

2020 Academic Plan, School Year 2020-21



School:

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 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 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):

Principal's signature:

Daniel Espinoza

Date:

05.15.2020

Complex Area Superintendent (print):

Complex Area Superintendent's signature:

T. J. Bell

Date:

5/15/20



2020 Academic Plan, School Year 2020-21

Kaunakakai Elementary School

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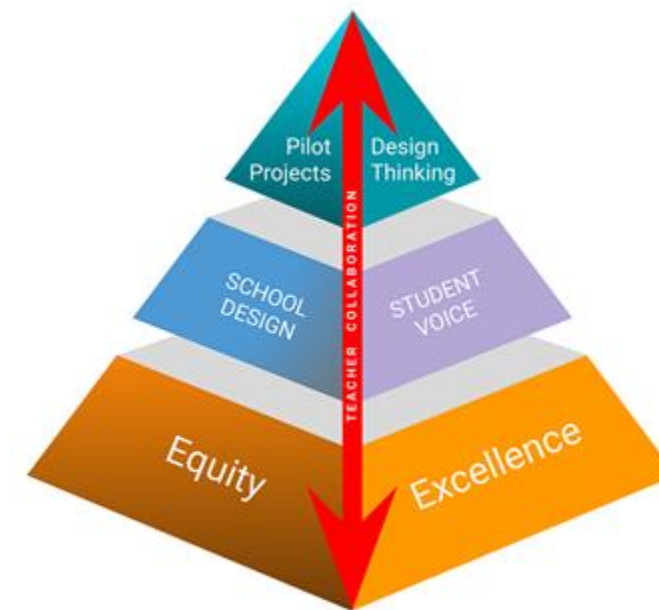
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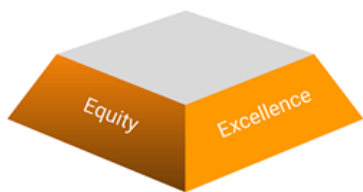
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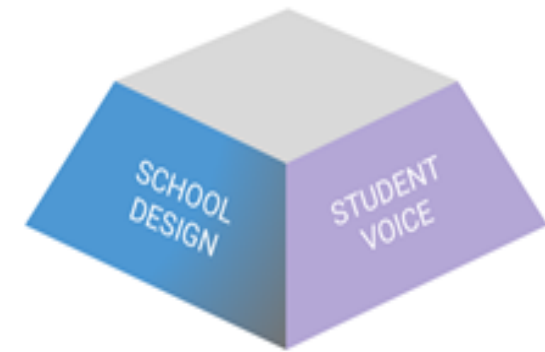




Teaching & Learning Core: Equity and Excellence

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																								
<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>	<i>What is your Theory of Action (if-then) to improve the achievement gap?</i> If we continue our current model of EL support and increase targeted Tier 3 support our EL population will decrease our achievement gap.				<i>What are your Enabling Activities to improve the achievement gap?</i> EL supports will push into the CORE instructional block to support students, as well as pull out for Tiers 2 and 3.																								
Through data analysis in ELA and Math for all subgroups, students are below the 50% proficiency mark (except for our Non-High Needs kids in ELA). The lowest of which is our Special Education subgroup. With our SPED subgroup underperforming, Kaunakakai School has been identified as a TSI-CU school.	If we continue to use the methods and models of inclusive practices provided from Stetson & Associates between SPED and Gen. Ed. teachers, we will increase Tier 1 instruction to meet the needs of all learners for both ELA & Math.				SPED/GenEd Teacher/EA team(s) will engage in weekly planning and collaboration around behavioral and academic strategies in weekly lessons and/or units which will be used during daily co-teaching.																								
ELA Subgroup Proficiency	If we designate weekly time for SPED and Gen. Ed teachers and Educational Assistants to collaborate and plan differentiated lessons, and cover behavioral and academic strategies, better alignment will occur to effectively meet the diverse student learning needs.				Weekly PLC time will be allotted for all faculty and their Educational Assistants to collaborate and plan differentiated lessons, as well as cover behavioral and academic strategies to help close the achievement gap.																								
<table><tr><td>School Year</td><td>16-17</td><td>17-18</td><td>18-19</td></tr><tr><td>All Students</td><td>43%</td><td>40%</td><td>44%</td></tr><tr><td>Disadvantaged</td><td>37%</td><td>34%</td><td>32%</td></tr><tr><td>SPED</td><td>12%</td><td>9%</td><td>0%</td></tr><tr><td>High Needs</td><td>37%</td><td>31%</td><td>32%</td></tr><tr><td>Non-High Needs</td><td>61%</td><td>65%</td><td>90%</td></tr></table>	School Year	16-17	17-18	18-19	All Students	43%	40%	44%	Disadvantaged	37%	34%	32%	SPED	12%	9%	0%	High Needs	37%	31%	32%	Non-High Needs	61%	65%	90%	If SPED teachers intensify their services by pulling students in the afternoons to receive Tier 3 support, the achievement gap will minimize.				SPED teachers will intensify afternoon support to provide Tier 3 pullout services to help in closing the achievement gap.
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	If we continue to purchase PPTs to directly support classroom teachers with RTI, as well as an additional SPED teacher, the achievement gap will decrease because structured levels of support are in place and because SPED teachers are not shared between 2 or 3 grade levels.				Hire an additional SPED teacher to allow more co-teaching to occur without having to share the teacher amongst multiple grade levels. Para-Professional Tutors will also be hired to support Tier 2 RTI-A in grades K-6.																								
Math Subgroup Proficiency	If we increase academic and comprehensive language in all subject areas including listening comprehension and students ability to communicate reasoning and problem solving, KES will be able to close the achievement gap.(WASC)				Teachers will increase academic and comprehensive language in all subject areas including listening comprehension and students ability to communicate reasoning and problem solving. (WASC)																								
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	If we continue our Early Literacy focus of implementing ECRI and Flip Books, more students will become proficient in reading.				Grades K-2 teachers will implement ECRI and grades 3-5 will implement Flip Books at least 4 times a week to help all students build reading proficiency.																								
	If teachers continue to participate in the Data Team process which includes data analysis, looking at student work in both ELA and math, and implementation of instructional practices it will result in raising student achievement and closing learning gaps. (WASC)				All SPED and Gen. Ed teachers will participate in the Data Team process weekly; analyze student work in both ELA and Math then plan and implement lessons to help close the learning gaps and raise student achievement. (WASC)																								



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

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

At the core of Kaunakakai Elementary School is our vision of OHANA. Where **O**ur students **H**onor diversity, **A**chieve high standards, **N**avigate as productive members of our global and technological community with **A**loha. We strongly promote our Hawaiian core values of Kuleana, Laulima and Ho'ihi (KLH) and infuse them into our GLOs. We feel that supporting the whole child is very important and we take every opportunity to celebrate positive student behavior with school recognition and celebrations, as well as embracing student voice through our Student Council's Two Thumbs Up and Suggestion Box, as well as data collected through the Panorama survey. We strongly believe that students' social and emotional growth is just as important as their academic growth. By utilizing a multi-tiered approach to assist students' academic and behavioral needs, Response to Intervention (RTI-A and RTI-B) is an integral part of our school design. Through school-wide data analysis we have found that our students have difficulty in mathematics, primarily in the area of conceptual understanding and procedural fluency, as well as oral reading fluency in our primary grades. Increasing proficiency in these areas has become a school-wide goal.

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

Data Analysis and continuous school improvement has become part of the DNA at Kaunakakai School. Through our findings we have embodied school design initiatives around curriculum, instruction, and student support. We currently have systems addressing Response to Intervention: (RTI) Academic and Behavior, a SPED Inclusion System, weekly Professional Learning Communities (PLC), and an Instructional Leadership Team (ILT) to help us identify school-wide areas of need and ways to address them. Within the design of the ILT, teachers are able to look at school data to identify a Targeted Instructional Area (TIA) which our entire school will focus on. Once established, we use the Cycle of Professional Learning as our vehicle in providing professional development, opportunities for safe practice, peer observations and follow up guided visits to help solidify the Powerful Instructional Practices (PIPs) which helps us improve on our TIA. As part of our RTI system, we maximize the use of Para-Professional Tutors which allow smaller Tier 2 groups to occur and SPED Inclusion and PLCs allow teachers to collaborate, target, and meet the educational and social emotional needs of each student. Our school's Student Council acts as a vehicle to retrieve and address student voice through the Two Thumbs Up and Suggestion Box. They plan activities during recess and movie night special events, managing social activities throughout the school year, and provides feedback to teachers on what interests students. Through our existing school design and student voice initiatives, KES plans to continue such practices to improve our school.

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

In order for KES to be successful in addressing our academic achievement we need to tighten up some of our existing design systems with new ideas that have not been done before. Some ways are to establish more support in ELA and Math RTI groups by transitioning PPTs to Educational Assistants. Increase the intensity of services for our Special Education students in the afternoons to allow intensive targeted support to occur. Change our current bell schedule to allot more instructional time during math and move weekly PLCs after school on early release days. After school PLC will allow all teachers and Educational Assistants to consistently receive professional development, participate in Data Teams, and plan and collaborate with one another. Other ways are teacher input on the master schedule and restructuring the use of computer instruction to focus around computer and test preparation skills are other ways we feel can increase student success and achievement.

SY 2020-21 Measurable Outcomes	SY 2020-21 Measurable Outcomes	SY 2020-21 Measurable Outcomes																																	
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>What is your school aiming to accomplish by the end of the school year with your School Design and Student Voice initiatives?</p> <table border="1"> <thead> <tr> <th>Subject/Area</th><th>Baseline</th><th>Goal</th></tr> </thead> <tbody> <tr> <td>SBA- ELA</td><td>44%</td><td>48%</td></tr> <tr> <td>SBA- Math</td><td>28%</td><td>32%</td></tr> <tr> <td>ILT- Concepts & Procedures</td><td>48.77%</td><td>52%</td></tr> <tr> <td>RTI- K-1 STAR Early Literacy</td><td>5% at/above</td><td>25% at/above</td></tr> <tr> <td>RTI- STAR ELA</td><td>6% at/above</td><td>25% at/above</td></tr> <tr> <td>RTI- STAR Math</td><td>2% at/above</td><td>25% at/above</td></tr> <tr> <td>SPED SBA Proficiency ELA</td><td>0%</td><td>4%</td></tr> <tr> <td>SPED SBA Proficiency Math</td><td>4%</td><td>7%</td></tr> <tr> <td>Inclusion Rate</td><td>80%</td><td>maintain 80% or higher</td></tr> <tr> <td>School Climate- SQS Students/Parent/Teacher</td><td>Students: 78% Parents: 80% Teachers: 56.85%</td><td>Students: 80% or higher Parents: 80% or higher Teachers: 70% or higher</td></tr> </tbody> </table>	Subject/Area	Baseline	Goal	SBA- ELA	44%	48%	SBA- Math	28%	32%	ILT- Concepts & Procedures	48.77%	52%	RTI- K-1 STAR Early Literacy	5% at/above	25% at/above	RTI- STAR ELA	6% at/above	25% at/above	RTI- STAR Math	2% at/above	25% at/above	SPED SBA Proficiency ELA	0%	4%	SPED SBA Proficiency Math	4%	7%	Inclusion Rate	80%	maintain 80% or higher	School Climate- SQS Students/Parent/Teacher	Students: 78% Parents: 80% Teachers: 56.85%	Students: 80% or higher Parents: 80% or higher Teachers: 70% or higher	<p>Why are you implementing them?</p> <p>Why is it important to achieve these outcomes?</p> <p>WASC-</p> <ol style="list-style-type: none"> Teachers will increase academic and comprehensive language in all subject areas including listening comprehension and students ability to communicate reasoning and problem solving. (WASC) If teachers continue to participate in the Data Team process which includes data analysis, looking at student work in both ELA and math, and implementation of instructional practices it will result in raising student achievement and closing learning gaps. (WASC) Faculty will receive PD on research-based practices to close the achievement gap. WASC (Ex: Conceptual Understanding and Procedural Fluency) <p>ILT- Through data analysis KES has found that math proficiency has been decreasing year after year. Primarily in the area of Concepts and Procedures we found that students lack the conceptual understanding of math concepts needed to build procedural fluency.</p> <p>RTI- The single mission in providing RTI to all students is that it provides every student with the support needed to succeed. It assists in providing students increasingly intensive intervention instruction on basic foundational skills as well as challenges students who need to be challenged.</p> <p>Inclusion System- Our school design around Inclusion is to provide opportunities for greater access to the general education curriculum and enhance skill acquisition. We have moved from 41% to 80% in our inclusion rate over the past year, which has increased the opportunities for sustained social interactions and peer role models, therefore it is important that we continue this system.</p> <p>School Culture and Climate- A positive and healthy school culture and climate are the foundations of high quality learning environments and create the conditions for effective teaching and learning to occur.</p>	<p>How will you know that they are causing an improvement?</p> <p>In thinking about the school improvement process, how will you know that the focus on these outcomes is helping your school progress towards improvement?</p> <p>WASC:</p> <ul style="list-style-type: none"> The focus areas indicated through our initial Self-Study indicated that such areas of growth would help in overall student achievement. These areas have been identified by the faculty as well as the WASC visiting committee. <p>ILT: Increased teacher collaboration, teacher clarity, and best practices through peer observations, professional learning cycle, and school guided visits will help us be accountable in achieving our goal of increasing conceptual understanding and procedural fluency.</p> <p>RTI: Student progress monitoring data shows an overall growth in achievement and learning.</p> <p>Inclusion System: Special education student performance data shows positive growth in achievement and proficiency.</p> <p>School Culture and Climate- Through feedback from various school surveys, the Leadership Team will begin to address concerns to promote a more positive school climate and culture. Positive school culture is conducive to the physical safety and the mental, social, and emotional well-being of students and staff.</p>
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Student Outcomes (SY 2020-21)

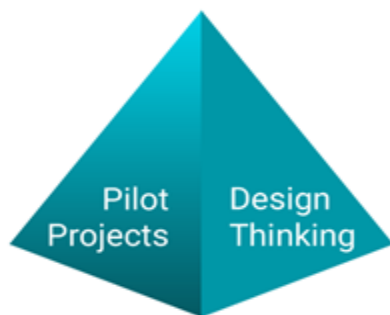
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
KES student attendance rate will increase from 93.67% to at least 95%.	The PBIS committee will create a monthly school-wide incentive for classes with 95% or better. Students with perfect monthly attendance will be recognized in a quarterly school newsletter.	Yearlong		PBIS Committee will review attendance data to identify students and classes with good attendance rates.	Monthly	
KES students BOY at/above proficiency percentage (according to the school's Universal Screener) will increase by the EOY.	Students with identified academic or behavioral needs will be provided multi-tiered levels of support through the RTI system and tracked in CSSS. Tier 1- Classroom instruction Tier 2- Small group "targeted" skills Tier 3- "Intensive" skill instruction	Yearlong		Quarterly RTI Team meetings will occur. RTI forms will be completed by grade level teams	Quarterly Quarterly	
Students Class D discipline offenses will decrease from the 2019-2020 school year.	All students will receive SEL lessons/activities at a minimum of 1x a week to help address Tier 1 behavior.	Fall & Spring		PBIS Committee will seek Tier 1 Classroom Management PD and conduct DBW refreshers.	Once a semester	
80% of the SPED students will receive instruction 80% of the time in the Gen. Ed setting	Inclusion students will be provided instruction from both the Gen. Ed and SPED teacher using the co-teaching model.	Yearlong		Follow up will occur via walkthroughs and teacher feedback on PLC minutes.	Weekly (indicated in PLC minutes)	
SPED students SBA Math proficiency will increase from 4% to 7% and from 0% to 4% in ELA.	SPED students will be pulled out for Tier 3 intensive instruction by the SPED teacher in the afternoons to help close the achievement gap.	Yearlong		Principal and non-classroom teachers will assist in walkthroughs.	Monthly	
The number of At-Risk K-2 students in 21st Century receiving Targeted Supports will increase from 0% to 5%.	Targeted students in K-2 will receive after school tutoring in reading or math by highly qualified support personnel.	Yearlong	21st Century	21st Century site coordinator will help monitor the progress of identified students.	Monthly	

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)
100% of students will receive instruction on the school-wide PIPs.	Students will receive high quality instruction using PIPs indicated through the ILT. (ex: CRA, Collab Conversations, CLOSE reading, Thinking Maps)	Yearlong		Principal and ILT walkthroughs.	Monthly	
100% of students will have the opportunity to receive school-wide incentives.	Students will receive school-wide incentives to increase their motivation in reading, math, and behavior.	Yearlong		PBIS and Leadership will create school recognitions to celebrate the achievements of students during FAMA.	Quarterly	
100% of students listed on the KES Data Matrix will participate in school-wide assessments unless indicated by a student's IEP.	All students will participate in school-wide assessments to determine baseline data and identify student growth (Ex: Universal Screener, Diagnostic Assessments, and Quarterly Writing Assessments) unless indicated by a student's IEP.	Yearlong		Student data will be tracked on the school's Data Matrix by the Data Coach.	Monthly	
100% of students will have access to supplemental research based computer programs.	Students will be provided supplemental research based computer programs and assessment tools to help reinforce concepts taught.	Yearlong		Teachers will complete a Supplemental/Assessment survey at the end of the school year .	Annual	

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)
KES students attendance rate will increase from 93.67% to at least 95%.	Custodial staff will thoroughly clean the SPED Preschool and Pre-K-Grade 1 classrooms daily to disinfect common areas	Yearlong		Principal and custodial meetings. Quarterly teacher feedback		
100% of faculty and instructional staff will be informed of the RTI process.	RTI Academic and Behavior process will be shared with faculty to bring clarity of tiered support.	Fall & Spring		Rollout by the RTI Committee. Minutes/handouts will be stored in the school's Google Drive.	Once a semester	
Decrease our ELL rate from 3.37% in SY 19-20.	Continue to have EL students receive core instruction in the general education setting, as well as provide Tier 2 and 3 interventions as needed.	Yearlong		EL Teacher will ensure students are receiving Tier 1 core instruction in the general education setting and support them as needed, along with Principal walkthroughs.	Monthly	
The achievement gap between Non-High Needs and High Needs students in ELA will be less than 58 points. The achievement gap between Non-High Needs and High Needs students in Math will be less than 21 points.	Weekly collaboration and planning of lessons between Gen. Ed teachers, SPED teachers, and support staff will be provided to help close the achievement gap. PPTs and/or EA's will be provided lessons by Gen Ed or SPED teachers to help with small group instruction.	Yearlong		PLC minutes and the School Master Schedule will reflect collaboration time provided. PLC minutes and feedback from support staff will be collected.	Weekly	
100% of the students in the intensive category on the school's Universal Screener will receive targeted intervention support in addition to the core curriculum.	Gen. Ed teachers, SPED teachers, and RTI Resource teacher, will create targeted RTI plans for students in the intensive category. PPTs, PTTs, and/or Educational Assistants will directly support classroom teachers with RTI.	Yearlong		RTI- Resource Teacher will help monitor support staff to successfully implement the RTI system	Weekly	

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)
SBA Math proficiency will increase from 28% to 32% and ELA from 44% to 48%	Faculty will receive PD on research-based practices to close the achievement gap. WASC (Ex: Conceptual Understanding and Procedural Fluency)	Fall and Spring		Using the Cycle of Professional Learning to solidify PD.	Semester	
100% of new teachers and/or long term subs will receive PD on clarity of school expectations, curriculum, or other needs.	PD and follow-up will be provided to new teachers and/or long term subs to provide clarity on school expectations, curriculum, or other needs.	Fall		On site mentor teachers and/or Leadership Team will follow up with new teachers or long term subs.	Quarterly	
Teachers implementing an SEL curriculum will increase from 26.7% to 100%	Tier 1 Classroom Management Strategies and DBW refreshers will be provided to faculty and staff.	Yearlong		All classroom teachers will indicate an SEL time in the school's master calendar and follow up will be done by the Principal and PBIS Committee Lead.	Weekly	



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
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>Pilot Projects: <i>KES has the opportunity to become a STEM Works School. STEM Works provides students and teachers with the most current, high-end technologies available in some of the most progressive STEM fields in the world. It fosters an educational environment that helps participants gain insight into their own abilities to acquire and use information, solve problems, and gain valuable experience in using this technology, and it encourages students to become creative, intuitive, adaptable learners and collaborators who can solve unpredictable, real-world problems.</i></p> <p><i>Other innovation projects are happening in isolation such as Project Based Learning and Computer Science, Passion Projects/Genius Hour, and Fluency Fitness.</i></p>	<p><i>Please describe your conditions for Success:</i></p> <p><i>A minimum of 5 general education teachers must participate in order to be a STEM Works School. Teachers will receive professional development to successfully rollout lessons to students.</i></p> <p><i>Teachers collaborating to infuse PBL, technology, and kinesthetic learning opportunities for students.</i></p>