



Academic Plan, for School Year 2022-23

School: [Keonepoko Elementary School](#)

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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

HIDOE Learning Organization

The 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 (Page 18)

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

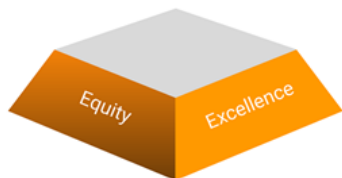
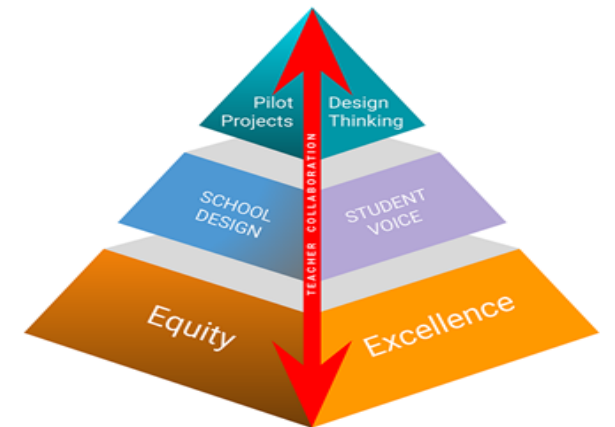
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (Page 4).

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** (Page 2).

Principal (print): Kasey Eisenhour	
Principal Signature: Kasey Eisenhour	Date:

Complex Area Superintendent (print): Chad Farias	
Complex Area Superintendent Signature:	Date:

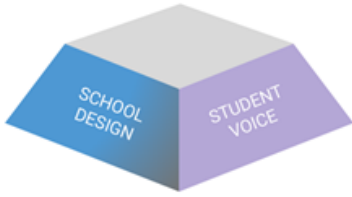


Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Focus: (1) Student Achievement (2) Positive Behavioral Interventions & Supports (3) Family Engagement in Learning

Achievement Gap				Title I: SW 1	Theory of Action	Enabling Activity	Title I: SW 6
<p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub-group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, and International Baccalaureate, and may include additional local measurements.</p> <p>SY20-21 Strive HI data indicates that our English Language Learners, Pacific Islander population, and students receiving Special Education services have lower proficiency rates in both ELA and Math. Additionally, these students are more likely to be chronically absent than our non-high needs students.</p>					<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If we:</p> <ol style="list-style-type: none">1. Establish a solid foundation in understanding and implementing Teacher Clarity2. Utilize and implement a common curriculum to establish the learning focus and pacing.3. Utilize and implement a common assessment structure4. Utilize a tiered intervention system to support student learning <p>Then; we will:</p> <p>See students be self-sufficient learners and citizens that own their learning by knowing where they are and where they need to go next, as well as taking risks in their learning, seeing errors as opportunities to learn.</p> <p>Be empowered with the knowledge and understanding of our impact on student performance and use evidence of student learning to make strong and impactful instructional decisions to close the achievement gap.</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <p><u>English Language Learners/Pacific Islander Students</u></p> <ul style="list-style-type: none">● EA 3, English Language Learners will meet growth to target as a result of receiving English Language Development (ELD) instruction.● EA 9: Faculty and Staff will have opportunities to improve their craft with continuous support which may include:<ul style="list-style-type: none">● Developing an understanding of KEO ELD Program● ELD Instructional strategies● Reading, Writing, Speaking and Listening Indicators/Rubrics● Tier 3 Instructional Schedule blocks <p><u>Special Education</u></p> <ul style="list-style-type: none">● EA 4, Special Education students will make at least a year’s growth in a year as a result of receiving Specially Designed Instruction (SDI).● EA 10: Faculty and Staff will have opportunities to improve their craft with continuous support which may include:<ul style="list-style-type: none">● Understanding the components of an IEP● Align instructional strategies to goals and objectives● Developing an understanding of how to deliver SDI● Tier 3 Instructional Schedule blocks	
2020-21	ELA Achievement	Math Achievement	Chronic Absenteeism				
NON-HIGH NEEDS	34%	12%	70%				
SPED	0%	0%	71%				
ELL	19%	0%	81%				
Pacific Islander	20%	8%	80%				
<ul style="list-style-type: none">● SY 20-21 Strive HI Data● 22-23 CNA● SY 20-21 Panorama & SOS Data● Title I Addendum SY 2020-21● WASC Mid-Cycle Report 2020● WASC Visiting Committee Report● CLSD Literacy Plan and RTFI● High Impact Teaching Strategies							



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

Describe here your complex/school contexts for [School Design](#) and Student Voice.

Keonepoko Elementary School is a PreK-6 institution serving a population of 595 students. Keonepoko Elementary's mission is to engage and empower students in a nurturing learning environment to achieve high academic and personal standards. To date, nearly 78% of learners in grades 3-6 are underperforming in English Language Arts, and this figure is near 92% in Math. These achievement deficiencies are even greater among our Special Education, English Language Learner, and our Pacific Islander populations.

To close these achievement gaps and ensure all students have access to a high-quality education, Keonepoko Elementary will focus our efforts on providing students access to high-quality learning experiences and supporting student achievement and well-being with effective multi-tiered systems of support (MTSS). Keonepoko Elementary has also worked to build a caring community of learners and has committed to; *Malama la'u, Malama Kekahi, Malama I Ke Kula-Caring for Ourselves, Caring for Others, and Caring for Our School & Community.*

Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice.

The current and continuing initiatives that Keonepoko Elementary will advance: focus on effective instruction, positive behavioral interventions, and support, reducing chronic absenteeism, and engaging all stakeholders in these improvement efforts. Within these initiatives, we will focus on academic literacy, family and community literacy, and cultural literacy. The school will also continue to build teacher collective efficacy school-wide by engaging teachers in the Achievement Teams process.

To improve student achievement, Keonepoko Elementary will continue to establish a solid foundation in understanding and implementing *Teacher Clarity*. Teachers will identify the most critical parts of instruction including learning target, success criteria, and learning progressions to support the goal of creating assessment capable learners who are more likely to achieve progress and mastery of the standards. Teachers will also provide consistent and targeted support to enable students to master essential standards. With an effect size of .75, *Teacher Clarity* can double the rate of student learning and accelerate student growth. Teachers will continue to engage in grade-level data teams, creating a culture of collaboration and commitment to continuous improvement while improving student achievement outcomes.

Keonepoko Elementary will implement a common curriculum to align vertically and horizontally across all grade levels to establish the learning focus and pacing and allow for common formative assessments to improve teaching and learning. For English Language Arts, teachers will use the *Wonders 2020* curriculum. Keonepoko Elementary will continue to utilize the *Origo-Stepping Stones & Ready Math (Grade 6)* math curriculum while seeking consultation and professional development to improve teacher practice and student achievement in math.

To improve student behavior and increase students' sense of belonging, Keonepoko Elementary will continue to implement and improve our Positive Behavioral Interventions and Supports (PBIS). A school-wide tiered system of support is in place to enhance belongingness, increase engagement, and promote positive relationships to increase positive behavior outcomes for all students. Restorative practices are the heart of this system. The components include a PBIS Team to review PBIS systems and data, school-wide behavior expectations, school-wide social-emotional learning (SEL) curriculum, systems of recognition, clear discipline procedures, and staff and teacher professional development to improve understanding and teacher practice around behavior.

Keonepoko Elementary will continue to focus on reducing chronic absenteeism with our *Challenge 5* campaign. The campaign seeks to raise awareness of the importance of attending school regularly and seeks to reduce student absences to five per year with a challenge to "strive for less than five" days absent. The program also seeks to engage teachers, staff, students, families, and community partners in conversations and problem solving around attendance. In SY 17-18, Keonepoko Elementary recognized the need to strategically and systematically address chronic absenteeism school-wide. At that time, the percentage of students chronically absent was 28%. Research suggests that children living in poverty are four times more likely to be chronically absent than their more affluent peers, and the impact on their learning is even greater. As a result, Keonepoko Elementary counselors connected with *Attendance Works* to explore research-based strategies to reduce chronic absenteeism. The strategies explored and

implemented by Keonepoko include recognizing good and improved attendance, educating and engaging students and families, monitoring attendance data and setting school-wide attendance goals, establishing a positive and engaging school climate, identifying and addressing common barriers to getting to school, connecting students with a caring mentor, and if needed, intensive case management in collaboration with public agencies and the local court system. With these school-wide efforts, Keonepoko Elementary has been able to reduce chronic absenteeism by 12% over the last three years. As a result of COVID-19, our chronic absenteeism in SY20-21 was 56%.

Describe here your Conditions for Success for School Design and Student Voice

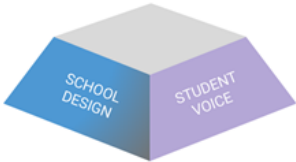
To positively impact students, staff, and the community, Keonepoko Elementary will: (Focus on Literacy)

- focus on establishing a solid foundation in understanding and implementing *Teacher Clarity* to create assessment-capable learners who are clear about what they need to learn and why
- focus on implementing a common curriculum vertically and horizontally aligned to establish the learning focus and pacing,
- focus on implementing common formative assessments to inform individual and collective practice around student learning,
- focus on implementing and improving our Positive Behavioral Interventions and Supports (PBIS) to enhance student belongingness, increase engagement, and promote positive relationships, and
- focus on engaging families in the learning process to share responsibility in their child's learning and help support their children as they strive to meet educational goals.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>SCHOOL DESIGN</u></p> <ol style="list-style-type: none">1. 90% of teachers will implement 90% of elements of ECRI lessons with fidelity based on monthly ECRI checks conducted by the school leadership team.2. Student proficiency on grade-level targets as represented by the DIBELS assessments will be used to monitor the effectiveness of ECRI as a Tier 1 enhancement.3. The number of Grades K-2 students scoring intensive will decrease by 15% from Fall to Winter, and again from Winter to Spring. The number of students scoring at benchmark will increase by 15% from Fall to Winter, and again from Winter to Spring.4. 100% of identified students will improve by at least one grade level in the i-Ready phonics domain between the first and last diagnostic assessment.5. 100% of identified students will make growth in the i-Ready vocabulary domain between the first and last diagnostic assessment.6. 100% of identified Grades 1-2 students will increase their oral reading fluency score by at least 25 cwpm	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>SCHOOL DESIGN</u></p> <ol style="list-style-type: none">1. 90% of teachers will implement 90% of elements of ECRI lessons with fidelity based on monthly ECRI checks conducted by the school leadership team.2. Student proficiency on grade-level targets as represented by the DIBELS assessments will be used to monitor the effectiveness of ECRI as a Tier 1 enhancement.3. The number of Grades K-2 students scoring intensive will decrease by 15% from Fall to Winter, and again from Winter to Spring. The number of students scoring at benchmark will increase by 15% from Fall to Winter, and again from Winter to Spring.4. 100% of identified students will improve by at least one grade level in the i-Ready phonics domain between the first and last diagnostic assessment.5. 100% of identified students will make growth in the i-Ready vocabulary domain between the first and last diagnostic assessment.6. 100% of identified Grades 1-2 students will increase their oral reading fluency score by at least 25 cwpm on	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>SCHOOL DESIGN</u></p> <ol style="list-style-type: none">1. 100% of teachers in grades K-6 will implement 100% of elements of ECRI and STAIRS lessons with fidelity based on monthly ECRI and STAIRS checks conducted by the school leadership team.2. Student proficiency on grade-level targets as represented by the DIBELS assessments will be used to monitor the effectiveness of ECRI as a Tier 1 enhancement.3. The number of Grades K-2 students scoring intensive will decrease by 15% from Fall to Winter, and again from Winter to Spring. The number of students scoring at benchmark will increase by 15% from Fall to Winter, and again from Winter to Spring.4. 100% of identified students will improve by at least one grade level in the i-Ready phonics domain between the first and last diagnostic assessment.5. 100% of identified students will make growth in the i-Ready vocabulary domain between the first and last diagnostic assessment.

<p>on DIBELS between the beginning and end of year assessments.</p> <ol style="list-style-type: none">100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments.The percentage of ELs meeting GTT will increase from 26% to 60% as measured by the spring 2021 WIDA ACCESS.100% of special education students will demonstrate progress toward IEP goals as measured by data collection sheets.100% of students will receive SEL instruction.100% of students identified through Keonepoko's BEISY screening process will receive research-based Tier II behavioral supportChronic absenteeism will decrease by 3%.100% of team members will use WIDA-Screener scores to provide targeted instruction to meet individual EL students' needs.100% of teachers working with EL students will have or be working towards 6 ESL credits within three years. The EL teacher delivering or supervising ELD instruction will be working towards TESOL certification.100% of teachers working with EL students will be TESOL certified or working towards 6 ESL credits within three years.100% of the support staff will be provided with PD around instructional strategies and interventions to assist all students.The school will show progress on the 3-year Keonepoko scope and sequence 3-year plan:<ol style="list-style-type: none">100% of teachers will have learning targets and success criteria posted for ELA and Math that are aligned with their grade level pacing guide.100% of teachers will be utilizing Wonders and Stepping Stones (Ready Math for 6th grade) as their common curriculum.100% of teachers will utilize and implement a common assessment structure	<p>DIBELS between the beginning and end of year assessments.</p> <ol style="list-style-type: none">100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments.The percentage of ELs meeting GTT will increase to 64% as measured by the spring 2022 WIDA ACCESS.100% of special education students will demonstrate progress toward IEP goals as measured by data collection sheets.100% of students will receive SEL instruction.100% of students identified through Keonepoko's BEISY screening process will receive research-based Tier II behavioral supportChronic absenteeism will decrease by 3%.100% of team members will use WIDA-Screener scores to provide targeted instruction to meet individual EL students' needs.100% of teachers working with EL students will have or be working towards 6 ESL credits within three years. 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<u>STUDENT VOICE</u> 1. 10% increase in positive student responses on the Panorama Survey.	<u>STUDENT VOICE</u> 1. 10% increase in positive student responses on the Panorama Survey.	<u>STUDENT VOICE</u> 1. 10% increase in positive student responses on the Panorama Survey.
<i>Why are you implementing them?</i> We will ensure equitable access for all students to receive consistent and targeted support to enable them to master essential standards by continuing to focus on knowing who our kids are and what they need and providing teachers and support staff with time to analyze data and plan for accelerated learning.		
<i>How will you know that they are causing an improvement?</i> We will know that they are causing an improvement as we see an increase in proficiency scores on state-mandated summative assessments, school-level assessments, program status implementation ratings, and perception surveys.		



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

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Strive HI Data SY 17-18 Strive HI Data SY 18-19 Strive HI Data SY 19-20 Strive HI data SY 20-21 <ul style="list-style-type: none"> 22% of students grade 3-6 are proficient in Language Arts 8% of students grades 3-6 are proficient in Math 19% of students in 4th grade are proficient in Science* 56 % of students have missed 15 days or more of school 69% of students feel positive about their school 62% of 3rd graders are reading on grade level 22 % of students learning English are on-track to English language proficiency 	Learning Targets, Success Criteria, Pre Assessments Dibels, iReady ELD Writing Rubrics SPED IEP Goals Number of chronically absent students, Discipline Referrals, Parent participation sheets, surveys	<u>Strive HI data SY 22-23</u> <ul style="list-style-type: none"> +10 % of students grade 3-6 are proficient in Language Arts +10 % of students grades 3-6 are proficient in Math +10 % of students in 4th grade are proficient in Science* -3 % of students have missed 15 days or more of school +10 % of students feel positive about their school +10 % of 3rd graders are reading on grade level +10 % of students learning English are on-track to English language proficiency

Student Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
	Title I: SW 6		Title I: SW 5	Title I: SW 3		
<p>The achievement gap for ELA between the State and KEO will decrease by 10% in SY20-21. (SY18-19 State % proficient 54% vs KEO % proficient 33%)</p> <p>The achievement gap for Math between the State and KEO will decrease by 10% in SY20-21. (SY18-19 State % proficient 43% vs KEO % proficient 21%)</p> <p>Student proficiency on grade-level targets as represented by the DIBELS assessments will be used to monitor the effectiveness of ECRI and STAIRS as a Tier 1 enhancement.</p> <p>The number of Grades K-2 students scoring intensive will decrease by 15% from Fall to Winter, and again from Winter to Spring. The number of students scoring at benchmark will increase by 15% from Fall to Winter, and again from Winter to Spring.</p> <p>90% of teachers will implement 90% of elements of ECRI and STAIRS lessons with fidelity based on monthly ECRI and STAIRS checks conducted by the school leadership team.</p>	<p>EA 1:A, Students will make more than a year's growth in ELA as a result of receiving Tier 1 Core Instruction in Wonders, ECRI (K-2), STAIRS (3-6). Students will have access to</p> <ul style="list-style-type: none">• Learning Target• Success Criteria• Pre-assessments <p>EA 1:B, Students will make more than a year's growth in Math as a result of receiving Tier 1 Core Instruction in Stepping Stones (K-5), Ready Math (6). Students will have access to</p> <ul style="list-style-type: none">• Learning Target• Success Criteria• Pre-assessments	Yearlong	Prog. ID 18902	Quarterly share out at ART meetings, monthly report at Program Lead meeting.	Quarterly	
<p>100% of identified students will improve by at least one grade level in the i-Ready phonics domain between the first and last diagnostic assessment.</p> <p>100% of identified Grades 1-2 students will increase their oral reading fluency score by at least 25 cwpm on DIBELS between the beginning and end of year assessments.</p>	<p>EA 2:A, All identified students performing below grade-level expectations will make more than a year's growth in ELA as a result of receiving Tier 2 Supplemental Core Instruction in Reading Wonders Tier 2 (K-2), Phonics for Reading (3-6), Wonders ELD (ELL), WonderWorks (SpEd), Leveled Literacy Intervention (LLI).</p>	Yearlong	Prog. ID 18902	<p>Coaches will monitor tutoring program implementation.</p> <p>Teachers will review iReady and</p>	Quarterly	

100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments.	EA 2:B , All identified students performing below grade-level expectations will make more than a year's growth in Math as a result of receiving Tier 2 Supplemental Core Instruction in Stepping Stones (K-5), Ready Math (6). WASC: RTI, Achievement Gap			DIBELS diagnostic data quarterly in PLCs.		
The percentage of ELs meeting GTT will increase from 26% to 60% as measured by the spring 2023 WIDA ACCESS.	EA 3 , English Language Learners will meet growth to target as a result of receiving English Language Development (ELD) instruction. WASC: Achievement Gap	Yearlong	Prog. ID 18902	ELL Coordinator will monitor and support ELD Program implementation.	Monthly	
80% of special education students will demonstrate at least a year's growth in a year as measured by progress monitoring universal screeners/annual assessments (K-6: iReady reading and math; preschool: TS Gold).	EA 4 , Special Education students will make at least a year's growth in a year as a result of receiving Specially Designed Instruction (SDI). WASC: Achievement Gap WASC: Inclusion	Yearlong	Prog. ID 18902	Special education teacher planning schedule. Special education teachers/case managers will review IEPs with support staff after every update.	Annual	
10% Increase in positive student responses on the Panorama Survey. (Baseline: Panorama 2020-21 Student School Survey, Grades 3-5: School Belonging 69%, School Safety 60%, Valuing of School 70%, Classroom Climate 77%, Student/Teacher Relationship 76%) 100% of students will receive SEL instruction. 100% of students identified through Keonepoko's BEISY screening process will receive research-based Tier II behavioral support. Chronic absenteeism will decrease by 3%.	EA 5 , The faculty and staff will implement the PBIS plan and data will reflect: <ul style="list-style-type: none"> a 3% decrease in chronic absenteeism 100% of students receive Tier 1 SEL instruction 100% of students identified through Tier 2 behavior screening receive a Tier 2 behavior intervention 3% decrease in class C & D incident reports WASC: PBIS WASC: Behavior	Yearlong	WSF	Quarterly share out PBIS data at ART meetings.	Quarterly	

<p>100% of teachers will use a platform to communicate with families.</p> <p>80% positive responses in School Quality Survey Engagement and Involvement category.</p>	<p>EA 6, The faculty and staff will build relationships with families by establishing clear communication systems and providing support to increase student achievement.</p> <p>School-wide</p> <ul style="list-style-type: none"> Communication systems (examples: newsletter, Sunday message, parent-teacher conferences, website, individual events) Supports (examples: food pantry, washer/dryer, uniform, clothes) <p>Faculty and Staff</p> <ul style="list-style-type: none"> Communication systems (examples: dojo, seesaw, google classroom, classroom newsletter) Supports (examples: tech, curriculum tips) <p>Title I: SW 7</p>	Yearlong	<p>Prog. ID 18902</p> <p>Prog. ID 18935</p>	Share out of data at the ART meeting. Upload data to Title 1 Next.	Semester	
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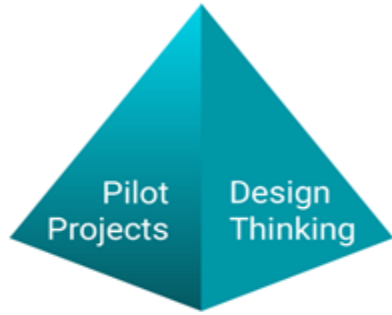
Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
	Title I: SW 6		Title I: SW 5	Title I: SW 3		
<p>100% of teachers will have learning targets and success criteria posted for ELA and Math that is aligned with their grade level pacing guide.</p> <p>100% of teachers will be utilizing Wonders and Stepping Stones (Ready Math for 6th grade) as their common curriculum.</p>	<p>EA 7, Teachers and student support staff engage in professional development during PLCs to learn about and produce the following quarterly:</p> <ul style="list-style-type: none"> One ELA Cycle <ul style="list-style-type: none"> Learning Intentions Success Criteria 					

<p>100% of teachers will utilize and implement a common assessment structure</p> <p>100% of teachers will utilize a tiered intervention system to support student learning</p>	<ul style="list-style-type: none"> ○ Learning Progression ○ Pre-assessment ○ Data analysis/Write SMART Goal ○ Assessment ○ Data analysis/ Check SMART Goal ● One MATH Cycle <ul style="list-style-type: none"> ○ Learning Intentions ○ Success Criteria ○ Learning Progression ○ Pre-assessment ○ Data analysis/Write SMART Goal ○ Assessment ○ Data analysis/ Check SMART Goal <p style="text-align: right;">WASC: RTI WASC: Vertical Alignment</p>					
<p>100% of identified Grades 1-2 students will increase their oral reading fluency score by at least 25 cwpm on DIBELS between the beginning and end of year assessments.</p> <p>100% of identified Grade K students will increase their nonsense word fluency correct letter sounds by at least 25 sounds on DIBELS between the beginning and end of year assessments.</p>	<p>EA 8, Faculty and Staff will have opportunities to improve their craft with continuous support which may include:</p> <ul style="list-style-type: none"> ● Developing an understanding of KEO Tier 2 Program ● Curriculum PD ● Instructional strategies ● Data Analysis support ● Tier 2 Instructional Schedule blocks 	Yearlong				
<p>100% of team members will use WIDA-Screener scores to provide targeted instruction to meet individual EL students' needs.</p> <p>100% of teachers working with EL students will have or be working towards 6 ESL credits within three years. The EL teacher delivering or supervising ELD instruction will be working towards TESOL certification.</p>	<p>EA 9, Faculty and Staff will have opportunities to improve their craft with continuous support which may include:</p> <ul style="list-style-type: none"> ● Developing an understanding of KEO ELD Program ● ELD Instructional strategies ● Reading, Writing, Speaking, and Listening Indicators/Rubrics ● Tier 3 Instructional Schedule blocks 	Yearlong	<p>Prog. ID 18902</p> <p>Prog. ID 18935</p>	<p>The coordinator will have an annual certificate.</p> <p>The school will monitor the teacher's progress towards completing TESOL</p>	Quarter	

<p>100% of the support staff will be provided with PD around instructional strategies and interventions to assist all EL students.</p> <p>100% of students not meeting the annual GTT will receive an Individual Language Development Plan to address goals that will improve ELP progress.</p>	<p>WASC: Achievement Gap WASC: EL</p>			certification or 6 ESL credits.		
<p>80% of special education students will demonstrate at least a year's growth in a year as measured by progress monitoring universal screeners/annual assessments (K-6: iReady reading and math; preschool: TS Gold).</p>	<p>EA 10, Faculty and Staff will have opportunities to improve their craft with continuous support which may include:</p> <ul style="list-style-type: none"> • Understanding the components of an IEP • Align instructional strategies to goals and objectives • Developing an understanding of how to deliver SDI • Tier 3 Instructional Schedule blocks 	Yearlong	WSF			
<p>10% Increase in positive student responses on the Panorama Survey.</p> <p>(Panorama 2020-21 (BLUE) 2021-22 (MAROON) Student School Survey, Grades 3-5: School Belonging 69% 73%, School Safety 60% 59%, Valuing of School 70% 70%, Classroom Climate 77% 79%, Student/Teacher Relationship 76% 67%)</p> <p>100% of students will receive SEL instruction.</p> <p>100% of students identified through a universal screening process will receive research-based Tier II behavioral support.</p> <p>Chronic absenteeism will decrease by 3%.</p>	<p>EA 11, Faculty and Staff will have opportunities to deepen their understanding of positive behavioral strategies and effective behavioral interventions and interventions that may include:</p> <ul style="list-style-type: none"> • Exploring a peer-to-peer support system to strengthen SEL instructional delivery. • PD and facilitated discussion time around the referral writing process. • Keonepoko PCM Cohort I (teachers who did not receive PD on Proactive Classroom Management Strategies) will be set up to learn about PCMs, set implementation goals, and have the opportunity to receive feedback on the implementation and impact of PCMs in the classroom. • PD on trauma-informed practices in partnership with Yoga Ed. 	Yearlong	WSF			
<p>100% of teachers will use a platform to communicate with families.</p>	<p>EA 12, Faculty and staff engage in professional development to build relationships with families by</p>	Yearlong	Prog. 18902			

80% positive responses in School Quality Survey Engagement and Involvement category.	<p>establishing clear communication systems and providing support.</p> <p>School-wide</p> <ul style="list-style-type: none">● Provide time and support for events● Support school staff by establishing and providing training for the implementation of protocols that increase communication with families. <p>Faculty and Staff</p> <ul style="list-style-type: none">● Provide time at the beginning of the school year to contact families and learn more about students.● Establish a communication platform● Provide grade levels time to plan funded quarterly family engagement activities related to student achievement. <p>Title I: SW 7</p>					
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The pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
Keonepoko Elementary school vans can be purchased and available to pick up the children that are chronically absent. Vans can also be utilized for field trips and place-based learning experiences.	Funding for 2 vans, maintenance, and driver
Update playground equipment. Continue to create new playground areas that are age-appropriate and are not affected by inclement weather in order to provide more activities and spaces.	Funding for new playground equipment and activity centers.Planning and time to build playgrounds. PD for physical activity games and activities
Provide community health care and wellness services at the school.	Community partners, Funding, Infrastructure, Personnel
Afterschool family science, music, art, hula lessons, math, reading, sports activities. Theme based on holiday for the month or a culture. Make and take activities. Provide light snacks.	Volunteers, community readers, and funds for the make and take items. Funds for light snacks.
Provide opportunities for students to experience and use multimedia technology. Create project-based units of study that will allow students to create multimedia products for the school and community. Ex: Public Service Announcements, Community Service Learning	Technology, Editing Equipment, Partner with Na Leo,
Each student and staff member gets their own laptop and mobile hotspot so they can complete their schoolwork remotely.	Money for devices, remote hotspots, parental/student responsibility waivers.
Art Night- Display student art on the bulletin boards and hallways. Have different make and take crafts (like the kits from Oriental Trading Company) in different classrooms throughout the school.	Volunteers, funds for refreshments, funds for crafts, and someone to organize the event.
Utilize the campus as a place of learning for our community by offering educational opportunities that would provide skills and knowledge of high workplace value (computer/word processing skills, effective communication job interview skills, etc.)	Staff to coordinate and teach classes. Funding to pay staff and buy materials.
Provide 21st-century experiences and learning opportunities for our students before, during, and after school	Staff to coordinate and teach classes. Funding to pay staff and buy instruments.

Robotics, Coding, Computer Science, Dancing, Playing the Piano, Ukulele, or other instruments.	
Create an afterschool tutoring club for students who need more academic support.	Staff to organize and teach lessons. Funding to pay staff and for materials. Rooms/spaces for tutoring. Work with HAAS students for community service hours.
Buddy/mentor program for troubled students to work in practical, hands-on work activities around the school. Garden, clean up, organize, and beautify around the school.	Funds and personnel
Provide more parent workshops opportunities to get parents involved in their child's education, such as math workshops to explain how we are teaching and how they can help with homework, etc."	Funds, personnel, and resources
Bring back the PTO/PTA to enrich the school	School, and Community partners
Development of a maker space inside the school library for exploring, discovering, creating, and sharing	Funding, professional development