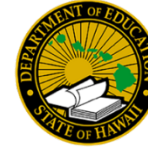


# 2020 Academic Plan, School Year 2020-21



**School:** Pearl Harbor Elementary

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 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.

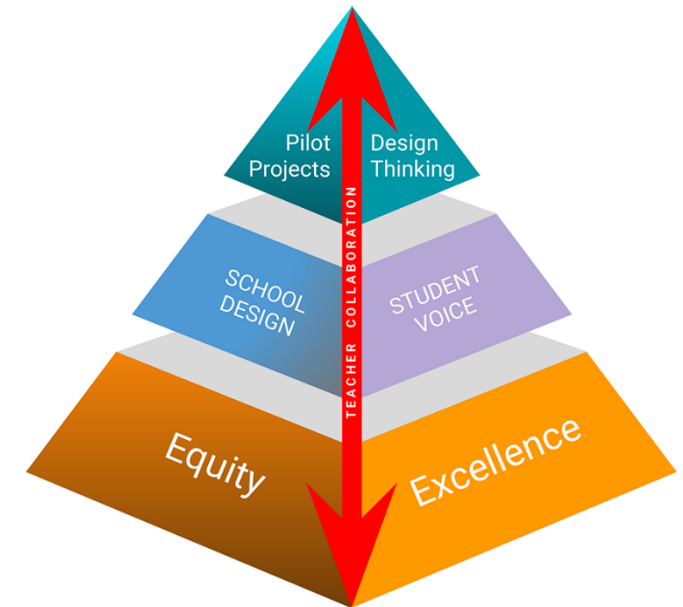
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

**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 HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print):	
Principal's signature: Signature on file at school	Date: 5/28/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 5/28/2020



# ***PEARL HARBOR ELEMENTARY***

## ***2020 Academic Plan, School Year 2020-21***

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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**

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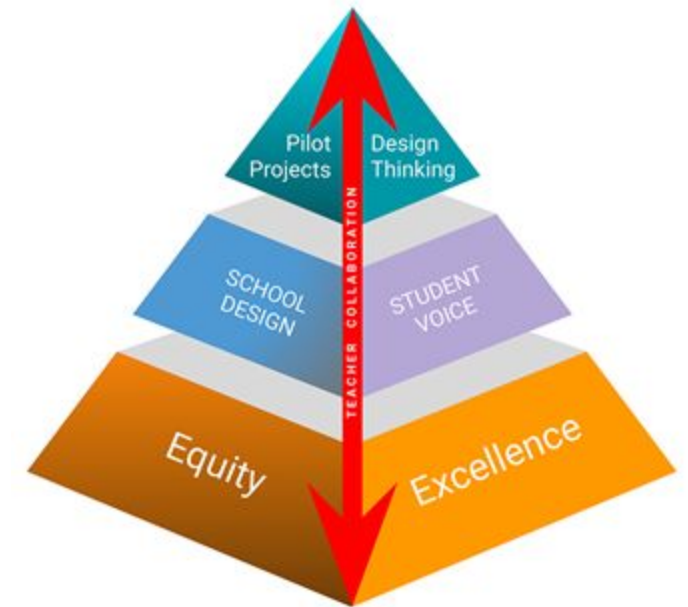
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- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





# 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><b>Achievement Gaps</b> The achievement gap for ELA and Math between non-high needs and high needs is as follows:</p> <p><b>ELA</b> - non-high needs--61% high needs--39% GAP--23 45% English Language (EL) students are on-track to English language proficiency</p> <p><b>Math</b> - non-high needs--62% high needs--39% GAP--23 48% of Pearl Harbor Elementary Students have met proficiency in Math</p> <p><b>Science</b> - 40% of 4th grade students met proficiency in Science Hawaii State Assessment (HSA)</p> <p><b>Tripod Perception Survey</b> 72% of students feel positively about their school.</p> <p><b>Areas of Need</b> Increase our ELA Proficiency levels.</p> <p>Increase our Math Proficiency levels.</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If our curriculum is more defined and focused through deepening understanding of standards, prioritizing standards, aligning curriculum to standards, determining learning targets, and creating pacing guides, then there will be an increase in student achievement.</p> <p>If instruction is more data-driven rather than curricular-driven, there will be an increase in student achievement.</p> <p>If consistency of quality instruction improves within grade levels, there will be an increase in student achievement.</p> <p>If consistency of implementing appropriate teaching strategies aimed at meeting the needs of all learners improves, then student achievement will increase and the achievement gap will decrease.</p> <p>If articulation sessions (e.g., PLCs, vertical articulation, etc) are focused, instructional practices will improve and student achievement will increase.</p> <p>If conceptual understanding/content knowledge increases, instructional practices will improve and student achievement will increase.</p> <p>If learning walks/walkthroughs are conducted, instructional practices will improve and student achievement will increase.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><b>Student Success:</b></p> <ol style="list-style-type: none"> <li>1. Core Curriculum <ol style="list-style-type: none"> <li>a. ELA and Math <ul style="list-style-type: none"> <li>• Lead/Facilitate/Participate in PLCs to implement rigorous ELA and Math curriculum, instruction and assessment that regularly and consistently reflect on student data to inform and adjust curriculum and instruction while aligned to CCSS <ul style="list-style-type: none"> <li>○ BERC</li> <li>○ AVID</li> <li>○ RTI</li> </ul> </li> <li>• Establish standards-based grading practices that ensure clear and consistent grade level expectations for student performance.</li> <li>• Technology integration</li> <li>• Implement after school math tutoring for teacher selected SPED students based on iReady, SBA, and classroom data.</li> </ul> </li> <li>b. Science <ul style="list-style-type: none"> <li>• Select and implement science curriculum, instruction and assessment that are aligned to NGSS</li> </ul> </li> </ol> </li> <li>2. SPED</li> </ol>

<p>Develop a clear understanding of Response to Intervention (RTI) and utilize its strategies to support student learning and close the achievement gap.</p> <p>Increase the proficiency levels and growth of our students receiving special education services.</p> <p>Provide a smooth transition from HCPS III to NGSS Science standards and curriculum (WASC)</p> <p>Explore CIA in science and social students with the goal of integration in other subjects. (WASC)</p> <p>Increase our parental involvement.</p> <p>Increase the amount of on-track EL students towards English Language proficiency.</p> <p>Increase students feeling positively about our school.</p>	<p>If our RTI system is further refined to assure consistency and efficacy, then student achievement will increase and the achievement gap will decrease.</p> <p>If interventions are responsive to students' needs, then student achievement will increase and the achievement gap will decrease.</p> <p>If PD is provided to teachers to better understand how to scaffold instruction to help students meet grade level standards, then student achievement will increase and the achievement gap will decrease.</p> <p>If extended learning opportunities (e.g., after school tutoring) are provided, then student achievement will increase and the achievement gap will decrease.</p> <p>If a common science curriculum, aligned to NGSS, is implemented, instructional practices will improve and student achievement will increase.</p> <p>If science and social studies curriculum is integrated in other subject areas, instruction will be more efficient and effective and curricula will be more rigorous and relevant.</p> <p>If student-centered learning opportunities are provided, curricula will be more rigorous and relevant.</p> <p>If parent events and activities are planned around parents' schedules and interests, parent involvement will increase.</p> <p>If content and strategies are coordinated between EL and Gen Ed teachers, the amount of on-track EL students towards English Language proficiency will increase.</p> <p>If students are given opportunities to share their voice, they will feel more positive about our school.</p> <p>If student-centered learning opportunities are provided, students will feel positive about our school.</p> <p>If students are provided with coping and social skills, they will feel</p>	<ul style="list-style-type: none"> <li>• Implement common, grade level curriculum, instruction and assessment in all SPED resource classes for seamless transitions</li> <li>• Determine PD needed for SPED teachers through survey and/or needs assessment</li> <li>• Monitor progress of students receiving SPED services utilizing iReady in ELA and Math</li> <li>• Explore and plan for increased inclusion opportunities</li> <li>• Implement after school math tutoring for teacher selected SPED students based on iReady, SBA, and classroom data.</li> </ul> <p>3. EL</p> <ul style="list-style-type: none"> <li>• Implement and monitor a transition plan for recently exited EL students</li> <li>• Determine PD needed for teachers through survey and/or needs assessment</li> <li>• Monitor progress of students receiving EL services in ELA and Math</li> </ul> <p><b>Staff Success:</b></p> <ol style="list-style-type: none"> <li>1. Implement professional development to support teachers repertoire to increase rigor for all students by implementing strategies such as research based teaching methodologies, live learning walks, teachers as facilitators, and student centered learning <ul style="list-style-type: none"> <li>• BERC <ul style="list-style-type: none"> <li>○ Provide PD &amp; opportunities for Live Learning Walks</li> <li>○ Participate in Learning Walks via video - reflect on own practice</li> <li>○ Conduct BERC STAR Protocol Classroom Observation (Pre/Post)</li> </ul> </li> <li>• EES <ul style="list-style-type: none"> <li>○ Monitor teacher effectiveness through EES conferences, observations, and reflection</li> </ul> </li> <li>• AVID <ul style="list-style-type: none"> <li>○ Provide PD on AVID Inquiry - Costa's</li> </ul> </li> </ul> </li> </ol>
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	positive about our school.	<ul style="list-style-type: none"><li>Levels of Thinking and Questioning<ul style="list-style-type: none"><li>○ Implement Costa's Levels of Thinking and Questioning school-wide</li><li>○ Provide teachers the opportunity to attend AVID Summer Pathway Training</li><li>○ Attend AVID National Conference (select school representatives)</li></ul></li><li>● TECHNOLOGY INTEGRATION<ul style="list-style-type: none"><li>○ Increase 1:1 technology</li><li>○ Provide PD based on teacher survey</li><li>○ Attend Schools of the Future Conference</li></ul></li></ul> <p><b>Successful Systems of Support:</b></p> <p>1. RTI</p> <ul style="list-style-type: none"><li>● Academic<ul style="list-style-type: none"><li>○ Implement iReady across grade levels</li><li>○ Small Group Instruction</li></ul></li><li>● Behavior<ul style="list-style-type: none"><li>○ Implement Tier I Behavior RTI Plan (Year 1)</li><li>○ Choose Love</li><li>○ Establish behavior baseline data</li><li>○ Develop monitoring tool (Behavioral RTI)</li><li>○ Monitor SQS</li><li>○ Monitor chronic absenteeism</li></ul></li><li>● Implement Student Success Meetings as a school-wide prevention, intervention system to address academic, behavioral, and social/emotional needs of students</li></ul> <p>2. PARENT INVOLVEMENT</p> <ul style="list-style-type: none"><li>● Establish partnerships with families and communities that support students' well-being</li></ul>
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# Innovation in Support of the Core: School Design and Student Voice

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

- School Design and Student Voice is based on our vision, mission, and belief statements below:
  - Vision: Pearl Harbor Elementary, envisions our students to be respectful, responsible, lifelong learners.
  - Mission: Provide all students with a high quality education that prepares them to be successful within the global society.
  - Beliefs: We all can learn and achieve; everyday presents an opportunity for growth; student success is our success.

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

- See measurable outcomes below.

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

- Collaboration
- Student-centered learning
- Partnerships with families and communities

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>● Professional Learning Community (PLC)</li> <li>● Common grading and reporting system that is standards-based</li> <li>● Standards-based curriculum and instruction</li> <li>● Differentiated Instruction</li> <li>● iReady</li> <li>● BERC</li> <li>● Advancement Via Individual Determination (AVID)</li> <li>● One to one technology devices</li> <li>● Military, Parent, and Community Partnerships</li> <li>● RTI</li> <li>● Choose Love curriculum</li> <li>● PBIS</li> <li>● Student Electives</li> <li>● Participation in a variety of enriching experiences</li> <li>● Performing arts</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>● Professional Learning Community (PLC)</li> <li>● Common grading and reporting system that is standards-based</li> <li>● Standards-based curriculum and instruction</li> <li>● Differentiated Instruction</li> <li>● iReady</li> <li>● BERC</li> <li>● Advancement Via Individual Determination (AVID)</li> <li>● One to one technology devices</li> <li>● Military, Parent, and Community Partnerships</li> <li>● RTI</li> <li>● Choose Love curriculum</li> <li>● PBIS</li> <li>● Student Electives</li> <li>● Participation in a variety of enriching experiences</li> <li>● Performing arts</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>● Professional Learning Community (PLC)</li> <li>● Common grading and reporting system that is standards-based</li> <li>● Standards-based curriculum and instruction</li> <li>● Differentiated Instruction</li> <li>● iReady</li> <li>● BERC</li> <li>● Advancement Via Individual Determination (AVID)</li> <li>● One to one technology devices</li> <li>● Military, Parent, and Community Partnerships</li> <li>● RTI</li> <li>● Choose Love curriculum</li> <li>● PBIS</li> <li>● Student Electives</li> <li>● Participation in a variety of enriching experiences</li> <li>● Performing arts</li> </ul>

<ul style="list-style-type: none"> <li>• Service organizations</li> <li>• School Community Council (SCC)</li> <li>• Collaborative decision making</li> <li>• Emphasis on student collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Service organizations</li> <li>• School Community Council (SCC)</li> <li>• Collaborative decision making</li> <li>• Emphasis on student collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Service organizations</li> <li>• School Community Council (SCC)</li> <li>• Collaborative decision making</li> <li>• Emphasis on student collaboration</li> </ul>
<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> <li>• Increase student performance overall and in subgroups, decrease achievement gap</li> <li>• Increase student engagement</li> <li>• Increase students feeling positively about our school</li> </ul>	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> <li>• Increase student performance overall and in subgroups, decrease achievement gap</li> <li>• Increase student engagement</li> <li>• Increase students feeling positively about our school</li> </ul>	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> <li>• Increase student performance overall and in subgroups, decrease achievement gap</li> <li>• Increase student engagement</li> <li>• Increase students feeling positively about our school</li> </ul>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Proficiency in STRIVE HI data for ELA, Math, and Science will increase based on 2019-2020 SBA results.</li> <li>• Achievement gap in STRIVE HI data will decrease by 2% based on 2019-2020 SBA results.</li> <li>• More than 72% of students feel positively about our school.</li> <li>• Increased student involvement in performing arts, service organizations, and collaborative decision making for SY 2020-2021.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Proficiency in STRIVE HI data for ELA, Math, and Science will increase based on 2020-2021 SBA results.</li> <li>• Achievement gap in STRIVE HI data will decrease by 2% based on 2020-2021 SBA results.</li> <li>• More than 74% of students feel positively about our school.</li> <li>• Increased student involvement in performing arts, service organizations, and collaborative decision making for SY 2021-2022.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Proficiency in STRIVE HI data for ELA, Math, and Science will increase based on 2021-2022 SBA results.</li> <li>• Achievement gap in STRIVE HI data will decrease by 2% based on 2021-2022 SBA results.</li> <li>• More than 76% of students feel positively about our school.</li> <li>• Increased student involvement in performing arts, service organizations, and collaborative decision making for SY 2022-2023.</li> </ul>



# 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
<p><i>Add beginning of the year measurements here.</i></p> <ul style="list-style-type: none"> <li>STRIVE HI data, iReady results, and SBA data shared with PLCs and ART for analysis.</li> <li>Schoolwide Panorama data shared with faculty for reflection and strategies for improvement.</li> <li>Personalized plans for SpEd and 504 students.</li> <li>All students are administered iReady diagnostic screening in reading and math in Quarter 1.</li> </ul>	<p><i>Add throughout the year measurements here.</i></p> <ul style="list-style-type: none"> <li>Panorama survey for grades 3-6 second semester.</li> <li>Data taken on SpEd personalized plan goals quarters 1 and 2.</li> <li>iReady winter screening.</li> <li>Student achievement monitored during PLCs.</li> </ul>	<p><i>Add end of year goals here.</i></p> <ul style="list-style-type: none"> <li>Panorama survey shows an increase in students feeling positively about our school.</li> <li>SpEd students receive a “proficient” or “above” on their personalized plan goals.</li> <li>Student scores improve on iReady spring diagnostic screening.</li> <li>Increased involvement in performing arts, service organizations, and collaborative decision making.</li> </ul>

## 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)
At least 65% of students will be proficient in ELA and 65% proficient in Math as measured by SBA.	<ul style="list-style-type: none"> <li><b>EA1.</b> Lead / Facilitate / Participate in PLCs to implement rigorous ELA and Math Curriculum that regularly and consistently reflect on student data to inform and adjust curriculum and instruction while aligned to CCSS.</li> <li><b>EA2.</b> Acquire new math curriculum to be used for grades K-5.</li> <li><b>EA3.</b> Provide teacher and student resources to</li> </ul>	Yearlong	WSF	<ul style="list-style-type: none"> <li>PLC Agenda</li> <li>PLC Minutes</li> <li>Pacing Guides</li> <li>PD plan and agendas</li> </ul>	Quarterly	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.

	supplement state-mandated core curriculum.					
Implementation of a common grading and reporting system that is standards-based.	<ul style="list-style-type: none"> <li>● <b>EA1.</b> Implement common system for reporting grades in grade level teams.</li> <li>● <b>EA2.</b> Discuss and plan vertical articulation for common system for reporting grades.</li> <li>● <b>EA3.</b> Evaluate effectiveness of vertical articulation as evidenced by grade levels having a common understanding of SBG and process for reporting grades.</li> </ul>	Yearlong		<ul style="list-style-type: none"> <li>● Common expectations for reporting grades</li> <li>● Evidence of common assessments, grading, and reporting practices</li> <li>● Discussion/notes from vertical articulation</li> </ul>	Quarterly	
At least 60% of tested students will be proficient in Science as measured by HSA. Science curriculum will be aligned to NGSS.	<ul style="list-style-type: none"> <li>● <b>EA1.</b> Implement Stemscopes curriculum (K-Gr 5).</li> <li>● <b>EA2.</b> Purchase equipment and supplies for Grade 6 science activities and lessons.</li> <li>● <b>EA3.</b> Provide PD for Stemscopes curriculum.</li> <li>● <b>EA4.</b> Engage in GL planning and vertical articulation for Science.</li> <li>● <b>EA5.</b> Provide extended and integrated learning opportunities that can't be replicated in the classroom setting.</li> </ul>	Yearlong	WSF	<ul style="list-style-type: none"> <li>● NGSS PD Plan by quarter</li> <li>● NGSS PD Agendas</li> <li>● Teacher NGSS PD Reflection</li> <li>● HSA Interim scores - pending NGSS assessment</li> </ul>	Quarterly	
At least 45% of students receiving SPED services will meet standard in ELA and Math as measured by SBA. Students MGP will be at least 57 in ELA and 69 in Math.	<ul style="list-style-type: none"> <li>● <b>EA1.</b> Provide PD based on needs.</li> <li>● <b>EA2.</b> Monitor progress of students receiving SPED services utilizing iReady Growth Monitoring in Reading and Math and adjust action plans to meet student needs.</li> <li>● <b>EA3.</b> Increase opportunities</li> </ul>	Yearlong	WSF	<ul style="list-style-type: none"> <li>● PD Plan</li> <li>● PD Agendas</li> <li>● iREADY Reading &amp; Math Growth Monitoring - at least 75% of SPED students on track to meet individualized goal in Reading and</li> </ul>	Quarterly	

	<ul style="list-style-type: none"> <li>for inclusion</li> <li><b>EA4.</b> Provide after school tutoring for SPED 3rd-6th grade students.</li> </ul>			<ul style="list-style-type: none"> <li>Math (every 3 weeks)</li> <li>Roster of Inclusion Classes</li> </ul>		
At least 50% of EL students will meet standard in ELA and 50% Math as measured by SBA.	<ul style="list-style-type: none"> <li><b>EA1.</b> Monitor progress of EL students.</li> <li><b>EA2.</b> Collaborate with grade level teams to determine and adjust EL action plans as needed.</li> <li><b>EA3.</b> Appropriate interventions for identified EL with focus on Reading.</li> <li><b>EA4.</b> Provide resources for teachers in supporting EL students in their classrooms.</li> </ul>	Yearlong	WSF, Title III	<ul style="list-style-type: none"> <li>iREADY Growth Monitoring - at least 60% of EL students on track to meet individualized goal in Reading</li> <li>Lesson plans and progress updates for students receiving pullout EL services</li> </ul>	Quarterly	
<p>At least 65% of students will be proficient in ELA and 65% proficient in Math as measured by SBA.</p> <p>Chronic absenteeism will be no more than 6%.</p>	<ul style="list-style-type: none"> <li><b>EA1.</b> Implement a common RTI block for ELA and Math.</li> <li><b>EA2.</b> Provide OG support to build foundational reading skills for K-Grade 3.</li> <li><b>EA3.</b> Utilize OG intervention strategies.</li> <li><b>EA4.</b> Utilize iReady as a diagnostic screener, growth monitoring, and instructional tool for reading and math.</li> <li><b>EA5.</b> Provide after school math tutoring for grades 3-6 students.</li> <li><b>EA6.</b> Continue implementation of SEL program, Choose Love and support teachers with PD.</li> <li><b>EA7.</b> Continue to refine the PBIS program - school wide Shark Cards and emphasis on teaching school wide expectations.</li> <li><b>EA8.</b> Pilot behavior screener -</li> </ul>	Yearlong	WSF	<ul style="list-style-type: none"> <li>O-G trained K-Gr 2 teachers and CC.</li> <li>Training agendas.</li> <li>Observed application in classroom instruction.</li> <li>Use of iReady data to track student progress.</li> </ul>	Quarterly	

	BEISY.					
Students feeling positively about our school will increase.	Provide various opportunities to empower students and have them share their voice: <ul style="list-style-type: none"> <li>• Student Electives for 6th grade students.</li> <li>• Participation in a variety of enriching experiences.</li> <li>• Performing arts.</li> <li>• Service organizations.</li> <li>• School Community Council (SCC).</li> <li>• Collaborative decision making.</li> <li>• Emphasis on student collaboration</li> <li>• Student Council.</li> </ul>	Yearlong		<ul style="list-style-type: none"> <li>• Student survey results</li> <li>• Meeting Agendas</li> <li>• Meeting Minutes</li> <li>• Participation data</li> </ul>	Quarterly	

#### Staff 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)
At least 70% of classrooms observed will be aligned with Powerful Teaching and Learning as measured by the BERC STAR Protocol.	<ul style="list-style-type: none"> <li>• <b>EA1.</b> Provide opportunities for Learning Walks within the school- reflect on own practice (At least 1 per year)</li> <li>• <b>EA2.</b> Conduct BERC STAR Protocol Classroom</li> </ul>	Yearlong		<ul style="list-style-type: none"> <li>• PD Agendas</li> <li>• Learning Walk reflections and evaluations</li> <li>• STAR Report (Pre/Post)</li> </ul>	Quarterly	

	Observation (Pre/Post)			<ul style="list-style-type: none"> <li>Other Classroom Observations - evidence of Powerful Teaching and Learning</li> </ul>		
Inquiry indicator on AVID Certification Self Study will be at least a 2.	<ul style="list-style-type: none"> <li><b>EA1.</b> Provide PD - topic to be determined by CSS recommendations</li> <li><b>EA2.</b> Provide basic supplies to aid in AVID implementation</li> <li><b>EA3.</b> Build AVID leadership to assist with implementing initiatives.</li> </ul>	Yearlong	WSF	<ul style="list-style-type: none"> <li>AVID Site Team Plan</li> <li>PD Agendas</li> <li>AVID Walkthrough Data</li> <li>AVID ISS</li> <li>AVID CSS - at least a 2 on Inquiry Indicator</li> <li>Continue to support AVID implementation schoolwide</li> </ul>	Quarterly	
Grades K-6 will be 1:1 and we will move to a score of “Adaptation” on the Technology Integration Matrix.	<ul style="list-style-type: none"> <li><b>EA1.</b> Integrate technology into content area lessons.</li> <li><b>EA2.</b> Research and apply for funding for tech if available.</li> <li><b>EA3.</b> Provide PD based on teacher survey.</li> </ul>	Yearlong	WSF	<ul style="list-style-type: none"> <li>Evidence of technology integration</li> <li>Discussion/notes on tech funding efforts</li> <li>PD Survey results</li> <li>PD Agendas</li> <li>Technology Matrix rating at “adaptation”</li> </ul>	Quarterly	
PHES will establish partnerships with families and communities that support student’s well-being.	<ul style="list-style-type: none"> <li><b>EA1.</b> Facilitate school and parent involvement to support the school’s vision and mission.</li> <li><b>EA2.</b> Continue to collaboratively coordinate school wide events between students, parents, and PHES.</li> </ul>	Yearlong	WSF	<ul style="list-style-type: none"> <li>PCNC/School collaboration meeting agenda/notes</li> <li>Parent events and workshops (e.g., Talk Story with Principal)</li> <li>PCNC Progress report</li> </ul>	Quarterly	



# 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> <p>All EL students will have a Student Success Plan (SSP). (EQUITY)</p> <p>Inclusion and inclusive practices will occur in classrooms to integrate SpEd students with their general education peers. (EQUITY)</p> <p>Community Nights (e.g., AVID, curriculum) will be coordinated. (HAWAII)</p>	<p><i>Please describe your conditions for Success:</i></p> <p>More EL students on track to English Language Proficiency.</p> <p>Percent of students receiving special education services in general education classes most of the day on the STRIVE HI report will increase.</p> <p>Increased parent and student involvement.</p>