2020 Academic Plan, School Year 2020-21
ALVAH SCOTT 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

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).


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).
## 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

Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other subgroup. 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.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Non-High Needs</th>
<th>High Needs</th>
<th>Achievement Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>43 points</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>49%</td>
<td>22%</td>
<td>27 points</td>
</tr>
</tbody>
</table>

71% of students learning English are on-track to English language proficiency.

### Theory of Action

What is your Theory of Action (if-then) to improve the achievement gap?

Decrease student gap rates and increasing student achievement scores in ELA and Math by:

- Improving student achievement school wide effort include;
  1) Implementing iReady
  2) Implementing Go Math K-6
  3) Identifying individual student needs and remediating through RTI
  4) Concentrated Professional Development on specific strategies to improve instruction of identified individual student needs.
  5) Positioned two Curriculum Coordinators to assist teachers in identification of students, RTI, monitoring and mentoring.
  6) ARTeam monitors the universal screener data from iReady identifying individual student needs, teacher staff development and strategies to meet those needs.
  7) Increased monitoring absenteeism through data analysis of location, low SES, Geographic Exemption or MVA.
  8) Monthly vertical articulation allows teachers to share their findings with other grade levels in attempts to close gaps and improve curriculum

### Enabling Activity

What are your Enabling Activities to improve the achievement gap?

All students will be given opportunities to participate in PBL activities K-6

Annual Panorama Survey: By measuring student perceptions, the Panorama Student Survey gathers feedback from students about their classroom experience.

1) Second year of iReady implementation. Staff development is ongoing.
2) First year of Go Math implementation. Staff development is ongoing.
3) iReady is the Universal Screener that identifies and Tiers students for RTI. Curriculum Coordinators track student growth and meet with grade levels bimonthly. Staff development is ongoing.
4) Concentrated PD on iReady, Strengthfinders and WASC process/recommendations.
5) Curriculum Coordinators also monitor and assist with RTI by working with and identifying individual student needs and growth.
How do students' progress compare to their peers? The Median Growth Percentile (MGP) shows the relative progress of the average student on state assessments. For example, an MGP of 60 means the average student performance was better than 60% of students that scored similarly on previous state assessments.

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>50</td>
<td>49</td>
</tr>
<tr>
<td>2018</td>
<td>57</td>
<td>48</td>
</tr>
<tr>
<td>2019</td>
<td>37</td>
<td>39</td>
</tr>
</tbody>
</table>

How many 3rd graders read on grade level? Our scores revealed that 77% of 3rd graders read on grade level. Through the acquisition of two curriculum coordinators who schedule interventions by tutoring low achievers and coordinating other RTI efforts we hope to raise this percentage this year.

Grade 3 Students reading on grade level: 77%

How many students missed 15 or more days of school this year? Last year 17% of our students were absent, this past year we dropped to 12% a reduction of 5%. 12% is lower than the state average of 13% but still higher than the Aiea Complex percentage of 7%.

Do students feel safe at this school? Data was not taken this past year. We will administer the School Quality Survey this year and update the data. 74% of our students feel safe at school.

(transitions.
By pin pointing student need areas, giving teachers training, diagnostic and remediation tools, along with tutoring this will strengthen our RTI and improve student achievement while closing the achievement gap.

6) ART meets bimonthly to analyze data and plan strategically.
7) Continue to lower absentee rate. Counselor monitors students, conducts home visits. Teachers call home when students are not at school.

Grade Level meetings are conducted in the library so that vertical articulation is easily accessible.

Various school activities as; Coffee Hour, Community Meetings, Kindergarten Orientation, Meet & Greet, Family Fun Fair, May Day, Curriculum Fair, Book Fair, Movie Night, Bingo Night, Fall Festival, etc.

Monthly meeting minutes are posted on Google Docs and shared with the school and School Community Council.

(SW6)
Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice: The Aiea Complex engages in Project Based Learning (PBL). PBL is a teaching method in which students learn by actively engaging in real world and personally meaningful projects. PBL naturally lends itself to inspire student voice since they choose what they are interested in to investigate.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice: The Aiea Complex elementary schools have planned a common waiver day dedicated to PBL and the staff development of all elementary teachers complex wide. All teachers will participate in the PBL teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

<table>
<thead>
<tr>
<th>SY 2020-21 Measurable Outcomes</th>
<th>SY 2021-22 Measurable Outcomes</th>
<th>SY 2022-23 Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure. Each quadrant works in concert with each other</td>
<td>To create the conditions for student success as described under</td>
<td>Measurable Outcomes.</td>
</tr>
<tr>
<td>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</td>
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</tbody>
</table>
Measurable Outcomes for Core Values & Mindset

1. Decisions are based on students first at all school levels as measured by the school process of analyzing student data to inform instruction and funding towards identified student needs. Data Team and Grade Level minutes posted on Google Docs. iReady reports and assessments.

2. Loving school environments are created for students in teams, tutoring, clubs, classrooms and school as measured by the SQS, observations and records.

3. Evidence of strong relationship building strategies through TRIBES, Habits of Mind, Strengthfinders, Choose Love, and partnership with UHM psychology department as measured by SQS, observations, and records.

4. School revisits and understands that our ideal learning environment lives in our mission, vision and
### OUR MISSION
We will support each child’s educational journey by providing opportunities for success.

### OUR VISION
We envision the students of Alvah Scott Elementary School as responsible, productive citizens who will become life-long learners.

### OUR PHILOSOPHY
At Alvah Scott Elementary School, we believe that all children can become critical thinkers and responsible citizens through partnership between home and school.

### Measurable Outcomes for Curriculum and learning Design

1. Communicate standard-based learning targets & criteria to students daily, at bimonthly grade level articulations, faculty meetings and professional development days as measured by grade level minutes, walk throughs, observations and records.
2. Assessments drive instruction according to individual student needs as measured by grade level data team minutes, iReady and Acellus assessments (3x year showing individual students growth), HSA (5% increase yearly), teacher made tests, observations and records.
3. Accountability/Assessments are given in a timely manner to give students enough learning time.

| Revisit our Mission, Vision and Philosophy yearly to ensure relevance |
| Revisit our Mission, Vision and Philosophy yearly to ensure relevance |

Continue to monitor our Measureable Outcomes and Learning Design

Continue to monitor our Measureable Outcomes and Learning Design
between assessments. Effective instruction is monitored through data teams, iReady, Acellus, HSA, observations and records.
4. Technology is infused in daily instructional work for enrichment, remediation, performances, presentations and projects as measured by teacher lessons, data team minutes, observations, iReady data, Acellus data and records.
5. Growth data is monitored through weekly iReady and Acellus lessons, assessments and remediation as well as Wonders, Go Math and HSA. Students are tracked through tier levels and the monitoring of individual growth. Response to Intervention is delivered to meet individual student needs.

**Measurable Outcomes for Student Learning Products & Voice**

1. Project-Based Learning Academies as measured by teacher lesson plans, observations, data team minutes, student records.
2. Panorama Survey as measured by student participation.
3. School Quality Survey as measured by school community participation.
4. Academies Afterschool (Vex Robotics, Video Production, Writers Club and Tutoring) as measured by student participation, observations and records.
5. Student Council (meetings, projects, school activities, assemblies, partnerships) as measured by meeting minutes, observations and records.
6. Products, Performance and Projects (Curriculum Fair, May Day, Competitions, Complex Participation, Partnerships) as measured by student participation, observations and records
7. GLOs Report Cards as measured by report cards and

Continue to monitor our Measurable Outcomes for Student Learning Products & Voice

Continue to monitor our Measurable Outcomes for Student Learning Products & Voice
## Measurable Outcomes for Infrastructure

1. Teacher Collaboration/Grade Level Minutes (120min bimonthly, faculty meetings, Professional Development days posted on Google Docs) as measured by sign in sheets, meeting minutes, observation and records.
2. Response to Intervention conducted as a grade level at least three times a week as monitored by tier growth as measured by Acellus, iReady tier grouping, lesson plans, walk throughs, observation and records.
3. Staff Development/Faculty Meetings held weekly as measured by attendance, participation, student achievement, evaluations)
4. Articulation Data Teams as measured by minutes posted in Goggle Docs, observations and records.
5. Vertical Articulation as measured by minutes posted in Goggle Docs, curriculum and pacing guides, student performance.

### Why you are implementing them?

To Improve Student Achievement gains in ELA, Math and Science yearly, and create our ideal school as identified by our Vision, Mission and Philosophy.

### 8 Keys to Designing Tomorrow’s Schools, Today

1. To establish a strong school culture of learning.
2. To personalize learning.
3. Decisions are grounded in evidence and driven by a return on instruction.
4. Learning spaces become learner-centered.
5. Professional learning must be relevant, engaging,
ongoing and made personal.
6. Technology must be leveraged and used as an accelerator for student learning.
7. Community collaboration and engagement must be woven into the fabric of a school’s culture.
8. Schools that transform learning are built to last as financial, political, and pedagogical sustainability ensure long-term success. (Learning Transformed Eric C. Sheninger/Thomas C. Murray) Keys to Designing Tomorrow’s Schools, Today.)

At Alvah Scott Elementary School, we believe that all children can become critical thinkers and responsible

### How will you know that they are causing an improvement?

StriveHI Measures will improve by 5% in ELA, Math and Science while closing the achievement gap by 5% in ELA and Math.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Improvement</th>
<th>2021-22 Performance</th>
<th>2020-21 Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>52% to 57%</td>
<td>47% to 52%</td>
<td>43% to 38%</td>
</tr>
<tr>
<td>Math</td>
<td>40% to 45%</td>
<td>35% to 40%</td>
<td>27 points to 22 points</td>
</tr>
<tr>
<td>ELA</td>
<td>57% to 62%</td>
<td>52% to 57%</td>
<td>38 points to 33 points</td>
</tr>
<tr>
<td>Math</td>
<td>45% to 50%</td>
<td>40% to 45%</td>
<td>22 points to 17 points</td>
</tr>
<tr>
<td>Science</td>
<td>68% to 73%</td>
<td>63% to 68%</td>
<td>22 points to 17 points</td>
</tr>
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Close the Achievement Gap

ELA from 38 points to 33 points
Math from 22 points to 17 points

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</tr>
<tr>
<td>Math</td>
<td>45% to 50%</td>
<td>40% to 45%</td>
<td>22 points to 17 points</td>
</tr>
<tr>
<td>Science</td>
<td>73% to 78%</td>
<td>68% to 73%</td>
<td>22 points to 17 points</td>
</tr>
</tbody>
</table>

Close the Achievement Gap

ELA from 33 points to 28 points
Math from 17 points to 12 points
As well as Panomara and SQS data.

Event evaluations by students, parents, teachers and school community.
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.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add beginning of the year measurements here.</td>
<td>Add throughout the year measurements here.</td>
<td>Add end of year goals here.</td>
</tr>
<tr>
<td><em>(Due to State Assessment waiver for school year 2019-2020 baseline data will be determined once first quarter assessments are administered.)</em></td>
<td>• Weekly iReady reports measuring individual student growth. Students are responsible for their own learning and tracking their progress as teachers monitor, remediate and adapt the program to individual student progress.</td>
<td>• Monthly iReady individual student growth as measured by reports.</td>
</tr>
<tr>
<td>Student Voice is part of our School Design that works in concert with the other three quadrants as each area supports the others.</td>
<td>• Monthly Wonders and Go Math teacher reports individual student reports and teacher made assessments, observations and records.</td>
<td>• Growth as measured by Report Card grades</td>
</tr>
<tr>
<td>Baseline measures for student voice will contain;</td>
<td>• Quarterly Report Cards to measure Project Based Learning grades</td>
<td>• Growth as measured by GLO Report Card grades</td>
</tr>
<tr>
<td>• Project Based Learning grades; Students have a voice in the PBL research choices.</td>
<td>• Annual Panorama Survey report</td>
<td>General Learner Outcomes (GLO)</td>
</tr>
<tr>
<td>• Panorama Survey report</td>
<td>• Annual School Quality Survey report</td>
<td>1. Self-directed Learner (The ability to be responsible for one's own learning)</td>
</tr>
<tr>
<td>• School Quality Survey report</td>
<td>• Monthly Student Council minutes</td>
<td>2. Community Contributor (The understanding that it is essential for human beings to work together)</td>
</tr>
<tr>
<td>• Student Council minutes</td>
<td>• Monthly School Activity sign in sheets and evaluations</td>
<td>3. Complex Thinker (The ability to demonstrate critical thinking and problem solving)</td>
</tr>
<tr>
<td>• School Activity sign in sheets and evaluations</td>
<td></td>
<td>4. Quality Producer (The ability to recognize and produce quality performance and quality products)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Effective Communicator (The ability to communicate effectively)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)</td>
</tr>
<tr>
<td>Measurable Outcome(s)</td>
<td>Enabling Activity</td>
<td>Duration</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Project Based Learning (PBL)</td>
<td>All students will be given opportunities to participate in PBL activities K-6 (SW6)</td>
<td>K-6</td>
</tr>
<tr>
<td>Panorama Survey</td>
<td>Annual Panorama Survey: By measuring student perceptions, the Panorama Student Survey gathers feedback from students about their classroom experience. (SW6)</td>
<td>Annual</td>
</tr>
<tr>
<td>School Quality Survey</td>
<td>HIDOE begins its annual School Quality Survey (SQS) this week to gather important feedback from students, parents/guardians and staff about our public schools. (SW6, SW7)</td>
<td>Annual</td>
</tr>
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</tbody>
</table>
Student Achievement

1) Second year of iReady and Go Math implementation. Staff development is ongoing.
2) Continue implementation of state approved ELA Wonders program.
3) First year of Acellus Online implementation. Staff development is ongoing.
4) iReady is the Universal Screener that identifies and Tiers students for RTI. Curriculum Coordinators track student growth and meet with grade levels bimonthly. Staff development is ongoing.
5) Concentrated PD on iReady, Strengthfinders and WASC process/recommendations.
6) Curriculum Coordinators also monitor and assist with RTI by working with and identifying individual student needs and growth.
7) ART meets bimonthly to analyze data and plan strategically.
8) Continue to lower absentee rate. Counselor monitors students, conducts home
visits. Teachers call home when students are not at school.

9) Continue student led Family Engagement of reading to their parents (book of student choice that the family gets to keep).

Grade Level meetings are conducted in the library so that vertical articulation is easily accessible.

(SW6, SW7)

<table>
<thead>
<tr>
<th>Staff Outcomes (SY 2020-21)</th>
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</thead>
<tbody>
<tr>
<td><strong>Measurable Outcome(s)</strong></td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td>Articulation/Data Teams</td>
</tr>
<tr>
<td>School Activities</td>
</tr>
</tbody>
</table>
Fun Fair, May Day, Curriculum Fair, Book Fair, Movie Night, Bingo Night, Fall Festival, Reading Together, etc. (SW7)
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**.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Please describe your school’s ideas around innovation and pilot projects.</strong></td>
<td><strong>Please describe your conditions for Success:</strong></td>
</tr>
<tr>
<td><strong>Project Based Learning for the Aiea Complex</strong></td>
<td><strong>Project Based Learning Conditions for Success in the Aiea Complex</strong></td>
</tr>
<tr>
<td>The seven schools in the Aiea Complex are working together to increase the opportunities for students to demonstrate applied learning skills through solving community issues. Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.</td>
<td>As we create a common K-12 construct in the Aiea Complex all students will have had multiple opportunities to engage in solving real-world problems or answering complex questions. Aiea students will demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Project Based Learning unleashes a contagious, creative energy among students and teachers.</td>
</tr>
<tr>
<td><strong>iReady as the Universal Screener for Aiea Complex</strong></td>
<td><strong>iReady as the Universal Screener for Aiea Complex Conditions for Success</strong></td>
</tr>
<tr>
<td>Curriculum Associates’ i-Ready is an adaptive diagnostic and individualized instructional tool that is starting to be used in the Aiea Complex. iReady is also a predictive model which uses the students’ outcomes on the Fall and Winter iReady diagnostic testing as well as the schoowide percentages of students scoring proficient on the previous year’s Hawaii State Assessment.</td>
<td>Through the use of a common Universal Screener the Aiea educational staff will be able to use common language, descriptors and data points to track individual student growth K-12. This impressive collaboration increases student success since each phase tracking student growth is within the same parameters and correlated with 100% accuracy instead of “approximating” between various programs. K-12 data tracking through a common program will improve student achievement in the Aiea Complex.</td>
</tr>
</tbody>
</table>
Blended Learning
Alvah Scott Elementary will be working with Eric Sheninger in providing authentic learning experiences that provide relevance, value, and tangible skills in an unpredictable world. Alvah Scott will examine our technology practices to make sure that technology is used so that it actually improves learning and achievement through instruction, learning and leadership.

Blended Learning Conditions for Success
Alvah Scotts’ Professional Learning Community is embracing change in the fast pace changing world of technology. To meet the high frequency of changes and support Aiea Complex initiatives in Project Based Learning and iReady we will be working with a senior fellow and thought leader on digital leadership with the International Center for Leadership in Education, Eric Sheninger. Topics to address;

1. To establish a strong school culture of learning.
2. To personalize learning.
3. Decisions are grounded in evidence and riven by a return on instruction.
4. Learning spaces become learner-centered.
5. Professional learning must be relevant, engaging, ongoing and made personal.
6. Technology must be leveraged and used as an accelerant for student learning.
7. Community collaboration and engagement must be woven into the fabric of a school’s culture.
8. Schools that transform learning are built to last as financial, political, and pedagogical sustainability ensure long-term success. (Learning Transformed Eric C. Sheninger/Thomas C. Murray) Keys to Designing Tomorrow’s Schools, Today.)