

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.

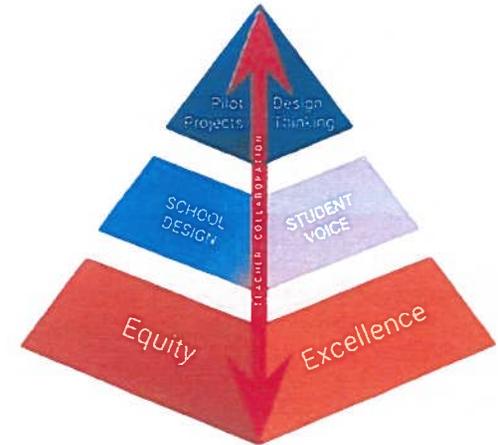
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

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

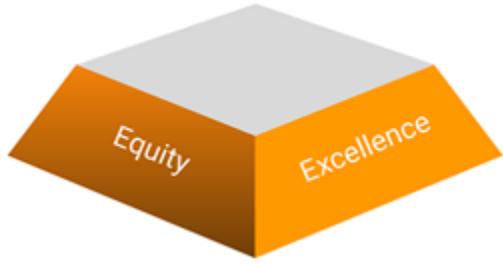
- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).

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): Kasey Eisenhour	
Principal's signature:	Date: 4/28/2021
Complex Area Superintendent (print): Chad Farias	
Complex Area Superintendent's signature:	Date: 5/5/21



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.

Focus: (1) Student Achievement (2) Positive Behavioral Interventions & Supports (3) Family Engagement in Learning

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 Language Learners, Pacific Islander population, 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.

Title I: SW 1

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

If we:

1. Establish a solid foundation in understanding and implementing Teacher Clarity
2. Utilize and implement a common curriculum to establish the learning focus and pacing.
3. Utilize and implement a common assessment structure
4. Utilize a tiered intervention system to support student learning

Then we will:

See students be self-sufficient learners and citizens that own their learning by knowing where they are and where they need to go next, as well as taking risks in their learning and seeing errors as opportunities to learn.

Be empowered with the knowledge and understanding of our impact on student performance and use evidence of student learning to make strong and impactful instructional decisions to close the achievement gap.

What are your Enabling Activities to improve the achievement gap?

English Language Learners/Pacific Islander Students

- **EA 3**, English Language Learners will meet growth to target as a result of receiving English Language Development (ELD) instruction.
- **EA 9**: Faculty and Staff will have opportunities to improve their craft with continuous support which may include:
 - Developing an understanding of KEO ELD Program
 - ELD Instructional strategies
 - Reading, Writing, Speaking and Listening Indicators/Rubrics
 - Tier 3 Instructional Schedule blocks

Special Education

- **EA 4**, Special Education students will meet quarterly IEP objectives as a result of receiving Specially Designed Instruction (SDI).
- **EA 10**: Faculty and Staff will have opportunities to improve their craft with continuous support which may include:
 - Understand the components of an IEP
 - Align instructional strategies to goals and objectives
 - Developing an understanding for how to deliver SDI
 - Tier 3 Instructional Schedule blocks

Title I: SW 6

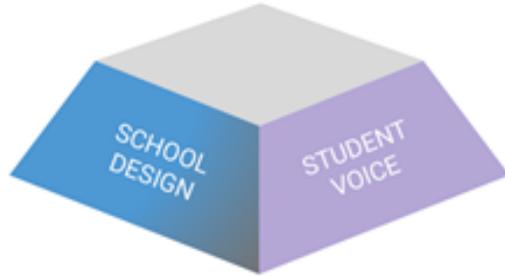
2018-19	ELA Achievement	Math Achievement	Chronic Absenteeism
NON-HIGH NEEDS	45%	36%	6%
SPED	2%	0%	9%
ELL	5%	0%	11%
Pacific Islander	24%	16%	11%

- [SY 19-20 Strive HI Data](#)
- [21-22 CNA](#)
- [SY 20-21 Panorama & SQS Data](#)
- [Title I Addendum SY 2020-21](#)
- [WASC Mid-Cycle Report 2020](#)
- [WASC Visiting Committee Report](#)
- [CLSD Literacy Plan and RTFI](#)
- [High Impact Teaching Strategies](#)

KEO can add Heggerty, DIBELS, ECRI, Flipbooks, Explicit Instruction into the Academic Plan and align to the following CLSD indicators:

- 1.2 Integration of comprehensive literacy
- 1.3: Serving the needs of all learners

1.5: Targeted Support 1.6: Family Literacy 1.7: Culturally Relevant Learning		
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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.

Keonepoko Elementary School is a K-6 institution serving a population of 593 students. Keonepoko Elementary's mission is to engage and empower students in a nurturing learning environment to achieve high academic and personal standards. To date, nearly 70% of learners in grades 3-6 are underperforming in English Language Arts, and this figure is near 80% in Math. These achievement deficiencies are even greater among our Special Education, English Language Learner, and our Pacific Islander populations.

To close these achievement gaps and ensure all students have access to a high-quality education, Keonepoko Elementary will focus our efforts on providing students access to high-quality learning experiences and supporting student achievement and well-being with effective multi-tiered systems of support (MTSS). Keonepoko Elementary has also worked to build a caring community of learners and has committed to; *Malama Ia'u, Malama Kekahi, Malama I Ke Kula-Caring for Ourselves, Caring for Others, and Caring for Our School & Community.*

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

The current and continuing initiatives that Keonepoko Elementary will advance: focus on effective instruction, positive behavioral interventions and supports, reducing chronic absenteeism, and engaging all stakeholders in these improvement efforts. Within these initiatives we will focus on academic literacy, family and community literacy, and cultural literacy. The school will also continue to build teacher collective efficacy school-wide by engaging teachers in the Achievement Teams process.

To improve student achievement, Keonepoko Elementary will continue to establish a solid foundation in understanding and implementing *Teacher Clarity*. Teachers will identify the most critical parts of instruction including learning intentions, success criteria, and learning progressions to support the goal of creating assessment capable learners who are more likely to achieve progress and mastery of the standards. Teachers will also provide consistent and targeted support to enable students to master essential standards. With an effect size of .75, *Teacher Clarity* can double the rate of student learning and accelerate student growth. Teachers will continue to engage in grade-level data teams, creating a culture of collaboration and commitment to continuous improvement while improving student achievement outcomes.

Keonepoko Elementary will implement a common curriculum to align vertically and horizontally across all grade levels to establish the learning focus and pacing and allow for common formative assessments to improve teaching and learning. For English Language Arts, teachers will use the *Reading Wonders* curriculum and utilize "Skinny" *Wonders* to focus student learning on complex texts and academic language, reading, writing, and speaking grounded in evidence from the text, and building knowledge through content-rich nonfiction. Keonepoko Elementary will continue to utilize the *Origo-Stepping Stones & Go Math (Grade 6)* math curriculum while seeking consultation and professional development to improve teacher practice and student achievement in math.

To improve student behavior and increase students' sense of belonging, Keonepoko Elementary will continue to implement and improve our Positive Behavioral Interventions and Supports (PBIS). A school-wide tiered system of support is in place to enhance belongingness, increase engagement, and promote positive relationships to increase positive behavior outcomes for all students. Restorative practices are the heart of this system. The components include a PBIS Team to review PBIS systems and data, school-wide behavior expectations, school-wide social emotional learning (SEL) curriculum, systems of recognition, clear discipline procedures, and staff and teacher professional development to improve understanding and teacher practice around behavior.

Keonepoko Elementary will continue to focus on reducing chronic absenteeism with our *Challenge 5* campaign. The campaign seeks to raise awareness on the importance of attending school regularly and seeks to reduce student absences to five per year with a challenge to “strive for less than five” days absent. The program also seeks to engage teachers, staff, students, families, and community partners in conversations and problem solving around attendance. In SY 17-18, Keonepoko Elementary recognized the need to strategically and systematically address chronic absenteeism school-wide. At that time, the percentage of students chronically absent was 28%. Research suggests that children living in poverty are four times more likely to be chronically absent than their more affluent peers, and the impact on their learning is even greater. As a result, Keonepoko Elementary Counselors connected with *Attendance Works* to explore research-based strategies to reduce chronic absenteeism. The strategies explored and implemented by Keonepoko include recognizing good and improved attendance, educating and engaging students and families, monitoring attendance data and setting school-wide attendance goals, establishing a positive and engaging school climate, identifying and addressing common barriers to getting to school, connecting students with a caring mentor, and if needed, intensive case management in collaboration with public agencies and the local court system. With these school-wide efforts, Keonepoko Elementary has been able to reduce chronic absenteeism by 12% over the last three years.

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

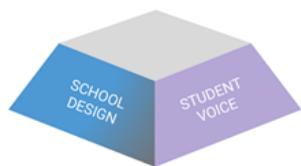
To positively impact students, staff, and community, Keonepoko Elementary needs to: (Focus on Literacy)

- focus on establishing a solid foundation in understanding and implementing *Teacher Clarity* to create assessment-capable learners who are clear about what they need to learn and why
- focus on implementing a common curriculum vertically and horizontally aligned to establish the learning focus and pacing,
- focus on implementing common formative assessments to inform individual and collective practice around student learning,
- focus on implementing and improving our Positive Behavioral Interventions and Supports (PBIS) to enhance student belongingness, increase engagement, and promote positive relationships, and
- focus on engaging families in the learning process to share responsibility in their child’s learning and help support their children as they strive to meet educational goals.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>SCHOOL DESIGN</p> <ol style="list-style-type: none"> 1. 90% of teachers will implement 90% of elements of ECRI lessons with fidelity based on monthly ECRI checks conducted by the school leadership team. 2. Student proficiency on grade-level targets as represented by the DIBELS assessments will be used to monitor the effectiveness of ECRI as a Tier 1 enhancement. 3. The number of Grades K-2 students scoring intensive will decrease by 15% from Fall to Winter, and again from Winter to Spring. The number of students scoring 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>SCHOOL DESIGN</p> <ol style="list-style-type: none"> 1. 90% of teachers will implement 90% of elements of ECRI lessons with fidelity based on monthly ECRI checks conducted by the school leadership team. 2. Student proficiency on grade-level targets as represented by the DIBELS assessments will be used to monitor the effectiveness of ECRI as a Tier 1 enhancement. 3. The number of Grades K-2 students scoring intensive will decrease by 15% from Fall to Winter, and again from Winter to Spring. The number of students scoring at 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>SCHOOL DESIGN</p> <ol style="list-style-type: none"> 1. 90% of teachers will implement 90% of elements of ECRI lessons with fidelity based on monthly ECRI checks conducted by the school leadership team. 2. Student proficiency on grade-level targets as represented by the DIBELS assessments will be used to monitor the effectiveness of ECRI as a Tier 1 enhancement. 3. The number of Grades K-2 students scoring intensive will decrease by 15% from Fall to Winter, and again from Winter to Spring. The number of students scoring at benchmark will

<p>at benchmark will increase by 15% from Fall to Winter, and again from Winter to Spring.</p> <ol style="list-style-type: none"> 4. 100% of identified students will improve by at least one grade level in the i-Ready phonics domain between the first and last diagnostic assessment. 5. 100% of identified students will make growth in the i-Ready vocabulary domain between the first and last diagnostic assessment. 6. 100% of identified Grades 1-2 students will increase their oral reading fluency score by at least 25 cwpm on DIBELS between the beginning and end of year assessments. 7. 100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments. 8. The percent of ELs meeting GTT will increase from 26% to 60% as measured by the spring 2021 WIDA ACCESS. 9. 100% of special education students will demonstrate progress toward IEP goals as measured by data collection sheets. 10. 100% of students will receive SEL instruction. 11. 100% of students identified through Keonepoko's BEISY screening process will receive research-based Tier II behavioral support 12. Chronic absenteeism will decrease by 3%. 13. 100% of team members will use WIDA-Screener scores to provide targeted instruction to meet individual EL students' needs. 14. 100% of teachers working with EL students will have or be working towards 6 ESL credits within three years. The EL teacher delivering or supervising ELD instruction will be working towards TESOL certification. 15. 100% of teachers working with EL students will be TESOL certified or working towards 6 ESL credits within three years. 16. 100% of support staff will be provided with PD around instructional strategies and interventions to assist all students. 	<p>benchmark will increase by 15% from Fall to Winter, and again from Winter to Spring.</p> <ol style="list-style-type: none"> 4. 100% of identified students will improve by at least one grade level in the i-Ready phonics domain between the first and last diagnostic assessment. 5. 100% of identified students will make growth in the i-Ready vocabulary domain between the first and last diagnostic assessment. 6. 100% of identified Grades 1-2 students will increase their oral reading fluency score by at least 25 cwpm on DIBELS between the beginning and end of year assessments. 7. 100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments. 8. The percent of ELs meeting GTT will increase to 64% as measured by the spring 2022 WIDA ACCESS. 9. 100% of special education students will demonstrate progress toward IEP goals as measured by data collection sheets. 10. 100% of students will receive SEL instruction. 11. 100% of students identified through Keonepoko's BEISY screening process will receive research-based Tier II behavioral support 12. Chronic absenteeism will decrease by 3%. 13. 100% of team members will use WIDA-Screener scores to provide targeted instruction to meet individual EL students' needs. 14. 100% of teachers working with EL students will have or be working towards 6 ESL credits within three years. The EL teacher delivering or supervising ELD instruction will be working towards TESOL certification. 15. 100% of support staff will be provided with PD around instructional strategies and interventions to assist all students. 16. The school will show progress on 3-year Keonepoko scope and sequence 3-year plan: <ol style="list-style-type: none"> a. 100% of teachers will have learning targets and success criteria posted for ELA and Math that is aligned with their grade level pacing guide. 	<p>increase by 15% from Fall to Winter, and again from Winter to Spring.</p> <ol style="list-style-type: none"> 4. 100% of identified students will improve by at least one grade level in the i-Ready phonics domain between the first and last diagnostic assessment. 5. 100% of identified students will make growth in the i-Ready vocabulary domain between the first and last diagnostic assessment. 6. 100% of identified Grades 1-2 students will increase their oral reading fluency score by at least 25 cwpm on DIBELS between the beginning and end of year assessments. 7. 100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments. 8. The percent of ELs meeting GTT will increase to 68% as measured by the spring 2023 WIDA ACCESS. 9. 100% of special education students will demonstrate progress toward IEP goals as measured by data collection sheets. 10. 100% of students will receive SEL instruction. 11. 100% of students identified through Keonepoko's BEISY screening process will receive research-based Tier II behavioral support 12. Chronic absenteeism will decrease by 3%. 13. 100% of team members will use WIDA-Screener scores to provide targeted instruction to meet individual EL students' needs. 14. 100% of teachers working with EL students will have or be working towards 6 ESL credits within three years. The EL teacher delivering or supervising ELD instruction will be working towards TESOL certification. 15. 100% of support staff will be provided with PD around instructional strategies and interventions to assist all students. 16. The school will show progress on 3-year Keonepoko scope and sequence 3-year plan: <ol style="list-style-type: none"> a. 100% of teachers will have learning targets and success criteria posted for ELA and Math that is aligned with their grade level pacing guide. b. 100% of teachers will be utilizing Wonders and Stepping Stones (Go Math! for 6th grade) as their common curriculum.
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<p>17. The school will show progress on 3-year Keonepoko scope and sequence 3-year plan:</p> <ol style="list-style-type: none"> 100% of teachers will have learning targets and success criteria posted for ELA and Math that is aligned with their grade level pacing guide. 100% of teachers will be utilizing Wonders and Stepping Stones (Go Math! for 6th grade) as their common curriculum. <p><u>STUDENT VOICE</u></p> <ol style="list-style-type: none"> 10% increase in positive student responses on the Panorama Survey. 	<ol style="list-style-type: none"> 100% of teachers will be utilizing Wonders and Stepping Stones (Go Math! for 6th grade) as their common curriculum. 100% of teachers will utilize and implement a common assessment structure <p>17. 100% of teachers and support staff will complete a reflection form/ Exit Pass after every PD session.</p> <p><u>STUDENT VOICE</u></p> <ol style="list-style-type: none"> 10% increase in positive student responses on the Panorama Survey. 	<ol style="list-style-type: none"> 100% of teachers will utilize and implement a common assessment structure 100% of teachers will utilize a tiered intervention system to support student learning <p>17. 100% of teachers and support staff will complete a reflection form/ Exit Pass after every PD session.</p> <p><u>STUDENT VOICE</u></p> <ol style="list-style-type: none"> 10% increase in positive student responses on the Panorama Survey.
<p><i>Why are you implementing them?</i></p> <p>We will ensure equitable access for all students to receive consistent and targeted support to enable them to master essential standards by continuing to focus on knowing who our kids are and what they need and providing teachers and support staff with time to analyze data and plan for accelerated learning.</p>		
<p><i>How will you know that they are causing an improvement?</i></p> <p>We will know that they are causing an improvement as we see an increase in proficiency scores on state-mandated summative assessments, school level assessments, program status implementation ratings, and perception surveys.</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.

Baseline Measurements	Formative Measures	Summative Goals
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<p><i>Add beginning of the year measurements here.</i></p> <p>Strive HI Data: Strive HI Data SY 17-18</p> <p>Strive Hi data 2018-19</p> <ul style="list-style-type: none"> • 33% of students grade 3-6 are proficient in Language Arts • 21% of students grades 3-6 are proficient in Math • 31% of students in 4th grade are proficient in Science* • 16% of students have missed 15 days or more of school • 64% of students feel positive about their school • 63% of 3rd graders are reading on grade level • 26% of students learning English are on-track to English language proficiency 	<p><i>Add throughout the year measurements here.</i></p> <p>What are we going to do to track along the way, eg, iReady, DIBELS, student products, etc.]</p> <p>Common Formative Assessments iReady Dibels Discipline Referrals Number of chronically absent students</p>	<p><i>Add end-of-year goals here.</i></p> <p>[percentage, if we do these enabling activities and achieve our measurable outcomes, what do we believe we will see at the end?]</p> <p>Strive Hi data 2020-21</p> <ul style="list-style-type: none"> • 43 % of students grade 3-6 are proficient in Language Arts • 31 % of students grades 3-6 are proficient in Math • 41% of students in 4th grade are proficient in Science* • 13% of students have missed 15 days or more of school • 74% of students feel positive about their school • 73% of 3rd graders are reading on grade level • 60% of students learning English are on-track to English language proficiency
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Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity Title I: SW 6	Duration Fall, Spring, Yearlong	Source of Funds Program ID Title I: SW 5	School Monitoring Activity Title I: SW 3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>The achievement gap for ELA between the State and KEO will decrease by 10% in SY20-21. (SY18-19 State % proficient 54% vs KEO % proficient 33%)</p> <p>The achievement gap for Math between the State and KEO will decrease by 10% in SY20-21. (SY18-19 State %</p>	<p>EA 1:A, Students will make more than a year's growth in ELA as a result of receiving Tier 1 Core Instruction in Wonders, ECRI (K-2), FlipBooks (3-6). Students will have access to:</p> <ul style="list-style-type: none"> • Learning Intentions • Success Criteria • Pre-assessments <p>EA 1:B, Students will make more than a year's growth in Math as a result of receiving Tier 1 Core Instruction in Stepping Stones (K-5), Go Math (6).</p>	Yearlong	Prog. ID 18902	Quarterly share out at ART meetings, monthly report at Program Lead meeting.	Quarterly	

<p>proficient 43% vs KEO % proficient 21%)</p> <p>Student proficiency on grade-level targets as represented by the DIBELS assessments will be used to monitor the effectiveness of ECRI as a Tier 1 enhancement.</p> <p>The number of Grades K-2 students scoring intensive will decrease by 15% from Fall to Winter, and again from Winter to Spring. The number of students scoring at benchmark will increase by 15% from Fall to Winter, and again from Winter to Spring.</p> <p>90% of teachers will implement 90% of elements of ECRI lessons with fidelity based on monthly ECRI checks conducted by the school leadership team.</p>	<p>Students will have access to:</p> <ul style="list-style-type: none"> ● Learning Intentions ● Success Criteria ● Pre-assessments 					
<p>100% of identified students will improve by at least one grade level in the i-Ready phonics domain between the first</p>	<p>EA 2:A, All identified students performing below grade level expectations will make more than a year's growth in ELA as a result of receiving Tier 2 Supplemental Core Instruction in Reading Wonders Tier 2</p>	<p>Yearlong</p>	<p>Prog. ID 18902</p>	<p>Coaches will monitor tutoring program implementation.</p> <p>Teachers will review iReady diagnostic data quarterly in PLCs.</p>	<p>Quarterly</p>	

<p>and last diagnostic assessment.</p> <p>100% of identified Grades 1-2 students will increase their oral reading fluency score by at least 25 cwpm on DIBELS between the beginning and end of year assessments.</p> <p>100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments.</p> <p>100% of identified students will make growth in the i-Ready vocabulary domain between the first and last diagnostic assessment.</p> <p>Need upper el</p> <p>Need for math</p>	<p>(K-2), Phonics for Reading (3-6), Wonders ELD (ELL), WonderWorks (SpEd)</p> <p>EA 2:B, All identified students performing below grade level expectations will make more than a year's growth in Math as a result of receiving Tier 2 Supplemental Core Instruction in Stepping Stones (K-5), Go Math (6)</p> <p>WASC: RTI, Achievement Gap</p>					
<p>The percent of ELs meeting GTT will increase from 26% to 60% as measured by the</p>	<p>EA 3, English Language Learners will meet growth to target as a result of receiving English Language Development (ELD) instruction.</p>	<p>Yearlong</p>	<p>Prog. ID 18902</p>	<p>ELL Coordinator will monitor and support Wonders ELD implementation.</p>	<p>Monthly</p>	

spring 2021 WIDA ACCESS.	WASC: Achievement Gap					
100% of special education students will demonstrate progress toward IEP goals as measured by teacher created data collection sheets.	EA 4, Special Education students will meet quarterly IEP objectives as a result of receiving Specially Designed Instruction (SDI). WASC-Achievement Gap, Inclusion	Yearlong	Prog. ID 18902	Special education teacher planning schedule. Special education teachers/case managers will review IEPs with support staff after every update.	Annual	
10% Increase in positive student responses on the Panorama Survey. (Baseline: Panorama 2019-20 Student School Survey, Grades 3-5: School Belonging 68%, School Safety 38%, Valuing of School 71%, Classroom Climate 68%, Student/Teacher Relationship 71%) 100% of students will receive SEL instruction. 100% of students identified through Keonepoko's BEISY screening process will receive research-based Tier II behavioral support.	EA 5, The faculty and staff will implement the PBIS plan and data will reflect: <ul style="list-style-type: none"> • 3% decrease in chronic absenteeism • 100% of students receive Tier 1 SEL instruction • 100% of students identified through Tier 2 behavior screening receive a Tier 2 behavior intervention • 3% decrease in class C & D incident reports WASC: PBIS WASC: Behavior	Yearlong	WSF	Quarterly share out PBIS data at ART meetings.	Quarterly	

Chronic absenteeism will decrease by 3%.						
<p>100% of teachers will use a platform to communicate with families.</p> <p>80% positive responses on School Quality Survey Engagement and Involvement category.</p>	<p>EA 6, The faculty and staff will build relationships with families by establishing clear communication systems and providing supports to increase student achievement.</p> <p>School-wide</p> <ul style="list-style-type: none"> ● Communication systems <ul style="list-style-type: none"> ○ (Examples: Newsletter, Sunday message, Parent teacher conferences, website, individual events) ● Supports <ul style="list-style-type: none"> ○ (Examples: Food Pantry, Washer/Dryer, Uniform, Clothes) <p>Faculty and Staff</p> <ul style="list-style-type: none"> ● Communication systems <ul style="list-style-type: none"> ○ (Examples: Dojo, Seesaw, Google Classroom, Classroom Newsletter) ● Supports <ul style="list-style-type: none"> ○ (Examples: Tech, Curriculum tips) <p style="text-align: right; color: purple;">Title I: SW 7</p>	Yearlong	<p>Prog. ID 18902</p> <p>Prog. ID 18935</p>	Share out of data at the ART meeting. Upload data to Title 1 Next.	Semester	

Staff Outcomes (SY 2021-22)

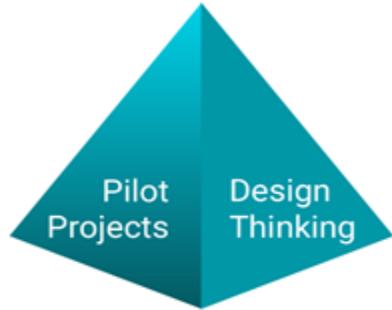
Measurable Outcome(s)	Enabling Activity Title I: SW 6	Duration Fall, Spring, Yearlong	Source of Funds Program ID Title I: SW 5	School Monitoring Activity Title I: SW 3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>100% of teachers will have learning targets and success criteria posted for ELA and Math that is aligned with their grade level pacing guide.</p> <p>100% of teachers will be utilizing Wonders and Stepping Stones (Go Math! for 6th grade) as their common curriculum.</p> <p>100% of teachers will utilize and implement a common assessment structure</p> <p>100% of teachers will utilize a tiered intervention system to support student learning</p>	<p>EA 7, Teachers and student support staff engage in professional development during PLCs to learn about and produce the following quarterly:</p> <ul style="list-style-type: none"> ● One ELA Cycle <ul style="list-style-type: none"> ○ Learning Intentions ○ Success Criteria ○ Learning Progression ○ Pre-assessment ○ Data analysis/Write SMART Goal ○ Assessment ○ Data analysis/ Check SMART Goal ● One MATH Cycle <ul style="list-style-type: none"> ○ Learning Intentions ○ Success Criteria ○ Learning Progression ○ Pre-assessment ○ Data analysis/Write SMART Goal ○ Assessment ○ Data analysis/ Check SMART Goal <p>WASC: RTI, Vertical Alignment</p>					
100% of identified Grades 1-2 students will increase their oral reading	EA 8 , Faculty and Staff will have opportunities to improve their craft with continuous support which may include:	Yearlong				

<p>fluency score by at least 25 cwpm on DIBELS between the beginning and end of year assessments.</p> <p>100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments.</p> <p>100% of identified students will make growth in the i-Ready vocabulary domain between the first and last diagnostic assessment.</p> <p>need for math</p>	<ul style="list-style-type: none"> • Developing an understanding of KEO Tier 2 Program • Curriculum PD • Instructional strategies • Data Analysis support • Tier 2 Instructional Schedule blocks 					
<p>100% of team members will use WIDA-Screener scores to provide targeted instruction to meet individual EL students' needs.</p> <p>100% of teachers working with EL students will have or be working towards 6 ESL credits within three years. The</p>	<p>EA 9, Faculty and Staff will have opportunities to improve their craft with continuous support which may include:</p> <ul style="list-style-type: none"> • Developing an understanding of KEO ELD Program • ELD Instructional strategies • Reading, Writing, Speaking and Listening Indicators/Rubrics 	<p>Yearlong</p>	<p>Prog. ID 18902</p> <p>Prog. ID 18935</p>	<p>The coordinator will have an annual certificate.</p> <p>The school will implement a quarterly EL peer review system to monitor student progress towards EL goals.</p> <p>The school will monitor the teacher's progress towards completing TESOL certification or 6 ESL credits.</p>	<p>Quarter</p>	

<p>EL teacher delivering or supervising ELD instruction will be working towards TESOL certification.</p> <p>100% of support staff will be provided with PD around instructional strategies and interventions to assist all EL students.</p> <p>100% of students not meeting annual GTT will receive an Individual Language Development Plan to address goals that will improve ELP progress.</p>	<ul style="list-style-type: none"> • Tier 3 Instructional Schedule blocks <p>WASC: Achievement Gap, EL</p>					
<p>100% of special education students will demonstrate progress toward IEP goals as measured by teacher created data collection sheets.</p>	<p>EA 10, Faculty and Staff will have opportunities to improve their craft with continuous support which may include:</p> <ul style="list-style-type: none"> • Understand the components of an IEP • Align instructional strategies to goals and objectives • Developing an understanding for how to deliver SDI • Tier 3 Instructional Schedule blocks 	<p>Yearlong</p>	<p>WSF</p>			

<p>10% Increase in positive student responses on the Panorama Survey.</p> <p>(Baseline: Panorama 2019-20 Student School Survey, Grades 3-5: School Belonging 68%, School Safety 38%, Valuing of School 71%, Classroom Climate 68%, Student/Teacher Relationship 71%)</p> <p>100% of students will receive SEL instruction.</p> <p>100% of students identified through Keonepoko's BEISY screening process will receive research-based Tier II behavioral support.</p> <p>Chronic absenteeism will decrease by 3%.</p>	<p>EA 11, Faculty and Staff will have opportunities to deepen their understanding of positive behavioral strategies and effective behavioral interventions and interventions that may include:</p> <ul style="list-style-type: none"> ● exploring a peer to peer support system to strengthen SEL instructional delivery. ● PD and facilitated discussion time around the referral writing process. ● Keonepoko PCM Cohort I (teachers who did not receive PD on Proactive Classroom Management Strategies) will be set up to learn about PCMs, set implementation goals, and have the opportunity to receive feedback on implementation and impact of PCMs in the classroom. 	<p>Yearlong</p>	<p>WSF</p>			
<p>100% of teachers will use a platform to communicate with families.</p> <p>80% positive responses on School Quality Survey Engagement and Involvement category.</p>	<p>EA 12, Faculty and staff engage in professional development to build relationships with families by establishing clear communication systems and providing support.</p> <p>School-wide</p> <ul style="list-style-type: none"> ● Provide time and support for events 	<p>Yearlong</p>	<p>Prog. 18902</p>			

	<ul style="list-style-type: none"> ● Support school staff by establishing and providing training for the implementation of protocols that increase communication with families. <p>Faculty and Staff</p> <ul style="list-style-type: none"> ● Provide time in the beginning of the school year to contact families and learn more about students. ● Establish a communication platform ● Provide grade levels time to plan funded quarterly family engagement activities related to student achievement. 					
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The pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

The HIDOE 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
Keonepoko Elementary school vans can be purchased and available to pick up the children that are chronically absent. Vans can also be utilized for field trips.	Funding for 2 vans, maintenance, and driver
Update playground equipment. Create new playground areas that are age-appropriate and are not affected by inclement weather in order to provide more activities and spaces.	Funding for new playground equipment and activity centers. Planning and time to build playgrounds. PD for physical activity games and activities
Provide community health care and wellness services at the school.	Community partners, Funding, Infrastructure, Personnel
After school family science, music, art, hula lessons, math, reading, sports activities. Theme based on holiday for the month or a culture. Make and take activities. Provide light snacks.	Volunteers, community readers, funds for the make and take items. Funds for light snacks.
Provide opportunities for students to experience and use multimedia technology. Create project-based units of study that would allow students to create multimedia products for the school and community. Ex: Public Service Announcements, Community Service Learning	Technology, Editing Equipment, Partner with Na Leo,
Each student and staff member gets their own laptop and mobile hotspot so they can complete their schoolwork remotely.	Money for devices, remote hotspots, parental/student responsibility waivers.
Art Night- Display student art on the bulletin boards and hallways. Have different make and take crafts (like the kits from Oriental Trading Company) in different classrooms throughout the school.	Volunteers, funds for refreshments, funds for crafts, someone to organize the event.
Utilize the campus as a place of learning for our community by offering educational opportunities that would provide skills and knowledge of high workplace value (computer/word processing skills, effective communication job interview skills, etc.)	Staff to coordinate and teach classes. Funding to pay staff and buy materials.
Provide 21st-century experiences and learning opportunities for our students before, during, and after school	Staff to coordinate and teach classes. Funding to pay staff and buy instruments.

Robotics, Coding, Computer Science, Dancing, Playing the Piano, Ukulele, or other instruments.	
Create an afterschool tutoring club for students who need more help.	Staff to organize and teach lessons. Funding to pay staff and for materials. Rooms/spaces for tutoring. Work with HAAS students for community service hours.
Buddy/mentor program for troubled students to work in practical, hands-on work activities around the school. Garden, clean-up, organize, beautify around the school.	Funds and personnel
"More parent workshops to get them more involved in the kids' education at home, such as math workshops to explain how we are teaching and how they can help with homework, etc."	Funds, personnel, resources
Bring back the PTO/PTA to enrich the school	School and Community partners
Development of a maker space inside the school library for learning, exploring, and sharing	Funding, professional development