

# Kahuku 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): Abey Qureshi	
School Principal’s Signature: <u><i>Abey Qureshi</i></u> <small>Abey Qureshi (Apr 27, 2021 08:02 HST)</small>	Date: Apr 27, 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.

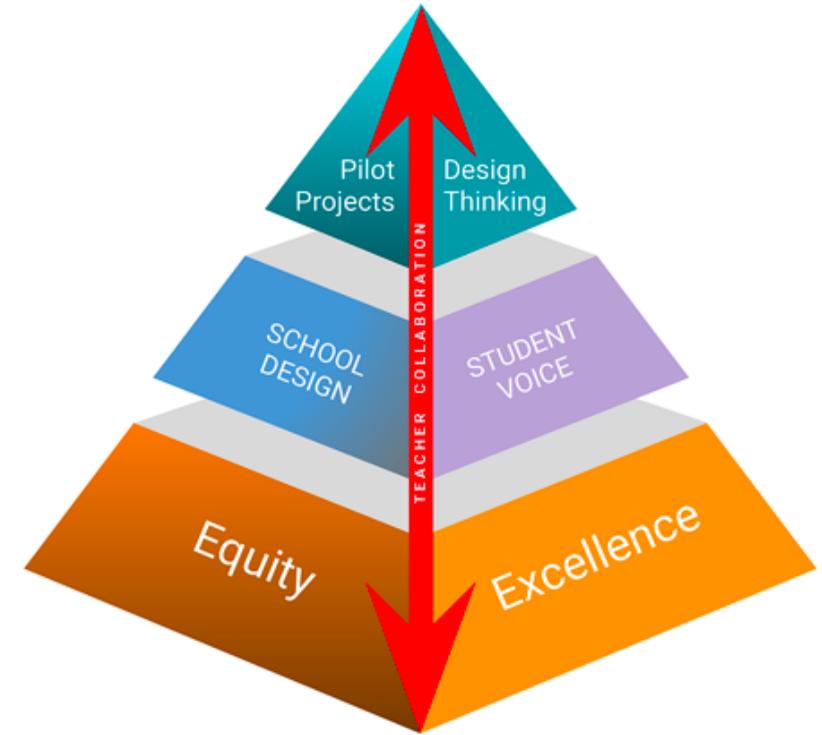
The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

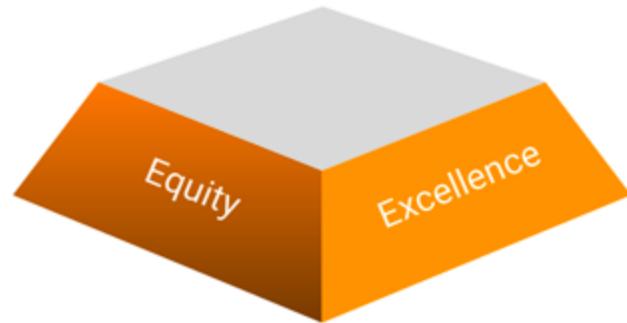
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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).



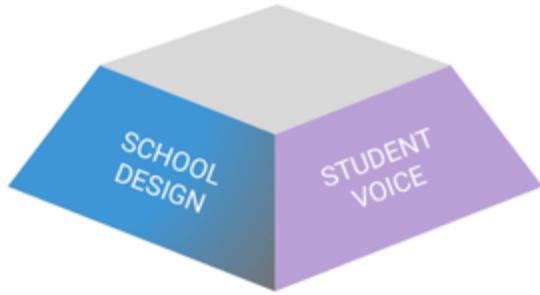


## Teaching & Learning Core: Equity and Excellence

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> <ul style="list-style-type: none"> <li>● Since SY 2015-16 the percent of students who qualify for free or reduced lunch has trended up from 58% to 63% in 2019-20.</li> <li>● Positive responses via <u>Panorama data</u> between SY 19-20 and 20-21 increased across 10 of 13 indicators.</li> <li>● Between 2017 and 2019 the achievement gap among Non-High Needs and High Needs Students in ELA increased from 19 to 37 points.</li> <li>● ELA proficiency among disabled students for SY 2018-19 is 17.6% versus all students at 45.1%</li> </ul>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ul style="list-style-type: none"> <li>● Embrace a collaborative student-centered culture to continuously achieve student academic growth</li> <li>● Continue professional development and to sustain information learned to meet the individual needs of all students</li> <li>● Create a routine for the regular assessment and evaluation of curricular initiatives as a school, across grade levels to ensure a coherent standards-based curriculum.</li> <li>● Implement vertical and horizontal curricular standards, measurable</li> </ul>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <ul style="list-style-type: none"> <li>● Revisit and revise school Vision and Mission</li> <li>● Co-construct graduate profile and cross curricular assessment rubrics/criteria               <ul style="list-style-type: none"> <li>○ Prioritize content and skills standards and organize into vertically aligned proficiency scales</li> <li>○ Explore and align to Na Hopena Ao</li> </ul> </li> <li>● Establish a school-wide assessment system aligned to a collaborative student-centered culture               <ul style="list-style-type: none"> <li>○ Student managed digital portfolios mapped to school-wide graduate profile</li> <li>○ Student portfolio defense SY 22-23</li> <li>○ Student led conferences-SY 22-23</li> </ul> </li> <li>● Increase effective planning and implementation of a learner focused environment and strategies.               <ul style="list-style-type: none"> <li>○ Our learning environment will support:                   <ul style="list-style-type: none"> <li>■ Clear purpose</li> <li>■ Internalization of criteria for success</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Math proficiency among disabled students for SY 2018-19 is 17.6% versus all students at 40.4%</li> <li>● ELA proficiency among english learner students for SY 2018-19 is 16.6% versus all students at 45.1%</li> <li>● Based on 20-21 Lexia data, at the beginning of the school year, 77% of students were working at below grade level. By April 1, 48% of students are working at below grade level.</li> </ul>	<p>rubrics, assessments with increased rigor which will lead to a more uniform instructional practice.</p> <p>WASC Areas for Growth from Mid cycle Visit Feb 2021</p> <ul style="list-style-type: none"> <li>● The school needs to continue its focus on providing project-based learning for all students.</li> <li>● For professional development, many strategies were introduced; however, in-depth application, follow-up, and assessing whether or not these strategies were being implemented or were having effect on student achievement, need to be examined.</li> <li>● The school needs to examine its focus on the reading program to ensure that all students are reading by the end of 3rd grade.</li> <li>● The school needs to increase the level of rigor in its curriculum, instruction, and assessment</li> <li>● The school needs to continue to collect and analyze student assessment data to modify and monitor instruction and standards-based curriculum implementation.</li> </ul>	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Learning focused feedback generated through high quality questioning and discussion</li> <li>■ Systems to support self and peer assessment</li> <li>■ Systems to support short and long range goal setting that promote a growth mindset</li> </ul> </li> <li>○ Project/Inquiry Based Learning</li> <li>○ Increase the frequency and effectiveness of inclusive practices to ensure students learn in the least restrictive environment and have equitable access to high quality learning <ul style="list-style-type: none"> <li>■ Student involvement and led IEP/504 meetings (as developmentally age appropriate)</li> </ul> </li> <li>● Effective Positive Behavior Intervention System <ul style="list-style-type: none"> <li>○ Co-construct school-wide agreements around PBIS</li> <li>○ Utilize Choose Love social emotional curriculum to increase common language and practice around the four themes: Courage, Gratitude, Forgiveness and Compassion in Action</li> <li>○ Faculty and staff training in effective practice</li> </ul> </li> <li>● Student Focused Literacy Interventions <ul style="list-style-type: none"> <li>○ Use of universal screeners to identify learner strengths and areas for growth in ELA and Math</li> <li>○ Co-construct school-wide agreements around evidenced based practice in learning to read</li> <li>○ Co-construct school-wide agreements around evidenced based practice in building number sense and problem solving (SY 2021-2022)</li> </ul> </li> <li>● Systems of Professional Learning <ul style="list-style-type: none"> <li>○ Revisit and revise professional agreements</li> <li>○ Co-construct school-wide agreements around use of professional learning time</li> <li>○ Establish an Instructional Leadership Team</li> <li>○ Provide Facilitative Leadership Training to increase leadership capacity</li> </ul> </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.

*Kahuku Elementary is on a continuous journey to both grow and leverage effective collaboration, communication and leadership to support all students and adult learners to utilize a growth mindset to create, innovate and problem solve through authentic contexts resulting in learner empowerment. Key strategies include clear purpose, co-construction of success criteria, systems supporting effective feedback, goal setting and reflection, applying a project based learning model which facilitates significant learner choice, and effective school-wide practices contributing to positive social emotional growth.*

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

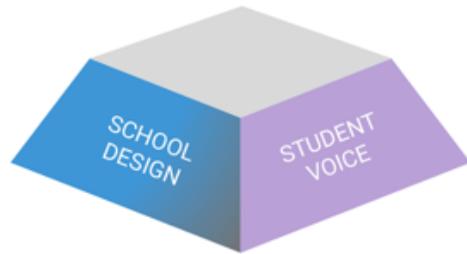
- Establishing school-wide agreements regarding the attributes of a student centered learning environment as well as necessary support for effective and consistent implementation.
- Providing training and support for teachers to plan and facilitate project based learning.
- Establishing school-wide agreements regarding effective practices to promote a positive culture of reading amongst all learners in the school community.
- Growing common understanding, language and practices leading to improved social emotional learning outcomes.

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

- Student access to a wide range of high interest reading materials across all genres.
- All learners supported to engage in deep reflection on learning through goal setting, high quality self and peer assessment feedback and action planning to intentionally close identified gaps.
- Utilization of learning designs that result in student voice and choice in what and how they learn as well as ways to demonstrate evidence of learning.
- Social interaction is intentionally supported and used to increase learner intrinsic motivation.
- School improvement efforts align with increasing our collective capacity to support one another as facilitators and coaches.

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• Our school will revisit and revise school Vision and Mission by the end of the first semester</li> <li>• All students will complete at least one high quality project based learning experience by the end of the school year.</li> <li>• Establish a set of school-wide agreements that promote and support a culture of reading.</li> <li>• Improved student perception based on Panorama and school developed student survey administered in November/December</li> <li>• Our school achievement gap in reading will decrease by at least 10 points as measured by the SBA</li> </ul>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• Co-construct graduate profile and cross curricular assessment rubrics/criteria by the end of the first semester</li> <li>• All students will create and manage a digital portfolio of self selected artifacts that demonstrate growth towards the school-wide graduate profile</li> <li>• All students will complete at least one high quality project based learning experience by the end of the school year.</li> <li>• Improved student perception based on Panorama and school developed student survey.</li> <li>• Our school achievement gap in reading will decrease by at least 5 points.</li> </ul>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• All students will create and manage a digital portfolio of self selected artifacts that demonstrate growth towards the school-wide graduate profile</li> <li>• Students in grade 6 will complete a portfolio defense prior to the end of the school year.</li> <li>• All students will complete at least two high quality project based learning experiences by the end of the school year.</li> <li>• Improved student perception based on Panorama and school developed student survey.</li> <li>• Our school achievement gap in reading will decrease by at least 5 points.</li> </ul>
<p>Why you are implementing them?</p> <p>Our school is working to align our school design to the:</p> <p>1. Literacy for Learning Strategic Opportunities of the Equity Promise</p> <ul style="list-style-type: none"> <li>• Improve reading strategies amongst educators through multiple professional learning opportunities based on evidence-based practices.</li> </ul> <p>2. Student Voice Strategic Opportunities of the Empowerment Promises</p> <ul style="list-style-type: none"> <li>• Involve students with educators in focusing the design of project-based, authentic learning to ensure relevant learning and allow for students to consider options for their learning path, including valuing learning beyond the classroom and school day.</li> <li>• Engage students in problem-based learning relevant to the community in which the school is located to determine how schools can help their communities.</li> <li>• Evolve the role of teachers to facilitate and coach students</li> </ul>	<p>Why you are implementing them?</p> <p>Our school is working to align our school design to the:</p> <p>1. Literacy for Learning Strategic Opportunities of the Equity Promise</p> <ul style="list-style-type: none"> <li>• Improve reading strategies amongst educators through multiple professional learning opportunities based on evidence-based practices.</li> </ul> <p>2. Student Voice Strategic Opportunities of the Empowerment Promises</p> <ul style="list-style-type: none"> <li>• Involve students with educators in focusing the design of project-based, authentic learning to ensure relevant learning and allow for students to consider options for their learning path, including valuing learning beyond the classroom and school day.</li> <li>• Engage students in problem-based learning relevant to the community in which the school is located to determine how schools can help their communities.</li> <li>• Evolve the role of teachers to facilitate and coach students</li> </ul>	<p>Why you are implementing them?</p> <p>Our school is working to align our school design to the:</p> <p>1. Literacy for Learning Strategic Opportunities of the Equity Promise</p> <ul style="list-style-type: none"> <li>• Improve reading strategies amongst educators through multiple professional learning opportunities based on evidence-based practices.</li> </ul> <p>2. Student Voice Strategic Opportunities of the Empowerment Promises</p> <ul style="list-style-type: none"> <li>• Involve students with educators in focusing the design of project-based, authentic learning to ensure relevant learning and allow for students to consider options for their learning path, including valuing learning beyond the classroom and school day.</li> <li>• Engage students in problem-based learning relevant to the community in which the school is located to determine how schools can help their communities.</li> <li>• Evolve the role of teachers to facilitate and coach students</li> </ul>

<p><i>through learning progressions and projects that ensure authentic and applied learning.</i></p> <ul style="list-style-type: none"> <li>• <i>Design a learner accountability system that tracks progress of students pursuing their personalized learning pathways and creates learner agency in self-assessing and adjusting with support of professionals in education and industry.</i></li> </ul>	<p><i>through learning progressions and projects that ensure authentic and applied learning.</i></p> <ul style="list-style-type: none"> <li>• <i>Design a learner accountability system that tracks progress of students pursuing their personalized learning pathways and creates learner agency in self-assessing and adjusting with support of professionals in education and industry.</i></li> </ul>	<p><i>through learning progressions and projects that ensure authentic and applied learning.</i></p> <ul style="list-style-type: none"> <li>• <i>Design a learner accountability system that tracks progress of students pursuing their personalized learning pathways and creates learner agency in self-assessing and adjusting with support of professionals in education and industry.</i></li> </ul>
<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Student growth in reading through universal screening data. Planned and completed projects Student performances and products developed through projects. Stakeholder surveys</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Student growth in reading through universal screening data. Planned and completed projects Student performances and products developed through projects. Stakeholder surveys</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Student growth in reading through universal screening data. Planned and completed projects Student performances and products developed through projects. Stakeholder surveys</i></p>



## 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.

<b>Baseline Measurements</b>	<b>BASFormative Measures</b>	<b>Summative Goals</b>
<p><i>Add beginning of the year measurements here.</i></p> <p><i>iReady fall screening data for each student BAS fall screening data for each student Beginning of the year faculty and student perception survey</i></p>	<p><i>Add throughout the year measurements here.</i></p> <p><i>iReady winter screening data for each student BAS winter screening data for each student Mid year faculty and student perception survey Daily classroom visits by the school administration to provide formative feedback to teachers</i></p>	<p><i>Add end of year goals here.</i></p> <p><i>iReady spring screening data for each student to indicate all students to show growth BAS spring screening data for each student to show all students demonstrate growth End of the year faculty and student perception survey shows a pattern of growth Each student will complete at least 1 PBL experience by the end of the year A minimum increase of 5% points in ELA and Math on SBA</i></p>

### Student Outcomes (SY 2020-21)

<b>Measurable Outcome(s)</b>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> ProgramID	<b>School Monitoring Activity [SW3]</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)
BAS Fall, Winter and Spring Data	100% of students are administered a diagnostic reading assessment in the fall and all tier 2 and 3 students fall, winter and spring. [SW6]  100% of students receive differentiated instruction in reading based on their most recent universal screening and progress monitoring data. [SW6]	Year long	WSF Title 1	BAS Data Sheets  Grade level data teams  Leadership Learning Team  Classroom Visits	Weekly  Quarterly  Monthly  Daily	Semesterly ART Reports [SW3]  CAS School Visits and Walkthroughs
iReady Fall, Winter and Spring Math Data	100% of students complete the iReady diagnostic assessment in reading and math in the fall, winter and spring. [SW6]  100% of students will complete a minimum of 90 minutes of iReady computer based adaptive curriculum per week. [SW6]	Year long	WSF	Data Team Minutes  Classroom Visits	Weekly  Daily	Semesterly ART Reports [SW3]  CAS School Visits and Walkthroughs
Lexia Core 5/Power Up Student Usage and Level Progress	100% of students will meet their recommended usage in Lexia and receive differentiated support to make adequate progress	Year long	WSF	Data Team Meetings	Weekly	
Teacher and student generated PBL artifacts	100% of students will complete a minimum of 1 high quality project per year. [SW6]	Year long	WSF	Data Team Minutes  Classroom Visits  Faculty Tuning Protocols	Weekly  Daily  Quarterly	Semesterly ART Reports [SW3]  CAS School Visits and Walkthroughs
Student goal setting and reflections on progress as evidenced through their Seesaw Journals  Quarterly report card grades	100% of students will make progress towards prioritized standards and elements of the school profile of a graduate (elements of GLOs, Ha Framework) [SW6]	Year long	WSF	Data Team Minutes  Core Meeting  Peer Review  Classroom Visits	Weekly  Monthly  Monthly  Daily	Semesterly ART Reports [SW3]  CAS School Visits and Walkthroughs
SQS survey	100% of students complete all activities of	Semester	WSF	Data Team Minutes	Weekly	Semesterly ART Reports [SW3]

Student Panorama Survey School-wide student perception surveys Seesaw student journals	the Choose Love Program [SW6]			Classroom Visits	Daily	CAS School Visits and Walkthroughs
Sign in sheets and surveys	100% of families will be invited to participate to family engagement activities [SW7]	Semester	Title 1 and WSF	Leadership Team Minutes Activity Committee Planning Minutes	Monthly Monthly	Semesterly ART Reports [SW3] CAS School Visits and Walkthroughs

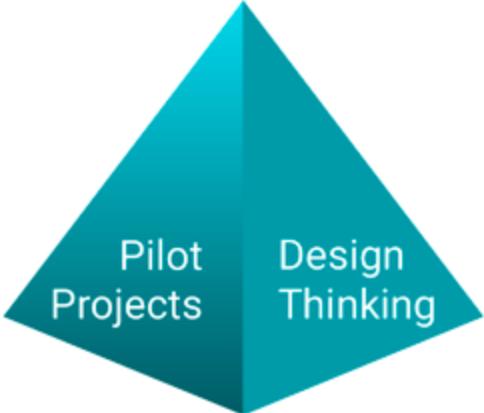
**Staff Outcomes (SY 2020-21)**

<b>Measurable Outcome(s)</b>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> ProgramID	<b>School Monitoring Activity [SW3]</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)
Student outcome goals Teacher SQS and other school initiated faculty perception surveys Faculty and staff school semesterly culture survey	100% of faculty will provide input on revisions to the schoolwide professional agreements and utilize them to continuously improve organizational trust, collaboration and communication in ways that result in increased student achievement. [SW2]	Yearlong	WSF and Title 1	Minutes from faculty and leadership learning team meetings	Quarterly	Semesterly ART Reports [SW3] CAS School Visits and Walkthroughs
A draft profile of a graduate will be established by the end of the 1st semester SY 2021-22.	100% of faculty will provide input towards developing the elements of a school-wide profile of a graduate and cross curricular rubrics to include prioritized: [SW2] <ul style="list-style-type: none"> <li>• Skills</li> <li>• Knowledge</li> <li>• Dispositions</li> </ul>	Fall	WSF	Minutes from faculty and leadership learning team meetings	Semester	Semesterly ART Reports [SW3] CAS School Visits and Walkthroughs
Developed PBL units	100% of faculty will use the PBL design elements and teaching practices to develop Gold Standard projects. [SW6]	Yearlong	WSF Title 1	Leadership to review and analyze minutes from faculty tuning protocols and data team meetings	Semester	Semesterly ART Reports [SW3] CAS School Visits and Walkthroughs

School Culture & Climate Survey	<p>100% of faculty will utilize the components of the school-wide professional learning plan to improve student outcomes. [SW6]</p> <ul style="list-style-type: none"> <li>Establish an Instructional Leadership Team to facilitate the design and support of our professional learning plan</li> <li>Implementation of school-wide pedagogical agreements <ul style="list-style-type: none"> <li>Classroom instruction</li> <li>Revisit our co-constructed draft school-wide agreements around evidenced based practices in</li> </ul> </li> </ul>	Yearlong	WSF	<p>Weekly data team minutes</p> <p>Leadership team</p>	<p>Weekly</p> <p>Monthly</p>	<p>Semesterly ART Reports [SW3]</p> <p>CAS School Visits and Walkthroughs</p>

	<ul style="list-style-type: none"> <li>learning to read</li> <li>Weekly data teams</li> <li>Professional learning sessions</li> <li>Professional Portfolios</li> </ul>					
A draft profile of a graduate will be established by the end of the 1st semester SY 2021-22.	<ul style="list-style-type: none"> <li>Explore a school-wide assessment system aligned to a collaborative student-centered culture. [SW6] <ul style="list-style-type: none"> <li>Student managed digital portfolios mapped to school-wide graduate profile</li> </ul> </li> </ul>	Yearlong	WSF	Leadership Team	Semester	Semesterly ART Reports [SW3]  CAS School Visits and Walkthroughs

# 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
<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> <ul style="list-style-type: none"> <li>● Establish a school-wide assessment system aligned to a collaborative student-centered culture                             <ul style="list-style-type: none"> <li>○ Student managed digital portfolios mapped to school-wide graduate profile</li> <li>○ Student portfolio defense</li> <li>○ Student led conferences</li> </ul> </li> </ul>	<p><i>Please describe your conditions for Success:</i></p> <p>Success will require that systems which support growth in all components listed in blue be in place.</p>

# Performance Assessment System

**Portfolio & Defense**

Student Defense

Portfolio or Project



"Graduate Profile" Outcomes

Shared Rubrics

Performance Assessment  
Quality Criteria

Regular, Collaborative  
Analysis of Student Work

SEL,  
Interventions,  
Advisory

Student-  
Centered

Instruction,  
PBL

Growth Mindset  
Culture