



## Pū'ōhala School 2021 Academic Plan, School Year 2021-22

Developing a collaborative Academic Plan framed by the HIDOE 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): Ikaika Plunkett	
School Principal's Signature: <u><i>Ikaika Plunkett</i></u> <small>Ikaika Plunkett (Apr 26, 2021 23:05 HST)</small>	Date: Apr 26, 2021
Complex Area Superintendent (print): Matt Ho	
Complex Area Superintendent's Signature: <u><i>Matthew C.W. Ho</i></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.

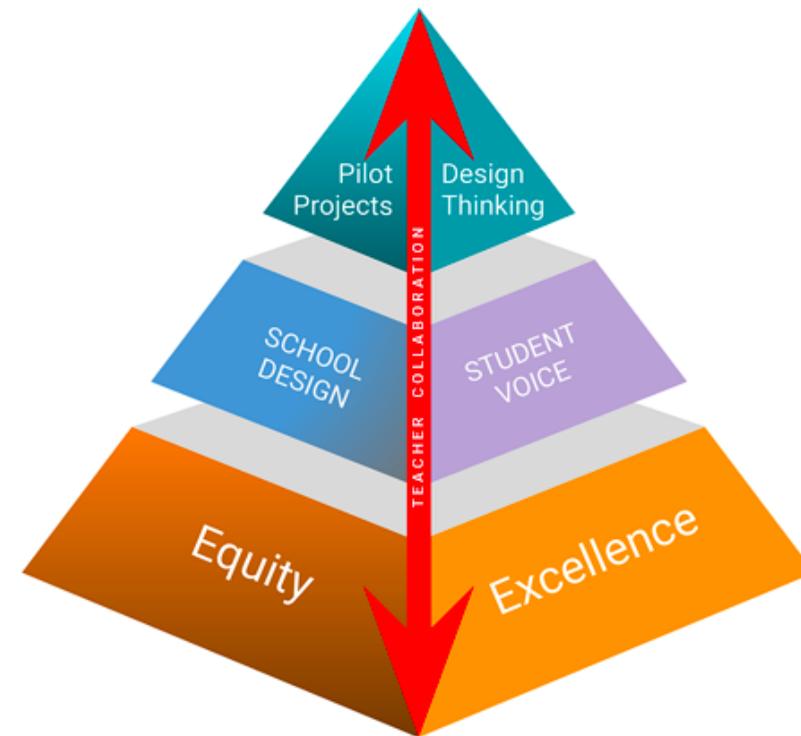
The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

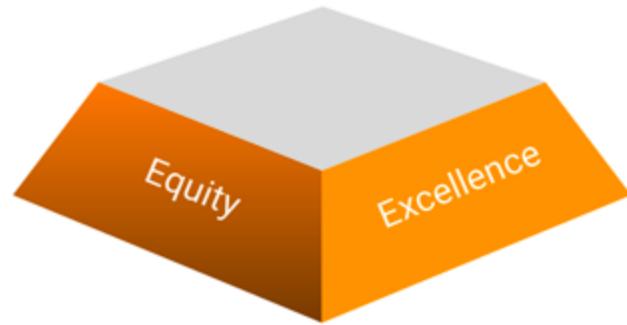
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning.  
High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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><b>Student Enrollment Data (SY 16-17 to SY 19-20):</b></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Year</th> <th>Eng</th> <th>HLIP</th> <th>Year</th> <th>Eng</th> <th>HLIP</th> <th>Year</th> <th>Eng</th> <th>HLIP</th> <th>Year</th> <th>Eng</th> <th>HLIP</th> </tr> </thead> <tbody> <tr> <td>Pre-K</td> <td>16-17</td> <td>6</td> <td>NA</td> <td>17-18</td> <td>4</td> <td>NA</td> <td>18-19</td> <td>6</td> <td>NA</td> <td>19-20</td> <td>5</td> <td>NA</td> </tr> <tr> <td>Pre-K</td> <td>16-17</td> <td>4</td> <td>NA</td> <td>17-18</td> <td>3</td> <td>NA</td> <td>18-19</td> <td>9</td> <td>NA</td> <td>19-20</td> <td>8</td> <td>NA</td> </tr> <tr> <td>K</td> <td>16-17</td> <td>20</td> <td>22</td> <td>17-18</td> <td>18</td> <td>28</td> <td>18-19</td> <td>16</td> <td>24</td> <td>19-20</td> <td>12</td> <td>27</td> </tr> <tr> <td>1</td> <td>16-17</td> <td>18</td> <td>25</td> <td>17-18</td> <td>20</td> <td>19</td> <td>18-19</td> <td>13</td> <td>24</td> <td>19-20</td> <td>16</td> <td>25</td> </tr> <tr> <td>2</td> <td>16-17</td> <td>21</td> <td>6</td> <td>17-18</td> <td>14</td> <td>29</td> <td>18-19</td> <td>17</td> <td>21</td> <td>19-20</td> <td>10</td> <td>25</td> </tr> <tr> <td>3</td> <td>16-17</td> <td>14</td> <td>20</td> <td>17-18</td> <td>19</td> <td>9</td> <td>18-19</td> <td>12</td> <td>27</td> <td>19-20</td> <td>16</td> <td>21</td> </tr> <tr> <td>4</td> <td>16-17</td> <td>20</td> <td>20</td> <td>17-18</td> <td>21</td> <td>13</td> <td>18-19</td> <td>15</td> <td>11</td> <td>19-20</td> <td>10</td> <td>25</td> </tr> <tr> <td>5</td> <td>16-17</td> <td>23</td> <td>19</td> <td>17-18</td> <td>23</td> <td>17</td> <td>18-19</td> <td>18</td> <td>12</td> <td>19-20</td> <td>17</td> <td>8</td> </tr> <tr> <td>6</td> <td>16-17</td> <td>21</td> <td>14</td> <td>17-18</td> <td>25</td> <td>16</td> <td>18-19</td> <td>23</td> <td>19</td> <td>19-20</td> <td>14</td> <td>12</td> </tr> <tr> <td>7</td> <td>16-17</td> <td></td> <td>11</td> </tr> <tr> <td>8</td> <td>16-17</td> <td></td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td><b>147</b></td> <td><b>126</b></td> <td></td> <td><b>147</b></td> <td><b>131</b></td> <td></td> <td><b>129</b></td> <td><b>138</b></td> <td></td> <td><b>108</b></td> <td><b>143*</b></td> </tr> </tbody> </table> <p><i>*Upward trend of increased enrollment in the Kaiapuni program over the last five years</i></p> <p><b>Strive HI Data (2017-2019) % of students who are proficient on state assessment:</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>LA</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td><b>2017</b></td> <td>28%</td> <td>22%</td> <td>35%</td> </tr> <tr> <td><b>2018</b></td> <td>38%</td> <td>23%</td> <td>34%</td> </tr> <tr> <td><b>2019</b></td> <td>41%</td> <td>30%</td> <td>36%</td> </tr> </tbody> </table> <p><b>Non-high Needs versus High Needs student proficiency performance:</b>            Non-high Need    High Need    Achievement Gap</p>													Grade	Year	Eng	HLIP	Year	Eng	HLIP	Year	Eng	HLIP	Year	Eng	HLIP	Pre-K	16-17	6	NA	17-18	4	NA	18-19	6	NA	19-20	5	NA	Pre-K	16-17	4	NA	17-18	3	NA	18-19	9	NA	19-20	8	NA	K	16-17	20	22	17-18	18	28	18-19	16	24	19-20	12	27	1	16-17	18	25	17-18	20	19	18-19	13	24	19-20	16	25	2	16-17	21	6	17-18	14	29	18-19	17	21	19-20	10	25	3	16-17	14	20	17-18	19	9	18-19	12	27	19-20	16	21	4	16-17	20	20	17-18	21	13	18-19	15	11	19-20	10	25	5	16-17	23	19	17-18	23	17	18-19	18	12	19-20	17	8	6	16-17	21	14	17-18	25	16	18-19	23	19	19-20	14	12	7	16-17											11	8	16-17											5	<b>Total</b>		<b>147</b>	<b>126</b>		<b>147</b>	<b>131</b>		<b>129</b>	<b>138</b>		<b>108</b>	<b>143*</b>	Year	LA	Math	Science	<b>2017</b>	28%	22%	35%	<b>2018</b>	38%	23%	34%	<b>2019</b>	41%	30%	36%	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Pū'ōhala School (PS) has an established data team process (Gr. K-6) and 6-week CORE meetings (Gr. K-8) that all teachers continue ongoing training of processes, sharing of best practices, problem-solving cadre, celebration of bright spots/successes, and support for next steps and/or intervention/differentiation setups to address students individual needs that refine the RtI systems for both Academics and Behavior.</p> <p>The response to RtI academics is a wrap around of services and supports which start with the data team, and include the RtI coach, Academic Coach/Curriculum Coordinator, Administration, and intervention support personnel for both the English and Kaiapuni program branches of the school. These address all tiers of intervention and help us to determine next steps and necessary monitoring around the students' progress.</p> <p>The response to RtI behavioral is a wrap around of services and supports which start with the data team and the piloting of the research-based AIM (Accept, Identify, Motivate) curriculum created by Dr. Dixon , and include all tiers of support. There will be continued training , support, and regular sharing of best practices within the implementation of the curriculum.</p>			<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <p>Continue to use the data team to monitor student progress with evidence which shall include, as appropriate, but not limited to iReady diagnostic tests for ELA and math, iReady progress monitoring, teacher created assessments (pre/post), Diebels, and kindergarten inventory assessment.</p> <p>Continue to have regularly scheduled CORE meetings (every 6-weeks) to closely monitor the progress or lack thereof of students academic or behavioral goals. It provides a team approach to determine next steps of intervention which can more clearly and accurately assess whether there may be a recommendation of further evaluation when scaffolded interventions and monitoring shows little to no gain.</p> <p>Teachers keep RtI/CORE binders to monitor student progress.</p> <p>Professional development shall include but is not limited to continued and new work in the deconstruction of standards (English and Kaiapuni), Continuum of Writing, Continuum of Second Hawaiian language acquisition, Pedagogy of Second Language acquisition, Hawaiian language professional development for teachers, pedagogy of mathematics, and best practices of instruction of foundational reading for English and Hawaiian.</p>		
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**LA** 61% 33% 28 points  
**Math** 53% 20% 32 points

**KĀ'EO**

	LEVEL 1 Beginning			LEVEL 2 Developing			LEVEL 3 Proficient			LEVEL 4 Distinguished		
	Statewide	Pū'ōhala	+/- state avg	Statewide	Pū'ōhala	+/- state avg	Statewide	Pū'ōhala	+/- state avg	Statewide	Pū'ōhala	+/- state avg
Papa 3	49.7%	57%	7%	25%	15.4%	-10%	25.3%	26.9%	1.6%	0.0%	0.0%	0.0%
Papa 4	38.3%	66.7%	28%	13.7%	33.3%	20%	37%	0%	-37.0%	11%	0%	-11.0%
Papa 5	38%	33.3%	-4%	19.3%	25%	6%	28.2%	16.7%	-11.5%	15%	25%	10.0%
Papa 6	40.2%	78.9%	39%	20.1%	0%	-20%	27.8%	15.8%	-11.8%	12.1%	5.3%	-6.8%
Papa 7	34%	0%	-34%	30.2%	20%	-10%	24.9%	60%	35.1%	11.1%	20%	8.9%

	LEVEL 1 Beginning			LEVEL 2 Developing			LEVEL 3 Proficient			LEVEL 4 Distinguished		
	Statewide	Pū'ōhala	+/- state avg	Statewide	Pū'ōhala	+/- state avg	Statewide	Pū'ōhala	+/- state avg	Statewide	Pū'ōhala	+/- state avg
Papa 3	26.4%	11.5%	-14.9%	44.1%	50%	5.9%	19.7%	15.4%	-4.3%	9.9%	23.1%	13.2%
Papa 4	37.4%	66.7%	29.3%	38.8%	33.3%	-5.5%	11.0%	0%	-11.0%	16.70%	0%	-16.7%
Papa 5	43.5%	41.7%	-1.8%	33.8%	Waiānuhā Walk	-0.5%	9.7%	16.7%	7.0%	12.9%	8.3%	-4.6%
Papa 6	40.8%	73.7%	32.9%	36.6%	15.6%	-21.0%	13.4%	6.3%	-7.1%	9.2%	6.3%	-2.9%
Papa 7	47.6%	40%	-7.6%	30.7%	20%	-10.7%	10.6%	20%	9.4%	11.1%	20%	8.9%

# of Areas Difference	Type of Difference
8 HLA / 9 M	High performance average than peers
2 HLA/ 3 M	Similar performance average to peers
10 HLA/ 6 M	Lower performance average

**KĀ'EO Fall 2019 - scores from WB to ME**

**HLA**  
 Papa 3 - 57%, 15.4%, 26.9%, 0%  
 Papa 4 - 66.7%, 33.3%, 0%, 0%  
 Papa 5 - 33.3%, 25%, 16.7%, 25%  
 Papa 6 - 78.9%, 0%, 15.8%, 5.3%  
 Papa 7 - 0%, 20%, 60%, 20% (5 Ss total)

**MATH**  
 Papa 3 - 11.5%, 50%, 15.4%, 23.1%  
 Papa 4 - 66.7%, 33.3%, 0%, 0%  
 Papa 5 - 41.7%, 33.3%, 16.7%, 8.3%  
 Papa 6 - 73.7%, 15.6%, 6.3%, 6.3%  
 Papa 7 - 40%, 20%, 20%, 20% (5 Ss total)

**Kaiapuni Achievement Gap:**

- 4 out of 5 testing grades are testing below proficient on both HLA and MATH KĀ'EO Assessments.
- 18-19 SY, 4th graders for two years had zero students proficient.

Pū'ōhala School (PS) will continue to focus the professional development opportunities on student-centered best practices that are relevant, relatable, rigorous and culturally relevant.

Continued increase in parent and 'ohana involvement in school wide functions and events, classroom/program events, and volunteering.

**Kaiapuni Program:**

**If** Hawaiian language is an essential key to unlocking and utilizing the knowledge of our kūpuna in order to productively and successfully engage the world.

I ka 'ōlelo nō ke ola, i ka 'ōlelo nō ka make. Without a language, a people and their customs and traditions cease to exist. Therefore, it is imperative that **'ōlelo Hawai'i is situated at the core of kaiapuni education** since Hawaiian is the language used to engage with our environment. Consequently, the 'Ōlelo Hawai'i Core Value Statement should be ingrained into the mindset of all Kaiapuni stakeholders to support Kaiapuni student success. (FAFKE 2015, Pg.14)

**Then** implementation of the Foundational and Administrative Framework for Kaiapuni (FAFKE), will improve Kaiapuni achievement gaps.

Walkthrough data, Data Teams, Branch Program PLCs, scheduled observations, student work and assessments, and progress monitoring will be used to monitor and assess the implementation of best practices in mathematics, reading, writing, and oral language proficiency (Hawaiian).

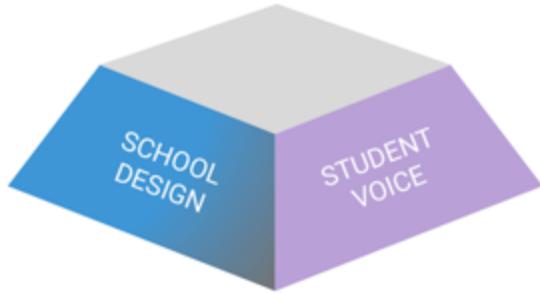
Continue to create opportunities through school planned night and school day events and multi-age, multi-grade field trips that are hands-on, 'āina-based, culturally relevant, and/or 'ohana connected.

**Kaiapuni Program:**

To improve the achievement, enabling activities are aligned to these FAFKE elements:

1. Culturally Appropriate Pedagogies
  2. A Process for Learning
  3. Culturally Appropriate Content
  4. Principles of Assessment
- Develop Surveys and Assessments as a Professional Kaiapuni Planning Community to measure growth in relation to the FAFKE.
  - Discuss and share strategies as a Kaiapuni Professional Learning Community to meet the needs of the identified low performance areas from academic and survey data.
  - Professional Development aligns to second language acquisition pedagogy, instruction, learning, and assessment with alignment to the FAFKE.
  - Pilot a Kaiapuni program-wide behavior system centered around- Kaikua'ana/Kaikaina like relationships that produce high levels of cooperative efficiency - (Trust- Mana - Cooperative Efficiency- Aloha and Ho'oponopono)
  - Implement a **process for learning** that is aligned to FAFKE (-Ho'ona'auao - Ho'oma'ama'a - Hō'ā'o -Ho'opa'ana'u- Ho'omana -Hō'ike)

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• 18-19 SY, 6th graders tested at Level 1, which when compared to their peers was well below the state average. This 19-20 school year 80% of these students entered 7th grade at Level 1, 9% at Level 2 and 9% at Level 3.</li><li>• 18-19 SY, 3rd graders are performing inline to above the states average.</li><li>• The Kaiapuni testing grades are underperforming when compared to their peers statewide on both assessments.</li></ul> |  |  |
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## Innovation in Support of the Core: School Design and Student Voice

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

The belief that pervades throughout Pū'ōhala School is that every student can achieve success. We are committed to offering various learning opportunities to meet the needs of our diverse learning population. The aim is to incorporate traditional, tried and true learning strategies with innovative learning platforms to provide a rich educational experience that will foster the love of learning in our keiki. By the end of their time with us, we want all keiki to understand that their academic success was a combination of diverse learning opportunities, committed checking for understanding and improving, individual and attainable goal setting, and unwavering school support.

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

Our data team process allows faculty and staff to see the most accurate learning results as they occur. These results then speak for our students, guiding our decisions towards specific and appropriate actions to address critical learning areas. Our CORE process ensures our keiki are receiving appropriate support; our Plan, Do, Check, Act (PDCA) process ensures that learning goals are attained through strategic actions and continuous monitoring of student needs.

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

Our teacher professional development (PD) plans aim to increase the knowledge and skills of faculty members to increase effective classroom learning designs. Through effective PD, teachers are able to create increased avenues for students to attain vital knowledge and skills that further enable optimal learning in critical areas such as math, ELA, and oral language. Student-centered practices are increased to meet the needs of every keiki.

SY 2020-21 <u>Measurable Outcomes (The What)</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> <li>All teachers, Gr. K-6 English and Gr. K-5 Kaiapuni, will continue the Data Team process to address academics and behavior through a focus on differentiated needs and create SMART goals and student growth targets.</li> <li>Start a Data Team with similar processes as the elementary students for the Kula Waena Kaiapuni, Gr. 6-8. Teachers will address academics and behavior through a focus on the differentiated needs and create SMART goals and student growth targets.</li> <li>The CORE process will reflect the improvement of students within the grade levels through the provision of intervention through specialized focused grouping based on specific skill needs in Math, Reading, and/or Writing. Monitoring and data will be kept through individual teacher binders and ongoing CORE notes.</li> <li>Waiver days, meeting day agenda, minutes, and sign-in sheets will capture Professional Development (PD) and Teacher Collaboration (TC) that is focused around technology, digital platforms, second language acquisition pedagogy, math, reading, writing, oral language, continuums of learning, content and standard integrated lessons, deconstruction of standards, Hawaiian language and knowledge continued kumu development, student-led goal setting, and other student-centered practices.</li> <li>There will be a continued increase in parent and 'ohana involvement in the educational vision and mission of the school.</li> </ol>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> <li>All teachers, Gr. K-6 English and Gr. K-5 Kaiapuni, will give input to the Data Team process. Purpose, format, schedule and review data to address academic performance through collaborative inquiry and create SMART goals.</li> <li>PLC for the Kula Waena Kaiapuni, Gr. 6-8. Academic Coach/Admin will facilitate the process in which teachers work collaboratively in recurring cycles of collective inquiry to improve student achievement. Teachers continuously improve their purposeful standards based instruction to engage students and monitor their progress using data.</li> <li>CORE meetings review data of students provided by the teacher based on the CORE system. Data collection interval agreed upon to provide intervention using specialized grouping, based on specific needs in Math, Reading, and/or Writing. Data collection and monitoring through individual teacher binders and ongoing CORE notes provided by AC/CC.</li> <li>Teachers provide waiver day, meeting day agenda, minutes, and sign-in sheets will capture Professional Development (PD) and Teacher Collaboration (TC) topics. Training and support will be differentiated for individual branch needs based on Data Team and CORE meeting outcomes.. Opportunities for teachers will be focused around technology, digital platforms, second language acquisition pedagogy, math, reading, writing, oral language, continuums of learning, content and standard integrated lessons, deconstruction of standards, Hawaiian language and knowledge continued kumu development.</li> <li>Continued increase in parent and 'ohana involvement in the educational vision and mission of the school.</li> </ol>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> <li>All teachers, Gr. K-6 English and Gr. K-5 Kaiapuni, will rotate leading the Data Team process. Facilitation will shift from Academic Coach to teachers. Teachers will begin to find opportunities for students to engage in data collection for progress monitoring.</li> <li>PLC for the Kula Waena Kaiapuni, Gr. 6-8. Teachers/Academic Coach will facilitate the process in which teachers work collaboratively in recurring cycles of collective inquiry to improve student achievement. Teachers continuously improve their purposeful standards based instruction to engage students and monitor their progress using data.</li> <li>CORE meetings review data of students provided by the teacher based on the CORE system. Data collection interval agreed upon to provide intervention using specialized grouping, based on specific needs in Math, Reading, and/or Writing. Data collection and monitoring through individual teacher binders and ongoing CORE notes provided by AC/CC.</li> <li>Teachers provide and lead waiver day, meeting day agenda, minutes, and sign-in sheets will capture Professional Development (PD) and Teacher Collaboration (TC) topics. 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*Why you are implementing them?*

1. Plan, Do, Check, Act (PDCA) cycle ensures intentional focus in strategic monitoring for improvement in writing, mathematics problem-solving skills, foundational skills in reading and math, and behavior.
  - a. iReady diagnostics tests in reading and math are aligned with SBA ELA and Math and have a direct correlation of proficiency or not. Progress monitoring allows teachers to track student progress and make instructional and grouping adjustments along the way of a 6-week student/group intervention plan.
  - b. Loiloi is the current assessment tool that has been used the last five years and is accessible to Kumu Kaiapuni to monitor the reading comprehension in the Hawaiian language. It allows for teachers to see if students are making growth over time.
  - c. If kumu learn the strategies and processes behind the Burns & Roe reading targets and assessment, they will be able to plan their lessons more strategically to teach those aspects while using literature that is already part of their lessons and curriculum. This will allow kumu to progress monitor how students are gaining in their reading strategies and skills of comprehension in Hawaiian and
  - d. Teach students how to self-assess their current level, create goals, and a plan to achieve those goals that include progress monitoring.
2. Starting a Plan, Do, Check, Act (PDCA) cycle at our kula waena ensures intentional focus in strategic monitoring for improvement in writing, mathematics problem-solving skills, foundational skills in reading and math, and behavior.
3. CORE process ensures that the teachers are provided support, resources, and strategies to assist in improving student proficiency and increasing growth.
4. It is important to provide a variety of PD that is also differentiated to address the specific needs of teachers/kumu. This is the same thing we would do for

*Why you are implementing them?*

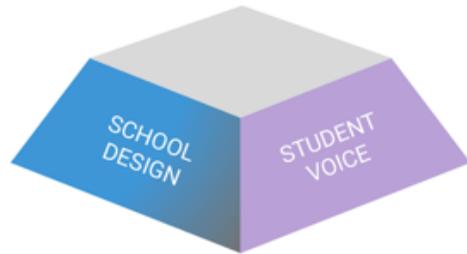
1. Continuous improvement cycle to progress monitor focusing on writing, problem-solving skills, foundational skills in reading and math.
  - a. iReady diagnostics tests in reading and math are aligned with SBA, ELA and Math and have a direct correlation of proficiency. Progress monitoring to track student progress and make instructional and grouping adjustments along the way of a 6-week student/group intervention plan.
  - b. Loiloi is the assessment tool used by Kumu Kaiapuni to monitor the reading comprehension in the Hawaiian language. It allows the teachers to monitor student growth over time.
  - c. All teachers and kumu are building their curriculum maps in order to identify priority standards. After all priority standards are identified and agreed upon using the REAL criteria, then they will begin to identify, plan, and engage all students using LISC to identify the best strategies and processes for instruction. They plan their lessons with purpose to meet student needs while using literature that is part of their lessons and curriculum. Kumu will progress monitor students' gains in their reading strategies and skills of comprehension in Hawaiian and teach students how to self-assess their current level, create goals, and a plan to achieve those goals that include progress monitoring.
2. Kula Waena engages PDCA cycle to progress monitor all students in writing, mathematics, problem-solving skills, and 'ōlelo.
3. CORE process continues to support teachers and provide them with resources and strategies to address struggling students to improve proficiency.
4. Professional Development is differentiated to meet the different needs of each branch of teachers. Teachers provide input in topics/concepts/skills necessary to improve instruction and student learning. Administration will use Administration days at the beginning of the school year to

*Why you are implementing them?*

1. Continuous improvement cycle to progress monitor focusing on writing, problem-solving skills, foundational skills in reading and math.
  - a. iReady diagnostics tests in reading and math are aligned with SBA, ELA and Math and have a direct correlation of proficiency. Progress monitoring to track student progress and make instructional and grouping adjustments along the way of a 6-week student/group intervention plan.
  - b. Loiloi is the assessment tool used by Kumu Kaiapuni to monitor the reading comprehension in the Hawaiian language. It allows the teachers to monitor student growth over time.
  - c. All teachers and kumu revise and use curriculum maps in order to identify priority standards. After all priority standards are identified and agreed upon using the REAL criteria, then they will begin to identify, plan, and engage all students using LISC to identify the best strategies and processes for instruction. They plan their lessons with purpose to meet student needs while using literature that is part of their lessons and curriculum. Kumu will progress monitor students' gains in their reading strategies and skills of comprehension in Hawaiian and teach students how to self-assess their current level, create goals, and a plan to achieve those goals that include progress monitoring.
2. Kula Waena engages PDCA cycle to progress monitor all students in writing, mathematics, problem-solving skills, and 'ōlelo.
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4. Professional Development is differentiated to meet the different needs of each branch of teachers. Teachers provide input in topics/concepts/skills necessary to improve instruction and student learning. Administration will use Administration days at the beginning of the school year to

<p>students. We create opportunities for PD/TC to fit the needs of each teacher/kumu in order for them to sharpen their skills and is in line with student-centered instructional best practices. It also provides collaborative conversations and building of systems and tools, like a continuum of writing or scaffolding of language vocabulary and grammatical structures, to guide teacher practice, lessons, and curriculum maps.</p> <p>5. Parent and 'ohana involvement in a child(ren)'s education is proven to strengthen a student and increase the success of the child(ren) in their learning.</p>	<p>provide four half hour breakout sessions where teachers choose between various topics.</p> <p>5. Parent and 'ohana involvement in a child(ren)'s education is proven to strengthen a student and increase the success of the child(ren) in their learning. Providing opportunities for parents and students to provide feedback on involvement by asking them to complete after action surveys.</p>	<p>provide four half hour breakout sessions where teachers choose between various topics.</p> <p>5. Parent and 'ohana involvement in a child(ren)'s education is proven to strengthen a student and increase the success of the child(ren) in their learning. Parent opportunities to lead activities feedback on involvement by asking them to complete after action surveys.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> <li>1. Comparing the before and after assessment scores       <ol style="list-style-type: none"> <li>a. We will know we are improving in iReady by comparing scores in           <ol style="list-style-type: none"> <li>i. iReady diagnostic reports at the beginning of the year, mid-year, and at the end of the year.</li> <li>ii. iReady progress monitoring reports every 6 weeks</li> </ol> </li> <li>b. We will be comparing Loiloi scores throughout the year from beginning, mid, end of year.</li> </ol> </li> <li>2. Kula waena, increase in students' basic skills, pre/post assessments, projects, and improvement of student set goals</li> <li>3. We will know we are improving in CORE process because we will be able to:       <ol style="list-style-type: none"> <li>a. Identify students that need support</li> <li>b. Generate strategies or ideas for support that will work towards a student's improvement</li> <li>c. Track students progress with the support of a variety of different supports.</li> <li>d. Students will either be removed from CORE because interventions are working OR be recommended for further evaluation.</li> </ol> </li> <li>4. We will know we are improving because we will be able to       <ol style="list-style-type: none"> <li>a. Provide evidence/feedback after PDs through</li> </ol> </li> </ol>	<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> <li>1. Assessment scores       <ol style="list-style-type: none"> <li>a. iReady scores:           <ol style="list-style-type: none"> <li>i. iReady diagnostic reports at the beginning of the year, mid-year, and at the end of the year.</li> <li>ii. iReady progress monitoring reports every 6 weeks</li> </ol> </li> <li>b. Loiloi scores at, mid &amp; end of year.</li> </ol> </li> <li>2. Kula waena, increase in students' basic skills, pre/post assessments, projects, and improvement of student set goals</li> <li>3. CORE process:       <ol style="list-style-type: none"> <li>a. Identify students who need support</li> <li>b. Generate &amp; implement strategies for support over a period of data points to monitor progress</li> <li>c. Students will exit CORE when data indicates progress at grade appropriate level OR be recommended for further evaluation.</li> </ol> </li> <li>4. Continuous improvement PDCA:       <ol style="list-style-type: none"> <li>a. Provide evidence/feedback after PDs through surveys</li> <li>b. Collection of evidence through walkthroughs</li> </ol> </li> <li>5. Parent surveys and attendance show favorable comments and feedback.</li> </ol>	<p><i>How will you know that they are causing an improvement?</i></p> <ol style="list-style-type: none"> <li>1. Assessment scores       <ol style="list-style-type: none"> <li>a. iReady scores:           <ol style="list-style-type: none"> <li>i. iReady diagnostic reports at the beginning of the year, mid-year, and at the end of the year.</li> <li>ii. iReady progress monitoring reports every 6 weeks</li> </ol> </li> <li>b. Loiloi scores at, mid &amp; end of year.</li> </ol> </li> <li>2. Kula waena, increase in students' basic skills, pre/post assessments, projects, and improvement of student set goals</li> <li>3. CORE process:       <ol style="list-style-type: none"> <li>a. Identify students who need support</li> <li>b. Generate &amp; implement strategies for support over a period of data points to monitor progress</li> <li>c. Students will exit CORE when data indicates progress at grade appropriate level OR be recommended for further evaluation.</li> </ol> </li> <li>4. Continuous improvement PDCA:       <ol style="list-style-type: none"> <li>a. Provide evidence/feedback after PDs through surveys</li> <li>b. Collection of evidence through walkthroughs</li> </ol> </li> <li>5. Parent surveys and attendance show favorable comments and feedback.</li> </ol>

- surveys
  - b. Collection of evidence through walkthroughs
5. Parent surveys and attendance totals show favorable comments and feedback.



## 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><i>Loiloi Heluhelu 2019-2020</i></p> <table border="1" data-bbox="110 1047 489 1234"> <thead> <tr> <th colspan="3">Mālaa'o (24)</th> </tr> <tr> <th>Pa'akikī</th> <th>A'o</th> <th>'Ae'oia</th> </tr> </thead> <tbody> <tr> <td>58%</td> <td>25%</td> <td>16%</td> </tr> </tbody> </table> <table border="1" data-bbox="110 1299 846 1453"> <tr> <td><i>Ka Waena (Kēkēmapa)</i></td> <td colspan="4">'Apomana'o</td> </tr> <tr> <td><i>Papa (hau.)</i></td> <td>Pa'akikī</td> <td>A'o</td> <td>'Ae'oia</td> <td>Pi'i</td> </tr> </table>	Mālaa'o (24)			Pa'akikī	A'o	'Ae'oia	58%	25%	16%	<i>Ka Waena (Kēkēmapa)</i>	'Apomana'o				<i>Papa (hau.)</i>	Pa'akikī	A'o	'Ae'oia	Pi'i	<p><i>Add throughout the year measurements here.</i></p> <p><i>iReady</i> <i>Loiloi</i> <i>Kindergarten/Mālaa'o Reading Readiness Inventory</i> <i>Math Fluency Tests</i> <i>Teacher created assessments</i></p> <ul style="list-style-type: none"> <li>• <a href="#">iReady (English K-6)</a></li> <li>• Loiloi Heluhelu</li> <li>• Report Cards</li> <li>• Formative and Summative Assessments</li> </ul>	<p><i>Add end of year goals here.</i></p> <p><i>Loiloi Heluhelu 2020-2021</i></p> <table border="1" data-bbox="1771 1112 2265 1299"> <thead> <tr> <th colspan="4">Mālaa'o (24)</th> </tr> <tr> <th>Pa'akikī</th> <th>A'o</th> <th>'Ae'oia</th> <th>Pi'i</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1771 1364 2335 1425"> <tr> <td></td> <td colspan="3">'Apomana'o</td> </tr> </table>	Mālaa'o (24)				Pa'akikī	A'o	'Ae'oia	Pi'i						'Apomana'o		
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Pahuhopu				
1 (25) PK1 'ae'ōia	4%	8%	32%	56%
2 (22) A 'ae'ōia	9%	18%	36%	36%
3 (21) E 'ae'ōia	47%	33%	9%	9%
4 (24) I 'ae'ōia	16%	16%	54%	12%
5 (8) O 'ae'ōia	50%	25%	12%	12%
6 (12) U 'ae'ōia	33%	0%	0%	66%
7 (11) H 'ae'ōia	63%	18%	9%	9%
8 (5) K 'ae'ōia	0%	0%	0%	100%

[English iReady Diagnostic Reading by grade level here:](#)

Overall Winter 2019-2020 (Subjects)

Grade K: 33% (12)

Grade 1: 42% (12)

Grade 2: 22% (9)

Grade 3: 54% (13)

Grade 4: 43% (7)

Grade 5: 43% (14)

Grade 6: 50% (10)

[English iReady Diagnostic Math by grade level here:](#)

Overall Winter 2019-2020 (Subjects)

Grade K: 25% (12)

Grade 1: 17% (12)

Grade 2: 33% (9)

Grade 3: 29%(14)

Grade 4: 43% (7)

Grade 5:36% (14)

Grade 6: 67% (12)

SBA ELA and Math per grade level here:

Overall 2019 ELA 41%, Math 30%

Grade 3: ELA 25%, Math 25%

Papa	Pa'akikī	A'o	'Ae'ōia	Pi'i
1				
2				
3 (23)	30%	56%	13%	0%
4 (20)	55%	35%	5%	5%
5 (23)	17%	30%	21%	30%
6 (5)	40%	0%	40%	20%
7 (8)	10%	0%	40%	50%
8 (10)	30%	20%	30%	20%

[SY2021 EOY English iReady Diagnostic Reading by grade level here:](#)

Overall Winter 2020-2021 (Total Subjects)

Grade K: 88% (8)

Grade 1: 23% (13)

Grade 2: 35% (17)

Grade 3: 33% (15)

Grade 4: 23% (13)

Grade 5: 33% (6)

Grade 6: 27% (11)

[SY2021 EOY English iReady Diagnostic Math by grade level here:](#)

Overall Winter 2020-2021 (Total Subjects)

Grade K: 88% (8)

Grade 1: 15% (13)

Grade 2: 31% (16)

Grade 3: 23%(13)

Grade 4: 0% (12)

Grade 5: 33% (6)

Grade 6: 25% (12)

SY2021 SBA ELA and Math per grade level here:

N/A due to the cancellation of state testing.

Overall 2019-2020 ELA N/A, Math N/A

Grade 4: ELA 30%, Math 22%  
Grade 5: ELA 94%, Math 53%  
Grade 6: ELA 42%. Math 30 %

*SBA Science here:*  
*SY 2019: Grade 4 - 36%*

*KĀ'EO HLA and Math (WB to ME) Fall 2019:*

HLA

Papa 3 - 57%, 15.4%, 26.9%, 0%  
Papa 4 - 66.7%, 33.3%, 0%, 0%  
Papa 5 - 33.3%, 25%, 16.7%, 25%  
Papa 6 - 78.9%, 0%, 15.8%, 5.3%  
Papa 7 - 0%, 20%, 60%, 20% (5 Ss total)

MATH

Papa 3 - 11.5%, 50%, 15.4%, 23.1%  
Papa 4 - 66.7%, 33.3%, 0%, 0%  
Papa 5 - 41.7%, 33.3%, 16.7%, 8.3%  
Papa 6 - 73.7%, 15.6%, 6.3%, 6.3%  
Papa 7 - 40%, 20%, 20%, 20% (5 Ss total)

Grade 3: ELA *N/A*, Math *N/A*  
Grade 4: ELA *N/A*, Math *N/A*  
Grade 5: ELA *N/A*, Math *N/A*  
Grade 6: ELA *N/A*. Math *N/A*

*SY2021 SBA Science here:*  
*SY 2019-2020: Grade 4 - N/A*

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

Measurable Outcome(s)/ “The What”	Enabling Activity/”The How” (SW4)	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>KĀ’EO (Kaiapuni Assessment of Educational Objectives) Targets:            Grade 3 HLA Proficiency: 20%            Grade 3 Math Proficiency: 30%            Grade 4 HLA Proficiency: 20%            Grade 4 Math Proficiency: 25%            Grade 5 HLA Proficiency: 20%            Grade 5 Math Proficiency: 30%            Grade 6 HLA Proficiency: 20%            Grade 6 Math Proficiency: 25%            Grade 7 HLA Proficiency: 20%            Grade 7 Math Proficiency: 25%</p>	<ul style="list-style-type: none"> <li>Data Teams and/or PLCs will use Pre/Post Assessments to track student progress in writing and problem-solving/reasoning in mathematics. (SW6)</li> <li>Data Teams analyze student work and progress in HLA and math as it aligns to the FAFKE and the KĀ’EO. (SW6)</li> <li>Use Loiloi Heluhelu data and progress monitoring techniques to track growth and help students create their personal goals for improvement (SW6)</li> <li>Use math fluency facts and math reasoning assessments to track growth and help students create their personal goals for improvement (SW6)</li> </ul>	Yearlong	42101	Data Teams, CORE meetings	Per cycle	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
<p><b>SBA Targets</b>            Grade 3 ELA Proficiency: 30%            Grade 3 Math Proficiency: 30%            Grade 4 ELA Proficiency: 35%            Grade 4 Math Proficiency: 28%            Grade 5 ELA Proficiency: 50%            Grade 5 Math Proficiency: 50%            Grade 6 ELA Proficiency: 35%            Grade 6 Math Proficiency: 35%</p>	<ul style="list-style-type: none"> <li>Data Teams use Pre/Post Assessments to track student progress in writing and problem-solving/reasoning in mathematics. (SW6)</li> <li>Data Teams analyze student work and progress in ELA and math. English teachers will use the iReady diagnostic tests and progress monitoring for Math and English Reading to track growth and help students create their personal goals for improvement. (SW6)</li> </ul>	Yearlong	42101	Data Teams, CORE meetings	Per cycle	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs Semesterly ART Reports  CAS School Visits and Walkthroughs
<p><b>Kaiapuni haumāna</b> will be able to demonstrate a 10% increase:</p> <ul style="list-style-type: none"> <li>In oral language proficiency in alignment with language goals based on the ACTFL guideline descriptors of oral language proficiency and Samuel L. No’eau Warner’s Hawaiian Language Guidelines K-1, Kula Kaiapuni</li> </ul>	<p>Kumu Kaiapuni post content compatible and content obligatory language for lessons that are in alignment with language goals based on the ACTFL guidelines and/or Warner’s HLG K-1 (SW6)</p>	Yearlong	42101	Data Teams, Walkthroughs	Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	<p>Professional Development on how to collect and assess ‘ōlelo Hawai’i proficiency to measure achievement in oral language acquisition and usage in a variety of settings.</p>	Fall/Spring	42101	21 hrs embedded PD, Waiver/Complex PD days	Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs

<ul style="list-style-type: none"> <li>In academic and functional vocabulary</li> <li>In increased use of grammatical structures</li> </ul>	(SW6)					
	Create and design the <a href="#">‘Ōlelo Hawai‘i Usage Assessment/Survey</a> (SW6)	Quarterly: Aug (Baseline), Oct, Jan, May.	42101	21 hrs embedded PD, Waiver/Complex PD days	Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Design a <a href="#">Social/Functioning language plan w/ the administration</a> that is aligned to the FAFKE and includes: (click link to see it here): 1. ‘Ōlelo Hawai‘i structured recess that morphs into a “‘ōlelo Hawai‘i student choice ” recess 2. A plan for Lunch Teams (SW6)	Quarterly, Yearlong	42101	21 hrs embedded PD, Waiver/Complex PD days	Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Share, discuss, and plan/implement lessons using research-based and kumu-successful strategies to address oral language achievement gaps.(SW6)	Yearlong	42101	Data Teams, Waiver/ Complex PD days	Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Assessments measure increase in academic and functional vocabulary.(SW6)	Yearlong	42101	Data Teams, Waiver/ Complex PD days	Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
<b>Kaiapuni haumāna</b> will make an 10% increase in their reading comprehension skills.	<u>Administration of Loiloi Heluhelu:</u> Kumu Kaiapuni will use the Loiloi Heluhelu data and mid/final year testing to show improvement of Hawaiian reading comprehension through the application of specific strategies and targeted teaching of a skill focus. (SW6)	3x/year	18902	Sub Days	Annual	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Share, discuss, and plan/implement lessons using research-based and kumu-successful strategies to address reading comprehension achievement gaps. (SW6)	Yearlong	42101	Data Teams, Waiver/ Complex PD days	Monthly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Provide Professional Development on the inter-rater proctoring of Loiloi Heluhelu and analysis of data to influence kumu lesson planning.(SW6)	Semester	42101	21hrs embedded PD	Yearlong	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Kumu Kaiapuni will be trained in the Burns & Roe process that Loiloi utilizes to assess	Yearlong	42101	Data teams, 21 hrs embedded PD, Stipend/	Monthly	Semesterly ART Reports (SW3)

	reading comprehension. They will then be able to use Burn & Roe components and processes along with other reading comp strategies to teach specific reading skills and progress monitor student comprehension using the readings they already use in their HLA lessons.(SW6)			Sub days		CAS School Visits and Walkthroughs
<b>Kaiapuni haumāna</b> will make: 1. A 10% increase:In their fluency in math facts. 2. A 5% increase:In their math reasoning strategies and skills.	Administration of <u>Math Fluency Assessments (see Kula)</u> (SW6)	Yearlong	18902	Data Teams	Semester	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Share, discuss, plan, and implement lessons using research-based and kumu-successful strategies to address mathematical fact fluency and complex problem-solving achievement gaps. (SW6)	Yearlong	18902	Data Teams	Monthly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Provide Professional Development on the development and implementation of Math Assessments (SW6)	Yearlong	18902	Data Teams	Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
A 5% increase in the amount of parents who attend/participate in parent involvement activities that support their children's academic growth and learning.	<ul style="list-style-type: none"> <li>Continue quarterly school-sponsored parent engagement events that support and encourage engagement of parents in their child(ren)'s learning. (SW7)</li> <li>Regular opportunities for 'ohana to participate in huaka'i that integrate curriculum, standards, cultural practices/ knowledge and 'ohana engagement, at nearby community sites. (SW7)</li> </ul>	Yearlong	18902	Committees, School Engagement Personnel, Title I Coordinator	Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs

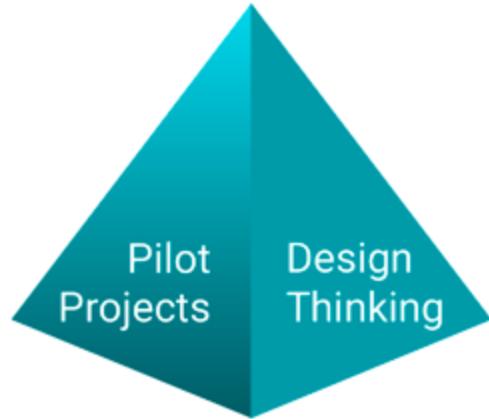
**Staff Outcomes (SY 2020-21)**

Measurable Outcome(s)/ "The What"	Enabling Activity/ "The How" (SW 4)	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
There will be an effective academic and behavioral RTI system in place that addresses the Tier 1, 2,	<ul style="list-style-type: none"> <li>Data Team cycles and processes focus on intervention and specific skills</li> </ul>	Yearlong	42101	CORE minutes, DT minutes, PD agenda &	Per cycle	Semesterly ART Reports (SW3)

and 3 social, emotional, and academic learning needs of all students.	<ul style="list-style-type: none"> <li>to address student achievement gaps. (SW6)</li> <li>CORE meetings are regularly scheduled around a 6-week intervention implementation timeline. (SW6)</li> </ul>			minutes		CAS School Visits and Walkthroughs
The Academic Review Team's role will regularly monitor and update progress on the Academic Plan.	<ul style="list-style-type: none"> <li>The ART regularly meets to monitor and update the progress of the Academic Plan consistent with the <a href="#">ART Continuum</a>. (SW3)</li> <li>The Academic Plan and ART report is made visible in a staff only area to ensure school focus by all staff (SW3)</li> <li>This progress will be reported to staff to ensure that the school, as a team, is making adequate progress in improving student learning. (SW3)</li> </ul>	Yearlong	42101	Agenda/Minutes Academic Plan/ART report Visible Artifact	SLT/ART meets minimally one (1) day per Quarter	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
The administration and faculty will develop a schoolwide, consistent grading system and policy to better determine the appropriate level of students attainment of the standards and ensure rigor.	<ul style="list-style-type: none"> <li>Deconstruction of standards → Success Criteria → Possible ways of Assessing in order to align and consistently assess student achievement of the approved HODOE standards. (SW6)</li> <li>Teachers are provided PD opportunities and teacher collaboration focused</li> </ul>					Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
<b>Kumu Kaiapuni</b> will continue to increase the school community's incorporation of 'ōlelo Hawai'i and FAFKE aligned school-wide activities so they are at least 50% of all school-wide activities.	Design a way to collect baseline data of 'ōlelo Hawai'i usage in the school community and communication	Fall	18902	Committee Meeting minutes, Stipends	Annual	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Draft guidelines, procedures and protocols to reinforce 'ōlelo Hawai'i in community activities and school presenters	Spring	18902	Committee Meeting minutes, Stipends	Tri-annually	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Create a template, plan and procedures to incorporate 'ōlelo Hawai'i into signage and flyers.	Spring	18902	Committee Meeting minutes, Stipends	Tri-annually	Semesterly ART Reports (SW3)

						CAS School Visits and Walkthroughs
<b>Kumu Kaiapuni</b> will increase and implement their knowledge of research-based pedagogies and methodologies of education and second language acquisition that are founded on Hawaiian practice as well as aspects of Western educational theory and practice in the Kaiapuni program, curriculum units, and lessons.	<u>Create the Pedagogies and Methodologies Implementation Survey.</u>	Fall	42101	21hrs embedded PD	Annual	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Kumu Kaiapuni instruction is based upon specific pedagogical strategies, methodologies, and educational/cultural theories of education. (SW6)	Yearlong	42101	Data teams, Teacher Prep, PD/Waiver days	Monthly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Pilot a Kaiapuni program-wide system of Kaiapuni Behavior centered around- Kaikua'ana/Kaikaina like relationships - (Trust- Mana - Cooperative Efficiency- Aloha and Ho'oponopono) (SW6)	Yearlong	42101	Referrals, SQS, teacher collected data	Annual	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
<b>Kumu Kaiapuni</b> will increase the parents' understanding of Kaiapuni and the FAFKE Implementation by 25%.	Design a <u>Parent FAFKE Implementation Assessment Survey</u> (SW7)	Fall, EOY		Stipend Days	Bi-Annual	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Share, discuss, and use research-based and kumu-successful strategies to address how kumu addresses increasing Kaiapuni parents' knowledge of FAFKE and it's implementation within the classroom, school, and school events. (SW7)	Yearlong		Stipend days, Wednesday Meeting focuses,	Semester	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs
	Create a timeline to rollout newsletters/ flyers, activities and/or workshops to educate and engage parents in the FAFKE. (SW7)	Yearlong		Committee Meetings, Stipend Days, School Newsletter	Monthly/ Quarterly	Semesterly ART Reports (SW3)  CAS School Visits and Walkthroughs

# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



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

School Ideas for Innovation and Pilot Projects (SW1,2,6)	Conditions for Success
<p><i>While referencing the “Forward Focused” Plan, <b>please describe your school’s ideas around innovation and pilot projects.</b> Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <ol style="list-style-type: none"> <li>1. Greenhouse Gardening</li> <li>2. Aquaponics</li> <li>3. Waikālua Loko I’a Quarterly Huaka’i’s</li> <li>4. Student-led Media &amp; Publication Team (School Librarian, Kaiapuni ELA branch Mentor: ) - Funding via library/innovation funds (not taking from branch funds)</li> <li>5. Building Hawaiian Functional and Social language</li> <li>6. E ola i ke kuleana (To live responsibly, with a clear understanding of your kuleana and how to fulfill it.)</li> </ol>	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"> <li>● Greenhouse Gardening               <ul style="list-style-type: none"> <li>○ Photo, video, an teacher collaboration and documentation of industry partners, student collaboration and processes, and teacher collaborative planning/monitoring sessions</li> <li>○ Student team portfolios (which include questionnaires, planned timelines, garden drafts/drawings, student reflections, sustainability plan)</li> <li>○ Permanent signage in Hawaiian and English</li> <li>○ Student presentations using digital and mixed media</li> </ul> </li> <li>● Aquaponics               <ul style="list-style-type: none"> <li>○ Students will research, design, build, and utilize aquaponics systems to grow fish and plants in a sustainable manner</li> <li>○ Teachers will be able to use the aquaponics system to supplement their STEM instruction (ex: transference of energy, nitrogen cycle, life cycles, Mālama ‘Aina, etc)</li> <li>○ Students will be able to do team research and present on their understanding of aquaponics digitally in ‘Ōlelo Hawai’i and English</li> </ul> </li> <li>● Waikālua Loko I’a Quarterly Huaka’i’s               <ul style="list-style-type: none"> <li>○ Increase class and parents/family participation with repeated participation.</li> <li>○ Teachers will start to utilize the loko i’a as an extension of their classroom or additional space and integrate their lessons with the fishpond.</li> </ul> </li> </ul>

- Community/Parent led stations to share their knowledge
- Students/student groups are able to create, distribute, and maintain regular multi-media publications such as:
  - Monthly Newsletter
  - Website/page (bi-monthly)
  - Themed video/audio content (mo'olelo, newscasts, documentaries, etc.)
  - E ola i ke kuleana (To live responsibly, with a clear understanding of your kuleana and how to fulfill it.)
- Building Hawaiian Functional and Social language
  - Building Hawaiian Functional and Social language in class and non-structured times ie. recess) to increase target language oral proficiency.
  - Start small to pilot and work out any glitches in scheduling, activities, vocabulary and grammatical language fronting, etc.
  - Data collection using individual pre/post assessments and other forms of formative data capturing.
  - Lesson planning with intentional functional language loading, focus, and success criteria.
  - Remove grades 5-8 ELA instruction from kumu kaiapuni and have a designated English teacher to instruct.
  - Kūpa'a nā kumu a pau e 'ōlelo Hawai'i wale nō i nā wahi like 'ole (with the exception of safety)
- E ola i ke kuleana
  - We will Implement a system of behavior rooted in 'ike Hawai'i and built on the understanding of Kaikua'ana/Kaikaina like relationships - (Trust- Mana - Cooperative Efficiency- Aloha and Ho'oponopono) by Designing a Kaikua'ana/Kaikaina like Kaiapuni Behavior Assessment
  - Regularly structured time monthly to discuss strategies to analyze strengths, areas of growth, and address needs.
  - Professional Development centered around Kaikua'ana/Kaikaina Like Systems of Behavior..
  - Creation of signage and handouts for parents, staff and community.