

King Kaumuali'i Elementary School

Academic Plan School Year 2020-21

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.

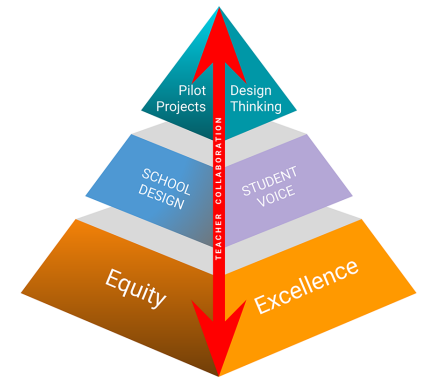
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

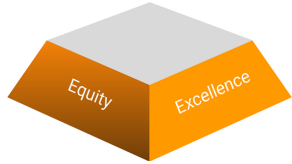
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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 1).



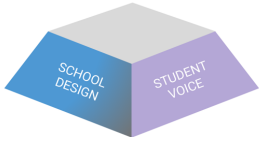


Teaching & Learning Core: Equity and Excellence

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 Gap <small>SW 1, SW 2, SW 4</small>	Theory of Action	Enabling Activity <small>SW 5, SW 6i</small>
<p>Student Proficiency 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"> <input type="checkbox"/> ELA - 54% <input type="checkbox"/> Math - 49% <input type="checkbox"/> Science - 57% <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 2018-19 High Needs Achievement Gaps are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA - 25 pts. <input type="checkbox"/> Math - 23 pts. <input type="checkbox"/> Science - 42 pts. (LDS) <p>Low SES - Students of low socio economic status currently make up 51% 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"> • ELA: <ul style="list-style-type: none"> ○ Non-Low SES - 60% ○ Low SES - 46% - (14 pt. gap) • Math: <ul style="list-style-type: none"> ○ Non-Low SES - 55% ○ Low SES - 42% - (13 pt. gap) • Science: 	<p>If we provide PD and support on differentiated instruction tailored to our students' needs in language arts and math, then teachers will be better equipped to address the learning needs of all students, and students will demonstrate growth on grade level assessments.</p>	<p>EA 1 - Equity through RtI/Differentiation To address the range of diverse learners, King Kaumualii Elementary will provide evidence based professional development to meet the needs of all students.</p>
	<p>If leadership/admin continues to provide grade level planning time for collaboration/PD, then teachers will implement rigorous standards-based curriculum, instruction, and assessment practices, and students will engage in rigorous learning activities.</p> <p>If administration and staff enhance their efforts to communicate with students/parents effectively and continue to design engaging family/community activities, the school culture will be strengthened and student learning will be enhanced.</p> <p>If we build more community partnerships, and create innovative activities which involve our businesses and community, then school pride will increase, and our students and school community will feel more vested and connected to our school.</p>	<p>EA 2 - Equity through Rigorous Standards-based Instruction To increase the rate of learning for all students, King Kaumualii Elementary will provide focused collaboration, including home and school communication, and will build community partnerships so all students can reach their full potential.</p>
	<p>If we continue to promote student-centered clubs, and provide extended learning opportunities for students to participate in, then our students' voices will be heard and valued, and students will explore, create, and innovate.</p> <p>If we begin to align and integrate Computer Science Standards into our school curriculum, then our standards-based units of study will be enhanced, and students will be more college and career ready.</p>	<p>EA 3 - Innovation King Kaumualii Elementary will provide extended learning opportunities so students can explore, create, and innovate.</p>

<ul style="list-style-type: none"> ○ Non-Low SES - 69% ○ Low SES - 44% - (25 pt. gap) <p>ELL - English Language Learner students currently make up 15% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> ● ELA - 20% (10 proficient) ● Math - 16% (9 proficient) ● Science - 13% (2 proficient) <p>SpEd (IDEA) - Students receiving special education services currently make up 14% of our student population. A few SpEd (IDEA) students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> ● ELA - 5% (2 proficient) ● Math - 7% (3 proficient) ● Science - 10% (1 proficient) 	<p>If leadership/admin provides time for Grade Levels to plan for integration of the GLOs Effective Communicator and Complex Thinker into curriculum, instruction, and assessment, then teachers/staff will embed these into instruction while using the GLO rubric for grading, and students will showcase, explain, and demonstrate the GLOs.</p> <p>If we increase opportunities for student academic showcases that incorporate the GLOs, then teachers/staff will support student participation in these rich, student-centered activities, and students will develop personal pride.</p>	<p>EA 4 - Student Empowerment through Voice and GLOs</p> <p>King Kaumualii will focus on the General Learner Outcomes (GLOs) Effective Communicator and Complex Thinker, and will embed the identified GLOs into curriculum, instruction, and assessment.</p>
	<p>If we provide teachers with coaching and mentoring, then teachers will deliver consistent foundational teaching practices, and the rate of learning for all students will increase.</p>	<p>EA 5 - Teacher Empowerment through Excellence in Instruction</p> <p>King Kaumualii Elementary will provide all new and identified teachers with a mentor or coach, professional development on instructional skills, and follow up observations with feedback.</p>
	<p>If we provide professional development to address the social and behavioral needs of all students, teachers will better implement students' behavioral support plans with an increased understanding of strategies that support students' needs, thus students' time on task will increase and there will be less behavioral referrals sent to the office.</p>	<p>EA 6 - Social Emotional Learning</p> <p>King Kaumualii Elementary will provide professional development (PD) and a variety of supports to address students' social and emotional well being and behavioral needs.</p>



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

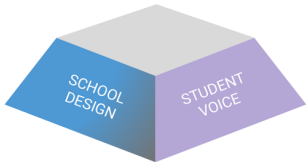
School Design: The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS

Initiatives	Context	Conditions for Success
<p>Initiative 1: EQUITY & INNOVATION</p> <p>At King Kaumuali'i Elementary School, we believe that all students can learn if we give them the instruction and support they need. We will provide equity through RtI/Differentiation and will focus professional development on differentiation strategies to close the achievement gap. Topics will focus on ELL learner strategies which will benefit all students. We will also provide equity through rigorous standards-based instruction, parent/family engagement, and community partnerships.</p> <p>We also believe that students need to explore, create, and innovate, so we will provide extended learning opportunities for this to take place. In addition, we will familiarize ourselves with the new computer science standards and begin discussions for implementation.</p>	<p>The data from our self-study indicates that the achievement gap between our High SES and Low SES students has not improved. King Kaumuali'i Elementary needs to explore other ways to close the achievement gap while continuing to increase our proficiency. Our Comprehensive Needs Assessment (CNA) revealed several contributing causes. Currently we have a lack of instructional strategies to target ELL students and others who struggle with language. We also have a lack of pacing of our math curriculum to ensure students have mastered the key concepts and skills needed for the SBA, and a lack of pacing and lesson development for ALL of the standards within NGSS. There is inconsistency in understanding of how to utilize differentiation, small group instruction, and data teams to best meet students' needs, as well as inconsistent home school connection with families to foster their involvement in student achievement. We also need more frequent opportunities for all students to express their feelings about their experiences at school.</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"> ● Achievement Gaps (High Needs, ELL) ● Student Learning Needs # 2-5 (Reading, Writing, Math, Science) ● WASC Critical Area #1 (Differentiation/Small Group Instruction) ● Contributing Causes #2-7 ● Student Voice, Choice, and/or Agency (Voice/Choice) ● Curriculum, Instruction, and/or Assessment (CIA) ● Parent Engagement and/or Community Partnerships ● Promise 2: Equity ● Promise 3: School Design ● Promise 5: Innovation 	<ul style="list-style-type: none"> ● Funding will be needed for professional development. ● We will need to explore consultant options for professional development for differentiation and social-emotional competencies. ● Scheduling the implementation and follow-up of differentiation strategies will be needed. ● Scheduling professional development with the staff around social-emotional competencies will need to occur.
<p>Initiative 2: EMPOWERMENT</p> <p>This initiative is designed to empower students to use their voice through the General Learner Outcomes (GLOs). We will focus primarily on GLO #5 Effective Communicator and GLO #3 Complex Thinker. Our teachers/staff will embed</p>	<p>We would like all of our students to consistently demonstrate the GLO competencies. The results of our CNA process indicates we have inconsistencies in how we integrate the GLOs into our instruction of content. Our use of GLO resources for student reflection and grading is also inconsistent.</p>	

<p>the GLOs into curriculum, instruction, and assessment. Students will be empowered to use their voice, and to think critically when given complex problems and tasks.</p> <p>Initiative 2 is also designed to empower teachers to develop excellence in their instruction. We will provide all new and identified teachers with a mentor or coach, professional development on instructional skills, and follow up observations with feedback.</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"> ● Achievement Gaps (High Needs, ELL) ● Student Learning Need # 1 (GLOs) ● WASC Critical Areas #2 (student centered learning, student voice) #3 (GLOs) ● Contributing Cause #1 ● Student Voice, Choice, and/or Agency (Voice) ● Curriculum, Instruction, and/or Assessment (CIA) (Instructional Skills) ● Promise 3: School Design ● Promise 4: Empowerment 	
<p>Initiative 3: HAWAII</p> <p>This initiative is designed to develop students' social emotional competencies (i.e. self-awareness, self-management, responsible decision-making, relationship skills, and social awareness). We will provide professional development (PD) and a variety of supports to address students' social and emotional well being and behavioral needs.</p>	<p>King Kaumualii Elementary needs to explore ways to address the behavioral and social needs of students requiring behavioral interventions. Our CNA indicates that there continues to be inconsistencies in the understanding and enforcement of playground rules. There is also a need to continue and improve the successful practice of proactive PBIS initiatives.</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"> ● Student Learning Need #6 (SEL) ● Area of Growth - Behavioral RI ● Contributing Causes #8-9 and #6 ● Student Voice, Choice, and/or Agency (Voice/Collaboration) ● Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health ● Promise 1: Hawaii ● Promise 3: School Design 	

Section 3: MEASURABLE OUTCOMES AND GOALS		
2020-21	2021-22	2022-23
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for <u>2020-21</u>: (2018-19 baseline)</p> <ul style="list-style-type: none"> ELA proficiency will increase from 54% to 59%, as measured by SBA. <ul style="list-style-type: none"> ELA high needs achievement gap will decrease from 25 pts. to 20 pts. ELA Median Growth Percentile (MGP) will increase from 58 to 61. 3rd Graders Reading Near, At, or Above Grade Level will increase from 76% to 79%. Math proficiency will increase from 49% to 54%, as measured by SBA. <ul style="list-style-type: none"> Math high needs achievement gap will decrease from 23 pts. to 18 pts. Math Median Growth Percentile (MGP) will increase from 57 to 60. Science proficiency will increase from 57% to 58%, as measured by HSA. ELL On Track (Growth to Target) will increase from 58% to 70%, as measured by WIDA. Chronic Absenteeism will decrease from 9% to 9%, as measured by 15 absences or more. School Climate will increase from 75% to 80%, as measured by the Panorama student survey. Inclusion Rate will increase from 58% to 59%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for <u>2021-22</u>: (projected 2020-21 baseline)</p> <p>If we meet our goal in 2020-21...</p> <ul style="list-style-type: none"> ELA proficiency will increase to 64%. <ul style="list-style-type: none"> ELA high needs achievement gap will decrease to 15 pts. ELA MGP will increase to 64. 3rd Graders Reading Near, At, or Above Grade Level will increase to 82%. Math proficiency will increase to 59%. <ul style="list-style-type: none"> Math high needs achievement gap will decrease from to 13 pts. Math MGP will increase to 63. Science proficiency will increase to 59%. ELL On Track (Growth to Target) will increase to 73%. Chronic Absenteeism will decrease to 5%. School Climate will increase to 85%. Inclusion Rate will increase to 60%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for <u>2022-23</u>: (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> ELA proficiency will increase to 69%. <ul style="list-style-type: none"> ELA high needs achievement gap will decrease to 10 pts. ELA MGP will increase to 67. 3rd Graders Reading Near, At, or Above Grade Level will increase to 85%. Math proficiency will increase to 64%. <ul style="list-style-type: none"> Math high needs achievement gap will decrease to 7 pts. Math MGP will increase to 66. Science proficiency will increase to 60%. ELL On Track (Growth to Target) will increase to 76%. Chronic Absenteeism will decrease to 3%. School Climate will increase to 90%. Inclusion Rate will increase to 61%.



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

FOCUS ON SY 2020-21: Crosswalk measurable outcomes, enabling activities, budget, and monitoring.

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	Formative Measures for Monitoring	2020-21 Summative Goals
<p>2018-19 Strive HI Data:</p> <ul style="list-style-type: none"> ● SBA ELA - 54% <ul style="list-style-type: none"> ○ ELA Gap - 25 pts ○ ELA MGP - 58 ○ 3rd Gr. Reading (Near, At, Above GL) - 76% ● SBA Math - 49% <ul style="list-style-type: none"> ○ Math Gap - 23 pts ○ Math MGP - 57 ● HSA Science - 57% ● ELL On Track (Growth to Target) - 58% ● Inclusion Rate - 58% ● Chronic Absenteeism - 9% ● School Climate - 75% <p>Additional 2018-19 Baseline Data:</p> <ul style="list-style-type: none"> ● Parent School Quality Survey (SQS) - Involvement/Engagement 78%, School Safety 90% ● GLOs - Complex Thinker 70%, Effective Communicator 77% (usually/consistently) ● Student Behavior Incident Referrals - students w/ 0 referrals = 84%, students w/ 1 referral = 9%, students w/ 2-5 referrals = 6%, students w/ 6+ Behavior Referrals = 2% <p>2019-20 Panorama Student Survey Data:</p> <ul style="list-style-type: none"> ● Valuing of School - 71% ● “How much does the behavior of others hurt your learning?” - 67% 	<ul style="list-style-type: none"> <input type="checkbox"/> Universal Screener (iReady) <input type="checkbox"/> Data Teams (Common Formative Assessments) <input type="checkbox"/> General Learner Outcomes (GLO) Report Card Grades <input type="checkbox"/> Panorama Student Survey Results <input type="checkbox"/> Behavior Incident Referral Data <input type="checkbox"/> Qualitative Evidence of Implementation 	<p>2020-21 Strive HI Goals:</p> <ul style="list-style-type: none"> ● SBA ELA - 59% <ul style="list-style-type: none"> ○ ELA Gap - 20 pts ○ ELA MGP - 61 ○ 3rd Gr. Reading (Near, At, Above GL) - 79% ● SBA Math - 54% <ul style="list-style-type: none"> ○ Math Gap - 18 pts ○ Math MGP - 60 ● HSA Science - 58% ● ELL On Track (Growth to Target) - 70% ● Inclusion Rate - 59% ● Chronic Absenteeism - 7% ● School Climate - 80% <p>Additional 2020-21 Goals:</p> <ul style="list-style-type: none"> ● Parent School Quality Survey (SQS) - Involvement/Engagement 80%, School Safety 92% ● GLOs - Complex Thinker 73%, Effective Communicator 80% (usually/consistently) ● Student Behavior Incident Referrals - students w/ 0 referrals = 85%, students w/ 1 referral = 10%, students w/ 2-5 referrals = 4%, students w/ 6+ Behavior Referrals = 1% <p>2020-21 Panorama Student Survey Goals:</p> <ul style="list-style-type: none"> ● Valuing of School - 75% ● “How much does the behavior of others hurt your learning?” - 70%

Initiative 1: EQUITY & INNOVATION					
Initiative 1 Enabling Activity 1 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21) SW 6ii, SW 6iii	Initiative #1 School Monitoring Activities SW 2, SW 3	Initiative #1 Complex Monitoring Activities	Source of Funds	
<p>EA 1. Equity through RtI/Differentiation</p> <p>To address the range of diverse learners, King Kaumualii Elementary will provide evidence based professional development to meet the needs of all students.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership and/or Admin will continue to provide PD and support that focuses on differentiation to address all learners. Teachers and/or staff will utilize differentiation strategies to target students' needs. School staff will support the CSSS process through data input and student support. Students will receive differentiated instruction that meet their needs and will show growth on grade level assessments. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers and identified staff will participate in school-wide differentiation PD. All teachers will implement agreed upon strategies or skills in their lessons and use in the delivery of instruction. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> Students will show growth on the data teams cycle or grade level assessments using pre and post assessments. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Student MGP will increase in ELA from 58% in 2018-19 to 61% in 2020-21. (Strive HI) Student Math MGP from 57% in 2018-19 to 60%. (Strive HI) ELA Gap rate will decrease from 25 pts. in 2018-19 to 20 pts. in 2020-21. (Strive HI) Math Gap rate will decrease from 23 pts. in 2018-19 to 18 pts. in 2020-21. (Strive HI) 	<p>Leadership 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, when available.</p> <ul style="list-style-type: none"> Leadership team will conduct scheduled observations and feedback conferences with all teachers. All grade level and articulation meetings will have an agenda and minutes. Agreed upon data teams cycles will have documented pre and post assessment results. Leadership/Focus Groups will review, analyze, and reflect on the schoolwide Panorama student survey results, School Quality Survey responses, and Strive HI data as part of the annual CNA process. 	<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 PTT 17 hrs/wk x 40 wks x \$22.43 \$15,253</p> <p>A1 - 2769 6 sub days for ELL to attend KCA meeting/workshops @ \$178.42 \$1,071</p> <p>A1 - 2744 ELL Interpreters 23 NEP students x 4 hrs/student = 92 hrs x \$22.43 \$2,064</p> <p>42104 A1 - 2721 CSSS PPT x 12 hrs/wk x 37 wks \$6,163</p> <p>42104 A1 - 2744 2 RtI PTT x 17 hrs/wk x 40 wks \$30,505</p>	<p><input checked="" type="checkbox"/> Title I 18902 Coordinator A - 2510 Teacher salary pay A - 2702 Teacher fringe</p>
Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p>EA 2. Equity through Rigorous Standards-based Instruction</p> <p>To increase the rate of learning for all students, King Kaumualii Elementary will provide focused collaboration, home and school communication, and build community partnerships so all</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will participate in grade level planning time to talk about curriculum, instruction, and assessments using the school's rotation. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42101 B - 3901 Wonders consumables \$905</p> <p>B - 3006</p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Science K-5 resources (Amplify units, Stemscope,</p>

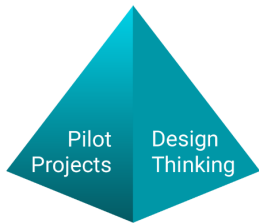
<p>students can reach their full potential. (SW 7)</p> <p>Action Steps:</p> <p>a. Leadership and/or Admin will continue to provide grade level planning time, build vertical articulation for collaboration and professional development around rigorous instruction.</p> <p>b. Teachers and/or staff will use planning and Focus groups to discuss curriculum, instruction, and results of the embedded/supplemental assessments.</p> <p>c. Students will participate in learning activities that are rigorous, relevant, and aligned to grade level standards.</p> <p>d. Administration and staff will enhance their efforts to effectively communicate with students, parents, and families through written and social engaging activities.</p> <p>e. Administration and staff will continue to design family and community activities to strengthen school culture and enhance learning.</p> <p>f. Students will transition to the next grade level and build upon skills previously learned.</p>	<ul style="list-style-type: none"> All teachers will participate in vertical articulation as identified in the school's master schedule. All teachers will use student communication planners (grades 3-5) and SeeSaw platform to effectively communicate with parents. All teachers will be part of school-wide Focus Groups to review curriculum, school data, and assessments to address school improvements for student success. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will show growth using growth percentiles, data teams, and state assessments. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Parent Involvement/ Engagement will increase from 78% in 2018-19 to 80% in 2020-21, as measured by the Parent School Quality Survey. Increase in overall student achievement scores in ELA, Math, and Science using state testing: <ul style="list-style-type: none"> SBA ELA proficiency will increase from 54% in 2018-19 to 59% in 2020-21. (Strive HI) SBA Math proficiency will increase from 49% in 2018-19 to 54% in 2020-21. (Strive HI) HSA Science proficiency will increase from 57% in 2018-19 to 58% in 2020-21. (Strive HI) Overall student increase in student MGP percentiles: <ul style="list-style-type: none"> Student MGP will increase in ELA from 58% in 2018-19 to 61% in 2020-21. (Strive HI) 			<p>Wonders practice books \$8,000</p> <p>B - 3006 Stepping Stones student journals \$4,128</p> <p>B - 3502 Scholastic classroom magazine K-2 (300 students + 9% shipping) \$1,720</p> <p>Science K-5 resources (Amplify units, Stemscope, Mystery Science licenses, etc.) \$1,846</p> <p>42106 A1 - 2769 NGSS/CSSS/HC S3 sub days 86 x \$178.42 \$15,344</p> <p>42106 A1 - 2802 NGSS/CSSS/HC S3 stipends days 86 x \$178.42 \$15,344</p> <p>Mystery Science licenses, etc.) \$15,000</p> <p>B - 3502 Curriculum Associates Universal Screener iReady licenses \$22,000</p> <p>B - 3502 NewsELA \$4,000</p> <p>B - 3006 SDI Innovations Communication Student Planners \$1,828</p> <p>B - 3006 Origo Stepping Stones student journals \$12,872</p> <p>18935 B - 3301 Refreshments for Parent Community meetings -- ingredients prepared meals, etc. \$900</p> <p>B - 3401 Paper goods for Parent Community meetings \$100</p> <p>B - 3006 Supplies for parent</p>
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	<ul style="list-style-type: none"> Student Math MGP from 57% in 2018-19 to 60%. (Strive HI) 				newsletters and meetings \$842
Initiative 1 Enabling Activity 3	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p>EA 3. Innovation</p> <p>King Kaunualii Elementary will provide extended learning opportunities so students can explore, create, and innovate.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership and/or Admin will continue to build on extending coding clubs and afterschool enrichment activities that are aligned with student interests. Leadership and/or Admin will create and continue to explore redesign options for identified learning spaces, including the redesign of the library to create innovative spaces for students to explore, create, and innovate. Leadership and teachers will familiarize themselves with the computer science standards and discuss future PD, implementation, and integration into grade level curriculums. Teachers/staff will support students with after school activities based on student voice and needs (e.g coding, dance and academic tutors). Students will explore, create, and innovate, and will display their learning at planned student work showcase events. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will be introduced to the Computer Science standards and become familiar with core concepts and practices. All teachers will integrate and use learning spaces to enhance units of study or projects. Leadership/staff will increase the number of coding, clubs, and afterschool enrichment activities aligned with student interests. (2019-20 baseline = 4 morning clubs, 6 after-school clubs) <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 75% of students will respond favorably to Valuing of School questions on the Panorama survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 75% in 2018-19 to 80% in 2020-21, as measured by the Panorama student survey and reported on Strive HI. 	Included above	Included above	<input checked="" type="checkbox"/> WSF 42101 A1 - 2741 PIC 19 hrs/wk x 40 wks = 760 hrs x \$20.67 \$15,709 B - 3502 SeeSaw subscription \$3,250 42104 A1 - 2744 Afterschool PTTs 495 hrs x \$22.43 \$11,103 <input checked="" type="checkbox"/> WSF 42101 C - 7705 Innovative projects equipment & furnishing \$29,419 (Gail: Moved from Section 5. ~Lisa)	<input type="checkbox"/> Title I

Initiative 2: EMPOWERMENT					
Initiative 2 Enabling Activity 4 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21) SW 6ii, SW 6iii	Initiative #2 School Monitoring Activities SW 2, SW 3	Initiative #2 Complex Monitoring Activities	Source of Funds	
<p>EA 4. Student Empowerment through Voice and GLOs</p> <p>King Kaumualii will focus on the General Learner Outcomes (GLOs) Effective Communicator and Complex Thinker, and will embed the identified GLOs into curriculum, instruction, and assessment.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership and/or Admin will provide time for Grade Levels to discuss/plan and integrate Effective Communicator and Complex Thinker into curriculum, instruction, and assessment. Teachers and/or staff will embed Effective Communicator and Complex Thinker into instruction and will use the rubric to grade the GLOs. The Student Leadership group will promote GLOs during school-wide assemblies and presentations. The Student Leadership group will create an advisory committee that will meet with administration to collaborate around school improvement. Students will showcase, explain, and demonstrate the GLOs. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will embed Effective Communicator and Complex Thinker in their curriculum and instruction. All teachers will use agreed upon GLO Rubric for scoring and report cards. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> Students' ratings on GLO #5 Effective Communicator and GLO #3 Complex Thinker will increase in the "usually and consistently" categories by the end of the last reporting period: <ul style="list-style-type: none"> At least 73% of students will Usually or Consistently demonstrate the attributes of GLO #3 Complex Thinker. (Report Card Grades) At least 80% of students will Usually or Consistently demonstrate the attributes of GLO #5 Effective Communicator. (Report Card Grades) <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 75% in 2018-19 to 80% in 2020-21, as measured by the Panorama student survey and reported on Strive HI. 	<p>Leadership 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, when available.</p> <ul style="list-style-type: none"> Grade level teachers will monitor and document the integration of the GLOs during data teams meetings. Quarterly review of report card grades for GLO #5 Effective Communicator and GLO #3 Complex Thinker. Leadership/Focus Groups will review, analyze, and reflect on the schoolwide Panorama student survey results, School Quality Survey responses, and Strive HI data as part of the annual CNA process. 	<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>	<input type="checkbox"/> WSF	<input type="checkbox"/> Title I
Initiative 2 Enabling Activity 5	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	

<p>EA 5. Teacher Empowerment through Excellence in Instruction</p> <p>King Kaumualii Elementary will provide all new and identified teachers with a mentor or coach, professional development on instructional skills, and follow up observations with feedback.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. Leadership and/or Admin will continue to provide coaches and mentors for all teachers new to King Kaumualii. b. New teachers will participate in Instructional Skills PD and follow up observations/conferences cycles. c. New teachers will be assigned a school-level mentor whom they will meet with on a regular basis. d. Veteran teachers will participate in observation/conference protocols. e. Students will actively participate in lesson activities that are congruent to the objective. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> ● All new and incoming teachers will be supported by a mentor and/or coach. ● All identified teachers will participate in professional development in instructional strategies. ● All teachers will be observed and provided feedback with conferencing using the school's observation and conference model. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> ● All students will self reflect on progress towards meeting learning objectives at least once a quarter. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> ● There will be an increase in the school-wide MGP as indicated on school's Strive HI report: <ul style="list-style-type: none"> ○ Student MGP will increase in ELA from 58% in 2018-19 to 61% in 2020-21. ○ Student Math MGP will increase from 57% in 2018-19 to 60% in 2020-21. ● We will have a decrease in the student gap rates as indicated in Strive HI report: <ul style="list-style-type: none"> ○ ELA Gap rate will decrease from 25 pts. in 2018-19 to 20 pts. in 2020-21. ○ Math Gap rate will decrease from 23 pts. in 2018-19 to 18 pts. in 2020-21. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42108 A1 - 2769 IM - 4 New Teachers + 6 mentors x 2 days = 48 days x \$178.42 \$8,564</p> <p>42108 B - 4804 Professional Development Out of State & In-State Travel SY2020-2021 \$15,000</p>	<p><input type="checkbox"/> Title I</p>
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Initiative 3: HAWAII					
Initiative 3 Enabling Activity 6 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2020-21) SW 6ii, SW 6iii	Initiative #3 School Monitoring Activities SW 2, SW 3	Initiative #3 Complex Monitoring Activities	Source of Funds	
<p>EA 6. Social Emotional Learning</p> <p>King Kaumualii Elementary will provide professional development (PD) and a variety of supports to address students' social and emotional well being and behavioral needs.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership and/or Admin will provide faculty PD around behavioral needs (eg. ADHD, Autism) and create a Behavior RTI Program for new students who enter with pre-existing behavioral needs. Teachers and staff will implement the strategies they learned during PD. Students with behavioral needs will be supported, and students will be able to receive grade level instruction in their least restrictive environment. Students new and transitioning into King Kaumualii with behavioral support plans or identified social and emotional needs will be supported with a transition plan and provided immediate support. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers and staff will implement strategies learned during PD. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 70% of students will respond favorably to the following question on the Panorama survey: "How much does the behavior of others hurt your learning?" <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> We will have a decrease in student referrals, especially for repeat offenders and students who are identified as needing higher level of supports: <ul style="list-style-type: none"> Students with 0 behavior incident referrals will increase from 84% in 2018-19 to 85% in 2020-21. Students with 1 behavior incident referral will increase from 9% in 2018-19 to 10% in 2020-21. Students with 2-5 behavior incident referrals will decrease from 6% in 2018-19 to 4% in 2020-21. Students with 6 or more behavior incident referrals will decrease from 2% in 2018-19 to 1% in 2020-21. School Safety will increase from 90% in 2018-19 to 92% in 2020-21, as measured by the Parent School Quality Survey (SQS). 	<p>Leadership 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, when available.</p> <ul style="list-style-type: none"> Quarterly review of student behavior incident referral data. Leadership/Focus Groups will review, analyze, and reflect on the schoolwide Panorama student survey results, School Quality Survey responses, and Strive HI data as part of the annual CNA process. 	<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>	<input type="checkbox"/> WSF	<input type="checkbox"/> Title I



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
<p>King Kaumualii Elementary will implement pilot projects that include STEM and Computer Science activities to increase student awareness of college and career readiness. We will partner with agencies and businesses so students can explore, innovate and create projects of their interest.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partnerships with business <input type="checkbox"/> Transportation to off-site facilities <input type="checkbox"/> Funding for student supplies for learning <input type="checkbox"/> Tech equipment to support student learning 	<ul style="list-style-type: none"> ● King Kaumualii Elementary will need to increase partnerships using the School Community Council to strengthen communication and build relationships with agencies and businesses. ● Grade levels will need to plan at least one field trip that supports science units of study. ● We will begin to partner with Middle School and High School to build a pipeline which promotes computer science and projects that supports college and career readiness. ● We need to promote student clubs and use technology to address student interest and student voice



Carrie Sato Leoiki <10014628@k12.hi.us>

Re: King K AcFinPlan Ready

Bill Arakaki <bill.arakaki@k12.hi.us>

Thu, Jun 4, 2020 at 11:35 AM

To: Gail Nakaahiki <gail.nakaahiki@k12.hi.us>

Cc: Carrie Sato Leoiki <carrie.leoiki@k12.hi.us>, Jason Yoshida <Jason.Yoshida@k12.hi.us>, Paul Zina <Paul.Zina@k12.hi.us>

Aloha All,

I approved the SY 2020-21 King Kaumualli Elementary School Academic Plan. Mahalo!

On Thu, Jun 4, 2020 at 5:23 AM Gail Nakaahiki <gail.nakaahiki@k12.hi.us> wrote:

Hi ... attaching King K Academic Plan for your review. Please log into eHR and approve their FinPlan. Carrie will be sending you the FRF to approve. Thank you.

--

Gail Nakaahiki
Kauai Complex Area Business Manager
3060 Eiwa Street Room 301
Lihue, Hawaii 96766
808-274-3500
gail.nakaahiki@k12.hi.us

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to phishing-report@k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

--
William N. Arakaki
Kauai Complex Area Superintendent

Office: 808-274-3502
FAX: 808-275-3508
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Lihue, Hawaii 96766

Follow me on Twitter: @CASArakaki

KCA Mission: "Kauai Complex Area empowers and guides schools to inspire and educate children to become adaptive, innovative, contributing members of their community"

Motto: "We Care for and prepare All Students for Careers, College, and Citizenship in the 21st Century"

"Try not to be a person of success but rather try to be a person of value." "Only a life lived for others is a life worthwhile."
Albert Einstein

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