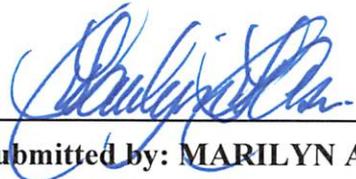




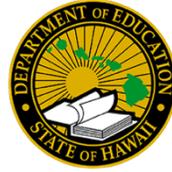
Academic Plan School Year 2021-2022

KEKAHA ELEMENTARY SCHOOL

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	3/23/2021
Submitted by: MARILYN ASAHI, PRINCIPAL	Date

	4/14/2021
Approved by: PAUL ZINA, COMPLEX AREA SUPERINTENDENT	Date



Kekaha Elementary

Academic Plan School Year 2021-22

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

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

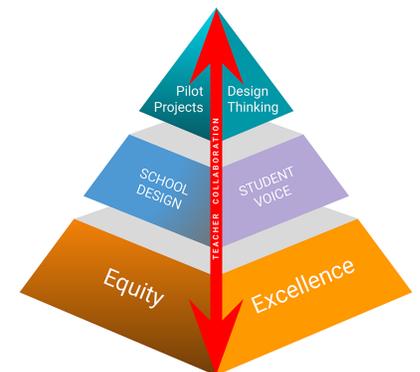
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (Section 5).

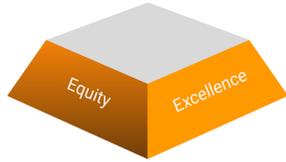
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

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

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



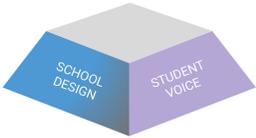


Teaching & Learning Core: **Equity and Excellence**

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

Section 1: EQUITY AND EXCELLENCE		
Achievement Gaps	Theory of Action	Enabling Activities
<p>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"> ❑ ELA - 38% ❑ Math - 35% ❑ Science - 34% 	<p>If administration provides PD on SEL programs, vocabulary, and strategies, then faculty/staff will implement the SEL programs and strategies with fidelity, and students will demonstrate the SEL competencies and strategies in all settings.</p>	<p>EA 1 - Social Emotional Learning (SEL) Social emotional learning (SEL) programs and strategies will be implemented to provide all students with multiple opportunities to demonstrate their application of the SEL competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness).</p>
<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"> ❑ ELA - 18 pts. ❑ Math - 27 pts. ❑ Science - 20 pts. (LDS) 	<p>If leadership provides differentiated PD on behavior management strategies and develops and implements a clear, transparent system of support for students with behavioral needs, then faculty/staff will implement strategies to support behavior management with fidelity in all settings, and students will demonstrate appropriate behaviors.</p>	<p>EA 2 - Behavioral Response to Intervention (RtI B) and Positive Behavior Interventions and Supports (PBIS) Effective identified schoolwide behavior management strategies and supports will be implemented to provide a safe, nurturing, and structured learning environment for all students and staff.</p>
<p>Low SES - Students of low socio economic status currently make up 43% 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 - 46% ○ Low SES - 29% - (17 pt. gap) ● Math: <ul style="list-style-type: none"> ○ Non-Low SES - 39% ○ Low SES - 25% - (19 pt. gap) ● Science: <ul style="list-style-type: none"> ○ Non-Low SES - 42% ○ Low SES - 22% - (20 pt. gap) 	<p>If leadership provides PD on the HĀ framework, components, and integration, then faculty/staff will implement them in all settings, and students will demonstrate HĀ beliefs, values, skills, and dispositions.</p>	<p>EA 3 - Nā Hopena A'o (HĀ) HĀ framework (beliefs, values, skills, and dispositions) will be implemented schoolwide to create a learning environment that fosters well-being and a sense of place.</p>
	<p>If leadership provides PD to strengthen understanding of student voice, choice, and personalized learning, then faculty/staff will provide opportunities for students to practice voice, choice and interest-based learning, and students will provide input that results in modifications to learning processes and products, including student-centered instruction and personalized learning.</p>	<p>EA 4 - Student Voice, Choice, and Personalized Learning Student voice, choice, and personalized learning will be implemented to increase engagement and relevance.</p>

<p>ELL - English Language Learner students currently make up 5% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> • ELA - 22% (2 proficient) • Math - 30% (3 proficient) • Science - 0% 	<p>If leadership provides PD to develop a common understanding of growth mindset, then faculty/staff will demonstrate attributes of growth mindset (e.g., utilize feedback, set goals, implement schoolwide strategies), and students will demonstrate characteristics of self-directed learners by utilizing feedback, reflecting, setting goals, and monitoring their growth and progress.</p>	<p>EA 5 - Growth Mindset All faculty/staff and students will demonstrate attributes of growth mindset.</p>
<p>SpEd (IDEA) - Students receiving special education services currently make up 11% of our student population. Our SpEd (IDEA) students did not demonstrate proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> • ELA - 0% • Math - 0% • Science - 0% 	<p>If leadership identifies schoolwide agreements and non-negotiables, creates an implementation plan, and provides PD on how to implement them, faculty/staff will implement the agreements and non-negotiables with fidelity, and students will demonstrate and monitor their use of identified school strategies in all areas of learning.</p>	<p>EA 6 - Schoolwide Systems Leadership will develop and implement a schoolwide system of accountability and professional development for staff and students to close our achievement gap.</p>
	<p>If school leadership provides job-embedded PD, and administration provides time to collaborate and plan rigorous instruction, faculty/instructional staff will engage in the data teams process and will implement rigorous standards-based curriculum, instruction, and assessment.</p> <p>If administration provides 1:1 technology devices for students and adaptive technology for online learning, then faculty/staff will effectively support student learning utilizing technology and online programs, and students will utilize technology to participate in and complete a variety of learning activities.</p> <p>If administration provides teachers with opportunities and resources to support academic showcases and events, faculty/staff will plan opportunities for students to showcase their learning, parents, families, and community partners will be provided with opportunities to support student learning, and students will participate in academic showcases and events.</p>	<p>EA 7 - Curriculum, Instruction, and Assessment All students will be engaged in and provided with rigorous, scaffolded, standards-based instruction to maximize academic achievement.</p>



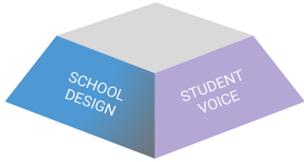
Innovation in Support of the Core: School Design and Student Voice

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: HAWAII</p> <p>Kekaha is a unique community located on the far west side of Kauai and grounded in the sense of place - Hawaii. At Kekaha Elementary, this sense of Hawaii is at the core of all learning. We utilize the Nā Hopena A`o (HĀ) belief statements as the foundation for learning opportunities that strengthen school culture and community, while developing students' social emotional skills.</p> <p>We value the importance of respecting our cultural diversity while being responsible stewards of the `āina. There is a great emphasis on place based learning and forging strong school community partnerships with businesses. This strong sense of identity to Hawaii helps students develop their own sense of their place in the world. We believe that developing the social emotional well-being of the child enables academic learning to take place.</p>	<p>Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. Currently, there are inconsistencies in the implementation of social and emotional competencies and strategies. We also have varied levels of implementation of behavior management strategies, and a lack of a clear, transparent system of support for students with behavioral needs. In addition, there are inconsistencies in the understanding and implementation of the HĀ framework, components, and integration.</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"> ● WASC Critical Areas: <ul style="list-style-type: none"> #1 (Staff Relationships/Shared Decision-making) #3 (PD to address Identified Needs) ● Achievement Gaps (High Needs Students) ● Student Learning Need #7 (SEL) ● Contributing Causes #1-3 ● Student Voice (through SEL) ● Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health ● Parent Engagement and/or Community Partnerships (through HĀ) ● Promise 1: Hawaii ● Promise 3: School Design 	<ul style="list-style-type: none"> ● A Professional Development (PD) Plan will need to be developed to ensure teachers and staff receive PD as needed and Professional Collaboration (PC) Days are used to support this initiative (e.g. PD on SEL programs and strategies). ● A sufficient budget will need to be available to fund an SEL program (e.g. Choose Love). ● Designated time will need to be scheduled for teachers to meet and collaborate in Professional Learning Communities (PLC) to discuss and plan common implementation of SEL strategies. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.
<p>Initiative 2: EMPOWERMENT</p> <p>Kekaha Elementary School's vision is for all students to believe in their power to learn, grow and own their future. Our faculty and staff will empower students with voice and choice. Students will provide feedback about their learning, and will engage in group discussions. They will also have</p>	<p>Initiative 2 is also designed to address Root/Contributing Causes identified through our CNA process. Currently, there are insufficient opportunities for student voice, choice, and personalized learning. We also have varied levels of growth mindset among faculty/staff and students, and a lack of schoolwide agreements and non-negotiables for operational procedures, curriculum, instruction, and assessment. In addition, we have identified the need to sustain the successful practice of providing induction and mentoring activities for new teachers.</p>	<ul style="list-style-type: none"> ● A PD Plan will need to be developed to ensure teachers and staff receive PD as needed and PC Days are used to support this initiative (e.g. student voice and choice, growth mindset, analyzing data, goal setting, progress monitoring, reflecting on data). ● Staff and students will need to be open to the idea of a Growth Mindset.

<p>opportunities to participate in interest-based learning activities.</p> <p>Faculty, staff will be empowered by embracing the concept of growth mindset and utilizing feedback, setting goals, and implementing school-wide strategies. They will also analyze data, monitor progress, and reflect to maximize students' fullest potential.</p> <p>This initiative will also focus on developing a cohesive system as a unified school. We will work together and support one another to implement schoolwide agreements and expectations grounded on what is best for our students.</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"> ● WASC Critical Areas: <ul style="list-style-type: none"> #1 (Staff Relationships/Shared Decision-making) #2 (Schoolwide Priorities & Systems) #3 (PD to address identified needs) #4 (Rtl/Differentiation) #5 (shared responsibility) ● Achievement Gaps (High Needs Students) ● Student Learning Needs #1-5 (Reading, Writing, Math, Science) and #6 (GLOs-Self-Directed Learner) ● Contributing Causes #4-6A/B ● Student Voice and Choice ● Curriculum, Instruction, and/or Assessment (CIA) ● Promise 3: School Design ● Promise 4: Empowerment 	<ul style="list-style-type: none"> ● Faculty and staff will need to demonstrate a commitment to our school-wide agreements and non-negotiable expectations related to curriculum, instruction, and assessment, ● We will need to develop Grade Level Continuums for each grade. ● Designated time will need to be scheduled for teachers to meet and collaborate in PLC to discuss common implementation of voice, choice, and growth mindset strategies. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.
<p>Initiative 3: EQUITY & INNOVATION</p> <p>Kekaha Elementary School faculty and staff believe that all students deserve equitable access to quality, standard-based instruction that is differentiated to meet their needs while building upon their unique talents. This initiative will focus on engaging all students in challenging learning activities that are scaffolded to support students as they work towards meeting their full potential.</p> <p>In addition, we will strive for innovation through the use of technology by faculty, instructional staff, and students. Our students will continue to have 1:1 technology devices to engage in learning activities that are relevant to 21st century learning skills, and aligned with their individual academic needs. We will also explore innovative ways to showcase student learning and engage families and communities.</p>	<p>Initiative 3 is designed to address additional Root/Contributing Causes identified through our CNA process. There are varied levels of rigor being implemented through the use of curriculum, instruction, and assessment, and insufficient opportunities for students to showcase their learning.</p> <p>We have identified the need to sustain the successful practices of using technology to strengthen teaching and learning, and providing parents, families, and community partners with opportunities to support student learning.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● WASC Critical Areas: <ul style="list-style-type: none"> #3 (PD to address identified needs) #4 (Rtl/Differentiation, and Data Analysis by Content Area Strands) ● Achievement Gaps (High Needs Students) ● Student Learning Needs #1-5 (Reading, Writing, Math, Science) ● Contributing Causes #7A/B/C-1/C-2) ● Student Voice (through student showcases) ● 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"> ● A PD Plan will need to be developed to ensure teachers and staff receive PD as needed and PC Days are used to support this initiative (e.g. curriculum, instruction, assessment, differentiation, use of technology). ● Designated time will need to be scheduled for teachers to meet and collaborate in PLC to discuss and plan common implementation of CIA strategies. ● Sufficient funding will need to be available to support the acquisition of curriculum materials and resources. ● A sufficient budget will need to be available to fund the use of technology devices and programs. ● 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
<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: (2018-19 baseline)</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase from 38% to 43%, as measured by SBA. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease from 18 pts. to 15 pts. ○ ELA Median Growth Percentile (MGP) will increase from 52 to 55. ○ 3rd Graders Reading Near, At, or Above Grade Level will increase from 55% to 60%. <input type="checkbox"/> Math proficiency will increase from 35% to 40%, as measured by SBA. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease from 27pts. to 22 pts. ○ Math Median Growth Percentile (MGP) will increase from 55 to 58. <input type="checkbox"/> Science proficiency will increase from 34% to 39%, as measured by HSA. <input type="checkbox"/> ELL On-Track (Growth to Target) will increase from 60% to 65%, as measured by WIDA. (2019-20: 58%) <input type="checkbox"/> Chronic Absenteeism will decrease from 17% in to 14%, as measured by 15 absences or more. (2019-20: 10%) <input type="checkbox"/> School Climate will increase from 74% to 76%, as measured by the Panorama student survey. (2019-20: 73%) 	<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: (projected 2020-21 baseline)</p> <p>We will regain/maintain our 2018-19 results or higher in 2021-22...</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase to 38%. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease to 18 pts. ○ ELA MGP will increase to 52. ○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 55%. <input type="checkbox"/> Math proficiency will increase to 35%. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease to 27 pts. ○ Math MGP will increase to 55. <input type="checkbox"/> Science proficiency will increase to 34%. <input type="checkbox"/> ELL On-Track will increase to 58%. <input type="checkbox"/> Chronic Absenteeism will decrease to 14%. <input type="checkbox"/> School Climate will increase to 73%. 	<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: (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA proficiency will increase to 39%. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease to 17 pts. ○ ELA MGP will increase to 53. ○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 56%. <input type="checkbox"/> Math proficiency will increase to 36%. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease to 26 pts. ○ Math MGP will increase to 56. <input type="checkbox"/> Science proficiency will increase to 35%. <input type="checkbox"/> ELL On-Track will increase to 59%. <input type="checkbox"/> Chronic Absenteeism will decrease to 15%. <input type="checkbox"/> School Climate will increase to 74%.



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

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

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	Formative Measures for Monitoring	2021-22 Summative Goals
<p>2018-19 Strive HI Data:</p> <ul style="list-style-type: none"> ● SBA ELA Proficiency - 38% <ul style="list-style-type: none"> ○ SBA ELA High Needs Gap - 18 pts. ○ ELA MGP - 52 ○ 3rd Gr. Reading (Near, At, or Above GL) - 55% ● SBA Math Proficiency - 35% <ul style="list-style-type: none"> ○ SBA Math High Needs Gap - 27 pts ○ Math MGP - 55 ● HSA Science Proficiency - 34% ● ELL On-Track (Growth to Target-WIDA) - 60% ● Chronic Absenteeism - 17% ● School Climate - 74% ● Inclusion Rate - 50% <p>2020-21 Panorama Survey Data:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 70% ● Classroom Climate - 83% ● Classroom Rigorous Expectations - 77% ● Classroom Teacher-Student Relationships - 78% ● Pedagogical Effectiveness - 83% ● School Belonging - 73% ● Valuing of School - 69% ● School Safety - 64% ● SQS Safety - 67% <p>Additional Baseline Data:</p> <ul style="list-style-type: none"> ● Students with Zero Behavior Incident Referrals - 83% (2018-19) (2019-20: 84%) 	<ul style="list-style-type: none"> <input type="checkbox"/> STAR Early Literacy, Reading, and Math universal screener <input type="checkbox"/> Interim Assessment Block (IAB) Data <input type="checkbox"/> Student Behavior Incident Referrals <input type="checkbox"/> Panorama Student Survey Results <input type="checkbox"/> Qualitative Evidence of Implementation 	<p>2021-22 Strive HI Goals:</p> <ul style="list-style-type: none"> ● SBA ELA Proficiency - 38% <ul style="list-style-type: none"> ○ SBA ELA High Needs Gap - 18 pts. ○ ELA MGP - 52 ○ 3rd Gr. Reading (Near, At, or Above GL) - 55% ● SBA Math Proficiency - 35% <ul style="list-style-type: none"> ○ SBA Math High Needs Gap - 27 pts. ○ Math MGP - 55 ● HSA Science Proficiency - 34% ● ELL On-Track - 58% ● Chronic Absenteeism - 14% ● School Climate - 73% <p>2021-22 Panorama Survey Goals:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 71% ● Classroom Climate - 84% ● Classroom Rigorous Expectations - 78% ● Classroom Teacher-Student Relationships - 79% ● Pedagogical Effectiveness - 84% ● School Belonging - 74% ● Valuing of School - 70% ● School Safety - 65% ● SQS Safety - 68% <p>Additional 2021-22 Goal:</p> <ul style="list-style-type: none"> ● Students with Zero Behavior Incident Referrals - 84%

Initiative 1: HAWAII					
Initiative 1 Enabling Activity 1 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #1 School Monitoring Activities	Initiative #1 Complex Monitoring Activities	Source of Funds	
<p>EA 1. Social Emotional Learning</p> <p>Social emotional learning (SEL) programs and strategies will be implemented to provide all students with multiple opportunities to demonstrate their application of the SEL competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness).</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Administration will schedule planning time for team members to calendar the implementation of SEL initiatives. Leadership will provide PD on SEL programs, vocabulary, and strategies to faculty/staff to be implemented schoolwide (e.g. Choose Love). Leadership will create a year-long SEL calendar of implementation of SEL initiatives. All faculty/staff will implement the SEL programs and strategies with fidelity. Students will demonstrate the social and emotional competencies and strategies in all settings. <p>(SW6)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All faculty/staff will implement the SEL programs, vocabulary, and strategies with fidelity as outlined by leadership. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 74% of students will respond favorably to School Belonging questions on the Panorama survey. At least 84% of students will respond favorably to Classroom Climate questions on the Panorama survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 73% in 2019-20 to 74% in 2021-22, 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 of implementation, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data as part of the annual CNA process.</p> <p>Teachers will reflect on their individual Panorama data as part of their annual IPDP process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42101 B - 3006 Choose Love supplies and posters - \$500</p> <p>42106 A1-2802 Summer Training stipend for Leadership for SEL initiatives. 9 x \$184.66 = \$1,662</p>	<p><input type="checkbox"/> Title I</p>

Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring	Complex Monitoring)	Source of Funds	
<p>EA 2. Behavioral Response to Intervention (RtI B) and Positive Behavior Interventions and Supports (PBIS)</p> <p>Effective identified schoolwide behavior management strategies and supports will be implemented to provide a safe, nurturing, and structured learning environment for all students and staff.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will provide differentiated PD on behavior management strategies and will develop and implement a clear, transparent system of support for students with behavioral needs. All faculty/staff will implement identified schoolwide strategies to support behavior management with fidelity in all settings. School will provide families with learning opportunities for behavioral support strategies (e.g. ‘Ohana Workshops). Students will demonstrate appropriate behaviors using learned strategies in all settings. <p>(SW6)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All faculty/staff will implement identified schoolwide strategies to support behavior management with fidelity in all settings as outlined by leadership. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 84% of students will have zero behavior incident referrals. At least 84% of students will respond favorably to Classroom Climate questions on the Panorama survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 73% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey and reported on Strive HI. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42101 B - 3006 Gotcha supplies & incentives \$2,000</p> <p><input checked="" type="checkbox"/> WSF 42104 B - 3006 PBIS Certificates & Incentives \$1,000</p>	<p><input type="checkbox"/> Title I</p>
Initiative 1 Enabling Activity 3	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
<p>EA 3. Nā Hopena A’o (HĀ)</p> <p>HĀ framework (beliefs, values, skills, and dispositions) will be implemented schoolwide to create a learning environment that fosters well-being and a sense of place.</p> <p>Action Steps:</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All faculty/staff will implement HĀ framework, components, and integration in all settings, as outlined by leadership. <p><u>Student Outcomes</u></p>	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42106 B - 7104/07 Kumano I Ke Ala partnership -loi and hale \$1,000</p>	<p><input type="checkbox"/> Title I</p>

<p>a. Leadership will provide PD on the HĀ framework, components, and integration for all faculty/staff.</p> <p>b. All faculty/staff will implement the HĀ framework, components, and integration in all settings (e.g., hale building, lo'i) inclusive of community partnerships.</p> <p>c. Students will demonstrate HĀ beliefs, values, skills, and dispositions in all settings.</p>	<ul style="list-style-type: none"> • At least 74% of students will respond favorably to School Belonging questions on the Panorama survey. • At least 84% of students will respond favorably to Classroom Climate questions on the Panorama survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> • School Climate will increase from 73% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey and reported on Strive HI. 			<p>42101 B - 3006 HĀ supplies & incentives - posters, incentives, showcases \$1,000</p>	
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Initiative 2: EMPOWERMENT					
Initiative 2 Enabling Activity 4 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #2 School Monitoring Activities	Initiative #2 Complex Monitoring Activities	Source of Funds	
<p>EA 4. Student Voice, Choice, and Personalized Learning</p> <p>Student voice, choice, and personalized learning will be implemented to increase engagement and relevance.</p> <p>Action Steps:</p> <p>a. Leadership will provide PD to all faculty/staff to strengthen understanding of student voice, choice, and personalized learning.</p> <p>b. All faculty/staff will provide opportunities for students to practice voice and choice through co-creating criteria, student feedback, group discussions, and interest-based learning, as appropriate.</p> <p>c. Students will provide input that results in modifications to learning processes and products within the classroom and school in order for teachers to provide student-centered instruction and personalized learning.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will engage students in activities that invoke voice and/or choice at least once a week as evidenced by collaborative input Google Sheet. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 74% of students will respond favorably to School Belonging questions on the Panorama survey. At least 71% of students will respond favorably to Classroom Engagement questions on the Panorama survey. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Climate will increase from 73% in 2019-20 to 74% in 2021-22, 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 of implementation, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process.</p> <p>Teachers will reflect on their individual Panorama data as part of their annual IPDP process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<input type="checkbox"/> WSF	<input type="checkbox"/> Title I

Initiative 2 Enabling Activity 5	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
<p>EA 5. Growth Mindset All faculty/staff and students will demonstrate attributes of growth mindset.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will provide PD to develop a common understanding of growth mindset to all faculty/staff. All faculty/staff will demonstrate attributes of growth mindset (e.g. utilize feedback, set goals, implement schoolwide strategies). Students will be self-directed by utilizing feedback, reflecting, setting goals, and monitoring their growth and progress. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All faculty/staff will demonstrate attributes of growth mindset (e.g. utilize feedback, set goals, implement schoolwide strategies), as outlined by leadership. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will engage in revision of work, reflection, goal setting, and self monitoring of progress at least once a quarter. At least 70% 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"> We will regain/maintain our 2018-19 SBA ELA proficiency results of 38% or higher in 2021-22. (Strive HI) We will regain/maintain our 2018-19 SBA Math proficiency results of 35% or higher in 2021-22. (Strive HI) We will regain/maintain our 2018-19 HSA Science proficiency results of 34% or higher in 2021-22. (Strive HI) 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> WSF</p>	<p><input type="checkbox"/> Title I</p>

Initiative 2 Enabling Activity 6	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds
<p>EA 6. Schoolwide Systems Leadership will develop and implement a schoolwide system of accountability and professional development for staff and students to close our achievement gap.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will identify schoolwide agreements and non-negotiables for operational procedures, curriculum, instruction, and assessment with faculty input. Leadership will create an implementation plan to include differentiated/responsive PD for schoolwide agreements and non-negotiables. Administration will provide time for PD in how to effectively implement schoolwide non-negotiables. Leadership will modify, implement, monitor, and review grade level professional learning cycles (PLCs). Grade level leads and state-trained individuals will provide induction and mentoring for new teachers. Leadership will meet per semester to review and monitor the Academic Plan. All faculty/staff will implement the agreements and non-negotiables with fidelity. Students will demonstrate and monitor their use of identified school strategies in all areas of 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All faculty/staff will implement schoolwide agreements and non-negotiables with fidelity, as outlined by leadership. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> The percent of students scoring proficient on the STAR Early Literacy, Reading, and Math universal screener will increase in each grade level by at least 10% each time the assessment is administered. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> We will regain/maintain our 2018-19 ELA high needs achievement gap of 18 points or lower in 2021-22. (SBA-Strive HI) We will regain/maintain our 2018-19 Math high needs achievement gap of 27 points or lower in 2021-22. (SBA-Strive HI) 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42106 A1 - 2802 KES New Teacher Orientation \$184.66 x 4 \$739</p> <p>A1 - 2769 Data/Learning Walks for the ILT process 184.66 x 6 subs (2 subs per day x 3 cycles) \$1,108</p> <p>B - 3006 Supplies to support walkthroughs (bulletin boards, posters, presentation materials) \$300</p> <p>A1-2769 Planning Days per semester for ART/ Leadership to review AcPlan 6 subs x 2 semester = 12 x \$184.66 = \$2,216</p> <p><input checked="" type="checkbox"/> Title I</p>

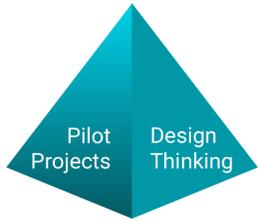
<p>learning (e.g. growth mindset, SEL, problem solving, reading). (SW3)</p>				<p>A1-2769 Grade Level Training 2nd semester 16 subs x \$184.66 = \$2,955</p> <p>A1-2802 Grade Level Summer Stipend for 1st semester planning/training 16 teachers x \$184.66 = \$2,955</p> <p>A1-2802 Summer Training stipend for Leadership on the CSI process. 9 x \$184.66 = \$1,662</p> <p>A1-2744 Kinder KAMP/ Readiness Assessment =2 days x 3 teachers x 8 hours per day = 24 hrs x \$22.43 \$538</p>
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Initiative 3: EQUITY & INNOVATION					
Initiative 3 Enabling Activity 7 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #3 School Monitoring Activities	Initiative #3 Complex Monitoring Activities	Source of Funds	
<p>EA 7. Curriculum, Instruction, and Assessment</p> <p>All students will be engaged in and provided with rigorous, scaffolded, standards-based instruction to maximize academic achievement. (SW6)</p> <p><u>7A. Rigorous Standards-based CIA</u></p> <p>Curriculum, instruction, and assessment will be aligned with state standards and assessments.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Administration will schedule planning time to calendar the implementation of initiatives. Administration will create an ELA focus group to evaluate and align our practices with current research. Leadership will provide and structure job-embedded PD on identified areas of need. Administration will provide faculty dedicated time to collaborate and plan rigorous instruction to meet student needs in the core content standards. Administration will continue to dedicate a part-time staff position to support English Language Learners (ELL). Leadership will provide standards-based curriculum, materials, and resources (e.g. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will implement engaging and rigorous lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards, as outlined by leadership. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> The percent of students scoring proficient on the STAR Early Literacy, Reading, and Math universal screener will increase in each grade level by at least 10% each time the assessment is administered. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> We will regain/maintain our 2018-19 SBA ELA proficiency results of 38% or higher in 2021-22. (Strive HI) We will regain/maintain our 2018-19 ELA high needs achievement gap of 18 points or lower in 2021-22. (SBA-Strive HI) We will regain/maintain our 2018-19 SBA Math proficiency results of 35% or higher in 2021-22. (Strive HI) We will regain/maintain our 2018-19 Math high needs achievement gap of 27 points or lower in 2021-22. (SBA-Strive HI) We will regain/maintain our 	<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 of implementation, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama student survey results and Strive HI data and as part of the annual CNA process.</p> <p>Teachers will reflect on their individual Panorama data as part of their annual IPDP process.</p>	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will also review the schoolwide Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2744 After-school Tutoring (3 hrs/wk x 36 wks x \$22.43) \$2,422</p> <p>A1 - 2721 Rtl Tutors 1 x 17 hrs/wk x 32 wks X \$16.99 \$9,243</p> <p>A1 - 2741 Rtl PPEs 2 x 17 hrs/wk x 32 wks x \$20.67 \$22,489</p> <p>A1 - 2741 Summer Bridge Rtl PPEs 4 x 16 x 6 wks X \$20.67 \$7,937</p> <p><input checked="" type="checkbox"/> WSF 42102 A1 - 2741 ELL PPE (19 hrs/wk x 40 wks \$20.67) \$15,709</p>	<p><input checked="" type="checkbox"/> Title I 18902 A1 - 2510/2702 Instructional Coach \$57,933 + \$30,605 (52.83% fringe) \$88,538</p>

<p>Reading Wonders, Stepping Stones, Sunday).</p> <p>g. Leadership will create a year-long calendar of implementation.</p> <p>h. All faculty/instructional staff will utilize standards-based curriculum, materials, and resources as identified by the school.</p> <p>i. All faculty/instructional staff will actively engage in job-embedded PD on identified areas of need, as appropriate.</p> <p>j. All faculty/instructional staff will have universal environmental print visible (e.g., Choose Love, GLOs, Kekaha Elementary vision and mission, reading strategies, math strategies, HA framework) in all academic settings.</p> <p>k. All faculty/instructional staff will effectively use provided, dedicated time to collaborate and plan rigorous instruction aligned to identified schoolwide focus areas to meet student needs in the core content standards.</p> <ul style="list-style-type: none"> • Faculty/instructional staff will engage in the data teams process to analyze triangulated data to determine quality, tiered instruction in response to identified student needs. • Teachers will utilize planning time and data teams to discuss and develop engaging lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards. <p>l. Students will engage in relevant, rigorous, standards-based assignments and tasks.</p>	<p>2018-19 HSA Science proficiency results of 34% or higher in 2021-22. (Strive HI)</p>			<p>A1 - 2744 ELL Interpreter (4 NEP students x 4 hr per student x \$22.43) \$359</p> <p><input checked="" type="checkbox"/> Possible WSF Funds Available A1 - 2721 RtI Tutors 1 x 17 hrs/wk x 32 wks X \$16.99 \$9,243</p>
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<p>7B. Use of Technology</p> <p>Technology will be used as a tool for student learning, expression of knowledge, and application of skills.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Administration will continue to provide 1:1 technology devices for students in grades K-5. Administration will provide teachers with adaptive technology for online learning. Leadership will evaluate and decide which online programs to continue using schoolwide. All faculty/instructional staff will effectively support student learning utilizing school-provided technology. Students in grades K-5 will utilize available technology (e.g. chromebooks, TVs) to participate in and complete learning activities (e.g. KidBiz, SmartyAnts, Stepping Stones). 	<p>Staff Outcomes</p> <ul style="list-style-type: none"> All faculty/instructional staff will effectively support student learning utilizing school-provided technology, as outlined by leadership. <p>Student Outcomes</p> <ul style="list-style-type: none"> The percent of students scoring proficient on the STAR Early Literacy, Reading, and Math universal screener will increase in each grade level by at least 10% each time the assessment is administered. <p>Summative Goals</p> <ul style="list-style-type: none"> We will regain/maintain our 2018-19 ELA high needs achievement gap of 18 points or lower in 2021-22. (SBA-Strive HI) We will regain/maintain our 2018-19 Math high needs achievement gap of 27 points or lower in 2021-22. (SBA-Strive HI) 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42101 B - 3502 GoGuardian \$4,586</p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Kami For grades 3-5 \$840 Screencastify \$1,615</p>
<p>7C. Academic Showcases and Family/Community Engagement</p> <p>Academic showcases and family/community engagement will enhance student learning.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Administration will provide funded planning time to support the implementation of Academic Showcases. Administration/staff will coordinate events on a regularly-scheduled basis to encourage community interest and participation. 	<p>Staff Outcomes</p> <ul style="list-style-type: none"> All faculty/instructional staff will provide opportunities for students to showcase their projects at least once this school year. <p>Student Outcomes</p> <ul style="list-style-type: none"> At least 70% of students will respond favorably to Valuing of School questions on the Panorama survey. <p>Summative Goals</p> <ul style="list-style-type: none"> School Climate will increase from 73% in 2019-20 to 74% in 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42101 B - 3006 Academic Showcases - incentives \$1,000</p>	<p><input checked="" type="checkbox"/> Title I 18935 B - 3502 Home & School Connection \$259 B - 3301 Light Refreshments for Parent & Community Engagement \$715</p>

<p>c. Administration/staff will select and provide incentives to encourage more community interest and participation (e.g. food, fundraisers, prizes, activities).</p> <p>d. Leadership will provide teachers with opportunities and resources to support student participation in academic showcases and events.</p> <p>e. All faculty/instructional staff will plan opportunities for students to showcase their projects with use of leadership-provided guidelines.</p> <p>f. Parents, families, and community partners will be provided with opportunities to engage in a variety of events to support student learning (e.g. virtual and in-person events).</p> <p>g. Students will participate in academic showcases and events (e.g. Spelling Bee, Science Fair, Math Olympiad, engineering competition, writing-poetry/short stories, presentations).</p> <p>(SW7)</p>	<p>2021-22, as measured by the Panorama student survey and reported on Strive HI.</p>			<p>18902 B - 3006 Student Planners (22-23) \$3,087</p>
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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>It is our goal to design inspiring spaces and to continue to access community resources that will enhance our students’ 21st century skills. We would like to create a learning center that would include a “Kekaha Community Internet Cafe,” Makerspace “Innovation Center,” and Parent/Community Engagement Center.</p> <p>The Kekaha Community Internet Cafe would be open to all Kekaha community members and students who are attending Kekaha Elementary, Waimea Canyon Middle, and Waimea High where students and community members would have a place to study and access the internet and makerspace in the evenings and on weekends. This would also be the place for our Parent/Community engagement activities.</p> <p>Project Based Learning and Future Ready Learning are the vehicles to deepen student learning and engagement. We are a 1:1 technology school, and to expand future ready learning, we would like to create an “Innovation Center” in the library and redesign it as a place where students can learn robotics and coding.</p> <p>Rethinking the design and use of our library into a learning center for our students, staff, and community is a step in the direction of what we envision for our school as being the “hub” of the community.</p>	<ul style="list-style-type: none"> • We anticipate at least \$30,000 - \$40,000 to adequately fund the Kekaha Community Internet Cafe project, including staffing the center afterschool, nights, and weekends and purchasing a monthly internet connection separate from the HIDOE.
<p>We would like to install a lighted Marquee sign for increasing the school community communication. It will also be used for messaging out emergency community information for E Ola Mau Na Leo O Kekaha and the Kekaha Disaster Response Team (CERT).</p>	<ul style="list-style-type: none"> • We anticipate \$18,000 for the lighted marquee, and \$15,000 for electrical installation.