amp; reinforce implementation of SEL program</li> <li>• Train new faculty &amp; staff</li> </ul>

disrespectful to others. Teachers and staff also report an increase in disrespectful behaviors.		
<i>How will you know that they are causing an improvement?</i>  SEL Panorama survey will continue to be conducted in the Fall and Spring, and will show an improvement in school safety  Classroom survey data will show a decrease in students being disrespectful  Discipline referrals will decrease Health room incident reports will decrease  Survey Adult Supervisors, Teachers and Students	<i>How will you know that they are causing an improvement?</i>  Evidence of common SEL vocabulary from selected program by some stakeholders  Continue to analyze data: <ul style="list-style-type: none"><li>• SEL Panorama survey</li><li>• Classroom survey</li><li>• Discipline referrals</li><li>• Health room incident reports</li><li>• Survey Adult Supervisors, Teachers, Students</li></ul>	<i>How will you know that they are causing an improvement?</i>  Evidence of common SEL vocabulary from selected program by all stakeholders  Continue to analyze data, evaluate initiatives and determine modifications for our plans for the next three years





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

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<i>Add beginning of the year measurements here.</i> Reading and Math data (iReady, F&P, A-Z)  Student Engagement  Student perception on safety in school  Parent & Family Engagement	<i>Add throughout the year measurements here.</i> Provide targeted interventions according to Reading and Math data (iReady, F&P, A-Z)  Walkthrough data (IPI)  Structured recess, Recess monitors  Evaluations from Parent & Family Activities, Principal’s “Talk Story” sessions	<i>Add end of year goals here.</i> Close gaps in Reading and Math data (iReady, F&P, A-Z)  Increase in Student Engagement  Panorama survey: increase in students’ perception on safety in school  Parent and Family engagement in school activities & focus on supporting student achievement

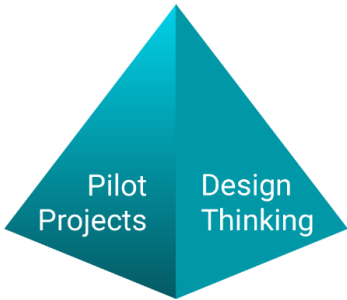
Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Student growth in reading and math		\				



Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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 capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
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<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>Resource classes to help to address our school's philosophy of educating the "whole child" and provide a variety of opportunities to develop their strengths and passions.</p> <ul style="list-style-type: none"> <li>• Performing Arts</li> <li>• Physical Education</li> <li>• Technology</li> <li>• Library</li> <li>• Visual Arts</li> <li>• Hawaiian Studies</li> </ul>	<p><i>Please describe your Conditions for Success:</i></p> <ul style="list-style-type: none"> <li>• Resource teachers and schedule.</li> <li>• Resource teachers coordinate lesson/units with grade level teachers.</li> <li>• Resource teachers provide after school clubs for extended learning opportunities.</li> <li>• Resource teachers provide differentiated instruction, supports and timely interventions (academic, social-emotional, behavioral, physical) according to our students' needs, so that our students will develop the skills they need to achieve academically in their respective content areas.</li> <li>• Resource teachers will help our students to build vocabulary and language skills in their respective content areas so that they will be able to read, write, listen, and speak in the various content areas.</li> </ul>
<p>KES is working with community partners to develop a new program for preschool aged children (not attending preschool) and their parent or significant adult. This program will be two times a week, for 1 ½ hours at a location in our community. The curriculum will be literacy-based with SEL components. This will help to close the gap of our incoming kindergarten students.</p>	<p>KES is including this in the CLSD Grant application for LMW complexes. Although our data has continuously shown that we have about 30 - 35% of our incoming kindergarteners who have little to no preschool experience, we are not able to utilize any of our funds to support any efforts to attempt to close the gaps prior to these children enrolling into our school. Therefore, we are seeking the CLSD grant to support us in our efforts to decrease the literacy gap for these children before they attend Kipapa Elementary School.</p>
<p>In these changing times teachers, students and schools need to be versed in virtual teaching and learning. There is an immediate need for professional development and training in online instruction and assessment. Proper safety equipment and technical hardware is also required.</p>	<p>In preparation for the possibility of continued distance learning or a hybrid of instruction:</p> <ul style="list-style-type: none"> <li>• Professional development for teachers to learn how to utilize online tools to enhance learning</li> <li>• Providing adequate planning time for teachers</li> <li>• Technical support for teachers</li> <li>• Funding for applications, tools, hot spots, chromebooks etc.</li> <li>• Protective Equipment</li> <li>• Cleaning and Sanitizing Supplies</li> </ul>