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).


- 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:** 06/02/2020

---

**Complex Area Superintendent (print):**

**Complex Area Superintendent’s signature:**

**Date:** 06/02/2020

---
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.


**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.
## 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 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.

#### Special Education
- Low proficiency and growth
- SBA reading proficiency score - 29%
- SBA math proficiency score - 36%

### Theory of Action

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

If there are regularly scheduled articulation meetings with the general education teachers, SPED teachers, EAs, and curriculum coaches to:
- look at SPED students data and determine students' needs and supports
- align core curriculum to student goals and provide SPED teacher with appropriate material to teach
- determine strategies the general education teacher can use to support SPED students in the general education classroom
- plan intentionally for RTI and monitor progress
- discuss each teacher/EAs' roles and responsibilities then, through collaboration
- core instruction will be aligned with standards, which will be aligned to student goals
- teachers will be better prepared to meet the needs of the students
- students will receive instruction, through RTI, at their current level of performance
- proficiency scores will increase

### Enabling Activity

What are your Enabling Activities to improve the achievement gap?

#### Core Curriculum:

All SPED Teachers and their EAs will…
- Collaborate with General Education teachers to discuss the Wonders and Ready Classroom/GoMath curriculum.
- Review instructional strategies with General Education teachers that can be used with SPED and struggling students in all settings.
- Review pacing guides, strategies, effectiveness of supports and interventions.
- Will define and communicate their roles and responsibilities with the General Education teachers.

#### Data Teams:

All SPED Teachers and their EAs will…
- Attend Wednesday Articulation meetings with their assigned grade levels.
- Follow the Data Team Cycle for their SPED students and determine instructional strategies that
support IEP goals implemented within the Wonders and Ready Classroom/GoMath curriculum.

**RTI**

All SPED Teachers will...
- collaborate and communicate with the General Education teacher for RTI and create a plan for their SPED students.
- confer with their students about academic goals (ie iReady Pre, Mid, and Post and Growth Checks) and complete a goal setting sheet with students.
- have an established baseline for their SPED students from iReady Diagnostic Screener and will continue to monitor student progress using Growth Monitoring and diagnostics ([click for information](#)).
- Utilize the Peer Review process to review effectiveness of support or need of additional support to align with IEP goals.

**SPED Students will...**
- Take iReady Diagnostic Screener at the beginning of the year and then take periodic assessments (iReady Diagnostics and/or Growth Monitoring, and curriculum assessments) to track data.
- Set academic goals for themselves by completing a goal-setting sheet for either RTI or Curriculum with SPED teacher.
  - RTI - With iReady (Pre, Mid, and Post)
  - Curriculum - grade level standards, or with RTI.
- Utilize strategies from SPED classroom in General Education classroom.
<table>
<thead>
<tr>
<th>EL</th>
<th>If, we have regularly scheduled articulation meetings with the general education teacher and the English language teacher to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● determine need of EL students</td>
</tr>
<tr>
<td></td>
<td>● collaborate on curriculum alignment</td>
</tr>
<tr>
<td></td>
<td>● plan appropriate instruction for each child</td>
</tr>
<tr>
<td></td>
<td>● plan intentionally for RTI and monitor progress</td>
</tr>
<tr>
<td></td>
<td>● discuss each teacher/EAs’ roles and responsibilities</td>
</tr>
<tr>
<td></td>
<td>Then,</td>
</tr>
<tr>
<td></td>
<td>● the general education teacher will have strategies to use to help the EL students</td>
</tr>
<tr>
<td></td>
<td>● instruction in both the general education classroom and EL pull out will be aligned to curriculum and appropriate</td>
</tr>
<tr>
<td></td>
<td>● both teachers will be accountable for helping meet the students’ needs</td>
</tr>
<tr>
<td></td>
<td>● proficiency scores will increase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EL Teacher will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Meet with General Education teachers at the beginning of the school year</td>
</tr>
<tr>
<td>- to identify EL students.</td>
</tr>
<tr>
<td>- to develop a schedule that allows time to meet during General Education teacher’s Library or Hawaiiana blocks).</td>
</tr>
<tr>
<td>- to discuss EL students goals and progress.</td>
</tr>
<tr>
<td>- Collaborate and communicate with EL teacher on instructional strategies and curriculum for Tier 1 instruction and in RTI settings for the students receiving EL services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Teachers will....</th>
</tr>
</thead>
<tbody>
<tr>
<td>- receive PD in initial EL supports in General Education Whole Group Instruction.</td>
</tr>
<tr>
<td>- Be trained in what the EL report card (WIDA) means in order to understand what is needed to support EL students in the General Education classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Teacher will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>- confer with their students about academic goals (ie iReady Pre, Mid, and Post and Growth Checks) and complete a goal-setting sheet with students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Utilize what is being learned in the EL classroom within their General Education classroom.</td>
</tr>
<tr>
<td>- Set academic goals for themselves by completing a goal-setting sheet with General Education teacher.</td>
</tr>
<tr>
<td>- Students will share their work with both General Education teacher and EL teacher.</td>
</tr>
</tbody>
</table>
Core Curriculum Instruction

Pacific Islander
- Low proficiency and growth
- SBA reading proficiency score - 31%
- SBA math proficiency score - 44%
- Absenteeism Rate
  - Tongan - 8.13%
  - Samoan - 10.06%

Native Hawaiian
- Low proficiency and growth
- SBA reading proficiency score - 54%
- SBA math proficiency score - 33%

Disadvantaged
- Low proficiency and growth
- SBA reading proficiency score - 55%
- SBA math proficiency score - 46%

NGSS - Science
- 2017 59%
- 2018 58%
- 2019 57%

If there are regularly schedule articulation meetings with the general education teachers, SPED teachers, EAs, and curriculum coaches to:
- focus on the data team process
  - determine subgroup needs
  - plan lessons with higher DOK
- learn the standards
- focus on quality tier 1 instruction
- discuss what effective/impactful teaching is

Then teachers
- will understand the standards and curriculum better
- will have a better understanding of what effective teaching is, BERC
- can plan appropriate core instruction for all students

Then students
- proficiency scores will increase

If all teachers are utilizing the STEMScopes 5E instructional model (Engage, Explore, Explain, Elaborate, and Evaluate), with the students
- The teacher will introduce lesson
- The Science specialist will do experiments with students
- The Teacher will follow up and administer assessments
- Create and follow pacing guides.

If we develop a new attendance policy
- Teacher to be the first line of communication with parents
- Counselors and admin to follow up
- Acknowledge perfect attendance quarterly
- Meetings with parents, for chronically absent students

Wonders
All Teachers will....
- teach all Units in the Wonders Curriculum
  - Kindergarten: Units 1-10
  - Grades 1-6: Units 1-6
- administer weekly assessments for Wonders
- Follow grade level pacing guides

All Students will set reading goals for themselves by completing a goal-setting sheet
- conference with teacher
- use Wonders weekly assessments and iReady data
- create a plan

Writing
All teachers will....
- Teach the writing process, one genre per quarter, covering all genres within the year
  - Narrative
  - Expository
  - Opinion/Argumentative
- Use inter-rater reliability to using writing rubrics

All Students will complete one writing assignment per quarter

Ready Classroom/Go Math
All K-5 Teachers will....
- Teach using the Explore, Develop, Refine Routine
- Allow for discourse using the Try, Discuss, Connect routine
- use the Ready Classroom PPT.
- Follow grade level pacing guides
- Administer end of lesson quizzes and/or math comprehension online and unit tests.

All 6 Teachers will...
- follow their established Math Pacing Guides.
<table>
<thead>
<tr>
<th>Tasks for Students</th>
<th>Tasks for Teachers</th>
<th>BERC</th>
<th>ELA Data Teams</th>
</tr>
</thead>
</table>
| ○ create an attendance plan for child Then,  
  ● create a team effort between teacher and parents  
  ● reduce the number of absences of chronically absent students  
- Allow for discourse using the Try, Discuss, Connect routine.  
- Administer end of lesson quizzes and Module tests.  
All Students will…  
- Set math goals for themselves by completing a goal-setting sheet  
  - conference with teacher  
  - use Ready Classroom/Go Math assessments and iReady data  
  - create a plan  
- participate in the Explore, Develop, Refine routine  
- participate in classroom discourse  
  - Try, Discuss, Connect routine  
BERC  
All Teachers will….  
- Be provided with PD to implement/participate in BERC  
- Differentiate their instruction to provide students with quality Tier 1 instruction within the core curriculum.  
- Create Learning Targets for their ELA and Math lessons to drive their instruction.  
- Periodically reflect on their instruction based on the 4 Instructional Habits as indicated in the Instructional Habits Rubric from the BERC Group.  
- Be provided with opportunities to participate in STAR Learning Walks to support their development of instruction practices.  
ELA Data Teams:  
All teachers will..  
- Familiarize themselves with the ELA CCSS in order to be knowledgeable in the foundation and prerequisite content for their grade level standards
in order to support all students.
- Attend Wednesday Articulation meetings with their assigned grade levels.
- Follow the Data Team Cycle for their General Education students and input data onto the Data Team Record Sheet.

**Math Data Teams:**
Teachers will:
- Familiarize themselves with the Math CCSS in order to be knowledgeable in the foundation and prerequisite content for their grade level standards in order to support all students.
- Attend Wednesday Articulation meetings with their assigned grade levels.
- Follow the Data Team Cycle for their General Education students.

**StemScopes**
All teachers/levels will collaborate to discuss grade level NGSS responsibilities to ensure all standards are covered prior to 5th grade HSA testing.

Teachers will receive StemScopes PD to improve instruction.

Each grade level will create and follow pacing guides:
- addressing GL selected standards
- teach 2 - 45 minute classes per week
- addressing the 5 Es

Students will complete CERs:
- K-3 in groups
- 4 grade
  - first semester in groups
  - second semester independently
- 5-6
  - first quarter in groups
  - 2nd-4th quarter independently

Science Cadre will meet regularly - twice a quarter

All teachers, grades 3-6 will administer SBA interim assessments for Reading, Math, and Science.

All students will complete a minimum of 2 interim assessments for Reading, Math, and Science.

**PBL**

All grade levels will develop appropriate, rigorous, and relevant PBL unit (e.g., STEM, NGSS, C3 Framework, etc.) across the content areas to reduce the gap rate between our high needs population (consisting of ELL, Disadvantaged, and SPED) and our non-high needs population.

- Plan and Develop 1 PBL unit
- Implement PBL unit
- Plan and Develop second PBL plan

**RTI**

Reading

All teachers will administer iReady diagnostics 3X a year

All teachers will create an RTI plan using diagnostic data

- group students by needs
- plan meaningful instruction based on needs
- Homeroom teachers will provide direct instruction for all tier 3 students in the first semester
- tier 3 students receive direct instruction a minimum of 3 days per week
- tier 2 students receive direct instruction 2 days per week
• conference with administration

All students will complete a minimum of 45 minutes of iReady online instruction for reading and math per week.

All tier 3 students will be growth monitored every 2 weeks.
All tier 2 students will be growth monitored every 4 weeks.

Math
All teachers will develop a plan to implement Math RTI within their math period to where all students are provided with at least two 30 minute RTI sessions a week with a focus on providing Tier 2 and Tier 3 instruction.
### Positive School Culture

<table>
<thead>
<tr>
<th>If there are more parent outreach opportunities</th>
<th>Then</th>
</tr>
</thead>
<tbody>
<tr>
<td>● parents will have a better understanding of our school’s</td>
<td>○ culture</td>
</tr>
<tr>
<td>○ curriculum</td>
<td>○ activities</td>
</tr>
<tr>
<td>● they will have a better perception of the school</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If students feel safe and valued in school</th>
<th>Then the students will</th>
</tr>
</thead>
<tbody>
<tr>
<td>● have a better learning environment</td>
<td>● be more motivated</td>
</tr>
<tr>
<td>● feel safe to share their thoughts and ideas</td>
<td>● feel like their teachers care/support them.</td>
</tr>
<tr>
<td>● perform better in class and on assessments</td>
<td>● have a voice</td>
</tr>
</tbody>
</table>

| School will implement school wide attendance procedures to monitor and improve attendance. |

<table>
<thead>
<tr>
<th>Webling Elementary will provide outreach opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Standards-Based Learning/ Brown Bag Breakfast</td>
</tr>
<tr>
<td>● Career Day</td>
</tr>
<tr>
<td>● May day/ Curriculum Fair</td>
</tr>
<tr>
<td>● Grade Level Activities/Field Trips</td>
</tr>
<tr>
<td>● PTO Events</td>
</tr>
<tr>
<td>● Pueo Pride Assembly</td>
</tr>
<tr>
<td>● Parent bulletin/School Messenger</td>
</tr>
<tr>
<td>● Parent coffee hour (quarterly)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Steps SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st qtr - Counselors and homeroom teachers will co-teach Second Steps</td>
</tr>
<tr>
<td>2-4 quarter - All teachers will teach weekly Second Step Social Emotional Learning with counselors’ support.</td>
</tr>
</tbody>
</table>

| The counselors will teach the Second Step Bullying Lessons to grades K-6. |

| All faculty and staff will continue to have positive relationships within the school setting. |

| All faculty, staff, and students will refer to the PBE matrix (Positive Behavioral Expectations) in all settings |

| Teach students the school vision |

<table>
<thead>
<tr>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Know and understand the school vision</td>
</tr>
<tr>
<td>● WBC will begin each broadcast by leading the school in reciting the school vision</td>
</tr>
</tbody>
</table>

| All staff will reinforce positive behaviors by giving students stamps for exhibiting positive behaviors. |
If we build a positive school culture for all faculty and staff
Then teachers will
● feel supported
● feel safe sharing and contributing
● be more open to doing walkthroughs for self reflection

All students will have the opportunity to earn stamps and spirit sticks for exhibiting positive behaviors.

GLCs will organize activities outside of school to include all staff members.

All teachers will participate in Inclusion activities at the beginning of faculty meetings

Aloha club will host a Christmas and end of year Celebration for faculty and staff.

Administration will provide bonding opportunities for our Webling ohana.

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

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

Webling Elementary strives to close the achievement gap by raising test scores for the SPED, EL, and disadvantaged populations. So WES will focus on providing quality core instruction that is supported with RTI and Data Teams.

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

Using the Ready Classroom Curriculum to increase student voice in the math classrooms. WES teachers will provide more opportunities for discourse across other subject areas. RTI will continue for Reading and will begin for Math.

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

WES will receive Professional Development in differentiation, RTI, BERC, and Ready Classroom. RTI will be supported by non-classroom teachers, support staff, and PPTs.

<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>What are your Measurable Outcomes around School Design and</td>
<td>What are your Measurable Outcomes around School Design and</td>
<td>What are your Measurable Outcomes around School Design and</td>
</tr>
</tbody>
</table>

Webling Elementary School, Version 1, February 5, 2020

11
### Student Voice? What are you designing?

Through focused efforts in RTI and Data Teams all students at Webling, especially students in targeted subgroups will show increased proficiency in both reading and math on the SBA.

By the end of the 2020-2021 school year
- reading proficiency scores on the standards based assessment for students in grades 3-6
  - 40% - SPED
  - 40% - EL
  - 40% - Pacific Islander
  - 64% - Native Hawaiian
  - 65% - Disadvantaged
  - 72% - all students
- math proficiency scores on the standards based assessment for students in grades 3-6
  - 46% - SPED
  - 50% - EL
  - 50% - Pacific Islander
  - 45% - Native Hawaiian
  - 55% - Disadvantaged
  - 62% - all students
- HSA science scores increase by 5%

Through focused efforts in RTI and Data Teams all students at Webling, especially students in targeted subgroups will show growth in both reading and math on iReady
- percentage of students on or above grade level on iReady end of year reading diagnostic assessment for students in grades K-6
  - 68% - all students
- math proficiency scores from iReady end of year diagnostic assessment for students in grades K-6
  - 60% - all students

Through the development and implementation of a new attendance policy, attendance will improve for all students, especially chronically absent ones.
- chronic absenteeism rate - 5%
- number of days chronically absent students are absent will

---

**Webling Elementary School, Version 1, February 5, 2020**

12
Positive School Culture

Counseling and chapter 19 discipline referrals will decrease by 5%

School Panorama Survey favorable percentages will increase from:

- **Gr. 3-5**
  - School Belonging - 74% to 79%
  - SQS - Safety Dimension - 72% to 77%
  - School Safety - 70% to 75%
  - Valuing of School - 71% to 76%

- **Gr. 6**
  - School Belonging - 50% to 55%
  - SQS - Safety Dimension - 62% to 67%
  - School Safety - 68% to 73%
  - Valuing of School - 75% - 80%

Classroom Panorama Survey percentages will increase from:

- **Gr. 3-5**
  - Classroom Climate - 81% to 86%
  - Classroom Engagement - 69% to 74%
  - Classroom Rigorous Expectations - 79% to 84%
  - Classroom Teacher-Student Relationship - 83% to 88%
  - Pedagogical Effectiveness - 83% to 88%

- **Gr. 6**
  - Classroom Climate - 65% to 70%
  - Classroom Engagement - 48% to 53%
  - Classroom Rigorous Expectations - 83% to 88%
  - Classroom Teacher-Student Relationship - 72% to 77%
  - Pedagogical Effectiveness - 75% to 80%

School Quality Survey percentages of positive responses will increase to:

Safety
<table>
<thead>
<tr>
<th>Students - 76%</th>
<th>Parents - 90%</th>
<th>Teachers - 74%</th>
</tr>
</thead>
</table>

**Well-Being**
- Parents - 92%
- Teachers - 68%

**Satisfaction**
- Parents - 90%
- Teachers - 67%

**Involvement/Engagement**
- Parents - 84%
- Teachers - 75%

### Why you are implementing them?

It is important that we:
- improve instruction for all students
- close the achievement gap
- provide equity for all students
- help teachers improve their craft
- improve the school’s culture

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

We will know the enabling activities are causing an improvement if:
- SBA scores improve
- HSA scores improve
- School Panorama Survey scores improve
- SQS scores improve
- There’s a decrease in absences
- There’s a decline in discipline referrals

---

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

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Project based learning and BERC, along with already existing programs will continue to show increased scores in Strive HI and the Panorama Survey.
**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>Strive Hi Data: Language Arts: Math: Chronic Absenteeism Panorama Data</td>
<td>Formative assessments (i-Ready) Student grades Attendance records Referral data</td>
<td>Increase academic achievement (as measured by Strive Hi) by 3% and decrease chronic absenteeism by 1%.</td>
</tr>
</tbody>
</table>

**Student Outcomes (SY 2020-21)**

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your Measurable Outcomes around School Design and Student Voice? What are you designing? ELA reading proficiency scores on the standards based assessment for students in grades 3-6</td>
<td>ELA</td>
<td>Yearlong</td>
<td>WSF</td>
<td>Agendas Data Team Forms Sign in Sheets</td>
<td>Quarter</td>
<td>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.</td>
</tr>
<tr>
<td>All teachers, general education, Sped, EL, IRAs, will - collaborate/plan - use the data team process to target student needs and drive instruction - receive PD to improve teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Teachers will…. - teach all Units in the Wonders Curriculum - administer weekly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40% - SPED</td>
<td>40% - EL</td>
<td>40% - Pacific Islander</td>
<td>64% - Native Hawaiian</td>
<td>65% - Disadvantaged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Webling Elementary School, Version 1, February 5, 2020

15
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>All students percentage of students on or above grade level on iReady end of year reading diagnostic assessment for students in grades K-6</td>
</tr>
<tr>
<td>68%</td>
<td>Assessments for Wonders - Follow grade level pacing guides</td>
</tr>
</tbody>
</table>

All teachers will use the writing process to teach the different genres and students will complete a writing assignment each quarter.

All Students will set reading goals for themselves by completing a goal-setting sheet
- conference with teacher
- use Wonders weekly assessments and iReady data
- create a plan

All students will complete a minimum of 2 interim assessments for Reading.

**RTI**

- All teachers will administer iReady diagnostics 3X a year
- All teachers will create an RTI plan using diagnostic data
  - group students by needs
  - plan meaningful instruction based on needs
  - Homeroom teachers will provide direct instruction for all tier 3 students in the first semester
  - tier 3 students receive direct instruction a Yearlong

Walkthroughs
Student goal sheets/plan
Student writing pieces
iReady data
Walkthroughs
iReady plans

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>Walkthroughs</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Fall - Spring</td>
<td>Student goal sheets/plan</td>
<td>Quarter</td>
</tr>
<tr>
<td>Yearlong</td>
<td>Student writing pieces</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td>iReady data</td>
<td>Quarter</td>
</tr>
<tr>
<td></td>
<td>Walkthroughs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iReady plans</td>
<td></td>
</tr>
<tr>
<td>Minimum of 3 days per week</td>
<td>Tier 2 students receive direct instruction 2 days per week</td>
<td>Conference with Admin</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>

- All students will complete a minimum of 45 minutes of iReady online instruction for reading per week.
- All tier 3 students will be growth monitored every 2 weeks.
- All tier 2 students will be growth monitored every 4 weeks.

**BERC**

All Teachers will….
- Be provided with PD to implement/participate in BERC
- Differentiate their instruction to provide students with quality Tier 1 instruction within the core curriculum.
- Create Learning Targets for their ELA and Math lessons to drive their instruction.
- Periodically reflect on their instruction based on the 4 Instructional Habits as indicated in the Instructional Habits Rubric from the BERC Group.

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>Walkthroughs Reflections</th>
<th>Quarter</th>
<th>Quarter</th>
<th>Semester</th>
</tr>
</thead>
</table>

Webling Elementary School, Version 1, February 5, 2020
Be provided with opportunities to participate in STAR Learning Walks to support their development of instruction practices.

<table>
<thead>
<tr>
<th>Math</th>
<th>Math proficiency scores on the standards based assessment for students in grades 3-6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● 46% - SPED</td>
</tr>
<tr>
<td></td>
<td>● 50% - EL</td>
</tr>
<tr>
<td></td>
<td>● 50% - Pacific Islander</td>
</tr>
<tr>
<td></td>
<td>● 45% - Native Hawaiian</td>
</tr>
<tr>
<td></td>
<td>● 55% - Disadvantaged</td>
</tr>
<tr>
<td></td>
<td>● 62% - all students</td>
</tr>
</tbody>
</table>

Percentage of students on or above grade level on iReady end of year math diagnostic assessment for students in grades K-6

<table>
<thead>
<tr>
<th>Math</th>
<th>All teachers, general education, Sped, EL, IRAs, will</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- collaborate/plan</td>
</tr>
<tr>
<td></td>
<td>- use the data team process to target student needs and drive instruction</td>
</tr>
<tr>
<td></td>
<td>- receive PD to improve teaching</td>
</tr>
</tbody>
</table>

All K-5 Teachers will....

- Teach using the Explore, Develop, Refine Routine
- Allow for discourse using the Try, Discuss, Connect routine
- use the Ready Classroom PPT
- Follow grade level pacing guides
- Administer end of lesson quizzes, math comprehension online, and unit tests.

All 6 Teachers will...

- follow their established Math Pacing Guides.
- Allow for discourse using the Try, Discuss, Connect

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>WSF</th>
<th>Agendas DataTeam Forms Sign in Sheets</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Walkthroughs</td>
<td>Quarter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ready Classroom/GoMath assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Walkthroughs</td>
<td>Quarter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student goal sheets/plan</td>
<td></td>
</tr>
</tbody>
</table>

Webling Elementary School, Version 1, February 5, 2020
<table>
<thead>
<tr>
<th>Routine</th>
<th>Late Fall - Spring</th>
<th>iReady data Walkthroughs iReady plans</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer end of lesson quizzes and Module tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students will...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Set math goals for themselves by completing a goal-setting sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- conference with teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- use Wonders weekly assessments and iReady data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- create a plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- participate in the Explore, Develop, Refine routine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- participate in classroom discourse, Try, Discuss, Connect routine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers, grades 3-6 will administer SBA interim assessments for Math.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students will complete a minimum of 2 interim assessments for Math.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RTI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers will administer iReady diagnostics 3X a year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers will create an RTI plan using diagnostic data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- group students by needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- plan meaningful instruction based on needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Late Fall - Spring
Yearlong
All students will complete a minimum of 45 minutes of iReady online instruction for math per week.  
All tier 3 students will be growth monitored every 2 weeks.  
All tier 2 students will be growth monitored every 4 weeks.

**BERC**  
All Teachers will:….  
- Be provided with PD to implement/participate in BERC  
- Differentiate their instruction to provide students with quality Tier 1 instruction within the core curriculum.  
- Create Learning Targets for their ELA and Math lessons to drive their instruction.  
- Periodically reflect on their instruction based on the 4 Instructional Habits as indicated in the Instructional Habits Rubric from the BERC Group.  
- Be provided with opportunities to participate in STAR Learning Walks to support their development of instruction practices.

<table>
<thead>
<tr>
<th></th>
<th>Yearlong</th>
<th>Yearlong</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Webling Elementary School, Version 1, February 5, 2020</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| HSA science scores increase by 10% | StemScopes
All teachers/levels will collaborate to discuss grade level NGSS responsibilities to ensure all standards are covered prior to 5th grade HSA testing
Teachers will receive StemScopes PD to improve instruction
Each grade level will create and follow pacing guides
- addressing GL selected standards
- teach 2 - 45 minute classes per week
- addressing the 5 Es
Students will complete CERs
- K-3 in groups
- 4 grade
  - first semester in groups
  - second semester independently
- 5-6
  - first quarter in groups
  - 2nd-4th quarter independently
Science Cadre will meet regularly - twice a quarter
All teachers, grade 5 will administer SBA interim assessments for Science. | Yearlong | WSF | Academic plan monitoring form
Pacing guides walkthroughs student work | Semester | Annual | Month | Quarter | 2nd through 4th quarter | Meeting agendas | Quarter |
All students will complete a minimum of 2 interim assessments for Science

**PBL**
All grade levels will develop appropriate, rigorous, and relevant PBL unit (e.g., STEM, NGSS, C3 Framework, etc.) across the content areas to reduce the gap rate between our high needs population (consisting of ELL, Disadvantaged, and SPED) and our non-high needs population.

- Plan and Develop 1 PBL unit
- Implement PBL unit
- Plan and Develop second PBL plan

<table>
<thead>
<tr>
<th>Through the development and implementation of a new attendance policy, attendance will improve for all students, especially chronically absent ones.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- chronic absenteeism rate - 5%</td>
</tr>
<tr>
<td>- number of days chronically absent students are absent will decrease by 5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School will implement school wide attendance procedures to monitor and improve attendance including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- letters to parents informing of child’s absences</td>
</tr>
<tr>
<td>- phone calls to parents</td>
</tr>
<tr>
<td>- conferences with parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>WSF</th>
<th>Attendance report</th>
<th>Week</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>student interim results</th>
<th>Quarter</th>
</tr>
</thead>
</table>

| Semesterly | Meeting agenda/notes Grade level PBL Units | --- |

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<table>
<thead>
<tr>
<th>Positive School Culture</th>
<th>Webling Elementary will provide outreach opportunities</th>
<th>Yearlong</th>
<th>WSF</th>
</tr>
</thead>
</table>
| Counseling and chapter 19 discipline referrals will decrease by 5% | - Standards-Based Learning/ Brown Bag Breakfast  
- Career Day  
- May day/ Curriculum Fair  
- Grade Level Activities/Field Trips  
- PTO Events  
- Pueo Pride Assembly  
- Parent bulletin/School Messenger  
- Parent coffee hour (quarterly) | Second Steps SEL  
1st qtr - Counselors and homeroom teachers will co-teach Second Steps  
2-4 quarter - All teachers will teach weekly Second Step Social Emotional Learning with counselors’ support.  
The counselors will teach the Second Step Bullying Lessons to grades K-6.  
All faculty and staff will continue to have positive relationships within the school setting.  
All faculty, staff, and students will refer to the PBE matrix (Positive Behavioral Expectations) in all | Parent Survey  
School Quality Survey | Per event  
Annual |
| School Panorama Survey favorable percentage will increase from | | | School Panorama Scores  
Discipline referrals  
Walkthroughs  
Student Surveys  
School Quality Survey | Annual  
Quarter  
Month  
Quarter  
Annual |
| Gr. 3-5 | | | |
| ● School Belonging - 74% to 79%  
● SQS - Safety Dimension - 72% to 77%  
● School Safety - 70% to 75%  
● Valuing of School - 71% to 76% | | | |
| Gr. 6 | | | |
| ● School Belonging - 50% to 55%  
● SQS - Safety Dimension - 62% to 67%  
● School Safety - 68% to 73%  
● Valuing of School - 75% - 80% | | | |
settings

Teach students the school vision

Students will:
- Know and understand the school vision
- WBC will begin each broadcast by leading the school in reciting the school vision

All staff will reinforce positive behaviors by giving students stamps for exhibiting positive behaviors.

All students will have the opportunity to earn stamps and spirit sticks for exhibiting positive behaviors.

<table>
<thead>
<tr>
<th>Staff Outcomes (SY 2020-21)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Outcome(s)</strong></td>
</tr>
<tr>
<td>Core Curriculum</td>
</tr>
<tr>
<td>Classroom Panorama Survey</td>
</tr>
</tbody>
</table>

All teachers, general education, Sped, EL, IRAs, will
- collaborate/plan for instruction and RTI
- use the data team process to target student needs

Yearlong       | WSF       | Student Classwork Panorama Survey | Quarter, Annual |
<table>
<thead>
<tr>
<th>Gr. 3-5</th>
<th>Classroom Engagement - 69% to 74%</th>
<th>Classroom Rigorous Expectations - 79% to 84%</th>
<th>Pedagogical Effectiveness - 83% to 88%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>All teachers, general education, Sped, EL, IRAs, will - collaborate/plan for instruction and RTI - use the data team process to target student needs and drive instruction - receive Ready Math PD to improve teaching - receive PD for SPED and EL students</td>
<td>Yearlong</td>
<td>WSF</td>
</tr>
<tr>
<td>Gr. 6</td>
<td>Classroom Engagement - 48% to 53%</td>
<td>Classroom Rigorous Expectations - 83% to 88%</td>
<td>Pedagogical Effectiveness - 75% to 80%</td>
</tr>
<tr>
<td>StemScopes</td>
<td>All teachers will receive StemScopes PD to improve instruction</td>
<td>Yearlong</td>
<td>WSF</td>
</tr>
</tbody>
</table>

**Positive School Culture**

Classroom Panorama Survey percentages will increase from:

<table>
<thead>
<tr>
<th>Gr. 3-5</th>
<th>Classroom Climate - 81% to 86%</th>
<th>Classroom Teacher-Student Relationship - 83%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All faculty and staff will continue to have positive relationships within the school setting. All faculty, staff, and students will refer to the PBE matrix (Positive Behavioral Expectations) in all settings Teach students the school vision</td>
<td>Yearlong</td>
<td>Student Classwork Panorama Survey School Quality Survey</td>
</tr>
</tbody>
</table>

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to 88%
Gr. 6
- Classroom Climate - 65% to 70%
- Classroom Teacher-Student Relationship - 72% to 77%

School Quality Survey percentages of positive responses will increase to:

Safety
- Students - 76%
- Parents - 90%
- Teachers - 74%

Well-Being
- Parents - 92%
- Teachers - 68%

Satisfaction
- Parents - 90%
- Teachers - 67%

Involvement/Engagement
- Parents - 84%
- Teachers - 75%

GLCs will organize activities outside of school to include all staff members.

All teachers will participate in Inclusion activities at the beginning of faculty meetings

Aloha club will host a Christmas and end of year Celebration for faculty and staff.

Administration will provide bonding opportunities for our Webling ohana.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

\[version 1, February 5, 2020\]
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

<table>
<thead>
<tr>
<th>Please describe your school’s ideas around innovation and pilot projects.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BERC</strong></td>
</tr>
<tr>
<td>The BERC learning walk provides a common vocabulary for our school to develop a common powerful teaching and learning. By visiting other teacher classrooms our teachers will reflect on and improve their teaching practice.</td>
</tr>
<tr>
<td><strong>PBL</strong></td>
</tr>
<tr>
<td>The implementation of PBL will bring an integration of core content areas that focuses on a real-world, meaningful project. Students will have the opportunity to work collaboratively on their projects for an extended period of time. As a result, students will develop content knowledge, critical thinking skills, as well as collaboration skills, creativity, and communication skills.</td>
</tr>
<tr>
<td>- summer pilot program</td>
</tr>
<tr>
<td>- one each semester</td>
</tr>
</tbody>
</table>

### Conditions for Success

<table>
<thead>
<tr>
<th>Please describe your conditions for Success:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>Teacher Learning Walks - twice a year</td>
</tr>
<tr>
<td>Walkthroughs</td>
</tr>
<tr>
<td>- checklist</td>
</tr>
<tr>
<td>- bookmark</td>
</tr>
<tr>
<td>Reflections</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td>Collaboration time</td>
</tr>
<tr>
<td>Scheduling</td>
</tr>
<tr>
<td>Materials/ Resources</td>
</tr>
<tr>
<td>Developing Community partnerships for support</td>
</tr>
</tbody>
</table>

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