



# 2021 Academic Plan, School Year 2021-22

School: Kailua Elementary School (SW4)

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.

## 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.

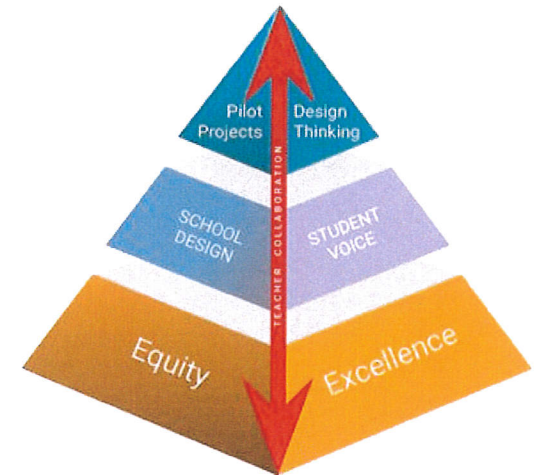
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).



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

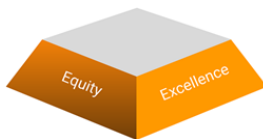
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

**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).



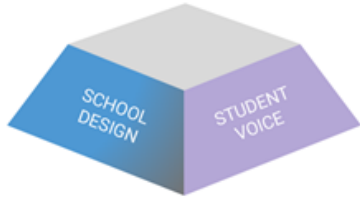
Principal (print): Allyson Doherty	
Principal's signature and date:	 05/01/21
Complex Area Superintendent (print): Lanelle Hibbs	
Complex Area Superintendent's signature and date:	 05/05/2021



# 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><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p>
	Population	Chronically Absent	ELA Proficiency*	Math Proficiency*	<p>“Department staff should also be models of behaviors that direct students to what these outcomes might look like in practice... When taken together, these outcomes become the core BREATH that can be drawn on for strength and stability throughout school and beyond,” (<a href="#">HĀ: BREATH</a>)</p> <p>If Kailua Elementary School focuses on the HA Framework for the adults within the school community, then not only will the Hawaiian culture and values be elevated throughout the school community, Kailua Elementary School will become a compassionate and inclusive school community. (WASC Area #6)</p> <p>If Kailua Elementary School implements Project Based Learning as the instructional framework (this includes PBL teaching practices of design &amp; plan, align to standards, build a culture, manage activities, scaffold student learning, assess student learning, and engage &amp; coach), then all students will have access to grade level standards, a structured and supportive learning environment, appropriate scaffolds and supports, and authentic learning experiences so that all sub-groups of students will develop the social emotional and academic skills needed to be successful both in and out of the school environment.</p>	<ul style="list-style-type: none"> <li>● Implement a SEL program to teach empathy and self-regulation</li> <li>● Curriculum mapping - ELA</li> <li>● Project Based Learning</li> <li>● Co-teaching</li> <li>● MTSS</li> <li>● Grade Level Parent Engagement</li> <li>● Student goal setting and tracking of GLOs</li> <li>● Schoolwide Systems of Support: Multi-Tiered System of Support, Instructional Leadership Team, Teacher Collaboration Time, Data Teams, and Academic Review Team</li> </ul> <p>(SW6)</p>
All Students	Total: 342 last year: 393	13.4% last year: 12%	47.3%  Non High Needs: 63%	42.5%  Non High Needs: 57%		
Special Education	20% last year: 15.6%	12% last year: 23%	18.5%	14.8%		
English Language Learners	6% last year: 8.5%	36% last year: 2.5%	0%	25%		
Native Hawaiian	26% last year: 25%	16% last year: 53%	29%	20%		
<p>* Proficiency Data from 2018-19 SBA</p> <p><u>Student Learner Need #1:</u> Increase all students' social and emotional skills: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. (GLO Alignment: Community Contributor &amp; Self-Directed Learner)</p> <p><u>Student Learner Need #2:</u> Increase literacy skills for all students while closing the achievement between subgroups. (GLO Alignment: Complex Thinker)</p> <p><u>Student Learner Need #3:</u> Increase students' ownership of their learning. (GLO Alignment: Quality Producer)</p> <p>Source: <a href="#">Comprehensive Needs Assessment</a> (SW1)</p>						



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

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

Kailua Elementary School wants all of the students in our diverse school community to be confident, empathic, curious, kind and resilient leaders within the school community. In order to achieve this outcome, we've identified four General Learner Outcomes we need to focus on: Community Contributor, Self-Directed Learner (Social Emotional Skills), Critical Thinker (Foundational Skills and Problem Solving), and Quality Producer (Academic Excellence and Perseverance).

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

Kailua Elementary School will adopt Project Based Learning as our instructional framework. We will continue to refine and implement a Multi-Tiered System of Support for students to address students' individual needs. We will adopt and implement a social emotional program. (SW6)

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

Kailua Elementary School needs to have a shared vision about equity and access to high quality instruction for all students with an emphasis on deeper learning outcomes. The structural conditions of the school need to eliminate barriers to student access and provide opportunities for shared practice (students, families, school staff, and community stakeholders). The master calendar, professional development, and budget are based on student learner needs and adult supports. There is a focus on and system for continuous improvement at all levels: individual students, classrooms, grade levels, and the whole school. (SW6)

SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>	<a href="#">SY 2023-24 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><u>Federal &amp; State Measurements:</u></b>  <b>Academic:</b></p> <ul style="list-style-type: none"> <li>● Proficiency: ELA from 47.3% to 55%, Math from 42.5% to 50% &amp; Science from 75% to 80% as measured by the Smarter Balanced Assessment and the Hawaii State Assessment</li> <li>● 3rd grade literacy, as measured by SBA reading claim, from 55% proficient to 64%</li> <li>● Achievement Gap: Language Arts/Literacy &amp; Math, measuring the difference in performance between high-needs and non-high needs students on the Smarter Balanced Assessment</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><b><u>Federal &amp; State Measurements:</u></b>  <b>Academic:</b></p> <ul style="list-style-type: none"> <li>● Proficiency: ELA to 64%, Math to 58% &amp; Science to 83% as measured by the Smarter Balanced Assessment and the Hawaii State Assessment</li> <li>● 3rd grade literacy, as measured by SBA reading claim, to 75% proficient</li> <li>● Achievement Gap: Language Arts/Literacy &amp; Math, measuring the difference in performance between high-needs and non-high needs students on the Smarter Balanced Assessment               <ul style="list-style-type: none"> <li>○ Special Education                   <ul style="list-style-type: none"> <li>■ ELA to 43%</li> </ul> </li> </ul> </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><b><u>Federal &amp; State Measurements:</u></b>  <b>Academic:</b></p> <ul style="list-style-type: none"> <li>● Proficiency: ELA to 73%, Math to 66% &amp; Science to 85% as measured by the Smarter Balanced Assessment and the Hawaii State Assessment</li> <li>● 3rd grade literacy, as measured by SBA reading claim, to 86% proficient</li> <li>● Achievement Gap: Language Arts/Literacy &amp; Math, measuring the difference in performance between high-needs and non-high needs students on the Smarter Balanced Assessment               <ul style="list-style-type: none"> <li>○ Special Education                   <ul style="list-style-type: none"> <li>■ ELA to 55%</li> <li>■ Math to 54%</li> </ul> </li> <li>○ English Language Learners</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Special Education <ul style="list-style-type: none"> <li>■ ELA from 18.5% to 31%</li> <li>■ Math from 14.8% to 28%</li> </ul> </li> <li>○ English Language Learners <ul style="list-style-type: none"> <li>■ ELA from 0% to 21%</li> <li>■ Math from 25% to 35%</li> </ul> </li> <li>○ Native Hawaiian Students <ul style="list-style-type: none"> <li>■ ELA from 29% to 35%</li> <li>■ Math from 20% to 32%</li> </ul> </li> </ul> <p><b>Learning Environment:</b></p> <ul style="list-style-type: none"> <li>● Chronic Absenteeism: from 13.4% to 10% <ul style="list-style-type: none"> <li>○ Special Education: from 12% to 11%</li> <li>○ English Learners: from 36% to 30%</li> <li>○ Native Hawaiian: from 16% to 15%</li> </ul> </li> <li>● School Climate: <ul style="list-style-type: none"> <li>○ Panorama Dimension of Belonging from 57% to 65%</li> <li>○ Panorama Dimension of Safety from 72% to 74%</li> </ul> </li> <li>● Inclusion Rate from 61% to 63%</li> </ul>	<ul style="list-style-type: none"> <li>■ Math to 41%</li> <li>○ English Language Learners <ul style="list-style-type: none"> <li>■ ELA to 31%</li> <li>■ Math to 40%</li> </ul> </li> <li>○ Native Hawaiian Students <ul style="list-style-type: none"> <li>■ ELA to 45%</li> <li>■ Math to 44%</li> </ul> </li> </ul> <p><b>Learning Environment:</b></p> <ul style="list-style-type: none"> <li>● Chronic Absenteeism: to 9% <ul style="list-style-type: none"> <li>○ Special Education: to 10%</li> <li>○ English Learners: to 15%</li> <li>○ Native Hawaiian: to 14%</li> </ul> </li> <li>● School Climate: <ul style="list-style-type: none"> <li>○ Panorama Dimension of Belonging to 78%</li> <li>○ Panorama Dimension of Safety to 75%</li> </ul> </li> <li>● Inclusion Rate to 66%</li> </ul>	<ul style="list-style-type: none"> <li>■ ELA to 41%</li> <li>■ Math to 45%</li> <li>○ Native Hawaiian Students <ul style="list-style-type: none"> <li>■ ELA to 55%</li> <li>■ Math to 54%</li> </ul> </li> </ul> <p><b>Learning Environment:</b></p> <ul style="list-style-type: none"> <li>● Chronic Absenteeism: to 8% <ul style="list-style-type: none"> <li>○ Special Education: to 9%</li> <li>○ English Learners: to 10%</li> <li>○ Native Hawaiian: to 13%</li> </ul> </li> <li>● School Climate: <ul style="list-style-type: none"> <li>○ Panorama Dimension of Belonging to 83%</li> <li>○ Panorama Dimension of Safety to 84%</li> </ul> </li> <li>● Inclusion Rate to 70%</li> </ul> <p><b>Additional State Measurements:</b></p> <p><b>Academic:</b></p> <ul style="list-style-type: none"> <li>● Percentage of fourth graders who were below grade level at the end of third grade, and caught up to their grade-level peers in grade four.</li> </ul> <p><b>College, Career, &amp; Community:</b></p> <p>Number of service projects, ‘āina-based projects, Hawai‘i Green Growth’s Aloha+ Challenge activities.</p> <p><b>Learning Environment:</b></p> <ul style="list-style-type: none"> <li>● Community Engagement- Number of volunteer hours, partnership activities, sustained business and industry partnerships, “Out of School Time” activities.</li> <li>● Family Engagement Percentage of parents reporting positive responses on the involvement/ engagement portion of the school climate survey.</li> </ul>
<p><i>Why are you implementing them?</i></p> <p>Kailua Elementary School is implementing equitable instructional practices and measuring the above outcomes to ensure ALL students are provided access to the general education curriculum and personalized support that lead to successful outcomes in personal well-being, school culture, and academic achievement.</p>	<p><i>Why are you implementing them?</i></p> <p>Kailua Elementary School is implementing equitable instructional practices and measuring the above outcomes to ensure ALL students are provided access to the general education curriculum and personalized support that lead to successful outcomes in personal well-being, school culture, and academic achievement.</p>	<p><i>Why are you implementing them?</i></p> <p>Kailua Elementary School is implementing equitable instructional practices and measuring the above outcomes to ensure ALL students are provided access to the general education curriculum and personalized support that lead to successful outcomes in personal well-being, school culture, and academic achievement.</p>

<p><i>How will you know that they are causing an improvement?</i></p> <p>Formative Assessment measures through the Grade Level Data Team process as well as the Academic Review Team.</p> <ul style="list-style-type: none"> <li>● General Learner Outcome Data: <ul style="list-style-type: none"> <li>○ Self-Directed Learner</li> <li>○ Community Contributor</li> <li>○ Critical Thinker</li> <li>○ Quality Producer</li> </ul> </li> <li>● STAR Reading and Math Assessment</li> <li>● Reading Fluency</li> <li>● Attendance Data</li> <li>● Parent Surveys</li> <li>● Classroom walkthroughs</li> <li>● Meeting Minutes</li> <li>● Staff Surveys</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Formative Assessment measures through the Grade Level Data Team process as well as the Academic Review Team.</p> <ul style="list-style-type: none"> <li>● General Learner Outcome Data: <ul style="list-style-type: none"> <li>○ Self-Directed Learner</li> <li>○ Community Contributor</li> <li>○ Critical Thinker</li> <li>○ Quality Producer</li> </ul> </li> <li>● STAR Reading and Math Assessment</li> <li>● Reading Fluency</li> <li>● Attendance Data</li> <li>● Parent Surveys</li> <li>● Classroom walkthroughs</li> <li>● Meeting Minutes</li> <li>● Staff Surveys</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Formative Assessment measures through the Grade Level Data Team process as well as the Academic Review Team.</p> <ul style="list-style-type: none"> <li>● General Learner Outcome Data: <ul style="list-style-type: none"> <li>○ Self-Directed Learner</li> <li>○ Community Contributor</li> <li>○ Critical Thinker</li> <li>○ Quality Producer</li> </ul> </li> <li>● STAR Reading and Math Assessment</li> <li>● Reading Fluency</li> <li>● Attendance Data</li> <li>● Parent Surveys</li> <li>● Classroom walkthroughs</li> <li>● Meeting Minutes</li> <li>● Staff Surveys</li> </ul>
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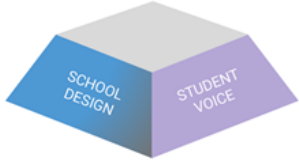
**WASC Schoolwide Critical Areas for Follow-Up**

The visiting committee concurs with the school’s identified critical areas for follow-up that are outlined in the Academic Plan. These are summarized below:

1. Continue to refine the systems of gathering and analyzing a variety of data.
2. Further develop partnerships between school staff, families and the community to increase student achievement.
3. Develop school-wide consistency in standards-based curriculum, instruction, assessment and student support to further support student growth and learning.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

4. Involve students to increase their understanding of GLOs in support of their learning
5. Involve all stakeholders, including certificated and classified staff, and parents in the annual process of reviewing and refining, as needed, KES’s vision and mission statement.
6. Pursue including more culture based learning opportunities for KES students.



# 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			
<i>Add beginning of the year measurements here.</i>				<i>Add throughout the year measurements here.</i> <ul style="list-style-type: none"> <li>• General Learner Outcome Data:               <ul style="list-style-type: none"> <li>○ Self-Directed Learner</li> <li>○ Community Contributor</li> <li>○ Critical Thinker</li> <li>○ Quality Producer</li> </ul> </li> <li>• STAR Reading and Math Assessment</li> <li>• Reading Fluency</li> <li>• Attendance Data</li> <li>• Parent Surveys</li> <li>• Classroom walkthroughs</li> <li>• Meeting Minutes</li> <li>• Staff Surveys</li> </ul>	<i>Add end of year goals here.</i>			
	Chronically Absent	ELA Proficiency*	Math Proficiency*			Chronically Absent	ELA Proficiency	Math Proficiency
All Students	13.4% last year: 12%	47.3%  Non High Needs: 63%	42.5%  Non High Needs: 57%		All Students	10%	55%  Non High Needs: 63%	50%  Non High Needs: 57%
Special Education	12% last year: 23%	18.5%	14.8%		Special Education	11%	31%	28%
English Language Learners	36% last year: 2.5%	0%	25%		English Language Learners	30%	21%	35%
Native Hawaiian	16% last year: 53%	29%	20%		Native Hawaiian	15%	35%	32%
Student Belonging: 57% Student Safety: 72% 3rd Grade Literacy: SBA Reading- 55% Inclusion: 61%  Staff SQS Satisfaction Dimension 85% Staff SQS Involvement and Engagement Dimension 92% Parent SQS Involvement and Engagement Dimension 75%				Student Belonging: 65% Student Safety: 74% 3rd Grade Literacy: SBA Reading- 64% Inclusion: 63%  Staff SQS Satisfaction Dimension 86% Staff SQS Involvement and Engagement Dimension to 93% Parent SQS Involvement and Engagement Dimension 80%				

**Student Outcomes (SY 2020-21)**

Measurable Outcome(s)	Enabling Activity All staff will...	Duration Fall, Spring, Yearlong	Source of Funds Program ID	<u>School Monitoring Activity (SW3)</u>	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Panorama Dimension of Belonging from 57% to 65%</p> <p>Panorama Dimension of Safety from 72% to 74%</p>	<p>1- Continue with implementation of a <a href="#">social emotional program</a> to teach empathy and self-regulation, Caring School Community Program K-6 (SW6)</p>	<p>Yearlong</p>	<p>Title I - for Caring School Communities Program, Time for PD (<a href="#">See FRF</a>)</p>	<p>Teachers will report students are “consistently” and “usually” meeting the “Self-Directed Learner” outcomes as measured by the state rubric and displayed on student report cards. Baseline: 70% Goals: Q1: 70% Q2: 71% Q3: 72% Q4: 73%</p> <p>Teachers will report students are “consistently” and “usually” meeting the “Community Contributor” outcomes as measured by the state rubric and displayed on student report cards. Baseline: 85% Goals: Q1: 85% Q2: 86% Q3: 87% Q4: 88%</p>	<p>Quarterly</p>	
<p>Proficiency: ELA from 47.3% to 55%</p> <p><a href="#">3rd grade literacy</a>, as measured by SBA reading claim, from 55% proficient to 64%</p>	<p>2- Develop ELA curriculum map:</p> <ul style="list-style-type: none"> <li>- Unpack ELA standards focusing on foundational skills (word recognition) and reading (language comprehension) to support reading comprehension</li> <li>- Ensure assessment component</li> <li>- Develop Rubrics and Success Criteria K-6</li> <li>- Incorporate English Learner supports</li> <li>- Supplement core programs to meet student needs</li> </ul> <p>(WASC Area #3) (SW5,6)</p>	<p>Yearlong</p>	<p><a href="#">Title I (See FRF)</a></p> <p>Title III</p>	<p>Grade Level - Curriculum Map completed by the end of each quarter</p> <p>Reading Fluency K-6: Baseline: Goals: Q1: Q2: Q3: Q4:</p>	<p>Quarterly</p>	
<p>Inclusion Rate from 61% to 63%</p>	<p>3- Implement co-teaching models (WASC Area #3) (SW5,6)</p>	<p>Yearlong</p>	<p><a href="#">Title I (See FRF)</a> &amp;</p>	<p>Classroom Observations</p>	<p>Quarterly</p>	



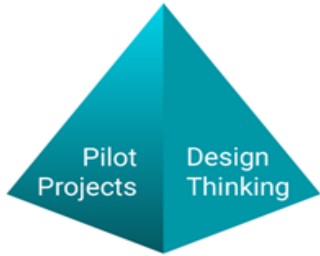
<p>Special Education Proficiency          ELA from 18.5% to 31%          Math from 14.8% to 28%</p>			<p>Special Education Funding</p>	<p>Surveys- pre, mid, post (indicators of co-teaching/different models)</p>		
<p>Achievement Gap:          Special Education Proficiency          ELA from 18.5% to 31%          Math from 14.8% to 28%</p> <p>English Language Learners          ELA from 0% to 21%          Math from 25% to 35%</p> <p>Native Hawaiian Students          ELA from 29% to 35%          Math from 20% to 32%</p> <p>Chronic Absenteeism: from 13.4% to 10%          Special Education: from 12% to 11%          English Learners: from 36% to 30%          Native Hawaiian: from 16% to 15%</p>	<p>4- Implement Multi-Tiered Systems of Supports for academic and behavioral support for students.</p> <ul style="list-style-type: none"> <li>- Refine the platform</li> <li>- PD on the system/platform</li> <li>- On-going collaboration/refinement</li> </ul> <p>(WASC Area #3) (SW6)</p>	<p>Yearlong</p>	<p>WSF  <a href="#">Title I (See FRF)</a></p>	<p>Attendance in EWS          SpEd          Baseline: 94% Goals: Q1: 95% Q2: 96%          Q3: 97% Q4: 98%</p> <p>EL          Baseline: 88% Goals: Q1: 89% Q2: 90%          Q3: 91% Q4: 92%</p> <p>Native Hawaiian          Baseline: 93% Goals: Q1: 94% Q2: 95%          Q3: 96% Q4: 97%</p> <p>Special Education Proficiency on STAR Reading Assessment Baseline: 17 Goals: Fall: 20 Winter: 30 Spring: 40</p> <p>Special Education Proficiency on STAR Math Assessment Baseline: 29          Fall: 30 Goals: Winter: 40 Spring: 50</p> <p>English Language Learners Proficiency on STAR Reading Assessment Baseline: 17          Goals: Fall: 20 Winter: 30 Spring: 40</p> <p>English Language Learners Proficiency on STAR Math Assessment Baseline: 50          Goals: Fall: 60 Winter: 70 Spring: 80</p> <p>Native Hawaiian Proficiency on STAR Reading Assessment Baseline: 40 Goals: Fall: 40          Winter: 50 Spring: 60</p> <p>Native Hawaiian Proficiency on STAR Math Assessment Baseline: 52          Goals: Fall: 52 Winter: 62 Spring: 72</p>	<p>Quarterly          3xs a Year</p>	



SQS Parent Involvement and Engagement Dimension from 75% to 80%	5- One <a href="#">parent engagement</a> activity per grade level (standard driven) (WASC Area #2) (SW7)	Yearlong	<a href="#">Title I (See FRF)</a>	BOE Family Engagement Policy Survey Baseline:   Goals: Q1:   Q2:   Q3: Q4:	Quarterly	
All State and Federal Measurements	6- <a href="#">Student</a> goal setting and tracking of their own GLOs. (WASC Area #4)	Winter/ Spring	WSF	Quality Producer Outcomes Baseline: 78% Goals: Q1: 78   Q2: 79   Q3: 80   Q4: 81	Quarterly	
Math Proficiency on SBA from 42.5% to 50%	7- Adopt and implement a new mathematics program Gr. K-6.	Yearlong	WSF	STAR Math Assessment Baseline: Sp 21: 55% Goals: Fall: 55% Winter: 65%   Spring: 75%	3x a Year: Baseline, Winter, Spring	

**Staff Outcomes (SY 2020-21)**

<b>Measurable Outcome(s)*</b> <small>*These are in addition to student outcomes.</small>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> Program ID	<b>School Monitoring Activity (SW3)</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)
Staff SQS- Satisfaction Dimension from 85% to 86%  Staff SQS- Involvement and Engagement from 92% to 93%	All staff will...  4- Implement the Continuous Improvement Cycle (plan, do, check, act) for monitoring student learning through Grade Level Data Teams, <a href="#">Instructional Leadership Team</a> , Multi Tiered Systems of Support Team, Schoolwide Academic Review Team, and the School Community Council (WASC Area #1 & 5) (SW3)	Yearlong		Meeting Minutes and Observations  Data Team Data  ART	Gr DT- Monthly  MTSS- Monthly  ART- Quarterly	



## 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>Kailua Elementary School would like to use project based learning as the core instructional model for students to develop key knowledge and understanding in academic content areas as well as the General Learner Outcomes. This plan is based on the initial implementation of project based learning by starting with the Project Based Teaching Practices as defined by PBL Works: Design and Plan, Align to Standards, Build the Culture, Manage Activities, Scaffold Student Learning, Assess Student Learning, and Engage and Coach.</p> <p>In order to transform curriculum and instruction, we will use a cohort model to support teachers in learning about, planning for, and delivering high quality PBL projects.</p> <p><u>Project Based Learning:</u></p> <ul style="list-style-type: none"> <li>● Cohorts of teachers             <ul style="list-style-type: none"> <li>○ Year 1:                 <ul style="list-style-type: none"> <li>■ One grade level, enrichment teacher, and academic coach;</li> <li>■ Design and implement at least 2 PBL units;</li> </ul> </li> <li>○ Year 2:                 <ul style="list-style-type: none"> <li>■ Additional Two Grade Levels Trained</li> <li>■ Year 1 Reflect and Refine</li> <li>■ Year 2 Design and Implement 2 PBL units</li> </ul> </li> <li>○ Year 3:                 <ul style="list-style-type: none"> <li>■ Additional Two Grade Levels Trained</li> <li>■ Year 1 Reflect and Refine and Design</li> <li>■ Year 2 Reflect and Refine 2 PBL units</li> </ul> </li> </ul> </li> </ul>	<p><i>Please describe your conditions for Success:</i></p> <p>Conditions for Success Adapted from PBL Works Conditions for Successful PBL Implementation</p> <p>Vision:</p> <ul style="list-style-type: none"> <li>● Graduate Profile adapted from State GLOs is visible in Kailua Elementary School's vision, mission, and academic plan.</li> <li>● Vision statement elevates PBL as the primary instructional method to achieve deeper learning outcomes for ALL students</li> <li>● Vision statement drives instructional and operational decisions</li> <li>● Communication plan include messages about PBL and how it aligns to over initiatives</li> <li>● Student success is defined as the achievement of deeper learning outcomes</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>● The master schedule is re-designed to ensure all students have blocks of time to engage in PBL- at least 2 high quality projects</li> <li>● All students present their learning to the community at least twice a year</li> <li>● All teachers and school leaders present their professional learning at least once a year</li> </ul> <p>Capacity Building</p> <ul style="list-style-type: none"> <li>● The master schedule is re-designed to ensure designated time for collaborative teacher planning for PBL</li> <li>● The professional development plan integrates professional learning focused on PBL</li> <li>● Facilities allow for student project works and presentations of learning</li> <li>● Teachers have time to design projects and to learning PBL teaching practices</li> <li>● The budget has dedicated resources for teacher coaching and support for the implementation</li> </ul>

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Year 3 Design and Implement 2 PBL units</li> </ul> </li> <li>○ Year 4: <ul style="list-style-type: none"> <li>■ Additional Two Grade Levels Trained</li> <li>■ Year 1 Reflect and Refine and Design</li> <li>■ Year 2 Reflect and Refine and Design</li> <li>■ Year 3 Reflect and Refine 2 PBL units</li> <li>■ Year 4 Design and Implement 2 PBL units</li> </ul> </li> </ul>	<p>of PBL</p> <ul style="list-style-type: none"> <li>● Hiring tools such as interview questions, lesson plans, and job descriptions align to PBL teaching practices</li> </ul> <p>Continuous Improvement</p> <ul style="list-style-type: none"> <li>● There is technology to support the collection and analysis of data related to the implementation of PBL</li> <li>● There are established systems for timely data collection, progress monitoring, and analysis of implementation and deeper learning outcomes</li> <li>● School level presentations of teacher and leader learning document our progress of implementation of PBL.</li> </ul> <p>Complex Area Support: <a href="#">PBL Menu and Timeline 2020-2024</a></p> <p style="text-align: right;">(SW6)</p>
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