



Academic Plan School Year 2022-2023

Kalaheo Elementary School

4400 Maka Road
Kalaheo, Hawaii 96741
(808) 332-6801
<http://www.kalaheoschool.com/>

	Submitted by	Date
<i>Brian Godsill</i> <small>Brian Godsill (Apr 14, 2022 07:28 HST)</small>	Submitted by Brian Godsill	4/14/2022

	Approved by	Date
<i>Paul Zina</i> <small>Paul Zina (Apr 14, 2022 09:14 HST)</small>	Approved by Paul Zina	4/14/2022



Kalaheo Elementary School

Academic Plan School Year 2022-23

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.

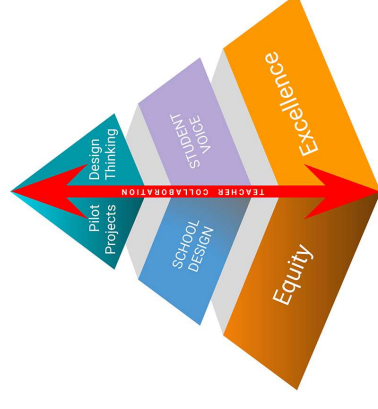
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

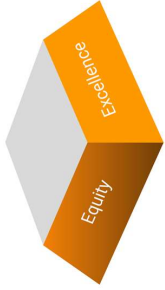
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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).



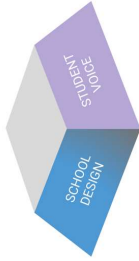


Teaching & Learning Core: Equity and Excellence

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
<p>Student Proficiency Our overall 2020-21 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"> <input type="checkbox"/> ELA - 54% <input type="checkbox"/> Math - 52% <input type="checkbox"/> Science - 41% <p>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 2020-21 High Needs Achievement Gaps are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA - 28 pts. <input type="checkbox"/> Math - 25 pts. <input type="checkbox"/> Science - 16 pts. (LDS) <p>Low SES - Students of low socio economic status currently make up 49% of our student population. As in prior years, 2020-21 data indicates fewer low SES students demonstrated proficiency than students who are not Low SES.</p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> ○ Non-Low SES - 67% ○ Low SES - 434% - (23 pt. gap) • Math: <ul style="list-style-type: none"> ○ Non-Low SES - 63% ○ Low SES - 42% - (21 pt. gap) • Science: <ul style="list-style-type: none"> ○ Non-Low SES - 46% ○ Low SES - 33% - (13 pt. gap) 	<p>If school leadership collaborates with teachers to identify methods/strategies to engage students in meaningful goal setting and reflection in ways that accelerate student learning while maintaining sufficient pacing of the curriculum, and clarify common expectations for each grade level, then teachers will facilitate student self-reflection, goal setting, and progress monitoring in ways that accelerate student learning, and students will utilize their voices as they self-reflect, set goals, strive to meet them, and self-monitor their growth and progress.</p> <p>If teachers select students for interventions and monitoring and create and implement a “close the gap/catch up” learning/action plan for those students, then students will utilize their voices as they participate in small group instruction and actively self-monitor their growth.</p> <p>If the PBIS Committee provides guidance and resources for the schoolwide social-emotional learning (SEL) program/activities, then the teachers and Counselors will implement the SEL program/activities consistently across the grade level and school, and students will practice and strengthen their ability to demonstrate the SEL competencies.</p> <p>If school administration provides professional development (PD) to all teachers, including teachers new to our school, then teachers will implement Data Teams processes, differentiation, and inclusive practices, and will utilize a variety of technology programs/apps and devices/tools for teaching and learning, then students will actively participate in Ready Curriculum routines and individualized i-Ready Learning Paths, and parents/families will be provided with opportunities to support their child’s learning.</p>	<p>EA 1 - Self-Directed Learner Students will engage in self-reflection and goal setting and will monitor their own growth and progress.</p> <p>EA 2 - Student Learning/Action Plans Student Learning/Action plans will be created, implemented, and monitored for identified students.</p> <p>EA 3 - Social-Emotional Learning Students will develop the social-emotional competencies needed to thrive.</p> <p>EA 4 - Standards-based ELA and Math Instruction English Language Arts and Math instruction will incorporate the use of schoolwide “powerful practices” and will be aligned with grade-level standards, scaffolded, and differentiated to meet students’ learning needs..</p>

<p>ELL - English Language Learner students currently make up 4% of our student population. A few ELL students demonstrated proficiency on the 2020-21 state assessments.</p> <ul style="list-style-type: none"> • ELA - 14% (1 proficient) • Math - 29% (2 proficient) • Science - 0% <p>SpEd (IDEA) - Students receiving special education services currently make up 8% of our student population. A couple SpEd (IDEA) students demonstrated proficiency on a 2020-21 state assessment.</p> <ul style="list-style-type: none"> • ELA - 8% (1 proficient) • Math - 8% (1 proficient) • Science - 0% (1 proficient) 	<p>If school administration provides articulation time, then teachers will identify/create common quarterly Science assessments for use in each grade level aligned with the teacher-created curriculum and Next Generation Science Standards (NGSS) and will calibrate how they teach, assess, score, and grade the standards, and then students will demonstrate their understanding of practices, core ideas, and crosscutting concepts included in the NGSS on common quarterly assessments for their grade level.</p>	<p>EA 5 - Science Instruction, Assessment, and Grading Practices</p> <p>Science instruction will incorporate the use of schoolwide “powerful practices,” assessments will be aligned with grade-level standards, and scoring/grading practices will be calibrated for consistency.</p>
--	--	---



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

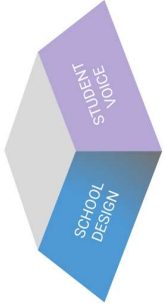
School Design: The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS		
Initiatives	Context	Conditions for Success
<p>Initiative 1: DREAM ~ Self-Directed Learner</p> <p>We want all Kalaheo Elementary 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 self-reflect, set goals, strive to meet them, and self-monitor their growth and progress. This will also help our students to develop the intrinsic motivation needed to be self-directed learners.</p>	<p>On the first day of every week, our entire school comes together in the campus piko to oli. The opening line, “Ea’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.</p> <p>In addition to developing students’ confidence to pursue their future dreams, Initiative 1 is designed to address the following prioritized Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process:</p> <ul style="list-style-type: none"> • The frequency of student goal setting and reflection on their progress in ways that accelerate their learning varies from classroom to classroom. (CC 1) <ul style="list-style-type: none"> ○ CC 1.a. There are varying levels of commitment to student goal setting and reflection on learning. ○ CC 1.b. There are varying levels of understanding of how to engage students in meaningful goal setting and reflection while maintaining the pacing of the curriculum. ○ CC 1.c. There has been a lack of monitoring of the implementation of student goal setting and reflection in all classrooms. <p>(SW 1)</p>	<ul style="list-style-type: none"> • We need Waiver Days to provide articulation/collaboration time for self-reflection, goal setting and progress monitoring. • <i>Note: Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</i>
<p>Initiative 2: BELIEVE ~ Student Learning/Action Plans and Social-Emotional Learning</p> <p>At Kalaheo Elementary School, we believe that all students can learn when every learner gets what they need to grow. We want all our students to believe in themselves and have confidence to reach their full potential and growth. As such, teachers will create, implement, and monitor Learning/Action Plans to support identified students. We will</p>	<p>Prioritized Root/Contributing Causes for Initiative 2 include the following:</p> <ul style="list-style-type: none"> • Implementation of our system to provide interventions, instructional support, and progress monitoring of the catch up growth of students is incomplete. (CC 2) • The implementation of our schoolwide social-emotional learning (SEL) program/activities is inconsistent. (CC 3) <p>Additionally, our most recent WASC Visiting Committee identified the following areas for follow-up which will be targeted through this initiative:</p> <ul style="list-style-type: none"> ○ WASC #4 - Continue to implement the Social-Emotional Learning (SEL) program school-wide. 	<ul style="list-style-type: none"> • 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. • Small group instruction training will need to be provided to new teachers. • The PBIS Committee needs consistent designated meeting times to determine the specifics

<p>also strengthen implementation of our schoolwide social-emotional learning (SEL) program/activities to support students' development of the SEL competencies.</p>		<p>related to how the PBIS and SEL programs/activities will be implemented schoolwide.</p> <ul style="list-style-type: none"> ● <i>Note: Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</i>
<p>Initiative 3: ACHIEVE ~ Standards-based Teaching and Learning</p> <p>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</p> <p>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.</p>	<p>Prioritized Root/Contributing Causes for Initiative 3 include the following:</p> <ul style="list-style-type: none"> ● The practice of ensuring students understand the expected learning targets, criteria, and expectations of the assignments prior to students beginning the work varies by teacher and content area. (CC 4A) <ul style="list-style-type: none"> ○ CC 4A-a. There are varying degrees of knowledge of methods/strategies that can be used to ensure students understand the expectations of the assignments prior to students beginning the work. ○ CC 4A-b. There has been a lack of PD on the practice of ensuring students understand the expected learning targets, criteria, and expectations of the assignments prior to students beginning the work for teachers new to our school, as well as a lack of recent/follow-up PD for veteran teachers. ○ CC 4A-c. There has been a lack of monitoring of the practice of ensuring students understand the expected learning targets, criteria, and expectations of the assignments prior to students beginning the work to ensure and support implementation. ● The amount/frequency of use of differentiated and inclusive practices appears to vary from teacher to teacher. (CC 4B) <ul style="list-style-type: none"> ○ CC 4B-a. There is insufficient evidence to accurately determine the frequency and degree of implementation of differentiated and inclusive practices. ○ CC 4B-b. Instructional time for implementation of small group instruction varies by grade level and is insufficient to meet the needs of all students, partly due to the need to have three lunch periods for social distancing, as well as partly due to a need for additional instructional staff. ○ CC 4B-c. There are varying levels of understanding of differentiated and inclusive practices. ○ CC 4B-d. There has been a lack of PD on differentiated and inclusive practices for teachers new to our school, as well as a lack of recent/follow-up PD for veteran teachers. ○ CC 3B-e. There has been a lack of monitoring of differentiated and inclusive practices to ensure and support implementation. ● There is a need to sustain the successful practice of utilizing technology programs/apps and devices/tools for teaching and learning. (CC 4C) ● The amount/frequency of opportunities for parents/families to support their child's learning varies from classroom to classroom. (CC 4D) 	<ul style="list-style-type: none"> ● 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. ● <i>Note: Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.</i>

	<ul style="list-style-type: none"> ● The collection and review of a variety of relevant evidence to monitor the implementation of school initiatives has been inconsistent and somewhat insufficient. (CC 4E) ● There is a lack of identified/selected grade level common assessments for each Science unit that are aligned with the grade level teacher-created curriculum and NGSS. (CC 5A) <ul style="list-style-type: none"> ○ CC 5A-a. There has been a lack of focus on common assessments for Science. ● Inconsistent scoring and grading practices are implemented in Science. (CC 5B) <ul style="list-style-type: none"> ○ CC 5B-a. We have had infrequent calibration of how we score and grade the Science standards. ○ CC 5B-b. There has been a lack of monitoring of scoring/grading practices in relation to Science. <p>Additionally, our most recent WASC Visiting Committee identified the following areas for follow-up which will be targeted through this initiative:</p> <ul style="list-style-type: none"> ○ WASC #1 - Strengthen involvement and communication of all stakeholders (administration, teachers, support staff, certified staff, students, parents, and community members). ○ WASC #2 - Continue to fully implement the NGSS curriculum with consistent grading practices. ○ WASC #5 - Continue to implement the Powerful Practices school-wide to ensure that teachers are clear of the purpose and, when necessary, revisit the Powerful Practices.
--	--

Section 3: MEASURABLE OUTCOMES AND GOALS		
2020-21	2021-22	2022-23
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measurable outcomes for staff and students are listed in Section 4. <p>Strive HI Goals for 2020-21:</p> <p>The following goals were determined using 2018-19 data results as baseline.</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase from 51% to 56%, as measured by SBA. <ul style="list-style-type: none"> o ELA high needs achievement gap will decrease from 35 pts. to 30 pts. o ELA Median Growth Percentile will increase from 52 to 57. o 3rd Graders Reading Near, At, or Above Grade Level will increase from 71% to 76%. <input type="checkbox"/> Math proficiency will increase from 48% to 53%, as measured by SBA. <ul style="list-style-type: none"> o Math high needs achievement gap will decrease from 34 pts. to 29 pts. o Math Median Growth Percentile (MGP) will increase from 62 to 67. <input type="checkbox"/> Science proficiency will increase from 57% to 62%, as measured by HSA. <input type="checkbox"/> ELL On-Track (Growth to Target) will increase from 44% to 49%, as measured by WIDA. (2019-20: 36%) <input type="checkbox"/> Chronic Absenteeism will decrease from 10% to 9%, as measured by 15 absences or more. (2019-20: 8%) <input type="checkbox"/> School Climate will increase from 73% to 78%, as measured by the Panorama student survey. (2019-20: 72%) 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for 2021-22:</p> <p>The following goals were determined in an effort to regain/maintain our 2018-19 baseline or higher in 2021-22.</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase to 52%. <ul style="list-style-type: none"> o ELA high-needs achievement gap will decrease to 34 pts. o ELA MGP will increase to 53. o 3rd Graders Reading Near, At, or Above Grade Level will increase to 72%. <input type="checkbox"/> Math proficiency will increase to 49%. <ul style="list-style-type: none"> o Math high needs achievement gap will decrease to 33 pts. o Math MGP will increase to 63. <input type="checkbox"/> Science proficiency will increase to 58%. <input type="checkbox"/> ELL On-Track will increase to 37%. <input type="checkbox"/> Chronic Absenteeism will decrease to 9%. <input type="checkbox"/> School Climate will increase to 74%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for 2022-23:</p> <p>The following goals were determined based upon our 2020-21 baseline data, as well as projected results for 2021-22.</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase from 54% in 2020-21 to 57% in 2022-23. <ul style="list-style-type: none"> o ELA high-needs achievement gap will decrease from 28 pts. in 2020-21 to 25 pts. in 2022-23. o ELA MGP will increase from 61 in 2020-21 to 64 in 2022-23. o 3rd Graders Reading Near, At, or Above Grade Level will increase from 81% in 2020-21 to 82% in 2022-23. <input type="checkbox"/> Math proficiency will increase from 52% in 2020-21 to 55% in 2022-23. <ul style="list-style-type: none"> o Math high needs achievement gap will decrease from 25 pts. in 2020-21 to 22 pts. in 2022-23. o Math MGP will increase from 78 in 2020-21 to 80 in 2022-23. <input type="checkbox"/> Science proficiency will increase from 41% in 2020-21 to 46% in 2022-23. <input type="checkbox"/> ELL On-Track will increase from 27% in 2020-21 to 30% in 2022-23. <input type="checkbox"/> Chronic Absenteeism will decrease from 16% in 2020-21 to 15% in 2022-23. <input type="checkbox"/> School Climate will increase from 79% in 2020-21 to 80% in 2022-23.



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

FOCUS ON SY 2022-23: Crosswalk measurable outcomes, enabling activities, budget, and monitoring.

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	Formative Measures for Monitoring	2022-23 Summative Goals
<p>2020-21 Strive HI Data:</p> <ul style="list-style-type: none"> ● SBA ELA Proficiency - 54% <ul style="list-style-type: none"> ○ ELA High Needs Gap - 28 pts. ○ ELA MGP - 61 ● 3rd Gr. Reading (Near, At, or Above GL) - 81% ● SBA Math Proficiency - 52% <ul style="list-style-type: none"> ○ Math High Needs Gap - 25 pts. ○ Math MGP - 78 ● HSA Science Proficiency - 41% ● ELL On Track - 27% ● Chronic Absenteeism 16% ● School Climate - 79% <p>2021-22 Panorama Student Perception Survey:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 65% ● Classroom Climate - 69% ● Classroom Rigorous Expectations - 76% ● Classroom Teacher-Student Relationships - 76% ● Pedagogical Effectiveness - 79% ● School Belonging - 70% ● Valuing of School - 75% ● School Safety - 68% ● SQS Safety - 72% <p>2020-21 Behavior Incident Referral Data:</p> <ul style="list-style-type: none"> ● Students with 0 Behavior Referrals - 80% <p>2021-22 Winter Panorama SEL Survey Data:</p> <ul style="list-style-type: none"> ● Self-Management - 73% ● Social Awareness - 70% ● Emotion Regulation - 56% 	<ul style="list-style-type: none"> <input type="checkbox"/> Universal Screener (i-Ready Reading and Math) <input type="checkbox"/> Quarterly Common Formative Assessments <input type="checkbox"/> Behavior Incident Referrals <input type="checkbox"/> Panorama Student Survey Results (Perception and SEL) <input type="checkbox"/> Qualitative Evidence of Implementation 	<p>2022-23 Strive HI Goals:</p> <ul style="list-style-type: none"> ● SBA ELA Proficiency - 57% <ul style="list-style-type: none"> ○ ELA High Needs Gap - 25 pts. ○ ELA MGP - 64 ● 3rd Gr. Reading (Near, At, or Above GL) - 82% ● SBA Math Proficiency - 55% <ul style="list-style-type: none"> ○ Math High Needs Gap - 22 pts. ○ Math MGP - 80 ● HSA Science Proficiency - 46% ● ELL On Track - 30% ● Chronic Absenteeism - 15% ● School Climate - 80% <p>2022-23 Panorama Student Survey Goals:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 68% ● Classroom Climate - 72% ● Classroom Rigorous Expectations - 79% ● Classroom Teacher-Student Relationships - 79% ● Pedagogical Effectiveness - 82% ● School Belonging - 73% ● Valuing of School - 78% ● School Safety - 71% ● SQS Safety - 75% <p>2022-23 Behavior Incident Referral Goal</p> <ul style="list-style-type: none"> ● Students with 0 Behavior Referrals - 85% <p>2022-23 Panorama SEL Survey Goals:</p> <ul style="list-style-type: none"> ● Self-Management - 76% ● Social Awareness - 73% ● Emotion Regulation - 60%

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 2022-23)	Initiative #1 School Monitoring Activities	Initiative #1 Complex Monitoring Activities	Source of Funds (SW 5)
<p>EA 1. Self-Directed Learner</p> <p>Students will engage in self-reflection and goal setting and will monitor their own growth and progress.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration will provide articulation time for self-reflection, goal setting, and progress monitoring. School Leadership will collaborate with teachers to discuss and identify a variety of methods/strategies to engage students in meaningful goal setting and reflection in ways that accelerate student learning while maintaining sufficient pacing of the curriculum, and will clarify common expectations for each grade level. Teachers will facilitate student self-reflection, goal setting, and progress monitoring (e.g. i-Ready, GLOs, writing, and SBA tested Math Practices, SEL) in ways that accelerate student learning. Students will utilize their voices as they self-reflect, set goals, strive to meet them, and self-monitor their growth and progress. School Leadership will conduct schoolwide data walks to gather data on the implementation of student goal setting and reflection. The ART will collect and review evidence of student goal setting and reflection to monitor the implementation in each grade level and determine if additional support or follow-up is needed. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will facilitate student self reflection, goal setting, and/or progress monitoring routines with students quarterly. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 78% of students will respond favorably to Valuing of School questions on the Panorama perception survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 79% in 2020-21 to 80% in 2022-23, as reported on Strive HI. 	<p>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.</p> <p>ART will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data as part of the annual CNA process. (SW 3)</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 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.</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> ESSER III 39696</p> <p>B - 3502 Universal Screener (iReady) \$20,253</p> <p>B-3006 McGraw Hill Wonders curriculum Gr K-1 \$2,900</p> <p><input type="checkbox"/> Title I 18902</p>

Initiative 2: BELIEVE - Student Goal Setting and Learning Plans				
Initiative 2 Enabling Activity 2 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2022-23)	Initiative #2 School Monitoring Activities	Initiative #2 Complex Monitoring Activities	Source of Funds
<p>EA 2. Student Learning/Action Plans</p> <p>Student Learning/Action plans will be created, implemented, and monitored for identified students.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Teachers will select students for interventions and monitoring and will create and implement a “close the gap/catch up” learning/action plan for those students. Teachers will submit the learning/action plans to the administration each month. Teachers will implement the plans that they created and submitted for their identified students. Students will utilize their voices as they participate in small group instruction and actively self-monitor their growth. School administration will collect and review the student learning/action plans from each teacher monthly. The ART will collect and review relevant evidence (e.g. sample student work, small group instruction data/artifacts, student learning/action plans, data walk results) to monitor the implementation of the action steps above and determine if additional support or follow-up is needed. (SW 6i) 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will create learning plans for identified students as specified for schoolwide implementation (e.g. low SES students), and will submit the plans to administration each quarter. All teachers will implement the learning plans weekly for targeted students and will submit evidence of implementation monthly (e.g. sample student work). <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 78% of students will respond favorably to Valuing of School questions on the Panorama perception survey. All Low SES students will demonstrate at least typical growth on the i-Ready Universal Screener for Reading and Math (striving for stretch growth). <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 79% in 2020-21 to 80% in 2022-23, as reported on Strive HI. ELA high-needs achievement gap will decrease from 28 pts. in 2020-21 to 25 pts. in 2022-23. Math high-needs achievement gap will decrease from 25 pts. in 2020-21 to 22 pts. in 2022-23. 	<p>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.</p> <p>ART will review, analyze, and reflect on the schoolwide Panorama student survey data as part of the annual CNA process. (SW 3)</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 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.</p>	<p><input checked="" type="checkbox"/> WSF 42102 A1 - 2744 ELL PTTA @42.16 \$1,000</p> <p>A1 - 2741 ELL Interpreters 6 NEP students x 4 hrs per student x \$20.67 \$496</p> <p><input checked="" type="checkbox"/> Migrant Ed 17790 A1 - 2744/2702 Migrant Ed PTT 17 hrs per wk x 40 weeks \$15,253 + \$445 (2.92% fringe) \$15,698</p> <p><input type="checkbox"/> Title I</p>

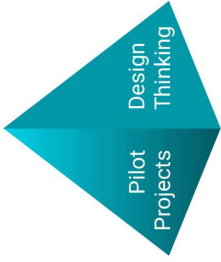
Initiative 2 Enabling Activity 3	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds
<p>EA 3. Social-Emotional Learning Students will develop the social-emotional competencies needed to thrive. (WASC #4) Action Steps:</p> <p>a. The PBIS Committee will provide guidance and resources for the schoolwide social-emotional learning (SEL) program/activities.</p> <p>b. Teachers and Counselors will implement the SEL program/activities consistently across the grade level and school.</p> <ul style="list-style-type: none"> o Counselors will implement the SEL lessons for the Action Plan twice a month. o Classroom teachers will review/reinforce the key points of the SEL lessons at least twice a month (in between the Counselor sessions). <p>c. Students will practice and strengthen their ability to demonstrate the SEL competencies. (SW 6iii)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> ● PBIS Committee will meet quarterly to develop and monitor the SEL Action Plan, as evidenced by the Action Plan and meeting minutes. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> ● At least 76% of students will respond favorably to Self-Management questions on the spring Panorama SEL survey. ● At least 73% of students will respond favorably to Social Awareness questions on the spring Panorama SEL survey. ● At least 60% of students will respond favorably to Emotion Regulation questions on the spring Panorama SEL survey. ● At least 85% of students will have 0 behavior incident referrals. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> ● School Climate will increase from 79% in 2020-21 to 80% in 2022-23, as reported on Strive HI. 	<p>Included above</p>	<p>Included above</p>	<p><input checked="" type="checkbox"/> WSF 42101 B-3401 PBIS incentives/awards/curriculum \$1,000</p> <p><input type="checkbox"/> Title I</p>

Initiative 3: ACHIEVE - Standards-based Instruction to Close the Gap					
Initiative 3 Enabling Activity 4 *All of our Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2022-23)	Initiative #3 School Monitoring Activities	Initiative #3 Complex Monitoring Activities	Source of Funds	
<p>EA 4. Standards-based ELA and Math Instruction</p> <p>English Language Arts and Math instruction will be aligned with grade-level standards, scaffolded, and differentiated to meet students' learning needs. (WASC #1, #5)</p> <p>Action Steps:</p> <p>a. School administration will provide professional development (PD) to all teachers, including teachers new to our school, on the purpose and methods/strategies to ensure students understand the expected learning targets, criteria, and expectations of the assignments prior to students beginning the work.</p> <p>b. School administration will provide professional development (PD) to all teachers, including teachers new to our school, on the strategic use of differentiated and inclusive practices.</p> <p>c. The administration will provide additional PD as needed that is informed by student data, is job-embedded, is focused on student achievement outcomes, and is immediately relevant.</p> <p>d. Teachers will participate in Data Teams processes and conversations and quarterly vertical articulation which includes teachers sharing lessons, looking at assessment data, and determining students who need Tier 2 support.</p> <p>e. Teachers will implement differentiated and inclusive practices strategically within their Tier 1 and Tier 2 instruction to advance and accelerate student learning.</p>	<p>Staff Outcomes</p> <ul style="list-style-type: none"> All grade level teachers will complete at least two Data Teams cycles each quarter as indicated in the grade level Data Team minutes. All teachers will have 100% of their students making growth between the fall, winter, and spring administrations of the i-Ready diagnostic universal screener. <p>Student Outcomes</p> <ul style="list-style-type: none"> At least 80% of students will make annual typical growth in Reading and Math as measured by the i-Ready universal screener growth report. <p>Summative Goals</p> <ul style="list-style-type: none"> SBA ELA proficiency will increase from 54% in 2020-21 to 57% in 2022-23. (Strive HI) ELA high-needs achievement gap will decrease from 28 pts. in 2020-21 to 25 pts. in 2022-23. ELA Median Growth Percentile will increase from 61 in 2020-21 to 64 in 2022-23. 3rd Graders Reading Near, At, or Above on Grade Level will increase from 81% in 2020-21 to 82% in 2022-23. (Strive HI) SBA Math proficiency will increase from 52% in 2020-21 to 55% in 2022-23. (Strive HI) 	<p>ART/ILT will document progress of implementation of each semester through the use of the Academic Plan Monitoring Tool, which will include the review of formative data and the analysis of formative data, and the review of qualitative evidence of implementation, when available.</p> <p>ART will review, analyze, and reflect on the Strive HI data as part of the annual CNA process. (SW 3)</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 review the school's Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42101</p> <p>A1 - 2741 PE PPE x 17 hrs per wk x 40 wks x \$20.67 = \$14,056</p> <p>A1 - 2744 Computer PTTB 17 hrs per wk x 40 wks = 680 hr x \$29.59 = \$20,121</p> <p>A1 - 2741 Computer Tech PPE @ 17 hrs per wk x 40 wks x \$20.67 = \$14,056</p> <p>A1 - 2741 PCNC @ 17 hrs per wk x 40 wks x \$20.67 = \$14,056</p> <p>A - 2510 Rtl teacher .50 FTE \$32,647</p> <p><input checked="" type="checkbox"/> ESSER 39696</p> <p>B-7104/07 iReady PD \$7,330</p>	<p><input checked="" type="checkbox"/> Title I 18902</p> <p>A1 - 2744 PTTA 12 hrs per wk x 40 wks x \$42.16 = \$20,237 + \$591 fringe 2.92% = \$20,828</p> <p>B - 3502 Edunet website \$4,000</p> <p>GoGuardian \$2,500</p> <p>Kami \$5 x 410 students \$2,050</p> <p>B - 3006 Student Planners \$1,500</p> <p>B - 3006 Purple folders - Parent Communicators \$146 of \$610 (split with 18935)=</p> <p>B-3006 Student Headsets (200)</p>

<p>f. Teachers will implement Tier 2 interventions for 10-12 weeks.</p> <p>g. A dedicated teacher will provide Tier 3 reading interventions/support.</p> <p>h. 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).</p> <p>i. Students will actively participate in Ready Curriculum routines and individualized i-Ready Learning Paths.</p> <p>j. Parents/families will be provided with opportunities to support their child's learning. (WASC #1)</p> <p>k. School Leadership will conduct schoolwide data walks to monitor the implementation of instructional methods/strategies identified within the action steps above, including the practice of ensuring students understand the expected learning targets, criteria, and expectations of the assignment prior to students beginning the work, as well as the implementation of differentiated and inclusive practices.</p> <p>l. The ART will collect and review relevant evidence (e.g. rubrics, criteria lists, co-constructed artifacts, PD documents, data team documents, sample student work), differentiated lessons (e.g. resources/processes identified within Student Learning/Action Plans, data walk results) to monitor the implementation of the action steps above and determine if additional support or follow-up is needed. (SW 6ii) (SW 7)</p>	<ul style="list-style-type: none"> ● Math high-needs achievement gap will decrease from 25 pts. in 2020-21 to 22 pts. In 2022-23. ● Math Median Growth Percentile will increase from 78 in 2020-21 to 80 in 2022-23. 			<p>\$2,400</p> <p>B - 7104/04 Title I Coordinator \$20,000</p> <p>B - 7104/07 Heggerty PD \$8,500</p> <p>C - 7708 Replacement Chromebooks (50), 11 iPads, 4 charging boxes \$34,008</p> <p><input checked="" type="checkbox"/> Title I 18935</p> <p>B - 3006 Purple folders - Parent Communicators \$464 of \$610 (split with 18902)</p> <p>B - 3301 Meals/snacks/refreshments for parent community nights \$300</p> <p>B - 3006 Supplies & materials for parent community night \$361</p>
--	--	--	--	---

Initiative 3 Enabling Activity 5	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds
<p>EA 5. Science Instruction, Assessment, and Grading Practices</p> <p>Science instruction and assessments will be aligned with grade-level standards, and scoring/grading practices will be calibrated for consistency. (WASC #2 and #5)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration will provide time for teachers to collaborate and calibrate how they teach, assess, score, and grade the Science standards. Teachers will identify (Gr. 3-5) and create (Gr. K-2) common quarterly Science assessments for use in each grade level aligned with the teacher-created curriculum and Next Generation Science Standards (NGSS). Teachers will calibrate on how they teach, assess, score, and grade the Science standards. Students will demonstrate their understanding of practices, core ideas, and crosscutting concepts included in the NGSS on common quarterly assessments for their grade level. The ART will collect and review relevant evidence (e.g. calibration artifacts, rubrics, criteria checklists, assessments, assessments data, report card grades) to monitor the alignment with the Science standards (e.g. level of rigor), as well as consistency in scoring and grading practices, and determine if additional support or follow-up is needed. 	<p>Staff Outcomes</p> <ul style="list-style-type: none"> Teachers will implement NGSS-based Science assessments quarterly as evidenced by the assessment data. <p>Student Outcomes</p> <ul style="list-style-type: none"> At least 45% of students will demonstrate proficiency on the quarterly Science assessments. <p>Summative Goals</p> <ul style="list-style-type: none"> HSA Science Proficiency will increase from 41% in 2020-21 to 46% in 2022-23. (Strive HI) 	<p>Included above</p>	<p>Included above</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p>18902</p> <p>B-3502</p> <p>Mystery Science</p> <p>\$1,325</p> <p>Generation Genius</p> <p>\$1,295</p>

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



When HIDEO 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 HIDEO 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>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.</p>	<ul style="list-style-type: none"> 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
<p>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.</p>	<ul style="list-style-type: none"> 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
<p>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.</p>	<ul style="list-style-type: none"> 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.









Kalaheo Academic Plan 2022-23 2022.04.14 FINAL with coversheet

Final Audit Report

2022-04-14

Created:	2022-04-14
By:	10020982@k12.hi.us
Status:	Signed
Transaction ID:	CBJCHBCAABAACCUZ0VIAZdUQyFdLJEQYUuaNLrzeO1Ae

"Kalaheo Academic Plan 2022-23 2022.04.14 FINAL with coversheet" History

-  Document created by 10020982@k12.hi.us
2022-04-14 - 3:53:16 PM GMT- IP address: 204.210.123.133
-  Document emailed to Brian Godsill (brian.godsill@k12.hi.us) for signature
2022-04-14 - 3:53:58 PM GMT
-  Email viewed by Brian Godsill (brian.godsill@k12.hi.us)
2022-04-14 - 3:54:33 PM GMT- IP address: 66.249.84.82
-  Document e-signed by Brian Godsill (brian.godsill@k12.hi.us)
Signature Date: 2022-04-14 - 5:28:50 PM GMT - Time Source: server- IP address: 72.234.48.177
-  Document emailed to Paul Zina (paul.zina@k12.hi.us) for signature
2022-04-14 - 5:28:52 PM GMT
-  Email viewed by Paul Zina (paul.zina@k12.hi.us)
2022-04-14 - 7:14:11 PM GMT- IP address: 66.249.84.75
-  Document e-signed by Paul Zina (paul.zina@k12.hi.us)
Signature Date: 2022-04-14 - 7:14:29 PM GMT - Time Source: server- IP address: 72.234.48.218
-  Agreement completed.
2022-04-14 - 7:14:29 PM GMT

