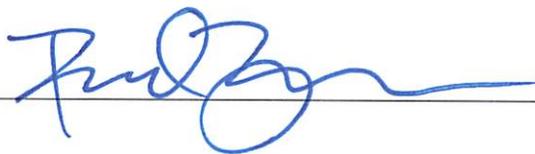# Academic Plan
School Year 2021-2022

Kilauea School

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Submitted by **Deena Moraes**	Date
	3/19/2021

Approved by **Paul Zina**	Date
	4/14/2021

Kilauea School
Academic Plan School Year 2021-22

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

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

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (Sections 2 through 4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (Section 1).
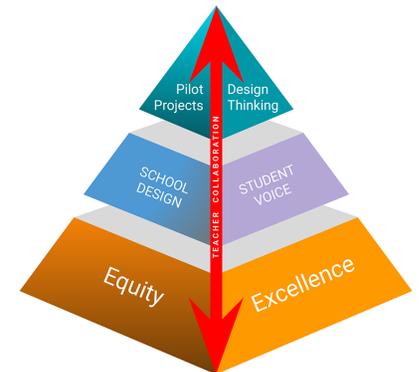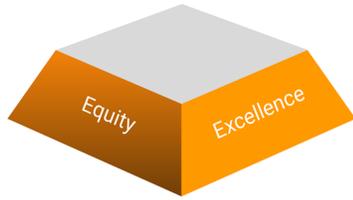
Teaching & Learning Core: Equity and Excellence

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

Section 1: EQUITY AND EXCELLENCE		
Achievement Gaps	**Theory of Action**	**Enabling Activities**
Student Proficiency Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows: ❏ ELA - 51% ❏ Math - 43% ❏ Science - 67%	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 those strategies, and students will demonstrate Social-Emotional Learning (SEL) competencies and will respond favorably to the Panorama survey.	**EA 1 - Sense of Belonging and Aloha** Kilauea School students will be provided with a safe learning environment and a sense of belonging through a variety of Social-Emotional Learning programs and activities.
High Needs Students Achievement Gaps The high needs subgroup includes students who are Low Socio-Economic Status, English Language Learners, and students who receive Special Education Services. Our 2018-19 High Needs Achievement Gaps are as follows: ❏ ELA - 36 pts. ❏ Math - 26 pts. ❏ Science - 54 pts. (LDS)	If the ART/Leadership provides teachers with Professional Development (PD) and a list of examples/strategies to strengthen their understanding and use of student's 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.	**EA 3 - Student Voice and Personalized Learning** Kilauea School students will be provided with multiple opportunities to express their voice, utilize choice, and demonstrate agency.

Low SES - 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.
● ELA:
  ○ Non-Low SES - 62%
  ○ Low SES - 42% - (20 pt. gap)
● Math:
  ○ Non-Low SES - 51%
  ○ Low SES - 37% - (14 pt. gap)
● Science:
  ○ Non-Low SES - 73%
  ○ Low SES - 55% - (18 pt. gap)
	If the ART/Leadership reviews strategies of goal setting and giving feedback to students to advance 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. Additionally, 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.	**EA 4 - Student Ownership of Learning**
		Kilauea School students will develop ownership of learning through goal setting, reflecting on their learning, and showcasing their learning to others.

|		
ELL - English Language Learner students currently make up 9% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments. • ELA - 8% (1 proficient) • Math - 12% (2 proficient) • Science - 0% **SpEd (IDEA)** - 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. • ELA - 8% (2 proficient) • Math - 4% (1 proficient) • Science - 17% (1 proficient)	If the Family Focus Teams and Parent Facilitator coordinates family engagement activities that support student learning, 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.	**EA 6 - Parent and Family Engagement** Kilauea School parents/families will be provided with a variety of opportunities to engage in activities that support their child's academic achievement.
	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 grade level discussions to plan for implementation and then will implement identified strategies, and students will demonstrate proficiency on grade level standards.	**EA 8 - Standards-based Curriculum, Instruction, Assessment, and Grading** Kilauea School will implement a standards-based curriculum, instruction, assessment, and grading practices throughout the school. 8A. Curriculum and Instruction 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.
	If the ART/Leadership provides opportunities for teacher collaboration on the use of differentiation strategies to target students' needs, then teachers will effectively utilize differentiation strategies to target students' needs, and students will demonstrate proficiency on grade level standards.	8B. Academic Response to Intervention Kilauea School teachers/staff will implement Academic Response to Intervention (RtI) through the use of flexible grouping, scaffolded instruction, and differentiation.
	If the ART/Leadership provides articulation time for teachers to calibrate standards-based grading practices, teachers will implement consistent standards-based grading practices, and if the ART/Leadership provides opportunities for data analysis to identify schoolwide and grade level focus areas, teachers will use the SBA Interim Assessments to support and prepare students for the rigor of the SBA, and if the ART/Leadership and teachers ensure a positive and effective assessment environment, then students will demonstrate proficiency on grade level standards.	8C. Formative/Summative Assessment and Grading Kilauea School teachers will implement standards-based assessment and grading practices.
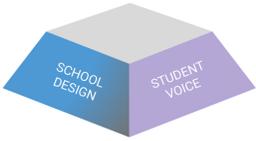
Innovation in Support of the Core: School Design and Student Voice

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

Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS		
Initiatives	**Context**	**Conditions for Success**
Initiative 1: SUPPORTING AND HONORING 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.	Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. We currently have insufficiencies in our schoolwide SEL programs/systems that teach students the HIDOE SEL competencies. There are varied levels of development and implementation of classroom routines and procedures that foster appropriate student behavior, as well as inconsistencies in the implementation and reinforcement of schoolwide behavior expectations and classroom management routines. Additionally, we have varied levels of understanding and use of strategies that increase student voice in the classroom and school. The following is a list of the needs and areas of growth that this initiative is designed to address: ● Student Learning Need #5 (Social-Emotional Learning) ● Contributing Causes #1-3 ● Achievement Gap between our High Needs and Non-High Needs students ● Student Voice, Choice, and Collaboration ● Promise 1: Hawaii ● Promise 3: School Design	● A Professional Development (PD) calendar will need to be developed for the effective use of the HSTA contract for 21 hours and Professional Collaboration (PC) days. ● Scheduled time will need to be in place so that support staff can be trained regarding Conflict Resolution. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.
Initiative 2: INSPIRING 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 setting goals, reflect on their learning, and showcase their learning to others.	Initiative 2 is also designed to address Root/Contributing Causes identified through our CNA process. We currently have insufficient opportunities for students to set goals, self-reflect, and showcase their learning. We also have inconsistencies in how we teach, assess, and grade the GLOs, and a lack of parental understanding of grade level learning outcomes and activities to support their child's learning at home. In addition, there is a need to sustain the successful practice of using student data to inform and monitor our Academic and Financial Plan. The following is a list of the needs and areas of growth that this initiative is designed to address: ● WASC Critical Area #2 (Intellectual rigor- relevant, stimulating, and challenging learning / Embedded GLOs, focus on Effective Communicator and Complex Thinker) ● Student Learning Needs #1-4 (ELA, Math, Science, GLOs) ● Contributing Causes #4-7 ● Achievement Gap between our High Needs and Non-High Needs students	● A calendar of student showcases of learning opportunities will need to be created, updated, and shared throughout the school year. ● Kauai Complex Area Staff will need to be scheduled to support PD on differentiation and student engagement. ● A PD calendar will be developed for the effective use of the HSTA contract for 21 hours and PC days. ● The Family Focus Group will need to calendar family engagement activities. ● Social distancing and other circumstances due to the Covid-19

	● Parent Engagement and/or Community Partnerships ● Promise 3: School Design ● Promise 4: Empowerment	pandemic may continue to impact conditions for success.
Initiative 3: NURTURING AND ENCOURAGING 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.	Initiative 3 is designed to address additional Root/Contributing Causes identified through our CNA process. We currently have inconsistencies in the use of curriculum that addresses academic rigor to improve all students' proficiency and growth. There is insufficient use of rigorous instructional strategies to improve all students' proficiency and growth on the CCSS, and insufficient use of student-centered instructional strategies/activities to engage students in rigorous discourse, inquiry, and integration of subjects/GLOs. There are varied levels of understanding of how to differentiate content, product, process, and environment to increase student proficiency and close the achievement gap. Finally, there is a lack of implementation of calibrated standards based assessment and grading practices. The following is a list of the needs and areas of growth that this initiative is designed to address: ● WASC Critical Area #1 (Modify the PLC/Data Team process to include SpEd teachers and to deliver targeted RtI) ● WASC Critical Area #3 (Provide PD to strengthen differentiation) ● Student Learning Needs #1-3 (ELA, Math, Science) ● Contributing Causes #8A-C ● Achievement Gap between our High Needs and Non-High Needs students ● Curriculum, Instruction, and Assessment (CIA) ● Promise 2: Equity ● Promise 3: School Design ● Promise 5: Innovation	● A PD calendar will need to be developed for the effective use of the HSTA contract for 21 hours and PC days. ● Math PD with iStation Math Consultant needs to be scheduled: Powerful Strategies for Math Practices. ● Kauai Complex Area Staff will need to be scheduled to support PD on Data Analysis of ELA and Math Claims/Targets. ● Kauai Complex Area Staff will need to be scheduled to support PD on differentiation. ● An ART calendar will need to be developed for monitoring the AF Plan and reviewing relevant school data. ● 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. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.

Section 3: MEASURABLE OUTCOMES		
2020-21	**2021-22**	**2022-23**

Measurable Outcomes:
 	
❏ Measurable desired outcomes for staff and students are listed in Section 4.
 	
Strive HI Goals for 2020-21: (2018-19 baseline)
 	
❏ ELA proficiency will increase from 51% to 55%, as measured by SBA.
 	
   ○ ELA high-needs achievement gap will decrease from 36 pts. to 31 pts.
   ○ ELA Median Growth Percentile will increase from 47 to 50.
   ○ 3rd Graders Reading Near, At, or Above proficiency will increase from 65% to 71%.
 	
❏ Math proficiency will increase from 43% to 48%, as measured by SBA.
 	
   ○ Math high needs achievement gap will decrease from 26 pts. to 21 pts.
   ○ Math Median Growth Percentile will increase from 43 to 46.
 	
❏ Science proficiency will increase from 67% to 70%, as measured by HSA.
 	
❏ ELL On-Track (Growth to Target) will increase from 35% to 40%, as measured by WIDA. (2019-20: 38%)
 	
❏ Chronic Absenteeism will decrease from 15% to 13%, as measured by 15 absences or more. (2019-20: 10%)
 	
❏ School Climate will increase from 77% to 80%, as measured by the Panorama student survey. (2019-20: Gr. 3-5 71% Gr. 6 50%)
	Measurable Outcomes:
	
	❏ Measurable desired outcomes for staff and students are listed in Section 4.
	
	Strive HI Goals for 2021-22: (projected 2020-21 baseline)
	
	We will regain/maintain our 2018-19 baseline or higher in 2021-22...
	
	❏ ELA proficiency will increase to 54%.
	
	   ○ ELA high needs achievement gap will decrease to 33 pts.
	   ○ ELA MGP will increase to 50.
	   ○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 68%.
	
	❏ Math proficiency will increase to 46%.
	
	   ○ Math high needs achievement gap will decrease to 23 pts.
	   ○ Math MGP will increase to 46.
	
	❏ Science proficiency will increase to 70%.
	
	❏ ELL On Track (Growth to Target) will increase from 38% in 2019-20 to 40%.
	
	❏ Chronic Absenteeism will decrease from 13% in 2018-19 to 12%.
	
	❏ School Climate in Gr. 3-5 will increase from 71% in 2019-20 to 74% in 2021-22. Gr. 6 will increase from 50% in 2019-20 to 53% in 2021-22.
		Measurable Outcomes:
		
		❏ Measurable desired outcomes for staff and students are listed in Section 4.
		
		Strive HI Goals for 2022-23: (projected 2021-22 baseline)
		
		If we meet our goal in 2021-22...
		
		❏ ELA proficiency will increase to 57%.
		
		   ○ ELA high needs achievement gap will decrease to 30 pts.
		   ○ ELA MGP will increase to 53.
		   ○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 71%.
		
		❏ Math proficiency will increase to 49%.
		
		   ○ Math high needs achievement gap will decrease to 20 pts.
		   ○ Math MGP will increase to 49.
		
		❏ Science proficiency will increase to 73%.
		
		❏ ELL On Track (Growth to Target) will increase to 42%.
		
		❏ Chronic Absenteeism will decrease to 9%.
		
		❏ School Climate will increase to 77% in Gr. 3-5, and to 56% in Gr. 6.
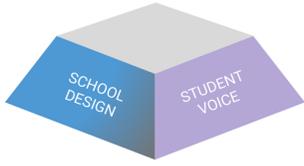
Innovation in Support of the Core: School Design and Student Voice

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**
2018-19 Strive HI Data: ● SBA ELA - 51% 　○ ELA High Needs Gap - 36 pts 　○ ELA MGP - 47 　○ 3rd Gr. Reading (Near, At, Above GL) - 65% ● SBA Math - 42% 　○ Math High Needs Gap - 26 pts 　○ Math MGP - 43 ● HSA Science - 67% ● ELL On Track (Growth to Target) - 35% (2019-20: 38%) ● Chronic Absenteeism - 15% (2019-20: 10% - no Q4) ● School Climate - 77% (2019-20: Gr. 3-5 71% Gr. 6 50%) **Additional 2018-19 Baseline Data:** ● IDEA SBA/HSA - ELA 8%, Math 8%, Science 17% (LDS) ● Students with 0 Behavior Referrals - 74% (eCSSS) ● Self-Directed Learner (GLO #1Usually/Consistently) - 83% ● Complex Thinker (GLO #3 Usually/Consistently) - 88% ● Effective Communicator (GLO #5 Usually/Consistently) - 87% **2020-21 Panorama Student Survey Data:** ● Classroom Climate - Gr. 3-5: 86%, Gr. 6: 71% ● Classroom Engagement - Gr. 3-5: 69%, Gr. 6: 44% ● Teacher-Student Relationships - Gr. 3-5: 84%, Gr. 6: 81% ● Rigorous Expectations - Gr. 3-5: 87%, Gr. 6: 66% ● Pedagogical Effectiveness - Gr. 3-5: 87%, Gr. 6: 85% ● School Belonging - Gr. 3-5: 76%, Gr. 6: 47% ● Valuing of School - Gr. 3-5: 72%, Gr. 6: 58% ● School Safety - Gr. 3-5: 82%, Gr. 6: 79% ● SQS Safety - Gr. 3-5: 81%, Gr. 6: 65%	❏ ELA/Math STAR Universal Screener ❏ Curricular Program Usage Reports ❏ GLO Report Card Data ❏ Behavior Incident Referral Data ❏ Walkthrough Data ❏ Panorama Student Survey Results ❏ Qualitative Evidence of Implementation	**2021-22 Strive HI Goals:** ● SBA ELA - 54% 　○ ELA High Needs Gap - 33 pts 　○ ELA MGP - 50 　○ 3rd Gr. Reading (Near, At, Above GL) - 68% ● SBA Math - 46% 　○ Math High Needs Gap - 23 pts 　○ Math MGP - 46 ● HSA Science - 70% ● ELL On Track (Growth to Target) - 40% ● Chronic Absenteeism - 12% ● School Climate - Gr. 3-5 74% Gr. 6 53% **Additional 2021-22 Goals:** ● IDEA SBA/HSA - ELA 11%, Math 11%, Science 20% ● Students with 0 Behavior Referrals - 77% (LDS) ● Self-Directed Learner (GLO #1 Usually/Consistently) - 86% ● Complex Thinker (GLO #3 Usually/Consistently) - 91% ● Effective Communicator (GLO #5 Usually/Consistently) - 90% **2021-22 Panorama Student Survey Goals:** ● Classroom Climate - Gr. 3-5: 88%, Gr. 6: 73% ● Classroom Engagement - Gr. 3-5: 71%, Gr. 6: 47% ● Teacher-Student Relationships - Gr. 3-5: 86%, Gr. 6:83% ● Rigorous Expectations - Gr. 3-5: 89%, Gr. 6:69% ● Pedagogical Effectiveness - Gr. 3-5: 89%, Gr. 6:87% ● School Belonging - Gr. 3-5: 78%, Gr. 6: 50% ● Valuing of School - Gr. 3-5: 74%, Gr. 6: 61% ● School Safety - Gr. 3-5: 84%, Gr. 6: 81% ● SQS Safety - Gr. 3-5: 83%, Gr. 6: 68%

Initiative 1: SUPPORTING AND HONORING					
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**	
EA 1. Sense of Belonging and Aloha Kilauea School students will be provided with a safe learning environment and a sense of belonging through a variety of Social-Emotional Learning programs and activities. (CC#1) Action Steps: a. ART/Leadership will provide a review of Tribes and Conflict Resolution strategies to all teachers/staff. b. All teachers/staff will implement Tribes, and Conflict Resolution strategies throughout the school year. c. Grades K-5 teachers will implement The Building Character through Aloha Program throughout the school year. d. Grade 6 teachers will implement SEL strategies identified for their grade level. e. All students will implement Tribes, and Conflict Resolution strategies, and grades K-5 students will complete the Aloha Book throughout the school year. f. Students will demonstrate SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). g. Students will respond favorably to the Panorama Survey. (CC #1)	Staff Outcomes ● All teachers/staff will implement Conflict Resolution strategies to resolve student conflicts that occur within their classrooms and on the playground. ● All teachers will implement Tribes activities in their classrooms at least once a week. ● All K-5 classroom teachers will implement The Building Character Through Aloha Program which will be coordinated schoolwide with Quarterly Hawaiian Values. Student Outcomes ● All students will use Conflict Resolution strategies to resolve conflicts with other students. ● All K-5 students will complete their Aloha Books as appropriate. ● At least 88% of Gr. 3-5 students and 73% of Gr. 6 students will respond favorably to Classroom Climate questions on the Panorama survey. ● At least 78% of Gr. 3-5 students and 50% of Gr. 6 students will respond favorably to School Belonging questions on the Panorama survey. Summative Goals ● School Climate in grades 3-5 will increase from 71% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey. (Strive HI) ● School Climate in grade 6 will increase from 50% in 2019-20 to 53% in 2021-22, as measured by the Panorama student survey. (Strive HI)	ART/Leadership will document the 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. 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. 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. Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.	☒ **WSF 42101 B - 3006** SEL Schoolwide Curriculum/ 6th Grade **$5,435**	☒ **Title I 18902 B - 3006 Aloha Books Building Character through the Aloha Program Student Workbooks $2,795**

Initiative 1 Enabling Activity 2	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
EA 2. Classroom Management Routines for Student Success Kilauea School leadership and teachers/staff will implement consistent schoolwide behavior expectations and proactive classroom management routines. (CC#2A, 2B) Action Steps: a. ART/Leadership will provide staff with a review of the schoolwide behavior expectations. b. Teachers/staff will post the schoolwide behavior expectations in a location visible to students, and will consistently enforce them and refer to them throughout the school year. c. ART/Leadership will provide PD on classroom management routines and positive reinforcement strategies. d. Teachers will participate in peer visits to observe effective classroom management strategies in action. e. Teachers will implement strategies learned from the PD and peer visits. f. Students will demonstrate appropriate behavior and follow the schoolwide behavior expectations. (CC#2A, 2B)	Staff Outcomes ● All teachers will consistently review and reinforce schoolwide behavior expectations throughout the school year. ● All teachers will implement effective classroom management routines throughout the school year. Student Outcomes ● At least 77% of students will have 0 behavior incident referrals. Summative Goals ● School Climate in grades 3-5 will increase from 71% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey. (Strive HI) ● School Climate in grade 6 will increase from 50% in 2019-20 to 53% in 2021-22, as measured by the Panorama student survey. (Strive HI)	*Included above*	*Included above*	☐ **WSF**	☒ **Title I 18902 A1 - 2769/2702 7** Subs for Peer visits $184.66 / sub = **$1,293** + **$118 (**Fringe 9.12%) = *$1,411*
Initiative 1 Enabling Activity 3	**Staff and Student Outcomes**	**School Monitoring**	**Complex Monitoring**	**Source of Funds**	
EA 3. Student Voice and Personalized Learning Kilauea School students will be provided with multiple opportunities to express their voice, utilize choice, and demonstrate agency. (CC#3) Action Steps: a. ART/Leadership will provide teachers with PD and a list of	Staff Outcomes ● All classroom teachers will incorporate student voices into instruction on a daily basis. ● All classroom teachers will incorporate student choice in their instruction at least once a week. ● Teachers/staff will collaborate with leadership to implement activities that	*Included above*	*Included above*	☐ **WSF**	☐ **Title I**

examples/strategies to strengthen their understanding of student voice, choice, and agency. b. Teachers will provide students with multiple opportunities to express their voices, utilize choice, and demonstrate agency. c. Students will engage in activities in which they express their voice, utilize choice, and demonstrate agency throughout the school year. d. Students will complete an interest inventory/survey. e. Teachers will utilize results from the student interest inventory/survey to personalize learning based on student interests. (CC #3)	utilize student agency in the school each semester. (e.g peer mediators/conflict resolution). ● All teachers will utilize student <u>interest inventory</u>/survey results to personalize student learning during 1st month of school and will share strengths and challenges during PLC. <u>Student Outcomes</u> ● All students will complete an interest inventory/survey. ● At least 71% of Gr. 3-5 students and 47% of Gr. 6 students will respond favorably to Classroom Engagement questions on the Panorama survey. ● At least 78% of Gr. 3-5 students and 50% of Gr. 6 students will respond favorably to School Belonging questions on the Panorama survey. <u>Summative Goals</u> ● School Climate in grades 3-5 will increase from 71% in 2019-20 to 74% in 2021-22, as measured by the Panorama student survey. (Strive HI) ● School Climate in grade 6 will increase from 50% in 2019-20 to 53% in 2021-22, as measured by the Panorama student survey. (Strive HI)				

Initiative 2: INSPIRING					
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**	
EA 4. Student Ownership of Learning Kilauea School students will develop ownership of learning through goal setting, reflecting on their learning, and showcasing their learning to others. (CC#4) Action Steps: a. ART/Leadership will review strategies of goal setting and giving specific feedback to students that advances their learning. b. Teachers will provide students with specific, descriptive feedback, opportunities to improve their work, and guidance in setting challenging, yet realistic learning goals. c. Students will self-assess, set goals, reflect on their progress, and utilize feedback to improve their work in ELA and Math. d. Students will share their goals and progress during Parent-Teacher Conferences. e. Teachers will plan, coordinate, and implement at least one student showcase event each semester that integrates standards from at least two core content areas. Students will showcase and share their learning with parents/families at least once per semester. (CC#4)	**Staff Outcomes** ● All classroom teachers will provide students with specific, descriptive feedback and opportunities to improve their work on a daily basis. ● All classroom teachers will engage students in goal setting and reflection activities on a quarterly basis. ● 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). **Student Outcomes** All students will utilize feedback to improve their work on a daily basis. ● All students will engage in goal setting and reflection activities on a quarterly basis. ● All students will share their learning goals and progress during Parent-Teacher Conferences (PTC). ● All students will participate in a showcase of learning each semester. ● At least 86% of students will Usually or Consistently demonstrate the attributes of GLO #1 Self-Directed Learner. (Report Card Grades) **Summative Goals** ● At least 74% of Gr. 3-5 students and 61% of Gr. 6 students will respond favorably to Valuing of School questions on the Panorama survey.	ART/Leadership will document the 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. 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. 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. Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data and will collaborate with school leadership to determine what types of support are needed.	☐ **WSF**	☐ **Title I**

| Initiative 2 Enabling Activity 5	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
EA 5. General Learner Outcomes 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. (CC#5) Action Steps: a. Leadership will provide time at the start of the school year to review the implementation of the GLOs integrated within content area instruction**,** including the use of student self-assessment/reflection. 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. c. Students will engage in quarterly self-assessment/reflections on their GLO progress/growth. (WASC CA #2, CC #5)	<u>Staff Outcomes</u> ● All classroom teachers will explicitly integrate the six GLOs into their content area instruction, including at least one GLO each day. <u>Student Outcomes</u> ● All students will complete a monthly self-assessment of their competency on each GLO based on the schoolwide I Can Statements. ● All students will reflect on their GLO progress/growth at least once per quarter. ● At least 91% of students will Usually or Consistently demonstrate the attributes of GLO #3 Complex Thinker. (Report Card Grades) ● At least 90% of students will Usually or Consistently demonstrate the attributes of GLO #5 Effective Communicator. (Report Card Grades) <u>Summative Goals</u> ● SBA ELA proficiency will increase from 51% in 2018-19 to 54% in 2021-22. (Strive HI) ● SBA Math proficiency will increase from 43% in 2018-19 to 46% in 2021-22. (Strive HI) ● HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2021-22. (Strive HI)	*Included above*	*Included above*	☐ **WSF**	☐ **Title I**
Initiative 2 Enabling Activity 6	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
EA 6. Parent and Family Engagement Kilauea School parents/families will be provided with a variety of opportunities to engage in activities that support their child's academic achievement. (CC#6, SW7) Action Steps:	<u>Staff Outcomes</u> ● 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. <u>Student Outcomes</u>	*Included above*	*Included above*	☒ ***WSF Restoration A1 - 2741** PCNC (PPE): 19 hrs/wk for 44 weeks = 836 hours @ $20.67/hr = **$17,281***	☒ **Title I 18935 B - 3301** Refreshments for family engagement **$300** **B - 3006**

a. The Family Focus Teams and the Parent Facilitator will coordinate family engagement activities that support student learning. b. Teachers will provide parents with key grade level learning outcomes and strategies to support their child's learning at home. c. Students will demonstrate achievement of the key grade level learning outcomes by the end of the school year. (CC#6, SW 7)	• At least 80% of students will make annual typical growth as measured by the i-Ready universal screener. <u>Summative Goals</u> • SBA ELA proficiency will increase from 51% in 2018-19 to 54% in 2021-22. (Strive HI) • SBA Math proficiency will increase from 43% in 2018-19 to 46% in 2021-22. (Strive HI) • HSA 67% in 2018-19 to 70% in 2021-22. (Strive HI)			☒ **WSF 42101 B - 3502** Edlio Website: **$3,750**	**Student Planners $547**

Initiative 2 Enabling Activity 7	Staff and Student Outcomes	School Monitoring	Complex Monitoring	Source of Funds	
EA 7. Academic Review Team The Academic Review Team (ART) will lead schoolwide improvement processes. (WASC CA #1, CC#7, SW1, SW2, SW3) Action Steps: a. The ART will meet quarterly and as needed to review and discuss Academic Plan initiatives, document the progress of implementation, and measure the impact related to the identified outcomes and goals. b. The ART will also meet as needed to participate in the Comprehensive Needs Assessment (CNA) and WASC Accreditation tasks, and to engage in other school improvement discussions/activities. c. Teachers/staff will receive updates from the ART and will be provide**d** opportunities to give input. d. Student representatives will provide input on the implementation of Academic Plan initiatives. (WASC CA #1, CC#7, SW1, SW2, SW3, SW5)	<u>Staff Outcomes</u> • The ART will complete the CNA process, as evidenced by the CNA document. • The ART will monitor the Academic Plan, as evidenced by the completed Academic Plan Monitoring Tool. <u>Student Outcomes</u> • Student representatives will provide input on how the implementation of at least two (2) Academic Plan initiatives can be improved. <u>Summative Goals</u> • SBA ELA proficiency will increase from 51% in 2018-19 to 54% in 2021-22. (Strive HI) • SBA Math proficiency will increase from 43% in 2018-19 to 46% in 2021-22. (Strive HI) • HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2021-22. (Strive HI)	*Included above*	*Included above*	☐ WSF	☒ **Title I 18902 A1 - 2769/2702** ART (4 Q and 4 CNA) 8 x 5 ART Members = 40 subs x $184.66 = **$7,387** + **$673** (Fringe 9.12%) *$8,060* **B - 7104/04** Title I Coord: **$22,500**

Initiative 3: NURTURING AND ENCOURAGING					
Initiative 3 Enabling Activity 8 *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**	
EA 8. Standards-based Curriculum, Instruction, Assessment, and Grading Kilauea School will implement a standards-based curriculum, instruction, assessment, and grading practices throughout the school. (CC#8A1, SW5, SW6 i,ii,iii) 8A. Curriculum and Instruction 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. (CC#8A2, #8A3, SW6 i,ii,iii) Action Steps: a. ART/Leadership will provide standards-based curriculum materials/resources, and PD that is focused on student achievement outcomes and is immediately relevant and applicable in the classroom (e.g. student-centered instructional strategies to engage students in rigorous discourse, inquiry, integration of subjects/GLOs). b. Following schoolwide PD, teachers will participate in grade level discussions to plan for implementation and then will implement the identified strategies. c. Teachers will implement student-centered instructional strategies/activities to engage students in rigorous discourse and inquiry within all content areas, as well as in teacher-designed standards-based integrated inquiry	Staff Outcomes ● 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 classrooms. ● 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. ● All teachers will utilize curriculum resources on a regular basis, as evidenced by program usage reports (e.g. Achieve KidBiz/SmartyAnts). Student Outcomes ● 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. Summative Goals ● SBA ELA proficiency will increase from 51% in 2018-19 to 54% in 2021-22. (Strive HI) ● SBA Math proficiency will increase from 43% in 2018-19 to 46% in 2021-22. (Strive HI) ● HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2021-22. (Strive HI)	ART/Leadership will document the 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. ART/Leadership will review, analyze, and reflect on the Strive HI data (e.g. SBA/HSA) as part of the annual CNA process.	Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available. Kauai Complex Area staff will review the school's Strive HI data and will collaborate with school leadership to determine what types of support are needed.	☒ **WSF 42101** **A1 - 2744** Art: PTT/sub: 17 hrs /week for 40 weeks **$15,253** PE: PTT/sub: 17 hrs /week for 40 weeks **$15,253** ☒ **WSF Restoration** *B - 3502 iReady* **$15,397** *Go Guardian* **$2,892** *C - 7708 Printers, interactive learning board* **$3,294** ☒ **WSF 42107** **B - 7104/10** Computer Assistance: Contract: **$16,800**	☒ **Title I 18902** **B - 3006** McGraw Hill Wonders student journals **$5,000** ORIGO Math Student Workbooks **$6,000** **B - 3502** Achieve3000 **$12,000** Discovery Ed **$5,000** StemScopes **$6,000** Generation Genius **$795** Starfall **$275** **A1 - 2769/2702** Subs for PD (Curriculum, Instruction, Formative Assessment) 20 subs x $184.66 = **$3,693** + **$337** (Fringe

units (e.g. student-led collaboration/discussion with peers, problem-solving, hands-on learning, use of technology). d. Students will demonstrate proficiency on grade level standards. (WASC CA #1, 2, 3, CC #8)					9.12%) =* *$4,030*
8B. Academic Response to Intervention Kilauea School teachers/staff will implement Academic Response to Intervention (RtI) through the use of flexible grouping, scaffolded instruction, and differentiation. (CA # 8B, SW6 iii, iv)) Action Steps: a. ART/Leadership will provide opportunities for teacher collaboration on the use of differentiation strategies to target students' needs, including how and when to modify the environment, content, process, and/or product. b. Grade Level and Special Education teachers will engage in PLC/Data Team activities to identify specific skills that each student needs to acquire in order to learn grade level content and achieve proficiency. (WASC CA #1) c. Teachers will utilize differentiation strategies to target students' needs at Tier 1 and Tier 2 levels, including the strategic modification of environment (e.g. small group instruction), and differentiated content, process, and product. d. Teachers will implement additional Tier 3 interventions and supports (e.g. Sonday System, Raz Kids, RtI PTTs) as appropriate for identified students.	Staff Outcomes ● 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. ● 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. Student Outcomes ● 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. Summative Goals ● SBA ELA proficiency will increase from 51% in 2018-19 to 54% in 2021-22. (Strive HI) ● SBA Math proficiency will increase from 43% in 2018-19 to 46% in 2021-22. (Strive HI) ● HSA Science proficiency will increase from 67% in 2018-19 to 70% in	*Included above*	*Included above*	☒ **WSF 42101 A1 - 2744 ELA/Math PTT** 17 hrs /week for 40 weeks x $22.43 **$15,253** **A1 - 2741 ELA/Math PPE** 19 hrs /week x 40 weeks = 760 hrs x $20.67 **$15,709** ☒ ***WSF Restoration ELL - 2 PTTs*** *17hrs/week for 40 weeks = 1360 hrs/year x $22.43* **$30,506**	☒ **Title I 18902 A1 - 2769/2702** PD: Scaffolding Standards & Differentiation 20 subs x $184.66 = **$3,693** + **$337 (**Fringe 9.12%) =* *$4,030*

e. Students will demonstrate proficiency on grade level standards. (WASC CA #1, 3, CC#8B)	2021-22. (Strive HI) ● SBA ELA High Needs Achievement Gap rate will decrease from 36 pts. in 2018-19 to 33 pts. in 2021-22. (Strive HI) ● SBA Gap Math High Needs Achievement rate will decrease from 26 pts. in 2018-19 to 23 pts. in 2021-22. (Strive HI)				
8C. Formative/Summative Assessment and Grading Kilauea School teachers will implement standards-based assessment and grading practices. (CC#8C) Action Steps: a. ART/Leadership and teachers will ensure a positive and effective assessment environment (e.g. unit assessments, i-Ready, IAB/ICA, SBA, HSA). b. ART/Leadership will provide opportunities for data analysis to identify schoolwide and grade level focus areas to become part of the PLC/Data Team Process (e.g. i-Ready, SBA). c. Teachers will use the SBA Interim Assessments (IAB and ICA) to support and prepare students for the rigor of the SBA. (WASC CA #2) d. ART/Leadership will provide articulation time for teachers to calibrate standards-based grading practices. e. Teachers will calibrate and implement standards-based grading practices. f. Students will demonstrate proficiency on grade level standards. (CC #8C)	Staff Outcomes ● All grade level teachers will calibrate and implement standards-based grading practices, as evidenced by PLC/Data Teams meeting minutes. ● All Gr. 3-6 teachers will use the IAB and ICA to support and prepare students for the rigor of the SBA. Student Outcomes ● At least 80% of students will make annual typical growth as measured by the i-Ready universal screener. Summative Goals ● SBA ELA proficiency will increase from 51% in 2018-19 to 54% in 2021-22. (Strive HI) ● SBA Math proficiency will increase from 43% in 2018-19 to 46% in 2021-22. (Strive HI) ● HSA Science proficiency will increase from 67% in 2018-19 to 70% in 2021-22. (Strive HI)	*Included above*	*Included above*	*Included above*	*Included above*

ADDITIONAL ACTION STEPS IF FUNDING IS AVAILABLE		
Existing Initiative and Enabling Activity	**Additional Action Steps**	**Source of Funds (if Additional Funding is Available)**
Initiative 1: SUPPORTING AND HONORING **EA 1. Sense of Belonging and Aloha** Kilauea School students will be provided with a safe learning environment and a sense of belonging through a variety of Social-Emotional Learning programs and activities.	h. Extra measures will be taken to strengthen campus-wide safety (e.g. ALICE Training, Surveillance Cameras, Walkie Talkies, Self Closing Gates, JPO Equipment).	☒ **WSF** **42112/42113** *(FinPlan System of Support Possible Prog ID 99998)* $1,500 $15,000 $5,000 $2,500 <u>$1,000</u> **$25,000**
Initiative 3: NURTURING AND ENCOURAGING **EA 8. Standards-based Curriculum, Instruction, Assessment, and Grading** <u>8A. Curriculum and Instruction</u> 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.	e. 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). f. Chromebook licenses will be renewed (every 2 years). g. All school computers/printers will be maintained and updated. h. A User Support Technician (UST) classified position will be created and filled to support the use of technology.	☒ **WSF** *(FinPlan Staff Success Possible Prog ID 99997)* **A1-2769** 100 Subs for PD training $184.66 x 100 **$18,468** **B-7104/07** Contracted Services for PD training **$10,000** **$1,000 per person** (registration; air/transportation, per diem) ☒ **WSF** *(FinPlan Student Success Possible Prog ID 99996)* **B-3502** Chromebook licenses **$30,000** **A-2239** 12 months, 8 hours/40 hours a week. Could be half-time**.** **$40,694**
<u>8B. Academic Response to Intervention</u> Kilauea School teachers/staff will implement Academic Response to Intervention (RtI) through the use of flexible grouping, scaffolded instruction, and differentiation.	f. 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. g. Imagine Learning program licenses will be purchased and utilized for ELL student support.	☒ **WSF** *(FinPlan Student Success Possible Prog ID 99996)* PTT **A1 - 2744** **$30,504.80** (2 PTTs @ $22.43/hr x 17 hour for 40 weeks) PPE A1-2744 **$28,111.20** (2 PPEs @ 17 hours $20.67 hr for 40 weeks) PPT A1-2744 **$23,106.40** (2 PPEs @ 17 hours $16.99 hr for 40 weeks) B-3502 Imagine Learning **$10,000**
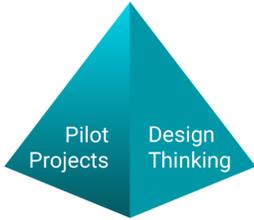
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

Pilot Projects

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**
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. 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. 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. 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. 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 and apply real-life problem-solving skills in our Genius SHINE Center.	• We would need a dedicated classroom/space to be the Genius SHINE Center. • We would need monetary support to purchase STEM Lab equipment, materials, and supplies. • We would need monetary support to fund the STEM Lab Teacher position. • We would need to have the flexibility within our master schedule to make considerations for innovative ways to use the STEM Lab before, during, and after school hours.