Academic Plan
School Year 2021-2022

Kalaheo Elementary School

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	3/22/2021

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	4-13-21
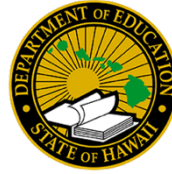
Kalaheo Elementary School

Academic Plan School Year 2021-22

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, 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 (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 HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (Section 5).
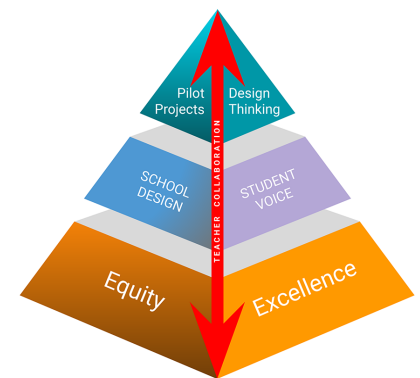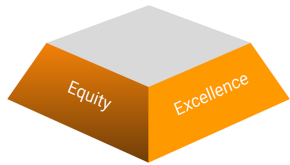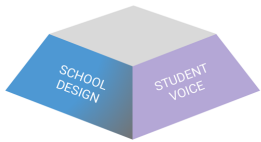
Teaching & Learning Core: Equity and Excellence

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**
Student Proficiency Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows: ❏ ELA - 51% ❏ Math - 48% ❏ Science - 57% **High Needs Students Achievement Gaps** 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: ❏ ELA - 35 pts. ❏ Math - 34 pts. ❏ Science - 51 pts. (LDS) **Low SES** - Students of low socio economic status currently make up 44% 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. ● ELA: ○ Non-Low SES - 64% ○ Low SES - 31% - (33 pt. gap) ● Math: ○ Non-Low SES - 61% ○ Low SES - 28% - (33 pt. gap) ● Science: ○ Non-Low SES - 77% ○ Low SES - 30% - (47 pt. gap)	If we provide time for a Leadership Club to meet regularly during the school day, staff will guide students through leadership activities, and students will exercise authentic voice and choice. If we provide a systemic structure and resources for school-based problem-solving, school staff will encourage and support students through problem-solving activities, and students will identify and solve problems within our school. If we provide articulation time for self-reflection, goal setting, and progress monitoring, then teachers will implement a universal way to facilitate goal setting with all students, and students will self-reflect, set goals, and monitor their progress. If we provide a step-by-step process for monitoring growth for nearly met/low SES students for teachers to follow, then teachers will have a clear expectation of what is required to monitor growth, and students will self monitor their growth toward attaining proficiency goals. If we continue to provide PD that is job-embedded and focused on student achievement, then teachers will provide instruction that meets students at their level in order to be successful in meeting the standards, and students will improve their application of skills in ELA, Math, and Science. If we utilize data team time and quarterly articulation to learn from one another and identify ELA/Math student concerns for Tier 2 support, then we will collaboratively develop individualized learning paths that target interventions to increase student success, and students will improve their application of skills in ELA and Math.	**EA 1 - Student Voice and Choice** Students will have multiple opportunities to practice voice and choice through the implementation of our school Leadership Club. **EA 2 - Student Agency** Students will engage in solutions based problem solving activities to improve our school. **EA 3 - Self-Directed Learner** Students will engage in self-reflection and goal setting, and will monitor their own growth and progress. **EA 4 - Student Learning Plans** Learning plans will be created, implemented, and monitored for identified Low SES students. **EA 5 - Standards Based Instruction** English Language Arts, Math, and Science instruction will be aligned with grade level standards, scaffolded, and differentiated to meet students' learning needs.

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ELL - English Language Learner students currently make up 4% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments. ● ELA - 14% (1 proficient) ● Math - 29% (2 proficient) ● Science - 0% **SpEd (IDEA)** - Students receiving special education services currently make up 9% of our student population. A couple SpEd (IDEA) students demonstrated proficiency on a 2018-19 state assessment. ● ELA - 6% (1 proficient) ● Math - 6% (1 proficient) ● Science - 13% (1 proficient)	If we implement Ready Curriculum and Ready Routines with fidelity for ELA and Math, then grade level teachers will collaboratively agree upon which areas can be condensed, combined or expanded in order to support student success, and students will improve their application of skills in ELA and Math. If administration continues to provide Tier 3 support in reading through a dedicated teacher, then classroom teachers will use information/data from the Tier 3 teacher to help plan for differentiated instruction, and students will improve their application of skills in ELA and Math. If teachers use the curriculum with fidelity and are held accountable to the pacing and routines, then teachers will have clear expectations and feel more confident in the curriculum, and students will improve their application of skills in ELA and Math. If we provide the necessary resources, then teachers and students will utilize a variety of technology programs/apps and devices/tools for teaching and learning, and students will improve their application of skills in ELA, Math, and Science.	

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**
Initiative 1: DREAM - *Student Voice, Choice, and Agency* We want all Kalaheo School students to have the confidence and conviction to pursue their future dreams. To do this, our students must be provided with frequent opportunities to express their voice and explore their passions. This initiative focuses on helping our students to look within themselves and find their voice, so they have the confidence and conviction to pursue their dreams. We also want students to learn that they can shape their present and future through agency. Our students will engage in solutions based problem solving activities to improve our school and thus improve their learning environment and education.	On the first day of every week, our entire school comes together in the campus piko to oli. The opening line, "Ea a'e ka la ma ka hikina," is translated "The sun rises in the east." Just as every sunrise signals a new day with the potential to make the most of it, our students are in the sunrise of their lives with their hopes and dreams ahead of them. In addition to developing students' confidence to pursue their future dreams, Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. Currently, the frequency of opportunities for students to utilize voice and choice varies across the school. Additionally, the frequency of opportunities for students to engage in solutions-based problem solving activities to improve our school also varies across the school. The following is a list of needs and areas of growth that this initiative is designed to address: ● Contributing Causes #1-2 ● Student Learning Needs #5 (GLO-Community Contributor) ● Student Voice, Choice, Collaboration, and/or Agency	● Qualified personnel will need to be available and willing to lead the student leadership group. ● Our schedule will need to allow for bi-weekly student leadership meetings. ● Student voice and agency will need to become an embraced norm at our school. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.
Initiative 2: BELIEVE - *Student Goal Setting and Learning Plans* We want all Kalaheo School students to believe in themselves and have confidence that they can achieve their goals and future dreams. To do this, initiative two focuses on providing students with frequent opportunities to self reflect, set goals, strive to meet them, and self monitor their growth and progress. This will also help our students to develop intrinsic motivation.	Initiative 2 is also designed to address Root/Contributing Causes identified through our CNA process. Currently, the frequency of opportunities for students to engage in self-reflection, goal setting, and self-monitoring of progress varies among teachers and grade levels. Our students need more frequent, meaningful opportunities to engage in self-reflection, goal setting, and self-monitoring of progress. In addition, implementation of our system to monitor the catch up growth of Low SES students is incomplete. This initiative will also help us to address WASC Critical Area of Follow-up #2 from the WASC Mid-Cycle Visit in Spring 2019: 2. The administration, faculty and staff continue its efforts to close the achievement gap as well as its goal to reach 75% proficiency in reading by	● We will need to make arrangements for professional development (PD) on student goal setting, self-reflection, and self-monitoring of progress. ● We will also need to make arrangements for continued PD on the use of formative assessments and iReady training. ● Time and scheduling of a 9-week cycle (ILT cycle of improvement) will need to be arranged in order

In addition, we believe in the potential of all students. As such, teachers will create, implement, and monitor Learning Plans to support identified Low SES students.	using the KES' power instructional practices and providing other equitable learning opportunities. The following is a list of needs and areas of growth that this initiative is designed to address: - WASC Critical Area #2 - Contributing Causes #3-4 - Student Learning Needs #1-3 (Reading, Writing, Math), #5 (GLOs - Self-directed Learner) - Achievement Gap (Low SES) - Student Voice - Curriculum, Instruction, and/or Assessment (CIA)	to provide staff with the PD and collaboration time to successfully implement the initiatives. - Small group instruction training will need to be provided to new teachers. - Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.
Initiative 3: ACHIEVE - *Standards-based Instruction to Close the Gap* This initiative focuses on academic achievement through quality standards-based instruction to close the achievement gap between our high needs and non-high needs students. English Language Arts, Math, and Science instruction will be aligned with grade level standards, scaffolded, and differentiated to meet students' learning needs Students achieve when they make meaningful progress towards their goals. The same is true for us as a school. Together, we study our progress data, and together we will make adjustments and improvements to help all students achieve.	Initiative 3 is designed to address additional Root/Contributing Causes identified through our CNA process. There are inconsistencies in our ELA, Math, and Science instruction, including alignment with standards and methods of scaffolding and differentiating to meet students' learning needs. This initiative will also help us to address all three WASC Critical Areas of Follow-up from the WASC Mid-Cycle Visit in Spring 2019: 1. The administration, faculty and staff implement systemic supports to ensure students in grades 2-5 experience a smooth transition as they move from Wonders and Stepping Stones to Ready Reading and Ready Mathematics. 2. The administration, faculty and staff continue its efforts to close the achievement gap as well as its goal to reach 75% proficiency in reading by using the KES' power instructional practices and providing other equitable learning opportunities. 3. The administration increase the frequency of walkthroughs to provide teachers with feedback and supports (e.g. professional development, coaching, materials), as well as monitor fidelity in implementing the school's powerful practices and the new Ready Program as a means to maintain the school's focus on closing the achievement gap. The following is a list of needs and areas of growth that this initiative is designed to address: - WASC Critical Areas #1-3 - Student Learning Needs #1-4 (Reading, Writing, Math, Science), #5 (GLOs - Ethical and Effective User of Technology, Effective Communicator, Quality Producer) - Achievement Gap (Low SES) - Parent Engagement and/or Community Partnerships - Contributing Cause #5	- We will need to continue to have bi-weekly meetings for teachers to engage in the 5-step Data Team process. - Teachers will need to follow the Ready curriculum with fidelity and integrity. - Teachers will need to follow the Assessment Calendar with fidelity and integrity. - Time and scheduling of a 9-week cycle (ILT cycle of improvement) will need to be arranged in order to provide staff with the PD and collaboration time to successfully implement the initiatives. - Admin will need to conduct consistent unscheduled walkthroughs to monitor implementation. - Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.

Section 3: MEASURABLE OUTCOMES AND GOALS		
2020-21	**2021-22**	**2022-23**
Measurable Outcomes: ❏ Measurable outcomes for staff and students are listed in Section 4. **Strive HI Goals for 2020-21:** (2018-19 baseline) ❏ ELA proficiency will increase from 51% to 56%, as measured by SBA. ○ ELA high needs achievement gap will decrease from 35 pts. to 30 pts. ○ ELA Median Growth Percentile will increase from 52 to 57. ○ 3rd Graders Reading Near, At, or Above Grade Level will increase from 71% to 76%. ❏ Math proficiency will increase from 48% to 53%, as measured by SBA. ○ Math high needs achievement gap will decrease from 34 pts. to 29 pts. ○ Math Median Growth Percentile (MGP) will increase from 62 to 67. ❏ Science proficiency will increase from 57% to 62%, as measured by HSA. ❏ ELL On-Track (Growth to Target) will increase from 44% to 49%, as measured by WIDA. (2019-20: 36%) ❏ Chronic Absenteeism will decrease from 10% to 9%, as measured by 15 absences or more. (2019-20: 8%) ❏ School Climate will increase from 73% to 78%, as measured by the Panorama student survey. (2019-20: 72%)	**Measurable Outcomes:** ❏ Measurable outcomes for staff and students will be updated annually in Section 4. **Strive HI Goals for 2021-22:** (projected 2020-21 baseline) We will regain/maintain our 2018-19 baseline or higher in 2021-22... ❏ ELA proficiency will increase to 52%. ○ ELA high-needs achievement gap will decrease to 34 pts. ○ ELA MGP will increase to 53. ○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 72%. ❏ Math proficiency will increase to 49%. ○ Math high needs achievement gap will decrease to 33 pts. ○ Math MGP will increase to 63. ❏ Science proficiency will increase to 58%. ❏ ELL On-Track will increase to 37%. ❏ Chronic Absenteeism will decrease to 9%. ❏ School Climate will increase to 74%.	**Measurable Outcomes:** ❏ Measurable outcomes for staff and students will be updated annually in Section 4. **Strive HI Goals for 2022-23:** (projected 2021-22 baseline) If we meet our goal in 2021-22... ❏ ELA proficiency will increase to 57%. ○ ELA high-needs achievement gap will decrease to 29 pts. ○ ELA MGP will increase to 58. ○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 77%. ❏ Math proficiency will increase to 54%. ○ Math high needs achievement gap will decrease to 28 pts. ○ Math MGP will increase to 68. ❏ Science proficiency will increase to 60%. ❏ ELL On-Track will increase to 39%. ❏ Chronic Absenteeism will decrease to 8%. ❏ School Climate will increase to 78%.
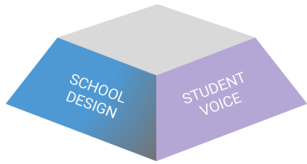
Innovation in Support of the Core: School Design and Student Voice

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

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	**Formative Measures for Monitoring**	**2021-22 Summative Goals**

2018-19 Strive HI Data:
● SBA ELA Proficiency - 51%
  ○ ELA High Needs Gap - 35 pts.
  ○ ELA MGP - 52
  ○ 3rd Gr. Reading (Near, At, or Above GL) - 71%
● SBA Math Proficiency - 48%
  ○ Math High Needs Gap - 34 pts.
  ○ Math MGP - 62
● HSA Science Proficiency - 57%
● ELL On Track - 44% (2019-20: 36%)
● Chronic Absenteeism 10% (2019-20: 8%)
● School Climate - 73% (2019-20: 72%)
2020-21 Panorama Student Survey Data:
● Classroom Engagement - 69%
● Classroom Climate - 78%
● Classroom Rigorous Expectations - 76%
● Classroom Teacher-Student Relationships - 81%
● Pedagogical Effectiveness - 84%
● School Belonging - 79%
● Valuing of School - 78%
● School Safety - 81%
● SQS Safety - 80%
	❏ Universal Screener (iReady Reading and Math)
	❏ Common Formative Assessments (Quarterly Assessments - Writing and Math Problem Solving)
	❏ Panorama Student Survey
	❏ Qualitative Evidence of Implementation
		2021-22 Strive HI Goals:
		● SBA ELA Proficiency - 52%
		  ○ ELA High Needs Gap - 34 pts.
		  ○ ELA MGP - 53
		  ○ 3rd Gr. Reading (Near, At, or Above GL) - 72%
		● SBA Math Proficiency - 49%
		  ○ Math High Needs Gap - 33 pts.
		  ○ Math MGP - 63
		● HSA Science Proficiency - 58%
		● ELL On Track - 37%
		● Chronic Absenteeism - 9%
		● School Climate - 74%
		2021-22 Panorama Student Survey Goals:
		● Classroom Engagement - 71%
		● Classroom Climate - 80%
		● Classroom Rigorous Expectations - 78%
		● Classroom Teacher-Student Relationships - 83%
		● Pedagogical Effectiveness - 86%
		● School Belonging - 81%
		● Valuing of School - 80%
		● School Safety - 83%
		● SQS Safety - 82%

Initiative 1: DREAM - *Student Voice, Choice, and Agency*				
Initiative 1 Enabling Activity 1 *All of our 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**
EA 1. Student Voice and Choice Students will have multiple opportunities to utilize voice and choice through the implementation of our school Leadership Club. Action Steps: a. Admin will provide the personnel to lead the student leadership group and provide time during the school day for the group to collaborate. b. Staff will facilitate and lead selected students for leadership activities and student voice opportunities. c. Selected leadership students will participate in meetings to allow for opportunities for student voice and choice.	<u>Staff Outcomes</u> ● Designated staff will facilitate Leadership Club meetings/activities. <u>Student Outcomes</u> ● At least 81% of students will respond favorably to School Belonging questions on the Panorama survey. <u>Summative Goals</u> ● School Climate will increase from 72% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.	ART will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data, and the review of qualitative evidence of implementation, when available. ART will review, analyze, and reflect on the schoolwide Panorama student survey data as part of the annual CNA process.	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. Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.	☐ **WSF**
Initiative 1 Enabling Activity 2	**Staff and Student Outcomes**	**School Monitoring**	**Complex Monitoring**	**Source of Funds**
EA 2. Student Agency Students will engage in solutions based problem solving activities to improve our school. Action Steps: a. Administration will set conditions for students to generate solutions to problems within the school, and will support teachers and students with their progress towards solutions. b. Teachers will incorporate strategies which illicit school-wide issues or concerns. c. Students will participate by identifying concerns/issues and generate ways to problem-solve.	<u>Staff Outcomes</u> ● All classroom teachers will provide students with opportunities to identify school concerns/issues and solutions. <u>Student Outcomes</u> ● At least 81% of students will respond favorably to School Belonging questions on the Panorama survey. <u>Summative Goals</u> ● School Climate will increase from 72% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.	*Included above*	*Included above*	☐ **WSF**

Initiative 2: BELIEVE - *Student Goal Setting and Learning Plans*				
Initiative 2 Enabling Activity 3 *All of our 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**
EA 3. Self-Directed Learner Students will engage in self-reflection and goal setting, and will monitor their own growth and progress. Action Steps: a. Administration will provide articulation time for self-reflection, goal setting, and progress monitoring. b. Teachers will facilitate student self reflection, goal setting, and progress monitoring (e.g. iReady, GLOs, writing, and SBA tested Math Practices, SEL). c. Students will self reflect, set goals, strive to meet them, and self monitor their growth and progress.	<u>Staff Outcomes</u> ● All teachers will facilitate student self reflection, goal setting, and/or progress monitoring routines with students at least three times per quarter. <u>Student Outcomes</u> ● At least 80% of students will respond favorably to Valuing of School questions on the Panorama survey. <u>Summative Goals</u> ● School Climate will increase from 72% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.	ART 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. universal screener), and the review of qualitative evidence of implementation, when available. ART will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data as part of the annual CNA process.	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. Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.	☒ **WSF** **42101** **B - 3502** Universal Screener (iReady) **$21,000**
Initiative 2 Enabling Activity 4	**Staff and Student Outcomes**	**School Monitoring**	**Complex Monitoring**	**Source of Funds**
EA 4. Student Learning Plans Learning plans will be created, implemented, and monitored for identified Low SES students. Action Steps: a. Teachers will select 2-3 low SES students for interventions and monitoring, and will create and implement a "close the gap/catch up" learning plan for those students. b. Teachers will submit the learning plans to administration each month.	<u>Staff Outcomes</u> ● All teachers will create and implement learning plans for 2-3 low SES students, and will submit them to administration each month. <u>Student Outcomes</u> ● At least 80% of students will respond favorably to Valuing of School questions on the Panorama survey. ● Low SES students will demonstrate growth on the iReady Universal Screener for Reading and Math.	*Included above*	*Included above*	☒ **WSF** **42102** **A1 - 2744** ELL Interpreters 6 NEP students x 4 hrs per student x $22.43 **$538** ☒ **Title III** **18085** **A1 - 2744/2702** ELL PTT 17 hrs per wk x 40 weeks

c. Administration will collect and monitor the low SES student learning plans from each teacher monthly. d. Students will participate in small group instruction and actively self monitor growth.	<u>Summative Goals</u> ● School Climate will increase from 72% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey and reported on Strive HI. ● ELA high-needs achievement gap will decrease from 35 pts. in 2018-19 to 34 pts. in 2021-22. (SBA-Strive HI) ● Math high-needs achievement gap will decrease from 34 pts. in 2018-19 to 33 pts. in 2021-22. (SBA-Strive HI)			**$15,253 + $445** (2.92% fringe) $15,698 ☒ **Migrant Ed 17790** **A1 - 2744/2702** Migrant Ed PTT 17 hrs per wk x 40 weeks **$15,253 + $445** (2.92% fringe) $15,698

Initiative 3: ACHIEVE - *Standards-based Instruction to Close the Gap*				
Initiative 3 Enabling Activity 5 *All of our 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**
EA 5. Standards-based Instruction English Language Arts, Math, and Science instruction will be aligned with grade level standards, scaffolded, and differentiated to meet students' learning needs. Action Steps: a. Administration will provide and structure professional development that is informed by student data, is job-embedded, is focused on student achievement outcomes, and is immediately relevant. b. Teachers will participate in Data Teams processes and conversations and quarterly vertical articulation which include teachers sharing lessons, looking at assessment data, and determining students who need Tier 2 support. c. Teachers will implement Tier 2 interventions for 10-12 weeks. d. A dedicated teacher will provide Tier 3 reading interventions/support. e. Teachers and students will utilize a variety of technology programs/apps and devices/tools for teaching and learning (e.g. Ready/i-Ready, Google Classroom, Kami, Pear Deck, Screencastify, chromebooks, projectors, document cameras, webcams). f. Students will actively participate in Ready Curriculum routines and individualized iReady Learning Paths. g. Parents/families will be provided with opportunities to support their child's learning.	Staff Outcomes ● All grade level teachers will complete at least two Data Teams cycles each quarter (e.g. writing and math problem solving). ● All teachers will have an increase in percentage of students proficient as measured by the quarterly formative assessments. Student Outcomes ● At least 80% of students will make annual typical growth in Reading and Math as measured by the iReady universal screener growth report. Summative Goals ● SBA ELA proficiency will increase from 51% in 2018-19 to 52% in 2021-22. (Strive HI) ● ELA high-needs achievement gap will decrease from 35 pts. in 2018-19 to 34 pts. in 2021-22. (SBA-Strive HI) ● ELA Median Growth Percentile will increase from 52 to 53 in 2021-22. ● 3rd Graders Reading Near, At, or Above on Grade Level will increase from 71% in 2018-19 to 72% in 2021-22. (Strive HI) ● SBA Math proficiency will increase from 48% in 2018-19 to 49% in 2021-22. (Strive HI) ● Math high-needs achievement gap will decrease from 34 pts. in 2018-19 to 33 pts. in 2021-22. (SBA-Strive HI) ● Math Median Growth Percentile will increase from 62 in 2018-19 to 63 in 2021-22. ● HSA Science Proficiency will increase from 57% in 2018-19 to 58% in 2021-22. (Strive HI)	ART/ILT 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. quarterly assessments, universal screener), and the review of qualitative evidence of implementation, when available. ART will review, analyze, and reflect on the Strive HI data as part of the annual CNA process.	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. Kauai Complex Area staff will review the school's Strive HI data and will collaborate with school leadership to determine what types of support are needed.	☒ *WSF Restoration A1 - 2744* *PE PTTs x 17 hrs per wk x 40 wks* *$15,253 (b)* *Tech PTT* *$11,183* ☒ **WSF 42101 A1 - 2744** MakerSpace PTTs @ 17 hrs per wk x 40 wks **$15,253 (b)** **A1 - 2744** Computer PTTs @ 17 hrs per wk x 40 wks **$15,253 (b)** **A1 - 2744** PCNC @ 17 hrs per wk x 40 wks **$15,253 (g)** **A - 2510** RtI teacher .50 FTE **$32,647 (d)** **B - 3006** Ready curriculum (Math & Reading) **$10,000 (e)** **C - 7708** Replacement Chromebooks **$10,000 (f)**
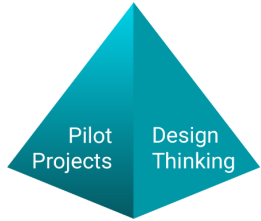
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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.

Section 5: PIPELINE OF EMERGING IDEAS	
School Ideas for Innovation and Pilot Projects	**Conditions for Success**
Create a STEM Lab that students use at least every other week to provide K-5 Students at Kalaheo School with STEM-related career awareness and exploration equipment and activities.	● We would need a dedicated classroom/space/office to be the STEM Lab ● We would need monetary support to purchase STEM Lab Equipment ● We would need monetary support to fund the STEM Lab Teacher position ● We would need to have the flexibility within our master schedule to make considerations for innovative ways to use the STEM Lab
Culture Resource Room: Our goal at Kalaheo Elementary School is to create and supply a Hawaiian cultural resource room with traditional artifacts for cultural activities and education. Items include things such as Makahiki game equipment, hula implements, poi pounding board (papa ku'i'ai), Hawaiian resource library of books and media, etc.	● We would need a dedicated classroom/space/office to be the Cultural Resource Room ● We would need cultural artifacts to be purchased, donated, or made by faculty and students ● We would need monetary support to purchase resources or artifacts ● We would need PD on how to use/integrate some of the resources
To provide our students with authentic learning experiences, we would like to hold classes off campus at actual work sites. For instance, we would like to partner with Kauai Coffee and National Tropical Botanical Garden for our burgeoning agriculture/science program. These experiences will allow our students to see first-hand the skills they need to succeed in the workforce and learn about agricultural career opportunities in Hawaii.	● To do this, we would need partnerships with Kauai Coffee and NTBG to accommodate our classes. ● We would need transportation for our students and teachers to and from the off-site facility and our school. ● We would need monetary support to provide PD for teachers to explore how personalized learning can be integrated into classroom lessons/units, etc. ● We would need to have the flexibility within our master schedule to make considerations for innovative ways to offer elective courses.