

# Kilauea 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.

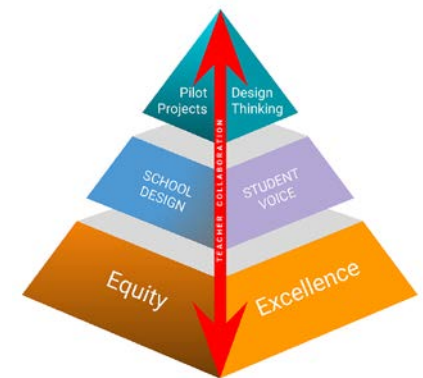
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

**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).





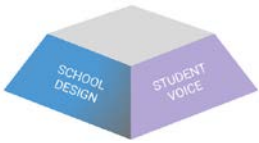
## Teaching & Learning Core: Equity and Excellence

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  |  |  |
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| Achievement Gaps  | Theory of Action   | Enabling Activities  |
| <b>Student Proficiency</b><br>Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows: <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA - 51%</li> <li><input type="checkbox"/> Math - 43%</li> <li><input type="checkbox"/> Science - 67%</li> </ul>   | If the Academic Review Team (ART)/Leadership provides a review of Tribes and Conflict Resolution strategies to all teachers/staff, then all teachers/staff will implement strategies from Tribes, Conflict Resolution, and The Building Character through Aloha Program, and students will implement Tribes, Conflict Resolution strategies and complete the Aloha Book.   | <b>EA 1 - Sense of Belonging and Aloha</b><br>Kilauea School students will be provided with a safe learning environment and sense of belonging through a variety of Social Emotional Learning programs and activities.   |
| <b>High Needs Students Achievement Gaps</b><br>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: <ul style="list-style-type: none"> <li><input type="checkbox"/> ELA - 36 pts.</li> <li><input type="checkbox"/> Math - 26 pts.</li> <li><input type="checkbox"/> Science - 54 pts. (LDS)</li> </ul>   | If the ART/Leadership provides teachers with Professional Development (PD) and a list of examples/strategies to strengthen their understanding of student voice, choice, and agency then teachers will provide students with multiple opportunities to express their voice, utilize choice, and demonstrate agency and students will engage in activities in which they express their voice, utilize choice, and demonstrate agency throughout the school year.  | <b>EA 2 - Student Voice</b><br>Kilauea School students will be provided with multiple opportunities to express their voice, utilize choice, and demonstrate agency.  |
| <b>Low SES</b> - Students of low socio economic status currently make up 49% 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. <ul style="list-style-type: none"> <li>• ELA:               <ul style="list-style-type: none"> <li>◦ Non-Low SES - 62%</li> <li>◦ Low SES - 42% - (20 pt. gap)</li> </ul> </li> <li>• Math:               <ul style="list-style-type: none"> <li>◦ Non-Low SES - 51%</li> <li>◦ Low SES - 37% - (14 pt. gap)</li> </ul> </li> <li>• Science:               <ul style="list-style-type: none"> <li>◦ Non-Low SES - 73%</li> <li>◦ Low SES - 55% - (18 pt. gap)</li> </ul> </li> </ul> | If the ART/Leadership provides staff with a review of the school wide behavior expectations, then staff will post the school wide behavior expectations in a location visible to their students, and will consistently enforce them and refer to them throughout the school year, and students will respond favorably to questions on the Panorama survey.<br><br>If the ART/Leadership provides PD and peer reviews on classroom management routines and positive reinforcement strategies, then teachers will implement strategies learned from the PD and peer visits, and students will respond favorably to questions on the Panorama survey. | <b>EA 3 - Classroom Management Routines for Student Success</b><br>Kilauea School leadership and teachers/staff will implement consistent school wide behavior expectations and proactive classroom management routines. |
|   | If the ART/Leadership reviews strategies of goal setting and giving specific feedback to students that advances  | <b>EA 4 - Student Ownership of Learning</b>  |

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| <p><b>ELL</b> - English Language Learner students currently make up 9% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> <li>• ELA - 8% (1 proficient)</li> <li>• Math - 12% (2 proficient)</li> <li>• Science - 0%</li> </ul> <p><b>SpEd (IDEA)</b> - Students receiving special education services currently make up 13% of our student population. A few SpEd (IDEA) students demonstrated proficiency on the 2018-19 state assessments.</p> | <p>their learning, then teachers will provide students with specific, descriptive feedback, opportunities to improve their work, and guidance in setting challenging, yet realistic learning goals, and students will self-assess, set goals, reflect on their progress, and utilize feedback to improve their work, and will share their goals and progress with parents.</p> <p>If teachers plan, coordinate, and implement at least one student showcase event each semester that integrates standards from at least two content areas, then students will showcase and share their learning with parents/families at least once per semester.</p>   | <p>Kilauea School students will develop ownership of learning through goal setting, reflecting on their learning, and showcasing their learning to others.</p>   |
| <ul style="list-style-type: none"> <li>• ELA - 8% (2 proficient)</li> <li>• Math - 4% (1 proficient)</li> <li>• Science - 17% (1 proficient)</li> </ul>   | <p>If the ART/Leadership provides PLC time for teachers to discuss and plan how to integrate the GLOs into content area instruction, then teachers will integrate the GLOs into content area instruction to develop students' understanding of the GLOs, and students will engage in quarterly self-assessment/reflection on their GLO progress/growth.</p>   | <p><b>EA 5 - General Learner Outcomes</b></p> <p>Kilauea School teachers/staff will integrate the General Learner Outcomes (GLOs) into content area instruction to provide students with multiple opportunities to practice and demonstrate competency. (WASC CA #2)</p>   |
|   | <p>If the ART/Leadership provides PD on the use of student-centered instructional strategies and activities to engage students in all content areas, then teachers will implement student-centered instructional strategies/activities in all content areas, and students will be engaged in classroom learning experiences that include student led collaboration and discussion with peers, hands-on learning, and use of technology.</p> <p>If the Family Focus Teams and Parent Facilitator coordinates family engagement activities that support student learning through Parent Engagement Nights, and teachers provide parents with key grade level learning outcomes and strategies to support their child's learning at home, parents/families will be able to support their child's learning at home, and students will demonstrate achievement of the key grade level learning outcomes by the end of the school year.</p> | <p><b>EA 6 - Student and Family Engagement</b></p> <p><u>6A. Student Engagement</u></p> <p>Kilauea School students will be engaged in student-centered learning activities that support academic achievement.</p> <p><u>6B. Family Engagement</u></p> <p>Kilauea School parents/families will be provided with a variety of opportunities to engage in activities that support their child's academic achievement.</p> |

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|  | <p>If the ART/Leadership provides standards based curriculum materials and resources to support teacher professional learning communities and relevant PD focused on student achievement outcomes, then teachers will participate in PLC discussions to plan for implementation and then will implement identified strategies, and students will demonstrate proficiency on grade level standards.</p> <p>If the ART/Leadership provides in depth SBA data analysis, then teachers will continue to design standards based units and integrated units of study; teachers will use the IABs and ICAs and will identify specific skills that each student needs to acquire, and then students will demonstrate proficiency on grade level standards.</p> <p>If the ART/Leadership provides PD on standards based grading practices, then teachers will calibrate and implement standards based grading practices, and students will demonstrate proficiency on grade level standards.</p> <p>If the ART/Leadership and teachers ensure a positive and effective testing environment, then students will demonstrate proficiency on grade level standards.</p> <p>If the ART meets to review data, monitor student progress and develop and monitor the Ac Plan, then student learning and achievement will increase.</p> | <p><b>EA 7 - Standards based Curriculum, Instruction, Assessment and Grading</b><br/> <b><u>7A. Curriculum, Instruction, and Formative Assessment</u></b><br/> Kilauea School teachers/staff will use a variety of curriculum resources and instructional strategies to increase student proficiency and growth, while reducing the achievement gap of high needs students.</p> <p><b><u>7B. Summative Assessment and Grading</u></b><br/> Kilauea School teachers will implement consistent standards based assessment and grading practices.</p> <p><b><u>7C. Academic Review Team</u></b><br/> Academic Plan initiatives will be monitored by the Academic Review Team (ART) to document progress of implementation and measure impact related to the identified outcomes and goals.</p> |
|  | <p>If the ART/Leadership provides PD on the use of scaffolded instruction and differentiation strategies to target students' needs, then teachers will utilize differentiation strategies to target students' needs, and students will demonstrate proficiency on grade level standards.</p>   | <p><b>EA 8 - Scaffolded Instruction and Differentiation</b><br/> Kilauea School teachers/staff will use a variety of ongoing assessments and flexible grouping to increase student proficiency and growth, while reducing the achievement gap of diverse learners. (WASC CA #1 and 3)</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.

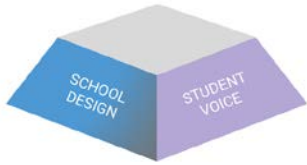
### Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS

| Initiatives  | Context   | Conditions for Success   |
|--|---|--|
| <p><b>Initiative 1: SUPPORTING AND HONORING</b></p> <p>At Kilauea School, we believe in supporting all students' social emotional wellbeing while honoring the individuality that makes each child unique. This initiative will focus on Social Emotional Learning (SEL) and building safe, positive, and proactive classroom environments. We will build structures to give students the tools to express themselves, build self-confidence and positive relationships, and make responsible choices in the classroom, as well as other areas of the school campus.</p> | <p>Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. We currently have a lack of consistent implementation of our schoolwide proactive SEL programs and alignment with positive classroom management routines and our schoolwide behavior expectations. There are varied levels of understanding and use of strategies that increase student voice in the classroom and school. We also have a lack of consistency in the implementation and reinforcement of school wide behavior expectations and classroom management routines.</p> <p>The following is a list of the needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>• Student Learning Need #6 (Social/Emotional Learning)</li> <li>• Contributing Causes #1-3</li> <li>• Achievement Gap between our High Needs and Non-High Needs students</li> <li>• Student Voice, Choice, and Collaboration</li> <li>• Promise 1: Hawaii</li> <li>• Promise 3: School Design</li> </ul> | <ul style="list-style-type: none"> <li>• A Professional Development (PD) calendar will need to be developed for effective use of HSTA contract 21 hours and Professional Collaboration (PC) days.</li> <li>• Scheduled time will need to be in place so that support staff can be inserviced regarding Conflict Resolution.</li> </ul>   |
| <p><b>Initiative 2: INSPIRING</b></p> <p>At Kilauea School, we strive to inspire students to be lifelong learners. This initiative focuses on engaging students and families in support of students' development of the General Learner Outcomes (GLOs), which are life-long competencies. We will also support students' academic achievement by strengthening student and family engagement. To help inspire students, we will work to strengthen their intrinsic motivation by providing multiple opportunities for them to participate in</p>                        | <p>Initiative 2 is also designed to address Root/Contributing Causes identified through our CNA process. We currently have inconsistent opportunities for students to set goals, self-reflect, and showcase their learning. There are inconsistencies in how we teach, assess, and grade the GLOs. We also have an insufficient use of student engagement strategies being implemented in all content areas (e.g. student led collaboration/ discussion, hands-on learning, use of technology, Google Classroom). In addition, there is a lack of parental understanding of grade level learning outcomes and strategies to support their child's learning at home.</p> <p>The following is a list of the needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>• WASC Critical Area #2 (Intellectual rigor- relevant, stimulating, and challenging learning / Embedded GLOs, focus on Effective Communicator and Complex Thinker)</li> </ul>   | <ul style="list-style-type: none"> <li>• A calendar of student showcase of learning opportunities will need to be created, updated, and shared throughout the school year.</li> <li>• Kauai Complex Area Staff will need to be scheduled to support PD on differentiation and student engagement.</li> <li>• A PD calendar will be developed for effective use of HSTA contract 21 hours and PC days.</li> <li>• The Family Focus Group will need to calendar family engagement activities.</li> </ul> |



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| <p>setting goals, reflect on their learning, and showcase their learning to others.</p>  | <ul style="list-style-type: none"> <li>• Student Learning Needs #1-5 (GLOs, Reading, Writing, Math, Science)</li> <li>• Contributing Causes #4-7</li> <li>• Achievement Gap between our High Needs and Non-High Needs students</li> <li>• Parent Engagement and/or Community Partnerships</li> <li>• Promise 3: School Design</li> <li>• Promise 4: Empowerment</li> </ul>  |  |
| <p><b>Initiative 3: NURTURING AND ENCOURAGING</b></p> <p>We believe students need to be nurtured and encouraged to do their best throughout the learning process. This initiative will focus on standards based curriculum, instruction, assessment, and grading, including scaffolded instruction and differentiation so students feel challenged and yet not overwhelmed. Teachers will use a variety of instructional strategies, flexible grouping and ongoing assessments to monitor student progress. These processes will help to increase student proficiency and growth, while reducing the achievement gap of high needs students.</p> | <p>Initiative 3 is designed to address additional Root/Contributing Causes identified through our CNA process. We currently have a lack of consistency in the understanding and use of curriculum and instructional strategies to increase student proficiency and growth, while reducing the achievement gap of high needs students. There is a lack of implementation of calibrated standards based assessment and grading practices. We've also identified a need to sustain the successful practice of using student data to inform and monitor our Academic and Financial Plan.</p> <p>The following is a list of the needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> <li>• WASC Critical Area #1 (Modify the PLC/Data Team process to include SpEd teachers and to deliver targeted RtI)</li> <li>• WASC Critical Area #3 (Provide PD to strengthen differentiation)</li> <li>• Student Learning Needs # 2-5 (Reading, Writing, Math, Science)</li> <li>• Contributing Causes #8-10</li> <li>• Achievement Gap between our High Needs and Non-High Needs students</li> <li>• Curriculum, Instruction, and Assessment (CIA)</li> <li>• Promise 2: Equity</li> <li>• Promise 3: School Design</li> <li>• Promise 5: Innovation</li> </ul> | <ul style="list-style-type: none"> <li>• A PD calendar will need to be developed for effective use of HSTA contract 21 hours and PC days.</li> <li>• Math PD with iStation Math Consultant needs to be scheduled: Powerful Strategies for Math Practices.</li> <li>• Kauai Complex Area Staff will need to be scheduled to support PD on Data Analysis of ELA and Math Claims/Targets.</li> <li>• Kauai Complex Area Staff will need to be scheduled to support PD on differentiation.</li> <li>• An ART calendar will need to be developed for monitoring the AF Plan and reviewing relevant school data.</li> <li>• A Professional Learning Collaboration (PLC) Schedule will need to be developed to provide an opportunity for regular ed and special ed teachers to participate on a weekly basis.</li> </ul> |

| Section 3: MEASURABLE OUTCOMES  |  |  |
|---|--|--|
| 2020-21   | 2021-22  | 2022-23  |
| <p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Measurable desired outcomes for staff and students are listed in Section 4.</li> </ul> <p><b>Strive HI Goals for <u>2020-21</u>:</b> (2018-19 baseline)</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase from 51% to 55%, as measured by SBA. <ul style="list-style-type: none"> <li>○ ELA high-needs achievement gap will decrease from 36 pts. to 31 pts..</li> <li>○ ELA Median Growth Percentile will increase from 47 in to 50.</li> <li>○ 3rd Graders Reading Near, At, or Above proficiency will increase from 65% to 71%.</li> </ul> </li> <li>❑ Math proficiency will increase from 43% to 48%, as measured by SBA. <ul style="list-style-type: none"> <li>○ Math high needs achievement gap will decrease from 26 pts. to 21 pts.</li> <li>○ Math Median Growth Percentile will increase from 43 to 46.</li> </ul> </li> <li>❑ Science proficiency will increase from 67% to 70%, as measured by HSA.</li> <li>❑ ELL On-Track (Growth to Target) will increase from 35% to 40%, as measured by WIDA.</li> <li>❑ Chronic Absenteeism will decrease from 15% to 13%, as measured by 15 absences or more.</li> <li>❑ School Climate will increase from 77% to 80%, as measured by the Panorama student survey.</li> <li>❑ Inclusion Rate will increase from 48% to 49%.</li> </ul> | <p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Measurable desired outcomes for staff and students are listed in Section 4.</li> </ul> <p><b>Strive HI Goals for <u>2021-22</u>:</b> (projected 2020-21 baseline)</p> <p>If we meet our goal in 2020-21...</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase to 59%. <ul style="list-style-type: none"> <li>○ ELA high needs achievement gap will decrease to 26 pts.</li> <li>○ ELA MGP will increase to 53.</li> <li>○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 77%.</li> </ul> </li> <li>❑ Math proficiency will increase to 53%. <ul style="list-style-type: none"> <li>○ Math high needs achievement gap will decrease from to 16 pts.</li> <li>○ Math MGP will increase to 49.</li> </ul> </li> <li>❑ Science proficiency will increase to 73%.</li> <li>❑ ELL On Track (Growth to Target) will increase to 45%.</li> <li>❑ Chronic Absenteeism will decrease to 11%.</li> <li>❑ School Climate will increase to 83%.</li> <li>❑ Inclusion Rate will increase to 50%.</li> </ul> | <p><b>Measurable Outcomes:</b></p> <ul style="list-style-type: none"> <li>❑ Measurable desired outcomes for staff and students are listed in Section 4.</li> </ul> <p><b>Strive HI Goals for <u>2022-23</u>:</b> (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> <li>❑ ELA proficiency will increase to 63%. <ul style="list-style-type: none"> <li>○ ELA high needs achievement gap will decrease to 21 pts.</li> <li>○ ELA MGP will increase to 56.</li> <li>○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 83%.</li> </ul> </li> <li>❑ Math proficiency will increase to 58%. <ul style="list-style-type: none"> <li>○ Math high needs achievement gap will decrease to 11 pts.</li> <li>○ Math MGP will increase to 52.</li> </ul> </li> <li>❑ Science proficiency will increase to 76%.</li> <li>❑ ELL On Track (Growth to Target) will increase to 50%.</li> <li>❑ Chronic Absenteeism will decrease to 9%.</li> <li>❑ School Climate will increase to 86%.</li> <li>❑ Inclusion Rate will increase to 51%.</li> </ul> |



## 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><b>2018-19 Strive HI Data:</b></p> <ul style="list-style-type: none"> <li>● SBA ELA - 51% <ul style="list-style-type: none"> <li>○ ELA Gap - 36 pts</li> <li>○ ELA MGP - 47</li> <li>○ 3rd Gr. Reading (Near, At, Above GL) - 65%</li> </ul> </li> <li>● SBA Math - 42% <ul style="list-style-type: none"> <li>○ Math Gap - 26 pts</li> <li>○ Math MGP - 43</li> </ul> </li> <li>● HSA Science - 67%</li> <li>● ELL On Track (Growth to Target) - 35%</li> <li>● Inclusion Rate - 48%</li> <li>● Chronic Absenteeism - 15%</li> <li>● School Climate - 77%</li> </ul> <p><b>Additional 2018-19 Baseline Data:</b></p> <ul style="list-style-type: none"> <li>● IDEA SBA/HSA - ELA 8%, Math 8%, Science 17% (LDS)</li> <li>● Students with 0 Behavior Referrals - 74% (eCSSS)</li> <li>● Self-Directed Learner (GLO #1 - Usually/Consistently) - 83%</li> <li>● Complex Thinker (GLO #3 - Usually/Consistently) - 88%</li> <li>● Effective Communicator (GLO #5 - Usually/Consistently) - 87%</li> </ul> <p><b>2019-20 Panorama Student Survey Data:</b></p> <ul style="list-style-type: none"> <li>● Classroom Climate - Gr. 3-5: 76%, Gr. 6: 48%</li> <li>● Classroom Engagement - Gr. 3-5: 67%, Gr. 6: 37%</li> <li>● School Belonging - Gr. 3-5: 69%, Gr. 6: 42%</li> <li>● Valuing of School - Gr. 3-5: 73%, Gr. 6: 54%</li> </ul> | <ul style="list-style-type: none"> <li>❑ ELA/Math STAR Universal Screener</li> <li>❑ Curricular Program Usage Reports</li> <li>❑ GLO Report Card Data</li> <li>❑ Behavior Incident Referral Data</li> <li>❑ Walkthrough Data</li> <li>❑ Panorama Student Survey Results</li> <li>❑ Qualitative Evidence of Implementation</li> </ul> | <p><b>2020-21 Strive HI Goals:</b></p> <ul style="list-style-type: none"> <li>● SBA ELA - 55% <ul style="list-style-type: none"> <li>○ ELA Gap - 31 pts</li> <li>○ ELA MGP - 50</li> <li>○ 3rd Gr. Reading (Near, At, Above GL) - 71%</li> </ul> </li> <li>● SBA Math - 48% <ul style="list-style-type: none"> <li>○ Math Gap - 21 pts</li> <li>○ Math MGP - 46</li> </ul> </li> <li>● HSA Science - 70%</li> <li>● ELL On Track (Growth to Target) - 40%</li> <li>● Inclusion Rate - 49%</li> <li>● Chronic Absenteeism - 13%</li> <li>● School Climate - 80%</li> </ul> <p><b>Additional 2020-21 Goals:</b></p> <ul style="list-style-type: none"> <li>● IDEA SBA/HSA - ELA 16%, Math 16%, Science 34%</li> <li>● Students with 0 Behavior Referrals - 79% (Infinite Campus)</li> <li>● Self-Directed Learner (GLO #1 - Usually/Consistently) - 88%</li> <li>● Complex Thinker (GLO #3 - Usually/Consistently) - 92%</li> <li>● Effective Communicator (GLO #5 - Usually/Consistently) - 91%</li> </ul> <p><b>2020-21 Panorama Student Survey Goals:</b></p> <ul style="list-style-type: none"> <li>● Classroom Climate - Gr. 3-5: 80%, Gr. 6: 60%</li> <li>● Classroom Engagement - Gr. 3-5: 75%, Gr. 6: 50%</li> <li>● School Belonging - Gr. 3-5: 73%, Gr. 6: 50%</li> <li>● Valuing of School - Gr. 3-5: 75%, Gr. 6: 60%</li> </ul> |



| Initiative 1: SUPPORTING AND HONORING  |   |   |   |   |  |
|--|---|---|---|---|--|
| Initiative 1 Enabling Activity 1<br>*All Enabling Activities are Yearlong  | Staff and Student Measurable Outcomes<br>(SY 2020-21)   | Initiative #1 School<br>Monitoring Activities   | Initiative #1 Complex<br>Monitoring Activities  | Source of Funds   |  |
| <b>1. Sense of Belonging and Aloha</b><br>Kilauea School students will be provided with a safe learning environment and sense of belonging through a variety of Social Emotional Learning programs and activities.<br><br>Action Steps:<br>a. ART/Leadership will provide a review of Tribes and Conflict Resolution strategies to all teachers/staff.<br>b. All teachers/staff will implement strategies from Tribes, Conflict Resolution, and The Building Character through Aloha Program throughout the school year.<br>c. Students will implement Tribes, Conflict Resolution strategies and complete the Aloha Book throughout the school year.<br>(CC #1) | <u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All teachers/staff will implement Conflict Resolution strategies to resolve student conflicts that occur within their classrooms and on the playground.</li> <li>All teachers will implement TRIBES activities in their classrooms at least once a week.</li> <li>All classroom teachers will implement The Building Character Through Aloha Program which will be coordinated schoolwide with Quarterly Hawaiian Values</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>All students will use Conflict Resolution strategies to resolve conflicts with other students.</li> <li>All students will complete their Aloha Books as appropriate.</li> <li>At least 80% of Gr. 3-5 students and 60% of Gr. 6 students will respond favorably to Classroom Climate questions on the Panorama survey.</li> <li>At least 73% of Gr. 3-5 students and 50% of Gr. 6 students will respond favorably to School Belonging questions on the Panorama survey.</li> </ul> <u>Summative Goals</u> <ul style="list-style-type: none"> <li>School Climate will increase from 77% in 2018-19 to 80% in 2020-21, as measured by the Panorama student survey. (Strive HI)</li> </ul> | ART/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 (e.g. Behavior Incidents), and the review of qualitative evidence, when available.<br><br>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama results (e.g. Classroom Climate) and Strive HI data (e.g. School Climate) as part of the annual CNA process.<br><br>Teachers will reflect on their individual Panorama data as part of their annual IPDP 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.<br><br>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. | <input type="checkbox"/> <b>WSF</b><br><br><input checked="" type="checkbox"/> <b>Title I 18902 B - 3006 Tribes Materials \$1,000</b><br><br><b>B - 3006 Aloha Books Building Character through the Aloha Program Materials \$2,675</b> |  |

| Initiative 1 Enabling Activity 2   | Staff and Student Outcomes   | School Monitoring (con't.)  | Complex Monitoring (con't.) | Source of Funds                     |   |
|--|--|---|-----------------------------|-------------------------------------|---|
| <b>2. Student Voice and Personalized Learning</b><br>Kilauea School students will be provided with multiple opportunities to express their voice, utilize choice, and demonstrate agency.<br><br>Action Steps:<br>a. ART/Leadership will provide teachers with PD and a list of examples/strategies to strengthen their understanding of student voice, choice, and agency.<br>b. Teachers will provide students with multiple opportunities to express their voice, utilize choice, and demonstrate agency.<br>c. Students will engage in activities in which they express their voice, utilize choice, and demonstrate agency throughout the school year.<br>d. Students will complete an interest inventory/survey.<br>e. Teachers will utilize results from the student interest inventory/survey to personalize learning based on student interests.<br>(CC #2) | <u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All classroom teachers will incorporate student voice in instruction on a daily basis.</li> <li>All classroom teachers will incorporate student choice in their instruction at least once a week.</li> <li>Teachers/staff will collaborate with leadership to implement activities that utilize student agency in the school each semester. (e.g peer mediators/conflict resolution).</li> <li>All teachers will utilize student <u>interest inventory/survey</u> results to personalize student learning during 1st month of school and will share strengths and challenges during PLC.</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>All students will complete an interest inventory/survey.</li> <li>At least 75% of Gr. 3-5 students and 50% of Gr. 6 students will respond favorably to Classroom Engagement questions on the Panorama survey.</li> <li>At least 73% of Gr. 3-5 students and 50% of Gr. 6 students will respond favorably to School Belonging questions on the Panorama survey.</li> </ul> <u>Summative Goals</u> <ul style="list-style-type: none"> <li>School Climate will increase from 77% in 2018-19 to 80% in 2020-21, as measured by the Panorama student survey. (Strive HI)</li> </ul> | <i>Included above</i><br><br><i>FYI - Initiative 1 would be monitored based on the following data:</i><br><i>EA1: Panorama and School Climate (Strive HI)</i><br><i>EA2: Panorama and School Climate (Strive HI)</i><br><i>EA3: Behavior and School Climate (Strive HI)</i><br><i>The staff outcomes listed in column 2 would be reflected upon when documenting implementation "what we accomplished", but will not require hard data. -LM</i> | <i>Included above</i>       | <input type="checkbox"/> <b>WSF</b> | <input type="checkbox"/> <b>Title I</b> |

| Initiative 1 Enabling Activity 3   | Staff and Student Outcomes   | School Monitoring (con't.) | Complex Monitoring (con't.) | Source of Funds              |  |
|--|--|----------------------------|-----------------------------|------------------------------|--|
| <b>3. Classroom Management Routines for Student Success</b><br>Kilauea School leadership and teachers/staff will implement consistent school wide behavior expectations and proactive classroom management routines.<br><br>Action Steps:<br>a. ART/Leadership will provide staff with a review of the schoolwide behavior expectations.<br>b. Teachers/staff will post the school wide behavior expectations in a location visible to students, and will consistently enforce them and refer to them throughout the school year.<br>c. ART/Leadership will provide PD on classroom management routines and positive reinforcement strategies.<br>d. Teachers will participate in peer visits to observe effective classroom management strategies in action.<br>e. Teachers will implement strategies learned from the PD and peer visits.<br>f. Students will demonstrate appropriate behavior and follow the schoolwide behavior expectations.<br>(CC #3) | <u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All teachers will consistently review and enforce the schoolwide behavior expectations throughout the school year.</li> <li>All teachers will implement effective classroom management routines throughout the school year.</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>At least 79% of students will have 0 behavior incident referrals.</li> </ul> <u>Summative Goals</u> <ul style="list-style-type: none"> <li>School Climate will increase from 77% in 2018-19 to 80% in 2020-21, as measured by the Panorama student survey. (Strive HI)</li> </ul> | Included above             | Included above              | <input type="checkbox"/> WSF | <input checked="" type="checkbox"/> <b>Title I</b><br><b>18902</b><br><b>B - 3006</b><br>First Days of School Books<br><b>\$270</b><br><br><b>A1 -</b><br><b>2769/2702</b><br>7 Subs for Peer visits<br>\$178.42 per sub X 7 days<br>=<br><b>\$1,249 +</b><br><b>\$111</b><br>Fringe (8.91%)<br><b>\$1,360</b> |

| Initiative 2: INSPIRING  |  |  |   |                                     |   |
|--|--|--|---|-------------------------------------|---|
| Initiative 2 Enabling Activity 4<br>*All Enabling Activities are Yearlong  | Staff and Student Measurable Outcomes<br>(SY 2020-21)  | Initiative #2 School<br>Monitoring Activities  | Initiative #2 Complex<br>Monitoring Activities  | Source of Funds                     |   |
| <b>4. Student Ownership of Learning</b><br>Kilauea School students will develop ownership of learning through goal setting, reflecting on their learning, and showcasing their learning to others.<br><br>Action Steps:<br>a. ART/Leadership will review strategies of goal setting and giving specific feedback to students that advances their learning.<br>b. Teachers will provide students with specific, descriptive feedback, opportunities to improve their work, and guidance in setting challenging, yet realistic learning goals.<br>c. Students will self-assess, set goals, reflect on their progress, and utilize feedback to improve their work in ELA and Math.<br>d. Students will share their goals and progress during Parent-Teacher Conferences (PTC).<br>e. Teachers will plan, coordinate, and implement at least one student showcase event each semester that integrates standards from at least two content areas (ELA, Math, SS and/or Science).<br>f. Students will showcase and share their learning with parents/families at least once per semester.<br>(CC #4) | <u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All classroom teachers will provide students with specific, descriptive feedback and opportunities to improve their work on a daily basis.</li> <li>All classroom teachers will engage students in goal setting and reflection activities on a quarterly basis.</li> <li>All grade level teachers will plan and coordinate at least one learning showcase per semester that integrates at least two content areas (ELA, Math, SS and/or Science).</li> </ul> <u>Student Outcomes</u><br>All students will utilize feedback to improve their work on a daily basis. <ul style="list-style-type: none"> <li>All students will engage in goal setting and reflection activities on a quarterly basis.</li> <li>All students will share their learning goals and progress during Parent-Teacher Conferences (PTC).</li> <li>All students will participate in a showcase of learning each semester.</li> <li>At least 88% of students will Usually or Consistently demonstrate the attributes of GLO #1 Self-Directed Learner. (Report Card Grades)</li> </ul> <u>Summative Goals</u> <ul style="list-style-type: none"> <li>At least 75% of Gr. 3-5 students and 60% of Gr. 6 students will respond favorably to Valuing of School questions on the Panorama survey.</li> </ul> | ART/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 (e.g. GLOs, STAR), and the review of qualitative evidence, when available.<br><br>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama results (e.g. Valuing of School, Classroom Engagement) and Strive HI data (e.g. SBA/HSA) as part of the annual CNA process.<br><br>Teachers will reflect on their individual Panorama data as part of their annual IPDP 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.<br><br>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. | <input type="checkbox"/> <b>WSF</b> | <input type="checkbox"/> <b>Title I</b> |

| Initiative 2 Enabling Activity 5  | Staff and Student Outcomes  | School Monitoring (con't.)   | Complex Monitoring (con't.) | Source of Funds  |  |
|---|---|--|-----------------------------|--|--|
| <b>5. General Learner Outcomes</b><br>Kilauea School teachers/staff will integrate the General Learner Outcomes (GLOs) into content area instruction to provide students with multiple opportunities to practice and demonstrate competency.<br><br>Action Steps:<br>a. ART/Leadership will provide PLC time to discuss and plan how to integrate the GLOs into content area instruction.<br>b. Teachers will develop students' understanding of the GLOs, and will integrate them into content area instruction, with an emphasis on Effective Communicator and Complex Thinker.<br>c. Students will engage in quarterly self-assessment/reflection on their GLO progress/growth.<br><b>(WASC CA #2, CC#5)</b> | <u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All classroom teachers will explicitly integrate the six GLOs into their content area instruction, including at least one GLO each day.</li> </ul> <u>Student Outcomes</u> <ul style="list-style-type: none"> <li>All students will complete a monthly self-assessment of their competency on each GLO based on the schoolwide I Can Statements.</li> <li>All students will reflect on their GLO progress/growth at least once per quarter.</li> <li>At least 92% of students will Usually or Consistently demonstrate the attributes of GLO #3 Complex Thinker. (Report Card Grades)</li> <li>At least 91% of students will Usually or Consistently demonstrate the attributes of GLO #5 Effective Communicator. (Report Card Grades)</li> </ul> <u>Summative Goals</u> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 51% in 2018-19 to 55% in 2020-21. (Strive HI)</li> <li>SBA Math proficiency will increase from 43% in 2018-19 to 48% in 2020-21. (Strive HI)</li> <li>HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2020-21. (Strive HI)</li> </ul> | Included above<br><br><b>FYI - Initiative 2 would be monitored based on the following data:</b><br><b>EA4: GLOs and Panorama</b><br><b>EA5: GLOs and SBA/HSA (Strive HI)</b><br><b>EA6: Panorama, STAR and SBA/HSA (Strive HI)</b><br><b>The staff outcomes listed in column 2 would be reflected upon when documenting implementation "what we accomplished", but will not require hard data. -LM</b> | Included above              | <input checked="" type="checkbox"/> <b>WSF 42107 B - 7104/10</b><br>Computer Assistance: Contract: <b>\$16,800</b><br><br><b>B - 3502</b><br>Edlio Website: <b>\$3,750</b> | <input type="checkbox"/> <b>Title I</b>  |
| Initiative 2 Enabling Activity 6  | Staff and Student Outcomes  | School Monitoring (con't.)   | Complex Monitoring (con't.) | Source of Funds  |  |
| <b>6. Student and Family Engagement</b><br><u>6A. Student Engagement</u><br>Kilauea School students will be engaged in student-centered learning  | <u>Staff Outcomes</u> <ul style="list-style-type: none"> <li>All classroom teachers will implement student-centered instructional strategies/activities in all content areas (i.e. student led collaboration</li> </ul>   | Included above   | Included above              | <input type="checkbox"/> <b>WSF</b>  | <input checked="" type="checkbox"/> <b>Title I A1 - 2769/2702</b><br>Subs for Google Classroom |

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| <p>activities that support academic achievement.</p> <p>Action Steps:</p> <p>a. ART/Leadership will provide PD on the use of student-centered instructional strategies/activities to engage students in all content areas (e.g. student led collaboration/discussion, hands-on learning, use of technology, Google Classroom).</p> <p>b. Teachers will implement student-centered instructional strategies/activities to engage students in all content areas.</p> <p>c. Students will participate in classroom learning experiences that include student led collaboration and discussion with peers, hands-on learning, and use of technology.</p> <p>(CC#6)</p> | <p>and discussion with peers, hands-on learning, use of technology), to include at least one strategy/activity each day in at least one content area.</p> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>At least 75% of Gr. 3-5 students and 50% of Gr. 6 students will respond favorably to Classroom Engagement questions on the Panorama survey.</li> <li>Students will engage in learning through student-centered instructional strategies/activities that will allow them to thrive academically, as indicated by the STAR ELA and Math screening reports, in which each grade level (2-6) will show a 10% increase in students scoring at level 3 or 4 (at/above proficiency) at the mid year and end of year assessments.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 51% in 2018-19 to 55% in 2020-21. (Strive HI)</li> <li>SBA Math proficiency will increase from 43% in 2018-19 to 48% in 2020-21. (Strive HI)</li> <li>HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2020-21. (Strive HI)</li> </ul> |                |                |   | <p>12 subs x \$178.42 Sub = \$2,141 + \$191 Fringe (8.91%) \$2,332</p>                       |
| <p><u>6B. Family Engagement</u></p> <p>Kilauea School parents/families will be provided with a variety of opportunities to engage in activities that support their child's academic achievement.</p> <p>Action Steps:</p> <p>a. The Family Focus Teams and Parent Facilitator will coordinate family engagement activities that support student learning through</p>   | <p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>Classroom teachers will collaboratively develop quarterly key grade level learning outcomes in Math and ELA and strategies that parents can use to help students achieve them.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>Each grade level (2-6) will show a 10% increase in students scoring at</li> </ul>  | Included above | Included above | <p>☑ <b>WSF 42104 A1 - 2741</b><br/>PCNC (PPE): 19 hrs/wk for 43 weeks = 817 hours @ \$20.67/hr = <b>\$16,887</b></p> | <p>☑ <b>Title I 18935 B - 3301 Refreshments \$600</b><br/><b>B - 3006 Supplies \$354</b></p> |



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| <p>Parent Engagement Nights.</p> <p>b. Teachers will provide parents with key grade level learning outcomes and strategies to support their child's learning at home.</p> <p>c. Students will demonstrate achievement of the key grade level learning outcomes by the end of the school year.</p> <p>(CC#7, SW 7)</p> | <p>level 3 or 4 (at/above proficiency) based on the mid year and end of year STAR ELA and Math universal screener.</p> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>• SBA ELA proficiency will increase from 51% in 2018-19 to 55% in 2020-21. (Strive HI)</li> <li>• SBA Math proficiency will increase from 43% in 2018-19 to 48% in 2020-21. (Strive HI)</li> <li>• HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2020-21. (Strive HI)</li> </ul> |  |  |  |
|---|--|--|--|--|

| Initiative 3: NURTURING AND ENCOURAGING   |  |  |  |   |  |
|---|--|--|--|---|--|
| Initiative 3 Enabling Activity 7<br>*All Enabling Activities are Yearlong   | Staff and Student Measurable Outcomes<br>(SY 2020-21)  | Initiative #3 School<br>Monitoring Activities  | Initiative #3 Complex<br>Monitoring Activities   | Source of Funds   |  |
| <p><b>7. Standards based Curriculum, Instruction, Assessment and Grading</b></p> <p><u>7A. Curriculum, Instruction, and Formative Assessment</u></p> <p>Kilauea School teachers/staff will use a variety of curriculum resources and instructional strategies to increase student proficiency and growth, while reducing the achievement gap of high needs students.</p> <p>Action Steps:</p> <p>a. ART/Leadership will provide standards based curriculum materials and resources to support teacher Professional Learning Communities (PLC) (e.g. designated time, Academic Coach).</p> <p>b. ART/Leadership will provide in depth SBA data analysis to identify schoolwide and grade level focus to become part of the PLC Data Team Process (e.g. ELA/Math Target Areas and CCSS Mathematical Practices).</p> <p>c. ART/Leadership will provide PD that is focused on student achievement outcomes and is immediately relevant and applicable in the classroom (e.g. AVID WICOR strategies, E. Jensen Seven High-Impact Mindsets for Students from Poverty, Powerful Mathematical Practices).</p> <p>d. Grade Level and SpEd Teachers will participate in and use the PLC/Data Team process to identify</p> | <p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>All Grade Level and SpEd teachers will participate in and use the PLC/Data Team process to identify specific skills that each student needs to acquire in order to learn grade level content and achieve proficiency, as evidenced in PLC/Data Team meeting minutes.</li> <li>All Grade Level teachers will continue to design standards based units and integrated units of study with their grade level partners for implementation in the classroom, as evidenced in PLC/Data Team meeting minutes.</li> <li>All Gr. 3-6 teachers will use the IAB and ICA to support and prepare students for the rigor of the SBA.</li> <li>Following schoolwide PD, all Grade Level and SpEd teachers will participate in PLC discussions, plan for implementation, and implement identified strategies, as evidenced in PLC/Data Team meeting minutes.</li> <li>All teachers will utilize curriculum resources on a regular basis, as evidenced by program usage reports (e.g. Achieve KidBiz/SmartyAnts).</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>Each grade level (2-6) will show a 10% increase in students scoring at level 3 or 4 (at/above proficiency) based on the mid year and end of year STAR ELA and Math universal screener.</li> </ul> | <p>ART/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 (e.g. program usage reports, walkthrough data, STAR), and the review of qualitative evidence, when available.</p> <p>ART/Leadership will review, analyze, and reflect on the Strive HI data (e.g. SBA/HSA) as part of the annual CNA 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 review the school's Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p> | <p><input checked="" type="checkbox"/> <b>WSF 42101 A - 2510 Academic Coach \$65,293</b></p> <p><b>42101 A1 - 2744 Art: PTT/sub: 17 hrs /week for 40 weeks \$15,253</b></p> <p><b>PE: PTT/sub: 17 hrs /week for 40 weeks \$15,253</b></p> | <p><input checked="" type="checkbox"/> <b>Title I 18902 B - 3006 ELA (Wonders/ Springboard) and Math (Stepping Stones) Materials for the classroom \$3,945</b></p> <p><b>B - 3502 STAR360: \$6,000</b></p> <p><b>Achieve: \$12,000</b></p> <p><b>iStation \$9,000</b></p> <p><b>Discovery Ed \$5,000</b></p> <p><b>StemScopes \$6,000</b></p> <p><b>A1 - 2769/2702 Subs for PD (Instruction/ Assessment) 20 subs x \$178.42 = \$3,568 + \$318 Fringe (8.91%) \$3,886</b></p> |

CAS Arakaki approved 2020.06.05

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| <p>specific skills that each student needs to acquire in order to learn grade level content and achieve proficiency.</p> <p>e. Teachers will continue to design standards based units and integrated units of study with their grade level partners for implementation in the classroom.</p> <p>f. Teachers will use the IAB and ICA to support and prepare students for the rigor of the SBA.</p> <p>g. Following schoolwide PD, teachers will participate in PLC discussions, plan for implementation, and implement identified strategies.</p> <p>h. Students will demonstrate proficiency on grade level standards.</p> <p>(WASC CA #1, 2, 3 CC#8 SW6 i, ii, iii)</p> | <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>• SBA ELA proficiency will increase from 51% in 2018-19 to 55% in 2020-21. (Strive HI)</li> <li>• SBA Math proficiency will increase from 43% in 2018-19 to 48% in 2020-21. (Strive HI)</li> <li>• HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2020-21 (Strive HI) .</li> </ul>   |                       |                       |                       |                       |
| <p><u>7B. Summative Assessment and Grading</u></p> <p>Kilauea School will implement standards based assessment and grading practices.</p> <p>Action Steps:</p> <p>a. ART/Leadership will provide PD on standards based grading practices.</p> <p>b. Teachers will calibrate and implement standards based grading practices.</p> <p>c. ART/Leadership and teachers will ensure a positive and effective testing environment.</p> <p>d. Students will demonstrate proficiency on grade level standards.</p> <p>(CC#9)</p>  | <p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> <li>• All grade level teachers will calibrate and implement standards based grading practices, as evidenced by PLC/Data Teams meeting minutes.</li> </ul> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> <li>• Each grade level (2-6) will show a 10% increase in students scoring at level 3 or 4 (at/above proficiency) based on the mid year and end of year STAR ELA and Math universal screener.</li> </ul> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>• SBA ELA proficiency will increase from 51% in 2018-19 to 55% in 2020-21. (Strive HI)</li> <li>• SBA Math proficiency will increase from 43% in 2018-19 to 48% in 2020-21. (Strive HI)</li> <li>• HSA Science proficiency will increase</li> </ul> | <i>Included above</i> | <i>Included above</i> | <i>Included above</i> | <i>Included above</i> |

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|   | from 67% in 2018-19 to 70% in 2020-21. (Strive HI)  |   |                                    |  |  |
| <b>7C. Academic Review Team</b><br>Academic Plan initiatives will be monitored by the Academic Review Team (ART) to document progress of implementation and measure impact related to the identified outcomes and goals.<br><br>Action Steps:<br>a. The ART will meet quarterly and as needed to review data, monitor student progress, and develop and monitor the implementation and impact of the Academic and Financial Plans.<br>b. Teachers/staff will receive updates from the ART and will provide input.<br>c. Student representatives will provide input on the implementation of Academic Plan initiatives.<br>(CC #10, SW 1, 2, 3, 5) | <b>Staff Outcomes</b> <ul style="list-style-type: none"> <li>The ART will complete the CNA process, as evidenced by the CNA document.</li> <li>The ART will monitor the Academic Plan, as evidenced by the completed Academic Plan Monitoring Tool.</li> </ul> <b>Student Outcomes</b> <ul style="list-style-type: none"> <li>Student representatives will provide input on how the implementation of at least two (2) Academic Plan initiatives can be improved.</li> </ul> <b>Summative Goals</b> <ul style="list-style-type: none"> <li>SBA ELA proficiency will increase from 51% in 2018-19 to 55% in 2020-21. (Strive HI)</li> <li>SBA Math proficiency will increase from 43% in 2018-19 to 48% in 2020-21. (Strive HI)</li> <li>HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2020-21. (Strive HI)</li> </ul> | Included above  | Included above                     | <input type="checkbox"/> WSF   | <input checked="" type="checkbox"/> <b>Title I 18902 A1 - 2769/2702</b><br>ART (4 Q and 4 CNA)<br>40 subs x \$178.42 = <b>\$7,137 + \$636 Fringe (8.91%) \$7,773</b><br><br><b>B - 7104/04</b><br>Title I Coord: <b>\$22,500</b> |
| <b>Initiative 3 Enabling Activity 8</b>   | <b>Staff and Student Outcomes</b>   | <b>School Monitoring (con't.)</b>   | <b>Complex Monitoring (con't.)</b> | <b>Source of Funds</b>   |  |
| <b>8. Scaffolded Instruction and Differentiation</b><br>Kilauea School teachers/staff will use a variety of ongoing assessments and flexible grouping to increase student proficiency and growth, while reducing the achievement gap of diverse learners.<br><br>Action Steps:<br>a. ART/Leadership will provide PD on the use of scaffolded instruction and differentiation strategies to target students' needs, including  | <b>Staff Outcomes</b> <ul style="list-style-type: none"> <li>All classroom teachers will utilize differentiation strategies to target students' needs, including the strategic modification of environment (e.g. small group instruction), and differentiated content, process, and product, as evidenced by PLC/Data Teams meeting minutes and classroom walkthrough data.</li> </ul> <b>Student Outcomes</b> <ul style="list-style-type: none"> <li>Each grade level (2-6) will show a 10% increase in students scoring at</li> </ul>   | Included above<br><br><b>FYI - Initiative 3 would be monitored based on the following data:</b><br><b>EA7: Usage Reports/STAR and SBA/HSA</b><br><b>EA8: Walkthrough data/STAR and SBA/HSA</b><br><b>The staff outcomes listed in column 2 would be reflected upon when documenting implementation "what we</b> | Included above                     | <input checked="" type="checkbox"/> <b>WSF 42101 ELA/Math PTT</b><br>17 hrs /week for 40 weeks x \$22.43 = <b>\$15,253</b><br><br><b>ELA/Math PPE</b><br>10 hrs /week x 40 weeks = 400 hrs x \$16.99 | <input checked="" type="checkbox"/> <b>Title I 18902 A1 - 2769/2702</b><br>PD Scaffolding Standards and Differentiation: 20 subs x \$178.42 = <b>\$3,568 + \$318 Fringe (8.91%) \$3,886</b>                                      |

|   |   |   |  |   |   |
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| <p>how and when to modify environment, content, process, and/or product to address our high needs students (i.e. Low SES, ELL, and SPED).</p> <p>b. Teachers will utilize differentiation strategies to target students' needs, including the strategic modification of environment (e.g. small group instruction), and differentiated content, process, and product.</p> <p>c. Students will demonstrate proficiency on grade level standards.</p> <p>(WASC CA #1, 3, CC #8, SW6i)</p> | <p>level 3 or 4 (at/above proficiency) based on the mid year and end of year STAR ELA and Math universal screener.</p> <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> <li>• SBA ELA proficiency will increase from 51% in 2018-19 to 55% in 2020-21. (Strive HI)</li> <li>• SBA Math proficiency will increase from 43% in 2018-19 to 48% in 2020-21. (Strive HI)</li> <li>• HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2020-21. (Strive HI)</li> <li>• ELA Gap rate will decrease from 36 pts. in 2018-19 to 31 pts. in 2020-21. (Strive HI)</li> <li>• Math Gap rate will decrease from 26 pts. in 2018-19 to 21 pts. in 2020-21. (Strive HI)</li> </ul> | <p>accomplished", but will not require hard data. ~LM</p> |  | <p><b>\$6,796</b></p> <p>☒ <b>WSF</b></p> <p><b>42102</b></p> <p><b>ELL - 2 PTTs</b></p> <p>17hrs/week for 40 weeks = 1360 hrs/year x \$22.43</p> <p><b>\$30,505</b></p> <p><b>42102</b></p> <p><b>A - 2510</b></p> <p>.50 FTE ELL Teacher</p> <p><b>\$32,647</b></p> | <p><b>A1 - 2769/2702</b></p> <p>Designing Inquiry Units of study</p> <p>20 subs x \$178.42 = <b>\$3,568 + \$318 Fringe</b> (8.91%) <b>\$3,886</b></p> <p>☒ <b>Title I 18902</b></p> <p><b>A1 - 2769/2702</b></p> <p>Powerful Mathematical Practices:</p> <p>20 subs x \$178.42 = <b>\$3,569 + \$318 Fringe</b> (8.91%) <b>\$3,887</b></p> <p>(Note: \$1 added to match FRF rounding up)</p> |
|---|---|---|--|---|---|

| ADDITIONAL ACTION STEPS IF FUNDING IS AVAILABLE  |   |  |
|--|---|--|
| Existing Initiative and Enabling Activity  | Additional Action Steps   | Source of Funds (if Additional Funding is Available)   |
| <b>Initiative 1: SUPPORTING AND HONORING</b><br><b>EA 1. Sense of Belonging and Aloha</b><br>Kilauea School students will be provided with a safe learning environment and sense of belonging through a variety of Social Emotional Learning programs and activities.  | d. Extra measures will be taken to strengthen campus wide safety (e.g. ALICE Training, Surveillance Cameras, Walkie Talkies, Self Closing Gates, JPO Equipment).  | <input checked="" type="checkbox"/> <b>WSF</b><br><b>42112/42113</b><br>\$1,500<br>\$15,000<br>\$5,000<br>\$2,500<br>\$1,000<br><b>\$25,000</b>  |
| <b>Initiative 2: INSPIRING</b><br><b>EA 6. Student and Family Engagement</b><br><u>6A. Student Engagement</u><br>Kilauea School students will be engaged in student-centered learning activities that support academic achievement.  | f. ChromeBook licenses will be renewed (every 2 years).<br>g. All school computers/printers will be maintained and updated.<br>h. A User Support Technician (UST) classified position will be created and filled to support the use of technology.  | <input checked="" type="checkbox"/> <b>WSF</b><br><b>B-3502</b><br>Chromebook licenses<br><b>\$30,000</b><br><b>A-2239</b><br>12 months, 8 hours/40 hours a week. Could be half time.<br><b>\$40,694</b>   |
| <b>Initiative 3: NURTURING AND ENCOURAGING</b><br><b>EA 7. Standards based Curriculum, Instruction, Assessment and Grading</b><br><u>7A. Curriculum, Instruction, and Formative Assessment</u><br>Kilauea School teachers/staff will use a variety of curriculum resources and instructional strategies to increase student proficiency and growth, while reducing the achievement gap of high needs students. | i. ART/Leadership will provide resources needed for additional PD (e.g. subs, trainers, travel) to support student engagement and academic achievement (e.g. GAFE/Google, technology integration, PBL, STEM, differentiation, student engagement, peer observations, curriculum map development).                               | <input checked="" type="checkbox"/> <b>WSF</b><br><b>A1-2769</b><br>100 Subs for PD training<br>\$178.42 x 100<br><b>\$17,842</b><br><b>B-7104/07</b><br>Contracted Services for PD training<br><b>\$10,000</b><br><b>\$1,000 per person</b> (registration; air/transportation, per diem)  |
| <b>Initiative 3: NURTURING AND ENCOURAGING</b><br><b>EA 8. Scaffolded Instruction and Differentiation</b><br>Kilauea School teachers/staff will use a variety of ongoing assessments and flexible grouping to increase student proficiency and growth, while reducing the achievement gap of diverse learners.   | d. PTT/PPE/PPT support will be provided to classroom teachers to assist with targeted small group instruction (secondary and tertiary) to supplement primary instruction before, during, after school and during intersessions.<br>e. Imagine Learning program licenses will be purchased and utilized for ELL student support. | <input checked="" type="checkbox"/> <b>WSF</b><br><b>PTT</b><br><b>A1 - 2744</b><br><b>\$30,504.80</b> (2 PTTs @ \$22.43/hr x 17 hour for 40 weeks)<br><b>PPE</b><br><b>A1-2744</b><br><b>\$28,111.20</b> (2 PPEs @ 17 hours \$20.67 hr for 40 weeks)<br><b>PPT</b><br><b>A1-2744</b><br><b>\$23,106.40</b> (2 PPEs @ 17 hours \$16.99 hr for 40 weeks)<br><b>B-3502</b><br>Imagine Learning |



\$10,000



## 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>Our goal at Kilauea School is to create a Genius SHINE Center where students will be able to use hands-on learning to help them explore, create and experiment with real world problem solving.</p> <p>Students will work independently and collaboratively in teams to engage in investigation and critical thinking processes. These activities will include using a variety of technology devices, such as a 3D printer design station and a robot design table, as well as other creative tools and materials. Students will evaluate and monitor their own progress through self reflection and revision.</p> <p>In addition to enhancing students' intellectual thinking and creativity, the Genius SHINE Center will also strengthen social emotional skills as students learn to work together for the betterment of the group.</p> <p>The center will be open to all classrooms during the week as well as for extended school hours. Teachers will use it as a resource center to garner ideas for implementation and expansion in their own classrooms.</p> <p>We will work with parents and community members to develop projects that are relevant to the community, while utilizing the expertise within our Kilauea and Kauai island community. Together, we will enable our students to learn from and apply real life problem solving skills in our Genius SHINE Center.</p> | <ul style="list-style-type: none"> <li>• We would need a dedicated classroom/space to be the Genius SHINE Center.</li> <li>• We would need monetary support to purchase STEM Lab equipment, materials, and supplies.</li> <li>• We would need monetary support to fund the STEM Lab Teacher position.</li> <li>• We would need to have the flexibility within our master schedule to make considerations for innovative ways to use the STEM Lab before, during and after school hours.</li> </ul> |