Kapunahala Elementary 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): Sam Izumi		
School Principal's Signature: *Sam Izumi* Sam Izumi (Apr 27, 2021 15:37 HST)	Date: Apr 27, 2021	
Complex Area Superintendent (print): Matt Ho		
Complex Area Superintendent's Signature: *Matthew C.W. Ho* Matthew C.W. Ho (Apr 30, 2021 14:34 HST)	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).
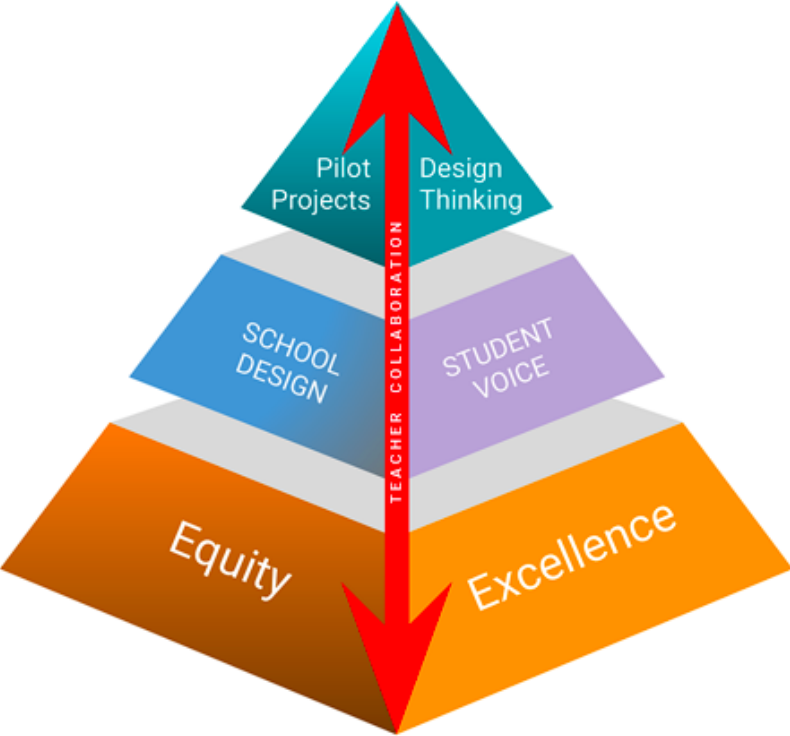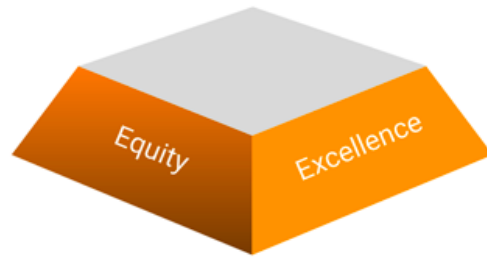
# Teaching & Learning Core: Equity and Excellence

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
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.	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your Enabling Activities to improve the achievement gap?*
According to the Longitudinal Data System, **approximately 58 percent of Kapunahala students (Gr. 3-6) were proficient in English Language Arts (ELA) during SY 2018-2019.** As a result of the Comprehensive Needs Assessment (CNA) conducted by our Leadership Team, it was identified that the following subgroups had the lowest ELA proficiency scores and largest achievement gaps according to SY 2018-2019 data:	IF Kapunahala Elementary School builds and Implements a complete Behavioral Response-to-Intervention (RTI) structure (Universal Screener, Multi-Tiered System of Supports, Progress Monitoring, Data-Based Decision Making) and refines current supports to ensure students' behavioral needs are being met school-wide, THEN there will be a reduction in the achievement gap and an increase in student proficiency. IF Kapunahala Elementary School builds and Implements a school-wide culture that teaches students to exemplify Perseverance, Responsibility, and Integrity through their actions/interactions with others at school, THEN there will be a reduction in the achievement gap, an increase in student proficiency, and a reduction in the amount of behavior/incident referrals. IF Kapunahala Elementary School conducts professional development (PD) training sessions and provides support for faculty and staff in addressing the learning needs of all students, THEN there will be a reduction in the achievement gap and an increase in student proficiency. (Title 1 - SW 6)	Build and Implement a complete Behavioral Response-to-Intervention (RTI) structure (Universal Screener, Multi-Tiered System of Supports, Progress Monitoring, Data-Based Decision Making) and use data to refine current supports to ensure students' behavioral needs are being met school-wide. Revise and continue to implement a complete Academic Response-to-Intervention (RTI) structure (Universal Screener, Multi-Tiered System of Supports, Progress Monitoring, Data-Based Decision Making) and use data to refine current supports to ensure students' academic needs are being met school-wide. Build and Implement a school-wide culture that teaches students to exemplify Perseverance, Responsibility, and Integrity through their actions/interactions across all settings at school. Conduct professional development (PD) training sessions in support of the learning needs of faculty, staff and parents in addressing the learning needs of all students. (Title 1 - SW 6)

Subgroup	ELA Proficiency	Achievement Gap
ALL STUDENTS	58%	--
Native Hawaiian	44%	14% gap vs. All Students (Ss)
Male Students	50%	16% gap vs. Female Ss
High-Needs Students	42%	34% gap vs. Non-High Needs Ss
Low SES	44%	32% gap vs. Non-High Needs Ss
IDEA	11%	65% gap vs. Non-High Needs Ss
English Language Learners	14%	62% gap vs. Non-High Needs Ss

According to the Longitudinal Data System, **approximately 47 percent of Kapunahala students (Gr. 3-6) were proficient in Math during SY 2018-2019.** As a result of the Comprehensive Needs Assessment (CNA) conducted by our Leadership Team, it was identified that the following subgroups had the lowest Math proficiency scores and largest achievement gaps according to SY 2018-2019 data:

Subgroup	MATH Proficiency	Achievement Gap
ALL STUDENTS	**47%**	--
Native Hawaiian	**34%**	**13% gap** vs. All Students (Ss)
Male Students	**42%**	**5% gap** vs. Female Ss
High-Needs Students	**30%**	**35% gap** vs. Non-High Needs Ss
Low SES	**33%**	**32% gap** vs. Non-High Needs Ss
IDEA	**5%**	**60% gap** vs. Non-High Needs Ss
English Language Learners	**14%**	**51% gap** vs. Non-High Needs Ss

(Title 1 - SW 1, SW 2)
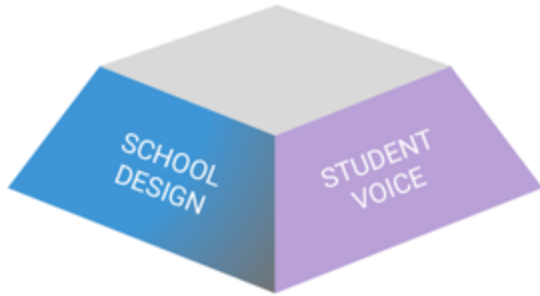
Innovation in Support of the Core: School Design and Student Voice

Complex/School Contexts for School Design and Student Voice: (Title 1 - SW 1, SW 2, SW 7)

According to the Comprehensive Needs Assessment (CNA) conducted by the Kapunahala Elementary School Leadership Team (Admin, GLCs, DHs) during January 2020, an analysis of the school's Demographic, Perceptual, Student Learning, School Processes data identified that the commonalities/implications across all data points indicated the school's need to:

- Improve Student Behavior and Supports due to the following contributing/root causes:
  - Students do not find school interesting;
  - Absence of student voice opportunities and involvement;
  - Lack of student engagement;
  - Lack of a sense of community amongst students;
  - Students did not have a venue to self-monitor their behavior;
  - Lack of school-wide implementation and/or understanding of expectations;
  - No formal intervention system of proactive supports; and
  - Involve parents in the extension of their child's Social-Emotional Learning (SEL) at home
- Improve Academic Supports for Students in ELA, Math, and Science due to the following contributing/root causes:
  - Lack of an opportunity to evaluate the effectiveness of the school's programs;
  - Absence of student voice opportunities;
  - Lack of student interest/engagement;
  - Need to address multiple ways of learning (Students' Learning Styles);
  - Need to understand the learning needs of Male, High-Needs, Native Hawaiian, and EL students; and
  - Lack of cross-curricular teaching.

Current and Continuing Initiatives that will Further Advance the School's 2020-21 School Design and Student Voice:
(Title 1 - SW 1, SW 2, SW 6, SW 7)

In order to address the findings from the Kapunahala Elementary School CNA, the school's Leadership Team decided to focus on the needs of their students by incorporating student voice in the design and refinement of the following initiatives:
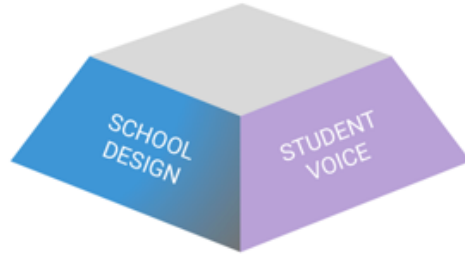
- Build and Implement a complete Behavioral Response-to-Intervention (RTI) structure (Universal Screener, Multi-Tiered System of Supports, Progress Monitoring, Data-Based Decision Making) and use data to refine current supports to ensure students' behavioral needs are being met school-wide.
- Revise and continue to implement a complete Academic Response-to-Intervention (RTI) structure (Universal Screener, Multi-Tiered System of Supports, Progress Monitoring, Data-Based Decision Making) and use data to refine current supports to ensure students' academic needs are being met school-wide.
- Build and Implement a school-wide culture that teaches students to exemplify Perseverance, Responsibility, and Integrity through their actions/interactions across all settings at school.
- Conduct professional development (PD) training sessions in support of the learning needs of faculty, staff and parents in addressing the learning needs of all students.

School Design and Student Voice Conditions for Success: (Title 1 - SW 2, SW 7)

Conditions that will support Kapunahala Elementary's School Design and Student Voice integration include a comprehensive and collaborative focus on the "U-Knighted" efforts by all of the school's stakeholders (Faculty, Staff, Parents, Students, and Community) as well as the modeling of P-R-I-D-E

in everything we do in support of the academic and behavioral needs of students.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*
Measurable Outcomes: (Title 1 - SW 3) ● One hundred percent of students' behavioral needs will be assessed by a universal screening tool to assist in the identification of students in need of additional supports (i.e.: Tier 2 and/or Tier 3 supports) as evidenced by Behavioral Data Team Minutes. ● One hundred percent of identified Tier 2 and Tier 3 students will be matched to supports that will proactively address their identified behavioral needs as evidenced by Behavioral Data Team Minutes. ● One hundred percent of students will be surveyed to learn how they learn best (i.e.: Learning Styles Profile/Inventory) and provided opportunities to give feedback on their learning (i.e.: How can the school improve upon our instructional practices?; How can the school make learning more engaging for students?) as evidenced by Academic Data Team Minutes. ● One hundred percent of classroom teachers implement the school's Social-Emotional Learning program and strategies as evidenced by Behavioral Data Team Minutes and PBIS Committee Minutes. ● Sixty-Five percent of students will be proficient (Tier I) in Reading as evidenced by Academic Universal Screening data. ● Fifty-Three percent of students will be proficient (Tier I) in Math as evidenced by Academic Universal Screening data. ● There is a reduction in the amount of behavior incidents as evidenced by eCSSS data. **What Are You Designing?** Kapunahala Elementary School is focused on student success and student empowerment/voice by designing a comprehensive support system that monitors/meets the academic and behavioral needs of all learners. (Title 1 - SW 3, SW 6)	**Measurable Outcomes:** (Title 1 - SW 3) ● One hundred percent of students' behavioral needs will be assessed by a universal screening tool to assist in the identification of students in need of additional supports (i.e.: Tier 2 and/or Tier 3 supports) as evidenced by Behavioral Data Team Minutes. ● One hundred percent of identified Tier 2 and Tier 3 students will be matched to supports that will proactively address their identified behavioral needs as evidenced by Behavioral Data Team Minutes. ● One hundred percent of students will be surveyed to learn how they learn best (i.e.: Learning Styles Profile/Inventory) and provided opportunities to give feedback on their learning (i.e.: How can the school improve upon our instructional practices?; How can the school make learning more engaging for students?) as evidenced by Academic Data Team Minutes. ● One hundred percent of classroom teachers implement the school's Social-Emotional Learning program and strategies as evidenced by Behavioral Data Team Minutes and PBIS Committee Minutes. ● Sixty-Five percent of students will be proficient (Tier I) in Reading as evidenced by Academic Universal Screening data. ● Fifty-Three percent of students will be proficient (Tier I) in Math as evidenced by Academic Universal Screening data. ● There is a reduction in the amount of behavior incidents as evidenced by eCSSS data. **What Are You Designing?** Kapunahala Elementary School is focused on student success and student empowerment/voice by designing a comprehensive support system that monitors/meets the academic and behavioral needs of all learners. (Title 1 - SW 3, SW 6)

Why you are implementing them?
 	
Based on Kapunahala Elementary School's Comprehensive Needs Assessment conducted by the school's Leadership Team during January 2020, the following contributing causes show the need to implement the School's Design focused on student success, empowerment, and voice:
 	
● <u>BEHAVIOR</u>
   ○ Students do not find school interesting
   ○ Lack of student voice and involvement
   ○ Lack of student engagement
   ○ Lack of sense of community
   ○ Student self monitoring of behavior
   ○ Lack of common implementation and understanding of expectations
   ○ Proactive interventions or strategies
   ○ Especially for Boys, High Needs, Native Hawaiian, and EL students
   ○ Involving parents in the extension of learning
 	
● <u>ACADEMICS (ELA, MATH, & SCIENCE)</u>
   ○ Lack of evaluation of effectiveness of programs
   ○ Shifting the mindset
   ○ Absence of student voice
   ○ Lack of student interest and engagement
   ○ Lack of addressing multiple ways of learning
   ○ Lack of understanding of the needs of:
      ■ Boys
      ■ High Needs
      ■ Native Hawaiians
      ■ EL
   ○ Lack of cross-curricular teaching
 	
(Title 1 - SW 1, SW 2, SW 6)
	Why you are implementing them?
	
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	   ○ Lack of common implementation and understanding of expectations
	   ○ Proactive interventions or strategies
	   ○ Especially for Boys, High Needs, Native Hawaiian, and EL students
	   ○ Involving parents in the extension of learning
	
	● <u>ACADEMICS (ELA, MATH, & SCIENCE)</u>
	   ○ Lack of evaluation of effectiveness of programs
	   ○ Shifting the mindset
	   ○ Absence of student voice
	   ○ Lack of student interest and engagement
	   ○ Lack of addressing multiple ways of learning
	   ○ Lack of understanding of the needs of:
	      ■ Boys
	      ■ High Needs
	      ■ Native Hawaiians
	      ■ EL
	   ○ Lack of cross-curricular teaching
	
	(Title 1 - SW 1, SW 2, SW 6)

How will you know that they are causing an improvement? Kapunahala Elementary School will know that the enabling activities are causing an improvement if students are happy about and enjoy coming to school (i.e; student attendance), there is a decrease in the amount of behavioral referrals, the achievement gap decreases among the school's subgroups, and student proficiency increases as evidenced by the attainment of the school's measurable outcomes. (Title 1 - SW 3, SW 6)	***How will you know that they are causing an improvement?*** Kapunahala Elementary School will know that the enabling activities are causing an improvement if students are happy about and enjoy coming to school (i.e; student attendance), there is a decrease in the amount of behavioral referrals, the achievement gap decreases among the school's subgroups, and student proficiency increases as evidenced by the attainment of the school's measurable outcomes. (Title 1 - SW 3, SW 6)

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.

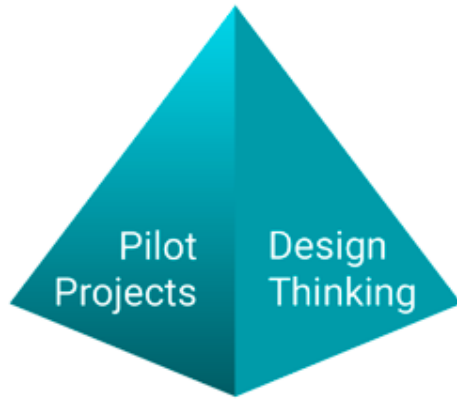| Baseline Measurements	Formative Measures	Summative Goals
Improved Growth and Proficiency Data will indicate the success of the school's implementation of the identified enabling activities. However, due to COVID-19 and the cancellation of all End-of-Year assessments (i.e.: SBA, Academic Universal Screener) as well as the inability to collect full academic year data points from SY 2019-2020, the school will update this section and utilize SY 2020-2021 Start-of-Year school assessments (i.e.: Academic Universal Screener) as baseline measurements for setting summative goals and interim formative measures. STRIVE-HI School Performance Report Data (SY 2018-2019) ELA - 58% Math - 46% Science - 78% Chronic Absenteeism - 12% ELA Achievement Gap - 35 points Math Achievement Gap - 36 points Positive School Climate - 81% eCSSS Incident Data (SY 2018-2019) Total - 110 Incidents (Title 1 - SW 3)	**Improved Growth and Proficiency Data will indicate the success of the school's implementation of the identified enabling activities. The following data will be reviewed and analyzed through SY 2020-2021 as formative measures to determine the school's growth/progress as well as any adjustments that will need to be made.** Academic Universal Screener Data Behavioral Universal Screener Data eCSSS Incident Data Zipthrough Data Data Team Minutes (Title 1 - SW 3)	**Improved Growth and Proficiency Data will indicate the success of the school's implementation of the identified enabling activities. Specifically, the school's goals are to:** Increase the school's SBA ELA proficiency scores Increase the school's SBA Math proficiency scores Increase the school's HSA Science scores Decrease the school's achievement gap amongst all subgroups Increase the school's Positive School Climate percentage (Title 1 - SW 3, SW 6)

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
• One hundred percent of students' behavioral needs will be assessed by a universal screening tool to assist in the identification of students in need of additional supports (i.e.: Tier 2 and/or Tier 3 supports) as evidenced by Behavioral Data Team Minutes. • One hundred percent of identified Tier 2 and Tier 3 students will be matched to supports that will proactively address their identified behavioral needs as evidenced by Behavioral Data Team Minutes. • One hundred percent of classroom teachers implement the school's Social-Emotional Learning program and strategies as evidenced by Behavioral Data Team Minutes and PBIS Committee Minutes. • There is a reduction in the amount of behavior incidents as evidenced by eCSSS data. (Title 1 - SW 3)	1. **Build and Implement a complete Behavioral Response-to-Intervention (RTI) structure (Universal Screener, Multi-Tiered System of Supports, Progress Monitoring, Data-Based Decision Making) and use data to refine current supports to ensure students' behavioral needs are being met school-wide.** (Title 1 - SW 6)	Yearlong	WSF: • 42101 Title 1: • 18902 (Title 1 - SW 5)	Data Team Minutes Universal Screener Data QA Meeting Minutes (Title 1 - SW 3)	Quarterly Semesterly Quarterly (Title 1 - SW 3)	Semesterly ART Reports CAS School Visits and Walkthroughs
• One hundred percent of students will be surveyed to learn how they learn best (i.e.: Learning Styles Profile/Inventory) and provided opportunities to give feedback on their learning (i.e.: How can the school improve upon our instructional practices?; How can the school make learning more engaging for students?) as evidenced by Academic Data Team Minutes. • Sixty-Five percent of students will be proficient (Tier I) in Reading as evidenced by Academic Universal Screening data. • Fifty-Three percent of students will be proficient (Tier I) in Math as evidenced by Academic Universal Screening data. (Title 1 - SW 3)	2. **Revise and continue to implement a complete Academic Response-to-Intervention (RTI) structure (Universal Screener, Multi-Tiered System of Supports, Progress Monitoring, Data-Based Decision Making) and use data to refine current supports to ensure students' academic needs are being met school-wide.** (Title 1 - SW 6)	Yearlong	WSF: • 42101 SpEd: • 73100 Title 1: • 18902 (Title 1 - SW 5)	Data Team Minutes Universal Screener Data QA Meeting Minutes (Title 1 - SW 3)	Quarterly Semesterly Quarterly (Title 1 - SW 3)	Semesterly ART Reports CAS School Visits and Walkthroughs
• One hundred percent of classroom teachers implement the school's Social-Emotional Learning program and strategies as evidenced by Behavioral Data Team Minutes and PBIS	3. **Build and Implement a school-wide culture that teaches students to exemplify**	Yearlong	WSF: • 42101	Referral Data Data Team Minutes	Quarterly Quarterly	Semesterly ART Reports

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Measurable Outcome(s)	Enabling Activity	Duration	Source of Funds	School Monitoring Activity	Frequency	Complex Monitoring Activity
Committee Minutes. ● One hundred percent of identified Tier 2 and Tier 3 students will be matched to supports that will proactively address their identified behavioral needs as evidenced by Behavioral Data Team Minutes. ● There is a reduction in the amount of behavior incidents as evidenced by eCSSS data. (Title 1 - SW 3)	**Perseverance, Responsibility, and Integrity through their actions/interactions across all settings at school.** (Title 1 - SW 6)		Title 1: ● 18902 (Title 1 - SW 5)	Universal Screener Data QA Meeting Minutes (Title 1 - SW 3)	Semesterly Quarterly (Title 1 - SW 3)	CAS School Visits and Walkthroughs
● One hundred percent of teachers complete a PD survey at the start of each semester to determine teacher-identified training needs as evidenced by records. ● One hundred percent of teachers complete a reflection following each PD session that includes a personal PD implementation plan that is discussed and supported during grade level data team meetings as evidenced by records. ● Sixty-Five percent of students will be proficient (Tier I) in Reading as evidenced by Academic Universal Screening data. ● Fifty-Three percent of students will be proficient (Tier I) in Math as evidenced by Academic Universal Screening data. (Title 1 - SW 3)	**4. Conduct professional development (PD) training sessions in support of the learning needs of faculty, staff and parents in addressing the learning needs of all students.** (Title 1 - SW 5, SW 6, SW 7)	Yearlong	WSF: ● 42101 Title 1: ● 18902 (Title 1 - SW 5)	Zipthrough Data Data Team Minutes Universal Screener Data QA Meeting Minutes (Title 1 - SW 3)	Quarterly Quarterly Semesterly Quarterly (Title 1 - SW 3)	Semesterly ART Reports CAS School Visits and Walkthroughs

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
● One hundred percent of teachers complete a PD survey at the start of each semester to determine teacher-identified training needs as evidenced by records. ● One hundred percent of teachers complete a reflection following each PD session that includes a personal PD implementation plan that is discussed and supported during grade level data team meetings as evidenced by records. (Title 1 - SW 3)	**1. Conduct professional development (PD) training sessions in support of the learning needs of faculty, staff and parents in addressing the learning needs of all students.** (Title 1 - SW 5, SW 6, SW 7)	Yearlong	WSF: ● 42101 Title 1: ● 18902 (Title 1 - SW 5)	Zipthrough Data Data Team Minutes Universal Screener Data QA Meeting Minutes (Title 1 - SW 3)	Quarterly Quarterly Semesterly Quarterly (Title 1 - SW 3)	Semesterly ART Reports CAS School Visits and Walkthroughs

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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
Per the findings of the school's CNA, Kapunahala Elementary School is focused on creating a comprehensive Behavioral Response-to-Intervention (RTI) system that addresses the behavioral needs of all students so that they are able to focus on their academic growth/learning. As such, in addition to interventions provided to students by the school's counseling team, Kapunahala Elementary would like to: • Initiate and launch a Student Mentoring program and purchase a 1.0 FTE teacher position to proactively support, build relationships with, and address the behavioral needs of our identified students at the Tier II level. • In addition, Kapunahala Elementary School would like to develop a partnership with community-based social workers to support identified Tier III students and their families with lessons and activities that help support and address the behavioral needs of the students at this level. (Title 1 - SW 1, SW 2, SW 3, SW 5, SW 6, SW 7)	In addition to the "U-Knighted" efforts by all of the school's stakeholders (Faculty, Staff, Parents, Students, and Community) as well as the modeling of P-R-I-D-E in everything we do in support of the academic and behavioral needs of students, some of the conditions that will support the success of a comprehensive Behavioral RTI system would be to: • Fund a 1.0 FTE teacher position to establish a Student Mentoring position; • Establish a partnership with a community-based social services organization that can provide social workers to help support Tier III students and their families; • Consistent use of the behavioral universal screening tool and analysis of the results to determine/match students to appropriate interventions. • Build awareness and relationships with parents to establish trust and support in the delivery of Tier II and III behavioral interventions; • Create an awareness amongst parents of the importance in extending their child's social-emotional learning at home so that it can be reinforced in settings outside of school; (Title 1 - SW 3, SW 5, SW 6, SW 7)