Academic Plan for School Year 2021-2022.

School: KAUNAKAKAI 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 equitabl
e 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).
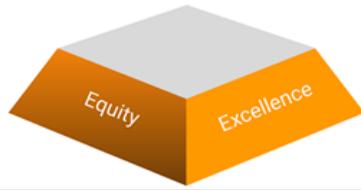
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

Principal (print): **Daniel Espaniola**	
Principal's signature:	Date: 04/23/2021

Complex Area Superintendent (print): **Rebecca Winkie**	
Complex Area Superintendent's signature:	Date: 5/5/2021

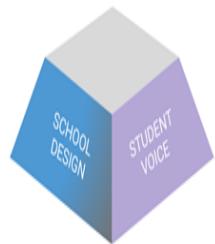[Kaunakakai Elementary School], [Version 1], [April 2021]
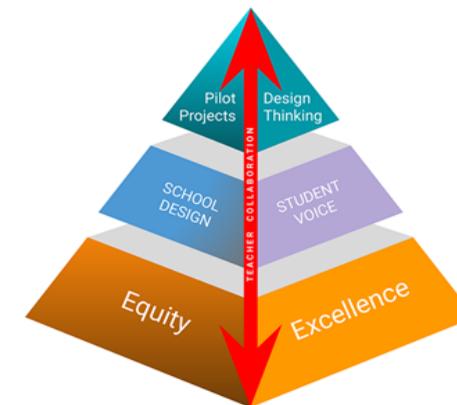
Teaching & Learning Core: Equity and Excellence

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. 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.	*What is your Theory of Action (if-then) to improve the achievement gap?* If we continue our current model of EL support and increase targeted Tier 3 support our EL students will achieve at a higher level which then can decrease our achievement gap. 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.	*What are your Enabling Activities to improve the achievement gap?* EL supports will push into the core instructional block as well as pull out students for targeted Tier 2 and 3 intervention. Teacher teams (Sped/GenEd) 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. 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.

ELA Subgroup Proficiency

School Year	2018/2019	*2019/2020	2020/2021
All Students	44%	N/A	
Disadvantaged	32%	N/A	
SPED	0%	N/A	
High Needs	32%	N/A	
Non-High Needs	90%	N/A	

*No testing done in 2019-2020

Math Subgroup Proficiency

School Year	2018/2019	2019/2020	2020/2021
All Students	28%	N/A	
Disadvantaged	24%	N/A	
SPED	4%	N/A	

Theory of Action (continued):

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, then we will have better alignment to effectively meet the diverse learning needs of our students.

If SPED teachers intensify their services by pulling students in the afternoons to receive Tier 3 support, then we can help to decrease achievement gap.

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.

Enabling Activity (continued):

SPED teachers will intensify afternoon support to provide Tier 3 pullout services to help in closing the achievement gap.

Teachers will increase academic and comprehensive language in all subject areas including listening comprehension and students ability to communicate reasoning and problem solving. (WASC)

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.

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)

High Needs	24%	N/A	
Non-High Needs	45%	N/A	

*No testing done in 2019-2020

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)

If we provide Parent Learning workshops to share strategies being taught in the classroom, parents will be better equipped to help their child at home.

If we continue our Early Literacy focus of implementing ECRI and Flip Books, more students will become proficient in reading.

If teachers continue to participate in the Data Team process in PLCS 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)

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. We utilize a multi-tiered approach to assist students' academic and behavioral needs. Our 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 more difficulty in mathematics than ELA, primarily in the area of conceptual understanding and procedural fluency. In ELA, our primary grades, students struggle with oral reading fluency. Increasing proficiency in these areas has become a school-wide goal.

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) to help us identify school-wide areas of need and ways to address them. 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 provide 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.

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 2021-22 Measurable Outcomes	SY 2020-22 Measurable Outcomes	SY 2020-22 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	*Why are you implementing them?* **WASC: Visiting Committee recommends that KES continue to focus on:** 1. Faculty continue to participate in the professional development cycle on researched-based practices to ensure academic growth in order to close the achievement gap and provide rigorous and challenging experiences. 2. Results of data analysis, including student work in both math and ELA, should continue to be used by teachers to identify instructional practices that will result in raising student achievement and closing learning gaps **RTI-** The goal is to provide RTI to all students to allow for academic and social-emotional growth through targeted intervention and strategies. By increasing intervention and differentiated instruction we can strengthen foundational skills as well as challenge students to reach their potential. **Sped Inclusion System-** Our school system around Inclusion is to provide Sped students more opportunities to access general education curriculum and enhance their skill acquisition. We have moved from 41% to 80% in our inclusion rate (2018-2019), which has increased the opportunities for sustained social interactions and peer role models. **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.	*How will you know that they are causing an improvement?* **WASC:** The focus areas indicated through our Mid-Cycle visitation on March 4, 2020 indicated that such areas of growth would help in our overall student achievement. These areas have been identified by the WASC visiting committee. **RTI:** Student progress monitoring data shows an overall growth in achievement and learning. **Sped Inclusion System:** Special education student performance data will show positive growth in achievement and proficiency. **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.

Within the first cell:

Subject/Area	Baseline (2018-2019)	Goal (2020-2021)
SBA- ELA	44%	47%
SBA- Math	28%	31%
K-1 STAR Early Literacy	5% at/above	8% at/above
STAR ELA	6% at/above	9% at/above
STAR Math	2% at/above	5% at/above
SPED SBA Proficiency ELA	0%	3%
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: 63% or higher

No testing done in SY 2019-2020.

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.	*Add throughout the year measurements here.*	*Add end of year goals here.*

Baseline Measurements

Add beginning of the year measurements here.

ELA Subgroup Proficiency:

School Year	2018-2019	2019-2020	2020-2021
All Students	44%	N/A	
Disadvantaged	32%	N/A	
SPED	0%	N/A	
High Needs	32%	N/A	
Non-High Needs	90%	N/A	

Math Subgroup Proficiency:

School Year	2018-2019	2019-2020	2020-2021
All Students	28%	N/A	
Disadvantaged	24%	N/A	
SPED	4%	N/A	
High Needs	24%	N/A	
Non-High Needs	45%	N/A	

Chronic Absenteeism: **Attendance Rate:**	13% 93.67%
School Climate: **Teacher Satisfaction**	54%

Formative Measures

Add throughout the year measurements here.

- STAR assessments
- DIBELS
- **MobyMax pre/post "quick tests" in Math**
- **SBA Interim Assessments**
- **PLCs**
- **Data Team Process**
- **Achieve 3000**
- **Teacher created assessments**
- **Quarterly writing assessments**
- **Student self-assessments**
- **BEISY screener**
- **KES School Climate Survey similar to SQS**
- **RTI System reviews**
- **Monthly attendance incentives**

Summative Goals

Add end of year goals here.

ELA Subgroup Proficiency   Goal:

School Year	20-21
All Students	47%
Disadvantaged	35%
SPED	3%
High Needs	35%
Non-High Needs	85%

Math Subgroup Proficiency

School Year	20-21
All Students	31%
Disadvantaged	27%
SPED	7%
High Needs	27%
Non-High Needs	48%

Chronic Absenteeism: **Attendance Rate:**	11% 94.67%
School Climate: **Teacher Satisfaction**	64%

Student Outcomes (SY 2020-21)

[Kaunakakai Elementary School], [Version 1], [April 2021]

| 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 BOY at/above proficiency percentage (according to the school's Universal Screener) will increase by the EOY. *Tier 1 Academic*	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	
100% of students will have access to supplemental research based computer programs. *Tier 1 Academic*	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	
100% of students will have the opportunity to earn school-wide recognition in celebration. *Tier 1 Behavior*	All students will have the opportunity to earn a school-wide incentive through increasing their growth in reading, math, and/or behavior.	Yearlong		PBIS and Leadership will create school recognitions to celebrate the achievements of students during FAMA.	Quarterly	
100% of students who have at least 5 absences will receive a Parent Letter. *Tier 2 Behavior*	The Molokai Attendance Program (MAP) model and procedures will be followed to address attendance concerns to the extent possible.	Yearlong		School Counselor will maintain a MAP log.	Quarterly	
80% of the SPED students will receive instruction 80% of the time in the Gen. Ed setting *Tier 3 Academic*	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 ELA proficiency will increase from 0% to 3% and SBA math proficiency will increase from 4% to 7%. *Tier 3 Academic*	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		SPED teachers will monitor Math & ELA proficiency growth through STAR SBA aligned scores.	Monthly	
85% of EL students will demonstrate growth in their WIDA Access reading scores. Base of 71% (2020) *Tier 3 Academic*	EL teacher will support students in core instruction in the general education setting, unless pull out intervention is needed.	Yearlong		EL teacher will provide the Principal with a schedule of student support and meet with teachers to plan interventions and strategies.	Semester	

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)
The achievement gap between Non-High Needs and High Needs students in ELA will decrease from 58 to 53 points. The achievement gap between Non-High Needs and High Needs students in Math will decrease from 21 to 16 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 EAs 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 Urgent Intervention category on the school's academic Universal Screener (STAR) will receive intervention and support.	Gen. Ed teachers, SPED teachers, and RTI Specialist, will create targeted RTI plans for students in the Urgent Intervention category. PPTs and/or EAs will directly support classroom teachers with RTI.	Yearlong		RTI Specialist Teacher will help monitor support staff to successfully implement the RTI system	Weekly	
100% of teachers will implement a SEL curriculum.	All students will receive SEL lessons/activities in a common block a minimum of 1x a week to help address Tier 1 behavior.	Yearlong		All classroom teachers will indicate an SEL block in their weekly schedule.. Follow up will be done by the Principal and PBIS Committee	Weekly	
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	
100% of faculty (K-6) will receive continued professional development training.	Faculty will receive continued professional development on core curriculum (i.e., Stepping Stones, Into Math, Wonders) and other content areas (i.e., science, social studies, computer science)	Fall and Spring		Principal and Content Area Chairs will monitor, assess, and collect feedback.	Quarterly	
SBA Math proficiency will increase from 28% to 31% and ELA from 44% to 47%	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 faculty and instructional staff will be informed on the MTSS process. Along with ongoing professional learning to build clarification.	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 on the school's Google Drive.	Once a semester	
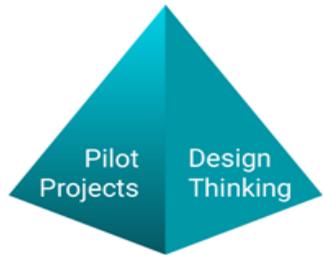
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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. *Pilot Projects:* *KES is working 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.* *Other innovation projects are happening in isolation such as Project Based Learning, virtual and augmented reality (i.e., using VR headsets for virtual field trips, creating 3D environments, Merge Cube, 360 degree images), utilizing 3D modeling software (i.e., TinkerCad, SketchUp) and 3D printing, and Computer Science (i.e., Code.org, Microbit Computers).* *Kaunakakai Garden Pride - continued development of our KES garden plots and growing program, which includes planting and maintenance of garden beds, KES greenhouse, aquaponics system and agriculture skills, and celebrations with campus grown food items.*	*Please describe your conditions for Success:* *We have had an initial meeting with STEM works Hawaii and they offered a free introduction to their program. We currently have two teachers who are part of the program and are encouraging other teachers to participate. Teachers will attend a STEM Conference this year to gain ideas and concepts around building the program.* *We have purchased 3D printers, VR programs and software, VR cubes, Oculus VR systems and other related technology.* *Funding will be allocated to support KES Garden Pride projects and Greenhouse/Aquaponic system.*