Kula Elementary School

Academic Plan 2023-2024

Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Marianne Wheeler

Contact Information
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Plan Submitted by
Plan Approved by
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 the 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, Study, Act (PDSA) 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 12).


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 (pages 5-10).
Kula Elementary: Systems of Support

★ **Vision:** We strive to empower every student to become a responsible and respectful individual who collaborates, innovates, and perseveres.

★ **Mission:** At Kula School parents, teachers, and students work together to develop positive relationships and a culture of mutual respect, shared responsibility and academic excellence.

★ **Core Values:** Care, Commit, Contribute, and Follow Through

**SW1 Academic Excellence:** Kula Elementary follows the Common Core State Standards (CCSS) and is currently instructing using the following curriculums: Reading Wonders, ECRI, Ready Math, Lucy Calkins Writing, Next Generation Science Standards, and the Hawaii Core Standards for Social Studies (HCSSS). We use the following assessment tools for gathering student data: iReady Reading and Math Screener, Smarter Balanced Assessment, WIDA ACCESS for English Learners, DIBELS and Hawaii State Science Assessment. Data is monitored through the Comprehensive Needs Assessment (CNA) which is used to develop the AcPlan.

**SW1, SW6 Intervention Success:** Kula Elementary follows the Multi-Tiered Systems of Support (MTSS) - Response to Intervention (RtI) model for identifying and responding to student concerns in academics and social/emotional needs. We use the following intervention tools for monitoring student progress: DIBELS, Sonday System (Reading), BEISY Behavior Screener and the Panorama SEL survey, Comprehensive Needs Assessment (CNA). Various instructional strategies are used to increase the quality of learning and student engagement.

**SW2 Collaboration:** Kula Elementary School consists of various committees to support our students’ success. Many committed and dependable staff members and parents invest their time and effort to ensure all needs and concerns of our school/community are being addressed. Teams include: School Leadership Team, Safety Committee, Grade Level Data Teams, Comprehensive Student Support System, School Community Council, Behavioral Support Team, PTA, Academic Review Team, and Curriculum Teams (ELA/Writing, Math, Social Studies/Science, Behavior).

**SW2, SW3 Monitoring:** The school’s Academic Plan development & implementation are regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards; including all key stakeholders: staff, parents, and other members of the community.

**SW3, SW4 Location:** The school’s Academic Plan is available to the Hawaii Department of Education, parents, and the public on the School Status & Improvement Report (SSIR) - ARCH website as well as the school’s website. The information contained in is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**SW5 Integration:** with federal, state and local services- Artists in Schools, Guests Speakers, Digital Bus, Family Engagement Activities, Curriculum Showcase

**WASC Critical Areas of Need (2018)**

1. The Leadership Team will research, discuss and implement vertically aligned curriculum, research-based schoolwide instructional strategies with clear learning standards based outcomes with matching assessments that promotes an in-depth, active, and engaged learning process for all students

2. The Administration and Leadership teamwork with staff to outline the duties and responsibilities of staff in the form of job descriptions and make them available to all stakeholder groups in order to help all stakeholders have a clearer understanding of the operations of the school.

3. The Administration, Leadership team and Classified Leads work to improve and implement a system of internal communications between administration, classroom teachers and classified staff members to make sure all staff members are aware of all schoolwide systems and make it more systemized and effective.

4. The administration, leadership team and teaching staff work on developing a consistent school wide grading system through inter-rater reliability to clearly define proficiency levels across grade levels in order to better assess student attainment of State standards and the attainment of GLOs.

5. The administration, leadership team, Tier 1 Behavior Team, teaching staff, parents and students review and revise the behavior matrix to implement a legally sound, consistent and effective referral process
that holds students accountable for their behavior.

**WASC Areas of Strength (2021)**

1. The teaching staff’s process of sharing student work and teaching strategies that are aligned by the school’s curriculum teams and based on student needs which are then addressed in data teams and PLC meetings. The outcomes of this process are then used to drive instruction.
2. The grade level curriculum groups that have worked to establish common assessments, common math vocabulary, scaffolding supports and a faculty intranet that has improved communication between faculty members.
3. The continued growth of the digital portfolio platform that promotes student voice in the learning process and includes student understanding of what they know and need to learn. The students’ use of digital portfolios that not only allows students to show their independence, creativity, and helps them foster their writing and research skills, but also helps teachers assess their growth.
4. The data teams and articulation training are being used to ensure student growth with goals set by the academic plan for all students through the data team process. The parents reported that the school administration should be commended for addressing the needs of the high needs students and creating a climate of a safe campus during the pandemic disruptions of the school year.
5. The school staff for working together to turn the critical area of need - internal communication - into a strength and in the process creating an improved school climate and, as a result, building strong school staff relationships within the school and parent community.
6. The school has developed school systems to address the critical areas of concern from the last self-study. The data team and PLC process should continue to monitor the effectiveness of school programs toward student achievement in ELA, Math, and Science.

**SY 2021 WASC Mid-Cycle Review Additional Areas of Concern**

1. **Staff Enabling Activity (for ELA Curriculum Team)**
   Evaluate the need for an aligned K-5 foundational reading process which includes phonemic awareness, phonics, vocabulary development, fluency and reading comprehension.
2. **Staff Enabling Activity (Inclusion goal)**
   Further develop our RTI process to address student needs in an inclusive classroom setting through differentiated instructional practices for Tier I and Tier 2 students.
3. **Staff Enabling Activity (Inclusion Goal)**
   Research the reasons for the increasing achievement gap. Working with data to develop strategies to address the increasing achievement gap.
4. **Staff Enabling Activity (Inclusion goal)**
   Research effective ways to improve student attendance.

**FORMAT of Academic Plan:**

**Area of Focus:** Identify and describe an area of focus including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.

**Theory of Action:** What is your Theory of Action (if-then) to improve the area of focus?

**Enabling Activities:** What are your Enabling Activities to improve the area of focus?

**Accountability Leads:** Who supports and monitors the activities described in this section?

**Source of Funds:** Where are the funds coming from to support the activities described in this section?
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.

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Theory of Action</th>
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</table>
| Solid and Effective Tier 1 Instruction - STUDENTS | If Tier 1 instruction is implemented with a high degree of integrity (by providing clear expectations, differentiation, flexible grouping and on-going formative assessments) then most students receiving this instruction will show assessment outcomes that meet proficiency in each core content area. Overall, we will see an increase in student achievement and a decrease in the gap. | STUDENT OUTCOMES  
- Digital Portfolio Artifacts: K-1 / 2-5; student will voice/pick which artifact to put in their Google slides (k-1) or Google sites (2-5) - minimum 1 per quarter (K-1), Q1 & Q2; 1 artifact and Q3 & Q4; 2 per quarter (Grade 2) 2 per quarter (3-5) representing Math, ELA, Social Studies, Science  
- Spring Curriculum Showcase (Digital Portfolios)  
- Student Voice Focus Groups  
ELA/ WRITING  
- I-Ready scores  
- SBAC  
- Quarterly grades  
- Kaleo Cup - iReady growth & usage awards  
- DIBELS  
- Continue effective RtI instruction in reading  
MATH  
- I-Ready scores  
- SBAC  
- Quarterly grades  
- Kaleo Cup - growth & usage awards  
- Refine RtI instruction in math  
- Cohort for District Math Project  
SOCIAL STUDIES/SCIENCE  
- Quarterly grades  
- PBL  
- Students will visits Keokea to support STEM, PBL and garden projects  
ART Team Quarterly Monitoring of the Academic Plan |
| Build and maintain solid and effective Tier 1 instructional practices in core content areas (ELA, Math, Science and Social Studies) to ensure that all students are able to access and understand their grade level standards successfully.  
This addresses SY 2021 WASC Mid-Cycle Review Additional Areas of Concern:  
#1 - Evaluate the need for an aligned K-5 foundational reading process which includes phonemic awareness, phonics, vocabulary development, fluency and reading comprehension.  
#2 - Further develop our RTI process to address student needs in an inclusive classroom setting through differentiated instructional practices for Tier 1 and Tier 2 students.  
#3 - Research the reasons for the increasing achievement gap. Working with data to develop strategies to address the increasing achievement gap. |  
<table>
<thead>
<tr>
<th>Accountability Lead(s)</th>
<th>Source of Funds</th>
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</table>
| ● Curriculum Coordinator/RTI Coordinator  
● Teachers/Principal  
● Student Voice Focus Groups  
● ART Team | ● Weighted Student Formula (WSF)  
● ESSER  
● Title 1  
● Weighted Student Formula (WSF)  
● ESSER  
● Title 1  
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<td>SW1, SW6</td>
<td>Solid and Effective Tier 1 Instruction - STAFF</td>
<td>STAFF OUTCOMES</td>
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<td>Build and maintain solid and effective Tier 1 instructional practices in core content areas (ELA, Math, Science and Social Studies) to ensure that all students are able to access and understand their grade level standards successfully.</td>
<td>○ Scheduled grade level PLC where teachers share in instructional conversations, lesson modeling, and sharing and evaluating student work</td>
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<td>This addresses SY 2021 WASC Mid-Cycle Review Additional Areas of Concern:</td>
<td>○ Vertical articulation to improve understanding of standards</td>
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<td>#1 - Evaluate the need for an aligned K-5 foundational reading process which includes phonemic awareness, phonics, vocabulary development, fluency and reading comprehension.</td>
<td>○ Continuous Professional Development in core subject areas including PBL &amp; arts integration</td>
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<td>#2 - Further develop our RTI process to address student needs in an inclusive classroom setting through differentiated instructional practices for Tier 1 and Tier 2 students.</td>
<td>○ Walk-throughs to ensure consistent tier 1/2 instruction across all grade levels</td>
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<td>#3 - Research the reasons for the increasing achievement gap. Working with data to develop strategies to address the increasing achievement gap.</td>
<td>ELA/Writing</td>
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Kula Elementary School, SY 2023-2024
### Area of Focus SW1, SW6

#### At Risk Students

Comprehensive Needs Assessment & WASC SY 2021 Mid-Cycle Review Additional Area of Concern:

Through looking at Academic Achievement data the proficiency rates between high needs (Low SES, SPED, EL) and non-high needs students were shown to have the biggest gap in subgroups for the areas of ELA, Math and Science.

We will provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards through engaging activities.

DIBELS data, SBA, and iReady Screener shows an area of need is explicit instruction in reading foundational skills.

iReady Math screener and SBA historical data shows a need for explicit instruction in foundational math skills and fluency.

#### Theory of Action

If high needs students have access to grade level curriculum and instruction through strong Tier 1 instruction and inclusive practices then the proficiency gap between high needs students and non high needs students will decrease based on SBA scores. Student attainment of state standards and the GLOs will improve.

If students continue to struggle an RTI system is in place to assist with TIER 2/3 instruction.

#### Enabling Activities

**STUDENT OUTCOMES**

- Improve SBA scores for high needs students (Low SES, SPED, EL)
- Growth in iReady scores for high needs students
- WIDA ACCESS- meet Growth to Target Scores/increase Proficiency Levels
- RTI PTTs will provide explicit instruction in reading and math during small group instruction time
  - Small Group Instruction/Math Centers
  - Kids Hope Mentors
  - EOEL Program
  - Smart Start- Transition Kinder Summer Program
  - Summer School/After school tutoring for struggling learners and high needs students

**STAFF OUTCOMES**

- Inclusive practices PD: EL, Arts Integration, PBL, SEL
- Built in planning time between SPED & Gen Ed teachers, EL staff
- Sharing of Gen Ed and SPED resources for instruction
- PLC/Data discussion concerning student needs with curriculum supports
- SPED Team Articulation
- Review of Student Concerns - CSSS monthly meetings
- Consistent use of school-wide strategies
- RTI - reading and math
- Small Group Instruction
- Universal use of small group instruction in all grade levels
- GenEd teachers and RTI teachers coordinate intervention materials/pacing (guided reading/Wonders/ECRI/Sunday)
- Increase the number of teachers who have the Sheltered Instruction Qualification
- Share WIDA English Language Development Standards with staff
- Share EL Students’ achievement of Standards: Can Do Descriptors and ELPs in staff meeting
- Walk-throughs to ensure consistent tier 1/2 instruction across all grade levels

**Source of Funds**

- Weighted Student Formula (WSF)
- ESSER
- SPPA
- Title 1

#### Accountability Lead(s)

- Student Services Coordinator
- EL Coordinator
- RTI Coordinator
- Principal
- SCC
- ART Team

#### ART Team Quarterly Monitoring of the Academic Plan

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| Improving Student Attendance | Students cannot learn if they are not in school. By researching and trying effective strategies to improve school-wide student attendance, we will find solutions to effectively address chronic absenteeism. | STUDENT OUTCOMES  
- Use of PAW cards  
- Student Attendance Contracts  
- Increased use of student voice/choice  
- Student Council  
- JPO  
- Morning Running Club  
- Monthly Family Nights  
- Attendance Students recognized at Quarterly assemblies  
- School-wide attendance challenges (Kaleo Cup)  
- Quarterly Awards Assemblies  
- Dress Up Days  
- Fitness Fun Day/ Career Day Event/Spelling Bee  
- Specials: Hawaiian Studies, Art, P.E., dance, garden, technology  
- Field Trips/Keokea  
- Library  |
| 2021 WASC Additional area of concern: Research effective ways to improve student attendance. The Student Voice Survey suggests that only 50% of students think school is fun. | Accountability Lead(s) | Source of Funds |
| ● Student Services Coordinator  
● School Counselor  
● Principal  
● SCC  
● ART Team | ● Weighted Student Formula (WSF)  
● ESSER  
● Title 1 | STAFF OUTCOMES  
- Attendance monitoring in data teams/Peer  
- PAW store visits - May be mobile PAW store  
- PSAP EA  
- Parent Education  
- Attendance: Research effective ways to improve student attendance  
- Parent Communication via Parent Square  
- Revise Attendance Policy  
- Regularly communicate absences with families  
- Topic for ParentEd Night |
## TECHNOLOGY

### Comprehensive Needs Assessment
In analyzing our current technology inventory and needs it is shown that a portion of our devices need to be updated each year.

### Theory of Action
If all our students have access to up-to-date technology devices then our students will be able to engage and explore all aspects of their grade level curriculum without limits.

### Enabling Activities
- STUDENT OUTCOMES
  - 1:1 devices for students grades K-5: compatible with latest upgrades
  - Technology skills progression: typing skills, research
  - Google Apps: Drive, Docs, Slide Show, Sheets
  - Digital Portfolios, iReady
  - Engagement in virtual classrooms: Google Classroom, world wide collaborators, virtual field trips,
  - update technology devices so our students will be able to engage and explore all aspects of their grade level curriculum without limits.

- STAFF OUTCOMES
  - All staff computers are in working order and compatible with latest upgrades
  - Chromecasts
  - ELMOs/Projectors
  - TVs
  - Printers
  - iPads to support video/camera needs for Digital Portfolios & PBL
  - Google Form for Tech Needs
  - Computer Science (review and understand new standards)
  - Tech skill vertical alignment K-5

### Accountability Lead(s)
- Technology Coordinator
- ART Team Lead
- Principal

### Source of Funds
- Weighted Student Formula (WSF)
- Title 1

### Source of Funds
- Technology Coordinator
- ART Team Lead
- Principal
- Weighted Student Formula (WSF)
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| BEHAVIOR/MULTI-TIERED SYSTEMS OF SUPPORT (MTSS): Positive Behavioral Interventions and Supports (PBIS) | If a consistent school-wide behavior matrix and strategies are implemented across grade levels and settings, then students will demonstrate stronger behavior choices and be held accountable for their behavior based on current social emotional needs therefore student attainment of State standards and the attainment of GLOs will improve. | STUDENT OUTCOMES  
○ Use of PAW cards  
○ Mind Up Unit 1: brain breaks, beach  
○ Health Curriculum w/ SEL integration  
○ Actor’s Toolbox, Focus 5 (some classrooms)  
○ Tier 1, 2, 3 Interventions  
■ 1: Common language (safe, respectful, responsible), Rubrics posted around campus for expected behavior, PAW cards/Principal’s Lunches, SEL curriculum, Beach, Running Club  
■ 2: Connecting with our at-risk students: check in / check out, earned rewards, small groups (ex. SEL survey groups, banana splits, social skills, etc)  
■ 3: Individual targeted interventions (higher level of support)  
○ Feature videos/pictures of award winners: Ha framework/GLOs, Kaleo Cup, Principal’s Lunch  
○ Character Education Program via Broadcast  
○ BIESY Counseling Groups  
○ Kids Hope Mentors  
STAFF OUTCOMES  
○ Weekly Peer team meetings  
○ Mobile PAW store visits  
○ School wide SEL Curriculum implemented within each classroom (Mind-Up) plus school counselor taught lessons within each classroom (Second Step)  
○ Behavior Team PD and monitoring of Multi-Tiered Systems of Support [MTSS]: 17 proactive strategies, EMR, Trauma Informed practices, Fostering Resilience and Protective practices, Beach, Mind Up, Second Step, Tier 2 Interventions  
○ SEL Survey implementation plus small group skills training as an intervention. Curriculum needs in the areas of Grit, Growth Mindset, Self Efficacy and Sense of Belonging  
○ PSAP EA  
○ Parent Education - send parent surveys home on areas of need. Counselor office hours. Video tutorial sent home.  
○ BIESY Screener (September/February)  
○ Character Education (Principal’s Lunches)  
○ Maintain Behavior Matrix/Character/GLO/HA Videos  
○ Review behavior matrix with class each quarter  
○ Maintain protocols on how, when, why to give PAW cards. Share with all staff.  
○ GLO focus & Ha alignment  
○ 1.5 counselors  
○ Possibly hiring of VP or counselor  
○ Behavior Management Flow Chart  
ART Team Quarterly Monitoring of the Academic Plan |

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RTI Coordinator  
School Counselor(s)  
Administration  
SCC  
ART  
Peer Team | ● Title 1  
● ESSER  
Source of Funds  
Student Services Coordinator  
RTI Coordinator  
School Counselor(s)  
Administration  
SCC  
ART  
Peer Team |
### Area of Focus: Staff Moral

**Comprehensive Needs Assessment -**
In analyzing our staff SQS, we found the need to develop effective ways to improve staff morale specifically in the areas of teacher well-being, satisfaction, and engagement.

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| **Staff Moral** | As administration finds effective ways to improve staff morale, our staff will feel more satisfied, engaged and their overall sense of well-being in the workplace will improve as indicated in the School Quality Survey. | **STAFF OUTCOMES**
- Team-building activities
- Birthday Celebrations
- Organize teacher interest clubs such as Pickleball, Walking Club, Book Club, etc.
- Provide staff PD on self-care, mindfulness, healthy coping skills
- Shout-outs and teacher awards
- “Room Service” cart
- Staff lunch area/lounge
- Staff feedback used in decision making
- Determined non-negotiables
- Realign curriculum teams to support non-negotiables

| Accountability Lead(s) | | ART Team Quarterly Monitoring of the Academic Plan |
|------------------------|------------------|
| - Principal
- Leadership Team
- ART Team | - Weighted Student Formula (WSF)
- ESSER
- PTA | |

Kula Elementary School, SY 2023-2024
## Innovation in Support of the Core: School Design and Student Voice


### School Design SW6

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**

- Increase scores to target of 70% in all areas School Design (2022/23-Panorama Scores + change)
  - Positive Relationships
    - Classroom Student-Teacher Relationships (78%, +1)
    - School Belonging (67%, +/-0)
  - Mutual Respect
    - Classroom Climate (71%, +3)
    - School Safety (60%, -4)
  - Shared Responsibilities
    - Pedagogical Effectiveness (83%, +3)
    - Valuing Your School (69%, -2)
  - Academic Excellence
    - Classroom Rigorous Expectations (77%, +1)
    - Classroom Engagement (68% +4)
  - Professional development in Arts Integration Strategies
    - Book Trust

**Why are you implementing them?**

- Students are the potential.
- Students have something to teach us.
- Working with students is the way we move forward.

**How will you know that they are causing an improvement?**

- Increase in Panorama results Target of 70%

### Social Emotional Learning SW6

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**

- SEL Panorama Survey Winter ’23
  - K-5
    - Ontrack SEL: 66%
    - Emotion Regulation: 61%, +8
    - Grit: 60%, +/-0
    - Growth Mindset: 58%, +4
  - Self-Efficacy: 60%, +3
  - Sense of Belonging: 70%, -1
  - Social Awareness: 73%, +3

**Curriculum needs in the areas of Grit, Growth Mindset, Self Efficacy and Sense of Belonging**

**Professional development in Arts Integration Strategies that support teaching behavior as a literacy**

**Why are you implementing them?**

**How will you know that they are causing an improvement?**

**Student Voice SW2, SW5**

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**

**Use Student Voice Feedback to Implement Change**

1. Take Student Voice Survey Grades 3-5
2. Conductor student focus groups PreK-5
3. Share focus group results/feedback
4. Determine action items
5. Implement change

6. **School of Action Team**
   - Student Voice curriculum team

**Follow up with focus groups or surveys for changes.**

### Community & Families SW4

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**

- Family Nights (i.e. open house, cultural, science, reading)
- Harvest Fest
- La ‘Ohana
- Curriculum Showcase
- Quarterly Assemblies
- Parent Ed nights
- Parent Square communications
- School Website

**Why are you implementing them?**

- Building positive relationships with our families and community is important.
- Partnering with parents through academic and social activities will facilitate increased student engagement and learning.

**How will you know that they are causing an improvement?**

- SQS
- Harvest Fest Volunteer sign-in sheet
- Family Nights Sign-in sheets
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.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

### School Ideas for Innovation and Pilot Projects (SW6)

While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.

- **Keokea Agricultural Program**
  Keokea is an extension of our Kula School Campus that allows for students to engage in outdoor learning, PBL and STEM activities.

- **Project Based Learning (PBL)**
  School-wide implementation of PBL (1 per semester), connected to SCI, SS, or the Keokea/Garden project

### Conditions for Success

Please describe your Conditions for Success:

- Increase community and school wide engagement with the land and resources to include an outdoor classroom that supports all content area curriculum preK-12.
- Consider fundraising, grants, or other funding sources to Ag grow program
- Continue to provide transportation for student access.
- Brainstorm ways to utilize space at Keokea to include student learning opportunities.
- Utilize the Farm Bureau as a community resource for student learning activities at Keokea.
- Schoolwide PBL professional development and teacher cadre
- PBL between school garden and Keokea focusing on native/canoe plants
- Continue to provide PD on PBL to support Keokea and PBL
- Showcase Keokea & PBL schoolwide, x2 a year (November/May) on bulletin boards, during curriculum showcase, and family events (Harvest Fest & La ‘Ohana) to share learning
- PBL world - sending a team summer 2023.