

## 2020 Academic Plan, School Year 2021-22



### School:

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 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, 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.

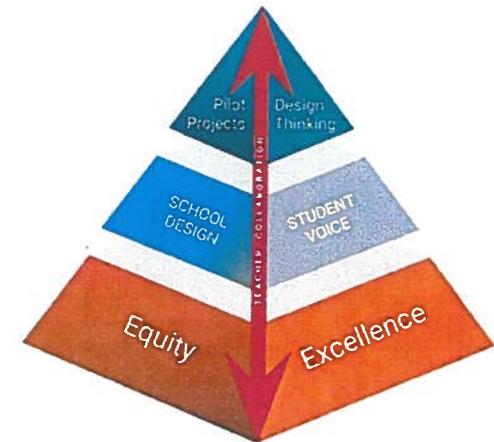
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

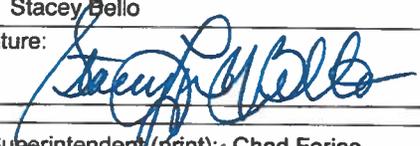
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

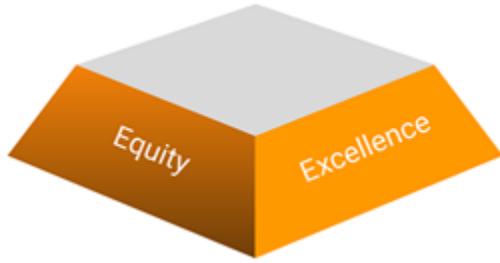
**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

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



Principal (print): Stacey Bello	
Principal's signature: 	Date: 4/27/2021
Complex Area Superintendent (print): Chad Farias	
Complex Area Superintendent's signature: 	Date: 5/4/21

[School Name], [Version 1], [Date]



## 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
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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.

SY 18-19 Strive HI data indicates that our English learners, economically disadvantaged students, and students receiving Special Education services have lower proficiency rates in both ELA and Math. Additionally, these students are more likely to be chronically absent than our non-high needs students.

2018-19	ELA		Math		Chron Ab
	Achievement	Low Growth	Achievement	Low Growth	
Non- High needs	59%	32%	52%	37%	15%
SPED	17%	80%	23%	73%	32%
ELL	25%	41%	19%	51%	20%
Disadvantaged	31%	47%	25%	62%	26%

**SW1**

What is your Theory of Action (if-then) to improve the achievement gap?

**If we:**

1. Create a positive learning environment and school culture that is reflective of HĀ and our school’s vision, mission, and core values.
2. Develop a shared belief that all students can learn at a high level through a growth mindset culture and academic coherence within and among grade levels.
3. Establish systems and leadership structures that monitor schoolwide improvement efforts to ensure efficacious implementation of the academic plan.

**Then:**

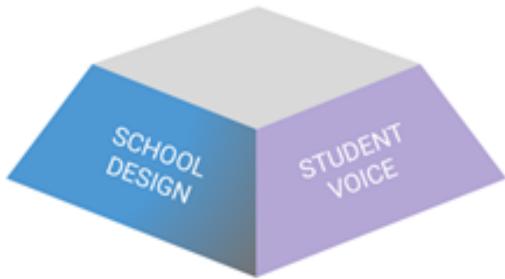
Achievement gaps for all subgroups will close as KES demonstrates positive gains in the following areas:

1. Demographics
  - a. attendance
  - b. student discipline
2. Perception
  - a. School Quality Survey
  - b. Panorama
3. Student Learning
  - a. iReady
  - b. DIBELS
  - c. SBA/HSA
  - d. GLOs

What are your Enabling Activities to improve the achievement gap?

- Provide opportunity and adequate instructional (academic and behavior) support in the least restrictive environment for special population students.
- Monitor the effectiveness of targeted interventions in Tiers I, II and III to reduce the achievement gap between identified high needs students (e.g. Special education, EL, and Socio-Economic Disadvantaged) and their identified low-needs peers.
- Participate in on-going Stetson training and supports to strengthen and improve inclusive practices throughout the campus.
- Allow for opportunities of peer observations between inclusion teams to share best practices and instructional strategies.
- Provide planning time during and/or after the school day or in half-day increments for inclusion teams to discuss:
  - co-teaching team agreements
  - lesson planning
  - schedules
  - working with students and families
  - standards-based grading and progress report markings
- A progress monitoring system will be developed and monitored regularly for core, strategic and intensive support to: **(CLSD 1.4)**
  - identify Ss who need more or less supports at various checkpoints throughout the year
  - provide appropriate interventions that are aligned to student needs
  - consistently collect data and inputting of the data

	<p>4. School Processes  a. Continuous School Improvement Rubric</p> <p><b>SW1</b></p>	<ul style="list-style-type: none"> <li>Extended learning opportunities with a focus on intervention are provided beyond the normal school day to include after school learning, at home learning, and learning that is offered during all school breaks and summer. <ul style="list-style-type: none"> <li>provide the structure and time to deliver interventions</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.

Keaau Elementary is a Pre-K to Grade 5 school with 850+ students. With less than half of our students meeting proficiency on the SBA, we are committed to continuous school improvement with a focus on all students learning in an engaging and supportive environment that promotes our schoolwide values of hō’ihi, kuleana, and koa. In addition to the core curriculum, students participate in weekly essential classes such as Art, Physical Education, Drama, Hawaiian Studies, Music, and Makery. Teachers participate in weekly data teams to monitor student achievement, share instructional strategies, and plan interventions/enrichment. With a focus on gaining knowledge and competency around evidence-based instructional strategies and supports for all students, teachers and staff ensure students have optimal learning experiences that empower them with the skills and attitudes to meet the challenges of the future. **SW6**

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

### Infrastructure

- Hui Kūka’a-** Beginning in SY 2021-2022, this Academic Review will meet weekly to monitor implementation of the school’s Academic Plan and to review student achievement and systems data.
- Hui Alaka’i-** This leadership team, consisting of Hui Kūka’a members, GLCs, Head Custodian, SASA, Cafeteria Manager, & School Security, meets monthly to ensure communication across departments.
- Hui Limahana-** Committees will be composed of grade level representatives with a focus on implementing identified enabling activities of the academic plan. Committee will be led by Hui Kūka’a members to ensure successful implementation of the Academic Plan.
- Student Achievement Teams-** Collaborative grade level teams meet weekly to analyze student progress, plan interventions and enrichment, and improve student outcomes.
- Pono Program-** This schoolwide program positively reinforces students who display the schoolwide values of hō’ihi, kuleana, and koa.
- Challenge 5-** This attendance initiative encourages families to improve attendance.
- 1:1 Devices-** Each student has access to a technology device to prepare students for 21st century learning.

### Curriculum and Learning

- Core programs-** Reading Wonders, ECRI, and Heggerty are used to deliver ELA instruction. The program Stepping Stones is used to deliver high-quality math instruction. Mystery Science and PLTW provide students with opportunities for hands-on Science activities aligned with NGSS standards.

- **Asynchronous learning**- The self-paced online program, Accelus, is used to support students who are unable to participate in blended learning.
- **Essentials**- Students participate in a variety of learning opportunities including art, dance, P.E., Hawaiian studies, music, ukulele, gardening, and more.
- **Social-Emotional Learning**- The curriculums Second Steps and Choose Love provide students with an understanding of how the brain responds to situations and appropriate ways to regulate emotions.
- **Assessments**- DIBELS is used as an ELA universal screener. iReady provides screener/diagnostic data in both ELA and math. Review 360 is used as a behavior screener. All screeners are implemented 3 times a year.
- **Extended Learning Time**- Opportunities beyond the school day are provided for students to participate in extra-curricular activities such as tahitian, hula, and karaoke. Tutoring is also offered to students in need of tier 3 interventions. Summer school opportunities are provided to further enrich learning.

**Student Learning Products & Voice**

- **Student Body Government**- The kuleana (responsibility) of the Student Body Government is to give students an opportunity to develop alaka‘i (leadership) skills by organizing and carrying out school activities and service projects with hō`ihi (respect). In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body; loud, proud, and full of koa (courage).
- **Extended Learning Time**- Students have an opportunity to sign up for extracurricular programs of interest. Student learning is showcased quarterly through an assembly for the students as well as at a family night for the parents.
- **Ho‘ike**- This annual event showcases student learning of cultural awareness and performing arts skills. This family engagement opportunity draws the largest crowds each year.

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

To positively impact students, staff, and community, KES needs to focus on:

- a Plan-Do-Check-Act (PDCA) cycle of continuous improvement to create a culture of excellence in every classroom and every area of our school;
- implementing evidence based instructional strategies and approaches with fidelity to promote student engagement and high levels of learning;
- and implementing, monitoring, and evaluating our MTSS implementation to provide supports for all students. **SW6**

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>SCHOOL DESIGN</p> <ol style="list-style-type: none"> <li>1. 75% of MTSS framework implementation scores will increase to "in place" by EOY 2020-2021 as measured by the <a href="#">MTSS Implementation Self-evaluation Tool</a></li> <li>2. Student proficiency in READING will increase by 11% from 49% (EOY 18-19) to 60% (EOY 20-21) as measured by the iReady diagnostic. (Goal: 60% proficiency).</li> </ol>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p style="text-align: center;"><b>Demographics</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● By the end of SY 2021 - 2022, chronically absent students will decrease to 18% or less as measured by the Strive HI report.</li> <li>● By the end of SY 2021 - 2022, school attendance will increase to 93% as measured by LDS.</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p style="text-align: center;"><b>Demographics</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● By the end of SY 2022 - 2023, chronically absent students will decrease to 14% or less as measured by the Strive HI report.</li> <li>● By the end of SY 2022 - 2023, school attendance will increase to 94% as measured by LDS.</li> </ul>

3. All students in K-5 will meet typical growth goals in reading as measured by iReady Reading Diagnostic.
4. 75% will meet stretch goals in reading as measured by iReady Reading Diagnostic.
5. Students proficient in READING will increase from 40% to 50% as measured by the spring 2021 Smarter Balanced Assessment. (Static goal - 10% increase)
6. Student proficiency in MATH will increase by 9% from 51% (EOY 18-19 ) to 60% (EOY 20-21) as measured by the iReady diagnostic. (Goal: 60% proficiency).
7. All students in K-5 will meet typical growth goals in reading as measured by iReady Math Diagnostic.
8. 75% will meet stretch goals in reading as measured by iReady Math Diagnostic.
9. Students proficient in math will increase from 34% to 44% as measured by the spring 2021 Smarter Balanced Assessment. (Static goal - 10% increase)
10. ELL Student language proficiency will increase from 46% to 56% as measured by the WIDA 2021 Assessment. (Static goal - 10% increase)
11. Students with IEPs indicating they will participate in state-wide ELA and/or Math assessments with accommodations/ modifications will make a 10% gain as measured by the spring 2021 Smarter Balanced.
12. Each student with an IEPs indicating he/she will participate in the Hawaii State Alternate Assessment will make an individual 10% gain as measured by the 2021 Hawaii State Alternate Assessment.

#### STUDENT VOICE

13. The number of chronically absent students will decrease from 22% (SY19-20) to 17% by the end of the school year 2020-2021 as measured by Strive HI
14. Positive responses in all categories will meet 90% (benchmark) or above by year 2020-21 as measured by SQS Survey: (Baseline data Spring 2019)
  - a. SAFETY ; Student from 69.4%, Parent 78.8% , Teachers 83.5%
  - b. WELL BEING: Student from NA, Parent 85.6% , Teachers 82.6%

#### Student Discipline

- By the end of SY 2021 - 2022, the number of Class A incidents will reduce to **18 or less** as measured in LDS.
- By the end of SY 2021 - 2022, the number of Class B incidents will reduce to **47 or less** as measured in LDS.
- By the end of SY 2021 - 2022, the number of Class C incidents will reduce to **12 or less** as measured in LDS.
- By the end of SY 2021 - 2022, the number of Class D incidents will reduce to **45 or less** as measured in LDS.

#### Perceptions

##### School Quality Survey

- In SY 2021 - 2022, positive responses in the “safety” category will increase to **100%** for students, parents, and teachers as measured by the Panorama/SQS survey.
- In SY 2021 - 2022, positive responses in the “well being” category will increase to **85%** for parents and teachers as measured by the SQS.
- In SY 2021 - 2022, positive responses in the “satisfaction” category will increase to **85%** for parents and teachers as measured by the SQS.
- In SY 2021 - 2022, positive responses in the “Engagement & Involvement” category will increase to **80%** for parents and teachers as measured by the SQS.

#### Student Learning

##### iReady

- By the end of SY 2021 - 2022, students’ reading proficiency will increase to at least **70%**.
- By the end of SY 2021 - 2022, the percentage of students identified as “2 or more grade levels below” will decrease to **15% or less**.
- By the end of SY 2021 - 2022, **100%** of students will meet their typical growth goal and **80%** of students will meet their stretch growth goal as measured by the iReady reading diagnostic.
- By the end of SY 2021 - 2022, students’ math proficiency will increase to at least **70%**.
- By the end of SY 2021 - 2022, the percentage of students identified as “2 or more grade levels below” will decrease to **10% or less**.
- By the end of SY 2021 - 2022, **100%** of students will meet their typical growth goal and **80%** of students will meet their stretch growth goal as measured by the iReady math diagnostic.

#### Student Discipline

- By the end of SY 2022 - 2023, the number of Class A incidents will reduce to **9 or less** as measured in LDS.
- By the end of SY 2022 - 2023, the number of Class B incidents will reduce to **23 or less** as measured in LDS.
- By the end of SY 2022 - 2023, the number of Class C incidents will reduce to **6 or less** as measured in LDS.
- By the end of SY 2022 - 2023, the number of Class D incidents will reduce to **23 or less** as measured in LDS.

#### Perceptions

##### School Quality Survey

- In SY 2022 - 2023, positive responses in the “safety” category will increase to **100%** for students, parents, and teachers as measured by the Panorama/SQS survey.
- In SY 2022 - 2023, positive responses in the “well being” category will increase to **90%** for parents and teachers as measured by the SQS.
- In SY 2022 - 2023, positive responses in the “satisfaction” category will increase to **90%** for parents and teachers as measured by the SQS.
- In SY 2022 - 2023, positive responses in the “Engagement & Involvement” category will increase to **85%** for parents and teachers as measured by the SQS.

#### Student Learning

##### iReady

- By the end of SY 2022 - 2023, students’ reading proficiency will increase to at least **80%**.
- By the end of SY 2022 - 2023, the percentage of students identified as “2 or more grade levels below” will decrease to **10% or less**.
- By the end of SY 2022 - 2023, **100%** of students will meet their typical growth goal and **85%** of students will meet their stretch growth goal as measured by the iReady reading diagnostic.
- By the end of SY 2022 - 2023, students’ math proficiency will increase to at least **80%**.
- By the end of SY 2022 - 2023, the percentage of students identified as “2 or more grade levels below” will decrease to **7% or less**.
- By the end of SY 2022 - 2023, **100%** of students will meet their typical growth goal and **85%** of students will meet their stretch growth goal as measured by the iReady math diagnostic.

- c. SATISFACTION: Student from NA, Parent 85.8%, Teachers 86.5%
- d. ENGAGEMENT: Student from NA, Parent 67.8% , Teachers 81.2%)

**DIBELS**

- By the end of SY 2021 - 2022, the percentage of students identified as “in need of core support” will increase to at least **50%** as measured by the EOY DIBELS screener.

**SBA**

- By the end of SY 2021 - 2022, student proficiency will increase to at least **58%** as measured by the ELA SBA. (ELL: **47%**, SPED: **32%**)
- By the end of SY 2021 - 2022, student proficiency will increase to at least **62%** as measured by the Math SBA. (ELL: **47%**, SPED: **35%**)
- By the end of SY 2021 - 2022, student proficiency will increase to at least **73%** as measured by the Science SBA. (ELL: **67%**, SPED: NA)

**GLOs**

- By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 1 will increase to at least **69%** as measured by the report card grade.
- By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 2 will increase to at least **75%** as measured by the report card grade.
- By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 3 will increase to at least **69%** as measured by the report card grade.
- By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 4 will increase to at least **69%** as measured by the report card grade.
- By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 5 will increase to at least **75%** as measured by the report card grade.
- By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 6 will increase to at least **80%** as measured by the report card grade.

**School Processes**

- By the end of the 2021 - 2022 school year, “Information and Analysis” processes will receive a score of at least **10/15**.
- By the end of the 2021 - 2022 school year, “Student Achievement”

**DIBELS**

- By the end of SY 2022 - 2023, the percentage of students identified as “in need of core support” will increase to at least **60%** as measured by the EOY DIBELS screener.

**SBA**

- By the end of SY 2022 - 2023, student proficiency will increase to at least **68%** as measured by the ELA SBA. (ELL: **57%**, SPED: **42%**)
- By the end of SY 2022 - 2023, student proficiency will increase to at least **72%** as measured by the Math SBA. (ELL: **57%**, SPED: **45%**)
- By the end of SY 2022 - 2023, student proficiency will increase to at least **83%** as measured by the Science SBA. (ELL: **77%**, SPED: NA)

**GLOs**

- By the end of SY 2022 - 2023, students rated “consistently” or “usually” on GLO 1 will increase to at least **79%** as measured by the report card grade.
- By the end of SY 2022 - 2023, students rated “consistently” or “usually” on GLO 2 will increase to at least **85%** as measured by the report card grade.
- By the end of SY 2022 - 2023, students rated “consistently” or “usually” on GLO 3 will increase to at least **79%** as measured by the report card grade.
- By the end of SY 2022 - 2023, students rated “consistently” or “usually” on GLO 4 will increase to at least **79%** as measured by the report card grade.
- By the end of SY 2022 - 2023, students rated “consistently” or “usually” on GLO 5 will increase to at least **85%** as measured by the report card grade.
- By the end of SY 2022 - 2023, students rated “consistently” or “usually” on GLO 6 will increase to at least **90%** as measured by the report card grade.

**School Processes**

- By the end of the 2022 - 2023 school year, “Information and Analysis” processes will receive a score of at least **11/15**.
- By the end of the 2022 - 2023 school year, “Student Achievement”

	<p>processes will receive a score of at least 10/15.</p> <ul style="list-style-type: none"> <li>• By the end of the 2021 - 2022 school year, “Quality Planning” processes will receive a score of at least 10/15.</li> <li>• By the end of the 2021 - 2022 school year, “Professional Development” processes will receive a score of at least 10/15.</li> <li>• By the end of the 2021 - 2022 school year, “Leadership” processes will receive a score of at least 10/15.</li> <li>• By the end of the 2021 - 2022 school year, “Partnership Development” processes will receive a score of at least 10/15.</li> <li>• By the end of the 2021 - 2022 school year, “Continuous Improvement and Evaluation” processes will receive a score of at least 10/15.</li> </ul>	<p>processes will receive a score of at least 11/15.</p> <ul style="list-style-type: none"> <li>• By the end of the 2022 - 2023 school year, “Quality Planning” processes will receive a score of at least 11/15.</li> <li>• By the end of the 2022 - 2023 school year, “Professional Development” processes will receive a score of at least 11/15.</li> <li>• By the end of the 2022 - 2023 school year, “Leadership” processes will receive a score of at least 11/15.</li> <li>• By the end of the 2022 - 2023 school year, “Partnership Development” processes will receive a score of at least 11/15.</li> <li>• By the end of the 2022 - 2023 school year, “Continuous Improvement and Evaluation” processes will receive a score of at least 11/15.</li> </ul>
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*Why you are implementing them?*

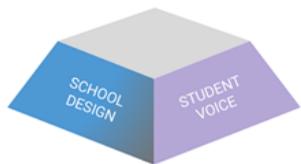
By establishing a continuous cycle of school improvement and evaluating our implementation of an MTSS framework, KES will better ensure equitable access for all students to receive consistent and targeted supports that will enable them to master essential standards, both academically and behaviorally.

By continuing to review and enhance implementation of evidence based instructional strategies, teachers will have acquired the necessary skills and knowledge to support all students to achieve excellence.

By supporting students who are chronically absent, KES will increase student engagement and family satisfaction.

*How will you know that they are causing an improvement?*

KES will know that our enabling activities are causing an improvement when we see positive movement in formative assessments, summative assessments, diagnostic data, discipline data, attendance data, and perceptual surveys.



## **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
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Add beginning of the year measurements here.

SY 18-19 end of year data would be considered baseline measurements for this 21-22 academic plan due to the closure of schools in 2020-21 SY:

### Demographics

#### Attendance

- In the 2018 - 2019 School Year 22% of students were chronically absent as measured by the Strive HI report.
- In the 2019 - 2020 school year, school attendance was at 92% as measured by LDS.

#### Student Discipline

- In the 2018 - 2019 school year, there were 36 Class A incidents as reported in LDS.
- In the 2018 - 2019 school year, there were 94 Class B incidents as reported in LDS.
- In the 2018 - 2019 school year, there were 24 Class C incidents as reported in LDS.
- In the 2018 - 2019 school year, there were 89 Class D incidents as reported in LDS.

### Perceptions

#### School Quality Survey

- In SY 2019 - 2020, 59% of students, 77% of parents, and 65% of teachers responded positively to the “safety” category on the Panorama/SQS survey.
- In SY 2019 - 2020, 84% of parents, and 64% of teachers responded positively to the “well being” category on the SQS survey.
- In SY 2019 - 2020, 84% of parents, and 64% of teachers responded positively to the “well being” category on the SQS survey.
- In SY 2019 - 2020, 65% of parents, and 55% of teachers responded positively to the “Engagement & Involvement” category on the SQS survey.

### Student Learning

#### iReady

- In the 2018 - 2019 School Year 49% of students were proficient on the End of Year iReady Reading Diagnostic.
- In the 2018 - 2019 School Year 21% of students were 2 or more grade levels below on the iReady Reading Diagnostic.
- In the end of the 2018-2019 School year, 49% of students met their typical growth goal and 24% of students met their stretch growth goal as measured by

Add throughout the year measurements here.

Common Formative Assessments (CFA)

I-Ready

DIBELS: screening, progress monitoring

Discipline Referrals

Average Daily Attendance

LDS risk indicators

LDS GLO Qtr 1, 2, 3 data

Add end of year goals here.

### Demographics

#### Attendance

- By the end of SY 2021 - 2022, chronically absent students will decrease to 18% or less as measured by the Strive HI report.
- By the end of SY 2021 - 2022, school attendance will increase to 93% as measured by LDS.

#### Student Discipline

- By the end of SY 2021 - 2022, the number of Class A incidents will reduce to 18 or less as measured in LDS.
- By the end of SY 2021 - 2022, the number of Class B incidents will reduce to 47 or less as measured in LDS.
- By the end of SY 2021 - 2022, the number of Class C incidents will reduce to 12 or less as measured in LDS.
- By the end of SY 2021 - 2022, the number of Class D incidents will reduce to 45 or less as measured in LDS.

### Perceptions

#### School Quality Survey

- In SY 2021 - 2022, positive responses in the “safety” category will increase to 100% for students, parents, and teachers as measured by the Panorama/SQS survey.
- In SY 2021 - 2022, positive responses in the “well being” category will increase to 85% for parents and teachers as measured by the SQS.
- In SY 2021 - 2022, positive responses in the “satisfaction” category will increase to 85% for parents and teachers as measured by the SQS.
- In SY 2021 - 2022, positive responses in the “Engagement & Involvement” category will increase to 80% for parents and teachers as measured by the SQS.

### Student Learning

#### iReady

- By the end of SY 2021 - 2022, student’s reading proficiency will increase to at least 70% as measured by the iReady Reading diagnostic.
- By the end of SY 2021 - 2022, the percentage of students identified as “2 or more grade levels below” will decrease to 15% or less as measured by the iReady Reading diagnostic.
- By the end of SY 2021 - 2022, 100% of students will meet their typical growth goal and 80% of students will meet their stretch growth goal as measured by the iReady reading diagnostic.

<p>the iReady reading diagnostic.</p> <ul style="list-style-type: none"> <li>• In the 2018 - 2019 School Year 51% of students were proficient on the End of Year iReady Math Diagnostic.</li> <li>• In the 2018 - 2019 School Year 14% of students were 2 or more grade levels below on the iReady Reading Diagnostic.</li> <li>• In the end of the 2018-2019 School year, 48% of students met their typical growth goal and 23% of students met their stretch growth goal as measured by the iReady math diagnostic.</li> </ul> <p><b>DIBELS</b></p> <ul style="list-style-type: none"> <li>• In the 2018 - 2019 School Year 24% of students were identified as needing “core support” as measured by the End of Year DIBELS screener.</li> </ul> <p><b>SBA</b></p> <ul style="list-style-type: none"> <li>• In the 2018 - 2019 School Year 39.9% of all students tested were proficient as measured by the ELA SBA. (ELL: 25.7%, SPED: 19.3%)</li> <li>• In the 2018 - 2019 School Year 34.1% of all students tested were proficient as measured by the Math SBA. (ELL: 20.5%, SPED: 25.8%)</li> <li>• In the 2018 - 2019 School Year 22.5% of all students tested were proficient as measured by the Science SBA. (ELL: 9.5%, SPED: NA)</li> </ul> <p><b>GLOs</b></p> <ul style="list-style-type: none"> <li>• In qtr 2 of the 2020 - 2021 School Year 53% of students were rated “consistently” or “usually” on GLO 1 as measured by the report card grade.</li> <li>• In qtr 2 of the 2020 - 2021 School Year 63% of students were rated “consistently” or “usually” on GLO 2 as measured by the report card grade.</li> <li>• In qtr 2 of the 2020 - 2021 School Year 52% of students were rated “consistently” or “usually” on GLO 3 as measured by the report card grade.</li> <li>• In qtr 2 of the 2020 - 2021 School Year 53% of students were rated “consistently” or “usually” on GLO 4 as measured by the report card grade.</li> <li>• In qtr 2 of the 2020 - 2021 School Year 62% of students were rated “consistently” or “usually” on GLO 5 as measured by the report card grade.</li> <li>• In qtr 2 of the 2020 - 2021 School Year 71% of students were rated “consistently” or “usually” on GLO 6 as measured by the report card grade.</li> </ul> <p style="text-align: center;"><b>School Processes</b></p> <ul style="list-style-type: none"> <li>• In the 2020 - 2021 school year, “Information and Analysis” processes received a score of NA/15.</li> <li>• In the 2020 - 2021 school year, “Student Achievement” processes received a score of 8/15.</li> <li>• In the 2020 - 2021 school year, “Quality Planning” processes received a score</li> </ul>		<ul style="list-style-type: none"> <li>• By the end of SY 2021 - 2022, student’s math proficiency will increase to at least <b>70%</b> as measured by the iReady math diagnostic.</li> <li>• By the end of SY 2021 - 2022, the percentage of students identified as “2 or more grade levels below” will decrease to <b>10% or less</b> as measured by the iReady math diagnostic.</li> <li>• By the end of SY 2021 - 2022, <b>100%</b> of students will meet their typical growth goal and <b>80%</b> of students will meet their stretch growth goal as measured by the iReady math diagnostic.</li> </ul> <p><b>DIBELS</b></p> <ul style="list-style-type: none"> <li>• By the end of SY 2021 - 2022, the percentage of students identified as “in need of core support” will increase to at least <b>50%</b> as measured by the EOY DIBELS screener.</li> </ul> <p><b>SBA</b></p> <ul style="list-style-type: none"> <li>• By the end of SY 2021 - 2022, student proficiency will increase to at least <b>58%</b> as measured by the ELA SBA. (ELL: <b>47%</b>, SPED: <b>32%</b>)</li> <li>• By the end of SY 2021 - 2022, student proficiency will increase to at least <b>62%</b> as measured by the Math SBA. (ELL: <b>47%</b>, SPED: <b>35%</b>)</li> <li>• By the end of SY 2021 - 2022, student proficiency will increase to at least <b>73%</b> as measured by the Science SBA. (ELL: <b>67%</b>, SPED: NA)</li> </ul> <p><b>GLOs</b></p> <ul style="list-style-type: none"> <li>• By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 1 will increase to at least <b>69%</b> as measured by the report card grade.</li> <li>• By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 2 will increase to at least <b>75%</b> as measured by the report card grade.</li> <li>• By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 3 will increase to at least <b>69%</b> as measured by the report card grade.</li> <li>• By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 4 will increase to at least <b>69%</b> as measured by the report card grade.</li> <li>• By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 5 will increase to at least <b>75%</b> as measured by the report card grade.</li> <li>• By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 6 will increase to at least <b>80%</b> as measured by the report card grade.</li> </ul> <p style="text-align: center;"><b>School Processes</b></p> <ul style="list-style-type: none"> <li>• By the end of the 2021 - 2022 school year, “Information and Analysis” processes will receive at least a score of <b>10/15</b>.</li> <li>• By the end of the 2021 - 2022 school year, “Student Achievement” processes will receive at least a score of <b>10/15</b>.</li> </ul>
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<p>of NA/15.</p> <ul style="list-style-type: none"> <li>• In the 2020 - 2021 school year, “Professional Development” processes received a score of 8/15.</li> <li>• In the 2020 - 2021 school year, “Leadership” processes received a score of 6/15.</li> <li>• In the 2020 - 2021 school year, “Partnership Development” processes received a score of 6/15.</li> <li>• In the 2020 - 2021 school year, “Continuous Improvement and Evaluation” processes received a score of NA/15.</li> </ul> <p>Beginning baseline data was not obtainable in SY 21-22 and any data gathered while students were at home for distance learning is questionable and not considered reliable.</p> <p>When students return in August 2021, beginning year data will be collected from the following sources:</p> <ul style="list-style-type: none"> <li>• iReady</li> <li>• DIBELS</li> <li>• Informal Classroom Assessments</li> <li>• Achieve 3000 Level Set Data</li> </ul>		<ul style="list-style-type: none"> <li>• By the end of the 2021 - 2022 school year, “Quality Planning” processes will receive at least a score of 10/15.</li> <li>• By the end of the 2021 - 2022 school year, “Professional Development” processes will receive at least a score of 10/15.</li> <li>• By the end of the 2021 - 2022 school year, “Leadership” processes will receive at least a score of 10/15.</li> <li>• By the end of the 2021 - 2022 school year, “Partnership Development” processes will receive at least a score of 10/15.</li> <li>• By the end of the 2021 - 2022 school year, “Continuous Improvement and Evaluation” processes will receive at least a score of 10/15.</li> </ul>
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**Student Outcomes (SY 2021-22)**

Measurable Outcome(s)	Enabling Activity <b>SW6</b>	Duration Fall, Spring, Yearlong	Source of Funds Program ID <b>SW5</b>	School Monitoring Activity <b>SW3</b>	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><b>Reading</b> <b>Lead: Jackie Weber, CLSD Literacy Coach</b></p>						
By the end of SY 2021 - 2022, the percent of students proficient will increase to at least <b>58%</b> as measured by the ELA	Provide professional development to improve teachers’ implementation of core instruction. <ul style="list-style-type: none"> <li>• Heggerty- Gr. 1 <b>CLSD 1.5</b></li> <li>• ECRI- Gr. K, 1, 2</li> </ul>	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka’a - Weekly Leadership Cabinet Meetings	Semester	

<p>SBA. (ELL: <b>47%</b>, SPED: <b>32%</b>)</p> <p>By the end of SY 2021 - 2022, student's reading proficiency will increase to at least <b>70%</b> as measured by the iReady Reading diagnostic.</p> <p>By the end of SY 2021 - 2022, the percentage of students identified as "2 or more grade levels below" will decrease to <b>15%</b> or less as measured by the iReady Reading diagnostic.</p> <p>By the end of SY 2021 - 2022, <b>100%</b> of students will meet their typical growth goal and <b>80%</b> of students will meet their stretch growth goal as measured by the iReady reading diagnostic.</p> <p>By the end of SY 2021 - 2022, the percentage of students identified as "in need of core support" will increase to at least <b>50%</b> as measured by the EOY DIBELS screener.</p>	<p><b>CLSD 1.5</b></p> <ul style="list-style-type: none"> <li>Flipbooks- Gr. 3, 4, 5</li> </ul> <p><b>CLSD 1.5</b></p> <ul style="list-style-type: none"> <li>Anita Archer's 13 elements of explicit instruction</li> </ul> <p><b>CLSD 1.2</b></p>					
	<p>Utilize the 13 elements of explicit instruction to implement a high-quality, evidence-based core curriculum that is aligned to the 5 big ideas of reading:</p> <ul style="list-style-type: none"> <li>Reading Wonders- Gr. K-5</li> </ul> <p><b>CLSD 1.2</b></p> <ul style="list-style-type: none"> <li>Heggerty- Gr. Pk, K, 1</li> </ul> <p><b>CLSD 1.5</b></p> <ul style="list-style-type: none"> <li>ECRI- Gr. K, 1, 2</li> </ul> <p><b>CLSD 1.5</b></p> <ul style="list-style-type: none"> <li>Flipbooks- Gr. 3, 4, 5</li> </ul> <p><b>CLSD 1.5</b></p>	Yearlong	Title I: 18902	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Quarter	
	<p>Provide continued support (coaching, walkthrough observations, data review, goal setting, etc.) to ensure the implementation of the core curriculum is having a positive impact on student achievement.</p> <p><b>CLSD 4.3</b></p>	Yearlong	Title I: 18902	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Quarter	
	<p>Monitor the effectiveness of the high quality, evidence-based core curriculum using Universal Screeners, Diagnostics, and other assessments (ex. DIBELS 8, iReady, CFAs/CSAs, etc.)</p> <p><b>CLSD 1.1</b></p>	Yearlong	Title I: 18902	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Quarter	

<p>By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 4 will increase to at least <b>69%</b> as measured by the report card grade.</p> <p><b>School Processes</b> By the end of the 2021 - 2022 school year, “Student Achievement” will receive a score of at least <b>10/15</b> as measured by the school processes rubric.</p>	<p>Develop pacing guides in K-5 aligned to the Reading Wonders scope and sequence to ensure horizontal and vertical curriculum continuity and coherence. <b>CLSD 1.3</b></p>	Summer 2021	Title I: 18902	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Semester	
	<p>Create general rubrics for identified essential standards in each grade level to ensure consistency when determining performance levels.</p>	Yearlong	WSF: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Annual	
	<p>Create instructional schedules that identify a English Language Arts block for 90 minutes a day to ensure students have substantial opportunities to apply learning.</p>	Summer 2021	WSF: 42101 Title I: 18902	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Annual	
	<p>Revitalize the school library to establish a comfortable &amp; nurturing space that creates opportunities for learning, supports literacy, provides a place in which to dream, play, explore, and create, while fostering a love of reading.</p>	Yearlong	Title I: 18902	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Annual	
	<p>Provide after-school literacy opportunities for students to allow for a variety of literacy experiences.</p>	Yearlong	Title I: 18902 WSF: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Quarter	

	Provide engagement activities that promote family involvement in literacy education: <ul style="list-style-type: none"> <li>• Ready Rosie</li> <li>• Quarterly literacy events with a focus on engaging families in activities</li> </ul> <b>CLSD 1.6</b>	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings	Quarter	
	Create engaging spaces around campus that encourage students to practice reading skills. (Ex: books accessible in hallways, literacy-focused bulletin boards, etc.)	Yearlong	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings	Quarter	

**Writing**

**Lead: Samantha Tomori, School Improvement Coordinator**

By the end of SY 2021 - 2022, the percent of students proficient will increase to at least <b>58%</b> as measured by the ELA SBA. (ELL: <b>47%</b> , SPED: <b>32%</b> )	Develop a professional development plan that outlines target focus areas to improve teachers' understanding of a writers' workshop and 6+ traits writing. (Ex: Smekens self-paced PD, peer observations, professional books, etc.)	Fall	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings	Quarter	
By the end of SY 2021 - 2022, students rated "consistently" or "usually" on GLO 4 will increase to at least <b>69%</b> as measured by the report	Utilize the Smekens Writer's Workshop to implement high-quality 6+ traits writing instruction aligned to CCSS.	Yearlong	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form	Quarter	

<p>card grade.</p> <p>By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 5 will increase to at least <b>75%</b> as measured by the report card grade.</p> <p><b>School Processes</b> By the end of the 2021 - 2022 school year, “Student Achievement” will receive a score of at least <b>10/15</b> as measured by the school processes rubric.</p>	Utilize mentor texts that model the writing strategies taught.			Hui Kūka’ā - Weekly Leadership Cabinet Meetings		
	Create instructional schedules that identify writing blocks 30 min a day to ensure students have multiple opportunities to apply learning.	Summer 2021	WSF: 42101	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Quarter	
	Develop pacing guides in K-5 aligned to the Smekens’ scope and sequence to ensure horizontal and vertical curriculum continuity and coherence.	Summer 2021	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Quarter	
	Create general rubrics and collect student samples of WB, DP, MP, and ME to develop a progression of writing aligned to each grade level’s standards. Post these progressions in classrooms for students to reference and set goals.	Fall	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Quarter	

**Math**

**Lead: Kristen Tanaka, Math Coach**

By the end of SY 2021 - 2022, the percent of students proficient will increase to at least <b>62%</b> as measured by the Math SBA. (ELL: <b>47%</b> , SPED: <b>35%</b> )	Implement a high-quality, research-based core program (Stepping Stones) that is aligned to the Common Core State Standards and the mathematical practices.	Yearlong	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Quarter	
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<p>By the end of SY 2021 - 2022, student's math proficiency will increase to at least <b>70%</b> as measured by the iReady math diagnostic.</p> <p>By the end of SY 2021 - 2022, the percentage of students identified as "2 or more grade levels below" will decrease to <b>10%</b> or less as measured by the iReady math diagnostic.</p> <p>By the end of SY 2021 - 2022, <b>100%</b> of students will meet their typical growth goal and <b>80%</b> of students will meet their stretch growth goal as measured by the iReady math diagnostic.</p> <p>By the end of SY 2021 - 2022, students rated "consistently" or "usually" on GLO 3 will increase to at least <b>69%</b> as measured by the report card grade.</p> <p>School Processes</p>	<p>Develop pacing guides in K-5 aligned to the Stepping Stones scope and sequence to ensure horizontal and vertical curriculum continuity and coherence.</p>	Summer 2021	<p>Title I: 18902</p> <p>WSF: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Annual	
	<p>Create a baseline screener to administer to students in grades k-5 which teachers will use to identify what students already know and identify student areas of growth.</p>	Summer 2021	<p>Title I: 18902</p> <p>WSF: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Annual	
	<p>Deconstruct CCSS in each grade level to deepen teacher understanding and knowledge of the CCSS in the area of math.</p>	Fall 2021	<p>Title I: 18902</p> <p>WSF: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Annual	
	<p>Create general rubrics for identified essential standards in each grade level to ensure consistency when determining performance levels.</p>	Fall 2021	<p>Title I: 18902</p> <p>WSF: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Annual	
	<p>Provide engagement activities that promote family involvement in math education:</p> <ul style="list-style-type: none"> <li>● Math family night</li> <li>● School-wide math activities</li> <li>● Math Stepping Stones family newsletter</li> </ul>	Yearlong	<p>Title I: 18902</p> <p>WSF: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Quarter	
	<p><b>SW7 CLSD 1.6</b></p>					

By the end of the 2021 - 2022 school year, “Student Achievement” will receive a score of at least 10/15 as measured by the school processes rubric.	Develop a professional development plan that outlines targeted focus areas/domains and mathematical practices as determined by a review of schoolwide data.	Yearlong	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Semester	
	Create instructional schedules that identify a Math block for 60 minutes a day to ensure students have substantial opportunities to apply learning.	Summer 2021	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Annual	
	Provide after school tutoring opportunities in math (Ex: Kumon).	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Semester	
	Create engaging spaces around campus that encourage students to practice math skills. (Ex: increase math pictorials/visuals on campus, painting on cement etc.)	Yearlong	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Semester	
	Promote the integration of literacy skills in math instruction. (Ex: reading math literature books and increasing opportunities for written responses). <b>CLSD 1.2</b>	Yearlong	Title I: 18902  WSF: 42101	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Semester	

**Science**  
**Lead: Daphna Ehrenhalt, 5th Grade Teacher**

<p>By the end of SY 2021 - 2022, student proficiency will increase to at least <b>73%</b> as measured by the Science SBA. (ELL: <b>67%</b>, SPED: NA)</p> <p>By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 1 will increase to at least <b>69%</b> as measured by the report card grade.</p>	<p>Provide professional development on NGSS (Next Generation Science Standards):</p> <ul style="list-style-type: none"> <li>● HCPS vs NGSS</li> <li>● Accessing and understanding new science standards</li> <li>● Deconstruction of standards</li> </ul>	Summer & Fall 2021	Title I: 18902	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Semester	
	<p>Provide professional development on NGSS implementation:</p> <ul style="list-style-type: none"> <li>● integration of NGSS through other content areas</li> <li>● SY 21-22 (Year 1): Grades 3-5 alignment &amp; implementation</li> <li>● SY 22-23 (Year 2): Grades K-2 alignment &amp; implementation</li> </ul>	Summer & Fall 2021	Title I: 18902  WSF: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Semester	
	<p>Investigate resources and programs that support the full implementation of the NGSS.</p>	Yearlong	Title I: 18902	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Semester	
	<p>Provide planning time for grade levels to:</p> <ul style="list-style-type: none"> <li>● create and complete curriculum mapping/pacing guides</li> </ul>	Fall	Title I: 18902  WSF: 42101	<p>Google Monitoring Tracking Form</p>	Semester	

	<ul style="list-style-type: none"> <li>• K-5 alignment</li> <li>• develop or adjust rubrics</li> </ul>			Hui Kūka'a - Weekly Leadership Cabinet Meetings		
	Investigate ways to participate in school, district and state level STEM competitions as a school.	Yearlong	WSF: 42101	Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings	Semester	

**Social Studies**  
**Lead: Crystal Motomura, 1st Grade Teacher**

By the end of SY 2021 - 2022, student proficiency will increase to at least <b>58%</b> as measured by the ELA SBA. (ELL: <b>47%</b> , SPED: <b>32%</b> )	Investigate professional development and other learning opportunities to build teacher knowledge and understanding of the Hawai'i Core Standards for Social Studies (HCSSS) and C3 Framework prior to full implementation in school year 2022-23.	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings	Semester	
By the end of SY 2021 - 2022, students' reading proficiency will increase to at least <b>70%</b> as measured by the iReady reading diagnostic.	Investigate resources and programs that support the full implementation of the Hawaii Core Standards for Social Studies (HCSSS) and the C3 Framework by school year 2022-23.	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings	Semester	

**Computer Science**  
**Lead: Zachary Peercy, DPUST**

By the end of SY 2022 - 2023, students rated “consistently” or “usually” on GLO 3 will increase to at least <b>79%</b> as measured by the report card grade.	Investigate professional development and other learning opportunities to build teacher knowledge and understanding of the K-12 Computer Science Framework prior to full implementation in the school year 2022-23.	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Semester	
By the end of SY 2022 - 2023, students rated “consistently” or “usually” on GLO 6 will increase to at least <b>90%</b> as measured by the report card grade.	Determine appropriate resources and program options that support the full implementation of the K-12 Computer Science Framework by school year 2022-23.	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Semester	
	Identify staff, resources, programs, materials, and space necessary to design and implement a successful Computer Science curriculum on campus.	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Semester	

**MTSS (Academics)**

**Lead: Melissa Brilhante, MTSS Academic Coordinator**

<b>iReady</b> By the end of SY 2021 - 2022, students’ reading proficiency will increase to at least <b>70%</b> .	KES students will participate in a DIBELS screener 3x/year (Beginning, Middle, End) to identify early literacy target areas. <b>CLSD 1.1</b>	Yearlong	Title I: 18902	Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings	Semester	
By the end of SY 2021 - 2022, the percentage of students identified as “2	KES students will participate in the i-Ready diagnostic assessment 3x/year (Beginning, Middle, End)	Yearlong	Title I: 18902	Google Monitoring Tracking Form	Semester	

<p>or more grade levels below” will decrease to <b>15% or less</b> as measured by the iReady reading diagnostic.</p> <p>By the end of SY 2021 - 2022, <b>100%</b> of students will meet their typical growth goal and <b>80%</b> of students will meet their stretch growth goal as measured by the iReady reading diagnostic.</p> <p>By the end of SY 2021 - 2022, students’ math proficiency will increase to at least <b>70%</b>.</p> <p>By the end of SY 2021 - 2022, the percentage of students identified as “2 or more grade levels below” will decrease to <b>10% or less</b>.</p> <p>By the end of SY 2021 - 2022, <b>100%</b> of students will meet their typical growth goal and <b>80%</b> of students will meet their stretch growth goal as measured by the iReady math diagnostic.</p>	<p>to identify current performance levels, targeted areas of improvement and degree of growth over time.</p>			Hui Kūka’ a - Weekly Leadership Cabinet Meetings		
	<p>Clearly define the difference between Tier I, Tier II and Tier III supports in regards to:</p> <ul style="list-style-type: none"> <li>● purpose or intent</li> <li>● location to be implemented</li> <li>● resources or programs used</li> <li>● time allocation or a schedule</li> <li>● person responsible</li> <li>● progress monitoring structure/data keeping</li> </ul>	Yearlong	Title I: 18902  WSF: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ a - Weekly Leadership Cabinet Meetings</p>	Quarterly	
	<p>A progress monitoring system will be developed and monitored regularly for core, strategic and intensive support to:</p> <ul style="list-style-type: none"> <li>● identify Ss who need more or less supports at various checkpoints throughout the year</li> <li>● provide appropriate interventions that are aligned to student needs</li> <li>● consistently collect data and inputting of the data</li> <li>● provide the structure and time to deliver interventions</li> </ul> <p>CLSD 1.4</p>	Yearlong	Title I: 18902  WSF: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ a - Weekly Leadership Cabinet Meetings</p>	Quarterly	
	<p>Extended learning opportunities with a focus on intervention are</p>	Yearlong	Title I: 18902	Google Monitoring Tracking Form	Quarterly	

<p><b>DIBELS</b> By the end of SY 2021 - 2022, the percentage of students identified as “in need of core support” will increase to at least <b>50%</b> as measured by the EOY DIBELS screener.</p>	<p>provided beyond the normal school day to include after school learning, at home learning, and learning that is offered during all school breaks and summer.</p>		<p>WSF: 42101</p>	<p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>		
	<p>Provide professional development and on-going supports to all staff members regarding:</p> <ul style="list-style-type: none"> <li>● Tier I, Tier II, Tier III components</li> <li>● Differentiation</li> <li>● Evidence-based instructional strategies <b>CLSD 1.2, 1.5</b></li> <li>● Inclusion</li> <li>● Specially Designed Instruction</li> <li>● Whole Group vs. Small Group vs. Individual Instruction</li> <li>● the effects of poverty throughout the school year, including non-work days. This includes in-state and/or out-of-state conferences</li> </ul>	<p>Yearlong</p>	<p>Title I: 18902</p> <p>WSF: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	<p>Quarterly</p>	

**MTSS (Behavior)**  
**Lead: Alicia Alcaraz, School Counselor**

<p><b>Student Discipline</b> By the end of SY 2021 - 2022, the number of Class A incidents will reduce to <b>18 or less</b> as measured in LDS.</p>	<p>PBIS Team/Committee will meet monthly to implement, monitor, and evaluate a PBIS action plan.</p>	<p>Yearlong</p>	<p>WSF: 42101</p>	<p>Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	<p>Quarterly</p>	
<p>By the end of SY 2021 - 2022, the number of Class B incidents will reduce to <b>47 or less</b> as measured in LDS.</p>	<p>PBIS Committee will support school wide participation of all staff using five (5) proactive strategies to promote positive student behaviors and a sense of belonging. <b>Hā- Aloha, Belonging</b></p>	<p>Yearlong</p>	<p>WSF: 42101</p>	<p>Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	<p>Quarterly</p>	
<p>By the end of SY 2021 - 2022, the number of Class C incidents will reduce to <b>12 or less</b> as measured in LDS.</p>	<p>KES will investigate and adopt a universal screener to identify at-risk students for behavioral concerns who might benefit from timely identification and early intervention.</p>	<p>Yearlong</p>	<p>Title I: 18902</p>	<p>Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	<p>Yearly</p>	
<p>By the end of SY 2021 - 2022, the number of Class D incidents will reduce to <b>45 or less</b> as measured in LDS.</p>	<p>A clear KES Discipline Plan will be added to the KES Staff Handbook before the start of the school year and will be shared with all KES staff at the opening of the new school year.</p>	<p>Yearlong</p>	<p>WSF: 42101</p>	<p>Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	<p>Yearly</p>	
<p><b>Attendance</b> By the end of SY 2021 - 2022, chronically absent students will decrease to <b>18%</b> or less as measured by the Strive HI report.  By the end of SY 2021 - 2022, school attendance will increase to <b>93%</b> as</p>	<p>A consistent, evidenced-based SEL curriculum that reflects our core values will be adopted, implemented and reinforced as part of the instructional school day, including brain/movement breaks. <b>Hā- Total Well Being</b></p>	<p>Yearlong</p>	<p>Title I: 18902  WSF: 42101</p>	<p>Google Monitoring Tracking Form  Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	<p>Yearly</p>	

<p>measured by LDS.</p> <p><b>School Quality Survey</b> In SY 2021 - 2022, positive responses in the “safety” category will increase to <b>100%</b> for students, parents, and teachers as measured by the Panorama/SQS survey.</p> <p><b>GLOs</b> By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 1 will increase to at least <b>69%</b> as measured by the report card grade.</p> <p>By the end of SY 2021 - 2022, students rated “consistently” or “usually” on GLO 2 will increase to at least <b>75%</b> as measured by the report card grade.</p>	<p>An Attendance Team will be created to develop and monitor an action plan for school wide implementation that includes:</p> <ul style="list-style-type: none"> <li>• definitions of at risk and chronic absenteeism</li> <li>• professional development and expectations for all staff to implement strategies to reduce chronic absenteeism</li> <li>• systematic identification and monitoring of student absenteeism in Tiers 1-3</li> <li>• timely, strategic and targeted interventions for students in Tiers 1-3, including incentives and personal connections.</li> <li>• feedback from stakeholders</li> </ul> <p><b>SW7</b> <b>Hā- Belonging</b></p>	Yearlong	WSF: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Quarterly	
<p><b>Inclusion</b></p> <p><b>Leads: Robyn Amana, Special Education Department Head</b> <b>SSC, Student Services Coordinator (SSC)</b></p>						
<p><b>Student Learning</b> By the end of SY 2021 -</p>	Provide opportunity and adequate instructional (academic and	Yearlong	WSF: 42101	Google Monitoring Tracking Form	Quarterly	

<p>2022, student proficiency in the <u>sped subgroup</u> will increase to at least <b>32%</b> as measured by the ELA SBA.</p> <p>By the end of SY 2021 - 2022, student proficiency in the <u>sped subgroup</u> will increase to at least <b>35%</b> as measured by the Math SBA.</p> <p>By the end of SY 2021 - 2022, <b>100%</b> of students will meet their typical growth goal and <b>80%</b> of students will meet their stretch growth goal as measured by the iReady reading diagnostic.</p> <p>By the end of SY 2021 - 2022, <b>100%</b> of students will meet their typical growth goal and <b>80%</b> of students will meet their stretch growth goal as measured by the iReady math diagnostic.</p> <p><b>School Processes</b> By the end of the 2021 - 2022 school year, “Information and</p>	<p>behavior) support in the least restrictive environment for special population students.</p>			Hui Kūka’ā - Weekly Leadership Cabinet Meetings		
	<p>Monitor the effectiveness of targeted interventions in Tiers I, II and III to reduce the achievement gap between identified high needs students (e.g. Special education, EL, and Socio-Economic Disadvantaged) and their identified low-needs peers.</p>	Yearlong	WSF: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Quarterly	
	<p>Participate in on-going Stetson training and supports to strengthen and improve inclusive practices throughout the campus.</p>	Fall 2021	Title I: 18902  WSF- Instruction: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Quarterly	
	<p>Allow for opportunities of peer observations between inclusion teams to share best practices and instructional strategies.</p>	Yearlong	Title I: 18902  WSF- Instruction: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Quarterly	
	<p>Provide planning time during and/or after the school day or in half-day increments for inclusion teams to discuss:</p> <ul style="list-style-type: none"> <li>● co-teaching team agreements</li> <li>● lesson planning</li> <li>● schedules</li> </ul>	Yearlong	Title I: 18902  WSF- Instruction: 42101	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	Quarterly	

Analysis” processes will receive a score of at least 10/15.	<ul style="list-style-type: none"> <li>working with students and families</li> <li>standards-based grading and progress report markings</li> </ul>					
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**Family Engagement**  
**Lead: Sharyn, Nakano, Family Engagement Coordinator**

<p><b>School Quality Survey</b>  In SY 2021 - 2022, positive responses in the “safety” category will increase to <b>100%</b> for students, parents, and teachers as measured by the Panorama/SQS survey.</p> <p>In SY 2021 - 2022, positive responses in the “well being” category will increase to <b>85%</b> for parents and teachers as measured by the SQS.</p> <p>In SY 2021 - 2022, positive responses in the “satisfaction” category will increase to <b>85%</b> for parents and teachers as measured by the SQS.</p> <p>In SY 2021 - 2022, positive responses in the “Engagement &amp;</p>	<p>Create multiple opportunities throughout the year for our families, the surrounding community and school staff to come together.</p> <ul style="list-style-type: none"> <li>Literacy Events</li> <li>Fun Fair</li> <li>Campus Beautification</li> <li>Student Celebrations/ Assemblies</li> <li>Open House</li> <li>Parent Teacher Conferences</li> <li>Career Fair</li> <li>Student Showcase</li> </ul> <p><b>SW7</b>  <b>CLSD 1.6, 1.7, 7.3</b>  <b>Hā- Aloha, Belonging</b></p>	Yearlong	Title I-Parent Component: 18935	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ a - Weekly Leadership Cabinet Meetings</p>	Quarterly	
	<p>Create an ‘Ohana Handbook that provides detailed information to serve as a resource or reference to our families and community.</p> <p><b>SW7</b>  <b>CLSD 1.6</b></p>	Yearlong	Title I-Parent Component: 18935	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’ a - Weekly Leadership Cabinet Meetings</p>	Yearly	
	<p>Adopt a new communication system called ParentSquare to be used as the only platform used</p>	Yearlong	Title I-Parent	<p>Google Monitoring Tracking Form</p>	Quarterly	

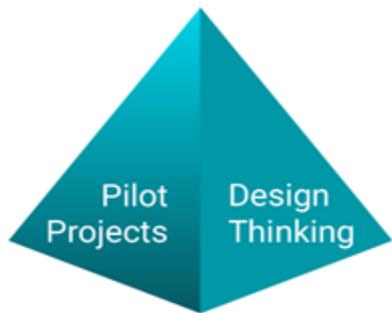
<p>Involvement” category will increase to <b>80%</b> for parents and teachers as measured by the SQS.</p> <p><b>School Processes</b> By the end of the 2021 - 2022 school year, “Partnership Development” processes will receive a score of at least <b>10/15</b>.</p>	<p>schoolwide by administration and classroom teachers. <b>SW7</b></p>		<p>Component: 18935</p>	<p>Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>		
	<p>Solicit input from families through surveys, questionnaires that gather their opinions about Family Engagement topics or events that would be of interest to them throughout the school year. <b>SW7</b> <b>CLSD 1.6</b></p>	<p>Yearlong</p>	<p>Title I-Parent Component: 18935</p>	<p>Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	<p>Quarterly</p>	
	<p>Strengthen existing and develop new community partnerships to support our school.</p>	<p>Yearlong</p>	<p>Title I-Parent Component: 18935</p>	<p>Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	<p>Quarterly</p>	
	<p>Formalize a plan that captures detailed information on the purpose of each partnership to ensure annual traditions and activities continue.</p>	<p>Yearlong</p>	<p>Title I-Parent Component: 18935</p>	<p>Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	<p>Quarterly</p>	
	<p>Celebrate student excellence schoolwide by showcasing student achievement and participation in a variety of ways. (Ex: Social media, website, assemblies, marquee, Nēnē Newsletter, Nēnē video news, family engagement activities, etc.) <b>Hā- Belonging, Excellence</b></p>	<p>Yearlong</p>	<p>Title I-Parent Component: 18935</p>	<p>Google Monitoring Tracking Form  Hui Kūka’ā - Weekly Leadership Cabinet Meetings</p>	<p>Quarterly</p>	

Staff and Systems Outcomes (SY 2021-22)

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)
<b>Systems &amp; Leadership Structures</b> <b>Lead: Samantha Tomori, School Improvement Coordinator</b>						
<p>By the end of SY 2021 - 2022, the percent of students proficient will increase to at least <b>58%</b> as measured by the ELA SBA. (ELL: <b>47%</b>, SPED: <b>32%</b>)</p> <p>By the end of SY 2021 - 2022, student's reading proficiency will increase to at least <b>70%</b> as measured by the iReady Reading diagnostic.</p>	<p><b>Hui Kūka'a</b> Restructure the leadership team to create an Academic Review Team of leads to spearhead the school improvement initiatives. The team will meet weekly to monitor the implementation of the school's Academic Plan and to review schoolwide student learning and systems data.</p>	Yearlong	<p>Title I: 18902</p> <p>WSF- Instruction: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Semesterly	
<p>By the end of SY 2021 - 2022, the percentage of students identified as "2 or more grade levels below" will decrease to <b>15%</b> or less as measured by the iReady Reading diagnostic.</p>	<p><b>Hui Alaka'i</b> Restructure the leadership team to create a team of department heads, consisting of Hui Kūka'a members, Grade Level Chairs, Head Custodian, SASA, Cafeteria Manager, &amp; School Security. The team will meet monthly to ensure effective communication throughout departments on issues related to budget, operations, and safety decisions.</p>	Yearlong	<p>Title I: 18902</p> <p>WSF- Instruction: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka'a - Weekly Leadership Cabinet Meetings</p>	Semesterly	

<p>By the end of SY 2021 - 2022, <b>100%</b> of students will meet their typical growth goal and <b>80%</b> of students will meet their stretch growth goal as measured by the iReady reading diagnostic.</p> <p><b>School Processes</b></p>	<p><b>Hui Limahana</b> Create opportunities for committees of grade level/department representatives, led by Hui Kūka‘a members, to plan and implement assigned enabling activities of the academic plan. Committee meetings will occur every three weeks.</p>	<p>Yearlong</p>	<p>Title I: 18902</p> <p>WSF- Instruction: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka‘a - Weekly Leadership Cabinet Meetings</p>	<p>Semesterly</p>	
<p>By the end of the 2021 - 2022 school year, “Information and Analysis” processes will receive a score of at least <b>10/15</b>.</p> <p>By the end of the 2021 - 2022 school year, “Student Achievement” processes will receive a score of at least <b>10/15</b>.</p> <p>By the end of the 2021 - 2022 school year, “Quality Planning” processes will receive a score of at least <b>10/15</b>.</p> <p>By the end of the 2021 - 2022 school year, “Professional Development” processes will receive a score of at least <b>10/15</b>.</p>	<p><b>Student Achievement Teams</b> Create opportunities for staff members to meet weekly as a grade level and/or departments during the school day to address the following:</p> <ul style="list-style-type: none"> <li>● What do we expect our students to learn?</li> <li>● How will we know they are learning?</li> <li>● How will we respond when they don’t learn?</li> <li>● How will we respond if they already know it?</li> </ul> <p>Clearly define the purpose, expectations, roles and target outcomes of Student Achievement Teams.</p>	<p>Yearlong</p>	<p>Title I: 18902</p> <p>WSF- Instruction: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka‘a - Weekly Leadership Cabinet Meetings</p>	<p>Semesterly</p>	

<p>By the end of the 2021 - 2022 school year, “Leadership” processes will receive a score of at least 10/15.</p> <p>By the end of the 2021 - 2022 school year, “Partnership Development” processes will receive a score of at least 10/15.</p> <p>By the end of the 2021 - 2022 school year, “Continuous Improvement and Evaluation” processes will receive a score of at least 10/15.</p>	<p><b>Communication Structure</b> Utilize the current school website as a central location of communication for all stakeholders (students, families, staff, community). <b>SW 7</b></p>	<p>Yearlong</p>	<p>Title I: 18902</p> <p>WSF- Instruction: 42101</p>	<p>Google Monitoring Tracking Form</p> <p>Hui Kūka’a - Weekly Leadership Cabinet Meetings</p>	<p>Semesterly</p>	
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## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

The HODOE 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>Create student celebrations or showcases throughout the year to highlight successes and reading activities.</p> <p>Increase student access to Performing Arts options before, during and after school. Students will have an opportunity to perform for peers, parents and community throughout the year.</p> <ul style="list-style-type: none"> <li>● Music - Singing</li> <li>● Ukulele</li> <li>● Hula</li> <li>● Tahitian</li> <li>● Hip Hop</li> <li>● Plays</li> </ul>	<p><i>Please describe your conditions for Success:</i></p> <p>Work with Family Engagement and Reading committees to establish conditions for these partnered events.</p> <p>Performance Arts committee to work on student array of options and performance dates.</p>