Academic Plan
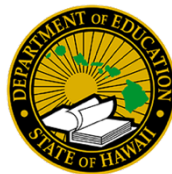# School Year 2021-2022

King Kaumualii Elementary School

4380 Hanamaulu Road
Lihue, Hawaii 96766
(808) 241-3150
https://www.kaumualii.k12.hi.us/

Submitted by **Jason Yoshida**	Date
	3/31/2021

Approved by **Paul Zina**	Date
	4/8/2021

King Kaumuali'i 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 1).
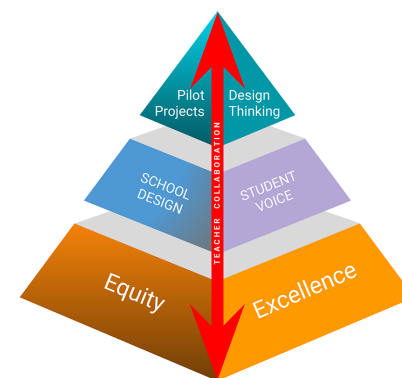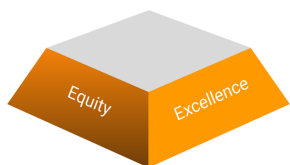
Teaching & Learning Core: Equity and Excellence

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 SW 1	**Theory of Action**	**Enabling Activity** SW 5, SW 6i

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 - 54%
❏ Math - 49%
❏ 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 - 25 pts.
❏ Math - 23 pts.
❏ Science - 42 pts. (LDS)
 	
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.
● ELA:
  ○ Non-Low SES - 60%
  ○ Low SES - 46% - (14 pt. gap)
● Math:
  ○ Non-Low SES - 55%
  ○ Low SES - 42% - (13 pt. gap)
● Science:
  ○ Non-Low SES - 69%
  ○ Low SES - 44% - (25 pt. gap)
ELL - English Language Learner students
	If Leadership/Administration provides PD and support on differentiated instruction tailored to our students' needs in English 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.	**EA 1 - Equity through RtI/Differentiation**
		To address the range of diverse teachers and learners, King Kaumualii Elementary will provide evidence-based professional development to meet the needs of all students.

	If Leadership/Administration provides grade level planning time for collaboration and PD, then teachers will implement rigorous standards-based curriculum, instruction, and assessment practices, and students will participate in rigorous, relevant learning activities aligned to standards resulting in their successful transition to the next grade level where they will build upon previously learned skills.	**EA 2 - Equity through Rigorous Standards-based Instruction** To increase the rate of learning for all students, King Kaumualii Elementary will provide focused collaboration for curriculum pacing and standards-based lesson development, and will strengthen home and school communication, while building community partnerships so all students can reach their full learning potential.
	If Leadership/Administration promotes student-centered clubs based on student interests, and provides extended learning opportunities for students to choose to participate in, then our students' voices will be heard and valued, and students will explore, create, and innovate. If Leadership and teachers 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 have additional opportunities to explore, create, and innovate.	**EA 3 - Innovation** King Kaumualii Elementary will provide extended learning opportunities so students and teachers can explore, create, and innovate.
	If Leadership/Administration works with staff to create a GLO matrix and provides time for Grade Levels to plan for integration of the GLOs into curriculum, instruction, and assessment with an emphasis on Effective Communicator and Complex Thinker, then teachers/staff	**EA 4 - Student Empowerment through Voice and GLOs** King Kaumualii will embed the General Learner Outcomes (GLOs) into curriculum, instruction, and

currently make up 15% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments. ● ELA - 20% (10 proficient) ● Math - 16% (9 proficient) ● Science - 13% (2 proficient) **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. ● ELA - 5% (2 proficient) ● Math - 7% (3 proficient) ● Science - 10% (1 proficient)	will embed the GLOs into instruction and will use the GLO rubric/indicators for grading, and students will showcase, explain, and demonstrate the GLOs.	assessment, with an emphasis on Effective Communicator and Complex Thinker.
	If Leadership/Administration continues to provide coaches and mentors for all teachers new to King Kaumualii, then teachers will deliver consistent foundational teaching practices, and students will actively participate in lesson activities that are congruent to the objective.	**EA 5 - Teacher Empowerment through Excellence in Instruction** 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.
	If Leadership/Administration provides PD 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.	**EA 6 - Social Emotional Learning** King Kaumualii Elementary will provide professional development (PD) and a variety of supports to address students' social and emotional well being and behavioral needs.
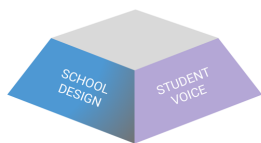
Innovation in Support of the Core: School Design and Student Voice

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: EQUITY & INNOVATION 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. We will also provide equity through rigorous standards-based instruction, parent/family engagement, and community partnerships. 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.	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 lack implementation of instructional strategies to target English Language Learners (ELL) and others who struggle with literacy. We also have a lack of pacing of our ELA and Math curriculum to ensure students have mastered the key concepts and skills needed for the SBA, as well as 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, and inconsistent home school connection with families to foster their involvement in student achievement. Finally, there are infrequent opportunities for all students to express their feelings about their experiences at school. The following is a list of needs and areas of growth that this initiative is designed to address: ● Achievement Gaps (High Needs, ELL) ● Student Learning Needs #2-5 (Reading, Writing, Math, Science) ● WASC Critical Area #1 (Differentiation/Small Group Instruction) ● WASC Critical Area #4 (Vertical Articulation through Focus Groups) ● Contributing Causes #1/2A-D, #2, #3 ● 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	● Funding will be needed for professional development. ● We will need to explore consultant options for professional development on differentiation. ● Scheduling the implementation and follow-up of differentiation strategies will be needed. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.
Initiative 2: EMPOWERMENT This initiative is designed to empower students to use their voice through the General Learner Outcomes (GLOs). Our teachers/staff will	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	● Funding will be needed for professional development.

develop a common understanding of the GLOS and will embed them into curriculum, instruction, and assessment. Students will be empowered to use their voice, and to think critically when given complex problems and tasks. 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.	inconsistent. We have also identified the need to continue and improve the successful practice of teacher professional development and induction and mentoring. The following is a list of needs and areas of growth that this initiative is designed to address: ● Achievement Gaps (High Needs, ELL) ● Student Learning Need # 1 (GLOs) ● WASC Critical Areas #2 (student centered learning, student voice) #3 (GLOs) ● Contributing Cause #4, #5 ● Student Voice, Choice, and/or Agency (Voice) ● Curriculum, Instruction, and/or Assessment (CIA) (Instructional Skills) ● Promise 3: School Design ● Promise 4: Empowerment	● Scheduling of teacher articulation around the GLOs will be needed. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.
Initiative 3: HAWAII 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 identify a schoolwide SEL program/system and will provide professional development (PD) and a variety of supports to address students' social and emotional well being and behavioral needs.	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 a lack of a schoolwide SEL program/system to support positive behavior. There is also a need to continue and improve the successful practice of proactive PBIS initiatives. The following is a list of needs and areas of growth that this initiative is designed to address: ● Student Learning Need #6 (SEL) ● Area of Growth - Behavioral RI ● Contributing Cause #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	● Funding will be needed for professional development. ● We will need to explore consultant options for professional development on how to address the social-emotional competencies. ● Scheduling professional development with the staff around social-emotional competencies will need to occur. ● 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:**	**Measurable Outcomes:**
● Measurable outcomes for staff and students will be updated annually in Section 4.	❏ Measurable outcomes for staff and students will be updated annually in Section 4.	❏ Measurable outcomes for staff and students will be updated annually in Section 4.
Strive HI Goals for <u>2020-21</u>: (2018-19 baseline)	**Strive HI Goals for <u>2021-22</u>:** (projected 2020-21 baseline)	**Strive HI Goals for <u>2022-23</u>:** (projected 2021-22 baseline)
● ELA proficiency will increase from 54% to 59%, as measured by SBA.	We will regain/maintain our 2018-19 results or higher in 2021-22...	If we meet our goal in 2021-22...
○ ELA high needs achievement gap will decrease from 25 pts. to 20 pts.	❏ ELA proficiency will increase to 54%.	❏ ELA proficiency will increase to 59%.
○ ELA Median Growth Percentile (MGP) will increase from 58 to 61.	○ ELA high needs achievement gap will decrease to 25 pts.	○ ELA high needs achievement gap will decrease to 20 pts.
○ 3rd Graders Reading Near, At, or Above Grade Level will increase from 76% to 79%.	○ ELA MGP will increase to 58.	○ ELA MGP will increase to 63.
● Math proficiency will increase from 49% to 54%, as measured by SBA.	○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 76%.	○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 81%.
○ Math high needs achievement gap will decrease from 23 pts. to 18 pts.	❏ Math proficiency will increase to 49%.	❏ Math proficiency will increase to 54%.
○ Math Median Growth Percentile (MGP) will increase from 57 to 60.	○ Math high needs achievement gap will decrease from to 23 pts.	○ Math high needs achievement gap will decrease to 18 pts.
● Science proficiency will increase from 57% to 58%, as measured by HSA.	○ Math MGP will increase to 57	○ Math MGP will increase to 62.
● ELL On Track (Growth to Target) will increase from 58% to 70%, as measured by WIDA. (2019-20: 67%)	❏ Science proficiency will increase to 57%.	❏ Science proficiency will increase to 62%.
● Chronic Absenteeism will decrease from 9% to 9%, as measured by 15 absences or more. (2019-20: 10%)	❏ ELL On Track (Growth to Target) will increase to 67%.	❏ ELL On Track (Growth to Target) will increase to 72%.
● School Climate will increase from 75% to 80%, as measured by the Panorama student survey. (2019-20: 70%)	❏ Chronic Absenteeism will decrease to 10%.	❏ Chronic Absenteeism will decrease to 9%.
	❏ School Climate will increase to 70%.	❏ School Climate will increase to 78%.
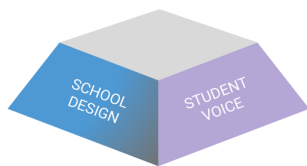
Innovation in Support of the Core: School Design and Student Voice

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

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	**Formative Monitoring Measures**	**2021-22 Summative Goals**
2018-19 Strive HI Data: ● SBA ELA - 54% 　○ ELA High Needs Gap - 25 pts 　○ ELA MGP - 58 　○ 3rd Gr. Reading (Near, At, Above GL) - 76% ● SBA Math - 49% 　○ Math High Needs Gap - 23 pts 　○ Math MGP - 57 ● HSA Science - 57% ● ELL On Track (Growth to Target) - 58% (2019-20: 67%) ● Chronic Absenteeism - 9% (2019-20: 10%) ● School Climate - 75% (2019-20: 70%) **2020-21 Panorama Student Survey Data:** ● Classroom Climate - 83% ("How much does the behavior of other students hurt or help your learning?" - 73% favorable) ● Classroom Engagement - 68% ● Classroom Teacher-Student Relationships - 80% ● Classroom Rigorous Expectations - 76% ● Pedagogical Effectiveness - 85% ● Valuing of School - 73% ● School Belonging - 76% ● School Safety - 77% ● SQS Safety - 74% **Additional Baseline Data:** ● Parent School Quality Survey (SQS) - Involvement/Engagement 76%, School Safety 89% (2019-20) ● GLOs - Complex Thinker 70%, Effective Communicator 77% (usually/consistently) (2018-19) ● Student Behavior Incident Referrals - students with no referrals = 84% (2018-19)	❏ Universal Screener (i-Ready) ❏ Data Teams (Common Formative Assessments) ❏ General Learner Outcomes (GLO) Report Card Grades ❏ Panorama Student Survey Results ❏ Behavior Incident Referral Data ❏ Qualitative Evidence of Implementation	**2021-22 Strive HI Goals:** ● SBA ELA - 54% 　○ ELA High Needs Gap - 25 pts. 　○ ELA MGP - 58 　○ 3rd Gr. Reading (Near, At, Above GL) - 76% ● SBA Math - 49% 　○ Math High Needs Gap - 23 pts. 　○ Math MGP - 57 ● HSA Science - 57% ● ELL On Track (Growth to Target) - 67% ● Chronic Absenteeism - 10% ● School Climate - 70% **2021-22 Panorama Student Survey Goals:** ● Classroom Climate - 85% ("How much does the behavior of other students hurt or help your learning?" - 75% favorable) ● Classroom Engagement - 70% ● Classroom Teacher-Student Relationships - 82% ● Classroom Rigorous Expectations - 78% ● Pedagogical Effectiveness - 87% ● Valuing of School - 75% ● School Belonging - 78% ● School Safety - 79% ● SQS Safety - 76% **Additional 2021-22 Goals:** ● Parent School Quality Survey (SQS) - Involvement/Engagement 79%, School Safety 92% ● GLOs - Complex Thinker 73%, Effective Communicator 80% (usually/consistently) ● Student Behavior Incident Referrals - students w/ 0 referrals = 85%

Initiative 1: EQUITY & INNOVATION					
Initiative 1 Enabling Activity 1 *All Enabling Activities are Yearlong*	**Staff and Student Measurable Outcomes (SY 2021-22) SW 6ii, SW 6iii**	**Initiative #1 School Monitoring Activities SW 3**	**Initiative #1 Complex Monitoring Activities**	**Source of Funds SW 5**	
EA 1. Equity through RtI/Differentiation To address the range of diverse teachers and learners, King Kaumualii Elementary will provide evidence-based professional development to meet the needs of all students. (WASC CA #1) Action Steps: a. Leadership and/or Administration will continue to provide PD and support that focuses on differentiation (i.e. 1 - Critical attributes of 4 elements (content, process, product, and learning environment) within differentiation; and 2 - Focus on content element - key foundations for reading/comprehension) to address all learners. b. Teachers and/or staff will incorporate new differentiation strategies to target students' needs. c. School staff will support the CSSS process through data input and student support. d. Students will receive differentiated instruction that meet their needs and will demonstrate growth on grade level assessments.	Staff Outcomes • 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. Student Outcomes • Students will show growth on the data teams cycle or grade level assessments using pre and post assessments. • At least 80% of students will make annual typical growth as measured by the i-Ready universal screener. (Note: Typical growth is the average annual growth for a student at their grade and placement level, as indicated on the schoolwide i-Ready Growth Report.) Summative Goals • We will regain/maintain our 2018-19 ELA MGP of 58 or higher in 2021-22. (SBA-Strive HI) • We will regain/maintain our 2018-19 Math MGP of 57 or higher in 2021-22. (SBA-Strive HI) • We will regain/maintain our 2018-19 ELA High Needs Gap rate of 25 points or lower in 2021-22. (SBA-Strive HI) • We will regain/maintain our 2018-19 Math High Needs Gap rate of 23 points or lower in 2021-22. (SBA-Strive HI)	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. • 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.	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 42102 A1 - 2744** ELL PTT 17 hrs/wk x 40 wks x $22.43 **$15,253** **A1 -2769** 3 sub days for ELL to attend KCA meeting/ workshops @ $184.66 **$554** **A1 - 2744** ELL Interpreters 23 NEP students x 4 hrs/student = 92 hrs x $22.43 **$2,064** **42104 A1 - 2721** CSSS PPT x 12 hrs/wk x 37 wks **$6,163** **42104 A1 - 2744** 1 RtI PTT x 17 hrs/wk x 40 wks **$15,253** ☒ *WSF Restoration A1 - 2721* *2 PreSchool PPTs x 19 hrs/wk x 40 wks*	☒ **Title I 18902 Coordinator A - 2510 / A1 - 2702** **B - 3006** **Material/ program for Differentiation PD** **$8,186**

				Source of Funds	
				$21,098	
				☒ **WSF 42106 B-7104/07** Differentiation PD $3,000 x 3 days **$9,000**	
				B - 3006 Material/ program for Differentiation PD **$10,000**	

| Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
EA 2. Equity through Rigorous Standards-based Instruction To increase the rate of learning for all students, King Kaumualii Elementary will provide focused collaboration, home and school communication for curriculum pacing and standards-based lesson development, and will strengthen home and school communication, ~~and~~ while building community partnerships so all students can reach their full learning potential. (WASC CA #4) (SW 7) Action Steps: a. Leadership and/or Administration will continue to provide grade level planning time, build vertical articulation for collaboration and professional development around the three focus areas. b. Teachers and/or staff will use planning and Focus groups to discuss progress in regards to the three focus areas.	Staff Outcomes ● All teachers will participate in grade level planning time to talk about curriculum, instruction, and assessments using the school's rotation. ● 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. Student Outcomes ● Students will show growth on the data teams cycle or grade level	*Included above*	*Included above*	☒ **WSF 42101 B - 3901** Wonders consumables **$905** **B - 3502** Scholastic classroom magazine K-2 (300 students + 9% shipping) **$1,720** Science K-5 resources (Stemscope, Mystery Science licenses, etc.) **$1,846** **42106 A1 - 2769** PD sub days 86 x $184.66 **$15,881**	☒ **Title I 18902 B - 3502** Science K-5 resources (Mystery Science license.) **$952** **B - 3502** Curriculum Associates Universal Screener iReady licenses **$22,000** **B - 3006** SDI Innovations Communication Student Planners **$1,828** **B - 3006** Origo Stepping Stones student journals **$16,778**

c. Students will participate in learning activities that are rigorous, relevant, and aligned to grade level standards. d. Administration and staff will enhance their efforts to effectively communicate with students, parents, and families through written and social engaging activities. e. Administration and staff will continue to design family and community activities to strengthen school culture and enhance learning (PCNC position if funding is available). f. Students will transition to the next grade level and build upon skills previously learned. a. Students will transition to the next grade level and build upon skills previously learned.	assessments using pre and post assessments. ● At least 80% of students will make annual typical growth as measured by the i-Ready universal screener. (Note: Typical growth is the average annual growth for a student at their grade and placement level, as indicated on the schoolwide i-Ready Growth Report.) <u>Summative Goals</u> ● Parent Involvement/ Engagement will increase from 76% in 2019-20 to 79% in 2021-22, as measured by the Parent School Quality Survey. ● We will regain/maintain our SBA ELA proficiency results of 54% in 2018-19 to 54% or higher in 2021-22. (Strive HI) ● We will regain/maintain our SBA Math proficiency results of 49% in 2018-19 to 49% or higher in 2021-22. (Strive HI) ● We will regain/maintain our HSA Science proficiency results of 57% in 2018-19 to 57% or higher in 2021-22. (Strive HI) ● We will regain/maintain our ELA MGP of 58 in 2018-19 to 58% or higher in 2021-22. (SBA-Strive HI) ● We will regain/maintain our Math MGP of 57 in 2018-19 to 57% or higher 2021-22. (SBA-Strive HI)			**B - 3006** Wonders practice books **$8,760** **B - 3502** SeeSaw subscription **$1,003** *of $2,900* ☒ **Title I 18935** **B - 3502** SeeSaw subscription **$1,897** *of $2,900*
Initiative 1 Enabling Activity 3	**Staff and Student Outcomes**	**School Monitoring**	**Complex Monitoring**	**Source of Funds**
EA 3. Innovation King Kaumualii Elementary will provide extended learning opportunities so students and teachers can explore, create, and innovate.	<u>Staff Outcomes</u> ● All teachers will be introduced to the Computer Science standards and become familiar with core concepts and practices.	*Included above*	*Included above*	☒ **WSF 42101 A1 - 2741** PIC ☐ **Title I**

Action Steps: a. Leadership and/or Administration will continue to extend learning opportunities, such as coding clubs, media, dance, and afterschool enrichment activities that are aligned with students' interests. b. Leadership and/or Administration 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. c. Leadership and teachers will familiarize themselves with the computer science standards and discuss future PD, implementation, and integration into grade level curriculums. d. Teachers/staff will support students with after school activities based on student voice and needs (e.g coding, dance and academic tutors). e. Students will explore, create, and innovate, and will display their learning at planned student work showcase events. f. Leadership and/or Administration will extend learning opportunities to teachers for afterschool enrichment activities that are aligned with teachers' interests/needs (i.e. cricut workshop, new technology opportunities, etc.).	● 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) Student Outcomes ● At least 75% of students will respond favorably to Valuing of School questions on the Panorama survey. Summative Goals ● We will regain/maintain our 2019-20 School Climate score of 70% in 2021-22, as measured by the Panorama student survey and reported on Strive HI.			19 hrs/wk x 40 wks = 760 hrs x $20.67 **$15,709** **42104** **A1 - 2744** Afterschool PTTs 495 hrs x $22.43 **$11,103**

Initiative 2: EMPOWERMENT

Initiative 2 Enabling Activity 4 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22) SW 6ii, SW 6iii	Initiative #2 School Monitoring Activities SW 2, SW 3	Initiative #2 Complex Monitoring Activities	Source of Funds	
EA 4. Student Empowerment through Voice and GLOs King Kaumualii will embed the General Learner Outcomes (GLOs) into curriculum, instruction, and assessment, with an emphasis on Effective Communicator and Complex Thinker. (WASC CA #2, #3) Action Steps: a. Leadership and/or Administration will work with staff to create a GLO matrix. b. Leadership and/or Administration will provide time and training for Grade Levels to discuss/plan and integrate the GLOs into curriculum, instruction, and assessment. c. Teachers and staff will embed the GLOs into instruction (with an emphasis on Effective Communicator and Complex Thinker), and will use the GLO rubric/indicators for grading. d. Reestablish the Student Leadership group who will promote GLOs during school-wide assemblies and presentations. e. The Student Leadership group will create an advisory committee that will meet with Administration to collaborate around school improvement. f. Students will showcase, explain, and demonstrate the GLOs.	Staff Outcomes • 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. Student Outcomes • 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) Summative Goals • We will regain/maintain our School Climate score of 70% in 2019-20 to 70% or higher in 2021-22, as measured by the Panorama student survey and reported on Strive HI.	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. • 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.	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**	☐ **Title I**

Initiative 2 Enabling Activity 5	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
EA 5. Teacher Empowerment through Excellence in Instruction 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. Action Steps: a. Leadership and/or Administration 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.	<u>Staff Outcomes</u> ● 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. ● Identified teachers will be observed and provided feedback with conferencing using the school's observation and conference model. <u>Student Outcomes</u> ● All students will self-reflect on progress towards meeting learning objectives at least once a quarter. <u>Summative Goals</u> ● We will regain/maintain our ELA MGP of 58 in 2018-19 to 58 or higher in 2021-22. (SBA-Strive HI) ● We will regain/maintain our Math MGP of 57 in 2018-19 to 57 or higher in 2021-22. (SBA-Strive HI) ● We will regain/maintain our ELA High Needs Gap rate of 25 points in 2018-19 to 25 points or lower in 2021-22. (SBA-Strive HI) ● We will regain/maintain our Math High Needs Gap rate of 23 points in 2018-19 to 23 points or lower in 2021-22. (SBA-Strive HI)	*Included above*	*Included above*	☒ **WSF 42108 A1 - 2769** IM - 4 New Teachers + 6 mentors x 2 days = 48 days x $184.66 **$8,864**	☐ **Title I**

Initiative 3: HAWAII					
Initiative 3 Enabling Activity 6 *All Enabling Activities are Yearlong*	**Staff and Student Measurable Outcomes (SY 2021-22)** SW 6ii, SW 6iii	**Initiative #3 School Monitoring Activities** SW 2, SW 3	**Initiative #3 Complex Monitoring Activities**	**Source of Funds**	
EA 6. Social Emotional Learning King Kaumualii Elementary will provide professional development (PD) and a variety of supports to address students' social and emotional well being and behavioral needs. Action Steps: a. Leadership and/or Administration will provide faculty PD around behavioral needs (eg. ADHD, Autism, ODD Disorder.) b. Leadership and/or Administration will revisit establishing Behavior Transition Program for new students who enter with pre-existing behavioral needs. c. Teachers and staff will implement the strategies they learned during PD. d. Students with behavioral needs will be supported, and students will be able to receive grade level instruction in their least restrictive environment. e. 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.	Staff Outcomes ● All teachers and staff will implement strategies learned during PD. Student Outcomes ● At least 75% of students will respond favorably to the following question on the Panorama survey: "How much does the behavior of others hurt your learning?" Summative Goals ● Students with no (zero) behavior incident referrals will increase from 84% in 2018-19 to 85% in 2021-22. ● School Safety will increase from 89% in 2019-20 to 92% in 2021-22, as measured by the Parent School Quality Survey (SQS).	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. ● 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.	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**	☐ **Title I**
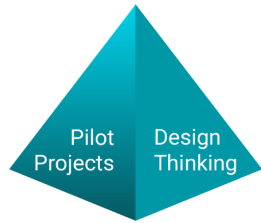
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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**
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. ❏ Partnerships with business ❏ Transportation to off-site facilities ❏ Funding for student supplies for learning ❏ Tech equipment to support student learning	● 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