



# Academic Plan for School Year 2021-22

## Kipapa Elementary School

Developing a collaborative Academic Plan framed by the HDOE 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) 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.

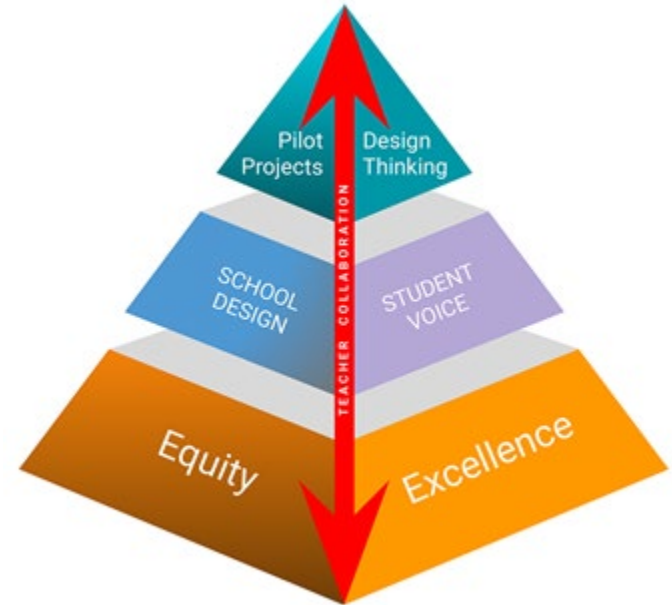
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

**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 HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Corinne Yogi	
Principal’s signature: "Principal's signature on file at the school"	Date: May 6, 2021

Complex Area Superintendent (print): Robert Davis, CAS-LMW	
Complex Area Superintendent’s signature: 	Date: May 6, 2021



## 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.

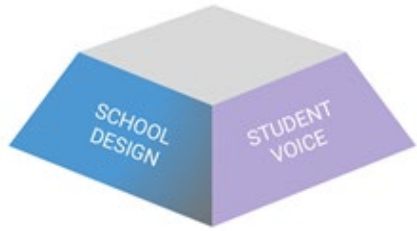
Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p><b>(SW 1) 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), 2019-20 No Score due to COVID</li> <li>● Gap Rate has remained about the same over three consecutive years (ranges from 20-25) (Source: StriveHI), 2019-20 No Score due to COVID</li> <li>● EL subgroup proficiency has decreased for three consecutive years 27% -&gt; 23% -&gt; 8% (Source: alohahsap.org/SBA), 2019-20 No Score due to COVID</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), 2019-20 No Score due to COVID <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 become</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><b>ELA:</b>  <b>If...</b> we directly teach vocabulary and language skills in reading, <b>then</b> our students will be able to utilize their literacy foundational skills to <i>read, write, listen,</i> and <i>speak</i> academically.</p> <p><b>If...</b> we analyze a variety of student data to:</p> <ul style="list-style-type: none"> <li>● Identify areas of need</li> <li>● Provide timely interventions</li> <li>● Document frequency and results of intervention</li> </ul> <p><b>then...</b> our students will develop literacy foundational skills to become <i>proficient readers by the end of 2nd grade.</i></p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><b>(SW 6) ELA:</b></p> <ul style="list-style-type: none"> <li>● Provide professional development for teachers (K-2) to provide daily targeted instruction to close the gaps in their foundational reading skills and concepts. <ul style="list-style-type: none"> <li>○ Heggerty follow up for Gr. K teachers</li> <li>○ ECRI training for Gr. 1 &amp; 2 teachers</li> </ul> </li> <li>● Provide professional development for teachers (K-5) to analyze i-Ready data to identify areas of need for student growth.</li> <li>● Provide timely interventions and continue to monitor progress of students' growth utilizing a variety of assessments: <ul style="list-style-type: none"> <li>○ Gr. K-2: Fountas &amp; Pinnell</li> <li>○ Gr. 2-5: Reading A-Z</li> <li>○ Common Grade Level Assessments</li> </ul> </li> <li>● Utilize schoolwide template to document frequency and results of intervention</li> </ul> <p><b>Resources/Funding Source:</b></p> <ul style="list-style-type: none"> <li>● ECRI training &amp; resources for Gr. 1 &amp; 2 teachers (<i>CLSD grant: subs for training, materials for Ts</i>)</li> <li>● Personnel (PTTs, PPTs) help w/ targeted support (K-5) <ul style="list-style-type: none"> <li>■ <b>GLs:</b> (9) PPTs (7 - <i>Title I</i>, 2 - <i>CLSD grant</i>)</li> <li>■ <b>EL:</b> (1) PTT (<i>Title I</i>) or PPE (<i>WSF</i>)</li> <li>■ <b>Building Blocks (PreK) &amp; Literacy Support:</b> (2) PTTs (<i>CLSD grant</i>)</li> </ul> </li> <li>● Purchase subscriptions to Wonders Online program and consumables to support ELA instruction. \$12,975.35 (<i>Title I</i>)</li> </ul>

<p>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.</p>		<ul style="list-style-type: none"> <li>■ <b>Online student seats:</b> Gr. K-5, \$8,682.60</li> <li>■ <b>Consumables:</b> Gr. K-3, \$3246.96</li> <li>● Purchase subscriptions to support ELA instruction (<i>Title I</i>) <ul style="list-style-type: none"> <li>■ <b>Reading A-Z:</b> Gr K-3 &amp; SPED, \$616.55</li> <li>■ <b>Achieve 3000:</b> Gr. 4 &amp; 1 Gr. 5</li> </ul> </li> <li>● Purchase books for the classrooms to support literacy. \$10,236.90 (<i>CLSD grant - one time carryover funds from SY2020-21 due to COVID</i>)</li> </ul>
Achievement Gap	Theory of Action	Enabling Activity
<p><b>(SW 1) 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), 2019-20 No Score due to COVID</li> <li>● Gap Rate has remained about the same over three consecutive years (ranges from 23-24 (Source: StriveHI) 2019-20 No Score due to COVID</li> </ul>	<p><b>Math:</b></p> <p><b>If...</b> we directly teach vocabulary and problem solving skills in mathematics, <b>then</b> our students will be able to <i>read, write, listen,</i> and <i>speak</i> mathematically.</p> <p><b>If...</b> we analyze a variety of student data to:</p> <ul style="list-style-type: none"> <li>● Identify areas of need</li> <li>● Provide timely interventions</li> </ul>	<p><b>(SW 6) Math:</b></p> <ul style="list-style-type: none"> <li>● Provide professional development for teachers (K-5) to analyze i-Ready data to (plan) figure out next steps for student growth.</li> <li>● Establish a common understanding of Problem Solving that is relevant in mathematics but also connected to science, SEL, GLO#3</li> <li>● Provide timely interventions and continue to monitor</li> </ul>

<ul style="list-style-type: none"> <li>● EL subgroup continue to show low proficiency (20%-33%) (Source: alohahsap.org/SBA), 2019-20 No Score due to COVID</li> <li>● Inclusion classrooms show low proficiency (37%-48%) (Source: alohahsap.org/SBA), 2019-20 No Score due to COVID</li> <li>● Disadvantaged group show low proficiency (43%-46%) (Source: alohahsap.org/SBA), 2019-20 No Score due to COVID</li> <li>● Many students lack strong foundational skills (Source: Classroom teachers)</li> </ul>	<ul style="list-style-type: none"> <li>● Document frequency and results of intervention <b>then...</b> our students will develop skills to become <i>proficient problem solvers in mathematics by the end of 2nd grade.</i></li> </ul>	<p>progress of students' growth utilizing a variety of assessments:</p> <ul style="list-style-type: none"> <li>○ Math program assessments (Stepping Stones, Ready Math)</li> <li>○ Common Grade Level Assessments</li> <li>● Utilize schoolwide template to document frequency and results of intervention</li> </ul> <p><b>Resources/Funding Source:</b></p> <ul style="list-style-type: none"> <li>➤ Purchase subscriptions to Stepping Stones Online program and consumables to support Math instruction. (<i>Title 1</i>) <ul style="list-style-type: none"> <li>■ Consumables: Gr. K-4, \$12,084.82</li> <li>■ 5 year Online License &amp; Step It Up component: Gr. K-5 (valid through SY 2024-25)</li> </ul> </li> </ul>
Achievement Gap	Theory of Action	Enabling Activity
<p><b>(SW 1) 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), 2019-20 No Score due to COVID</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> directly teach vocabulary and problem solving skills in science, <b>then</b> our students will be able to <i>read, write, listen</i>, and <i>speak</i> scientifically.</p>	<p><b>(SW 6) Science:</b></p> <ul style="list-style-type: none"> <li>● Refine NGSS lessons and assessments as a grade level</li> </ul> <p><b>Resources/Funding Source:</b></p> <ul style="list-style-type: none"> <li>➤ Purchase subscriptions to Mystery Science &amp; Generation Genius to support Science instruction. (<i>Title 1</i>) <ul style="list-style-type: none"> <li>■ <b>Mystery Science:</b> Gr. K-5, \$1249.00</li> <li>■ <b>Generation Genius:</b> Gr. K-5, \$795.00</li> </ul> </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 directly teach vocabulary and language skills in Social Studies, <b>then</b> our students will be able to <i>read, write, listen</i>, and <i>speak</i> in the area of Social Studies.</p>	<p><b>(SW 6) 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>

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



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 2021-22 School Design and

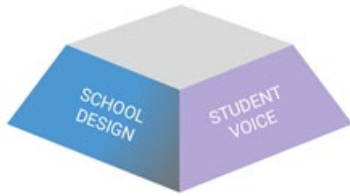
Describe here your Conditions for Success for School Design and Student Voice

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><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p><b>(SW6)</b></p> <ul style="list-style-type: none"> <li>● KES will select an appropriate program to educate students in social and emotional learning to address issues of: emotion regulation, grit, growth mindset, self-efficacy and social awareness. Due to Covid, all manners of instruction were changed to DL. Counselors provided teachers with resources to implement SEL activities in the classroom. Counselors also provided guidance lessons during the SEL block. <b><u>FOL Group E, in conjunction with the faculty agreed to use Second Step® as the SEL curriculum.</u></b> Due to Covid, the training and implementation of the Second Step® program was delayed. FOL Group to meet in the 4th quarter to determine how to implement the Second Step® program at KES.</li> <li>● Teachers will continue to teach CHARACTER COUNTS!®, a framework for character education, which is complex-wide.</li> <li>● School survey for <b>students</b> (in-person &amp; DL) to:             <ul style="list-style-type: none"> <li>○ Provide a needs assessment to help determine which Second Step® module to implement next SY</li> <li>○ Provide timely interventions and continue to monitor progress of students' SEL growth</li> </ul> </li> <li>● School survey for <b>parents</b> (in-person &amp; DL students) to:             <ul style="list-style-type: none"> <li>○ Provide relevant topics for parent workshops</li> </ul> </li> <li>● School survey for <b>faculty/staff</b> to:</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>** Due to the uncertainty of how the school year will open, 100% face to face, hybrid or 100% DL, the manner of instruction may need to be adjusted **</p> <ul style="list-style-type: none"> <li>● <b>1st Quarter:</b> Faculty will be provided time during a faculty meeting in 1st quarter to complete the Second Step® training program. Training is online and self-paced. Teachers will turn in completed certificates to their respective GL counselors.</li> <li>● <b>2nd Quarter:</b> Faculty will review pacing guide and determine how to implement the Second Step® in the 3rd quarter. Grade levels will discuss and agree on content areas in the Second Step® program that will be done school-wide.</li> <li>● <b>3rd Quarter:</b> Initial implementation of Second Step® SEL program in the 3rd quarter, school wide.</li> <li>● <b>4th Quarter:</b> During 4th quarter, FOL group E will meet to discuss feedback on implementation.</li> <li>● <b>Ongoing:</b> Teachers will continue to teach CHARACTER COUNTS!®, a framework for character education, which is complex-based</li> <li>● School survey for students, parents, faculty/staff to identify SEL areas of need.</li> <li>● PD for faculty on Pear Deck to facilitate anonymously student input/feedback via Google Slides (\$4,350 site license for 1 yr. - Dist. funds)</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>● Full implementation of Second Step® program school-wide. Data will be collected school wide to determine program efficacy.</li> <li>● Teachers will continue to teach CHARACTER COUNTS!®, a framework for character education, which is complex wide.</li> <li>● School survey for students, parents, faculty/staff to identify SEL areas of need.</li> </ul>

<ul style="list-style-type: none"> <li>○ Do a “wellness check”</li> <li>○ Get suggestions on school-wide activities</li> </ul> <ul style="list-style-type: none"> <li>● School surveys for students (in-person &amp; DL), parents, faculty/staff to identify SEL areas of need. (Needs assessment to help determine which Second Step® module to implement next SY, provide timely interventions and continue to monitor progress of students’ SEL growth)</li> </ul>		
<p><i>Why are you implementing them?</i></p> <p>There was a state initiative to provide social emotional learning for all students to address needs due to COVID. Kipapa has elected to use the Panorama SEL survey to measure SEL student needs.</p> <p>**Due to Covid, there was no survey in the spring of SY 19-20 nor the fall of 2020-2021. KES will conduct the Panorama survey in Spring 2021. This survey will be used as a baseline.</p> <p>According to <a href="http://casel.org">casel.org</a>, “To rebuild thriving schools, we need to prioritize safe, supportive, culturally sustaining, and equitable learning environments that promote the social and emotional competencies of both students and adults ... Students are making transitions - from distance learning to in person and vice versa. <b>SEL remains as important as ever.</b>”</p> <p>Kipapa believes that it is a critical time to focus our efforts on creating environments that support the academic, social and emotional development of all students.</p> <p>CHARACTER COUNTS!® is the framework KES uses for character education. (Mililani Complex initiative)</p>	<p><i>Why are you implementing them?</i></p> <p><b>If...</b> we directly teach our students the Second Step® skills that strengthen their ability to:</p> <ul style="list-style-type: none"> <li>● Learn</li> <li>● Have empathy</li> <li>● Manage emotions</li> <li>● Solve problems</li> </ul> <p><b>then...</b> we will promote</p> <ul style="list-style-type: none"> <li>● School success</li> <li>● School connectedness</li> <li>● Safe and respectful school climate</li> </ul> <p>CHARACTER COUNTS!® is the framework KES uses for character education. (Mililani Complex initiative)</p>	<p><i>Why are you implementing them?</i></p> <p><b>If...</b> we continue to implement the Second Step® program to help develop students’:</p> <ul style="list-style-type: none"> <li>● Self-regulation skills</li> <li>● Social-emotional competencies</li> <li>● School connectedness</li> </ul> <p><b>then...</b> we will help to prevent</p> <ul style="list-style-type: none"> <li>● Problem behaviors</li> <li>● Peer rejection</li> <li>● Impulsivity</li> <li>● Antisocial behavior</li> <li>● Low academic achievement</li> </ul> <p>CHARACTER COUNTS!® is the framework KES uses for character education. (Mililani Complex initiative)</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>SEL Panorama survey will be conducted in the Spring of 2021. This survey will be used as a baseline.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Evidence of common vocabulary from the CHARACTER COUNTS!® framework (classrooms, guidance lessons, Good Citizen Assemblies, discipline process)</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Evidence of common vocabulary from the Second Step® program and the CHARACTER COUNTS!® framework (classrooms, guidance lessons, Good Citizen Assemblies, discipline process)</p>

<p>Due to Covid, the landscape has changed and the survey that will be conducted this year (Spring 2021) cannot be compared to previous surveys.</p> <p>Wellness checks</p> <p>Teacher/counselor/administration observations</p> <p>Student discussions</p> <p>Teacher feedback</p> <p>Evidence of common vocabulary from the CHARACTER COUNTS!® framework (classrooms, guidance lessons, Good Citizen Assemblies, discipline process)</p>	<p>Teacher feedback on Second Step® program (one module) via google form</p> <p>Analyze data from the following to determine SEL needs and supports:</p> <ul style="list-style-type: none"> <li>● SEL Panorama survey data</li> <li>● Panorama Tripod Survey</li> <li>● Teacher formative assessments (class discussions, exit passes, google form, etc).</li> <li>● Teacher/counselor/administration observation</li> </ul>	<p>Second Step® summative assessment data</p> <p>Panorama SEL survey data, Panorama Tripod Survey data</p> <p>Teacher observation and feedback</p> <p>Counselor observation and feedback</p>
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# Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2021-22:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>Pre-Assessment Data:</p> <ul style="list-style-type: none"> <li>● Reading and Math Fall Diagnostic data (i-Ready)</li> <li>● Reading level (F&amp;P, A-Z)</li> <li>● Reading and Math Grade Level Common Assessment data</li> </ul> <p>Analyze Pre-Assessment data to:</p> <ul style="list-style-type: none"> <li>● Identify areas of students' need(s)</li> <li>● Provide timely interventions for student growth</li> <li>● Document type, frequency, and results of interventions</li> </ul> <p>Schoolwide Digital Data Wall to track:</p> <ul style="list-style-type: none"> <li>● i-Ready Reading &amp; Math Data: Pre (<i>End of Year View</i>)</li> <li>● ECI, EI, EI-I, EI-S Data: Pre (<i>Standard View</i>)</li> <li>● Quarterly F&amp;P or A-Z reading levels</li> <li>● Literacy Data (Pre)</li> </ul>	<p><i>Add throughout the year measurements here.</i></p> <p>Mid-Assessment Data:</p> <ul style="list-style-type: none"> <li>● Reading and Math Fall Diagnostic data (i-Ready)</li> <li>● Reading level (F&amp;P, A-Z)</li> <li>● Reading and Math Grade Level Common Assessment data</li> <li>● Data on interventions provided</li> </ul> <p>Teachers will analyze Mid-Assessment data to:</p> <ul style="list-style-type: none"> <li>● Determine effectiveness of interventions already provided</li> <li>● Modify and/or change interventions according to students' need(s)</li> <li>● Continue to provide timely and appropriate interventions for student growth</li> <li>● Document type, frequency, and results of interventions</li> </ul> <p>Schoolwide Digital Data Wall to track:</p> <ul style="list-style-type: none"> <li>● i-Ready Reading &amp; Math Data: Pre, Mid (<i>End of Year View</i>)</li> <li>● ECI, EI, EI-I, EI-S Data: Pre-Mid (<i>Standard View</i>)</li> <li>● Quarterly F&amp;P or A-Z reading levels</li> <li>● Literacy Data (Pre, Mid)</li> </ul>	<p><i>Add end of year goals here.</i></p> <p>Close gaps in Reading and Math data (i-Ready, F&amp;P, A-Z)</p> <ul style="list-style-type: none"> <li>● i-Ready: students will show growth from Pre-Mid-Post diagnostics</li> <li>● F&amp;P or A-Z: students will show growth in reading level at each quarter</li> </ul> <p>Schoolwide Digital Data Wall to track:</p> <ul style="list-style-type: none"> <li>● i-Ready Reading &amp; Math Data: Pre, Mid, Post (<i>End of Year View</i>)</li> <li>● ECI, EI, EI-I, EI-S Data: Mid-Post (<i>Standard View</i>)</li> <li>● Quarterly F&amp;P or A-Z reading levels</li> <li>● Literacy Data (Pre, Mid, Post)</li> </ul> <p>*SY2021-22 will be our baseline year. We'd like to see an increase in the percentage of students who are proficient readers by the end of 2nd grade. We will be looking at how to determine proficiency (foundational skills, fluency, comprehension)</p>
<p><b>(SW 5)</b></p> <p>Literacy Pre-Data:</p> <ul style="list-style-type: none"> <li>● Building Blocks Hawaii (Pre-K)</li> <li>● Summer Start Kindergarten Transition Program (KinderCamp)</li> <li>● Incoming Kindergarten Assessment data</li> <li>● Heggerty (Teacher daily implementation; Lesson # at the end of each Qtr.)</li> </ul>	<p>Literacy Mid-Data:</p> <ul style="list-style-type: none"> <li>● Building Blocks Hawaii (Pre-K)</li> <li>● Incoming Kindergarten Assessment data</li> <li>● Heggerty (Teacher daily implementation; Lesson # at the end of each Qtr.: 2, 3)</li> <li>● ECRI (Teacher daily implementation; Lesson # at the end of each Qtr.: 2, 3)</li> </ul>	<p>Literacy Post-Data:</p> <ul style="list-style-type: none"> <li>● Building Blocks Hawaii (Pre-K)</li> <li>● Incoming Kindergarten Assessment data</li> <li>● Heggerty (Teacher daily implementation; Lesson # at the end of Qtr. 4)</li> <li>● ECRI (Teacher daily implementation; Lesson # at the end of Qtr. 4)</li> </ul>

<b>(SW 7)</b> Parent & Family Engagement	Evaluations from Parent & Family Activities, Principal's "Talk Story" sessions	Parent and Family engagement in school activities & focus on supporting student achievement (sign in sheets, evaluations)
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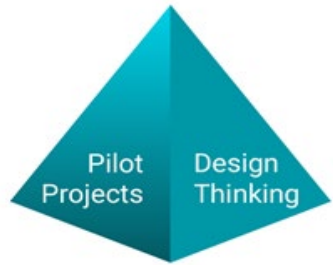
**Student Outcomes (SY 2021-22)**

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)
(SW 5, 6, 7) Provide timely & appropriate supports for students	<ul style="list-style-type: none"> <li>Summer Start Kindergarten Transition Program (KinderCamp)</li> </ul>	Summer 2021 (3 weeks)	State DOE (3 Teachers) Title I (2 PPTs)	Pre & Post Assessments (school readiness skills)	Annual	
(SW 5, 6, 7) Provide opportunities to enhance student growth in reading and math	<ul style="list-style-type: none"> <li>Summer Hub for Gr. K-5</li> </ul>	Summer 2021 (3 weeks)	State DOE	Pre & Post Assessments	Annual	
(SW 5, 6, 7) Provide appropriate transition supports for students	<ul style="list-style-type: none"> <li>Headstart for Sped. students</li> </ul>	As appropriate	Federal Program			
	<ul style="list-style-type: none"> <li>Transition Student Support Program (TSSP)</li> <li>Welcoming new students &amp; families</li> </ul>	As needed	WSF (.5 EA)	Attendance data Counselor's log	Ongoing	
	<ul style="list-style-type: none"> <li>Middle School Orientation</li> </ul>	3rd Qtr.			Annual	
	<ul style="list-style-type: none"> <li>Small group visit to Middle School for students whose parents/teachers request it</li> </ul>	3rd Qtr.		Gr. 5 Counselor's log	Annual	
(SW 6) Provide the necessary tools for equal access to education for all students	<ul style="list-style-type: none"> <li>Purchase subscriptions and/or consumables for ELA, Math, and Science (see pgs 2-4)</li> </ul>		18902	Inventory	Annual	
(SW 2, 3, 4) Student perspective (voice)	<ul style="list-style-type: none"> <li>Student Council Meetings and Election of SC Officers</li> <li>Principal's Cougar Council Meetings</li> <li>SCC Meetings with two SC Officers (President, VP)</li> </ul>	Yearlong	WSF - SC Advisor	SC meetings Cougar Council meetings SCC meetings Panorama Survey	Monthly  Annual	
(SW 4, 5, 7) Provide Parent & Family Engagement	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>School Website</li> </ul>	Yearlong	Title I: Edlio - \$2,400			

<ul style="list-style-type: none"> <li>Coordinator (PCNC)</li> <li>Communication</li> <li>Ensure families feel welcomed &amp; connected to the classroom and school</li> </ul>	<ul style="list-style-type: none"> <li>Apps (Seesaw, ClassDojo, etc.)</li> </ul>	Yearlong	Title I: Seesaw - \$2392.50			
	<ul style="list-style-type: none"> <li>Student Planners (student/teacher/parent)</li> </ul>		Title I: Planners - \$1,156			
	<ul style="list-style-type: none"> <li>Literacy Subscriptions (Reading Connection, Nutrition Nuggets, etc.)</li> </ul>		Title I: Reading Connections - \$259 Nutrition Nuggets - \$249			
	<b>Parent/Student/Family Activities:</b> <ul style="list-style-type: none"> <li>Gr. Lev. Brown Bag &amp; activities</li> <li>Workshops: Parenting, EL, etc.</li> <li>Principal's "Talk Story" sessions</li> <li>Grandparent Read Aloud</li> <li>Gingerbread House making</li> </ul>	Yearlong	Title I: PCNC	Agendas, Sign-ins, evaluations	Ongoing Activities: 1 - 2x/yr.	
	<ul style="list-style-type: none"> <li>Parent "I Can" Checklist</li> </ul>		Title I: \$100		Qtr 1, 2, 3	
	<ul style="list-style-type: none"> <li>Literacy Night</li> </ul>		Title I: \$1,000			
	<ul style="list-style-type: none"> <li>Kipapa 'Ohana Learning Resource Center</li> </ul>	Yearlong	Title I: 2 PTTs			

**Staff Outcomes (SY 2021-22)**

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)
<p><b>(SW 5, 6)</b> Create systematized procedures and frameworks to ensure consistent schoolwide implementation and accountability</p>	<p><b>Professional Development for:</b></p> <ul style="list-style-type: none"> <li>Kindergarten teachers (Follow up on Heggerty Program )</li> </ul>	Fall		Agendas, Sign-ins, Evaluations	1st Sem.	
	<ul style="list-style-type: none"> <li>ECRI training for Grades 1 &amp; 2 teachers</li> </ul>	TBD	CLSD grant			
	<p><b>Whole School PD:</b></p> <ul style="list-style-type: none"> <li>For teachers (K-5) to analyze i-Ready data to identify areas of need for student growth.</li> </ul>		Title I			
	<ul style="list-style-type: none"> <li>w/Dr. Sam Nofziger - Instructional Strategies for Language and Vocabulary</li> </ul>	TBD	District	Agenda, Sign-in, Evaluation	1st Sem.	
<p><b>(SW 2, 3, 4, 6)</b> Create regular time to analyze student school wide and individual data to determine effective instructional strategies and interventions for Tier 2 and 3 students</p>	<p>Wednesday GL/Dept. Meetings</p> <p>ART Meetings</p> <p>*supplies and/or materials necessary for printing &amp; organizing (binders, sheet protectors, paper, postage, printer ink, etc.)</p>	Yearlong	18902	<p>GL/Dept. meeting minutes</p> <p>ART meeting minutes</p>	<p>1x/mo.</p> <p>1x/Qtr.</p>	
<p><b>(SW 6)</b> Provide support and feedback for all teachers</p>	<p>Grade Level Data Teams</p> <p>1:1 Reflective Conversations</p> <p>Grade Level Walkthroughs</p>	Yearlong		<p><b>School wide templates:</b></p> <ul style="list-style-type: none"> <li>Data Team agenda</li> </ul>	1x/mo.	
				<ul style="list-style-type: none"> <li>Reflective Conversations</li> </ul>	1x/Qtr.	
				<ul style="list-style-type: none"> <li>GL Walkthroughs</li> </ul>	1x/Qtr.	



## 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
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p><b>(SW 6)</b> 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>● Hawaiian Studies</li> </ul>	<p><i>Please describe your conditions for Success:</i></p> <p><i>Resource teachers will:</i></p> <ul style="list-style-type: none"> <li>● coordinate lessons/units with grade level teachers.</li> <li>● incorporate vocabulary and language skills in their lessons so that our students will be able to read, write, listen, and speak in their specific content area.</li> </ul>
<p><b>(SW 5, 6)</b> KES will continue to work with Building Blocks Hawaii and other community partners to provide a program for three and four year old children (not attending preschool) and their parent(s) 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 has this initiative in the CLSD Grant for LMW complexes.</p> <ul style="list-style-type: none"> <li>● <a href="#">Casual Personnel</a> (see below for more details) <ul style="list-style-type: none"> <li>○ <b>PTT - PreK Program</b> (17hrs x 39 weeks) <ul style="list-style-type: none"> <li>■ To partner with "Building Blocks Hawaii" to provide early literacy opportunities for children who do not have the opportunity to attend preschool</li> </ul> </li> </ul> </li> </ul>
<p><b>(SW 5, 6)</b> KES will implement the CLSD grant objectives to supplement current literacy efforts with innovative strategies to accelerate student achievement amongst struggling subgroups of students.</p> <ul style="list-style-type: none"> <li>● Continue to implement Heggerty (Gr. K)</li> <li>● Provide PD and begin implementation of ECRI multi-tiered program will provide the consistent teaching of literacy foundational skills for all students (Gr. 1, 2)</li> <li>● Provide Literacy Support in the classrooms (Gr. K-5)</li> </ul>	<p>KES has this in the CLSD Grant for LMW complexes.</p> <ul style="list-style-type: none"> <li>● <a href="#">Casual Personnel</a> (see below for more details) <ul style="list-style-type: none"> <li>○ <b>PTT - Literacy Support</b> (17 hrs x 39 weeks) <ul style="list-style-type: none"> <li>■ To provide literacy support in the classrooms for Grades K-5</li> </ul> </li> <li>○ <b>2 PPTs - Literacy Support</b> (19 hrs x 39 weeks)</li> </ul> </li> <li>● <a href="#">Stipends or Subs/PL Activity</a> (see below for more details) <ul style="list-style-type: none"> <li>○ Subs for teachers in Grades 1 and 2 for ECRI training</li> </ul> </li> <li>● <a href="#">Professional Learning</a></li> </ul>

<p><b>(SW 6)</b> In these changing times teachers, students and schools need to be versed in virtual teaching and learning.</p>	<p>(SW 5) In adapting to the instructional changes due to COVID-19, our teachers have integrated new tools to enhance their direct instruction and engage students:</p> <ul style="list-style-type: none"> <li>● Pear Deck - \$4,350 site license for 1 yr. - Dist. funds); PD for teachers</li> <li>● Kami app. - \$1,485 (Gr. 3, 4, 5 Teachers) - Title I funds</li> <li>● Seesaw - \$2392.50 (Gr. K, 1, 2, 3 and 2 Gr. 5 Teachers) - Title I funds</li> </ul>
<p><b>(SW 2, 3, 6)</b> Create a Digital Data Wall to analyze schoolwide data, monitor individual students' growth and inform Professional Development. Provide grade level and classroom data to teachers to analyze a variety of student data to:</p> <ul style="list-style-type: none"> <li>● Identify areas of need</li> <li>● Provide timely interventions</li> <li>● Document frequency and results of intervention</li> </ul>	<p>Data Coordinator to input and organize variety of student data for tri-level analysis:</p> <ul style="list-style-type: none"> <li>● Schoolwide</li> <li>● Grade Level/Dept. (Sped., EL)</li> <li>● Classroom</li> </ul> <p>Systematized procedures and frameworks to ensure consistent schoolwide implementation and accountability</p> <ul style="list-style-type: none"> <li>● Learning Walks</li> <li>● 1:1 Reflective Conversations (Teacher and Administrator)</li> </ul> <p>Provide time to analyze student school wide and individual data to determine effective instructional strategies and interventions for Tier 2 and 3 students</p> <ul style="list-style-type: none"> <li>● Academic Review Team (ART)</li> <li>● Data Team/Collaboration (PLCs) <ul style="list-style-type: none"> <li>○ Literacy Coach/Coordinator will facilitate K, 1, 2</li> <li>○ EL Coordinator will create a Language Development Plan for EL students</li> </ul> </li> </ul>

**(SW 5)**  
**CLSD Budget for SY2021-22:**  
**Casual Personnel**

**Stipends or Subs/PL Activity**



Casual Personnel				
Position/Role	Total Hrs/SY	No. Hrs./Year	Cost	
<b>PTT - PreK Program</b> (17hrs x 39 weeks) To partner with "Building Blocks Hawaii" to provide early literacy opportunities for children who do not have the opportunity to attend preschool	663	\$ 22.43	\$	14,871.09
<b>PTT - Literacy Support</b> (17 hrs x 39 weeks) To provide literacy support in the classrooms and/or Literacy Room for Grades K-5	663	\$ 22.43	\$	14,871.09
		\$ 22.43	\$	-
		\$ 22.43	\$	-
		\$ 22.43	\$	-
			\$	29,742.18

Stipends or Subs/PL Activity	No. of Tchr	Rate		
Stipends for		178.42	\$	-
Stipends for		178.42	\$	-
Stipends for		178.42	\$	-
		<b>Stipend Total</b>		\$ -
Subs for Gr. 1 & 2 teachers/PD on ECRI (11 Ts)	22	178.42	\$	3,925.24
Subs for SPED: Resource (2 Ts)	4	178.42	\$	713.68
Subs for		178.42	\$	-
		<b>Substitute Total</b>		\$ 4,638.92
<b>*Totals from Stipends and Subs are not incl. in Hourly. They are auto filled in Prof Learning Section below.</b>				
<b>Fringe Calculation</b>				
	Payroll Type	Rate	Total	
	Salaried	63.08%	\$	-
	Casual (Hourly)	2.710%	\$	1,488.37
	Stipend	2.710%	\$	-
	Subs	8.900%	\$	412.86
	<b>Fringe Total</b>		\$	1,901.23
<b>HOURLY (Table 2, Year 2) Subtotal</b>				

## Professional Learning

Professional Learning		
Contracts: Name	Description of PL/Target Group	Cost
	<b>Contract Total</b>	\$ -
<b>Stipends/Subs for Teachers</b>	<b>Description</b>	
	*Stipends for CLSD funded SY2020-21 Prof. Lrng	\$ -
	*Substitute Tchrs for CLSD funded SY 2020-2021 PL	\$ 4,638.92
	<b>Stipend /Extra Pay</b>	\$ 4,638.92
<b>Training Supplies:</b>	<b>Description: Purpose/Qty Purchasing</b>	
	(REF8-ECR-TW-1) Teacher Workbook (for Ts - 18/\$138) (16 - K: 5, 1st: 5, 2nd: 4, SPED Inc:	\$ 2,484.00
	(REF9-ECR-IW-1) Interventionist Workbook (for Lit & EL PTT/PPT - 5/\$85)	\$ 425.00
	(REF54-ECR-W17-T1-0-1) Tier 1 - Foundational Skills Enhancements for Gr. K (8/\$438)	\$ 3,504.00
	(REF54-ECR-W17-T1-1-1) Tier 1 - Foundational Skills Enhancements for Gr. 1 (8/\$438)	\$ 3,504.00
	(REF54-ECR-W17-T1-2-1) Tier 1 - Foundational Skills Enhancements for Gr. 2 (7/\$438)	\$ 3,066.00
	(ECR-W17-T2-0-1) Tier 2 - Foundational Skills Intervention for Gr. K (1/\$275)	\$ 275.00
	(ECR-W17-T2-1-1) Tier 2 - Foundational Skills Intervention for Gr. 1 (1/\$275)	\$ 275.00
	(ECR-W17-T2-2-1) Tier 2 - Foundational Skills Intervention for Gr. 2 (1/\$275)	\$ 275.00
	<b>Training Supplies Total</b>	\$ 13,808.00