

2020 Academic Plan, School Year 2020-21



School: Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. Existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and provide 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) identifying 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. 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: Gay Kong

Handwritten signature of Gay Kong in blue ink.

Date: 05.22.2020

Complex Area Superintendent : Lanelle Hibbs

Complex Area Superintendent's signature and date:

Handwritten signature of Lanelle Hibbs in black ink.

06/03/2020

2020 Academic Plan, School Year 2020-21



~ Keolu Elementary ~

Academic Plan

SY 2020 - 2021



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Keolu Academic Plan, School Year 2020-21



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 the 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.

HIDOE Learning Organization

<p>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.</p> <ul style="list-style-type: none"> The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5). 	
<p>Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <ul style="list-style-type: none"> The 3-Year Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4). 	
<p>Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports</p> <ul style="list-style-type: none"> 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.

WHAT ARE WE TRYING TO ACHIEVE?

Keolu Elementary will cultivate a learning environment that is grounded in HĀ, powers a multilingual society, and honors Hawai'i's local and global contribution

ACTION OPPORTUNITIES

Keolu Elementary will cultivate a learning environment that is conducive for students' well-being and success in learning through the following activities:

- Partner with culturally-knowledgeable community members such as: [Pacific American Foundation](#) and [Aina in the Schools](#) to provide students with place-based learning experiences.
- Create a Cultural Arts and Family Engagement (CAFE)* position for the purpose of engaging students and family in rich and authentic performing arts cultural experiences such as dance, music, art, and drama.
- Use the [Na Hopena A'o \(HA\) Framework](#) as the foundation of our behavior and learning expectations.
 - The use of morning meeting routines to instill a sense of belonging, total wellbeing, and aloha.
- Connection to NGSS standards through place-based experiences and resources, such as Pāhana 'Āina Lupalupa

* Provided funding is available .

MEASURING OUR SUCCESS

~ INCREASE SATISFACTION IN THE QUALITY ~ OF INSTRUCTION & LEARNING ENVIRONMENT

Panorama Components	Baseline	2021	2122	2223
Classroom Climate	81%	83%	85%	87%
Classroom Engagement	74%	77%	79%	81%
Rigorous Expectations	82%	84%	86%	87%
Teacher-Student Relationships	85%	87%	88%	89%
Pedagogical Effectiveness	86%	87%	88%	89%

WHAT ARE WE TRYING TO ACHIEVE?

Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically.

Action Opportunities

Keolu Elementary will improve learning outcomes for English Language Arts, Math, and Science for all students, while closing the learning gap between High Needs and Non-High Needs students by:

- Using the **workshop framework** practices and the Lucy Calkins Units of Study to promote a highly invested community of learners.
 - Students working on their individualized level
 - Collaborative conversations
 - Conferencing
 - Implement independent reading practices to build self-efficient readers and deepen understanding of complex text.
- Providing universal access to a wide range of **high quality literature*** that meets the needs of beginning readers, as well as pique the interest of our adolescent and reluctant readers.
- **Implementing formative assessment practices (assessment for learning practices)** that personalize learning and inform students of their progress in attainment towards grade level CCSS.
- Providing **intentional and explicit instruction** for all common core standards to close the learning gap.
 - Individualized attention will be provided through the use of assessment for learning practices, one-on-one conferencing, and the workshop model.
- Implementing **developmentally appropriate** practices for early learning.
- Infusing **academic vocabulary** in all content areas.
- Using a variety of assessments to measure student growth and impact of practices - such as Sped and EL inclusion. (MGP, BAS, and Wida)

*Provided funding is available

*High-Needs: EL, IDEA, and SES students.

Measuring our Success

~ INCREASE PROFICIENCY* IN ELA ~ All Students and High Needs Sub Groups AS MEASURED BY SBA				
SY	ALL	SPED	EL	SES
Baseline*	48%	0%	15%	44%
2021	55%	10%	80%	50%
2122	58%	19%	80%	55%
2223	62%	21%	82%	60%

~ INCREASE PROFICIENCY* IN Math ~ All Students and High Needs Sub Groups AS MEASURED BY SBA				
SY	ALL	SPED	EL	SES
Baseline*	51%	0%	0%	25%
2021	45%	10%	10%	40%
2122	49%	19%	19%	46%
2223	54%	21%	21%	51%

*Increase Proficiency

Using a formula of a 10% decrease in non-proficiency for each school year.

WHAT ARE WE TRYING TO ACHIEVE? Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai'i.	
Action Opportunities	Measuring our Success
<p>Keolu will strengthen its professional learning infrastructure through the following actions:</p> <p>a.) Fund a School Literacy Coordinator (SLC) position* to advance literacy instruction in all content areas using Cycle of Professional Teaching and Learning framework:</p> <ul style="list-style-type: none"> ● Professional Development ● Professional Reading ● Peer Observations ● Collaboration Opportunities: <p>b.) Continuing our partnerships with the following instructional experts:</p> <ul style="list-style-type: none"> ● Rampal Singh, District Educational Specialist to provide professional learning in Formative Assessment practices. ● Dr. Kathleen O'dell, District Educational Early Learning Specialist, to provide professional learning in developmentally appropriate practices. ● Dr. Esmeralda Carini, District Educational Literacy Specialist, in sharing expertise and providing professional learning in Comprehensive Literacy Instruction. <p>c.) Strengthening our curriculum knowledge and practice in the use the of standards based lessons that incorporates reading, writing, listening, and speaking across all content areas.</p> <p>* Provided funding is available</p>	<p>The following professional learning activities using qualitative and quantitative methods for assessing our progress in literacy instruction across all content areas will be documented in our school's shared google drive:</p> <p>a.) The SLC, along with the ILT, will lead Cycle of Professional Teaching and Learning activities which include:</p> <ul style="list-style-type: none"> ● Professional Development: Provided by experts for the purpose of improving the impact of our teaching. ● Professional Reading: Time is provided for teachers to read a common mentor text, discuss, and note important findings. ● Peer visits are structured as learning opportunities for both the visitor and teacher. ● Collaborative teacher meetings incorporate the tenants of teacher collective efficacy. <p>b.) Walk thru data reflects the implementation of professional learning and safe practice protocols in the use of:</p> <ul style="list-style-type: none"> ● Formative Assessment Instruction ● Developmentally appropriate instructional practices ● Comprehensive Literacy Instruction <p>c.) 1.) Quarterly peer review lesson plans aligned toCCSS or Hawaii Early Learning and Development Standards. 2.) Tri-annual school wide progress assessment data utilized to:</p> <ul style="list-style-type: none"> ○ Measure impact of reading comprehension instruction. ○ Inform instructional practices.

WHAT ARE WE TRYING TO ACHIEVE?

Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn.

Action Opportunities

We will empower all students through structured activities that give them the tools to engage in accountable and rigorous discussions through the following actions:

- The choice and engagement that students will experience within the workshop model.
 - Reading Workshop- Students will have opportunity to select texts from a variety within their independent reading level based on their interest
 - Writing Workshop- Students will have the opportunity to write about topics of their own choice that are important to them.
 - Shared **discussion** opportunities within their collaborative work within the workshop model.
- Provide students with daily opportunities to share their thoughts, work, and ideas during the share portion of the workshop framework .
- Provide teachers professional learning in the use of **assessment for learning** practices.
 - These practices will provide students the opportunity to become empowered in monitoring their own learning.
- Provide teachers resources for assessing student learning via student discussion.
- Implement accountable talk practices across all grade levels and content areas.

Measuring our Success

~ INCREASE GROWTH IN ELA ~ All Students and High Needs Sub Groups AS MEASURED BY MGP

SY	ALL	SPED	EL	SES
Baseline*	49	71	59	51
2021	54	74	63	56
2122	59	77	67	60
2223	53	79	70	64

~INCREASE PROFICIENCY* IN ELA ~ All Students and High Needs Sub Groups AS MEASURED BY SBA

SY	ALL	SPED	EL	SES
Baseline*	48%	0%	75%	44%
2021	53%	10%	80%	50%
2122	58%	19%	80%	55%
2223	62%	27%	82%	60%

*Increase Proficiency

Using a formula of 10% decrease in non-proficiency for each school year.

WHAT ARE WE TRYING TO ACHIEVE?

Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals.

Action Opportunities

a.) Partner with our CTE District Educational Specialist to provide teachers professional learning for integrating technology to support learning.

b.) Provide students opportunities to use technology in innovative ways such as:

- Creating “how to” video clips.
- Writing newsletters
- Explore the use of graphic design for brands.
- Recording themselves as they read as a self-evaluation tool
- Creating picture book stories

c.) Provide guidance lessons for responsible digital citizenship that cultivates a social media environment that is:

- Inclusive
- Respectful
- Kind

Measuring our Success

~ IMPROVE PERCENTAGE OF STUDENTS WHO CONSISTENTLY DEMONSTRATE THEMSELVES TO BE ETHICAL USERS OF TECHNOLOGY

Assessment	Baseline*	2021	2122	2223
Consistently	49%*	54%	59%	63%

~ INCREASE SATISFACTION IN THE QUALITY ~ OF INSTRUCTION & LEARNING ENVIRONMENT

Panorama Components	Baseline	2021	2122	2223
Classroom Climate	81%	83%	85%	87%
Classroom Engagement	74%	77%	79%	81%
Rigorous Expectations	82%	84%	86%	87%
Teacher-Student Relationships	85%	87%	88%	89%
Pedagogical Effectiveness	86%	87%	88%	89%

*Increase Satisfaction

Using a formula of 10% decrease in negative responses for each school year as measured by the Panorama Student Survey.

Measurable Outcome(s)				
<p>Annual Measurable Outcome: Increase student satisfaction* in the quality of instruction and learning environment .</p> <p>*Increase Satisfaction: Using a formula of a 10% decrease in negative responses for each school year as measured by the Panorama Student Survey.</p> <p>**Hi-Needs: EI, IDEA, and SES students.</p>				
ENABLING ACTIVITY	Source of Funds Program ID	School Monitoring Activity	Frequency	Complex Monitoring Activity (to be completed by CAS)
<ul style="list-style-type: none"> Partner with culturally-knowledgeable community members such as: Pacific American Foundation and Aina in the Schools to provide students with place-based learning experiences. Use the Na Hopena A'o (HA) Framework as the foundation of our behavior and learning expectations. <ul style="list-style-type: none"> The use of morning meeting routines to instill a sense of belonging, total wellbeing, and aloha. 	21st Century Grant for: after school Malama program	Number of students enrolled in Malama program.	2 x a year	Monitored through quarterly sharing of School Level ART reports
	Aina Grant: for gardening and nutrition lessons No Cost: Engage Kamehameha Partners to support teachers in implementing the Ha framework.	Malama Student Survey Peer Visits during Morning Meetings.	4 X a year	
<ul style="list-style-type: none"> Provide NGSS aligned learning experiences that cultivate scientifically and culturally literate citizens for Hawaii's future (such as: Pāhana 'Āina Lupalupa) Create a Cultural Arts and Family Engagement (CAFE)* position for the purpose of engaging students and family in rich and authentic performing arts cultural experiences such as dance, music, art, and drama. <p>* Provided funding is available .</p>	Hawaiian Studies Funds for: cost of PTT	Kupuna to provide weekly lessons that incorporates: Hawaiian language, culture, 'āina, and NGSS. CAFE* provides weekly lessons to all students that incorporate culturally relevant and multiple mediums for self expression.	1 X week (upon funding) 1 X week (upon funding)	Monitored through quarterly sharing of School Level ART reports
	Literacy Grant or Title One Grant for: PTT position (17 hrs/weekly)			

Increase proficiency * in English Language Arts, Math, and Science, while closing the learning gap between Hi Needs** and Non-High Needs students.

****Hi-Needs: EL, IDEA, and SES students.All Students and High Needs Sub Groups:**

ENABLING ACTIVITY

School Monitoring Activity

Frequency

Complex Monitoring Activity (to be completed by CAS)

- Title One,
literacy grant,
or 42101 for:
Assessments
consumables

*High-Needs: El, IDEA, and SES students.

Measurable Outcome(s)				
Annual Measurable Outcome Improve the quality of instruction through job-embedded professional learning around researched based practices proven to impact student learning				
Enabling Activity	Source of Funds Program ID	School Monitoring Activity	Frequency	Complex Monitoring Activity (to be completed by CAS)
a.) Fund a School Literacy Coordinator (SLC) position* to advance literacy instruction in all content areas using Cycle of Professional Teaching and Learning framework: <ul style="list-style-type: none"> Professional Development Professional Reading Peer Observations Collaboration Opportunities: 	Literacy Grant or 42101 for: SLC position Literacy Grant, 42101 or Title One for: mentor texts	Quarterly review of SLC's documented work in the advancement of literacy instruction and learning.	4 x a year	Monitored through quarterly sharing of School Level ART reports
b.) Continuing our <u>partnerships</u> with the following instructional experts: <ul style="list-style-type: none"> Rampal Singh, District Educational Specialist to provide professional learning in Formative Assessment practices. Dr. Kathleen O'dell, District Educational Early Learning Specialist, to provide professional learning in developmentally appropriate practices. Dr. Esmeralda Carini, District Educational Literacy Specialist, in sharing expertise and providing professional learning in Comprehensive Literacy Instruction. 	District Resources for : P.D.	Survey that informs teacher and learner	1 survey per specialist P.D.	
c.) Strengthening our <u>curriculum</u> knowledge and practice in the use the of standards based lessons that incorporates reading, writing, listening, and speaking across all content areas.	Title One for: Subs	Peer lesson plan review plans	4 x a Year	
		Analysis of school wide rdg. assessment data to inform instruction	3 x a Year	

Measurable Outcome(s)				
<p>Annual Measurable Outcome</p> <p>All Students And High Needs Sub Groups: Increase Growth In EIA as measured by MGP.</p> <p>All Students And High Needs Sub Groups: Increase proficiency* In EIA as measured by the Smarter Balanced Assessment. .</p> <p>*Increase Proficiency: Using a formula of a 10% decrease in non-proficiency for each school year.</p>				
Enabling Activity	Source of Funds Program ID	School Monitoring Activity	Frequency	Complex Monitoring Activity (to be completed by CAS)
<p>Across all content areas and in all settings provide students:</p> <ul style="list-style-type: none"> Structured activities that give them the tools to engage in accountable and rigorous discussions. A variety of text selection within their independent reading level based on their interest. An opportunity to write about topics of their own choice that are important to them. 	<p>Literacy Grant or Title One Funds for:</p> <ul style="list-style-type: none"> Purchase of classroom literacy sets Provide subs for peer visits. 	<p>Peer Visits with documented feedback, findings, and learning.</p>	<p>4 X a Year</p>	<p>Monitored through quarterly sharing of School Level ART reports</p>

Measurable Outcome(s)				
Annual Measurable Outcome Improve Percentage Of Students Who Consistently Demonstrate Themselves To Be Ethical Users Of Technology Increase Satisfaction In The Quality Of Instruction & Learning Environment				
Enabling Activity	Source of Funds Program ID	School Monitoring Activity	Frequency	Complex Monitoring Activity (to be completed by CAS)
a.) Partner with our CTE District Educational Specialist to provide teachers professional learning for integrating technology to support learning.	District Resources (CTE)	Documented usage of district resource	Quarterly	Monitored through quarterly sharing of School Level ART reports
b.) Provide students opportunities to use technology in innovative ways such as: <ul style="list-style-type: none"> • Creating “how to” video clips. • Writing newsletters • Explore the use of graphic design for brands. • Recording themselves as they read as a self-evaluation tool • Creating picture book stories 	Title One or 42101 for : Subs and digital devices	Students use digital media to create products, expand learning, and explore new mediums for communication.	Quarterly	
c.) Provide guidance lessons for responsible digital citizenship that cultivates a social media environment that is: <ul style="list-style-type: none"> • Inclusive • Respectful • Kind 	42101 Counselor Position	Documented Digital citizenship lessons.	Annually	

~ School Ideas ~

Innovation and Pilot Projects

In consideration that there are three elementary schools, within one mile of each other, in the Enchanted Lake Community, I would like to propose a conversion of Keolu Elementary into an Early Learning Center. The Early Learning Center would provide high quality early learning experiences for all Pre-School – Grade 1 students whose current home school is one of the Enchanted Lake Schools. The advantages of such a conversion are as follows:

- **Equitable and balanced Weighted School Formula funding between the three Enchanted Lake elementary schools.**
An on-going issue with three schools in such close proximity is the competition for enrollment. Keolu Elementary has seen a decline in enrollment over the years where our dwindling funds have forced us to give up personnel who specialize in physical education, music, art. The loss of funds and specialty classes has further exasperated our struggle to balance our budget and keep students at our school.
- **More efficient use of state funding to meet the needs of the community.**
Centralizing early learning services saves money and improves the quality of educational experiences we provide our early learners.
- **Even the Playing Field**
Learning environments are profoundly influenced by the students' socio-economic backgrounds. There is large variability between students' socio-economic status amongst the three Enchanted Lake schools. By combining students from the three schools we have the ability to create an early learning environment that "evens the playing field" with students and families from varied backgrounds each bringing their unique gifts.
- **A self-sharpening professional learning system**
By housing expert early learning educators in one place, we cultivate an environment of like minded professionals who support and hold each other accountable.

~ Conditions for Success ~

- **Buy in from the elementary school stakeholders.**
Parents, teachers, and students would need to be educated on the benefits of providing specialized learning settings that are equipped and staffed to meet the unique needs of children's developmental phases: Early Learning, adolescents, and merging young adults.
- **Roof replacement and upgraded playground.**
 - Of most pressing concern is a roof replacement for A-building where we currently house our early learners.
 - Our playground area needs upgraded security and outfitted with developmentally appropriate play equipment.
- **Selected teachers who are highly qualified in early learning education.**
The hiring of highly qualified early educators is paramount to the success of the program. Given that there is a shortage in early learning educators, we will need to take mitigating actions to increase the workforce such as offering tuition help for those teachers willing to return to school to earn a degree in early learning.
- **Professional Learning Hub for Early Learning equipped with:**
 - Expert Early Learning trainers/mentors housed on the campus and in the classroom using a co-teaching model.
 - On-going and professional learning in developmentally appropriate practices

~..~
Successful investors start early.

We proactively increase our graduate rates and successful student life stories by providing quality early learning experiences.

~..~

