Academic Plan for School Year 2021-22

School: KAMEHAMEHA III ELEMENTARY

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

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

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.
- The 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 HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
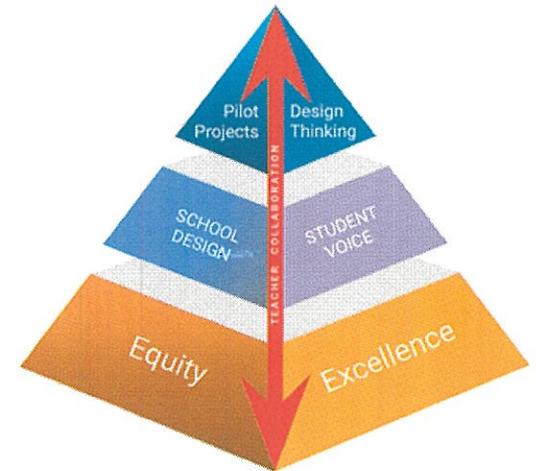
Principal (print): Steven Franz		
Principal's signature:	Date: 5/7/21	

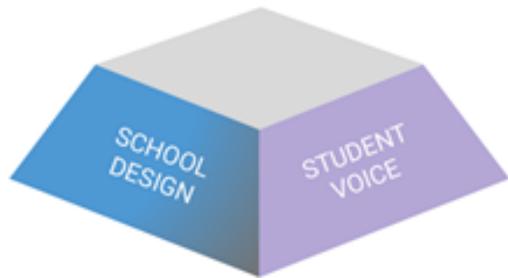| Complex Area Superintendent (print): Rebecca Winkie		
Complex Area Superintendent's signature:	Date: 5/7/2021	
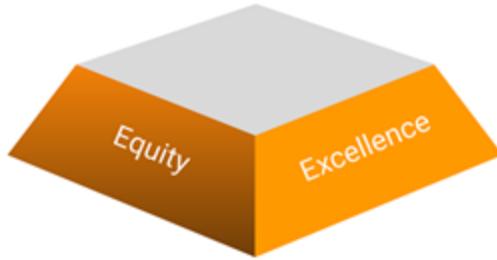
Teaching & Learning Core: Equity and Excellence

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
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. Based on our 2019 Strive HI School Performance report, our achievement gap in both reading and math remain higher than we'd like. The achievement gap for Language Arts is 37 points (84% and 47% respectively) and the gap for Math is 30 points (69% and 39% respectively). Due to the CoronaVirus, we have no Strive HI data for the 2020-2021 School Year. Our CNA and WASC Self Study also show areas of strength within our Response to Interventions, however, it is recommended to develop additional strategies to implement our school wide agreement with fidelity. Our English Language students as well as our Special Education students and students in low socio-economic situations need more small group instruction in order to support them and increase student growth. For the 2021-2022 School Year, we will need to intensify our efforts as many of the students listed above have been out of school more than a year. We continue to work on instructional coherence in order to be more aligned so the support staff can be on the same page with classroom instruction. This is imperative as support teams work to	*What is your Theory of Action (if-then) to improve the achievement gap?* If we improve our small group strategies and include small group instruction in reading and math at least three days per week, then the English Language students, Special Education students and disadvantaged students will receive instruction more suited to their learning. If students are able to have more voice and choice in what/how they learn, students will be more engaged in their work and learn to think more deeply. If we continue to focus on Instructional Coherence, and work together with our curriculum, students will be more easily serviced by the support staff. Support staff will be able to work with a small group versus one student at a time. If grade levels continue to hold grade level data team meetings, discuss and implement strategies, and use formative assessments to guide instruction, then we can continue working on closing the academic gaps in language arts and math If teachers get training and use technology with fidelity, then they will be able to teach students how to use technology effectively. If students are given the opportunities to choose how they complete their assignments, then students will have a voice in	*What are your Enabling Activities to improve the achievement gap?* ● 100% of new teachers will be giving a copy of King Kamehameha III's Schoolwide agreement regarding Small group instruction ● 100% of new teachers and those teachers still struggling with small group instruction will be given additional training to conduct small group instruction and be allowed to observe exemplar teachers ● Curriculum Coordinator and Administration will begin to introduce a "Genius Hour" for the students. Teachers will be trained on how to set up a genius hour in the classroom, one section at a time. This will allow for student voice and choice ● 100% of grade levels will agree on Instructional Coherence beginning with reading and math in order to assist the support staff when working with our gap students (EL, SPED, low socio-economic students) ● 100% of teachers will continue to have Data Team Meetings at least twice a month to look at pre-assessments, review data, discuss and implement strategies, look at formative assessments and make decisions based on the data for student growth

accelerate learning for all students due to missing months or over a year of in-class instruction Data Teams meet at least twice monthly in order to identify struggling students across the grade level and come up with strategies to ensure student growth for all levels. Due to Distance Learning, teachers are facilitating the effective use of technology in order to give students more opportunities to choose the tools that benefit their learning styles. Teachers will continue to use technology as a tool as we bring our students back on campus in August of 2021.	how they produce their work.	● 100% of teachers will continue to use technology such as Google Classroom with fidelity in order for students to use technology effectively ● 100% of students will use technology effectively and with fidelity in order to ensure student voice and choice to produce their work.

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

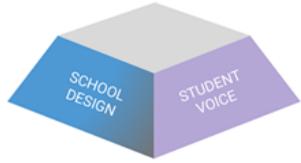Describe here your complex/school contexts for School Design and Student Voice.

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

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

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? ● By the end of the 2020-2021 School year, 100% of classroom teachers will include arts integration throughout the content areas at least once a week to encourage student creativity and choice (visual arts, drama, music, etc) ● Beginning with the 2020-2021 School year, The curriculum coordinator along with the principal, will begin to teach 100% of teachers how to set up a "Genius Hour" school wide to allow for student voice and choice and have at least 50% of teachers begin to introduce it in the classroom. ● 100% of teachers will use small group instruction at a minimum of three days per week with fidelity for both reading and math. ● 100% of students will receive differentiated small group instruction at a minimum of three days a week in both reading and math. ● Through Data Teams, 100% of teachers will continue to develop strategies in various ways (technology, manipulatives, drawing, etc.) in order to allow students a choice in their work towards growth to assist in closing the achievement gap. ● 100% of grade levels will have instructional coherence (vocabulary, adherence to the standards, use of baseline curriculum, etc.) to ensure there is equity of student learning and allow for easier instruction from support teachers. ● At least 75% of students will apply what they have learned using technology effectively in order to have a choice in how they complete lessons. ● Improved math instruction across all grade levels through training and support.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● By the end of the 2021-2022 School year, 75% of classroom teachers will include arts integration throughout the content areas at least once a week to encourage student creativity and choice (visual arts, drama, music, etc) ● Beginning with the 2021-2022 School year, The curriculum coordinator along with the principal, will begin to teach 100% of teachers how to set up a "Genius Hour" school wide to allow for student voice and choice and have at least 20% of teachers begin to introduce it in the classroom. ● 100% of teachers will use small group instruction at a minimum of three days per week with fidelity for both reading and math. ● 100% of students will receive differentiated small group instruction at a minimum of three days a week in both reading and math. ● Through Data Teams, 100% of teachers will continue to develop strategies in various ways (technology, manipulatives, drawing, etc.) in order to allow students a choice in their work towards growth to assist in closing the achievement gap. ● 100% of grade levels will have instructional coherence (vocabulary, adherence to the standards, use of baseline curriculum, etc.) to ensure there is equity of student learning and allow for easier instruction from support teachers. ● At least 75% of students will apply what they have learned using technology effectively in order to have a choice in how they complete lessons. ● Improved math instruction across all grade levels through the Instructional Leadership Team assisting with training and support	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*

Why are you implementing them?	*Why you are implementing them?*	*Why you are implementing them?*
● Arts Integration is our first step in introducing Project Based Learning at the elementary school level. We have begun using "Focus 5" with Sean Layne in order to incorporate art as a tool for classroom management and reading. We also want to allow students to be exposed to fine arts and use the various forms (drama, music, visual arts) when completing their projects or lessons. ● Genius Hour will teach the teachers how to allow student voice and choice and take responsibility for their learning. Genius Hour will allow the students to pick anything they are passionate about and follow through to produce and share what they learned ● Small group instruction in both reading and math allow the classroom teachers, special education teachers, EL teachers and other support staff to work with struggling students.This gives students more opportunities to ask and answer questions successfully, and receive support to close the academic gap. ● We will continue using Data Teams to look at data, develop and use strategies and create formative assessments in order to monitor and provide opportunities for students to continue to make growth. ● We want to ensure that our teachers and students are prepared for any situation that may come up and we have to close the schools again. We also want our students to become familiar with and use technology with fidelity to open up more opportunities for them. ● Math assessment scores are lower than we'd like them to be. Work on improving teacher skills will be a focus	● Arts Integration is our first step in introducing Project Based Learning at the elementary school level. We have begun using "Focus 5" with Sean Layne in order to incorporate art as a tool for classroom management and reading. We also want to allow students to be exposed to fine arts and use the various forms (drama, music, visual arts) when completing their projects or lessons. ● Genius Hour will teach the teachers how to allow student voice and choice and take responsibility for their learning. Genius Hour will allow the students to pick anything they are passionate about and follow through to produce and share what they learned ● Small group instruction in both reading and math allow the classroom teachers, special education teachers, EL teachers and other support staff to work with struggling students.This gives students more opportunities to ask and answer questions successfully, and receive support to close the academic gap. ● We will continue using Data Teams to look at data, develop and use strategies and create formative assessments in order to monitor and provide opportunities for students to continue to make growth. ● We want to ensure that our teachers and students are prepared for any situation that may come up and we have to close the schools again. We also want our students to become familiar with and use technology with fidelity to open up more opportunities for them. ● Math assessment scores are lower than we'd like them to be. Work on improving teacher skills will be a focus.	

How will you know that they are causing an improvement?	How will you know that they are causing an improvement?	How will you know that they are causing an improvement?
100% of the students will demonstrate productive struggle and deeper thinking as they take responsibility of their learning through the arts 80% of the students in the classes using Genius hour will show growth by using various tools and technology to produce a product of their choice, and share their findings with others in their class/grade level/school. - Administration will monitor classrooms to ensure 100% of teachers are using small group instruction with fidelity. 100% of students will show growth on the i-Ready Diagnostic Assessment for reading and math - Data collection through Data Teams will show student growth through post assessments and upward movement on the grade level rubrics and the i-Ready diagnostic assessment 75% of Students will create products using various forms of digital technology (such as PowerPoints, videos, vimeos, videos) based on student choice. - Math scores, as indicated on SBAC and i-Ready screeners will increase from current levels.	100% of the students will demonstrate productive struggle and deeper thinking as they take responsibility of their learning through the arts 80% of the students in the classes using Genius hour will show growth by using various tools and technology to produce a product of their choice, and share their findings with others in their class/grade level/school. - Administration will monitor classrooms to ensure 100% of teachers are using small group instruction with fidelity. 90% of students will show growth on the i-Ready Diagnostic Assessment for reading and math - Data collection through Data Teams will show student growth through post assessments and upward movement on the grade level rubrics and the i-Ready diagnostic assessment 75% of Students will create products using various forms of digital technology (such as PowerPoints, videos, vimeos) based on student choice. - Math scores, as indicated on SBAC and i-Ready screeners will increase from current levels.	

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.
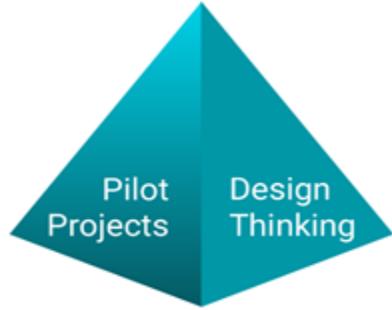
Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. ● i-Ready Screener for Math: 31% at/above grade level, 44% approaching grade level, 25% below grade level ● i-Ready Screener for Reading: 40% at/above grade level, 36% approaching grade level, 24% below grade level	*Add throughout the year measurements here.* ● i-Ready Diagnostic for Math Mid Year ● i-Ready Diagnostic for Reading Mid Year	*Add end of year goals here.* ● i-Ready Diagnostic for Math (End of Year): ● i-Ready Diagnostic for Reading (End of Year):

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
	i-Ready Screener for Reading	3 times per year	42101	Data monitored after every assessment in Data Teams	3 times per year	Focus Plan Quarterly Monitoring by Complex Area
	i-Ready Screener for Math	3 times per year	42101	Data monitored after every assessment in Data Teams	3 times per year	Focus Plan Quarterly Monitoring by Complex Area
	Hawaii State Assessment for Grades 3, 4, and 5	end of year summative	NA	Data monitored at the beginning of 2022	1 time per year	Focus Plan Quarterly Monitoring by Complex Area
	i-Ready Screener for Reading	3 times per year	42101	Data monitored after every assessment in Data Teams	3 times per year	Focus Plan Quarterly Monitoring by Complex Area

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
	Teacher Training for Genius Hour	Fall with Yearlong monitoring	NA	Staff Meetings and Data Team Minutes	Quarter	Focus Plan Quarterly Monitoring by Complex Area
						Focus Plan Quarterly Monitoring by Complex Area
						Focus Plan Quarterly Monitoring by Complex Area

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
Please describe your school's ideas around innovation and pilot projects. ● Creating parameters in order to teach our Second Step Curriculum to all students in grades K - 5 daily during the first 15 minutes of school ● Social Emotional Learning curriculum will help students to manage their response to the various influences on their emotions. ● As mentioned above, Genius Hour will be introduced to the staff this year as a pilot program to allow students to have a voice and choice in their learning. ● Training will be offered to those interested during the 2021-2022 school year first	*Please describe your conditions for Success:* ● Teachers will implement the Second Step curriculum at the beginning of the school year. ● School wide agreements will be made at the beginning of the school year. ● The Multi-tiered Systems of Support Team along with administration will monitor implementation during the school year. ● Self assessment will be used to measure successful implementation. ● Decrease in Chapter 19 referrals from previous school years will indicate student success. ● All staff will receive Genius Hour materials and support from administration and Curriculum Coach. ● Genius Hour will be used by teachers and included in weekly planning. ● Instructional leaders will monitor implementation and support teacher efforts.