Academic Plan for School Year 2022-23

Kipapa Elementary School

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 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.

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).
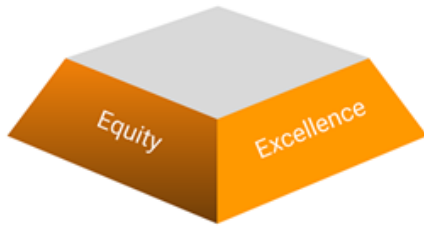
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
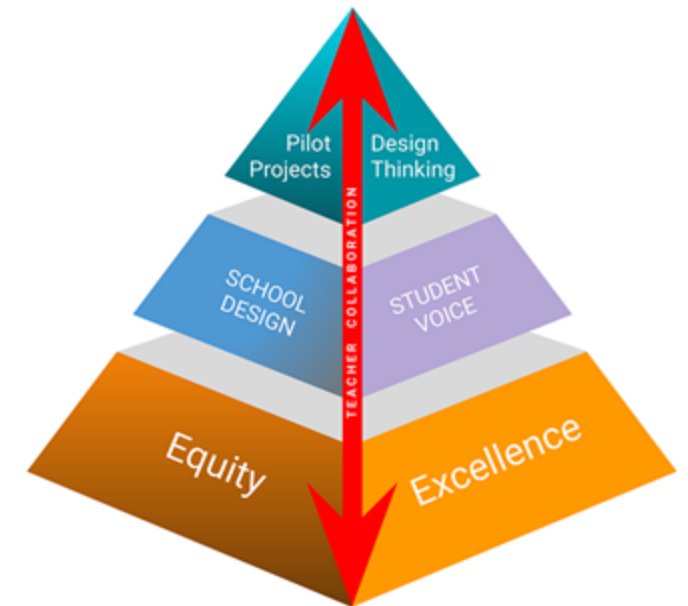
Principal (print): Corinne Yogi	
Principal's signature: *Corinne N. Yogi* Corinne N. Yogi (Apr 13, 2022 16:54 HST)	Date: Apr 13, 2022

Complex Area Superintendent (print):	
Complex Area Superintendent's signature: *Robert Davis* Robert Davis (Apr 13, 2022 16:55 HST)	Date: Apr 13, 2022

Teaching & Learning Core: Equity and Excellence

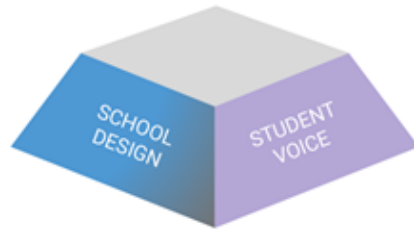In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity

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.
 	
(SW 1) ELA:
● Achievement Data for Reading has not improved for the past three SBA Testing periods. Proficiency rate continues to decrease each year: SY17-18: 59% → SY18-19: 54% → SY20-21: 52% (Source: StriveHI), *SY2019-20 No SBA Data due to COVID*
● Gap Rate has fluctuated slightly over the past three SBA Testing periods: SY17-18: 20pts → SY18-19: 25pts → SY20-21: 19pts (Source: StriveHI), *SY2019-20 No SBA Data due to COVID*
● 54.8% of our incoming kindergarten students (SY21-22) have less than a year of preschool experience which presents wide gaps in their learning and readiness for kindergarten. 33 out of 73 students have had a year or more of preschool experience. (Kindergarten registration forms)
Based on these factors many of our students may not have enough exposure to vocabulary, language and experiences to become proficient in reading without intentional identification of gaps in their learning and consistent, targeted instruction of foundational reading skills and concepts. Additionally,
	What is your Theory of Action (if-then) to improve the achievement gap?
	
	ELA:
	If... we directly teach vocabulary and language skills in reading, **then** our students will be able to utilize their literacy foundational skills to **read**, **write**, **listen**, and **speak** academically.
	
	If... we analyze a variety of student data to:
	● Identify areas of need
	● Provide timely interventions
	● Document frequency and results of intervention
	then... our students will develop literacy foundational skills to become **proficient readers by the end of 2nd grade.**
		What are your Enabling Activities to improve the achievement gap?
		
		(SW 6) ELA:
		● Provide professional development for teachers and support staff to provide daily targeted instruction to close the gaps in their foundational reading skills and concepts.
		  ○ ECRI training (Gr. K and Sped. teachers, PTTs, PPEs, PPTs, EAs)
		● Provide professional collaboration time for teachers (K-5) to analyze i-Ready data to identify areas of need for student growth.
		● Provide timely interventions and continue to monitor progress of students' growth utilizing a variety of assessments:
		  ○ Gr. K-2: Fountas & Pinnell
		  ○ Gr. 2-5: Reading A-Z
		  ○ Common Grade Level Assessments
		● Utilize the Early Intervention Process:
		  ○ Individual Student Profile and Intervention Log
		  ○ Parent/Guardian Communication Log
		  ○ Peer Review Agenda/Minutes
		  ○ Literacy Support Criteria Checklist
		  ○ Core Agenda/Minutes
		Resources/Funding Source:
		● Personnel (PTTs, PPEs, PPTs) help w/ targeted support (K-5)

vocabulary and language skills need to be overtly taught in all content areas.		**GLs:** *Title I and CLSD grant funds* **EL:** *Title I and/or CLSD grant funds* **Building Blocks (PreK) & Literacy Support:** *Title 1, ESSER, and CLSD grant funds* - Purchase subscriptions to Wonders Online program and consumables to support ELA instruction. $24,961.79 (*Title I*) **Online student seats:** Gr. K-4, 3-year license $20,461.35 **Consumables:** Gr. K-3, $4,500.44 - Purchase subscriptions to support ELA instruction $249.76 (*Title I*) **Reading A-Z:** Gr K $125 **Vocabulary A-Z:** Gr 2/3 $114
Achievement Gap	**Theory of Action**	**Enabling Activity**
(SW 1) Math: - Achievement Data for Math has not improved for the past three SBA Testing periods. Proficiency rate continues to decrease each year: SY17-18: 55% → SY18-19: 50% → SY20-21: 38% (Source: StriveHI), **SY2019-20 No SBA Data due to COVID* - Gap Rate has remained about the same for the past three SBA Testing periods: SY17-18: 23pts → SY18-19: 23pts → SY20-21: 21pts (Source: StriveHI), **SY2019-20 No SBA Data due to COVID* - Disadvantaged group show low proficiency rate for the past three SBA Testing periods: SY17-18: 45% → SY18-19: 43% → SY20-21: 29.4% (Source: ARCH), **SY2019-20 No SBA Data due to COVID* - Many students lack strong foundational skills (Source: Classroom teachers)	**Math:** **If...** we directly teach vocabulary and problem solving skills in mathematics, **then** our students will be able to *read*, *write*, *listen*, and *speak* mathematically. **If...** we analyze a variety of student data to: - Identify areas of need - Provide timely interventions - Document frequency and results of intervention **then...** our students will develop skills to become ***proficient problem solvers in mathematics by the end of 2nd grade.***	**(SW 6) Math:** - Provide professional collaboration time for teachers (K-5) to analyze i-Ready data to (plan) figure out next steps for student growth. - Establish a common understanding of Problem Solving that is relevant in mathematics but also connected to science, SEL, GLO#3 - Provide timely interventions and continue to monitor progress of students' growth utilizing a variety of assessments: - Math program assessments (Stepping Stones, Ready Math) - Common Grade Level Assessments - Utilize the Early Intervention Process: - Individual Student Profile and Intervention Log - Parent/Guardian Communication Log - Peer Review Agenda/Minutes - Literacy Support Criteria Checklist - Core Agenda/Minutes

Resources/Funding Source:

➢ Purchase subscriptions to Stepping Stones and i-Ready Classroom Math Online program and consumables to support Math instruction. $13,451.31 *(Title 1)*
  ■ Stepping Stones Consumables: Gr. K-4, $11,137.19
  ■ 5 year Stepping Stones Online License & Step It Up component: Gr. K-5 (valid through SY 2024-25)
  ■ i-Ready Classroom Math Online & Consumables: Gr. 2 & 5, $2314.12

Achievement Gap	Theory of Action	Enabling Activity

(SW 1) Science:
● The percentage of proficient students has dropped over the last three HSA: Science testing periods:
SY17-18: 62% → SY18-19: 58% → SY20-21: 37.5%
(Source: StriveHI, ARCH), *SY2019-20 No HSA Data due to COVID*
	Science:
	If... directly teach vocabulary and problem solving skills in science, **then** our students will be able to *read*, *write*, *listen*, and *speak* scientifically.
		(SW 6) Science:
		● Refine NGSS lessons and assessments as a grade level
		
		Resources/Funding Source:
		➢ Purchase subscriptions to Mystery Science & Generation Genius to support Science instruction. *(Title 1)*
		  ■ **Mystery Science:** Gr. K-5, $1325.00
		  ■ **Generation Genius:** Gr. K-5, $795.00

Achievement Gap	Theory of Action	Enabling Activity
Social Studies: ● Implementation of HCSSS (Hawaii Content & Social Studies Standards) & C3 (College, Career & Civic Life Framework) ● Report card change aligned with HCSSS in which	**Social Studies:** **If...** teachers learn and understand the HCSSS and C3 Framework, **then** they will be able to align their units to the new standards.	**(SW 6) Social Studies:** ● Provide PD on Studies Weekly (virtual, beg. of SY2022-23) ● Provide PD on overview the Inquiry Design Model (IDM) and Question Formation Technique - beg. of SY2022-23

the Cultural Anthropology strand will become a sub category under the Geography strand, where it is studied through the lens of Human Geography.	**If**…teachers learn the Inquiry approach, **then** they will be able to create and refine HCSSS Inquiry lessons and assessments as a grade level. **If…** we directly teach vocabulary and language skills in Social Studies, **then** our students will be able to *read*, *write*, *listen*, and *speak* in the area of Social Studies.	- Provide follow-up PD from the beginning of SY2022-23 PD and check vertical alignment Gr. K-5 (Jan. 2023) - Create HCSSS Inquiry lessons and assessments as a grade level (Gr. K-3) - Refine HCSSS Inquiry lessons and assessments as a grade level (Gr. 4, 5) **Resources/Funding Source:** ➢ Purchase Online subscription and consumables to Studies Weekly (Social Studies) to support Social Studies instruction $4,848.60 *(Title 1)* ▪ **Studies Weekly:** Gr. K, 1, 2, 3, 5, $4,848.60

Kipapa Elementary School, Version 1, rev. 4/11/22 Green: Completed SY22-23, Sem 1; Yellow: In-Progress SY22-23, Sem 1; Green: Completed SY22-23, Sem 2; Yellow: In-Progress SY22-23, Sem 2

5

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 2021-22 School Design and Student Voice.

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

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
 	
(SW6)
● 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. **FOL Group E, in conjunction with the faculty agreed to use Second Step® as the SEL curriculum.** 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.
● Teachers will continue to teach CHARACTER COUNTS!®, a framework for character education, which is complex-wide.
● Wellness check for DL students
   ○ Feedback from DL teachers on the following:
      ■ *Will any of your students have a challenge transitioning back to in-person learning next school year? Why?*
	What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
	
	** 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 **
	● **1st Quarter**: 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.
	● **2nd Quarter**: 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 implemented. (Grade levels)
	● **3rd Quarter**: Initial implementation of Second Step® SEL program in the 3rd quarter, school wide.
	● **4th Quarter**: During 4th quarter, FOL group E will meet to discuss feedback on implementation.
	● **Ongoing**: Teachers will continue to teach CHARACTER COUNTS!®, a framework for character education, which is complex-based
	● School survey for all students to:
	   ○ Provide a needs assessment to help determine SEL needs of students (Panorama survey)
	   ○ Provide timely interventions and continue to monitor progress of students' SEL growth
		What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
		
		● Full implementation of Second Step® program school-wide. Data will be collected school wide to determine program efficacy.
		● Teachers will continue to teach CHARACTER COUNTS!®, a framework for character education, which is implemented in the Mililani Complex.
		● Counselors will continue to analyze the Panorama SEL data. Counselors will continue to meet with teachers in their grade level PLCs to review Panorama data and determine appropriate interventions and/or supports for students in the yellow/red categories.
		● Needs assessment for parents to determine relevant topics for parent workshops.
		   ○ Review responses from parent workshop with Dr. Allana Coffee and her intern students
		   ○ Create follow up needs assessment if necessary
		   ○ Collaborate to provide parent workshop based on parent and school responses

○ Provide Grs. 2-5 DL teachers with a writing prompt for DL **students to complete:** ■ *One thing I would like my next year's teacher to know.........* ■ *Gr. 5 responses will be shared with MMS counselors*	• Needs assessment for parents to determine relevant topics for parent workshops. This was sent out on 11/24/21 and the top 3 responses from parents were: ○ 1. How to help your child be successful in school ○ 2. Parent and child engagement ○ 3. Teaching your child responsibility and decision making • Dr. Allana Coffee and/or her intern students will be addressing two questions- (1) how can parents help their child(ren) be successful in school? and (2) how can parents help their child(ren) be successful at home? This will be sent out as a recorded presentation, as 75% of our parents requested a recorded video. • School counselors will be going into their respective grade level resource days to review the SEL Panorama results. Students in red who exhibit low SEL skills will be highlighted and interventions and/or supports will be discussed	
Why are you implementing them? 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. **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. According to casel.org, "To rebuild thriving schools, we need to prioritize safe, supportive, culturally sustaining, and equitable learning environments that promote the social and	*Why are you implementing them?* **If...** we directly teach our students the Second Step® skills that strengthen their ability to: • Learn • Have empathy • Manage emotions • Solve problems **then...** we will promote • School success • School connectedness • Safe and respectful school climate	*Why are you implementing them?* **If...** we continue to implement the Second Step® program to help develop students': • Self-regulation skills • Social-emotional competencies • School connectedness **then...** we will help to prevent • Problem behaviors • Peer rejection • Impulsivity • Antisocial behavior • Low academic achievement

emotional competencies of both students and adults … Students are making transitions - from distance learning to in person and vice versa. **SEL remains as important as ever**." 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. CHARACTER COUNTS!® is the framework KES uses for character education. (Mililani Complex initiative)	CHARACTER COUNTS!® is the framework KES uses for character education. (Mililani Complex initiative)	CHARACTER COUNTS!® is the framework KES uses for character education. (Mililani Complex initiative)
How will you know that they are causing an improvement? SEL Panorama survey will be conducted in the Spring of 2021. This survey will be used as a baseline. Due to Covid, the landscape has changed and the survey that will be conducted this year (Spring 2021) cannot be compared to previous surveys. Wellness checks Teacher/counselor/administration observations Student discussions Teacher feedback Evidence of common vocabulary from the CHARACTER COUNTS!® framework (classrooms, guidance lessons, Good Citizen Assemblies, discipline process)	*How will you know that they are causing an improvement?* Evidence of common vocabulary from the CHARACTER COUNTS!® framework (classrooms, guidance lessons, Good Citizen Assemblies, discipline process) Teacher feedback on Second Step® program (one module) via google form Analyze data from the following to determine SEL needs and supports: • SEL Panorama survey data • Panorama Tripod Survey • Teacher formative assessments (class discussions, exit passes, google form, etc). • Teacher/counselor/administration observation	*How will you know that they are causing an improvement?* Evidence of common vocabulary from the Second Step® program and the CHARACTER COUNTS!® framework (classrooms, guidance lessons, Good Citizen Assemblies, discipline process) Second Step® summative assessment data Panorama SEL survey data, Panorama Tripod Survey data Teacher observation and feedback Counselor observation and feedback
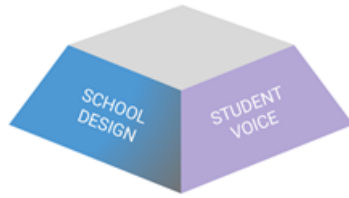
Innovation in Support of the Core: School Design and Student Voice

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

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. Pre-Assessment Data: • Reading and Math Fall Diagnostic data (i-Ready) • Reading level (F&P, A-Z) • Reading and Math Grade Level Common Assessment data Analyze Pre-Assessment data to: • Identify areas of students' need(s) • Provide timely interventions for student growth • Document type, frequency, and results of interventions Schoolwide Digital Data Wall to track: • i-Ready Reading & Math Data: Pre (*End of Year View*) • Quarterly F&P or A-Z reading levels • Literacy Data (Pre)	*Add throughout the year measurements here.* Mid-Assessment Data: • Reading and Math Fall Diagnostic data (i-Ready) • Reading level (F&P, A-Z) • Reading and Math Grade Level Common Assessment data • Data on interventions provided Teachers will analyze Mid-Assessment data to: • Determine effectiveness of interventions already provided • Modify and/or change interventions according to students' need(s) • Continue to provide timely and appropriate interventions for student growth • Document type, frequency, and results of interventions Schoolwide Digital Data Wall to track: • i-Ready Reading & Math Data: Pre, (*End of Year View*) • i-Ready Reading & Math Data: Mid (*End of Year View*) • i-Ready Reading & Math Data: Growth from Pre-Mid • Quarterly F&P or A-Z reading levels	*Add end of year goals here.* Close gaps in Reading and Math data (i-Ready, F&P, A-Z) • i-Ready: students will show growth from Pre-Mid diagnostics • i-Ready: students will show growth from Mid-Post diagnostics • F&P or A-Z: students will show growth in reading level from quarter 1 to quarter 2 • F&P or A-Z: students will show growth in reading level from quarter 2 to quarter 3 • F&P or A-Z: students will show growth in reading level from quarter 3 to quarter 4 Schoolwide Digital Data Wall to track: • i-Ready Reading & Math Data: Pre, (*End of Year View*) • i-Ready Reading & Math Data: Mid (*End of Year View*) • i-Ready Reading & Math Data: Post(*End of Year View*) • i-Ready Reading & Math Data: Growth from Mid-Post • Quarterly F&P or A-Z reading levels *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)

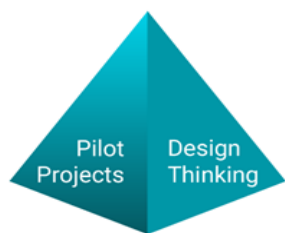| (SW 5)		
Literacy Pre-Data: ● Building Blocks Hawaii (Pre-K) ● Summer Start Kindergarten Transition Program (KinderCamp) ● Incoming Kindergarten Assessment data ● Heggerty (Gr. K Teachers' daily implementation; Lesson # at the end of each Qtr.) ● ECRI (Gr. K-2 Teachers' daily implementation; Lesson # at the end of each Qtr.)	Literacy Mid-Data: ● Building Blocks Hawaii (Pre-K) ● Kindergarten Assessment data ● Heggerty (Gr. K Teachers' daily implementation; Lesson # at the end of Qtr. 2) ● Heggerty (Gr. K Teachers' daily implementation; Lesson # at the end of Qtr. 3) ● ECRI (Gr. K-2 Teachers' daily implementation; Lesson # at the end of each Qtr. 2) ● ECRI (Gr. K-2 Teachers' daily implementation; Lesson # at the end of each Qtr. 3)	Literacy Post-Data: ● Building Blocks Hawaii (Pre-K) ● Kindergarten Assessment data ● Heggerty (Gr. K Teachers' daily implementation; Lesson # at the end of Qtr. 4) ● ECRI (Gr. K-2 Teachers' daily implementation; Lesson # at the end of Qtr. 4)
(SW 7) 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)

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	• Summer Start Kindergarten Transition Program (KinderCamp)	Summer 2022 (4 weeks)	State DOE (2 Teachers, 2 PPTs)	Pre & Post Assessments (school readiness skills)	Annual	
(SW 5, 6, 7) Provide opportunities to enhance student growth in reading and math	• Summer Hub for Gr. K-5	Summer 2022 (4 weeks)	State DOE	Pre & Post Assessments	Annual	
	• Headstart for Sped students	Summer 2022 and SY2022-2023	Federal Program			
(SW 5, 6, 7) Provide appropriate transition supports for students	• Transition Student Support Program (TSSP) • Welcoming new students & families	As needed throughout the SY	WSF (.5 EA) Title I (PPE for PCNC)	Attendance data Counselor's log	Ongoing	
	• Middle School Orientation	3rd Qtr.			Annual	
	• Small group visit to Middle School for students whose parents/teachers request it	3rd Qtr.		Gr. 5 Counselor's log	Annual	
(SW 6) Provide the necessary tools for equal access to education for all students	• Purchase subscriptions and/or consumables for ELA, Math, Science and Social Studies (see pgs 2-5)		18902	Inventory	Annual	
(SW 2, 3, 4) Student perspective (voice)	• Student Council Meetings and Election of SC Officers • Principal's Cougar Council Meetings • SCC Meetings with two SC	Yearlong	WSF - SC Advisor	SC meetings Cougar Council meetings SCC meetings Panorama Survey	Monthly Annual	

	Officers (President, VP)				
(**SW 4, 5, 7**) Provide Parent & Family Engagement • Coordinator (PCNC) • Communication • Ensure families feel welcomed & connected to the classroom and school	**Communication:** • School Website	Yearlong	Title I: Edlio - $2,400		
	• Apps (Seesaw, ClassDojo, etc.)	Yearlong	Title I: Seesaw - $2392.50		
	• Student Planners (student/teacher/parent)		Title I: Planners - $1,208		
	• Literacy Subscriptions		Title I: $500		
	Parent/Student/Family Activities: • Gr. Lev. Brown Bag & activities • Workshops: Parenting, EL, etc. • Principal's "Talk Story" sessions • Grandparent Read Aloud • Gingerbread House making	Yearlong	Title I: PCNC	Agendas, Sign-ins, evaluations	Ongoing Activities: 1 - 2x/yr.
	• Parent "I Can" Checklist - via Google form (Qtr. 1, 2, 3)		Title I: $100		Qtr 1, 2, 3
	• Literacy Event/s (Literacy Night, I Love Books Fair, etc.)		Title I: $1,000		
	• Kipapa 'Ohana Learning Resource Center	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)
(**SW 5, 6**) Create systematized procedures and frameworks to ensure consistent schoolwide implementation and accountability	**Professional Development for:** ● ECRI training for teachers and support staff (Gr. K and Sped. teachers, PTTs, PPEs, PPTs, EAs)	Summer 2022	District	Agendas, Sign-ins, Evaluations	1st Sem.	
	Whole School PD: ● For teachers (K-5) to continue with Social Studies implementation and vertical alignment	Yearlong	State Educational Specialist (Social Studies Program)	Agendas, Sign-ins, Reflection/Evaluation	● Beg. of SY ● Jan. 2023 ● Faculty meetings during SY	
(**SW 2, 3, 4, 6**) Create regular time to analyze student school wide and individual data to determine effective instructional strategies and interventions for Tier 2 and 3 students	Wednesday GL/Dept. Meetings ART Meetings *supplies and/or materials necessary for printing & organizing (binders, sheet protectors, paper, postage, printer ink, etc.)	Yearlong	18902	GL/Dept. meeting minutes ART meeting minutes	1x/mo. 1x/Qtr.	
(**SW 6**) Provide support and feedback for all teachers	Grade Level Data Teams 1:1 Reflective Conversations Learning Walks	Yearlong		**School wide templates:** ● Data Team agenda	1x/mo.	
				● Reflective Conversations	1x/Qtr.	
				● Learning Walks	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
Please describe your school's ideas around innovation and pilot projects. (**SW 6**) 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. ● Performing Arts ● Physical Education ● Technology ● Library ● Hawaiian Studies	*Please describe your conditions for Success:* *Resource teachers will:* ● coordinate lessons/units with grade level teachers. ● 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.

(**SW 5, 6**) 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. KES will begin to create a plan to duplicate BBH in Wahiawa (SY2023-24) and Waialua/Haleiwa (SY2024-25).	KES has this initiative in the CLSD Grant for LMW complexes and ESSER funding.
	● **Casual Personnel** *(see below for more details)*
	   ○ **2- PTT - PreK Program** (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

(**SW 5, 6**) KES will implement the CLSD grant objectives to supplement current literacy efforts with innovative strategies to accelerate student achievement amongst struggling subgroups of students.
● Continue to implement Heggerty (Gr. K)
● Begin full implementation of ECRI multi-tiered program will provide the consistent teaching of literacy foundational skills for all students (Gr. K, 1, 2)
● Provide ECRI PD for teachers teachers and support staff (Gr. K and Sped. teachers, PTTs, PPEs, PPTs, EAs)
	KES has this in the CLSD Grant for LMW complexes.
	● **Casual Personnel** *(see below for more details)*
	   ○ **PTT - Literacy Support** (17 hrs x 39 weeks)
	      ■ To provide literacy support in the classrooms for Grades K-5
	   ○ **2 PPTs - Literacy Support** (19 hrs x 39 weeks)
	● **Promethean Boards -** for implementation of ECRI (Gr. K, 1, 2 teachers)

● Provide Literacy Support in the classrooms (Gr. K-5)	
(**SW 6**) In these changing times teachers, students and schools need to be versed in virtual teaching and learning.	(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: ● Kami app. - $1032.63 (10 Teachers) - Title I funds ● Seesaw - $2392.50 (Gr. K-3 Teachers) - Title I funds

(**SW 2, 3, 6**) 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:
● Identify areas of need
● Provide timely interventions
● Document frequency and results of intervention
	Data Coordinator to input and organize variety of student data for tri-level analysis:
	● Schoolwide
	● Grade Level/Dept. (Sped., EL)
	● Classroom
	Systematized procedures and frameworks to ensure consistent schoolwide implementation and accountability
	● Learning Walks
	● 1:1 Reflective Conversations (Teacher and Administrator)
	● Individual Student Profile with Student Intervention Log
	● Early Intervention Process (Classroom Teacher or Counselor)
	Provide time to analyze student school wide and individual data to determine effective instructional strategies and interventions for Tier 2 and 3 students
	● Academic Review Team (ART)
	● Data Team/Collaboration (PLCs)
	   ○ Curriculum Coaches will facilitate K-5
	   ○ Data Coordinator will provide data (student, GL, schoolwide)
	   ○ EL Coordinator will:
	      ■ Inform whole faculty about the EL Program
	      ■ Meet with PLCs to go over the WIDA Access for ELLs Individual Student Reports
	         ● Discuss targeted interventions for each student
	      ■ Create a Language Development Plan for EL students not on track for Growth to Target (GTT)
	   ○ Literacy Support Coordinator will:
	      ■ Inform whole faculty about the Literacy Support Program
	      ■ Meet with PLCs to review Early Intervention Process and Literacy Support Checklist
	      ■ Review list of flagged students from SY2021-22 (post data)

Kipapa Elementary School, Version 1, rev. 4/11/22 Green: Completed SY22-23, Sem 1; Yellow: In-Progress SY22-23, Sem 1; Green: Completed SY22-23, Sem 2; Yellow: In-Progress SY22-23, Sem 2

15

	- Students on the high end of yellow (i-Ready) - Students in the red who are not receiving any services/supports (sped., EL) - Students who are struggling that received services from the Literacy Support Program - Participate in Peer Reviews to identify students for Literacy Support Program

(SW 5)
CLSD Budget for SY2022-23:

Casual Personnel

Casual Personnel			
Position/Role	Total Hrs/SY	No. Hrs./Year	Cost
PTT - PreK Program (17hrs x 39 weeks) To partner with "Building Blocks for Literacy" to provide early literacy opportunities for children who do not have the opportunity to attend preschool	663	$ 22.43	$ 14,871.09
PTT - Literacy Support (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

Other

Other	Description / # of Students	
Promethean Board & Stand (6 for K-1 classes: $4600/board & stand)		$ 27,600.00
		$ 1,300.00
	Other Total	$ 28,900.00