Kaleiʻopuʻu Elementary School Academic Plan 2020-2021

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keith hui (Jun 1, 2020 10:00 HST)	Jun 1, 2020

Academic Plan SY 2020-2021

Where are we now?	

Prioritize Kaleiʻopuʻu Elementary School needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment
 	
● WASC Self Study
  ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ▪ WASC Category C: Standards Based Student Learning: Instruction
  ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability
	1. Need: Consistent delivery of differentiated instruction to support Tier I instruction and continue daily tiered II and III instruction for selected students. By consistently delivering strong core instruction, not only will our students requiring Tier II and III interventions be reduced, but we will also minimize our achievement gap. (CNA, WASC C, WASC E)
	
	Contributing or Root Cause(s) which caused this Learning Need(s):
	
	By focusing in the past soley on Tier II and III instruction, we are still not seeing an increase in our students' achievement levels. We realize that in order to improve Tier II and III instruction, we must first start with a solid foundation of Tier I instruction (p. 6 CNA)
	
	The demographics of our school have slowly changed over time. More students are qualifying for free/reduced lunches, who are identified as ELL, and qualifying for special education services. As a result, instructional practices and programs at our school need to address this change (p. 24, CNA).
	
	2. Need: Focus on promoting positive school culture and climate.
	
	Contributing or Root Cause(s) which caused this Learning Need(s):
	
	In administering a culture and climate survey to our faculty we have discovered a need to address our school culture, first and foremost. Without a strong culture and sense of community, we will continue to lack the coherence required to have strong Tier I instruction (p. 6 CNA)

	Addressing Equity: Sub Group Identification Our school has seen a large discrepancy in achievement between our high need and non high need populations. Our EL Students are currently our fastest growing high need population. We have steadily seen our disadvantaged population increase as well. We are intentionally putting supports in place in our academic plan to help all students succeed.

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ORGANIZE: Identify your school priorities and leads	
Kaleiʻopuʻu Elementary School Priorities/Strategies/Initiatives	**Title of Accountable Lead**
1.Research-Based & Evidence-Based [Well Rounded] {CCSS}	1. Academic Coaches 1, 2 and 3
2. Social Emotional Learning [Whole Child], PBIS, Transitions (incoming K, 6th-7th grade)	2 Vice Principal 2
3. Inclusive Practices [Equity]	3. Student Services Coordinator
4. I & M	4. ELA Coach
5. AVID	5. ELA Coach
6. Title I Coordinator	6. NGSS/HCSSS Coach
7. Teaching and Learning Framework	7. Vice Principal 2
8. PBL	8. Vice Principal 1
9. Accreditation Site Coordinator/ WASC	9. Math Coach
10. NGSS	10. NGSS/HCSSS Coach
11. Achievement Teams	11. Vice Principal 2
12. MTSS/RTI	12. Vice Principal 1/ NGSS/HCSSS Coach

13. Computer Science	13. Vice Principal 1
14. Careers and Pathways	14. ELA Coach

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Goal 1: **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

    x *Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*

    x *Objective 2: Whole Child – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.*

    x *Objective 3: Well Rounded – All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*

    x *Objective 4: Prepared and Resilient – All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	**Rationale:**
Kaleiʻopuʻu Elementary School students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets identified by Complex Area Schools.	Based on identified Complex Area school level targets, there is demonstrated need across varied levels of measures including but not limited to: ● Chronic Absenteeism ● Math, ELA, & Science ● 3rd Grade Literacy ● ELA & Math MGP ● ELA & Math Gap ● School Climate ● Inclusion Rate ● (Innovation) ● (Family and Community Engagement)

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**Accountable Lead(s)**	**Source of Funds**	**Define the relevant data used to regularly assess and monitor progress**

By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will use gold standard project based learning to ensure schools develop systems to support projects, teachers design and implement projects and students progress to deeper learning competencies.	EA #1 School teams will evaluate, design and implement conditions that foster project based learning in school communities, teacher training will focus on collaboration to design and implement projects that support student outcomes in achieving high levels of deeper learning competencies through authentic learning tasks. (SW 6)	2020-2021	Vice Principal 1 NGSS/ HCSSS Coach	WSF	Based on
					 ● Education Northwest Measurements
					   ○ Student Artifacts
					   ○ Student Surveys
					   ○ Student Presentations
					   ○ Teacher Artifacts
					   ○ Teacher Surveys
					   ○ Teacher Presentations
					   ○ Annual Learning Fairs
					   ○ 2 completed projects

By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School teachers will use AVID strategies to ensure student college career readiness.	EA #2 Implement AVID research-based and culturally relevant strategies across all content areas to prepare students for college and career by developing students' ● critical thinking ● literacy skills ● mathematical skills (SW6)	2020-2021	ELA Coach	WSF	Based on ● AVID Certification Requirements ● Classroom Walkthroughs

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By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will develop transitional strategies to ensure students' preparedness for elementary, intermediate, high school, and college/career.	EA #3 Professional Learning Community to identify strategies to align complex efforts that support student transitions. ● (from Preschool to elementary). ● (key transition points e.g. 2nd to 3rd grade). ● from elementary to intermediate. ● from intermediate to high school. ● from high school to college/career. (SW6)	2020-2021	Vice Principal 1	WSF	Based on ● AABC Data @ key transitional points.
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will utilize organizational resources to meet the needs of the whole child.	EA #4 Kaleiʻopuʻu Elementary School will continue to establish and monitor the implementation of school-wide learning and behavioral expectations. (SW6)	2020-2021	Vice Principal 1 Student Support Committee		Based on ● Discipline Data ● Attendance Data ● Behavior Data ● Elementary GLOs ● Complex PBIS meeting minutes ● Progress Monitoring Data (exploring use of Tiered Fidelity Inventory).
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School teachers will utilize organizational resources to meet the needs of the whole child.	EA #5 Kaleiʻopuʻu Elementary School will continue to implement the differentiation of instruction (specifically small group instruction in reading) to meet the academic needs of all learners (especially our high need students) and close the achievement gap. (WASC Critical Area of follow up #2)	2020-2021	ELA Coach		Based on ● Walk Through Data ● SBA Data ● i-Ready Data ● Reading A to Z data ● Instruction ART Committee Routines

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By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School teachers will utilize organizational resources to meet the needs of the whole child.	EA #6 Kaleiʻopuʻu Elementary School Teachers will create a coherent curriculum in reading and writing, create and analyze common formative assessments, and they will also use assessment tools that will assist with the identification of the root causes of the continuing achievement gap. (WASC Critical Areas of Follow Up #1)	2020-2021	ELA Coach Vice Principal 2	WSF Title I	Based on • PLC Observations • SBA Data • Reading A to Z data • i-Ready Data
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School teachers will utilize organizational resources to meet the needs of the whole child.	EA #7 Kaleiʻopuʻu Elementary School teachers will continue providing daily tiered II and III instruction to identified students, targeting specific skill areas, monitor their progress, and modify plans, as necessary. We will also identify additional root causes of the achievement gap. Teachers will focus on providing quality, core, differentiated Tier I instruction to all students including ELL, Special Education and disadvantaged students. Core instruction will include small group instruction and the use of high impact strategies such as feedback and goal setting. (Critical Areas of Follow Up #3 and 5) (SW6)	2020-2021	Vice Principal 2 NGSS/ HCSSS Coach	WSF Title I	Based on • Walk Through Data • SBA Data • Reading A to Z data • i-Ready Data • Student Support ART routines • Documentation of Strategies worksheet

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By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School teachers will utilize organizational resources to meet the needs of the whole child.	EA #8 Kaleiʻopuʻu Elementary teachers will participate in regularly scheduled achievement team meetings to identify instructional areas of need and plan to implement appropriate high impact instructional strategies via lesson study. We will also begin to utilize peer observations to ensure consistent and mutually accountable delivery of instruction, learning, and assessment within and between grade levels. (WASC Areas of Follow Up #1, #4 and #5) (SW6)	2020-2021	Vice Principal 2 and NGSS/ HCSSS Coach	Title I	Based on ● Data Team minutes ● SBA Data ● i-Ready Data ● CFAs ● PLC Minutes
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will utilize organizational resources to meet the needs of the whole child.	EA #9 Kaleiʻopuʻu Elementary School will implement the structure and provide opportunities for students, through ● National Elementary Honor Society (NEHS)	2020-2021	NHS Leads Principal	WSF	Based on ● Membership ● By-laws ● Selection process ● Induction ceremony
Kaleiʻopuʻu Elementary School will continue to provide services in Hawaiian Education.	EA #10 Kaleiʻopuʻu Elementary School will provide Hawaiian Education by: -initiating…. -building... -sustaining… Hawaiian culture through every other week Hawaiian studies class for all students in grades K-6. Hawaiian studies is also a part of the 4th grade curriculum.	2020-2021	Principal		Based on: ● Hawaiiana program offering at our school

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Kaleiʻopuʻu Elementary School will participate in pre-Academies experiences and will cultivate student interest in the education career field.	EA #11 Kaleiʻopuʻu Elementary students will be introduced to learning activities that are aligned to real world careers and/or Waipahu High School's academies. Specifically our school will do the following: • feature a teacher monthly to increase media presence • feature teachers during career fairs. • Teachers will visit the Teacher Education academy.(SW6)	2020-2021	ELA Coach		Based on: • School Schedule • Career Fair • Teacher as career choice media presence • Exit surveys
Kaleiʻopuʻu Elementary School will receive rigorous academic instruction in all academic areas to include • *HCSSS* • *NGSS*	EA #12 Kaleiʻopuʻu Elementary students will: • All students K-12 will experience a science curriculum grounded in NGSS standards. • All students will begin to be introduced to HCSSS standards in social studies courses.	2020-2021	Vice Principal 1 NGSS/ HCSSS Coach	Title I	Based on: • Science Assessment data

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HMTSS Systems of support will be created to address students' academic, behavioral, social, emotional, and physical needs. Identified Kaleiʻopuʻu Elementary School students will receive support services through HMTSS services.	EA #13 Identified students will receive supports through RTI- A and/or RTI- B systems to address the academic, behavioral, social, emotional, and physical needs. Waipahu complex will continue to provide educators with a collective forum to discuss HMTSS initiatives quarterly. (SW6)	2020-2021	Vice Principal 1

NGSS/ HCSSS Coach | | • Academic HMTSS survey data
• I-Ready diagnostic
• Strive HI Data
• StriveHI data

• Behavior referral data

• Universal screening data

• Panorama Survey data
• Participation in PBIS showcase
• Student demonstration of four core values |
| *All Kaleiʻopuʻu Elementary School students will be nurtured in an environment that provides a sense of belonging.* | EA #14 All students will experience/participate in social emotional learning opportunities (SEL)

Students will understand school-wide learning and behavioral expectations through systemic programs offered. (SW6) | 2020-2021 | Vice Principal 2 | | • Panorama Survey
• Strive HI data
• Attendance Data
• Suspension Data |
| *All Kaleiʻopuʻu Elementary School students will experience a Computer Science curriculum focused on the CSTA standards and physical computing (3yr rollout).* | EA #15 Kaleiʻopuʻu Elementary School will continue to develop the capacity to deliver Computer Science Fundamentals to all students grades K-6, leading to the delivery of CS instruction to all. | 2020-2021 | Vice Principal 1 | P 20 grant Title II | • PDE3 Registration

• Formative Monitoring Tool (TBD)

• Surveys

• CAS school visits

• Curriculum maps |

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Kaleiʻopuʻu Elementary School teachers will ensure that students will receive rigorous math instruction that is aligned to standards and prepares students for Algebra with a strong mathematics foundation.	EA #16 Kaleiʻopuʻu Elementary School teachers will receive in class, real time PD in shifting instructional practices to be engaging, relevant, and differentiated to meet the needs of all learners. Students will receive instruction that provides opportunities for inquiry, real world problem solving, and increased conceptual understanding. Teachers will use formative assessments to guide instructional decisions, create small groups, and to provide remediation and enrichment opportunities for diverse learners.	2020-2021	Math Coach		• iReady data • Various formative assessments such as ARA and CFAs • Walk Through data

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Goal 2: Staff Success. Public schools have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

    x   ***Objective 1: Focused Professional Development*** *– Develop and grow employees to support student success and continuous improvement.*

    ☐ ***Objective 2: Timely Recruitment and Placement*** *– Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*

    ☐ ***Objective 3: Expanded Professional Pipeline -*** *Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.*

Outcome: By the end of three years,	Rationale:
Kaleiʻopuʻu Elementary School teachers will • use highly effective research-based and evidence-based instructional techniques to effectively further student success. • examine, collaboratively, the impact of instructional beliefs and practices.	Based on identified Complex Area school level targets, there is demonstrated need across varied levels of measures including but not limited to • Chronic Absenteeism • Math, ELA, & Science • 3rd Grade Literacy • ELA & Math MGP • ELA & Math Gap • School Climate • Inclusion Rate • (Innovation) • (Family and Community Engagement)

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Planning					Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**Accountable Lead(s)**		**Source of Funds**	**Define the relevant data used to regularly assess and monitor progress**
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will provide strategies that address; Whole Child/Social Emotional Learning, Well Rounded Education, Equity Transitions. and Leadership Competencies,	EA #1 Professional Development that address student success and school improvement around all subject areas including Computer Science, HCSSS, MTSS that may include: ● PD Sessions ● Local and National Conferences w/travel ● Complex/Complex Area Professional Learning Communities	2020-2021	Coaches		Title I WSF	Based on ● School-developed success criteria monitoring tool. ● Universal Screener Data ● SBA results ● Strive HI ● Learning Walk Data
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will provide Induction and Mentoring support for beginning teachers and mentors.	EA #2 Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program. ● Beginning Teacher PD ● Mentor PD ● Induction and Mentoring Forums ● NHQT	2020-2021	ELA Coach			Based on ● NHQT Data ● Teacher PD Survey Data ● Participation Data ● Mentor/Beginning Teacher Survey

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By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will implement the Hawaii Common Core Standards with high yield instructional and assessment strategies to impact student progress.	EA #3 Professional Learning Communities (K-12) and Professional Development to focus on curriculum, instruction, and assessment aligned to Hawaii Common Core Standards to ensure College and Career Readiness ● Grade Level PLCs ● Grade Level Achievement Team Meetings ● Begin Peer Observations by faculty (WASC Critical Area #1) ● Differentiation ● Math Core Math Core Plan	2020-2021	Vice Principal 2 Coaches	WSF	Based on ● CFAs ● Survey of Stakeholders ● Universal Screener Data ● SBA results ● Strive HI ● (Learning Walk Data) ● Lesson Study Data ● Algebra Readiness Assessment
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will implement the framework for "Teaching and Learning" in order to address the whole child and to improve instructional practices (i.e engagement, inquiry).	EA #4 Professional Learning Communities (K-12) and Professional Development to use the "Teaching and Learning" framework at their individual schools within the context of Waipahu Complex. Specifically, our school will: • Focus on all levels of "comprehension skills" model across all content areas. • Implement school data teams and assessment systems and ensure integration with RTI in MTSS • Ensure the delivery of balanced literacy in early elementary to ensure students learn to read. (SW6)	2020-2021	Vice Principal 2 ELA Coach		Based on • CAS school visit • Progress Monitoring: Crosswalk TnL and CA House and individual school design for alignment of efforts • EES • Teacher behavior/instructional practices monitoring • Strive HI data • Schools self assess based on continuum

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By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will partner with University of Hawaii, College of Education (UHCOE) and will continue to implement the Professional Development School (PDS) process.	EA #5 UHCOE and Waipahu Complex will participate in a partnership to jointly support specified personnel and activities within the terms and conditions of the Memorandum of Agreement between UHCOE and Waipahu Complex. Specifically: • Place teacher candidates in our school • Recruit candidates through the teacher ed pathway • Participate in PDS liaison meetings to sustain trajectory of partnership • Participate in PDS advisory committee meetings to sustain the trajectory of the partnership • Continue to deliver substitute teacher training via Waipahu CSA	2020-2021	Principal ELA Coach		Based on • Teacher candidate placements within Waipahu Complex • Professional development opportunities and attendance • Enrollment of cadets in UHCOE and retention as Waipahu Complex cohort teacher. • Mentor and candidate survey • Professional development opportunities and attendance • Enrollment of candidates in UHCOE and retention as Waipahu Complex teacher • Mentor and candidate survey results • Monitor candidate placements within Waipahu Complex • Memorandum of Agreement
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will implement strategies that address closing the achievement gap in reading.	EA #6 Professional Development that address closing the gap in reading from PK-Grade 6: • PD Sessions (i.e. Orton Gillingham) • Local and National Conferences w/travel • Complex/Complex Area Professional Learning Communities • Stephanie Harvey (Reading Comprehension Strategies)	2020-2021	ELA Coach		Based on • Strive HI • SBA results • Universal Screening Data

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Goal 3: **Successful Systems of Support.** The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- x *Objective 1: Innovation –* *Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.*
- ☐ *Objective 2: Adequate and Expanded Resources –* *Secure adequate resources to support school and community-based plans for student success.*
- ☐ *Objective 3: Efficient and Transparent Supports* *– Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.*

Outcome: By the end of three years,	**Rationale:**
The Pearl City - Waipahu Complex Area will work with financial, human, and community based resources to strengthen the system for student success.	Based on identified Complex Area school level targets, there is demonstrated need across varied levels of measures including but not limited to • Chronic Absenteeism • Math, ELA, & Science • 3rd Grade Literacy • ELA & Math MGP • ELA & Math Gap • School Climate • Inclusion Rate • (Innovation) • (Family and Community Engagement)

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**Accountable Lead(s)**	**Source of Funds**	**Define the relevant data used to regularly assess and monitor progress**
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will receive accreditation the Western Association of Schools and Colleges (WASC).	EA #1 Kaleiʻopuʻu Elementary School will continue and the accreditation process.	2020-2021	Principal Math Coach	WSF	Based on ● Components of the WASC process ● Final WASC report
By the end of the 2017-2020 school year Kaleiʻopuʻu Elementary School will utilize organizational resources to meet the needs of the whole child.	EA #2 Kaleiʻopuʻu Elementary School will continue engaging with the Leeward Community Children's Council ● attendance at meetings and/or activities ● apply meeting details as necessary, according to the school/student needs and progress.	2020-2021	Principal		Based on ● Meeting Attendance ● Meeting Minutes ● Principal Reports
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will utilize organizational resources to meet the needs of the 21st-Century Learner.	EA #3 Kaleiʻopuʻu Elementary School participating in the 21st Century grant will ● develop and refine program goals as necessary to increase student engagement in school and complex 21st Century and Community programs. ● utilize the 21st Century	2020-2021	21st Century Grant Coordinator		Based on ● Student Participation Rate ● Demographics ● Site Activity Offerings ● Achievement Gap Rate 21st Century Grant Progress Monitoring

	Community Learning Center Grant to provide programs and opportunities (before and/or after school) for students to participate in activities to supplement their learning.				

By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will utilize organizational resources to meet the needs of the whole child.	EA #4 Kaleiʻopuʻu Elementary School will continue to participate in extra-curricular activities
	
	● Waipahu
	   o Intramurals - Basketball, Volleyball, Track & Field, Flag Football,
	
	   o Hip Hop, Robotics (SW 6)
		2020-2021	Principal	WSF	Based on
					● Participation Data
					● Community Attendance Data

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By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will utilize organizational resources to meet the needs of the whole child.	EA #5 Kaleiʻopuʻu Elementary School will continue to provide an array of parent and student involvement activities to engage our students and families. - Read Across America - Family Nights: Math, Literacy and Science Nights - Grade level planned events - PTO (SW7)	2020-2021	Principal	WSF	Based on ● Participation Data ● Community Attendance Data
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will utilize organizational resources to meet the needs of the whole child.	EA #6 Kaleiʻopuʻu Elementary School will continue to work with community associations ● Representation at monthly community meetings. ● Support and participate in community activities and resources.	2020-2021	Principal		Based on ● Principal Reports ● School Publications ● Community Publications ● myPearlCity.com website
By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will utilize organizational resources to meet the needs of the whole child.	EA #7 Kaleiʻopuʻu Elementary School will apply for Waipahu Community Foundation grants annually.	2020-2021	Principal		Based on ● Number of grant applications submitted ● Measurable grant outcomes

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By the end of the 2017-2020 school year, Kaleiʻopuʻu Elementary School will increase opportunities for students receiving special education and/or identified as English Language Learners to access the general education curriculum	EA #8 ● Professional development (e.g. specially designed instruction, inclusive culture and practices) ● PLCs (e.g. SpEd/EL teachers across schools, school teams) ● Infrastructure (revisit, analyze, and adjust accordingly to the types of settings, use of personnel and scheduling, based on student population needs).	2020-2021	Principal Student Services Coordinator		Based on ● Inclusion data (Strive Hi, eCSSS) ● School's Measure of Progress (e.g. date leadership met with complex area SpEd/LD EL, sign in sheets from complex/state level training, ...)