

Academic Plan SY 2022-2023

Keolu Elementary School

1416 Keolu Drive, (808) 266-7818, www.keoluelementary.com

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| Submitted by: Kau'i Tanaka | Date: March 30, 2022 |
| Principal's Signature <i>Raei M. [Signature]</i> | Signature date <i>3/30/2022</i> |

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| Approved by: Lanelle Hibbs | Date |
| Complex Area Superintendent's Signature <i>Lanelle Hibbs</i> | Signature date <i>04/14/2022</i> |



2022 Academic Plan, School Year 2022-23

School: Keolu Elementary

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

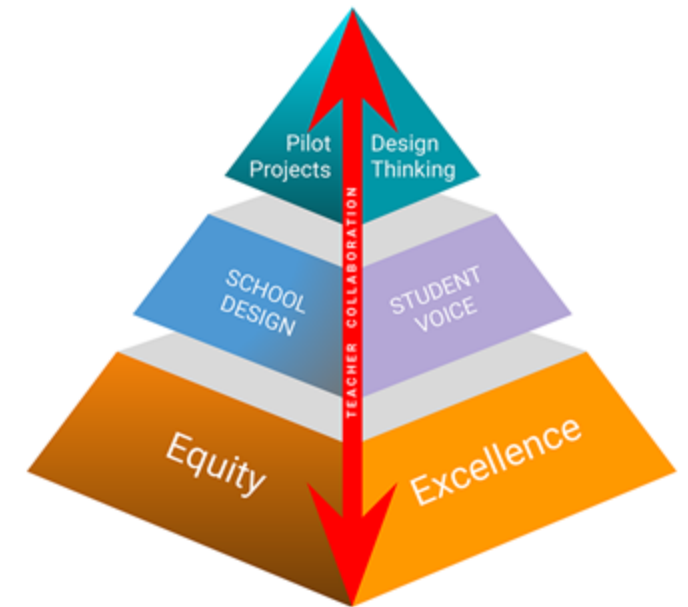
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

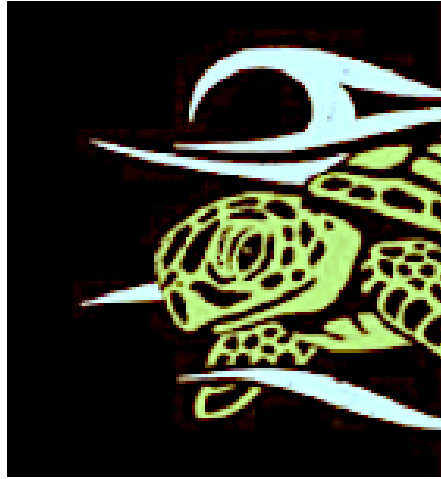
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





KEOLU ELEMENTARY SCHOOL
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ACADEMIC AND FINANCIAL PLAN
SY 2022-2023

| Where are we now? | |
|--|---|
| <p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other | <ol style="list-style-type: none"> 1. Need: Increase student achievement in all content areas. Student achievement overall is not reflecting the growth we have observed in our school and class data. According to academic reports, students are demonstrating low levels of achievement. (CNA) 2. Need: Increase monitoring and tracking of student academic progress towards specific benchmarks and standards. (CNA) 3. Need: Increase teacher efficacy regarding curriculum, instruction, assessment, and student support. (CNA) 4. Need: Develop curriculum maps and guides. (WASC) 5. Need: Develop a plan to balance professional development activities to maximize instructional time. (WASC) 6. Need: Create a schedule for teacher collaboration time to discuss student assessment data and instructional strategies for the improvement of student performance. (WASC) |

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ORGANIZE AND IDENTIFY ACADEMIC LEADS:

| NAME AND TITLE OF ART TEAM ACCOUNTABLE LEAD | RESPONSIBLE FOR IMPLEMENTATION OF THE SCHOOL'S STRATEGIES AND INITIATIVES |
|---|---|
| 1) KAU'I TANAKA: PRINCIPAL | 1) ACADEMIC AND FINANCIAL PLAN |
| 2) ANGELA WEST: ACADEMIC COACH | 2) ACADEMICS |
| 3) MEREDITH WORD: RTI COORDINATOR | 3) DATA TEAMS, MTSS |
| 4) KIERSTAN SUSSMAN: ILT | 4) ACADEMICS, DATA TEAMS |
| 5) TARA FOSTER: COUNSELOR | 5) MTSS |
| 6) GABRIELE FINN: STUDENT SERVICES COORDINATOR | 6) MTSS |
| 7) JOLENE CHANG: PARENT COMMUNITY NETWORKING CENTER | 7) ATTENDANCE |
| 8) | 8) |
| 9) | 9) |
| 10) | 10) |

3-1-1 AT KEOLU ELEMENTARY SCHOOL

| 3: ATTENDANCE, ACADEMICS, SEL | 1: STAFF WELL BEING | 1: SAFE RETURN FOR ALL |
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| <ul style="list-style-type: none"> ● ATTENDANCE: IN THIS TIME OF PANDEMIC AND UNCERTAINTY COUNSELORS AND OFFICE STAFF WORK TOGETHER TO TRACK COVID CASES AND ENCOURAGE STUDENTS TO COME TO SCHOOL. WE ALSO WORK WITH OUR SCHOOL SOCIAL WORKER TO SUPPORT FAMILIES TO ATTEND SCHOOL. OUR PCNC BUILDS RELATIONSHIPS WITH FAMILIES TO INCREASE COMMUNICATION AND UNDERSTANDING. ● ACADEMICS: WE CONTINUE TO BUILD OUR MULTI TIERED SYSTEMS OF SUPPORT AT KEOLU ELEMENTARY SCHOOL. WE HAVE CORE MEETINGS TO IDENTIFY AREAS OF NEED FOR STRUGGLING LEARNERS AND WE DIFFERENTIATE FOR OUR DIVERSE LEARNERS IN THE CLASSROOM. MOVING FORWARD WE WILL BUILD SYSTEMS TO PROVIDE TIERED INTERVENTION AS NEEDED FOR ACADEMICS, SOCIAL EMOTIONAL, AND BEHAVIORAL NEEDS. ● SOCIAL EMOTIONAL LEARNING: NEW SEL PROGRAM STARTING THIS SCHOOL YEAR IS CARING SCHOOL COMMUNITIES. THIS PROGRAM BRINGS IN ALL ROLE GROUPS ON CAMPUS TO SUPPORT STUDENTS IN THE LEARNING ENVIRONMENT THROUGHOUT THE SCHOOL DAY. | <ul style="list-style-type: none"> ● STAFF WELL BEING: SCAFFOLDING ON OUR PRACTICE OF HĀ AT KEOLU ELEMENTARY SCHOOL, WE HAVE ADDED PRACTICES IN FOUNDATIONS OF ALOHA. WE WANT TO BE IN ALOHA ACROSS ALL FACULTY AND STAFF ROLE GROUPS AND BRING THE FEELING OF ALOHA TO STUDENTS. | <ul style="list-style-type: none"> ● SAFE RETURN FOR ALL: PROMOTE SAFETY FOR ALL BY CONTINUING TO FOLLOW DOH GUIDELINES. COVID TESTING IS AVAILABLE ON CAMPUS. A SYSTEM IS IN PLACE TO CONTACT TRACE IN ACCORDANCE WITH DOE GUIDELINES. ALL FACULTY, STAFF, AND STUDENTS WERE OFFERED FACE SHIELDS THAT WEAR LIKE GLASSES AS AN ADDED LAYER OF MITIGATION TO PROTECT FACULTY, STAFF, AND STUDENTS. CLASSROOM TEACHERS MAINTAIN STUDENT BUBBLES TO REDUCE THE SPREAD OF COVID AND ITS VARIANTS. TEACHERS HAVE PLANS IN PLACE TO TRANSITION STUDENTS TO BLENDED OR VIRTUAL LEARNING PENDING COVID CASES AT SCHOOL, IF THE NEED WERE TO ARISE. |

Teaching & Learning Core: Equity and Excellence

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

| Achievement Gap | Theory of Action | Enabling Activity |
|---|---|--|
| <p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Attendance:</p> <ul style="list-style-type: none"> - Our attendance rate over the years has been consistently at about 95%. In SY 21-22, however, our attendance rate dropped to 85% due to the return to face-to-face learning and parents' reluctance to send students back to school with the Delta variant surge. To combat this, Keolu School relies on emails, phone calls, and SchoolMessenger to communicate with their families. | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - If we increase family engagement by creating a parent group to plan and implement additional school events to strengthen our relationships and communication with families, THEN attendance will go up. | <p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - A parent group, like Parent Teacher Student Association (PTSA) or Parent Teacher Organization (PTO), will be created to engage families by improving communication and strengthening relationships to increase attendance. |

| Achievement Gap | Theory of Action | Enabling Activity |
|---|---|--|
| <p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Academics:</p> <ul style="list-style-type: none"> - Keolu School struggles to meet proficiency according to the Smarter Balanced Assessment in ELA and Math, with 40% of students proficient in ELA and 23% of students proficient in Math. There is a discrepancy in our Keolu Universal Screener data, which shows that 42% of students are proficient in Math according to iReady EOY data, and 57% of students are proficient in ELA according to BAS Data. | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - IF we improve instructional practices to help students meet the academic standards based on data driven decisions and evidence based strategies for engagement, differentiation, and tiered intervention, THEN students will increase proficiency in ELA and Math. - IF we build a common understanding of MTSS in academic and behavioral areas and create Tier II and Tier III supports, THEN students will improve academically and we will lessen the academic gap at Keolu. | <p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - Professional development will be provided to the faculty to further develop a common school wide understanding of Multi-Tiered Systems of Support (MTSS) and how to implement Tier II and Tier III leveled supports for student learning. <ul style="list-style-type: none"> - Keolu will begin to vett possible reading and math intervention programs to support struggling learners to better implement Tier II and Tier III supports. - To build consistency in instruction through understanding and teaching the standards, Keolu teachers will: <ul style="list-style-type: none"> - review and revise current ELA and Math curriculum maps and pacing guides and modify when needed. - continue to develop curriculum maps and pacing guides for Science and Social Studies. (WASC CAF #1) - Keolu will continue to utilize the Instructional Leadership Team (ILT) process and the Professional Learning Cycles around Keolu’s PIP of small group conferencing in ELA and Math to improve proficiency. - Teachers will utilize multiple types of formative and summative assessments as a means to increase students’ skills and strategies to demonstrate their knowledge. |

- A **Data Team** schedule will be created that provides adequate time for data teams to implement school-wide data agreements, which will include the creation of learning progressions, learning targets, and success criteria and the use of CFAs for targeted data analysis and evaluation of instructional strategies (WASC CAF #2a, 3).
- PBL 101 training will be scheduled for 3 days for all teachers to increase student engagement through learning about gold standard PBL projects and planning for implementation.

| Achievement Gap | Theory of Action | Enabling Activity |
|--|--|---|
| <p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Social Emotional Learning:</p> <ul style="list-style-type: none"> - According to SY 21-22 Panorama data shows that 35% of students feel a sense of belonging at Keolu Elementary School. | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - IF Keolu implements Caring School Communities as their social emotional learning curriculum to fidelity, THEN it will increase a sense of belonging by providing students a safe space, building their sense of identity, and creating a caring community. | <p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - Since we started Caring School Communities during the middle of the 21-22 SY, the program was not implemented to fidelity. Keolu will participate in PD and planning time to implement Caring School Communities to fidelity. |

| Achievement Gap | Theory of Action | Enabling Activity |
|--|--|--|
| <p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Staff Well-Being:</p> <ul style="list-style-type: none"> - At Keolu Elementary School our vision is <i>Keolu is an 'ohana that celebrates our culture of learning and discovers every learner's unique gifts.</i> According to our SQS Survey, 83% of faculty and staff perceive their well being at Keolu positively. | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - IF Keolu continues their deeper dive into HĀ practices with building our understanding of ALOHA through Foundations of Aloha and updating our school logo, THEN staff sense of well-being will increase. | <p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - Keolu will continue to explore and implement HĀ practices to build belonging with all faculty, staff. To extend practices to students, Foundations of Aloha will be incorporated into student lessons in guidance and incorporated into library time. |

| Achievement Gap | Theory of Action | Enabling Activity |
|--|--|--|
| <p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Safe Return for All:</p> <ul style="list-style-type: none"> - We had an increase of 22 Covid cases in the 2nd semester of SY21-22. This directly impacted our attendance, which then affects student learning. | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - If Keolu continues to take all measures to follow DOE safety guidelines for in person learning and Covid contact tracing, then Covid cases will be minimized and attendance will increase. | <p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> - Keolu will continue to prioritize DOE health and safety guidelines through the use of PPE, contact tracing, Covid testing, and open communication with families. |

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

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

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

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

| SY 2022-23 Measurable Outcomes | SY 2023-24 Measurable Outcomes | SY 2024-25 Measurable Outcomes |
|--|---|---|
| <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>Attendance:</p> <ul style="list-style-type: none"> - Keolu School will increase family engagement and communication by 5% (Title I) and create a parent advisory committee. | <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - Engagement outcome to improve by 5%. Maintain a parent advisory committee. | <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - Engagement outcome to improve by 5%. Maintain a parent advisory committee. |
| <p><i>Why are you implementing them??</i></p> <ul style="list-style-type: none"> - Increasing quality family engagement increases attendance and student success. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - Increasing quality family engagement increases attendance and student success. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - Increasing quality family engagement increases attendance and student success. |
| <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Parent-teacher-student group will be created ● More school events/fundraisers will be planned and implemented ● More families will engage with our school ● More students will engage with parent-teacher-student sponsored events ● Increased self of belonging ● SEL scores on Panorama ● Increase in student attendance | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Parent-teacher-student group will be maintained ● Additional school events/fundraisers will be planned and implemented ● More families will engage with our school ● More students will engage with parent-teacher-student sponsored events ● Increased self of belonging ● SEL scores on Panorama ● Increase in student attendance | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Parent-teacher-student group will be maintained ● Additional school events/fundraisers will be planned and implemented ● More families will engage with our school ● More students will engage with parent-teacher-student sponsored events ● Increased self of belonging ● SEL scores on Panorama ● Increase in student attendance |

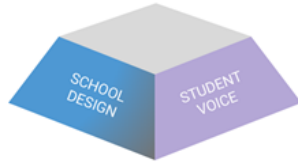
| SY 2022-23 Measurable Outcomes | SY 2023-24 Measurable Outcomes | SY 2024-25 Measurable Outcomes |
|--|---|--|
| <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>Academics:</p> <ul style="list-style-type: none"> - MTSS: Raise proficiency scores in ELA by 5% and Math by 5% on universal screeners and SBA (WSF RTI position) - ILT: Raise proficiency scores in ELA by 5% and Math by 5% on universal screeners and SBA (WSF RTI position) - Curriculum Maps: Curriculum maps in ELA and Math have been created. Create curriculum maps for Science and Social Studies. (Title I: sub days) - ILT: Raise proficiency score in Math by 5% on universal screeners and SBA (WSF/Title I sub days) - Small Group Conferencing: Raise proficiency scores in ELA by 5% and Math by 5% on universal screeners and SBA (WSF) - Strategies for Assessments: Raise proficiency scores in ELA by 5% and Math by 5% on universal screeners and SBA. (WSF) - Reading and Math intervention programs chosen based on needs identified by universal screeners and SBA. | <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - MTSS outcomes to increase by 5% - ILT outcomes to increase by 5% - Curriculum Maps utilized school wide - ILT outcomes to increase by 5% - Small Group Conferencing outcomes to increase by 5% - Strategies for Assessments outcomes increase by 5%. - Raise proficiency scores in ELA by 5% and Math by 5% on universal screeners and SBA (WSF) | <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - MTSS outcomes to increase by 5% - ILT outcomes to increase by 5% - Curriculum Map utilized school wide - ILT outcomes to increase by 5% - Small Group Conferencing outcomes to increase by 5% - Strategies for Assessments outcomes increase by 5%. - Raise proficiency scores in ELA by 5% and Math by 5% on universal screeners and SBA (WSF) |
| <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - To increase proficiency in ELA and Math. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - To increase proficiency in ELA and Math. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - To increase proficiency in ELA and Math. |

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| <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> - Improved student academic success on SBA scores in ELA and Math - Improved student academic success on Universal Screeners in ELA and Math | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> - Continued improved student academic success in ELA and Math on SBA scores and Universal Screeners | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> - Continued improved student academic success in ELA and Math on SBA scores and Universal Screeners |

| SY 2022-23 Measurable Outcomes | SY 2023-24 Measurable Outcomes | SY 2024-25 Measurable Outcomes |
|--|--|--|
| <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>SEL:</p> <ul style="list-style-type: none"> - Keolu will increase student belonging score by 5% on Panorama Student Survey. | <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - Panorama Student Survey outcome to improve by 5% | <p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - Panorama Student Survey outcome to improve by 5% |
| <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - Increasing student belonging to Keolu School will increase student attendance and improve student success. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - Increasing student belonging to Keolu School will increase student attendance and improve student success. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - Increasing student belonging to Keolu School will increase student attendance and improve student success. |
| <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Better relationships at school ● Less discipline referrals ● More engagement in classes ● Increase in student attendance ● Improved proficiency scores | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Better relationships at school ● Less discipline referrals ● More engagement in classes ● Increase in student attendance ● Improved proficiency scores | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Better relationships at school ● Less discipline referrals ● More engagement in classes ● Increase in student attendance ● Improved proficiency scores |

| SY 2022-23 Measurable Outcomes | SY 2023-24 Measurable Outcomes | SY 2024-25 Measurable Outcomes |
|--|--|--|
| <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - Keolu will improve Staff SQS scores by 3% | <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - Staff SQS outcome to improve by 3% | <p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> - Staff SQS outcome to improve by 3% |
| <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - Increasing staff well being is important so that faculty and staff are happy to come to work and engage with students and families to increase engagement, student attendance, and achievement scores. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - Increasing staff well being is important so that faculty and staff are happy to come to work and engage with students and families to increase engagement, student attendance, and achievement scores. | <p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> - Increasing staff well being is important so that faculty and staff are happy to come to work and engage with students and families to increase engagement, student attendance, and achievement scores. |
| <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Staff SQS scores will improve ● Staff attendance will improve ● Students SQS scores will improve ● Student engagement will improve ● Student Achievement scores will improve | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Staff SQS scores will improve ● Staff attendance will improve ● Students SQS scores will improve ● Student engagement will improve ● Student Achievement scores will improve | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Staff SQS scores will improve ● Staff attendance will improve ● Students SQS scores will improve ● Student engagement will improve ● Student Achievement scores will improve |

| SY 2022-23 Measurable Outcomes | SY 2023-24 Measurable Outcomes | SY 2024-25 Measurable Outcomes |
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| <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> - Covid-19 cases will decrease | <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> - Covid-19 cases will continue to decrease | <p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> - Covid-19 cases will continue to decrease |
| <p>Why you are implementing them?</p> <ul style="list-style-type: none"> - Safety for all faculty, staff, students, and families is important for Keolu School to run effectively. | <p>Why you are implementing them?</p> <ul style="list-style-type: none"> - Safety for all faculty, staff, students, and families is important for Keolu School to run effectively. | <p>Why you are implementing them?</p> <ul style="list-style-type: none"> - Safety for all faculty, staff, students, and families is important for Keolu School to run effectively. |
| <p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> ● Improved faculty and staff attendance ● Improved student attendance ● Students engaged in classes ● Student achievement will improve | <p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> ● Improved faculty and staff attendance ● Improved student attendance ● Students engaged in classes ● Student achievement will improve | <p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> ● Improved faculty and staff attendance ● Improved student attendance ● Students engaged in classes ● Student achievement will improve |



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>Add beginning of the year measurements here.</i></p> <ul style="list-style-type: none"> • Previous Year SBA • Universal Screener Data: iReady, BAS | <p><i>Add throughout the year measurements here.</i></p> <ul style="list-style-type: none"> • Quarterly Universal Screener Data: iReady, BAS | <p><i>Add end of year goals here.</i></p> <ul style="list-style-type: none"> • |

Student Outcomes (SY 2020-21)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|--|---------------------------------------|----------------------------------|---|---|---|
| <p>Attendance: Keolu School will increase family engagement and communication by 5% and create a parent advisory committee. (Title I)</p> | <p>A parent group, like Parent Teacher Student Association (PTSA) or Parent Teacher Organization (PTO), will be created to engage parents by improving communication and strengthening relationships to increase attendance.</p> | <p>PCNC Yearlong</p> | <p>ESSER (\$1800)</p> | <p>Parent meeting attendance, agendas, notes. Family engagement attendance. Student attendance rates.</p> | <p>Yearlong</p> | <p>Keolu SQS Scores</p> |

Staff Outcomes (SY 2020-21)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|---|--|---|--|---|--|
| <p>Academics: Raise proficiency scores in ELA by 5% and Math by 5% on universal screeners and SBA (WSF RTI position)</p> | <p>Professional Development to build MTSS supports at Keolu.</p> | <p>RTI Coordinator Yearlong</p> | <p>ESSER (\$800) WSF Title I subs: 10 x \$183/day= \$1830</p> | <p>PD Agendas, student attendance rates, student discipline data, Panorama scores.</p> | <p>Yearlong</p> | <p>Panorama Scores, SBA proficiency scores in ELA, Math, Proficiency scores on Universal screeners</p> |
| | <p>Utilize the ILT process to maintain small group conferencing in ELA and Math.</p> | <p>ILT Yearlong</p> | <p>WSF Summer Planning: \$43.16 x 6 hours=\$258.96 x 6 x 4=\$1,035.84 Qtrly Planning subs: \$183 x 3=\$549 x 4 days= \$2196</p> | <p>Meeting agendas</p> | <p>Yearlong</p> | <p>SBA proficiency scores in ELA, Math, Proficiency scores on Universal screeners</p> |
| | <p>Utilize various classroom instructional strategies to have well rounded students at Keolu</p> | <p>Yearlong</p> | <p>Academic Coach WSF ESSER (\$800)</p> | <p>Meeting agendas</p> | <p>Yearlong</p> | <p>SBA proficiency scores in ELA, Math, Proficiency scores on Universal screeners</p> |

| | | | | | | |
|--|---|----------|---|--|----------|--|
| | | | subs: 10 x \$183/day= \$1830 | | | |
| | Professional development on (MTSS) and vetting of possible reading and math intervention programs. | Yearlong | RTI Coordinator WSF ESSER (\$2,192) | Meeting agendas, research of programs, schedule of class interventions | Yearlong | SBA proficiency scores in ELA, Math, Proficiency scores on Universal screeners |
| | Curriculum maps and pacing guides modified when needed and development for Science and Social Studies. | Yearlong | Academic Coach WSF ESSER (\$800) subs: 10 x \$183/day= \$1830 | Meeting agendas, curriculum maps | Yearlong | SBA proficiency scores in ELA, Math, Proficiency scores on Universal screeners |
| | Multiple types of assessment utilized to increase students' skills and strategies to demonstrate their knowledge. | Yearlong | RTI Coordinator WSF ESSER (\$800) subs: 10 x \$183/day= \$1830 | Meeting agendas, classroom assessments | Yearlong | SBA proficiency scores in ELA, Math, Proficiency scores on Universal screeners |
| | Data Team schedule with creation of learning progressions, learning targets, and success criteria and the use of CFAs for targeted data analysis | Yearlong | WSF Title I | Meeting agendas, walkthrough data, CFAs | Yearlong | SBA proficiency scores in ELA, Math, Proficiency scores on Universal screeners |

| | | | | | | |
|--|--|----------|---|-----------------------------------|----------|--|
| | and evaluation of instructional strategies | | Qtrly planning days: 4 days x 5 lower subs \$183 x 5 = \$915 x 4 days = \$3660 4 days x 5 upper subs \$183 x 5 = \$915 x 4 days = \$3660 Total: \$7320 | | | |
| | PBL 101 training will be scheduled for 3 days for all teachers to increase student engagement through learning about gold standard PBL projects and planning for implementation. | Yearlong | WSF ESSER (\$800) | Meeting agendas, walkthrough data | Yearlong | SBA proficiency scores in ELA, Math, Proficiency scores on Universal screeners |

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|---|------------------------------------|--|--|--|---|
| SEL: Keolu will increase student belonging score by 5% on Panorama Student Survey. | Plan and schedule PD and planning time to implement Caring School Communities to fidelity. | MTSS Cadre Yearlong | WSF ESSER (\$1235) subs: 10 x \$183/day = \$1830 | Panorama Scores, PD agendas and notes, referral data | Yearlong | Panorama Scores, student attendance data |
| | Plan and implement enrichment classes at Keolu to engage students in classes to engage the whole child. | Chorus Teachers | ESSER-OST | Panorama scores, ESSER OST schedule | Yearlong | Panorama Scores, student attendance data |

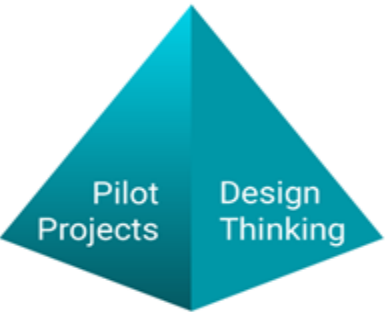
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| | | KidzArt | | | | |
| | | Yearlong | | | | |

Student Outcomes (SY 2020-21)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|---|---------------------------------------|----------------------------------|---|---|---|
| Keolu will improve Staff SQS scores by 3% | Plan and implement huaka'i for faculty and staff with a focus on place based learning, HĀ practices, and Foundations of ALOHA | Admin Yearlong | WSF ESSER (\$3630.70) | SQS scores, faculty and staff attendance. | Yearlong | SQS Scores |

Staff Outcomes (SY 2020-21)

| Measurable Outcome(s) | Enabling Activity | Duration Fall, Spring, Yearlong | Source of Funds Program ID | School Monitoring Activity | Frequency Quarter, Semester, Annual | Complex Monitoring Activity (to be completed by CAS) |
|---|--|---------------------------------------|----------------------------------|--------------------------------------|---|---|
| Maintaining school safety for all stakeholders. | Prioritize DOE health and safety guidelines through the use of PPE, contact tracing and covid testing, water options for faculty and staff, etc. | Yearlong | ESSER (\$9734) | Covid-19 school cases, Covid tracker | Yearlong | Covid-19 school cases |



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

The HDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

| School Ideas for Innovation and Pilot Projects | Conditions for Success |
|---|--|
| <p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p><i>Keolu Elementary’s enrollment has been declining over the years. Our school is a safe, nurturing environment with quality teachers and staff. We want to “re-brand” Keolu Elementary School and launch a marketing campaign to let the community know about all the positive things that are going on at our school. We would like to update our logo, add a motto that shows who we are, and perhaps look at videography to capture the essence of our school to share on our website and social media.</i></p> <p><i>In bringing students back to campus for face to face learning and building belonging with students and families, we want to bring enrichment classes to Keolu Elementary School. To enrich the mind for students with classes like Chorus, Art, Hawaiian Studies, etc.</i></p> | <p><i>Please describe your conditions for Success:</i></p> <p><i>Enrollment increases and positive feedback is gathered from community and family surveys/interviews on the perception of Keolu EI as a quality school.</i></p> <p><i>Students at Keolu EI have equal opportunities for, and access to, enrichment programs to strengthen the whole child learning experience.</i></p> |