

Academic Plan School Year 2021-22



School: Kainalu 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 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, 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): Kimberly Anthony-Maeda

Principal's signature and date:

Kimberly Anthony-Maeda

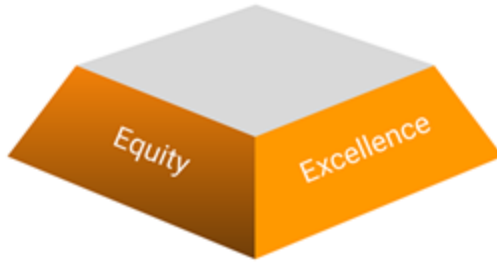
05/05/2021

Complex Area Superintendent (print): Lanelle Hibbs

Complex Area Superintendent's signature and date:

Lanelle Hibbs

05/05/2021



Teaching & Learning Core: Equity and Excellence

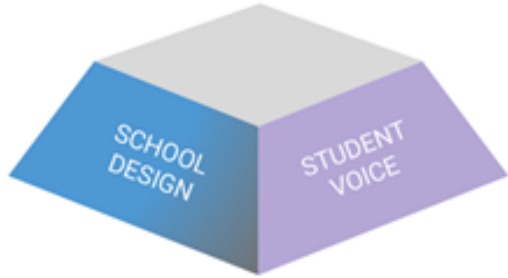
In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

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>Please view disaggregated data by clicking here</i></p> <p><i>As of April 2021, our special education subgroup makes up 13% of our student population (58 students). Our low-SES subgroup makes up 23% of our student population (105 students). We have a persistent and large achievement gap between these two subgroups and our non-high needs students. Gap numbers as of 2018-19 SBA:</i></p> <ul style="list-style-type: none"> • ELA and math continue to have a persistent achievement gap between high-need and non-high needs students. <ul style="list-style-type: none"> ○ ELA high need vs. non-high need gap: 38 <ul style="list-style-type: none"> ■ SPED gap: 42 ■ low-SES gap: 51 ○ Math high need vs. non-high need gap: 44 <ul style="list-style-type: none"> ■ SPED gap: 51 ■ low-SES gap: 40 • Science SPED gap: none. SPED students outperformed non-SPED students by 25% higher proficiency. • Science low-SES gap: 20 <p><i>Source: 2020-21 Kainalu CNA</i></p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><i>If we practice collective teacher efficacy in RTI Tiers 1-3 (academic and behavior) then our achievement gap will decrease.</i></p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> • Professional development for all faculty and educational assistants on (WASC CAN 4): <ul style="list-style-type: none"> ○ high-leverage formative assessment strategies ○ differentiated instruction ○ co-teaching strategies ○ student engagement practices ○ social emotional practices • Professional development for all faculty and educational assistants on data analysis and disaggregation (WASC CANs 1, 3) • School wide implementation of formative assessment and student engagement practices (WASC CAN 4) • Development/refinement and implementation of formative assessments to appropriately measure student progress in ELA and math (WASC CANs 4,9) • Refinement of RTI and data teams systems to improve progress monitoring (WASC CAN 5) • RTI for students underperforming in identified skills (WASC CAN 4, 5) • Professional development for identified faculty and educational assistants on the Orton-Gillingham Approach (WASC CAN 4) • Implementation of daily Tier 1 and tri-weekly Tier 2 RTI-Behavior (RTI-B) school wide social emotional curriculum and activities (WASC CANs 4, 9) • Refinement of Tier 3 RTI-B referral system and supports

WASC CANs: 1.3.4.8.9

(WASC CAN 4)

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



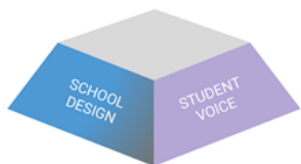
Describe here your complex/school contexts for School Design and Student Voice. **Kainalu Elementary has a persistent achievement gap, and SBA test scores that have remained unchanged for all students. Kainalu needs to find a way to better engage students and empower them to self-assess their learning.**

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice. **Kainalu Elementary will continue to refine our formative assessment and student engagement strategies. We will continue to refine our systems for RTI and data teams to progress monitor students and identify skill gaps. We will also continue to refine our new social emotional program (AIM). Kainalu will continue to address the whole child by offering a wide array of programs that complement our core programs. We will also maintain our inclusion rate of ~90%. Additionally, we will continue our SY 19-20 pilot of our new SEL program, AIM (Accept. Identify. Move) to assist with student self-empowerment.**

Describe here your Conditions for Success for School Design and Student Voice. **Qualified faculty and educational assistants with working knowledge of formative assessment and student engagement strategies; refined RTI and data teams systems; educational resources and programming that address the whole child.**

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>By the end of the school year, 80% (from 64%) of students will make 100% typical growth and 20% (from 13%) of students will make 80-99% typical growth on the iReady math diagnostic.</p> <p>Decrease SPED and low-SES gaps by 5%; ELA SBA proficiency school wide to 75%, math SBA proficiency school wide to 64%.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>By the end of the school year, 85% (from 80%) of students will make 100% typical growth and 15% (from 20%) of students will make 80-99% typical growth on the iReady math diagnostic.</p> <p>Carryover goal from 2020-21: Decrease SPED and low-SES gaps by 5%; ELA SBA proficiency school wide to 75%, math SBA proficiency school wide to 64%.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>By the end of the school year, 90% (from 85%) of students will make 100% typical growth and 10% (from 15%) of students will make 80-99% typical growth on the iReady math diagnostic.</p> <p>Decrease SPED and low-SES gaps by 10%; ELA SBA proficiency school wide to 80%, math SBA proficiency school wide to 69%.</p>
<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • Persistent achievement gap • Unchanged progress for all students on SBA • To monitor student learning to provide ongoing feedback 	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • Persistent achievement gap • Improve progress for all students on SBA • To monitor student learning to provide ongoing feedback 	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • Persistent achievement gap • Improve progress for all students on SBA • To monitor student learning to provide ongoing feedback

<p>that can be used by instructors to improve their teaching and by students to improve their learning.</p> <ul style="list-style-type: none"> • Help students identify their strengths and weaknesses and target areas that need work. • Engage students in real-world experiences to further connections between school and our community. 	<p>that can be used by instructors to improve their teaching and by students to improve their learning.</p> <ul style="list-style-type: none"> • Help students identify their strengths and weaknesses and target areas that need work. • Engage students in real-world experiences to further connections between school and our community. 	<p>that can be used by instructors to improve their teaching and by students to improve their learning.</p> <ul style="list-style-type: none"> • Help students identify their strengths and weaknesses and target areas that need work. • Engage students in real-world experiences to further connections between school and our community.
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Progress monitoring of iReady will reflect higher iReady scores and during tri-annual diagnostic tests • Progress monitoring of RTI formative assessments • Increased positive responses in Panorama school wide sub-dimension "Valuing of School" • Increased positive responses in Panorama classroom level sub-dimension "Classroom Engagement" • SBA scores for subgroups and overall will increase 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Progress monitoring of iReady will reflect higher iReady scores and during tri-annual diagnostic tests • Progress monitoring of RTI formative assessments • Increased positive responses in Panorama school wide sub-dimension "Valuing of School" • SBA scores for subgroups and overall will increase • Increased positive responses in Panorama classroom level sub-dimension "Classroom Engagement" 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Progress monitoring of iReady will reflect higher iReady scores and during tri-annual diagnostic tests • Progress monitoring of RTI formative assessments • Increased positive responses in Panorama school wide sub-dimension "Valuing of School" • SBA scores for subgroups and overall will increase • Increased positive responses in Panorama classroom level sub-dimension "Classroom Engagement"



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

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

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>Strive HI Data (Scores from SY 18-19 and SY 20-21): Scores from SY 18-19 - ELA: 70%; Math: 59%; Science 61% Scores from SY 20-21: ELA pending; Math pending</p> <p>iReady (Scores from SY 18-19 and SY 20-21) Scores from SY 18-19</p> <ul style="list-style-type: none"> • End of Year Proficiency - ELA: 80%, Math: 79% • End of Year Typical Growth - ELA: 72%, Math: 63% <p>iReady ELA and Math End of Year 2021 diagnostics</p> <ul style="list-style-type: none"> • End of Year Proficiency - ELA: pending, Math: pending • End of Year Typical Growth - ELA: pending, Math: pending <p>First Quarter SY 2021-22 GLO Grades for GLO 1: Self-Directed Learner and GLO 2: Community Contributor (Baseline measure will be updated in Fall SY 2021-22)</p> <p>Decrease SPED and low-SES gaps by 5%; ELA SBA proficiency school wide to 75%, math SBA proficiency school wide to 64%.</p>	<p><i>Add throughout the year measurements here.</i></p> <p>Formative assessments (iReady and teacher-selected) RTI Progress Monitoring GLOs</p>	<p><i>Add end of year goals here.</i></p> <p>By the end of the school year, 75% (from 63%) of students will make 100% typical growth and 20% (from 13%) of students will make 80-99% typical growth on the iReady Math diagnostic.</p> <p>By the end of the school year, 80% (from 72%) of students will make 100% typical growth and 10% (from 6%) of students will make 80-99% typical growth on the iReady ELA diagnostic.</p> <p>Decrease SPED and low-SES gaps by 5%; ELA SBA proficiency school wide to 75%, math SBA proficiency school wide to 64%.</p> <p>Fourth Quarter 2021-22 GLO Grades will show an increase in 3s and 4s for GLOs 1 and 2 (% goals TBD from baseline)</p>

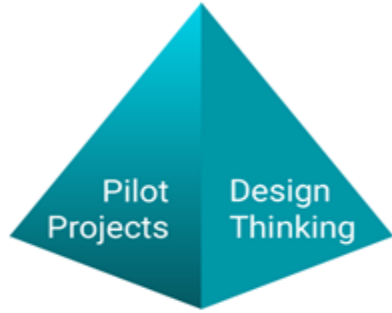
Student Outcomes (SY 2021-22)

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)
ELA and Math Scores will increase by 5%	School wide implementation of formative assessment and student engagement strategies	Yearlong	WSF	Learning Walk Data iReady tri-annual diagnostics	Tri-annually	Complex area will conduct ILT Learning Walks and CAST Learning Walks
Decrease SPED and low-SES gaps by 5%; ELA SBA proficiency school wide to 75%, math SBA proficiency school wide to 64%.	Professional development for all faculty and educational assistants provided by Stetson and Associates' "Tech Assist" Days	Yearlong	WSF, TSA monies	Learning Walk Data Stetson Partner Walkthroughs iReady tri-annual diagnostics RTI progress monitoring	Quarterly	Complex area will conduct CAST Learning Walks
<p>By the end of the school year, 75% (from 63%) of students will make 100% typical growth and 20% (from 13%) of students will make 80-99% typical growth on the iReady Math diagnostic.</p> <p>By the end of the school year, 80% (from 72%) of students will make 100% typical growth and 10% (from 6%) of students will make 80-99% typical growth on the iReady ELA diagnostic.</p>	<p>School wide implementation of formative assessment and student engagement practices</p> <p>Professional development to refine RTI and data teams systems</p>	Yearlong	WSF	Learning Walk Data iReady tri-annual diagnostics RTI progress monitoring	Tri-annually	Complex area will conduct CAST Learning Walks
% of students will earn at least a 3 or 4 in GLO1: Self Directed Learner	School wide PBIS (AIM). Tier 1 via KETC3 Live Morning News; Tier 2 via Classroom Teachers; Tier 3 via Counselors	Yearlong	WSF	Leadership Team Walk Throughs, formative AIM activities in all Tiers	Quarterly	Complex area will conduct CAST Learning Walks

% of students will earn at least a 3 or 4 in GLO2: Community Contributor						
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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)
100% of faculty and educational assistants will participate in ILT Cycles of Professional Learning and Powerful Instructional Practices	Professional development in formative assessment and student engagement strategies	Yearlong	WSF	ILT, leadership team, and principal to conduct learning walks to monitor implementation and identify supports needed	Quarterly	Complex area staff will meet with principal to discuss implementation and conduct CAST learning walks to monitor implementation and identify supports needed.
100% of faculty will participate in RTI A and B systems	Professional development and support during collaboration in RTI	Yearlong	WSF	Collaboration minutes, RTI portfolios	Quarterly	Complex area staff will meet with principal to discuss implementation and conduct CAST learning walks to monitor implementation and identify supports needed.



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>To provide our students with authentic learning experiences, we would like to continue our Windward Zero Waste Hui partnership. We would like to continue our preK-6 partnership that involves all students participating in our recycling and compost efforts.</p>	<p><i>Please describe your conditions for Success:</i></p> <p>To do this, we would need funding to support our partnership with the Windward Zero Waste Hui and Waikiki Worm.</p> <p>We would need funding for a PPT position to support educational and operational efforts.</p>