

2020 Academic Plan, School Year 2020-21



School: Daniel K. Inouye Elementary School

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

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

HIDOE Learning Organization

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

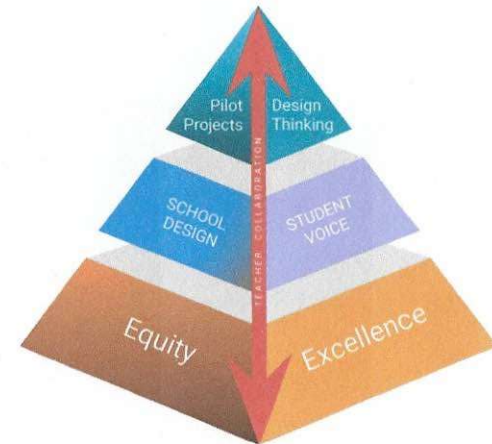
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

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** (pages 3-4).

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

- The Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Yuuko Arikawa	
Principal's signature:	Date: 5/18/2020
Complex Area Superintendent (print): Robert Davis, CAS-LMW	
Complex Area Superintendent's signature:	Date: 6/8/2020



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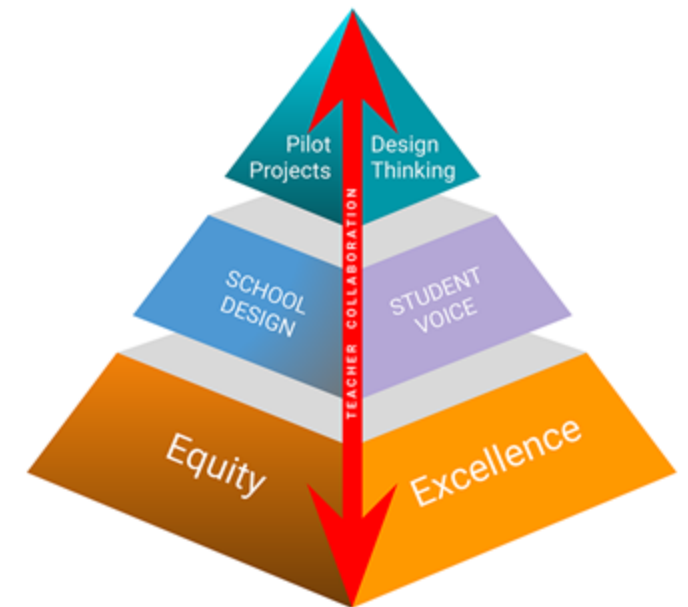
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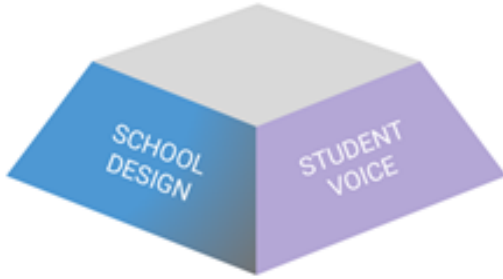




Teaching & Learning Core: Equity and Excellence

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.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>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, International Baccalaureate, and may include additional local measurements.</i></p> <p>Achievement gaps we will address are:</p> <ol style="list-style-type: none"> 1. Mathematics <ol style="list-style-type: none"> a. High needs vs Non-High Needs (29 points) b. Lack of achievement in math for students with IEPs in Gr. 4 over the last 2 years 2. English Language Arts <ol style="list-style-type: none"> a. High needs vs Non-High Needs (28 points) 	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If we provide targeted professional development, curricular resources, and closely plan for and monitor the students in the subgroup(s), then the gap will close and achievement for students will increase.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> ● Allocate funds for or find high quality professional development opportunities ● Allocate funds for substitutes ● Provide learning for all teachers and educational assistants to address students with learning challenges ● Teach teachers how to identify students with specific needs ● Teach teachers how to keep data and track student progress



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

Describe here your school contexts for School Design and Student Voice.

Our school design is based on the transient lives of our military children and promoting their voices through Project Based Learning.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

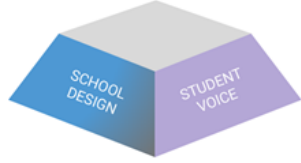
Array of Student Support Services (Tripler, MFLC, SBBH, Counselors), Project Based Learning, Eagle Council, Makerspace / Pop-Ups, Family Events, Well Rounded Education (Drama, Art, PE)

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

Provide opportunities for students to have a well rounded educational experience.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Each teacher will implement at least 2 Project Based Learning (PBL) opportunities each school year as measured by teacher documentation and evidence collected by the instructional coach.</p> <p>Students will offer their PBL presentations of learning to the most appropriate audience and the school will host a student showcase at least 1x in the year as measured by teacher documentation and evidence collected by the instructional coach.</p> <p>The makerspace will be utilized by at least 20% of the student body for creative expression and idea creation as measured by documentation by the school librarian.</p> <p>Teachers will closely monitor student areas of need at least quarterly and make adjustments to instructional groups and methodology as measured by teacher documentation and evidence collected by the instructional coach.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Each teacher will implement at least 2 Project Based Learning opportunities each school year and connect with a Hawai'i community agency to be of service to them as measured by teacher documentation and evidence collected by the instructional coach.</p> <p>Students will offer their PBL presentations of learning to the most appropriate audience and the school will host a student showcase at least 1x in the year as measured by teacher documentation and evidence collected by the instructional coach.</p> <p>The makerspace will be utilized by at least 30% of the student body and 10% of teachers for creative expression and idea creation as measured by documentation by the school librarian.</p> <p>Teachers will closely monitor student areas of need at least quarterly and make adjustments to instructional groups and methodology as measured by teacher documentation and evidence collected by the instructional coach.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Each teacher will implement at least 2 Project Based Learning opportunities each school year, connect with a Hawai'i community agency and visit them on a field trip to be of service to them as measured by teacher documentation and evidence collected by the instructional coach.</p> <p>Students will offer their PBL presentations of learning to the most appropriate audience and the school will host a student showcase at least 1x in the year as measured by teacher documentation and evidence collected by the instructional coach.</p> <p>The makerspace will be utilized by at least 40% of the student body and 20% of teachers for creative expression and idea creation as measured by documentation by the school librarian.</p> <p>Teachers will closely monitor student areas of need at least quarterly and make adjustments to instructional groups and methodology as measured by teacher documentation and evidence collected by the instructional coach.</p>

<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> ● Aligns with our school's vision of Explore, Discover, Create, Share ● Provide opportunities for students to express their voices. ● Student centered approach to learning and permits creativity ● Inclusive and motivating for students who have different interests, needs, academic abilities, backgrounds, infuses prior learning and life experiences 	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> ● Aligns with our school's vision of Explore, Discover, Create, Share ● Provide opportunities for students to express their voices. ● Student centered approach to learning and permits creativity ● Inclusive and motivating for students who have different interests, needs, academic abilities, backgrounds, infuses prior learning and life experiences 	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> ● Aligns with our school's vision of Explore, Discover, Create, Share ● Provide opportunities for students to express their voices. ● Student centered approach to learning and permits creativity ● Inclusive and motivating for students who have different interests, needs, academic abilities, backgrounds, infuses prior learning and life experiences
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Improvement in the community through service ● Parents will see growth in their children - confidence, communication, knowledge, skills, excitement, etc. ● Student feedback (Panorama - student experience) 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Improvement in the community through service ● Parents will see growth in their children - confidence, communication, knowledge, skills, excitement, etc. ● Student feedback (Panorama - student experience) 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Improvement in the community through service ● Parents will see growth in their children - confidence, communication, knowledge, skills, excitement, etc. ● Student feedback (Panorama - student experience)



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

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<ul style="list-style-type: none"> ● Student surveys for their perspectives ● iReady ● Parent Survey / Community Feedback 	<ul style="list-style-type: none"> ● Student surveys for their perspectives ● iReady ● Parent Survey / Community Feedback 	<ul style="list-style-type: none"> ● Increase in student positive perspective ● Increase in student academic achievement ● Increase in parent knowledge and perception of PBL ● SBA Scores (increase in proficiency)

Staff & Student Outcomes (SY 2020-21)

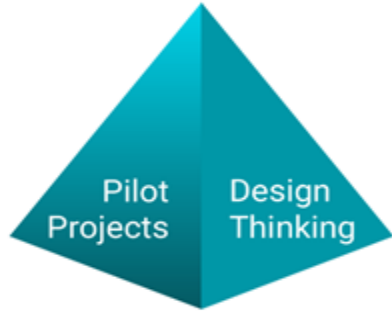
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Core Values & Mindset</p> <p>Mission, Vision Values Growth Mindset Community-Informed Learning Equity and Access Leadership Vision</p>						
<p>School vision, mission, and values apparent in all school settings.</p>	<p>STUDENTS</p> <p>At the beginning of each semester, students will have the opportunity to articulate their learning / understanding of:</p> <ul style="list-style-type: none"> - Eagles Pride and PBIS statements - Vision, Mission, Values - Technology Orientation Tailored to Eagles Pride - Library Orientation <hr style="border-top: 1px dashed black;"/> <p>STAFF</p> <ul style="list-style-type: none"> - Opportunity to learn, know, understand the school’s vision, mission, values - Opportunity to observe what it looks like on campus - Provide or co-create lessons to teach students about the school’s vision, mission, values - Utilize vocabulary of vision, mission, Eagles Pride 	<p>Yearlong</p>	<p>WSF</p>	<ul style="list-style-type: none"> ● Random sampling of students ability to articulate school vision / behavior expectations ● Counselor lessons ● Panorama data ● Library lessons ● Student experiences in the library <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ● Professional development (Spreadsheet documentation of trainings, certifications for all staff) ● Classroom visits ● Lessons for students related to vision, mission, values 	<p>Semester</p>	<p>Tiered Fidelity Inventory</p> <p>Informal conversations with students, staff, and faculty</p> <p>Panorama Surveys</p>

	<ul style="list-style-type: none"> - Promote our school values and expectations through school-wide activities - Articulate and teach school wide behavioral expectations. 			<ul style="list-style-type: none"> • Post vision, mission, and behavioral expectation posters 		
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)
Curriculum & Learning Design						
Standards-Based & Industry-Vetted Curriculum		Innovation Through Partnerships		Choice, Voice & Collaboration	Access Through Design	Learning Materials
<p>Completion of 2 PBL opportunities over the course of the school year.</p> <p><u>WASC Critical Area</u> Continue to integrate technology and enhance project/problem based learning into their IDUs.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> - Participate in 2 GOLDS standard PBL units <hr/> <p>STAFF</p> <ul style="list-style-type: none"> - Schoolwide Driving Question - Timelines and Deadlines - Forming / Fostering partnerships with community organizations - Feedback and/or mentoring for PBL - PBL collaboration periods 	Yearlong	WSF	<ul style="list-style-type: none"> • Presentations of Learning • Student Showcases <hr/> <ul style="list-style-type: none"> • Articulation Schedule • Project Based Lesson Plans / Topics • Professional Learning Opportunities • Presentations of Learning • Student Showcases 	Quarterly monitoring of progress	<p>Project Based Lesson Plans / Topics</p> <p>Presentations of Learning</p> <p>Student Showcases</p>
<p>Faculty meetings will be identified for the purpose of vertical articulation.</p> <p><u>WASC Critical Area</u> Explore creative ways to provide opportunities for</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> - Transition meetings between settings and grade levels <hr/> <p>STAFF</p>	Yearlong	WSF	<ul style="list-style-type: none"> • Master schedule which identifies specific meetings for these specific purposes 	Quarterly monitoring of progress	Master schedule which identifies specific meetings for these specific purposes

vertical articulation of the CCSS and continue to deconstruct and unpack the CCSS in both ELA and mathematics	- Professional Learning Communities which focus on inter rater reliability in relation to student learning					
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)
Student Learning Products & Voice Personalized Learning Student Agency Academic Showcases Inquiry and Problem Solving College and Career Pathways						
Communication (PBL) Students will improve on various genres of writing over the course of a quarter as measured by the quarterly assessment. <u>WASC Critical Area</u> Develop a school-wide writing plan that includes a vertically articulated writing continuum and a method to monitor grade level progress.	STUDENTS Students will learn all genres and traits of successful writers. ----- STAFF Teachers will teach specific writing lessons which include (letter formation, spelling, sentence structure, grammar, voice, purpose, organization) - Being a Writer - Six Traits - Wonders - Writer’s Workshop	Yearlong	WSF	<ul style="list-style-type: none"> ● Student work samples ----- <ul style="list-style-type: none"> ● Grade level curriculum guides ● Classroom schedule ● Quarterly writing assessments <ul style="list-style-type: none"> ○ Pre & Post ○ Rubrics 	Quarterly	Class Schedules Class Data & Samples Grade Level Data & Samples

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)
Infrastructure Technology to Design, Iterate & Collaborate Multitiered Systems of Support Capacity Building Use of Time Learning Spaces						
<p>Grade levels will work with instructional support staff (instructional coach, EL, SPED) to meet the needs of all students.</p> <p><u>WASC Critical Area</u> Develop a plan to maintain the present level of support for Tier III students by classroom teachers as resources become more limited by budget cuts</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> - Universal screener 3x per year (fall, winter, spring) - Interventions for critical needs students 5x per week for at least 15 minutes in the classroom <hr style="border-top: 1px dashed black;"/> <p>STAFF</p> <ul style="list-style-type: none"> - Analyze data and create a document to track the successes and needs of students - Identify a specific strategy to be used during an intervention period to address the needs of students with similar needs 	Yearlong	WSF	<ul style="list-style-type: none"> ● Increased student progress throughout the school year ● Increase in the number of students performing on grade level <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ● Articulation periods for the purpose of identifying students and creating plans ● Focused walkthroughs during intervention periods 	Quarterly	<p>Universal Screening Data</p> <p>Grade Level Data Sheets</p> <p>Intervention Plans</p>
<p>DKIES will provide mentoring to new teachers to the profession (beginning and probationary), new to the school, and those who need assistance.</p> <p><u>WASC Recommendation</u></p>	<p>STUDENTS</p> <ul style="list-style-type: none"> - Students will have high quality teaching and learning regardless of whether their teacher is new or new to the school or in need of assistance 	Yearlong	WSF	<ul style="list-style-type: none"> ● High quality teaching and learning in every classroom 	Quarterly	<p>Data on new teachers</p> <p>Data on new teachers to the school</p> <p>Mentor to teacher ratio</p>

<p>Continue to provide mentoring support and professional development for beginning and probationary teachers.</p>	<p>----- STAFF</p> <ul style="list-style-type: none"> - Identified school level mentors - Instructional Coach Support - GLC Support - District Staff Support - Professional Development - New Teacher Orientation - Technology Orientation 			<p>-----</p> <ul style="list-style-type: none"> ● Mentor logs ● Documentation of supports provided ● Calendared dates for specific activities 		
<p>Each grade level will have an opportunity to have facilitated articulation sessions during the school day for the purpose of grade level alignment, to address student needs, and to grow professionally.</p> <p>WASC Recommendation Continue to allocate time for professional development and teacher articulation to further develop PBLs, to monitor the use of the writing continuum, and to discuss the efficacy and implementation of the newly adopted curriculum.</p> <p>WASC Critical Area Continue to explore ways of collecting and sharing data about program efficacy.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> - Students will receive challenging and appropriate instruction as a result of teacher articulation sessions. <p>----- STAFF</p> <ul style="list-style-type: none"> - Grade levels will have facilitated articulation sessions which are aligned with school priority areas and student needs. 	<p>Yearlong</p>	<p>WSF</p>	<p>-----</p> <ul style="list-style-type: none"> ● Student tracking and intervention plans ● Daily lessons as evidenced by teacher / grade level plans ● <p>-----</p> <ul style="list-style-type: none"> ● School articulation schedule with identified purposes and outcomes. 	<p>Quarterly</p>	<p>Student tracking and intervention plans</p> <p>School articulation schedule with identified purposes and outcomes.</p>



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
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <ul style="list-style-type: none"> ● Recycling Program ● Honey Bee Hive ● Support Therapy Dog ● Beach Clean Up (school-wide community projects) ● Digital Wednesday Folders ● Farm to School (gardens to cafe) ● Bring your own utensils (reduce plastic) ● Recycle food ● Share table in the cafeteria ● Buddy classrooms (littles with older) ● Clubs for all - (passion of teacher and students select a club) ● Genius hour 	<p><i>Please describe your conditions for Success:</i></p> <p>A lot of the success of these innovative ideas will be dependent on individuals willing / able to research policies, programs, and downstream consequences (both good and not good) and being willing to take the lead.</p> <p>Being willing to take the lead of each of these efforts includes researching community partners, effectively communicating with all involved on a consistent and proactive basis, and being willing to see the project all the way through from start to finish.</p> <p>We can be as great as we choose to be and to the extent that individuals are willing / able to be that person. It is impossible for a single person to carry the load of every good idea on a school’s campus.</p>