



# Kahalu‘u Elementary School 2021 Academic Plan, School Year 2021-22



## *Kahalu‘u Elementary School* "Rooted in purpose, pride, passion, perseverance"

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

School Principal (print): Walter Santiago	
School Principal’s Signature: <u>Walter Santiago</u> <small>Walter Santiago (Apr 27, 2021 11:12 HST)</small>	Date: Apr 27, 2021
Complex Area Superintendent (print): Matt Ho	
Complex Area Superintendent’s Signature: <u>Matthew C.W. Ho</u> <small>Matthew C.W. Ho (Apr 30, 2021 14:34 HST)</small>	Date: Apr 30, 2021

# 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).

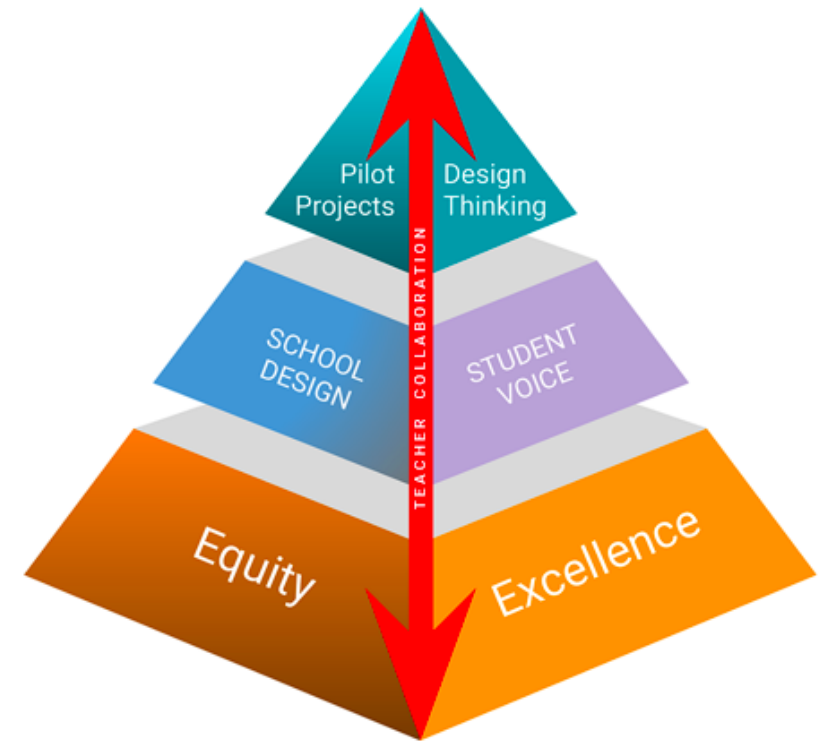
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning.

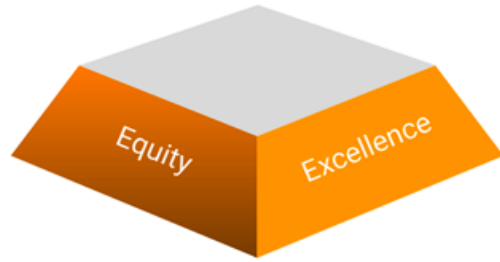
High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

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





# Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity
<p><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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>After looking at our CNA, SBA, LDS and Strive HI data, Kahalu'u Elementary will focus on the following in SY 2020-2021:</p> <ol style="list-style-type: none"> <li>1. Close the achievement gap between our High Needs and Non-High Needs students.</li> <li>2. Increase our ELA proficiency scores by implementing a focused K-6 tier I, II, III RTI program and plan.</li> <li>3. Increase our ELA and Math proficiency scores by focusing on tier I small group explicit differentiated instruction.</li> <li>4. Implement a clear explicit, rigorous standards based instruction through our ALOHA classroom management plan.</li> </ol>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><b>INSTRUCTION AND BEHAVIORS</b>            If Kahalu'u Elementary engages their students in explicit (ALOHA model) differentiated, small group Tier I instruction, using instructional strategies, tools and resources provided through professional development, then we will see our achievement gap, ELA and Math proficiency scores and classroom behaviors improve.</p> <p><b>RTI ACADEMICS</b>            If Kahalu'u Elementary implements Fountas &amp; Pinnell Tier II, III Reading Leveled Literacy Intervention program and plan with fidelity for 45 min a day 4X week, then we will see our achievement gap and ELA proficiency scores improve, our students will feel successful, and we will see an increase in positive behaviors.</p> <p><b>PLT/DATA TEAMS</b>            If Kahalu'u Elementary collects data through common classroom assessments and universal screeners, analyzes, reflects and uses the data to drive instruction to improve student achievement and outcomes, then our achievement gap, ELA and Math Proficiency scores will improve and our students will feel supported and successful and we will see an increase in positive behaviors.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><b>ENABLING ACTIVITIES</b>  <b>Student Success</b></p> <ol style="list-style-type: none"> <li>1. Implement explicit standards based Tier I differentiated small group instruction in ELA and Math. (SW6)</li> <li>2. Implement K-6 RTI Tier I, II, III Leveled Literacy Intervention reading program and plan to address Reading Literacy. (SW6)</li> <li>3. Develop a school wide plan where students, teachers, and parents set, track and reflect on academic (iReady) and behavior goals (GLOs/ALOHA). (SW6) (SW7)</li> </ol> <p><b>Staff &amp; Systems of Support Success</b></p> <ol style="list-style-type: none"> <li>4. Implement our ALOHA Classroom Management Program Plan. (SW6)</li> <li>5. Create clear processes and procedures through PLT/DATA/PBIS/Support Teams to analyze and use the data to drive academic and behavior program planning and next steps. (SW6)</li> </ol>

**Strive Hi Data (SY18-19)****Closing the Gap between Non-High Needs to High Needs Students**

Subject	Non-High Needs	GAP	Needs (SPED, ELL, Low SES)
ELA	57%	25pts	32%
MATH	54%	29pts	25%

**ELA**

ELA scores went down from SY 17-18 to 18-19

SY	ALL	Non High Needs	High Needs	Low SES	IDEA	ELL
16-17	43%	70%	36%	37%	0%	25%
17-18	44%	58%	33%	36%	4%	40%
18-19	37%	48%	30%	32%	0%	33%

- Males are scoring 15% lower than Females on the ELA test
- Native Hawaiian & Polynesian ELA scores are the lowest at 34% (18-19 SBA; 18-19 LDS Data)

**MATH**

Math scores went down from SY 17-18 to 18-19

SY	ALL	Non High Needs	High Needs	Low SES	IDEA	ELL
16-17	42%	68%	35%	36%	0%	25%
17-18	38%	48%	31%	33%	17%	40%
18-19	30%	41%	21%	22%	0%	50%

- Males are scoring 2-3% lower than Females on the Math test (18-19 SBA; 18-19 LDS Data)

**SCIENCE**

HSA Science scores went down from SY 17-18 to 18-19

SY	ALL	Non High Needs	High Needs	Low SES	IDEA	ELL
16-17	33%	62%	27%	28%	20%	0%

**PLT/DATA/PBIS/SUPPORT TEAMS**

If Kahalu'u Elementary addresses student needs and behaviors by collecting, reflecting, and analyzing data, use the data to plan and implement program supports and services for our students through monthly PLT/Data/PBIS/ Support Team meetings, then we will see an improvement in student behavior at Kahalu'u.

**Instructional Tools, Strategies and Professional Development**

*IF ALL of our staff are trained and provided professional development in the following...*

- All K-2 teachers trained in Orton Gillingham (OG), Teach Well, BAS and Fountas & Pinnell reading program, small group differentiated standards based instruction, and ALOHA classroom management program (CHAMPS).
- All 3-6 teachers trained in small group differentiated standards based instruction, BAS and Fountas & Pinnell reading program, and ALOHA classroom management program (CHAMPS).

*THEN we will see an improvement in our academics and behaviors at Kahalu'u Elementary.*

17-18	46%	69%	30%	27%	67%	50%
18-19	34%	36%	37%	34%	33%	0%

(18-19 SBA; 18-19 LDS Data)

**3rd GRADE READING PROFICIENCY**

SY	3rd Graders
16-17	74%
17-18	63%
18-19	65%

(18-19 SBA; 18-19 LDS Data)

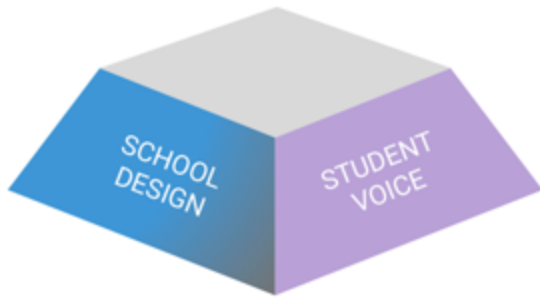
**ATTENDANCE**

SY	Chronic Absenteeism %	Attendance %
16-17	14%	94%
17-18	10%	94.5%
18-19	16%	93.9%

(18-19 SBA; 18-19 LDS and Principal Data)

**Behavior Data from LDS and Office Referrals**

SY	Total Referrals	A	B	D	C
16-17	39	10	8	5	16
17-18	8	2	6	0	0
18-19	29	6	3	6	14



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

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

#### Complex/School Context for School Design and Student Voice

According to our current 19.20 data and 18.19 SBA, STRIVE HI, and School data, our students are not meeting proficiency or showing deficits in ELA, Math, and Science. Our CNA and LDS data has shown us that students who struggle with behaviors in the classroom are one or more grade levels behind in ELA and Math. Our CNA data also showed us that our students do well when instruction is explicit, relevant and real life, differentiated and delivered in smaller groups. In grade level and staff committee meetings, we've identified that student voice is needed more in the planning, implementation, and assessment of programs, procedures, and processes at Kahalu'u Elementary.

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

#### School Design and Student Voice Initiatives

Our school design and student voice initiatives at Kahalu'u are the following:

- Provide students a voice in their classroom through differentiated small group learning teams. Our ALOHA Classroom Management model will give students the opportunity to teach, share, explain, and assess their own learning with their peers. Students will be given the opportunity to choose how they will show their learning.
- Students will be placed in Leveled Literacy Intervention small groups for reading to address the needs of our students. Books have relevant topics in all genres and appropriate for the student's age and reading level. Students will read together, reflect and share their understanding of the reading, and provide feedback to each other.
- We will develop a goal setting and planning program that allows our students, teachers, and parents to work together to track, reflect, assess, and plan next steps to be successful academically (iReady) and behaviorally (GLOs/ALOHA).
- A students ALOHA Ambassadors group will be created to allow our students to advocate and be involved in the planning, implementation and evaluation of school procedures, processes and programs at Kahalu'u. The ALOHA Ambassadors will also work in various positions serving our school and community.
- Provide professional development (PD), training, and workshop sessions for our faculty, staff and parents to address the learning needs of all students.

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

#### Conditions for Success for School Design and Student Voice

The conditions for success for School Design and Student Voice at Kahalu'u will involve a clear, collaborative plan involving all stakeholders (students, teachers, staff, parents, and community). As mentioned in our CNA, Kahalu'u Elementary success is dependent upon clear processes, programs, and procedures that are explicitly communicated, followed and evaluated by all. Stakeholders, Aloha Ambassadors, and school teams will assess and provide quarterly feedback to our School Design and Student Voice plan. The needs of all our students is at the core and focus of every decision we make at Kahalu'u.

## SY 2021-22 [Measurable Outcomes](#)

What are your [Measurable Outcomes](#) around School Design and Student Voice? What are you designing?

### **MEASURABLE OUTCOMES**

The following targets are the measurable outcomes that the school is focusing on to improve student success:

3rd Grade Literacy - 68%  
ELA Proficiency - 44%  
ELA Gap - 22points  
Math Proficiency - 41%  
Math Gap - 23points  
Science Proficiency - 41%  
Chronic Absenteeism - 11%  
School Climate - 85%

### ***Why you are implementing them?***

- Previous SBA and IReady data has shown us that 39% of our students are on grade level and reading proficiently (61% is not on grade level or meeting proficiency).
- Our CNA data also showed an increase in inappropriate behaviors correlates to students who are behind two or more grade levels in reading and/or math and struggles academically.
- Increase in our IDEA population, no improvement in the gap rate and more students in a resource setting classroom.

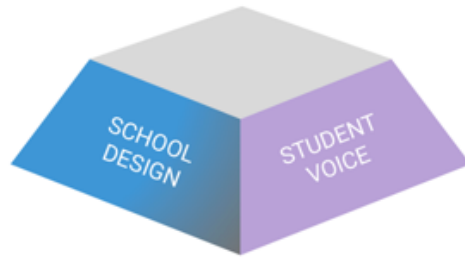
### ***What are we designing? (Student Voice)***

- Differentiated small group learning teams to empower students to teach, share, explain, and assess their learning with their peers.
- Leveled Literacy Intervention reading small groups to allow students to read together, reflect and share their understanding of the reading and provide feedback to each other.
- Goal setting and planning program that allows our students to track, reflect, assess, and plan next steps to be successful academically (iReady) and behaviorally (GLOs/ALOHA).
- Form a student ALOHA Ambassadors group that will advocate for students and be involved in the planning, implementation and assessment of school processes and programs at Kahalu'u.

### ***How will you know that they are causing an improvement?***

#### **We will monitor improvement through the following:**

ELA and Math Proficiency Scores (Strive HI, IReady, BAS)  
School Quality Survey Data  
Panorama Data (3-6)  
School Student Survey (1st & 2nd Semester)  
Referral and Behavior Data (LDS, Office/Counselor Referrals)



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

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

Baseline Measurements	Formative Measures	Summative Goals
<p>Add beginning of the year measurements here.</p> <p><b>2018-2019 Strive HI Data</b>            ELA - 37%            Math - 30%            Science - 34%</p> <p><i>Student Gap Data</i>            ELA 25points: Non-High Needs 57%, High Needs 32%            Math 29points: Non-High Needs 54%, High Needs 25%</p> <p><b>2019-2020 LDS Data</b>            Attendance 94%            Chronic Absenteeism 16%            Discipline/Behavior Data #of Referrals: (in progress)</p>	<p>Add throughout the year measurements here.</p> <p>IReady Data (Quarterly)            Response To Intervention Data (Quarterly)            BAS Data (Fall, Spring)            Common Classroom Summative Data (Quarterly)</p>	<p>Add end of year goals here.</p> <p>3% to 6% improvement in proficiency for ELA            3% to 6% improvement in proficiency for Math            3% to 6% improvement in proficiency for Science            3 to 4 point improvement in GAP points for ELA and Math</p>

## Student Outcomes

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><b>Improved STRIVE-HI, iReady and School-wide Targets for:</b>            ELA Proficiency - 44%            ELA Gap - 22points            Math Proficiency - 41%            Math Gap - 23points            Science Proficiency - 41%            3rd Grade Literacy - 68%</p>	<p>1. Implement explicit standards based Tier I differentiated small group instruction for ELA and Math. (SW6)</p>	<p>Yearlong</p>	<p>WSF (42101, 42112, 42103)            Title I (18902, 18935)            SPED (73100)</p>	<p>Walkthrough Data            IReady Data            BAS/DIBELS Data            PLT/Data Teams Common Assessment Data and Notes            Academic Review Team Report (SW3)</p>	<p>Quarterly            Quarterly            2 to 3 times a Year            Quarterly            Semester</p>	<p>Semesterly ART Reports (SW3)            CAS School Visit and Walkthroughs</p>



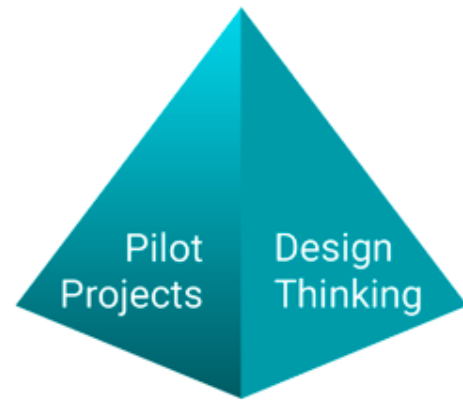
<b>Improved STRIVE-HI, iReady and School-wide Targets for:</b> ELA Proficiency - 44% ELA Gap - 22points 3rd Grade Literacy - 68%	2. Implement K-6 RTI Tier I and II Leveled Literacy Intervention reading program and plan to address Reading Literacy. (SW6)	Yearlong	WSF (42101, 42112, 42103)  Title I (18902, 18935)  SPED (73100)	IReady Data BAS/DIBELS Data PLT/Data Teams Common Assessment Data and Notes  Academic Review Team Report (SW3)	Quarterly 2 to 3 Times a Year  Quarterly   Semester	Semesterly ART Reports (SW3)   CAS School Visit and Walkthroughs
<b>Improved STRIVE-HI, iReady and School-wide Targets for:</b> ELA Proficiency - 44% ELA Gap - 22points Math Proficiency - 41% Math Gap - 23points Science Proficiency - 41% Chronic Absenteeism - 11% School Climate - 85%	3. Develop a school wide plan where students, teachers and parents set, track and reflect on academic (iReady) and behavior goals (GLOs/ALOHA). (SW6) (SW7)	Yearlong	WSF (42101, 42112, 42103)  Title I (18902, 18935)  SPED (73100)	IReady Data BAS/DIBELS Data PLT/Data Teams Common Assessment Data and Notes  PLT/Data/ PBIS/Support Team Data and Notes (Academic/Behavior)  Student Reflection and Goal Sheet Folder (GLO/ALOHA Rubric)  Academic Review Team Report (SW3)	Quarterly 2 to 3 Times a Year  Quarterly  Quarterly  Quarterly  Semester	Semesterly ART Reports (SW3)   CAS School Visit and Walkthroughs

**Staff and Successful Systems Outcomes**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<b>Improved STRIVE-HI, iReady and School-wide Targets for:</b> ELA Proficiency - 44% ELA Gap - 22points Math Proficiency - 41% Math Gap - 23points Science Proficiency - 41% Chronic Absenteeism - 11% School Climate - 85%	4. Implement our ALOHA Classroom Management Program Plan. (SW6)	Yearlong	WSF (42101, 42112, 42103)  Title I (18902, 18935)  SPED (73100)	Walkthrough Data IReady Data BAS/DIBELS Data PLT/Data Teams Common Assessment Data and Notes  PLT/Data/ PBIS/Support Team Data and Notes (Academic/Behavior)  Referral Data  ALOHA Team Meeting Notes  Academic Review Team Report	Quarterly Quarterly 2 to 3 times a Year Quarterly Quarterly Quarterly Weekly Semester	Semesterly ART Reports (SW3)   CAS School Visit and Walkthroughs

				(SW3)		
<b>Improved STRIVE-HI, iReady and School-wide Targets for:</b> ELA Proficiency - 44% ELA Gap - 22points Math Proficiency - 41% Math Gap - 23points Science Proficiency - 41% Chronic Absenteeism - 11% School Climate - 85%	5. Create clear processes and procedures through PLT/DATA/PBIS/Support Teams to analyze and use the data to drive academic and behavior program planning and next steps. (SW6)	Yearlong	WSF (42101, 42112, 42103)  Title I (18902, 18935)  SPED (73100)	Walkthrough Data IReady Data BAS/DIBELS Data PLT/Data Teams Common Assessment Data and Notes PLT/Data/ PBIS/Support Team Data and Notes (Academic/Behavior) Referral Data Academic Review Team Report (SW3)	Quarterly Quarterly 2 to 3 times a Year Quarterly Quarterly Quarterly Semester	Semesterly ART Reports (SW3)  CAS School Visit and Walkthroughs

## 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.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

<b>School Ideas for Innovation and Pilot Projects</b>	<b>Conditions for Success</b>
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While referencing the "Forward Focused" Plan, **please describe your school's ideas around innovation and pilot projects.** Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.

#### **STUDENT VOICE**

1. Aloha Ambassadors: Student volunteer group who become alaka'i (leaders) that will advocate for students and be involved in the planning, implementation and assessment of school processes and programs at Kahalu'u. They will also work in various positions serving our school and community.
2. "GLO Aloha Project" to empower and inspire our students with the skills to be able to make a positive impact in their school, community and world (Aligned to Na Hopena A'o and General Learner Outcomes).
3. Intramural Program is a recess skills based challenge used to develop student alaka'i, student voice, and school/class unity and pride.
4. ALOHA Schoolwide Classroom Expectations. (CHAMPS)
5. ALOHA Coaching Team (ACT)  
-Teachers Coaching Teachers...Teachers Coaching Students...Students Coaching Students...

#### **COMMUNITY PARTNERSHIPS (COLLEGE, CAREER, COMMUNITY**

6. Papa Ku'i'ai Festival: Community Poi Pounding Event in partnership with Key Project, Hamama, Kahalu'u Community Park, Kamehameha Schools, and Kahalu'u Elementary School. (SW7)
7. NO'EAU: Project goal is to provide career, college, and community opportunities for our sixth grade students to experience. Partnership with Key Project in developing job related skills in serving our senior community (Hospitality); KALO Park (Agricultural Development), Kahalu'u School Healthy Snack (Delivery Service), Piliialoha (Peer Mentoring). Students will go on college visits and be provided college skills training from WCC TRIO program (WCC Partnership). (SW7)

*Please describe your conditions for Success:*

1. School staff and community mentors to support student alaka'i.
2. Staff, students, families and community partnership in the planning, coordination, and hosting our Papa Ku'ia'i Kalao Festival. Goal to build a "sense of place" and pride in Kahalu'u.
3. School staff and community partner to work with and support our students.
4. Funds for supplies, equipment and materials for incentives and program design.
5. Funds for equipment, supplies, and materials to host community and parent engagement activities and events.