



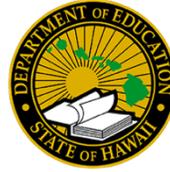
Academic Plan School Year 2021-2022

Koloa Elementary School

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	3/22/2021

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	4/13/2021



Kōloa Elementary School Academic Plan School Year 2021-22

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

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

HIDOE Learning Organization

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

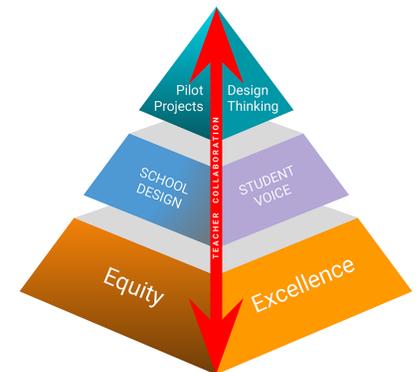
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

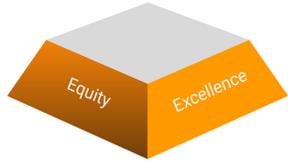
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

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

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



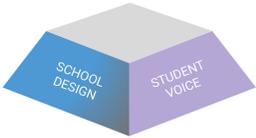


Teaching & Learning Core: **Equity and Excellence**

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

Section 1: EQUITY AND EXCELLENCE		
Achievement Gaps	Theory of Action	Enabling Activities
<p>Student Proficiency Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA - 68% <input type="checkbox"/> Math - 67% <input type="checkbox"/> Science - 52% <p>High Needs Students Achievement Gaps The high needs subgroup includes students who are Low Socio Economic Status, English Language Learners, and students who receive Special Education Services. Our 2018-19 High Needs Achievement Gaps are as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELA - 37 pts. <input type="checkbox"/> Math - 36 pts. <input type="checkbox"/> Science - 29 pts. (LDS) <p>Low SES - Students of low socio economic status currently make up 51% of our student population. As in prior years, 2018-19 data indicates fewer low SES students demonstrated proficiency than students who are not Low SES.</p> <ul style="list-style-type: none"> ● ELA: <ul style="list-style-type: none"> ○ Non-Low SES - 82% ○ Low SES - 49% - (33 pt. gap) ● Math: <ul style="list-style-type: none"> ○ Non-Low SES - 81% ○ Low SES - 49% - (32 pt. gap) ● Science: <ul style="list-style-type: none"> ○ Non-Low SES - 67% ○ Low SES - 38% - (29 pt. gap) 	<p>If coaches continue to provide teachers with coaching support in ELA and Math, then teachers will implement Wonders Units and Stepping Stones Modules (including the financial literacy component) as outlined in grade level pacing charts, and students will complete their learning tasks as assigned, and will demonstrate their learning and growth on the i-Ready universal screener.</p> <p>If leadership provides teachers with collaboration time and resources, then teachers will work together to develop lessons and assessments that are congruent with the NGSS standards and HSA testlets, and students will complete rigorous science projects and assessments that develop their understanding of scientific content and processes.</p> <p>If leadership provides PD on the use of high impact differentiation strategies, then teachers will utilize the information and data to identify students needs, identify and implement differentiation strategies to address those needs, and students will demonstrate their learning and growth on the i-Ready universal screener.</p> <p>If leadership continues to provide 1:1 technology devices for students in grades K-5, then teachers will incorporate the use of student devices for instruction, and students will utilize their devices as a learning tool on a daily basis.</p> <p>If leadership provides teachers with opportunities and resources to support student participation in academic showcases and events, then teachers/staff will coordinate, mentor, and support student participation in competitive academic events at the school, district, and/or state level, and students will showcase their work.</p>	<p>EA 1 - Curriculum <u>1A. English Language Arts (ELA) and Math</u> Koloa School students will be educated through the use of rigorous and relevant CCSS based ELA and Math curriculum.</p> <p><u>1B. Science</u> Koloa School students will be educated through the use of rigorous and relevant NGSS based Science curriculum.</p> <p>EA 2 - Instruction Koloa School students will be educated through standards-based instruction that is differentiated to meet their needs.</p> <p>EA 3 - Student Engagement <u>3A. Technology</u> Koloa School students will be engaged through the use of technology that supports their learning.</p> <p><u>3B. Academic Showcases and Events</u> Koloa School students will be engaged through participation in academic showcases and events.</p>

<p>ELL - English Language Learner students currently make up 8% of our student population. A few ELL students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> • ELA - 8% (1 proficient) • Math - 8% (1 proficient) • Science - 0% <p>SpEd (IDEA) - Students receiving special education services currently make up 8% of our student population. A few SpEd (IDEA) students demonstrated proficiency on the 2018-19 state assessments.</p> <ul style="list-style-type: none"> • ELA - 11% (1 proficient) • Math - 11% (1 proficient) • Science - 50% (1 proficient) 	<p>If leadership and teachers/staff use a variety of communication methods and provide opportunities for parents and families to engage in the school each quarter, parents will respond positively to the Involvement/Engagement dimension of the School Quality Survey.</p>	<p>EA 4 - Parent/Family Engagement Koloa School parents and family members will engage in a variety of activities that support student learning and overall well being.</p>
	<p>If leadership provides opportunity for teacher collaboration, then teachers will create/share lessons and activities that integrate the GLOs into content area instruction, and students will have multiple/frequent opportunities to learn, practice, self-assess, and reflect on their GLO progress, resulting in students consistently demonstrating the grade level indicators of the GLOs.</p> <p>If leadership and teachers/staff coordinate SEL efforts, then counseling, guidance, and transition events throughout the school year will be implemented, and students will improve their social-emotional well being.</p>	<p>EA 5 - Empowering Students <u>5A. General Learner Outcomes (GLOs)</u> Koloa School students will be empowered for success in school and life by their consistent demonstration of the GLOs.</p> <p><u>5B. Social Emotional Learning</u> Koloa School students will become empowered for success in school and life through their participation in activities that support their social and emotional well being.</p>
	<p>If Administration/Coaches increase the consistency, rigor and expectations of teachers' use of effective instructional skills in the classroom, then teachers will use feedback received to improve future lessons, and students will demonstrate their learning and growth on the i-Ready universal screener.</p> <p>If leadership provides PD and time for bi-weekly analysis of ELA and Math student assessment results (Structured Teacher Planning Time), then teachers will have opportunities to learn, discuss and implement curriculum and instruction strategies that support student learning, and students will demonstrate their learning and growth on the i-Ready universal screener.</p>	<p>EA 6 - Empowering Teachers <u>6A. Excellence In Instruction</u> Koloa School teachers will be empowered through the use of effective instructional strategies and feedback.</p> <p><u>6B. Professional Development</u> Koloa School teachers will be empowered teachers by rigorous and relevant professional development and participation in Structured Teacher Planning Time.</p>



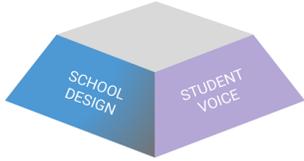
Innovation in Support of the Core: School Design and Student Voice

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

Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS		
Initiatives	Context	Conditions for Success
<p>Initiative 1: EDUCATE</p> <p>This initiative will focus on how we educate children by using rigorous curriculum and instruction to increase student achievement in ELA, Math and Science. We will provide students with instruction aligned to CCSS and NGSS that is differentiated to meet each students' individual needs.</p>	<p>Although Koloa Elementary SBA scores increased in 2018-19, there is a need to close the achievement gap between our Non-High Needs students and our High Needs students in both Language Arts and Math. This can be achieved by providing students with instruction that is aligned to CCSS and the NGSS. In order for all students to achieve grade level academic standards, we need to use data to determine individual students' needs and plan our instruction accordingly.</p> <p>We currently have varied levels in the effective implementation of the Wonders and Stepping Stones curriculums. We also have varied levels of teacher understanding regarding the implementation of the NGSS. In addition, there are varied levels of expertise in the teacher's use of data to inform their instruction and to differentiate for various student needs.</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● Student Learning Needs #1-3 (ELA/Literacy, Math, Science) ● Achievement Gap between our High Needs and NonHigh Needs students, Low SES and ELL populations ● Contributing Causes #1A/B and #2 ● Curriculum, Instruction, and/or Assessment (CIA) ● Promise 2: Equity ● Promise 3: School Design 	<ul style="list-style-type: none"> ● All teachers need extensive knowledge of the standards and curriculum to be able to align curriculum to standards. ● Professional Development by district resource teacher(s), including 21 PD hours. ● Funding to purchase supplies / materials for Science lessons. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.
<p>Initiative 2: ENGAGE</p> <p>This initiative will focus on engaging both our students and our parents/ families. Students will be engaged through the use of technology and through events that showcase their learning. Parents and Families will be engaged in their child's</p>	<p>Koloa Elementary believes in the power of engagement and its effect on both student success and parent satisfaction. We know that in order to learn, students need to be engaged in their learning. In this changing world, we need to provide students with the opportunity to participate in and showcase their learning through technology. We also recognize the fact that parents play a critical role in their child's education and strive to provide opportunities for all parents to engage in the school community.</p> <p>There is a need to sustain the successful practice of integrating technology into instruction. Currently we have a lack of opportunities for students to showcase their learning at the school, district and state level, as well as a lack of student participation. There are also varied levels of parent participation in opportunities that support their child's education.</p>	<ul style="list-style-type: none"> ● Continuous funding to provide working devices for all students. ● Funding for purchase of online subscriptions. ● Engaging and meaningful activities for parents to engage in. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.

<p>education through a variety of activities and events.</p>	<p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● WASC Critical Area of Follow-up #1 (Family Involvement/Engagement) ● Contributing Causes #3A/B and #4 ● Student Voice, Choice, Collaboration, and/or Agency ● Curriculum, Instruction, and/or Assessment (CIA) ● Promise 3: School Design ● Promise 4: Empowerment ● Promise 5: Innovation 	
<p>Initiative 3: EMPOWER This initiative will focus on empowering both students and teachers. Students will be empowered by consistently demonstrating the GLOs and by increasing their overall social and emotional well being. Teachers will be empowered by improving their instructional skills through a variety of Professional Development opportunities.</p>	<p>Koloa Elementary believes in the power of students and teachers becoming stronger and more confident in their abilities in life and in school. The social and emotional well being of students and the development of skills outlined in the General Learner Outcomes (GLOs) will prepare students for a life beyond Koloa Elementary. Empowering teachers will provide them with the skills to be effective teachers who have a variety of strategies that will allow them to teach and build meaningful relationships with every child.</p> <p>We currently have varied levels of effective implementation, instruction, and grading of the GLOs. There are varied degrees of emphasis on instruction that empowers students socially and emotionally. We also have varied levels of expertise and implementation of effective instructional strategies across teachers, including the ability to know, understand and apply innovative strategies to improve student achievement. Finally, there is a need to sustain the successful practice of providing teachers with rigorous and relevant professional development and participation in Structured Teacher Planning Time.,</p> <p>The following is a list of needs and areas of growth that this initiative is designed to address:</p> <ul style="list-style-type: none"> ● WASC Critical Areas of Follow-up #3 (GLOs) ● Student Learning Needs #4-5 (GLOs, SEL) ● Contributing Causes #5A/B and 6A/B ● Safety and Wellness, Social-Emotional Learning (SEL), and/or Mental Health ● Curriculum, Instruction, and/or Assessment (CIA) ● Promise 2: Equity ● Promise 4: Empowerment 	<ul style="list-style-type: none"> ● Continuous funding for instructional skills consultant. ● Safe and nurturing environment for students and teachers. ● Availability of Professional Development and ability to fund relevant professional development. ● Social distancing and other circumstances due to the Covid-19 pandemic may continue to impact conditions for success.

Section 3: MEASURABLE OUTCOMES AND GOALS		
2020-21	2021-22	2022-23
<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> ❑ Measurable outcomes for staff and students are listed in Section 4. <p>Strive HI Goals for 2020-21: (2018-19 baseline)</p> <ul style="list-style-type: none"> ❑ ELA proficiency will increase from 68% to 73%, as measured by SBA. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease from 32 pts. to 27 pts. ○ ELA Median Growth Percentile (MGP) will increase from 55 to 60. ○ 3rd Graders Reading Near, At, or Above Grade Level will increase from 84% to 88%. ❑ Math proficiency will increase from 67% to 72%, as measured by SBA. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease from 36 pts. to 31 pts. ○ Math Median Growth Percentile (MGP) will increase from 58 to 63. ❑ Science proficiency will increase from 52% to 57%, as measured by HSA. ❑ ELL Growth to Target rate will increase from 57% to 62%, as measured by WIDA. ❑ Chronic Absenteeism will maintain at 6%. ❑ School Climate will increase from 78% to 81%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> ❑ Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for 2021-22: (projected 2020-21 baseline)</p> <p>We will regain/maintain our 2018-19 baseline or higher in 2021-22...</p> <ul style="list-style-type: none"> ❑ ELA proficiency will increase to 71%. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease to 29 pts. ○ ELA MGP will increase to 58. ○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 87%. ❑ Math proficiency will increase to 70%. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease from to 33 pts. ○ Math MGP will increase to 61. ❑ Science proficiency will increase to 55%, as measured by HSA. ❑ ELL Growth to Target rate will increase to 60%. ❑ Chronic Absenteeism will be 3% lower than 2020-21. ❑ School Climate will increase to 79%. 	<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> ❑ Measurable outcomes for staff and students will be updated annually in Section 4. <p>Strive HI Goals for 2022-23: (projected 2021-22 baseline)</p> <p>If we meet our goal in 2021-22...</p> <ul style="list-style-type: none"> ❑ ELA proficiency will increase to 74%. <ul style="list-style-type: none"> ○ ELA high needs achievement gap will decrease to 26 pts. ○ ELA MGP will increase to 61 ○ 3rd Graders Reading Near, At, or Above Grade Level will increase to 90%. ❑ Math proficiency will increase to 73%. <ul style="list-style-type: none"> ○ Math high needs achievement gap will decrease to 30 pts. ○ Math MGP will increase to 64. ❑ Science proficiency will increase to 58%. ❑ ELL Growth to Target rate will increase to 63%. ❑ Chronic Absenteeism will maintain 6%. ❑ School Climate will increase to 84%.



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

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

Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING		
Baseline Measurements	Formative Measures for Monitoring	2021-22 Summative Goals
<p>2018-19 Strive HI Data:</p> <ul style="list-style-type: none"> ● SBA ELA - 68% <ul style="list-style-type: none"> ○ ELA High Needs Gap - 37 pts ○ ELA MGP - 55 ○ 3rd Gr. Reading (Near, At, or Above GL) - 84% ● SBA Math - 67% <ul style="list-style-type: none"> ○ Math High Needs Gap - 36 pts ○ Math MGP - 58 ● HSA Science - 52% ● ELL Growth to Target - 57%, 2019-20: 58% ● Chronic Absenteeism - 6%, 2019-20: 7% ● School Climate - 78%, 2019-20: 74% <p>2020-21 Panorama Survey Data:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 70% ● Classroom Climate - 78% ● Classroom Rigorous Expectations - 76% ● Classroom Teacher-Student Relationships - 81% ● Pedagogical Effectiveness - 85% ● School Belonging - 76% ● Valuing of School - 71% ● School Safety - 77% ● SQS Safety - 73% <p>Additional 2018-19 Baseline Data:</p> <ul style="list-style-type: none"> ● GLO #1: Self Directed Learner - 86% ● GLO #3: Complex Thinker - 83% ● GLO #4: Quality Producer - 86% <p>Additional 2019-20 Baseline Data:</p> <ul style="list-style-type: none"> ● SQS (Parent Involvement / Engagement) - 78% 	<ul style="list-style-type: none"> <input type="checkbox"/> i-Ready Diagnostic Screener Reading and Math <input type="checkbox"/> Wonders & Stepping Stones Pre/ Post Assessments <input type="checkbox"/> ELA/ Math Science Report Card Grades <input type="checkbox"/> GLO Report Card Grades <input type="checkbox"/> Observation / Walkthrough Data <input type="checkbox"/> Panorama Student Survey Results <input type="checkbox"/> Qualitative Evidence of Implementation (e.g. Web Based Programs Usage Reports, STPT Agendas / Minutes / Planning Documents) 	<p>2021-22 Strive HI Goals:</p> <ul style="list-style-type: none"> ● SBA ELA - 71% <ul style="list-style-type: none"> ○ ELA High Needs Gap - 29 pts. ○ ELA MGP - 58 ○ 3rd Gr. Reading (Near, At, or Above GL) - 87% ● SBA Math - 70% <ul style="list-style-type: none"> ○ Math High Needs Gap - 33 pts ○ Math MGP - 61 ● HSA Science - 55% ● ELL Growth to Target - 60% ● Chronic Absenteeism - 3% lower than 2020-21 ● School Climate - 79% <p>2021-22 Panorama Survey Goals:</p> <ul style="list-style-type: none"> ● Classroom Engagement - 73% ● Classroom Climate - 81% ● Classroom Rigorous Expectations - 79% ● Classroom Teacher-Student Relationships - 84% ● Pedagogical Effectiveness - 88% ● School Belonging - 79% ● Valuing of School - 74% ● School Safety - 80% ● SQS Safety - 76% <p>Additional 2021-22 Goals:</p> <ul style="list-style-type: none"> ● SQS (Parent Involvement / Engagement) - 81% ● GLO #1: Self Directed Learner - 90% ● GLO #3: Complex Thinker - 90% ● GLO #4: Quality Producer - 90%

Initiative 1: EDUCATE				
Initiative 1 Enabling Activity 1 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #1 School Monitoring Activities	Initiative #1 Complex Monitoring Activities	Source of Funds
<p>EA 1. CURRICULUM</p> <p>Koloa School students will be educated through the use of rigorous and relevant curriculum.</p> <p><u>1A. English Language Arts and Math</u></p> <p>Students will be educated through the use of rigorous and relevant CCSS based ELA and Math curriculum.</p> <p>Action Steps:</p> <p>a. Coaches will continue to provide teachers with coaching support (i.e. planning support, module/ unit mapping, reteaching ideas, strategies) in ELA, Math, and Science.</p> <p>b. Teachers will implement Wonders Units and Stepping Stones Modules as outlined in grade level pacing charts.</p> <p>c. Teachers will use the Financial Literacy component of Stepping Stones across all grade levels.</p> <p>d. Students will complete their Wonders Practice Book/ Teacher resources (i.e. leveled readers, close reading companion, NewsELA) and Stepping Stones Journal activities as assigned.</p> <p>e. Students will demonstrate their learning and growth on the i-Ready universal screener.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All grade level teachers will implement all of the Wonders Units and Stepping Stones Modules, as outlined in grade level pacing charts, including the use of the Financial Literacy component. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will complete their Wonders Practice Book/ Teacher resources (i.e. leveled readers, close reading companion, NewsELA) activities as assigned. All students will complete their Stepping Stones Journal activities as assigned. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> SBA ELA proficiency will increase from 68% in 2018-19 to 73% in 2020-21. (Strive HI) 3rd Graders Reading Near, At, or Above Grade Level will increase from 84% in 2018-19 to 88% in 2020-21. (SBA-Strive HI) SBA Math proficiency will increase from 67% in 2018-19 to 72% in 2020-21. (Strive HI) 	<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, and the review of qualitative evidence, when available (e.g. STPT Agendas, STPT Teacher planning documents, PD Agendas/ Documents).</p> <ul style="list-style-type: none"> Wonders/ Stepping Stones Pre/Post Assessment Data iReady Screener (beg/ middle/ end of year) iReady Tier 3 Progress Monitoring ELA/ Math/ Science Report Card Grades 	<p>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</p> <p>Kauai Complex Area staff will review the school's Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3006 ELA/Math/Science Curriculum Materials \$31,370</p> <p>A1 - 2802/2702 Summer PD 17 Teachers x 2 days = 34 days + 2 coaches x 3 days = 40 Stipends x \$184.66 = \$7,386 + \$216 fringe @ 2.92 % = \$7,602</p>
<p><u>1B. Science</u></p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All grade level teachers will work collaboratively to develop at 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 3502</p>

<p>Students will be educated through the use of rigorous and relevant NGSS based Science curriculum.</p> <p>Action Steps:</p> <p>a. Leadership will provide teachers with time and resources to work collaboratively for the purpose of planning lessons and assessments congruent with NGSS.</p> <p>b. Teachers will review grade level NGSS and work collaboratively to develop lessons and assessments that are congruent with the standards and HSA testlets.</p> <p>c. Students will participate in rigorous science lesson activities that involve scientific practices, cross cutting concepts and disciplinary core ideas, and will complete projects and assessments.</p>	<p>least 8 NGSS lessons with corresponding assessments.</p> <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 90% of students will demonstrate proficiency in Science concepts and skills, as measured by end-of-year Science Report Card Grades. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> HSA Science proficiency will increase from 52% in 2018-19 to 57% in 2020-21. (Strive HI) 			<p>Mystery Science Subscription \$499</p>
<p>Initiative 1 Enabling Activity 2</p>	<p>Staff and Student Outcomes</p>	<p>School Monitoring (con't.)</p>	<p>Complex Monitoring (con't.)</p>	<p>Source of FundsE</p>
<p>EA 2. INSTRUCTION</p> <p>Koloa School students will be educated through standards-based instruction that is differentiated to meet their needs.</p> <p>Action Steps:</p> <p>a. Leadership will provide PD on the use of high impact differentiation strategies, including the use of a universal screener to identify student needs, identify strategies to address those needs and to monitor student progress.</p> <p>b. Teachers will utilize universal screener results to identify students needs, identify and implement differentiation strategies to address</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All grade level teachers will implement small group instruction at least 3x per week. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will participate in small group differentiated instruction activities at least 3x per week. At least 80% of students will make annual typical growth as measured by the i-Ready universal screener. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> ELA high needs achievement gap will decrease from 32 pts. 2018-19 to 27 pts. in 2020-21. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF Restoration A1-2744 3 Lower Grade Classrooms + Rtl + ART + ELL + School Design = 7 PTTs x 17 hrs per wk x 40 wks x \$22.43 \$106,767</p> <p><input type="checkbox"/> Title I</p>

<p>those needs, and monitor student progress.</p> <p>c. Teachers/staff will continue to utilize i-Ready and the Universal Screener 3x a year (BOY, MOY, EOY).</p> <p>d. Teachers will use weekly curriculum assessment data to consistently maximize small group instruction to support student needs (e.g. Universal Access time).</p> <p>e. PTTs will provide a variety of learning opportunities for students (e.g classroom support, RTI, Hawaiiiana, Art, ELL, Summer Learning Hub, Kinder Transition).</p> <p>f. Students will use i-Ready personalized instruction at least 30 minutes a week in Reading and Math.</p> <p>g. Students will participate in small group differentiated instruction activities at least 3x per week.</p> <p>h. Students will demonstrate their learning and growth on the i-Ready universal screener.</p> <p>(SW6)</p>	<p>(SBA-Strive HI)</p> <ul style="list-style-type: none"> • ELA Median Growth Percentile (MGP) will increase from 55 in 2018-19 to 60 in 2020-21. (SBA-Strive HI) • Math high needs achievement gap will decrease from 36 pts. 2018-19 to 31 pts. in 2020-21. (SBA-Strive HI) • Math Median Growth Percentile (MGP) will increase from 58 in 2018-19 to 63 in 2020-21. (SBA-Strive HI) 			<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2744</p> <p>Summer Learning Hub: 6 PTTs x 17 hrs per week x 4 weeks x \$22.43 \$9,151</p> <p>Summer Tech 1 PTT x 17 hrs per week x 3 weeks x \$22.43 \$1,144</p> <p>Kindergarten KAMP 3 PTTs x 17 hrs per week x 1week x \$22.43 \$1,144</p>	
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Initiative 2: ENGAGE					
Initiative 2 Enabling Activity 3 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #2 School Monitoring Activities	Initiative #2 Complex Monitoring Activities	Source of Funds	
<p>EA 3. STUDENT ENGAGEMENT</p> <p>Koloa School students, parents, and family members will be engaged in a variety of activities that support student learning and overall well being.</p> <p><u>3A. Technology</u></p> <p>Students will be engaged through the use of technology that supports their learning.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will continue to provide 1:1 technology devices for students in grades K-5 throughout the school day (i.e. Gr. K-1 iPads, Gr. 2-5 Chromebooks) with support from district/state. Teachers will incorporate the use of student devices for instruction on a daily basis. Teachers will utilize technology programs/apps for online and/or virtual/distance teaching. Students will utilize their devices as a learning tool on a daily basis. Students will utilize technology programs/apps for online and/or virtual/distance learning. <p>(SW6)</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will incorporate the use of student devices for instruction at least twice a week. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> Students will utilize their devices as a learning tool daily. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Classroom Engagement will increase from 72% in 2018-19 to 77% in 2020-21, as measured by the Panorama student survey. 	<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. Web-based Programs Usage Reports - Newsela, iReady, Smarty Ants), and the review of qualitative evidence, when available (e.g. parent event sign in sheets & participant surveys, student showcase schedule, Principal Weekly Call Outs, PCNC Mass Emails).</p> <p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama data as part of the annual CNA process (e.g. Classroom Rigorous Expectations).</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 Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<p>☒ WSF 42104 A1 - 2744 Distance Learning Coordinator 1 PTT x 17 hrs per week x 40 weeks x \$22.43 \$15,253</p>	<p>☒ Title I 18902 B - 3502 NewsELA \$4,400</p> <p>Seesaw Subscription \$935</p> <p>Educreations Subscriptions \$1,345</p> <p>Smart Notebook Subscription \$1,553</p> <p>PebbleGo Subscription \$1,299</p> <p>Ttl = \$9,532</p> <p>B-3502 Online Curriculum for 100% Distance Learners 55 x \$100 = \$5,500</p> <p>C- 7708 Chromebooks for Students \$28,865</p>

<p><u>3B. Academic Showcases and Events</u> Students will be engaged through participation in academic showcases and events.</p> <p>Action Steps:</p> <p>a. Leadership will provide teachers with opportunities and resources to support student participation in academic showcases and events (e.g. Sight is Beautiful, Peace Poem).</p> <p>b. Teachers/staff will coordinate, mentor, and support student participation in competitive academic events at the school, district, and/or state level.</p> <p>c. Students will participate in face-to-face, virtual, and/or pre-recorded academic showcases and events.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will coordinate, mentor, and/or support student participation in at least one academic showcase/ event. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will participate in at least one academic showcase/ event. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Classroom Rigorous Expectations will increase from 81% in 2018-19 to 84% in 2020-21, as measured by the Panorama student survey. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>		
Initiative 2 Enabling Activity 4	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p>EA 4. PARENT/FAMILY ENGAGEMENT</p> <p>Koloa School parents and family members will engage in a variety of activities that support student learning and overall well being. (WASC CA #1)</p> <p>Action Steps:</p> <p>a. Leadership and teachers/staff will provide opportunities for parents and families to engage in the school in ways that support their child's learning and/or well being at least once per quarter (e.g. digital apps/platforms).</p> <p>b. Leadership and teachers/staff will continue to use various forms of communication to get information out to our families (e.g. Monday</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All classroom teachers will communicate with all parents/guardians at least once per week (e.g. Monday Envelopes, Class Dojo, Planner System). <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> Students will attend and participate in at least one parent/family event. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> Parent Involvement/ Engagement will increase from 77% in 2018-19 to 82% in 2020-21, as measured by the SQS parent survey results. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42101 A1 - 2741 PCNC 19 hrs per wk x 40 wks x \$20.67 \$15,709</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3006 Student Planners \$1,000</p> <p><input checked="" type="checkbox"/> Title I 18935 B - 3301 Refreshments for parent/ community activities & involvement \$178</p> <p>B - 3502 Home School Connection (monthly parenting handouts)</p>	

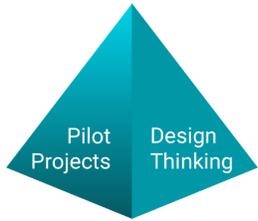
<p>Envelope, Marquee, Email, Call Outs).</p> <p>c. Teachers will continue to support school events/ communication via classroom communication methods (e.g. Remind / Class Dojo, Planners, SeeSaw, email, Google Classroom).</p> <p>d. Students will attend and participate in parent/family events.</p> <p>e. Parents will respond positively to the Involvement/Engagement dimension of the School Quality Survey.</p> <p>(SW7)</p>				<p>\$250</p> <p>B - 3701 Mailing: Newsletters & parent letters (all school mailing 3x per year) \$761</p>
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Initiative 3: EMPOWER					
Initiative 3 Enabling Activity 5 *All Enabling Activities are Yearlong	Staff and Student Measurable Outcomes (SY 2021-22)	Initiative #3 School Monitoring Activities	Initiative #3 Complex Monitoring Activities	Source of Funds	
<p>EA 5. EMPOWERING STUDENTS Koloa School students will be empowered for success in school and life.</p> <p><u>5A. General Learner Outcomes (GLOs)</u> Students will be empowered for success in school and life by their consistent demonstration of the GLOs. (WASC CA #4)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership will provide a review of the grade level GLO indicators and assessment criteria. Teachers will collaborate to create/share lessons and activities that integrate the GLOs into content area instruction. Teachers will provide students with multiple and frequent opportunities to learn, practice, self-assess, and reflect on their GLO progress. Students will consistently demonstrate grade level indicators of the GLOs. 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All classroom teachers will provide students with at least one explicit opportunity to demonstrate/ practice at least one of the GLOs each day. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> At least 90% of students will consistently/ usually demonstrate all six GLOs, as indicated by 4th quarter report card grades. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> At least 90% of students will usually/ consistently demonstrate the following GLOs: self-directed learners, complex thinkers, and quality producers as indicated by 4th quarter report card grades. 	<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. GLO Report Card Grades), and the review of qualitative evidence, when available (e.g. training agendas/notes/ handouts, faculty meeting minutes, STPT Agendas/Minutes).</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 Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</p>	<input type="checkbox"/> WSF	<input type="checkbox"/> Title I
<p><u>5B. Social Emotional Learning</u> Students will become empowered for success in school and life through their participation in activities that support their social and emotional well being.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Leadership and teachers/staff will coordinate SEL, counseling, 	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All classroom teachers will incorporate SEL lessons in their classrooms at least once a week. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> All students will participate in SEL lesson activities at least once a week. 	<p>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama data as part of the annual CNA process (e.g. School Belonging).</p>	<p><i>Included above</i></p>	<input checked="" type="checkbox"/> WSF 42101 A1-2721 Morning Club 5.25 hrs/wk x 40 wks = 210 hrs x \$16.99 \$3,568	<input checked="" type="checkbox"/> Title I 18902 B - 3006 Aloha Guidance Curriculum \$2,912

<p>guidance, Morning Club, and transition events.</p> <p>b. Teachers will incorporate SEL lessons in their classrooms.</p> <p>c. The Counselor will provide students with counseling and guidance on a rotational basis.</p> <p>d. Students will participate in a variety of SEL, counseling, and guidance activities.</p> <p>e. Students will participate in Morning Club.</p> <p>f. Students will participate in a Transition Day that supports their social emotional well being as they advance to the next grade level.</p>	<p><u>Summative Goals</u></p> <ul style="list-style-type: none"> School Belonging will increase from 75% in 2018-19 to 80% in 2020-21, as measured by the Panorama student survey. 				
Initiative 3 Enabling Activity 6	Staff and Student Outcomes	School Monitoring (con't.)	Complex Monitoring (con't.)	Source of Funds	
<p>EA 6. EMPOWERING TEACHERS</p> <p>Koloa School teachers will be empowered through professional development, collaboration, the use of effective instructional strategies, and feedback.</p> <p><u>6A. Excellence In Instruction</u></p> <p>Teachers will be empowered through the use of effective instructional strategies and feedback.</p> <p>Action Steps:</p> <p>a. Administration/Coaches will Increase the consistency, rigor and expectations of teachers' use of effective instructional skills (e.g. Gale Elkins) in the classroom by focusing on one instructional skill per quarter (e.g. Task Analysis) and conducting more consistent observations on a less scheduled basis.</p>	<p><u>Staff Outcomes</u></p> <ul style="list-style-type: none"> All teachers will incorporate the use of Active Participation strategies and Congruent Teacher Actions (Information, Questions, Responses, Activities) in 100% of lessons observed. <p><u>Student Outcomes</u></p> <ul style="list-style-type: none"> Students will be engaged in lessons through the use of active participation strategies and congruent teacher actions (Information, Questions, Responses and Activities) as measured by observation/ walkthrough data. <p><u>Summative Goals</u></p> <ul style="list-style-type: none"> 100% of teachers observed will incorporate Active Participation and Teaching To an Objective 	<p>ART/Leadership will review, analyze, and reflect on the Observation/Walkthrough data (e.g. Active Participation, Teaching to an Objective) each semester through the use of the Academic Plan Monitoring Tool.</p>	<p><i>Included above</i></p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 7104/04 Gale Elkins 3 days x \$2,000 \$6,000</p> <p>A1 - 2769/2702 Subs for Gale Elkins 7 subs x 2 = 14 + 12 days for new teachers = 26 sub days x \$184.66 = \$4,801 + \$438 fringe @ 9.12% = \$5,239</p>	

<p>b. Administration/Coaches will observe each teacher at least 2x per quarter and provide feedback.</p> <p>c. Teachers will use feedback received to improve future lessons.</p> <p>d. Students will demonstrate their learning and growth on the iReady universal screener.</p>	<p>strategies into lessons observed.</p>				
<p>6B. Professional Development</p> <p>Teachers will be empowered by rigorous and relevant professional development and participation in Structured Teacher Planning Time.</p> <p>Action Steps:</p> <p>a. Leadership will provide PD and Structured Teacher Planning Time (STPT) so teachers have opportunities to learn and discuss curriculum and instruction strategies that support student learning and well being (e.g. Literacy and Math skills, instructional methods and programs, digital apps/platforms, i-Ready).</p> <p>b. Teachers will implement identified strategies into their instruction that support student learning and well being.</p> <p>c. Teachers will engage in bi-weekly data analysis of ELA and Math student assessment results to monitor all students, with a focus on high needs students, and identify instructional strategies that target specific student needs.</p> <p>d. Students will demonstrate their learning and growth on the iReady universal screener.</p>	<p>Staff Outcomes</p> <ul style="list-style-type: none"> All classroom teachers will engage in bi-weekly data analysis of ELA and Math student assessment results, with a focus on high needs students, and identify instructional strategies that target specific student needs, as evidenced by STPT documents. <p>Student Outcomes</p> <ul style="list-style-type: none"> At least 80% of students will make annual typical growth as measured by the i-Ready universal screener. <p>Summative Goals</p> <ul style="list-style-type: none"> SBA ELA proficiency will increase from 68% in 2018-19 to 73% in 2020-21. (Strive HI) ELA high needs achievement gap will decrease from 32 pts. 2018-19 to 27 pts. in 2020-21. (SBA-Strive HI) SBA Math proficiency will increase from 67% in 2018-19 to 72% in 2020-21. (Strive HI) Math high needs achievement gap will decrease from 36 pts. 2018-19 to 31 pts. in 2020-21. 	<p><i>Included above</i></p>	<p><i>Included above</i></p>	<p><input checked="" type="checkbox"/> WSF 42107 A1 - 2802 New Teachers Orientation - 3 new teachers + 2 coaches x 2 days = 10 x \$184.66 \$1,847</p> <p>A1 - 2769 ART workdays 12 sub days x \$184.66 \$2,216</p>	<p><input checked="" type="checkbox"/> Title I 18902 B - 7104/07 iReady Training (3 x \$1,500) \$4,500</p> <p>B-3502 iReady site license \$11,781</p>

	(SBA-Strive HI)				
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDEOE 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 HIDEOE 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
Kōloa Elementary School would like to have additional teachers, classroom space, and materials in order to ensure all our students read on grade level by the time they leave 2nd grade.	<ul style="list-style-type: none"> • We would need additional funding to hire teachers (ideally one per grade level K/1/2) to provide additional instruction to all students that are not on grade level as indicated by Universal Screening and classroom data. Possibly look at a different schedule for these teachers so that they can stay later after school for instruction. • We need extra space on campus to hold these intensive reading classes. • We need extra materials to specifically address the diverse needs of these students. • We need to modify our schedule / curriculum so that targeted students can have additional instruction time.
We would like to create a STEM Classroom / Science Learning Library / Makerspace that all students are able to access at least once per week (for planned instruction) and during recess for STEM awareness, exploration and activities.	<ul style="list-style-type: none"> • We would need a space large enough (with modern facilities and adequate storage) to be the STEM Classroom / Science Learning Library / Makerspace. • We would need funding to purchase STEM equipment. • We would need additional funding to purchase a STEM teacher position. • We would need to add STEM classes to our “specials” rotation.
In order to provide our 4th and 5th graders with authentic learning experiences, we would like to hold classes off campus at actual work sites. For instance, we would like to partner with local hotels and businesses and hold classes for our 4th and 5th graders to get real world work experience. These experiences will allow our students to see first-hand the soft skills they need to succeed in the workforce in addition to the job-related skills.	<ul style="list-style-type: none"> • We would need to establish partnerships with local businesses (eg: Sheraton, Hyatt, First Hawaiian Bank, Doctors offices, etc.) to accommodate our classes. • We would need Memoranda of Agreement so that we are clear on who is responsible for what. • We would need transportation for our students and teachers to and from the off-site facility and our school. • We need funding to provide PD for teachers to be able to integrate class and on site experiences. • We need to have flexibility within our master schedule to make considerations for innovative ways to allow students to add this to their school day.