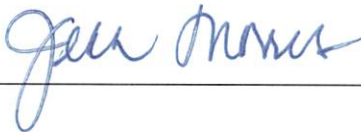



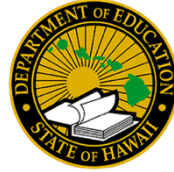
# Academic Plan School Year 2021-2022

## Chiefess Kamakahelei Middle School

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Submitted by Jean Morris	Date
	4/6/2021

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	4/15/2021



# Chiefess Kamakahelei Middle School

## Academic Plan School Year 2021-22

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close 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, Check, Act (PDCA) cycles, and systemized by leading indicators.

### HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

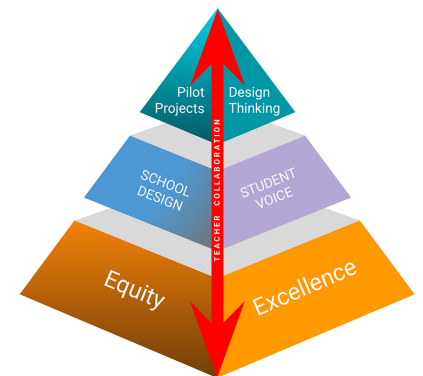
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (Section 5).

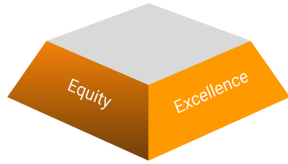
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (Sections 2 through 4).

**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports

- The Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (Section 1).



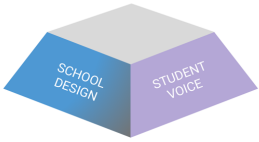


## Teaching & Learning Core: **Equity and Excellence**

In order to address equity, list the targeted subgroup(s) and their identified needs. Specify enabling activities to address the identified subgroup(s) and their needs.

Section 1: EQUITY AND EXCELLENCE		
Achievement Gaps	Theory of Action	Enabling Activities
<p><b>Student Proficiency</b> Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA - 52%</li> <li><input type="checkbox"/> Math - 44%</li> <li><input type="checkbox"/> Science - 32%</li> </ul> <p><b>High Needs Students Achievement Gaps</b> The high needs subgroup includes students who are Low Socio Economic Status, English Language Learners, and students who receive Special Education Services. Our 2018-19 High Needs Achievement Gaps are as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA - 35 pts.</li> <li><input type="checkbox"/> Math - 30 pts.</li> <li><input type="checkbox"/> Science - 27 pts. (LDS)</li> </ul> <p><b>Low SES</b> - Students of low socio economic status currently make up 48% of our student population. As in prior years, 2018-19 data indicates fewer low SES students demonstrated proficiency than students who are not Low SES.</p> <ul style="list-style-type: none"> <li>● ELA:                             <ul style="list-style-type: none"> <li>○ Non-Low SES - 65%</li> <li>○ Low SES - 37% - (28 pt. gap)</li> </ul> </li> <li>● Math:                             <ul style="list-style-type: none"> <li>○ Non-Low SES - 55%</li> <li>○ Low SES - 30% - (25 pt. gap)</li> </ul> </li> <li>● Science:                             <ul style="list-style-type: none"> <li>○ Non-Low SES - 41%</li> <li>○ Low SES - 20% - (21 pt. gap)</li> </ul> </li> </ul>	<p>If we establish schoolwide core values to drive the vision and mission, then leadership and teachers/staff will align decision making, and actions with the mission, vision and core values, and students will engage in learning activities that are connected to those mission, vision and values.</p> <p>If sufficient leadership training is provided to ART members and teacher leaders, then ART members and Team leaders will communicate information to teachers/staff from a student/school perspective, teachers/staff will respond favorably on the School Quality Survey (SQS), and students will engage in learning activities that are connected to the mission, vision and values.</p> <p>If administration collaborates with teachers to identify strategies which incorporate growth mindset, perseverance, and goal setting, then teachers/staff will align schoolwide practices with Growth mindset for curriculum, instruction, assessment and behavior expectations, and students will engage in learning activities that develop growth mindset through goal setting.</p> <p>If administration/ART develops committees to monitor school wide initiatives, then more teachers will be involved in the Academic Plan progress monitoring process, and schoolwide goals will be achieved.</p> <p>If administration provides the i-Ready program, PD, and incentives to support students in the RtI Workshop, then teachers will use the iReady program with fidelity to identify and address student needs, and students will use individual diagnostic data to set goals and self monitor their progress.</p> <p>If the Advisory committee identifies and curates SEL lessons, teachers will implement the SEL lessons, students will contribute to a positive school climate by demonstrating</p>	<p><b>EA 1 - Vision, Mission, and Core Values</b> We will establish a common set of core values that will reshape our school vision and mission, and will implement decision making processes, problem solving, and communication methods aligned with those core values. (SW4)</p> <p><b>EA 2 - Growth Mindset</b> Students and staff will implement attributes of growth mindset through goal setting, reflection, and monitoring of progress.</p> <p><b>EA 3 - Equity and Access</b> Response to Intervention (RtI), Social Emotional Learning (SEL), Hana Maika'i, and Positive Behavior, Interventions and Supports (PBIS) will be implemented to provide all students with a sense of belonging and equity and access to rigorous</p>

<p><b>ELL</b> - English Language Learner students currently make up 8% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> <li>• ELA - 10% (5 proficient)</li> <li>• Math - 10% (6 proficient)</li> <li>• Science - 0%</li> </ul> <p><b>SpEd (IDEA)</b> - Students receiving special education services currently make up 9% of our student population. A few SpEd (IDEA) students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> <li>• ELA - 6% (4 proficient)</li> <li>• Math - 1% (1 proficient)</li> <li>• Science - 0%</li> </ul>	<p>appropriate behavior, and the PBIS committee will promote a system of rewarding students.</p>	<p>standards-based instruction, to include all types of learners.</p>
	<p>If administration provides PD and time for PLC, and support based on co-created expectations, then teachers will engage in effective PLCs, and students will complete standards-based assignments and learning activities/tasks.</p>	<p><b>EA 4 - Professional Development and Professional Learning Communities</b></p> <p>Professional Development (PD) and Professional Learning Communities (PLC) will be provided to enhance and refine our standards-based curriculum, instruction, assessment, and grading practices.</p>
	<p>If administration provides Achieve3000 licenses, and the Achieve3000 Committee provides PD, teachers will implement the program with fidelity, and students will complete Achieve3000 articles/activities to increase reading lexile levels and proficiency.</p> <p>If administration and coaches provide support during PLC, teachers will implement a common industry vetted/ standards-based program across all grades with fidelity, and students will complete standards-based assignments and learning activities/tasks.</p> <p>If ART identifies common school wide instructional strategies and provides PD, then teachers will implement the identified common instructional strategies and assessments in all grades, and students will use identified common strategies to learn content.</p> <p>If ART leads facilitate the creation of department wide expectations for standard-based grading and provides PD, then teachers will implement rigorous standards-based aligned assessments and grading practices, and students will demonstrate their application of grade level standards through multiple SBA/HSA like assessment experiences.</p>	<p><b>EA 5 - Curriculum, Instruction, and Assessment</b></p> <p>The strategic use of curriculum, instruction, and assessment (CIA) will be used to develop students' literacy, comprehension, and application of content area skills.</p>
	<p>If ART continues to provide 1:1 devices and PD on the use of technology/apps, then teachers will use technology/apps and will create opportunities for students to connect their learning to the community; ART will create opportunities for student showcases, and students will utilize technology to engage in a variety of learning experiences in which they develop an understanding of content, make connections, and demonstrate their knowledge and skills.</p>	<p><b>EA 6 - Student Connections</b></p> <p>Students will use technology devices, resources, and educational apps to connect their learning with real world relevance, and to make connections/relationships with peers, teachers, and the community.</p>



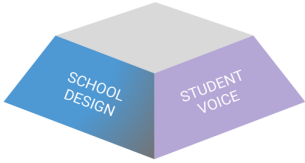
## Innovation in Support of the Core: School Design and Student Voice

**School Design:** The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS		
Initiatives	Context	Conditions for Success
<p><b>Initiative 1: CORE VALUES</b></p> <p>Although we have a school vision and mission, we do not have a common set of core values at its foundation. This initiative will result in our development of a common set of core values which will be used to guide school-wide decision-making, problem solving and communication practices.</p> <p>We believe shared leadership is important, so we will provide leadership training to teacher leaders to foster leadership within our school. We will also involve students and staff in goal setting and monitoring activities to develop a growth mindset.</p> <p>Initiative 1 is also designed to provide equity and access to students through Response to Intervention (RtI), Social Emotional Learning (SEL), and Positive Behavior, Interventions and Supports (PBIS).</p>	<p>Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. Currently, there are inconsistencies in our understanding of core values and beliefs that lead to school decision-making, and varied levels of understanding and implementation of Growth Mindset. There is also a lack of a current SEL curriculum. <b>(SW1)</b></p> <p>Our CNA also helped us to realize that we have insufficient leadership training provided to ART members and other teacher leaders. In addition, we recognize that we have inconsistent implementation of resources, instructional practices and use of data in the RTI workshops.</p> <p>There is a need to sustain the successful practice of teacher participation in the Academic Plan monitoring process.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>● WASC Critical Areas #1 (GLOs), #2 (shared decision making)</li> <li>● Achievement Gaps (High Needs Students)</li> <li>● Student Learning Needs #1 (Literacy), #2 (Math), #5 (GLO 1), #6 (SEL)</li> <li>● Contributing Causes #1A-B, #2A-B, #3A-B</li> <li>● Student Voice (through Growth Mindset and SEL)</li> <li>● Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health</li> <li>● Curriculum, Instruction, and/or Assessment (CIA)</li> <li>● Promise 1: Hawaii</li> <li>● Promise 2: Equity</li> <li>● Promise 3: School Design</li> <li>● Promise 4: Empowerment</li> </ul>	<ul style="list-style-type: none"> <li>● A Professional Development (PD) Plan will need to be developed to ensure teachers and staff receive PD as needed and Professional Collaboration (PC) Days are used to support initiatives in the Academic Plan.</li> <li>● Staff and students will need to be open to the idea of a Growth Mindset.</li> <li>● A sufficient budget may need to be available to fund a new SEL program.</li> <li>● Sufficient funding will need to be available to support the acquisition of a PBIS reinforcement system/rewards.</li> <li>● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</li> </ul>
<p><b>Initiative 2: CONTINUOUS IMPROVEMENT</b></p> <p>This initiative is designed to improve our implementation of standards-based curriculum, instruction, assessment, and grading practices. Professional Development (PD) and Professional Learning</p>	<p>Initiative 2 is also designed to address Root/Contributing Causes identified through our CNA process. There has been insufficient PD and PLC activities to effectively enhance and refine our standards-based curriculum, instruction, assessment, and grading practices. Currently, there are varied levels of instruction and implementation strategies used with delivery of Teenbiz.</p> <p>In addition, we lack a consistent implementation plan of identified high yield instructional strategies. We have also discovered varied levels of assessment rigor across content areas, and a lack of consistency in assessment practices.</p>	<ul style="list-style-type: none"> <li>● A Professional Development (PD) Plan will need to be developed to ensure teachers and staff receive PD as needed and Professional Collaboration (PC) Days are used to support initiatives in the Academic Plan.</li> </ul>

<p>Communities (PLC) will be utilized to discuss and plan quality instruction that develops students' literacy and numeracy, while strengthening their content area knowledge, comprehension, and application of skills.</p>	<p>There is a need to sustain the successful practice of implementing standards-based curriculum in all grade levels and subjects.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>● WASC Critical Area #1 (GLOs)</li> <li>● Achievement Gaps (High Needs Students)</li> <li>● Student Learning Needs #1 (Literacy), #2 (Math), #3 (Science), #4 (Social Studies), #5 (GLOs)</li> <li>● Contributing Causes #4, #5A-D</li> <li>● Curriculum, Instruction, and/or Assessment (CIA)</li> <li>● Promise 3: School Design</li> </ul>	<ul style="list-style-type: none"> <li>● Designated time will need to be scheduled for teachers to meet and collaborate in Professional Learning Communities (PLC).</li> <li>● A sufficient budget will need to be available to purchase a schoolwide Teenbiz (Achieve3000) license.</li> <li>● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</li> </ul>
<p><b>Initiative 3: CONNECTIONS</b></p> <p>This initiative will enable students to make connections with peers, teachers, and the community. Chiefess Kamakahahei Middle School students will use technology devices, resources, and educational apps to connect their learning with real world relevance. The use of technology will provide our students with ongoing opportunities to explore, create, communicate, and connect with others.</p>	<p>Initiative 3 is designed to address additional Root/Contributing Causes identified through our CNA process. There are varied levels of understanding and use of technology devices and educational apps in ways that intentionally support student connections while strengthening their learning.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>● WASC Critical Area #1 (GLOs)</li> <li>● Achievement Gaps (High Needs Students)</li> <li>● Student Learning Needs #1 (Literacy), #5 (GLOs)</li> <li>● Contributing Cause #6</li> <li>● Student Voice (through student showcases)</li> <li>● Curriculum, Instruction, and/or Assessment (CIA)</li> <li>● Parent Engagement and/or Community Partnerships (community connections and student showcases at planned events)</li> <li>● Promise 3: School Design</li> <li>● Promise 4: Empowerment</li> <li>● Promise 5: Innovation</li> </ul>	<ul style="list-style-type: none"> <li>● A Professional Development (PD) Plan will need to be developed to ensure teachers and staff receive PD as needed and Professional Collaboration (PC) Days are used to support initiatives in the Academic Plan.</li> <li>● Sufficient funding will need to be available to support the distribution of 1:1 technology devices for all our students.</li> <li>● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</li> </ul>

Section 3: MEASURABLE OUTCOMES AND GOALS		
2020-21	2021-22	2022-23
<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Measurable outcomes for staff and students are listed in Section 4.</li> </ul> <p><b>Strive HI Goals for 2020-21:</b> (2018-19 baseline)</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase from 52% to 57%, as measured by SBA.                             <ul style="list-style-type: none"> <li>○ ELA high needs achievement gap will decrease from 35 pts. to 30 pts.</li> <li>○ ELA Median Growth Percentile (MGP) will increase from 50 to 53.</li> <li>○ 8th Graders Reading Near, At, or Above Grade Level will increase from 67% to 72%.</li> </ul> </li> <li>❑ Math proficiency will increase from 44% to 49%, as measured by SBA.                             <ul style="list-style-type: none"> <li>○ Math high needs achievement gap will decrease from 30 pts. to 25 pts.</li> <li>○ Math Median Growth Percentile (MGP) will increase from 51 to 54.</li> </ul> </li> <li>❑ Science proficiency will increase from 32% to 38%, as measured by HSA.</li> <li>❑ ELL On Track (Growth to Target) will increase from 16% to 21%, as measured by WIDA. (2019-20: 3%)</li> <li>❑ Chronic Absenteeism will decrease from 14% to 12%, as measured by 15 absences or more. from 16% to 21%, as measured by WIDA. (2019-20: 10%)</li> <li>❑ School Climate will increase from 78% to 81%, as measured by the Panorama Student Survey. from 16% to 21%, as measured by WIDA. (2019-20: 62%)</li> </ul>	<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Measurable outcomes for staff and students will be updated annually in Section 4.</li> </ul> <p><b>Strive HI Goals for 2021-22:</b> (projected 2020-21 baseline)</p> <p>We will regain/maintain our 2018-19 results or higher in 2021-22...</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase to 53%.                             <ul style="list-style-type: none"> <li>○ ELA high needs achievement gap will decrease to 34 pts.</li> <li>○ ELA MGP will increase to 51.</li> <li>○ 8th Graders Reading Near, At, or Above Grade Level will increase to 68%.</li> </ul> </li> <li>❑ Math proficiency will increase to 45%.                             <ul style="list-style-type: none"> <li>○ Math high needs achievement gap will decrease from to 29 pts.</li> <li>○ Math MGP will increase to 52.</li> </ul> </li> <li>❑ Science proficiency will increase to 33%.</li> <li>❑ ELL On Track will increase to 10%.</li> <li>❑ Chronic Absenteeism will decrease to 13%.</li> <li>❑ School Climate will increase to 64%.</li> </ul>	<p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Measurable outcomes for staff and students will be updated annually in Section 4.</li> </ul> <p><b>Strive HI Goals for 2022-23:</b> (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase to 54%.                             <ul style="list-style-type: none"> <li>○ ELA high needs achievement gap will decrease to 33 pts.</li> <li>○ ELA MGP will increase to 52.</li> <li>○ 8th Graders Reading Near, At, or Above Grade Level will increase to 69%.</li> </ul> </li> <li>❑ Math proficiency will increase to 46%.                             <ul style="list-style-type: none"> <li>○ Math high needs achievement gap will decrease to 28 pts.</li> <li>○ Math MGP will increase to 53.</li> </ul> </li> <li>❑ Science proficiency will increase to 34%.</li> <li>❑ ELL On Track will increase to 11%.</li> <li>❑ Chronic Absenteeism will decrease to 12%.</li> <li>❑ School Climate will increase to 65%.</li> </ul>



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

**FOCUS ON SY 2021-22:** Crosswalk measurable outcomes, enabling activities, budget, and monitoring.

<b>Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING</b>		
<b>Baseline Measurements</b>	<b>Formative Measures for Monitoring</b>	<b>2021-22 Summative Goals</b>
<p><b>2018-19 Strive HI Data:</b></p> <ul style="list-style-type: none"> <li>● SBA ELA - 52%                             <ul style="list-style-type: none"> <li>○ ELA High Needs Gap - 35 pts.</li> <li>○ ELA MGP - 50</li> <li>○ 8th Gr. Reading (Near, At, or Above GL) - 67%</li> </ul> </li> <li>● SBA Math - 44%                             <ul style="list-style-type: none"> <li>○ Math High Needs Gap - 30 pts.</li> <li>○ Math MGP - 51</li> </ul> </li> <li>● HSA Science - 32%</li> <li>● ELL On Track (Growth to Target) - 16% (2019-20: 3%)</li> <li>● Chronic Absenteeism - 14% (2019-20: 10%)</li> <li>● School Climate - 78% (2019-20: 62%)</li> </ul> <p><b>2020-21 Panorama Student Survey Data:</b></p> <ul style="list-style-type: none"> <li>● Classroom Climate - 76%</li> <li>● Pedagogical Effectiveness - 74%</li> <li>● Classroom Rigorous Expectations - 70%</li> <li>● Classroom Teacher-Student Relationships - 64%</li> <li>● Classroom Engagement - 43%</li> <li>● Valuing of School - 56%</li> <li>● School Belonging - 38%</li> <li>● School Safety - 68%</li> <li>● SQS Safety - 63%</li> </ul> <p><b>Additional 2018-19 Baseline Data:</b> Students with zero (0) Behavior Referrals - 76</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> iReady Diagnostic Screener Reading and Math</li> <li><input type="checkbox"/> Teenbiz (Achieve3000) Usage and Lexile Reports</li> <li><input type="checkbox"/> Interim Assessment Block (IAB) Data</li> <li><input type="checkbox"/> Panorama Student Survey Results</li> <li><input type="checkbox"/> Qualitative Evidence of Implementation</li> </ul>	<p><b>2021-22 Strive HI Goals:</b></p> <ul style="list-style-type: none"> <li>● SBA ELA - 53%                             <ul style="list-style-type: none"> <li>○ ELA High Needs Gap - 34 pts.</li> <li>○ ELA MGP - 51</li> <li>○ 8th Gr. Reading (Near, At, or Above GL) - 68%</li> </ul> </li> <li>● SBA Math - 45%                             <ul style="list-style-type: none"> <li>○ Math High Needs Gap - 29 pts.</li> <li>○ Math MGP - 52</li> </ul> </li> <li>● HSA Science - 33%</li> <li>● ELL On Track (Growth to Target) - 10%</li> <li>● Chronic Absenteeism - 13%</li> <li>● School Climate - 64%</li> </ul> <p><b>2021-22 Panorama Student Survey Goals:</b></p> <ul style="list-style-type: none"> <li>● Classroom Climate - 78%</li> <li>● Pedagogical Effectiveness - 76%</li> <li>● Classroom Rigorous Expectations - 72%</li> <li>● Classroom Teacher-Student Relationships - 66%</li> <li>● Classroom Engagement - 45%</li> <li>● Valuing of School - 58%</li> <li>● School Belonging - 40%</li> <li>● School Safety - 70%</li> <li>● SQS Safety - 65%</li> </ul> <p><b>Additional 2021-22 Goals:</b></p> <ul style="list-style-type: none"> <li>● Students with zero (0) Behavior Referrals - 79%</li> </ul>



Initiative 1: CORE VALUES					
Initiative 1 Enabling Activity 1 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #1 School Monitoring Activities	Initiative #1 Complex Monitoring Activities	Source of Funds	
<p><b>EA 1. Vision, Mission, and Core Values</b></p> <p>We will establish a common set of core values that will reshape our school vision and mission, and will implement decision making processes, problem solving, and communication methods aligned with those core values.</p> <p><u>1A. Vision, Mission, and Core Values</u></p> <p>Schoolwide Vision, Mission, and Core Values will be at the center of decisions we make that shape student learning activities and environment.</p> <p>Action Steps:</p> <p>a. The Core Values Committee will lead teachers, staff, students, parents and community through the process of aligning the school's vision and mission statements to all facets of the school. (SW7)</p> <p>b. Administration, teachers and staff will align decision making and actions with the mission, vision and core values <u>utilizing the core values/mission statement checklist</u>.</p> <p>c. Students will be able to articulate through reflection/survey the connection between the mission, vision, core values and their learning and school activities.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All schoolwide and department/grade level decisions will align with the school mission, vision and core values.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>When asked or surveyed, at least 80% (4 out of 5) of students will state a connection between what they are learning (or school activities they are engaged in) and the school mission, vision, and core values.</li> <li>At least 58% of students will respond favorably to Valuing of School questions on the Panorama survey.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>School Climate will increase from 62% in 2019-20 to 64% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	<p>ART/Committees will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. diagnostic screener, Second Step usage reports, behavior incident referrals), and the review of qualitative evidence of implementation, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process.</p> <p>Teachers will reflect on their individual Panorama data as part of their annual IPDP process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data, and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p>☑ <b>WSF 42106 A1 - 2769</b> Substitute for 7 ART team members teachers x 1 per qtr = 28 x \$184.66 <b>\$5,170</b></p>	<p>☑ <b>Title I 18935</b></p> <p><b>B - 3301</b> Food/ refreshment for parent/ community night (STEM, Math, Literacy, etc.) <b>\$500</b></p> <p><b>B - 3006</b> Supplies for parent/ community night (STEM, Math, Literacy, etc.) <b>\$2180</b></p>

<p><u>1B. Leadership Training</u>                  Leadership training will enable shared leadership to take place within the school.                  Action Steps:                  a. Administration will identify Leadership Training opportunities for all teachers to enhance the balcony view of student/school needs, decision making processes, communication and problem solving. (e.g. Na Kumu Alakai, CISL, WASC, Mentoring Program, SPED Mentoring)                  b. Academic Review Team members and Team Leaders will create opportunities for all teachers to engage in leadership activities.                  c. Academic Review Team members and Team Leaders will communicate all ART and Team Leader next steps to teachers and staff (e.g. Monday message, Google Shared Drive, ART meeting minutes, Team Leader Meeting minutes, etc.)                  d. Students will be able to articulate through reflection/survey the connection between the mission, vision, core values and their learning and school activities. (1A)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>• The average rating of teachers/staff responses on the SQS survey to the statement, “I am satisfied with the opportunities I have to contribute to policy decisions that affect my school,” will increase from 2.9 in 2019-20 to 4.0 in 2021-22. (Satisfaction)</li> <li>• The average rating of teachers/staff responses on the SQS survey to the statement, “I can offer my opinions freely on ways to make improvements at my school,” will increase from 2.7 in 2019-20 to 4.0 in 2021-22. (Involvement/Engagement)</li> <li>• The average rating of teachers/staff responses on the SQS survey to the statement, “I feel I am an integral, vital part of the educational community in which I work,” will increase from 3.0 in 2019-20 to 4.0 in 2021-22. (Involvement/Engagement)</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>• When asked or surveyed, at least 80% (4 out of 5) of students will state a connection between what they are learning (or school activities they are engaged in) and the school mission, vision, and core values.</li> <li>• At least 58% of students will respond favorably to Valuing of School questions on the Panorama survey.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>• School Climate will increase from</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> <b>WSF 42106 A1 - 2769</b>                  Substitute for Leadership Training 6 teachers x 2 per year = 12 subs x \$184.66  <b>\$2,216</b></p> <p><input checked="" type="checkbox"/> <b>WSF 42101 C-7710</b>                  Reference Book For teachers <i>If you don't feed the teachers, They will eat the students!-</i>                  Quantity 70  <b>\$1,183</b></p>	<p><input type="checkbox"/> <b>Title I</b></p>
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	62% in 2019-20 to 64% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.				
Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
<p><b>EA 2. Growth Mindset</b></p> <p>Students and staff will implement attributes of growth mindset through goal setting, reflection, and monitoring of progress. (SW 5, SW6)</p> <p>Action Steps:</p> <p>a. Administration will collaborate with teachers to identify strategies which incorporate growth mindset, perseverance, and goal setting in their teaching.</p> <p>b. Administration/ART will continue to revise our current list of committees which will monitor progress on school wide initiatives-and goals for each committee.</p> <p>c. Teachers and staff will align schoolwide practices with a growth mindset for curriculum, instruction, assessment and behavior expectations.</p> <p>d. Teachers will incorporate growth mindset and goal setting practice in student learning activities.</p> <p>e. Teachers will participate in committee meetings and communicate information with their grade team.</p> <p>f. Students will indicate their teachers demonstrate growth mindset in a school survey</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All teachers will incorporate Growth Mindset/Goal Setting practice in student learning activities at least once per quarter.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will use individual diagnostic data and analysis to set goals at least once per month and will self monitor their progress.</li> <li>At least 58% of students will respond favorably to Valuing of School questions on the Panorama survey.</li> <li>At least 80% of students will make annual typical growth as measured by the i-Ready universal screener.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>School Climate will increase from 62% in 2019-20 to 64% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	Included above	Included above	<input checked="" type="checkbox"/> <b>WSF 42101 C-7710</b> Reference Book for teachers Poor Students, Rich Teaching Book - Quantity 10 <b>\$500</b>	<input type="checkbox"/> <b>Title I</b>

<p>mirroring the 5 questions in the <u>Panorama - Classroom Rigorous Expectation component.</u></p> <p>g. Students will use individual diagnostic data and analysis to set goals to regularly self monitor (e.g. Teenbiz, Avid). (3A)</p>					
Initiative 1 Enabling Activity 3	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
<p><b>EA 3. Equity and Access</b></p> <p>Response to Intervention (Rtl), Social Emotional Learning (SEL), Hana Maikai, and Positive Behavior, Interventions and Supports (PBIS) will be implemented to provide all students with a sense of belonging and equity and access to rigorous standards-based instruction, to include all types of learners (e.g. Low SES, MEP, SPED, High Achieving, 504). (SW6)</p> <p><u>3A. Workshop (Rtl)-Clarify Tier 1.2.3</u></p> <p>Response to Intervention (Rtl) will be provided through our Workshop program and activities.</p> <p>Action Steps:</p> <p>a. Administration will provide the i-Ready program, professional development (PD), and incentives to support students in the Rtl Workshops.</p> <p>b. Workshop (Rtl) teachers will participate in PD and use the i-Ready program with fidelity to diagnose student learning needs and plan and instruct accordingly.</p> <p>c. Workshop (Rtl) teachers will administer, analyze and discuss with students the diagnostic test</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All Workshop (Rtl) teachers will use the iReady program with fidelity to diagnose student learning needs and plan and instruct accordingly.</li> <li>All Workshop (Rtl) teachers will administer, analyze and discuss with students the diagnostic test results at least twice a year to measure growth.</li> <li>All Workshop (Rtl) teachers will utilize school provided growth incentives to students at least once per month.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will use individual diagnostic data and analysis to set goals at least once per month and will self monitor their progress.</li> <li>At least 58% of students will respond favorably to Valuing of School questions on the Panorama survey.</li> <li>At least 80% of Workshop (Rtl) students will make annual typical growth as measured by the i-Ready universal screener.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> <b>WSF</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18902</b></p> <p><b>A1 - 2769/2702</b></p> <p>Rtl/Workshop PD</p> <p>6 teachers x 1</p> <p>per qtr = 24 x</p> <p>\$184.66 =</p> <p><b>\$4,432 + \$404</b></p> <p>(9.12% fringe) =</p> <p><b>\$4,836</b></p> <p><b>B-3502</b></p> <p>iReady/Toolbox</p> <p>Subscriptions</p> <p><b>\$33,624</b></p> <p><b>B - 3502</b></p> <p>Imagine Learning</p> <p><b>\$5,000</b></p>

<p>results at least twice a year to measure growth.</p> <p>d. Workshop (RtI) teachers will utilize school provided growth incentives to students.</p> <p>e. Students will use individual diagnostic data and analysis to set goals and regularly self monitor their progress.</p>	<p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>The SBA ELA high needs achievement gap will decrease from 35 pts. in 2018-19 to 34 pts. In 2021-22. (Strive HI)</li> <li>The SBA Math high needs achievement gap will decrease from 30 pts. in 2018-19 to 29 pts. in 2021-22. (Strive HI)</li> </ul>				
<p><u>3B: SEL/PBIS/Hana Maka'i</u></p> <p>Social Emotional Learning (SEL), Positive Behavior Interventions and Support (PBIS), and Hana Maka'i will be implemented schoolwide. (SW 5; SW6)</p> <p>Action Steps:</p> <p>a. Advisory committee will identify and curate SEL lessons by topics with a calendar of implementation.</p> <p>b. Teachers will implement the SEL lessons as identified by the SEL committee (e.g. Thursday, and can finish on another day, if needed).</p> <p>c. PBIS Committee will identify and promote a system of rewarding students demonstrating positive behavior expectations. (SW5)</p> <p>d. Students will contribute to a positive school climate by demonstrating appropriate behavior.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All teachers will implement the identified SEL lessons as indicated on the calendar of implementation.</li> <li>All teachers will acknowledge students daily who demonstrate positive behavior expectations.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>At least 79% of students will have zero (0) behavior incident referrals.</li> <li>At least 78% of students will respond favorably to Classroom Climate questions on the Panorama survey.</li> <li>At least 40% of students will respond favorably to School Belonging questions on the Panorama survey.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>School Climate will increase from 62% in 2019-20 to 64% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> <b>WSF</b>  <b>42101</b>  <b>B-3502</b>                  PBIS Rewards App  <b>\$2,500</b></p>	<p><input type="checkbox"/> <b>Title I</b></p>

Initiative 2: CONTINUOUS IMPROVEMENT					
Initiative 2 Enabling Activity 4 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #2 School Monitoring Activities	Initiative #2 Complex Monitoring Activities	Source of Funds	
<p><b>EA 4. PD and PLC</b></p> <p>Professional Development (PD) and Professional Learning Communities (PLC) will be provided to enhance and refine our standards-based curriculum, instruction, assessment, and grading practices. (SW 6)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Administration will continue to provide PD and time for PLC.</li> <li>Coaches and/or Administration will facilitate PLCs when solicited by teachers with consistency based on co-created PLC expectations, and provide support as needed.</li> <li>Teachers will analyze assessment data, and discuss instructional strategies, curriculum, assessment, and grading practices.</li> <li>Students will complete standards-based assignments and learning activities/tasks.</li> </ol>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All teachers will engage in PLCs to analyze assessment data, and discuss instructional strategies, curriculum, assessment, and grading practices.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will make annual typical growth as measured by the i-Ready universal screener.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 52% in 2018-19 to 53% in 2020-21. (Strive HI)</li> <li>SBA Math proficiency will increase from 44% in 2018-19 to 45% in 2020-21. (Strive HI)</li> <li>HSA Science proficiency will increase from 32% in 2018-19 to 33% in 2020-21. (Strive HI)</li> </ul>	<p>ART/Committees will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. diagnostic screener, Teenbiz usage and lexile reports), and the review of qualitative evidence of implementation, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process.</p> <p>Teachers will reflect on their individual Panorama data as part of their annual IPDP process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> <b>WSF 42106 A1-2802 Summer Stipend for teachers for summer PD 12 teachers x 3 days x \$184.66 \$6,648</b></p>	<p><input type="checkbox"/> <b>Title I</b></p>
Initiative 2 Enabling Activity 5	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
<p><b>EA 5. Curriculum, Instruction, and Assessment</b></p> <p>The strategic use of standards-based curriculum, instruction, and assessment (CIA) will be used to develop students' literacy,</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All teachers will implement Teenbiz with fidelity as scheduled by Teenbiz Committee, as evidenced by Teenbiz usage reports.</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> <b>WSF</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18902 B - 3502 Achieve3000 \$26,042</b></p>

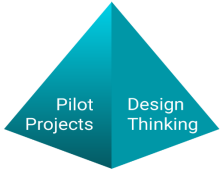
<p>comprehension, and application of content area skills. (SW6)</p> <p><u>5A: Literacy</u></p> <p>The Achieve3000 program will be implemented schoolwide to develop and strengthen student literacy.</p> <p>Action Steps:</p> <p>a. Administration will provide the Achieve3000 schoolwide license, and the committee will continue to provide PD for teachers as needed.</p> <p>b. Teachers will implement Achieve3000 with fidelity as scheduled by the committee.</p> <p>c. Students will complete a minimum of four Achieve3000 articles/activities a month.</p>	<p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>All students will complete at least four Teenbiz articles/activities per month.</li> <li>All students will show lexile growth each quarter.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>8th Graders Reading Near, At, or Above Grade Level will increase from 67% in 2018-19 to 68% in 2021-22. (Strive HI)</li> </ul>				
<p><u>5B: Curriculum</u></p> <p>Common standards-based curriculum will be implemented across grade levels.</p> <p>Action Steps:</p> <p>a. Administration and Coaches will provide support during PLC.</p> <p>b. Core teachers will use PLC/Department meeting time to align common curriculum programs 6th-8th grade or select an industry vetted curriculum.</p> <p>c. All Core teachers will create/continue a two-year plan to learn and implement a common industry vetted/standards-based program across all grades with fidelity.</p> <ul style="list-style-type: none"> <li>Science teachers will learn and implement the Amplify curriculum with fidelity and</li> </ul>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All Core teachers will create a two year plan to learn and implement a standards-based program across all grades with fidelity.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>At least 80% of students will make annual typical growth as measured by the i-Ready universal screener.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 52% in 2018-19 to 53% in 2021-22. (Strive HI)</li> <li>SBA Math proficiency will increase from 44% in 2018-19 to 45% IN 2021-22. (Strive HI)</li> <li>HSA Science proficiency will increase from 32% in 2018-19 to</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> <b>Title I</b></p> <p><b>B-3502</b> DESMOS (Math Grade 8) <b>\$4,017</b></p> <p><b>B-3006</b> GoMath (Grade 7) <b>\$12,354</b></p> <p><b>B-3502</b> GoMath (Grade 7) <b>\$2,027</b></p> <p><b>B-3006</b> Algebra Grade 8 <b>\$1,317</b></p> <p><b>C - 7711</b> Replacement Social Studies (Grade 6) Text</p>

<p>analyze the results for next steps.</p> <ul style="list-style-type: none"> <li>• Social Studies teachers will create a plan to ensure each grade level implements C3 units with full integration by the 2021-22 school year.</li> <li>• Math teachers will pilot curriculum programs with a focus on meeting the rigor of grade level standards, and will review data to determine next steps for implementation in the 21-22 school year.</li> <li>• English/Language Arts teachers use Expeditionary Learning Curriculum in all three grade levels.</li> </ul> <p>d. Students will complete standards-based assignments and learning activities/tasks.</p>	<p>33% in 2021-22. (Strive HI)</p>				<p>and online subscription <b>\$40,000</b></p> <p><b>C - 7711</b> Replacement Social Studies (Grade 8) Text &amp; online subscription <b>\$45,083</b></p>
<p><b>5C: Instruction</b> Identified instructional strategies will be implemented schoolwide. Action Steps:</p> <p>a. ART will identify common school wide instructional strategies and provide PD as needed (e.g. AVID, Math Talk, vocabulary acquisition).</p> <p>b. Teachers will implement the identified common instructional strategies in all grades.</p> <p>c. ELA/Math and Science Teachers will utilize the IAB-like, IABs/checkpoint assessment/Testlets items for demonstration/modeling, as a basis for instruction, and student practice.</p>	<p><b>Staff Outcomes</b></p> <ul style="list-style-type: none"> <li>• All teachers will implement the identified common instructional strategies in all grades.</li> </ul> <p><b>Student Outcomes</b></p> <ul style="list-style-type: none"> <li>• At least 80% of students will make annual typical growth as measured by the i-Ready universal screener.</li> </ul> <p><b>Summative Goals</b></p> <ul style="list-style-type: none"> <li>• SBA ELA proficiency will increase from 52% in 2018-19 to 53% in 2021-22. (Strive HI)</li> <li>• SBA Math proficiency will increase from 44% in 2018-19 to 45% in 2021-22. (Strive HI)</li> <li>• HSA Science proficiency will increase from 32% in 2018-19 to</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> <b>WSF</b></p>	<p><input checked="" type="checkbox"/> <b>Title I 18902 B - 3501 AVID Membership \$2,699</b></p> <p><b>B - 3502 AVID weekly subscription \$595</b></p>



<p>d. Students will use identified common strategies to learn content.</p>	<p>33% in 2021-22. (Strive HI)</p>				
<p><b>5D: Assessment</b> Standards-aligned assessment practices and standards-based grading will be implemented to inform instruction and report student learning. Action Steps: a. ART leads will solicit input and facilitate discussions in creating department wide expectations for standard-based grading to ensure equity for all, and will provide PD as needed (e.g. standards based grading, setting up a standards based gradebook in Infinite campus, IABs/Testlets). b. ELA/Math and Science Teachers will utilize the IABs/checkpoint assessment/Testlets items for formative assessment. c. All advisory teachers will administer SBA training tests (not SBA practice tests). d. Teachers will use standards based assessment/grading with fidelity to include setting up a standards based gradebook in Infinite campus and regularly entering grades. e. Students will demonstrate their application of grade level standards (CCSS /NGSS) through multiple SBA/HSA like assessment experiences.</p>	<p><b>Staff Outcomes</b></p> <ul style="list-style-type: none"> <li>All ELA/Math &amp; Science Teachers will utilize the IABs/Testlets items for demonstration/modeling and instruction and student practice, as well as formative assessment.</li> <li>All teachers will regularly enter student grades using a standards-based grade book in Infinite Campus.</li> </ul> <p><b>Student Outcomes</b></p> <ul style="list-style-type: none"> <li>At least 80% of students will make annual typical growth as measured by the i-Ready universal screener.</li> </ul> <p><b>Summative Goals</b></p> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 52% in 2018-19 to 53% in 2021-22. (Strive HI)</li> <li>SBA Math proficiency will increase from 44% in 2018-19 to 45% in 2021-22. (Strive HI)</li> <li>HSA Science proficiency will increase from 32% in 2018-19 to 33% in 2021-22. (Strive HI)</li> </ul>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> WSF</p>	<p><input checked="" type="checkbox"/> B-3502 BrainPop \$2,717  B-3502 Pear Deck \$2,400</p>

Initiative 3: CONNECTIONS					
Initiative 3 Enabling Activity 6 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #3 School Monitoring Activities	Initiative #3 Complex Monitoring Activities	Source of Funds	
<p><b>EA 6. Student Connections</b></p> <p>Students will use technology devices, resources, and educational apps to connect their learning with real world relevance, and will make connections/relationships with peers, teachers, and the community. (SW7)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>ART will continue to provide 1:1 devices and PD on the use of technology and educational apps to enhance learning and support student connections.</li> <li>Teachers will use a variety of technology resources and apps (e.g. GAFE, Infinite Campus).</li> <li>Teachers will create opportunities in the classroom for students to connect their learning to the community.</li> <li>Students will utilize technology to engage in a variety of learning experiences in which they develop an understanding of content, make connections, and demonstrate their knowledge and skills (ex. sending a proper email).</li> <li>ART will create opportunities for student showcases during already planned events throughout the school year.</li> </ol>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All teachers will use a variety of technology resources and apps (e.g. GAFE, Infinite Campus).</li> <li>All teachers will create at least one opportunity in the classroom for students to connect their learning to the community.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>At least 40% of students will respond favorably to School Belonging questions on the Panorama survey.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>School Climate will increase from 62% in 2019-20 to 64% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.</li> </ul>	<p>ART/Committees will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. program/app usage reports), and the review of qualitative evidence of implementation, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process.</p> <p>Teachers will reflect on their individual Panorama data as part of their annual IPDP process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p>☑ <b>WSF 42101 B-3502 WeVideo \$2,822</b></p> <p><b>B-3502 Music First \$2,896</b></p>	<p>☑ <b>Title I B - 3502 Flocabulary \$2,500</b></p> <p><b>Title I 18902 B-3502 Google Academic Console (Qty 300 x \$31) \$9,739</b></p> <p><b>C - 7708 Chromebooks (300 replacements) \$63,770</b></p>



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDEOE 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 HIDEOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

Section 5: PIPELINE OF EMERGING IDEAS	
School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><b>Land Stewardship</b> The main goal is to incorporate stewardship into the curriculum. Students would learn about the native trees and plants through reforestation in an outdoor classroom environment. The land in discussion is the gulch that borders the west part of the campus bordering which lies between the open field and Puhi Park and subdivision. Also, we would like to incorporate landscaping design on campus to include more native plants along with additional growing beds for food, expanding the already existent garden.</p>	<ul style="list-style-type: none"> <li>● To do this, we would need a Memoranda of Agreement because the land is leased by the Filipino Community Center through Grove Farm.</li> <li>● We would need co-instructors from partners who can provide consultation and training for teachers and students.</li> <li>● We would need funding for equipment and materials to achieve desired goals.</li> <li>● We would need PD from DLNR to determine best practices on land preservation and guidance on what to plant in place of invasive species.</li> <li>● We would also need discussions and collaboration with administration and head custodian to ensure landscaping design addresses the needs of all stakeholders.</li> </ul>
<p><b>Innovation Grants</b> Innovation grants help teachers create specific learning opportunities to engage certain types of learners. The idea is that if we can expand the types of innovation ideas, we can target all types of learners to provide them meaningful and authentic learning experiences that take them beyond the classroom. For example, one of the innovation grants was awarded to create a District Wide STEM Lending Library. Teachers and students can use the equipment for various projects. For example, one teacher borrowed probeware. The students used the probeware equipment to measure a rocketry project. Through the lending library, many teachers can provide students with hands-on and real world applications of science, technology, engineering and math.</p>	<ul style="list-style-type: none"> <li>● Teachers would need support and access to continue to apply for innovation grants, good idea grants, etc. to continue this funding source.</li> <li>● Teachers would need professional development on use of the equipment as well as the design of different lessons to incorporate innovative technology..</li> <li>● Our Academic Coaches would need to understand all that is inside the lending library to help promote the use of technology in lessons.</li> <li>● The school would also need to create a growth mindset amongst all faculty that encourages academic risk taking and thinking outside the curriculum.</li> </ul>
<p><b>Community Connections &amp; Job Shadowing</b> To provide students with authentic learning experiences, we would like students to be able to engage in real life work experiences based on things they are truly interested in and passionate about. For instance, CKMS is located across the street from a business complex and central to several other businesses. We would like Advisory Teachers to help students identify their passions and natural skill sets to help students identify fields they would be interested in learning more about. Then we would like to partner with the businesses across the street to provide students with visitations and job shadowing. These experiences would help students make the connection between their education and their high school pathway choices after leaving the middle school.</p>	<ul style="list-style-type: none"> <li>● To do this, we would need partnerships with neighboring businesses in a range of various occupations/skills.</li> <li>● We would need funding for transportation from school to job shadowing opportunities, as needed.</li> <li>● We would need to conduct interest surveys to determine needs of students and match them with appropriate fields of interest.</li> <li>● We would need to make adjustments to the master schedule to ensure flexibility for students to be able to attend job shadowing opportunities.</li> <li>● We would also need funds for planning time and PD for advisory teachers and counselors to bolster career counseling programs to help guide students in aligning their interests and skills to match prospective job shadowing opportunities.</li> </ul>