

# 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.

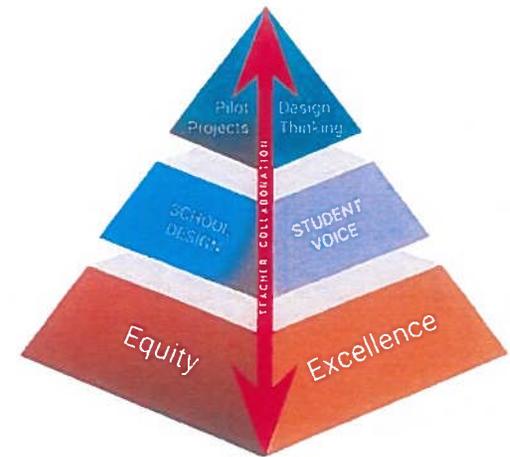
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

**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.

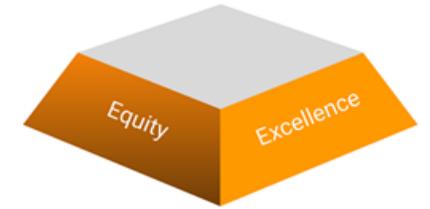
- The Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Sharon Beck	
Principal's signature: <i>Sharon Beck</i>	Date: 04-19-2021
Complex Area Superintendent (print): Chad Farias <i>Chad Farias</i> 5/3/21	

# 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
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p><b><u>Western Association of School and Colleges (WASC) Areas for Follow-up from February 2020 Visit</u></b></p> <ol style="list-style-type: none"> <li>Expand the personal aspirations for career and college at the elementary level; continue to develop the CTE Pathway into the Middle School; and increase Early College and AP class enrollment at the high school.</li> <li>Continue with Pilina and Mobile Hubs even after the return to on-site learning.</li> <li>Provide the Middle School with their own identity, i.e. name of the school and classroom location.</li> <li>Communication between parents and school continues to be an area of concern due to those families who live in the rural areas of the attendance boundary.</li> <li>Administration needs to continue to improve student absenteeism.</li> </ol> <p><b><u>KHPES Focus Areas to Address Achievement Gap</u></b></p> <p><i>1.2: Integration of comprehensive literacy instruction</i></p> <ul style="list-style-type: none"> <li><i>Ka‘u Inter and HS will focus on critical content in multiple courses</i> <ul style="list-style-type: none"> <li><i>strategies for vocabulary, comprehension and writing</i></li> </ul> </li> <li><i>Ka‘u HS will enhance core instruction with the principles of explicit instruction.</i></li> </ul> <p><i>1.3: Serving the needs of all learners</i></p> <ul style="list-style-type: none"> <li><i>Ka‘u Inter and HS will increase access to literacy through establishing collective efficacy, culturally relevant texts and data-based intervention methods.</i></li> <li><i>Ka‘u HS will hire a Literacy Coach to support teachers with the integration of explicit</i></li> </ul>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><b><u>If we:</u></b></p> <ol style="list-style-type: none"> <li>KHPES will build a foundation for <b>Culture</b> by support, respect, kindness and collaborative partnerships with all stakeholders resulting in an increased sense of belonging, connectedness, and pride for all. <i>(1.6: Family Literacy, 1.7: Culturally Relevant Learning).</i></li> <li>increase <b>Academics</b> by integrating comprehensive literacy instruction (KHPES Literacy Plan), including explicit strategies for vocabulary, comprehension and writing as well as Tier II, and III targeted intervention and progress monitoring. <i>(1.2: Integration of comprehensive literacy instruction) .</i></li> <li>ensure all stakeholders will understand and carry out their role in providing students with the necessary support at all levels to apply and connect their learning to achieving their aspirations by providing positive well-being, academic, college and career opportunities and introducing project based learning will provide a sense of <b>Relevance</b>. <i>(1.3: Serving the needs of all learners).</i></li> <li>continue to develop and/or refine, organize, and communicate the HMTSS infrastructure and systems to support all stakeholders to ensure <b>Equitable</b> opportunities <i>(1.4: Identification of students in need, (1.5: Targeted Support).</i></li> </ol> <p><b><u>Then</u></b> sub groups <b>EL, SPED, MEP, and MVA</b> student learning will continue to improve and schoolwide student achievement data will display positive growth toward projected goals.</p>

*instruction.*

*1.4: Identification of students in need*

- *Ka‘u Inter and HS will use Gated screening procedures (attendance, academic concern, behavior or coursemarks-GPA) as the primary data to identify and monitor students in need.*

*1.5: Targeted Support*

- *Ka‘u Inter and HS will embed principles of explicit instruction.*
- *Ka‘u Inter and HS will focus on Background Knowledge, Explicit Comprehension Strategies, Fluency and Word Study for intervention.*

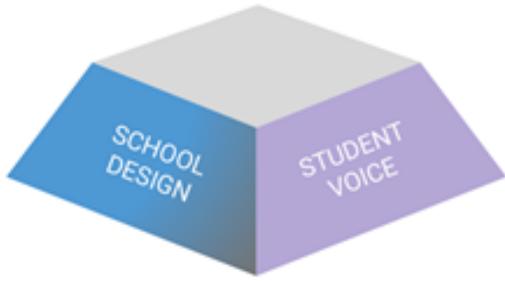
*1.6: Family Literacy*

- *Ka‘u HS will provide training for our staff about asset-based family and community partnerships*
- *Ka‘u HS will provide a safe, trusting platform for our families and community members to connect*

*1.7: Culturally Relevant Learning*

- *Ka‘u HS will use the Hā Designers Convening Process Guide*
- *Ka‘u HS will design instruction that encourages students to use their entire linguistic repertoires*

SW1



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

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

### **Student Voice:**

Students can voice school wide expectations and examples of how they demonstrate those expectations, resulting in a focus on learning.

Students are able to advocate for the strategies and support they need, resulting in increased self efficacy, engagement, and relevancy.

Students actively participate in the development of a support plan to reduce their absences, resulting in higher levels of attendance.

Students will be able to voice learning intentions and success criteria for each lesson, resulting in greater relevance for learning and increased engagement.

Students will set academic goals and track growth, resulting in increased motivation and relevance for learning

Students will make informed decisions on course selection to ensure they are on their college/career path and meet promotion and high school graduation requirements

### **School Design:**

Focus on Tier 1, explicit comprehensive literacy instruction and ensure students read, write, and speak in every class, everyday. Continuously improve pacing guides to include learning intentions and success criteria aligned to formative assessments and high efficacy instructional strategies.

Design, implement, and communicate HMTSS school wide systems and processes, including routine feedback from staff on recommendations for improvement

Design and implement RtI for Tier I, II, and III targeted for academic and behavioral needs. Incorporate PBIS/SEL/TIP/cultural practices to ensure the school community feel a greater sense of belonging, connectedness, support and pride.

Provide PD on, and identify specific school wide practices to be implemented to support student learning.

Incorporate clear data collection and progress monitoring tools for all staff/student expectations, and implement with fidelity, to guide decision making.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

Schoolwide practices include the four identified instructional strategies: Do Now, Learning Objectives, Cycle of Instruction and Exit Tickets, Visible Learning and the creation of “Learning Intentions and Success Criteria” for all grade levels and content areas, administrative classroom walkthroughs that provide immediate teacher feedback, and PLCs which will be further refined as we seek to streamline the data to be regularly reviewed. Current practices around HMTSS are not universally consistent, so we will continue to meet in SITs to identify areas of growth. Elementary and middle school students have leadership groups that help plan student activities and high school students participate in an advisory class, which helps them identify individual goals as well as complete a senior portfolio to showcase high school achievements and preparation for college/career. [SW6](#)

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

In order for our initiatives around CARE to become foundational parts of school culture, we need to provide continued PD on school-wide expectations, refine PLC process and its purpose to bolster teacher support, and create an accountability system for monitoring fidelity in components of HMTSS. Student voice will be crucial in curriculum development as we focus on performance task choice and engagement strategies. [SW6](#)

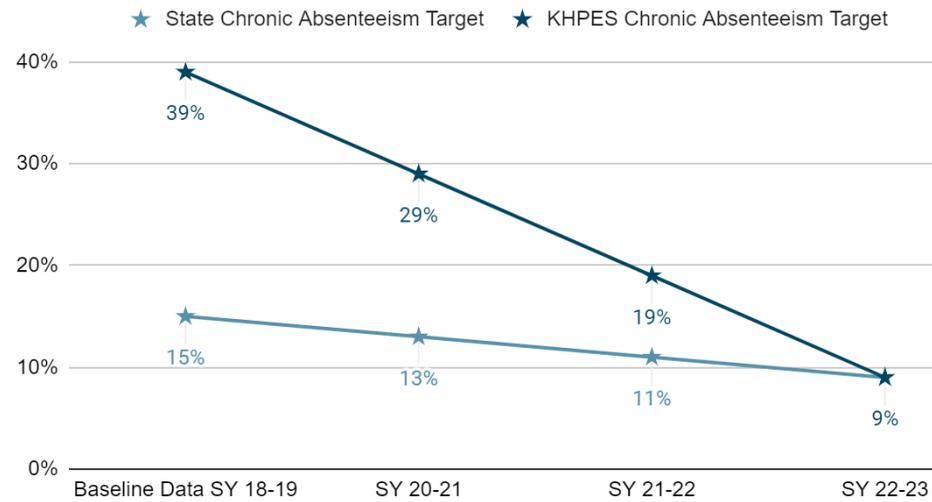
At Kau High and Pahala Elementary School our school design is focused on building a positive school Culture, improving academic Achievement, providing present/future Relevance, and ensuring educational Equity for all our students (CARE). To achieve this focus KHPES measurable outcomes will focus on CARE.

	SY 2021-22 <a href="#">Measurable Outcomes</a>		SY 2022-23 <a href="#">Measurable Outcomes</a>	SY 2023-24 <a href="#">Measurable Outcomes</a>
	<i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i>		<i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i>	<i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i>
<p><b>2021-2022 Goal for Achievement Gap Culture:</b></p> <p>KHPES will build a foundation of support, respect, kindness and collaborative partnerships with all stakeholders resulting in an increased sense of belonging, connectedness, and pride for all.</p>	<p>KHPES will establish and practice school wide core beliefs in which we embrace cultural diversity and demonstrate respect and caring for students, families and each other. To measure growth in culture, staff will indicate an increase in effectiveness of school wide and community communication based on KHPES surveys. This will lead to a decrease in chronic absenteeism from <b>39% to 29%</b>, a decrease in negative behavior referrals, an increase in parent participation in “Out of School” activities, an increase of parent response to the SQS survey (<b>9.2% to 20%</b>), and an increase in positive teacher (<b>55.1% to 65%</b>) and positive parent (<b>46% to 60%</b>) responses on the SQS Involvement/Engagement Domain.</p>		<p>KHPES will establish and practice school wide core beliefs in which we embrace cultural diversity and demonstrate respect and caring for students, families and each other. To measure growth in culture, staff will indicate an increase in effectiveness of school wide and community communication based on KHPES surveys. This will lead to a decrease in chronic absenteeism from <b>29% to 19%</b>, a decrease in negative behavior referrals, an increase in parent participation in “Out of School” activities, an increase of parent response to the SQS survey (<b>20% to 30%</b>), and an increase in positive teacher (<b>65% to 75%</b>) and parent (<b>60% to 70%</b>) responses on the SQS Involvement/Engagement Domain.</p>	<p>KHPES will establish and practice school wide core beliefs in which we embrace cultural diversity and demonstrate respect and caring for students, families and each other. To measure growth in culture, staff will indicate an increase in effectiveness of school wide and community communication based on KHPES surveys. This will lead to a decrease in chronic absenteeism from <b>19% to 9%</b>, a decrease in negative behavior referrals, an increase in parent participation in “Out of School” activities, an increase of parent response to the SQS survey (<b>30% to 40%</b>), and an increase in positive teacher (<b>75% to 85%</b>) and parent (<b>70% to 80%</b>) responses on the SQS Involvement/Engagement Domain.</p>
<b>Formative Measures</b>	<p>Quarterly progress monitor data from the attendance team to show decrease in absences.</p> <p>Attendance records of parent/family participation in “Out of School” activities.</p> <p>Staff, students and parents surveys.</p>		<p>Quarterly progress monitor data from the attendance team to show decrease in absences.</p> <p>Attendance records of parent/family participation in “Out of School” activities.</p> <p>Staff, students and parents surveys.</p>	<p>Quarterly progress monitor data from the attendance team to show decrease in absences.</p> <p>Attendance records of parent/family participation in “Out of School” activities.</p> <p>Staff, students and parents surveys.</p>
<b>Year</b>	<b>Baseline Data SY 18-19</b>	<b>SY 2021-22</b>	<b>SY 2022-23</b>	<b>SY 2023-24</b>
<b>State Target (Summative Goal)</b>	Chronic Absenteeism = <b>15%</b>	Chronic Absenteeism = <b>13%</b>	Chronic Absenteeism = <b>11%</b>	Chronic Absenteeism= <b>9%</b>

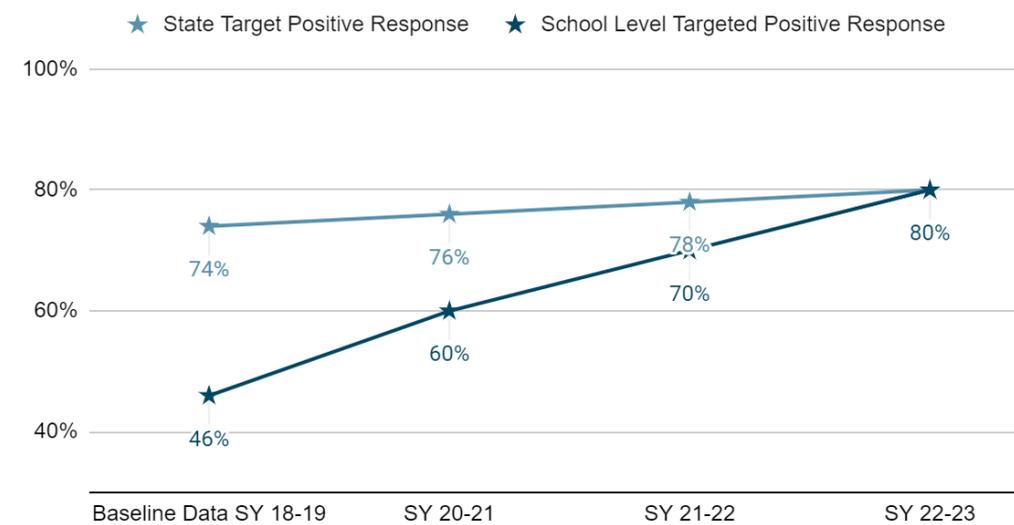
	Parent Positive Response = <b>74%</b>	Parent Positive Response = <b>76%</b>	Parent Positive Response = <b>78%</b>	Parent Positive Response = <b>80%</b>
<b>School Level Target (projection)</b>	Chronic Absenteeism = <b>39%</b>	Chronic Absenteeism = <b>29%</b>	Chronic Absenteeism = <b>19%</b>	Chronic Absenteeism = <b>9%</b>
	Parent Positive Response = <b>46%</b> # of Parent Response = <b>9.2%</b> Teacher Positive Response = <b>55.1%</b>	Parent Positive Response = <b>60%</b> # of Parent Participation = <b>20%</b> Teacher Positive Response = <b>65%</b>	Parent Positive Response = <b>70%</b> # of Parent Participation = <b>30 %</b> Teacher Positive Response = <b>75%</b>	Parent Positive Response = <b>80%</b> # of Parent Participation = <b>40%</b> Teacher Positive Response = <b>85%</b>

**Projection Graph**

State Chronic Absenteeism Target and KHPES Chronic Absenteeism Target



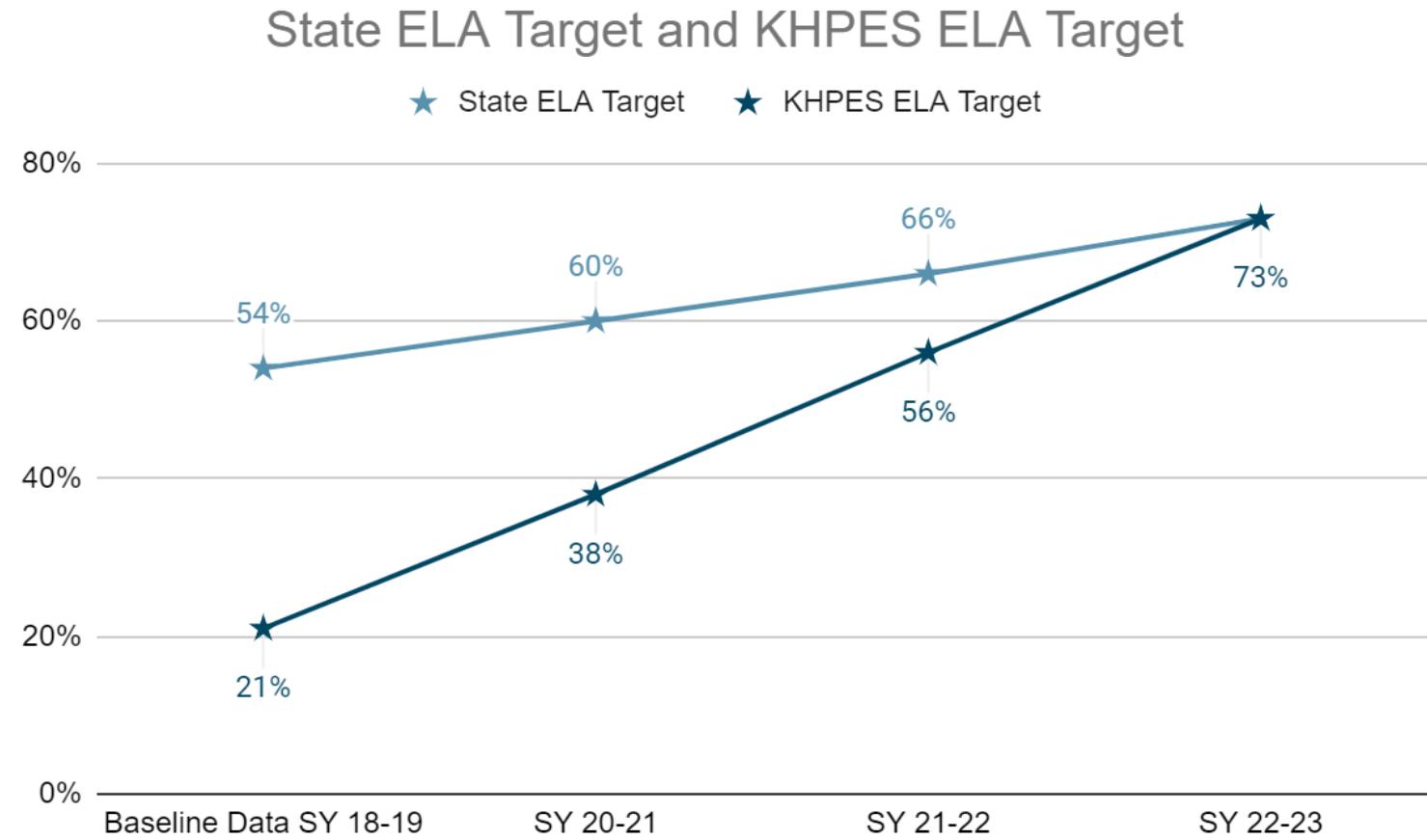
State Target Positive Response & School Level Targeted Positive Response



A	<b>2021-2022 Goal for Achievement Gap Academics:</b>  Academic proficiency will increase by integrating comprehensive literacy instruction (KHPES Literacy Plan), including explicit strategies for vocabulary, comprehension and writing as well as Tier II, and III targeted intervention and progress monitoring.		100% of KHPES students will read, write, and speak in every class, everyday as a result of explicit instructional strategies focused on fluency, vocabulary and comprehension and will demonstrate growth as measured by SBA proficiency in ELA from 21% to 38%, mathematics from 8% to 27%, and science from 18% to 31%, and progress monitored by Third Quest, STAR and DIBELS.	100% of KHPES students will be provided the opportunity to read, write, and speak in every class, everyday as a result of explicit instructional strategies focused on fluency and comprehension as measured by SBA proficiency in ELA from 38% to 56%, mathematics from 27% to 46%, and science from 31% to 44% , and progress monitored by Third Quest, STAR and DIBELS.	100% of KHPES students will be provided the opportunity to read, write, and speak in every class, everyday as a result of explicit instructional strategies focused on fluency and comprehension as measured by SBA proficiency in ELA from 56% to 73%, in mathematics from 46% to 66%, and in science from 44% to 58%, and progress monitored by Third Quest, STAR and DIBELS.	
	<b>Formative Measures</b>		<ul style="list-style-type: none"> <li>- school wide walkthroughs</li> <li>- coaching observations</li> <li>- EES observations</li> <li>- Third Quest, STAR and DIBELS ( improve fluency and comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>- school wide walkthroughs</li> <li>- coaching observations</li> <li>- EES observations</li> <li>- Third Quest,STAR and DIBELS ( improve fluency and comprehension)</li> </ul>	<ul style="list-style-type: none"> <li>- school wide walkthroughs</li> <li>- coaching observations</li> <li>- EES observations</li> <li>- Third Quest, STAR and DIBELS ( improve fluency and comprehension)</li> </ul>	
	<b>Year</b>		<b>Baseline Data SY 18-19</b>	<b>SY 2021-22</b>	<b>SY 2022-23</b>	<b>SY 2023-24</b>
	<b>State Target -Summative Goal</b>	ELA (ST)	54%	60%	66%	73%
	<b>School Level Target (projection)</b>	ELA (SLT)	21%	38%	56%	73%

**Projection Graph**

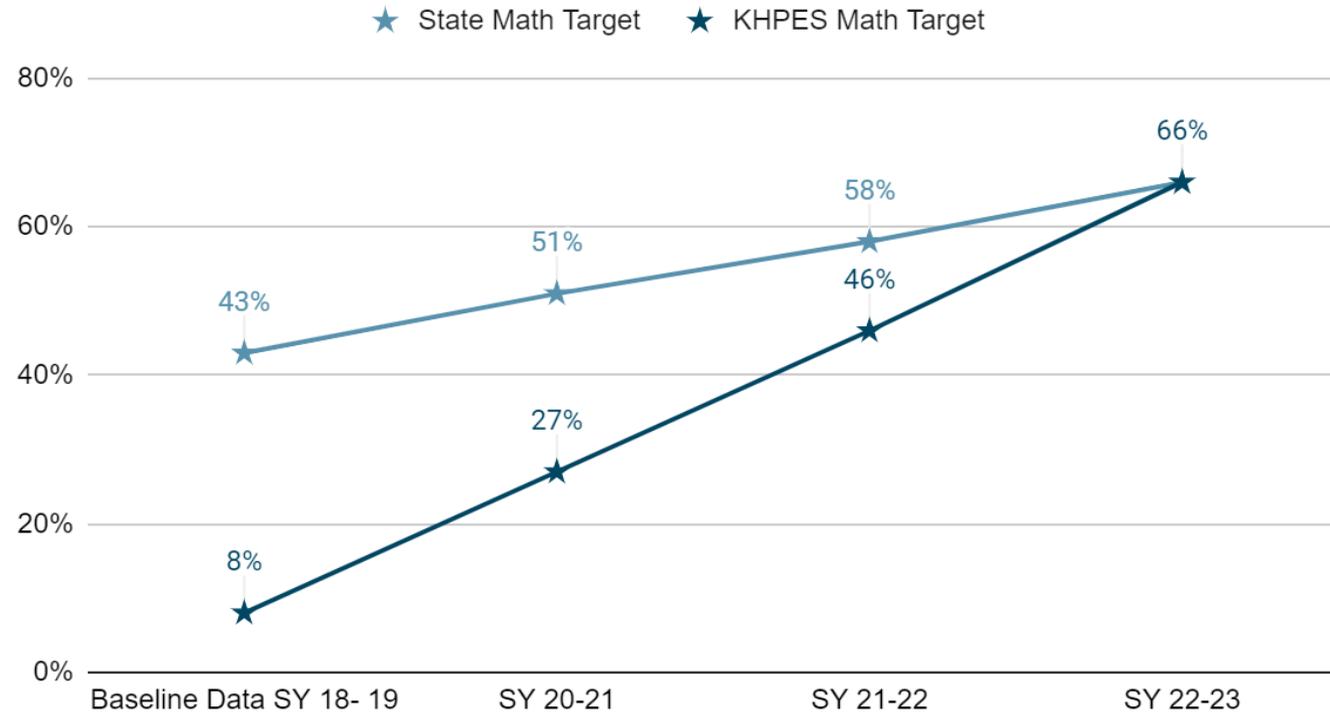
ELA  
SBAC  
Trajectory



	Math (ST)	43%	51%	58%	66%
	Math (SLT)	8%	27%	46%	66%

Math  
Trajectory

### State Math Target and KHPES Math Target



Sci (ST)

44%

49%

54%

58%

Sci (SLT)

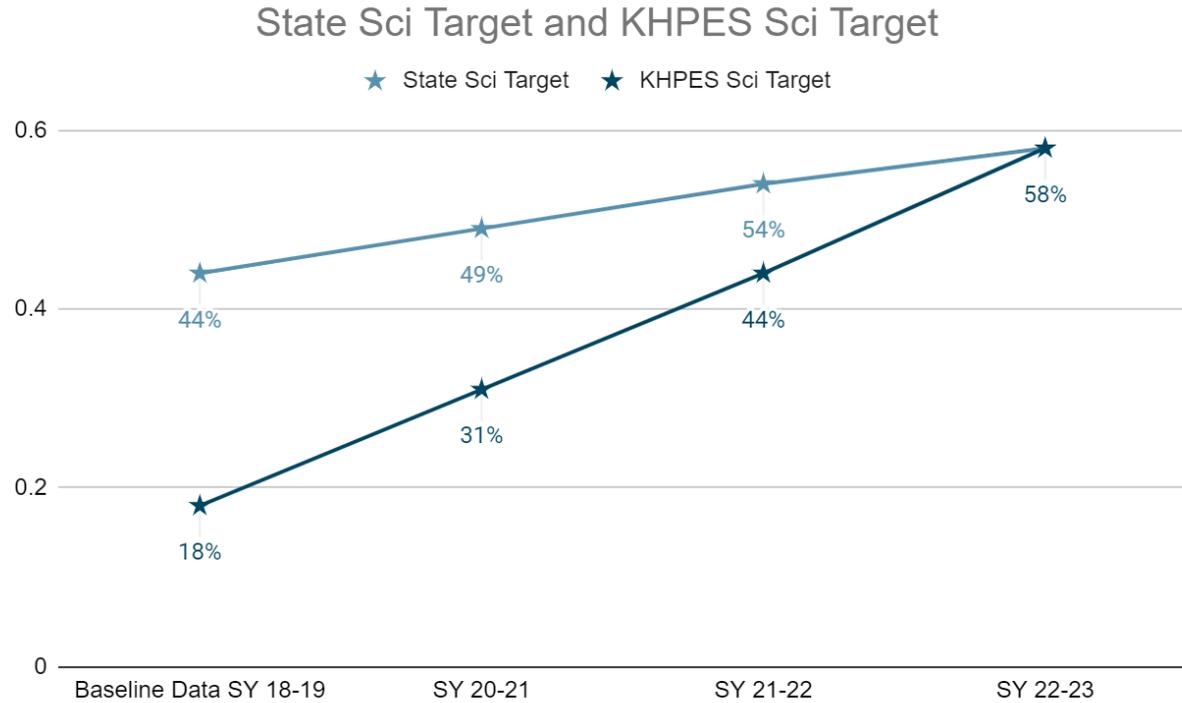
18%

31%

44%

58%

Sci Trajectory



R

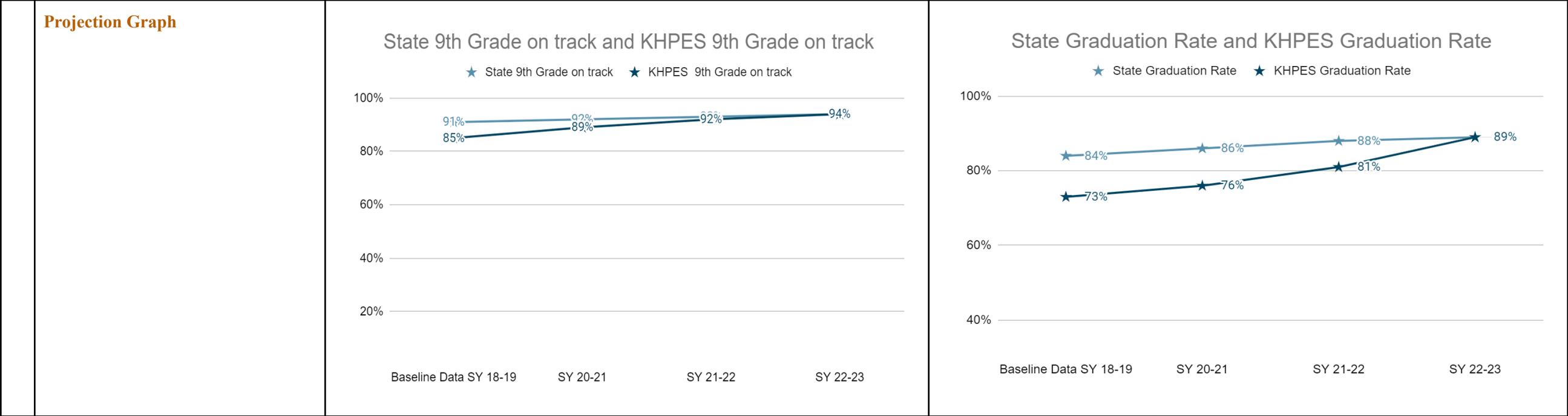
**2020-2021 Goal for Academic Relevance:**  
 All stakeholders will understand and carry out their role in providing students with the necessary support at all levels to apply and connect their learning to achieving their aspirations by providing positive well-being, academic, college and career opportunities and introducing project based learning.

- KHPES will provide **students and parents with information which will assist them in making post secondary decisions, clarifying the following:**
- **High school graduation requirements**
  - **Post high school opportunities (i.e.,College Career Fairs, job shadowing, college campus visits, ClimbHi)**
  - **Digital literacy**
  - **Project-Based Learning**
  - **School support through CCS**
  - **Job exploration opportunities (i.e.,internships, apprenticeships)**
  - **Athletic requirements**
  - **Student Voice in course options**
  - **PTP course during advisory**

- KHPES will provide **students and parents with information which will assist them in making post secondary decisions, clarifying the following:**
- **High school graduation requirements**
  - **Post high school opportunities (i.e.,College Career Fairs, job shadowing, college campus visits, ClimbHi)**
  - **Digital literacy**
  - **Project-Based Learning**
  - **School support through CCS**
  - **Job exploration opportunities (i.e.,internships, apprenticeships)**
  - **Athletic requirements**
  - **Student Voice in course options**
  - **PTP course during advisory**

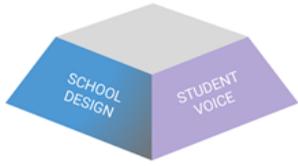
- KHPES will provide **students and parents with information which will assist them in making post secondary decisions, clarifying the following:**
- **High school graduation requirements**
  - **Post high school opportunities (i.e.,College Career Fairs, job shadowing, college campus visits, ClimbHi)**
  - **Digital literacy**
  - **Project-Based Learning**
  - **School support through CCS**
  - **Job exploration opportunities (i.e.,internships, apprenticeships)**
  - **Athletic requirements**
  - **Student Voice in course options**
  - **PTP course during advisory**

		<b>Increased relevance and engagement from hands-on learning will result in consistent attendance and on-Track Graduation, as evident by an in 9th to 10th grade on-time promotion from 85% to 89%, and increase in on track graduation rate from 73% to 76</b>		<b>Increased relevance and engagement from hands-on learning will result in consistent attendance and on-Track Graduation, as evident by an in 9th graders that are promoted to 10th grade on-time from 89% to 92%, and increase in graduation rate 76% to 81%.</b>	<b>Increased relevance and engagement from hands-on learning will result in consistent attendance and on-Track Graduation, as evident by an in 9th graders that are promoted to 10th grade on-time from 92% to 94%, and increase in graduation rate 81% to 89%.</b>
<b>Formative Measures</b> SW3	Quarterly F list Sign In Logs Feedback forums School support data (i.e., registration data)	Quarterly F list Sign In Logs Feedback forums School support data	Quarterly F list Sign In Logs Feedback forums School support data	Quarterly F list Sign In Logs Feedback forums School support data	Quarterly F list Sign In Logs Feedback forums School support data
<b>Year</b>	<b>Baseline Data SY 18-19</b>	<b>SY 2021-22</b>	<b>SY 2022-23</b>	<b>SY 2023-24</b>	
<b>State Target (ST) (Summative Goal)</b>	9th Grade On-Track = 91% Graduation Rate = 84%	9th Grade On-Track = 92% Graduation Rate = 86%	9th Grade On-Track = 93 % Graduation Rate = 88 %	9th Grade On-Track = 94% Graduation Rate = 89%	
<b>School Level Target (Projection Goal)</b>	9th Grade On-Track = 85% Graduation Rate = 73%	9th Grade On-Track = 89% Graduation Rate = 76%	9th Grade On-Track = 92% Graduation Rate = 81%	9th Grade On-Track = 94% Graduation Rate = 89%	



<p><b>E</b> <b>2020-2021 Goal for Achievement Gap Equity:</b></p> <p>Continue to develop and refine, organize, and communicate the HMTSS infrastructure and systems to support all stakeholders to ensure equitable opportunities. <a href="#">SW5</a></p>	<p>KHPES will continue to design, implement, and monitor systems using the HMTSS infrastructure - (1) foundational beliefs, 2) data-driven team-based decision making, 3) universal screening and progress monitoring, and 4) multi-tiered system of evidence-based practices) that clearly defines roles, responsibilities, processes, and accountability measures for all stakeholders. Careful monitoring of the operation of these systems will ensure student success through equitable access for all stakeholders who need support in defined (but not limited to) areas such as the following:</p> <ul style="list-style-type: none"> <li>● IDEA and 504</li> <li>● EL</li> <li>● McKinney Vento</li> <li>● Migrant Ed</li> <li>● General Ed</li> <li>● Accelerated Learning</li> </ul>	<p>KHPES will continue to design, implement, and monitor systems using the HMTSS infrastructure - (1) foundational beliefs, 2) data-driven team-based decision making, 3) universal screening and progress monitoring, and 4) multi-tiered system of evidence-based practices) that clearly defines roles, responsibilities, processes, and accountability measures for all stakeholders. Careful monitoring of the operation of these systems will ensure student success through equitable access for all stakeholders who need support in defined (but not limited to) areas such as the following:</p> <ul style="list-style-type: none"> <li>● IDEA and 504</li> <li>● EL</li> <li>● McKinney Vento</li> <li>● Migrant Ed</li> <li>● General Ed</li> <li>● Accelerated Learning</li> </ul>	<p>KHPES will continue to design, implement, and monitor systems using the HMTSS infrastructure - (1) foundational beliefs, 2) data-driven team-based decision making, 3) universal screening and progress monitoring, and 4) multi-tiered system of evidence-based practices) that clearly defines roles, responsibilities, processes, and accountability measures for all stakeholders. Careful monitoring of the operation of these systems will ensure student success through equitable access for all stakeholders who need support in defined (but not limited to) areas such as the following:</p> <ul style="list-style-type: none"> <li>● IDEA and 504</li> <li>● EL</li> <li>● McKinney Vento</li> <li>● Migrant Ed</li> <li>● General Ed</li> <li>● Accelerated Learning</li> </ul>
--	---	---	---

	Effectiveness of Equity will be measured in the preceding areas stated in C-A-R.	Effectiveness of Equity will be measured in the preceding areas stated in C-A-R.	Effectiveness of Equity will be measured in the preceding areas stated in C-A-R.
<b>Formative Measures</b>	1) foundational beliefs 2) data-driven team-based decision making, 3) universal screening and progress monitoring 4) multi-tiered system of evidence-based practices) that clearly defines roles, responsibilities, processes, and accountability measures for all stakeholders. <a href="#">HMTSS School Blueprint Started on 10.16.19</a>	1) foundational beliefs, 2) data-driven team-based decision making, 3) universal screening and progress monitoring 4) multi-tiered system of evidence-based practices) that clearly defines roles, responsibilities, processes, and accountability measures for all stakeholders. <a href="#">HMTSS School Blueprint Started on 10.16.19</a>	1) foundational beliefs, 2) data-driven team-based decision making, 3) universal screening and progress monitoring 4) multi-tiered system of evidence-based practices) that clearly defines roles, responsibilities, processes, and accountability measures for all stakeholders. <a href="#">HMTSS School Blueprint Started on 10.16.19</a>
<b>Year</b>	<b>SY 2021-22</b>	<b>SY 2022-23</b>	<b>SY 2023-24</b>
<b>School Level Target (projection)</b>	<p><b>C</b> - decrease in chronic absenteeism of those students from <b>39% to 29%</b>, a decrease in negative behavior referrals, an increase in parent participation in “Out of School” activities, an increase of parent response to the SQS survey (<b>9.2% to 20%</b>), and an increase in positive teacher (<b>55.1% to 65%</b>) and positive parent (<b>46% to 60%</b>) responses on the SQS Involvement/Engagement Domain. Met or Not Met</p> <p><b>A</b> - an increase in SBA proficiency in ELA from 21% to 38%, mathematics from 8% to 27%, and science from 18% to 31%, as progress monitored by Third Quest, STAR and DIBELS. Met or Not Met</p> <p><b>R</b> -Increased relevance and engagement from hands-on learning will result in consistent attendance and on-Track Graduation, as evident by an in 9th to 10th grade on-time promotion from 85% to 89%, and increase in on track graduation rate from 73% to 76%. Met or Not Met</p> <p><b>E</b> - Effectiveness of Equity will be measured by the progress in the preceding areas stated in C-A-R. On track or Off Track</p>	<p><b>C</b> - lead to a decrease in chronic absenteeism of those students from <b>29% to 19%</b>, a decrease in negative behavior referrals, an increase in parent participation in “Out of School” activities, an increase of parent response to the SQS survey (<b>20% to 30%</b>), and an increase in positive teacher (<b>65% to 75%</b>) and parent(<b>60% to 70%</b>) responses on the SQS Involvement/Engagement Domain. Met or Not Met</p> <p><b>A</b> - an increase in SBA proficiency in ELA from 38% to 56%, mathematics from 27% to 46%, and science from 31% to 44% , as progress monitored by Third Quest, STAR and DIBELS. Met or Not Met</p> <p><b>R</b> - Increased relevance and engagement from hands-on learning will result in consistent attendance and on-Track Graduation, as evident by an in 9th graders that are promoted to 10th grade on-time from 89% to 92%, and increase in graduation rate 76% to 81%. Met or Not Met</p> <p><b>E</b> - Effectiveness of Equity will be measured by the progress in the preceding areas stated in C-A-R. On track or Off Track</p>	<p><b>C</b> - decrease in chronic absenteeism of those students from <b>19% to 9%</b>, a decrease in negative behavior referrals, an increase in parent participation in “Out of School” activities, an increase of parent response to the SQS survey (<b>30% to 40%</b>), and an increase in positive teacher (<b>75% to 85%</b>) and parent (<b>70% to 80%</b>) responses on the SQS Involvement/Engagement Domain. Met or Not Met</p> <p><b>A</b> - an increase in SBA proficiency in ELA from 56% to 73%, in mathematics from 46% to 66%, and in science from 44% to 58%, as progress monitored by Third Quest, STAR and DIBELS. Met or Not Met</p> <p><b>R</b> -Increased relevance and engagement from hands-on learning will result in consistent attendance and on-Track Graduation, as evident by an in 9th graders that are promoted to 10th grade on-time from 92% to 94%, and increase in graduation rate 81% to 89%. Met or Not Met</p> <p><b>E</b> - Effectiveness of Equity will be measured by the progress in the preceding areas stated in C-A-R. On track or Off Track</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.

### Staff and Student Outcomes (SY 2021-22)

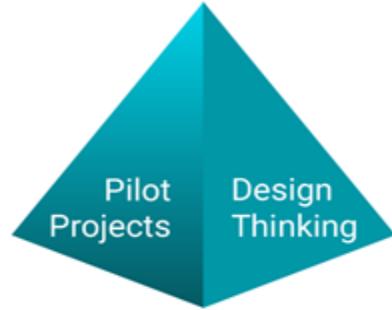
Measurable Outcome(s) <a href="#">AcPlan Monitoring SY 21-22 Tool</a>	Enabling Activity <b>SW6</b>	Duration Fall, Spring, Yearlong	Source of Funds Program ID <b>SW5</b>	School Monitoring Activity <b>SW3</b>	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<b>Culture -</b>  KHPES will establish and practice school wide core beliefs in which we embrace cultural diversity and demonstrate respect and caring for students, families and each other. To measure growth in culture, staff will indicate an increase in effectiveness of communication based on KHPES surveys. This will lead to a decrease in chronic absenteeism from <b>39% to 29%</b> , a decrease in negative behavior referrals, an increase in parent participation in school based activities, an increase in parent participation on SQS survey ( <b>9.2% to 20%</b> ), an increase on positive parent responses on the SQS Involvement/Engagement Domain ( <b>46% to 60%</b> ), an increase in positive teacher responses on SQS Involvement/Engagement Domain ( <b>55.1% to 65%</b> )  <b>SW7</b>	<b>Staff</b> Teachers and staff participate in and HA Designers Convening process and Choose Aloha PD and demonstrate those beliefs daily, within instruction and personal interactions.	Yearlong	WSF/CLSD	Administration	Qtr	
	<b>Staff</b> Staff will have access to and participate in Morning Pilina	Yearlong	WSF	Administration	Qtr	
	<b>Student</b> -All students (K-12) will engage in daily lessons that develop and model appropriate social skills (Choose Aloha and the HA model of interaction) and that include culturally relevant texts and resources.	Yearlong	WSF	Administration	Semester	
	<b>Student</b> -Students and parents will participate in on campus and virtual engagement opportunities through the Family Engagement Team and their Launa Channel website. <b>SW7</b>	Yearlong	WSF/Title I	PCNC/Family Engagement Team	Qtr	

<p><b>Achievement -</b></p> <p>100% of KHPES students will <b>read, write, and speak</b> in every class, everyday as a result of explicit instructional strategies focused on fluency, vocabulary and comprehension and will demonstrate growth as measured by SBA proficiency in ELA from 21% to 38%, mathematics from 8% to 27%, and science from 18% to 31%, and progress monitored by Third Quest, STAR and DIBELS.</p>	<p><b>Staff</b></p> <p>- Teachers will revise and apply standards-based pacing guides to include explicit instructional strategies (2.6 Anita Archer strategies from CLSD); implementation of explicit instructional strategies will be supported and monitored in weekly PLCs.</p>	Yearlong	CLSD/WSF /Title I	Literacy Coaches	Qtr	
	<p><b>Staff</b></p> <p>- Staff will participate in quarterly interactive <i>Problem of Practice Presentations</i> where PLC teams share (at staff meetings) their data process of most recent cycle: completed data template that includes standards, rubrics, SMART goal, pre/post/CFA, as well as meeting notes and/or video clips demonstrating decision making process on instructional strategies, outcomes, and next steps to support ongoing instructor and student growth.</p>	Yearlong	CLSD/WSF /Title I	Literacy Coaches	Qtr	
	<p><b>Student</b></p> <p>- All students will read, write and speak in every class, everyday and will set quarterly literacy goals that they progress monitor to motivate their learning.</p>	Yearlong	WSF	ART and Leadership	Qtr	
<p><b>Relevance -</b></p> <p>KHPES will provide <b>students and parents with information which will assist them in making post secondary decisions, clarifying the following:</b></p> <ul style="list-style-type: none"> <li>- <b>High school graduation</b></li> </ul>	<p><b>Staff</b></p> <p>-MS/HS will participate in Advisory curriculum PD. All teachers will participate in PBL and Design Thinking, Digital Literacy, and Standards-based grading PD, which</p>	Yearlong	WSF	ART and Leadership	Qtr	

<p><b>requirements</b></p> <ul style="list-style-type: none"> <li>- <b>Post high school opportunities (i.e.,College Career Fairs, job shadowing, college campus visits, ClimbHi)</b></li> <li>- <b>Digital literacy</b></li> <li>- <b>Project-Based Learning</b></li> <li>- <b>School support through CCS</b></li> <li>- <b>Job exploration opportunities (i.e.,internships, apprenticeships)</b></li> <li>- <b>Athletic requirements</b></li> <li>- <b>Student Voice in course options</b></li> <li>- <b>PTP course</b></li> </ul> <p><b>Increased relevance and engagement from hands-on learning will result in consistent attendance and on-Track Graduation, as evident by an in 9th to 10th grade on-time promotion from 85% to 89%, and increase in on track graduation rate from 73% to 76%. SW6</b></p>	<p>prepares students for deeper levels of learning and engages them in complex problem-solving.</p>					
	<p><b>Student</b></p> <ul style="list-style-type: none"> <li>- Students will be engaged in learning through hands-on, project based, college/career activities, and digital literacy fluency workshops which will develop problem-solving and complex thinking skills and cultivate ownership of their learning which will guide post-secondary paths and opportunities.</li> </ul>	<p>Yearlong</p>	<p>WSF</p>	<p>ART and Leadership</p>	<p>Qtr</p>	
	<p><b>Student</b></p> <ul style="list-style-type: none"> <li>- Students in grades 7-12 create a portfolio that tracks academic progress, goals, and life aspirations that will lead to PTP completion. Students use this portfolio at informational meetings to clarify course options, graduation and athletic requirements, to support informed decision making resulting in an increase in attendance, academic achievement, and On-Track Graduation.</li> </ul>	<p>Yearlong</p>	<p>WSF</p>	<p>Registrar and Counselors</p>	<p>Semester</p>	
<p><b>Equity:</b> KHPES will design, implement, and monitor systems using the HMTSS infrastructure - (1) foundational beliefs, 2) data-driven team-based decision making, 3) universal screening and progress monitoring, and 4) multi-tiered system of evidence-based practices) that clearly defines roles,</p>	<p><b>Staff</b> Teachers will participate in PD and implement strategies supporting Restorative Justice (RJ), Trauma Informed (TI), and Social Emotional Learning (SEL), screeners, intervention, PLC (e.g. Achievement Teams), and data analysis to build efficacy</p>	<p>Yearlong</p>	<p>WSF/Title I</p>	<p>Administration and counselors</p>	<p>Qtr</p>	

responsibilities, processes, and accountability measures for all stakeholders. Careful monitoring of the operation of these systems will ensure student success through equitable access for all stakeholders who need support in defined (but not limited to) areas such as the following: <ul style="list-style-type: none"> <li>● IDEA and 504</li> <li>● EL</li> <li>● McKinney Vento</li> <li>● Migrant Ed</li> <li>● General Ed</li> <li>● Accelerated Learning</li> </ul> Effectiveness will be measured in the preceding areas stated in C-A-R, resulting in an increase in efficacy.	-KHPES staff will use the following tools, resources and data to support Tier I, II, and III intervention: <ul style="list-style-type: none"> <li>→ STAR</li> <li>→ DIBELS</li> <li>→ Lexia</li> <li>→ Third Quest</li> <li>→ Student Concern Process (CORE)</li> <li>→ RTI</li> <li>→ PLC</li> <li>→ Data Wall</li> </ul>						
	<b>Staff</b> Teachers provide feedback and recommendations of change on HMTSS infrastructure and supporting systems, through data informed discussions, three times a year through the PDCA process, to provide opportunities for improvement.						
	<b>Student</b> - Students and families will have a voice in: <ul style="list-style-type: none"> <li>● preference of learning environment. (OV Hub, face-to-face, Distance learning and hybrid learning)</li> <li>● course options based on their individual interests and/or need to meet their goals and graduation requirements</li> <li>● options of ELD and/or sheltered instruction for ELL students, to support and track progress</li> </ul>	Yearlong	WSF	Registrar, El Coordinator, El Teachers, and Student Success Coach	Qtr		

	<p>toward on-track English language proficiency</p> <ul style="list-style-type: none"> <li>● utilizing school pantry, support of school necessities, and laundry services for MVA students</li> <li>● students advocate for the support and strategies they need for academic and social/behavioral growth at IDEA/504 meetings</li> <li>● MEP- sponsored academic support services <a href="#">SW7</a></li> </ul>					
--	--	--	--	--	--	--



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<i>Please describe your school's ideas around innovation and pilot projects.</i>	<i>Please describe your conditions for Success:</i>
The Ka‘ū Global Learning Lab - Agri-preneurship	1. Develop program of study for Years 2-4. 2. Develop early college articulation with Hawai‘i CC/GEARUP/Hawai‘i P-20 3. Professional Development in Project-Based Learning, Standards-Based Grades, Multidisciplinary Teams
The Ka‘ū Global Learning Lab - Health & Education	1. Develop partnerships with community, higher education, business community, community organizations, potential partners. 2. Develop dual credit options for students 3. Use teacher collaboration to develop the program of study and partnership opportunities. 4. Seek our resources for funding, equipment, facilities, etc.