

2020 Academic Plan, School Year 2020-21



School: MAUNAWILI 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 (POCA) 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.

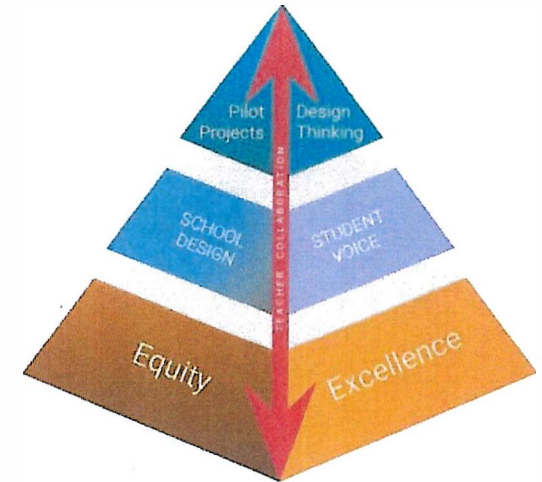
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Nathan Maeda

Principal's signature and date:

May 21/20

Complex Area Superintendent (print):

Lanette Hibbs

Complex Area Superintendent's signature and date:

Lanette Hibbs

06/03/2020

[School Name], [Version 1], (Date)



Academic and Financial Plan

School Year 2020 - 2021

Overview

<u>Core Value and Mindset</u>	<u>Curriculum & Learning Design</u>	<u>Infrastructure</u>	<u>Student Learning Products and Voice</u>
<ul style="list-style-type: none"> • Mission, Vision, and Values • Growth Mindset • Community-Informed Learning • Equity and Access • Leadership Vision 	<ul style="list-style-type: none"> • Standards-Based & Industry-Veted Curriculum • Innovation through Partnerships • Choice, Voice and Collaboration • Access through Design • Learning Material 	<ul style="list-style-type: none"> • Technology to Design, Iterate and Collaborate • Multi-Tiered Systems of Support • Capacity Building • Use of Time • Learning Spaces 	<ul style="list-style-type: none"> • Personalized Learning • Student Agency • Academic Showcases • Inquiry and Problem Solving • College and Career Pathways
	<p><u>Data Team Process</u></p> <p><i>Fine-tune data team process to look at student work and determine next steps for both instruction and for students.</i></p> <p>▮Data Teams ▮Student Work</p>	<p><u>Teacher Clarity:</u></p> <p><i>Powerful Instructional Practice will be on Learning Targets and Success Criteria specifically in math as we implement a new math curriculum.</i></p> <p><i>Continue with peer visits and vertical articulation.</i></p> <p>▮PIP ▮Peer Visits ▮Vertical Articulation</p>	
	<p><u>Writing</u></p> <p><i>Need to do a refresher for current staff as well as provide professional development for new staff on school-wide writing curriculum (Write from the Beginning).</i></p> <p>▮Write from the Beginning</p>	<p><u>Expand Multi-Tiered Systems of Support</u></p> <p>(Academic for gap)</p> <p><i>Continue with iReady articulation to determine next steps for students.</i></p> <p><i>Clearly define as a school what HMTSS looks like for our students.</i></p> <p>▮HMTSS ▮iReady Articulation ▮Behavior ▮Parent Ed</p>	
	<p><u>Student Voice</u></p> <p><i>Continue to explore what student voice looks like and incorporate student voice into our PIP through student-created success criteria.</i></p> <p>▮Student Created Success Criteria ▮Student Voice</p>	<p><u>Expand Multi-Tiered Systems of Support</u></p> <p>(Social-Emotional for Panorama)</p> <p><i>Continue to explore ways to make students feel safe and a sense of belonging.</i></p> <p>▮Guidance ▮Safety/Belonging ▮New Students</p>	

5 Promise Themes



In the State Literacy Grant, we budgeted for an Ohana Day as well culture-based books for our library and grade 4 curriculum.



Expand Multi-Tiered Systems of Support

(Academic for gap)

Continue with iReady articulation to determine next steps for students.
Clearly define as a school what HMTSS looks like for our students.

►HMTSS ►iReady Articulation ►Behavior ►Parent Ed

Expand Multi-Tiered Systems of Support

(Social-Emotional for Panorama)

Continue to explore ways to make students feel safe and a sense of belonging.

►Guidance ►Safety/Belonging ►New Students

Writing

Need to do a refresher for current staff as well as provide professional development for new staff on school-wide writing curriculum (Write from the Beginning).

►Write from the Beginning



SCHOOL DESIGN

Teacher Clarity:

Powerful Instructional Practice will be on Learning Targets and Success Criteria specifically in math as we implement a new math curriculum.

Continue with peer visits and vertical articulation.

►PIP ►Peer Visits ►Vertical Articulation

Data Team Process

Fine-tune data team process to look at student work and determine next steps for both instruction and for students.

►Data Teams ►Student Work

EMPOWERMENT



Student Voice

Continue to explore what student voice looks like and incorporate student voice into our PIP through student-created success criteria.

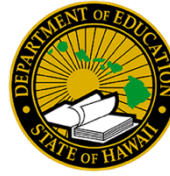
►Student Created Success Criteria ►Student Voice

INNOVATION



Continuation of our Innovation Grant for a Menehune Makerspace

State Literacy Grant



2020 Academic Plan, School Year 2020-21

Maunawili Elementary School

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year 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 the 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, Study, Act (PDSA) cycles, and systemized by leading indicators.

HDOE 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.

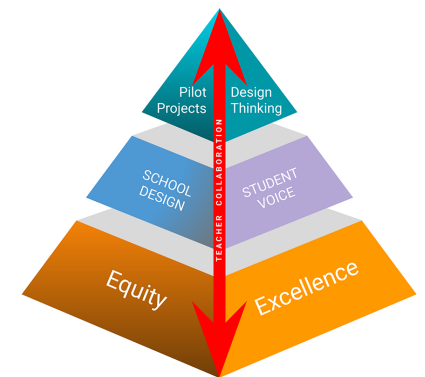
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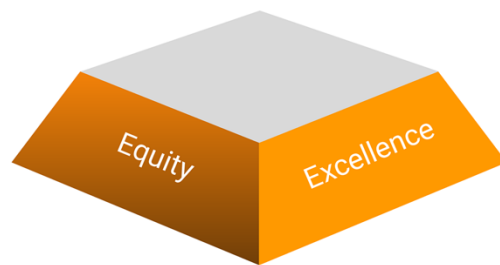
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year 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 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





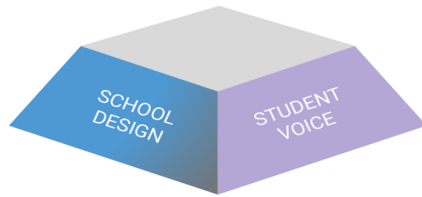
Teaching & Learning Core: Equity and Excellence

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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p><u>Data/Rigor</u></p> <ul style="list-style-type: none"> Scores in ELA and Math SBA have plateaued over the last three years (ELA at 69% for the last 3 years, Math at 70%, 67%, 70% for the last three years) HSA Science scores have declined over the last three years from 96% to 70% to 66% 	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><u>Infrastructure: Capacity Building: Teacher Clarity:</u></p> <ul style="list-style-type: none"> If we increase peer visits that focus on gaining a common understanding of grade level expectations, then it will lead to increased student achievement. If we increase vertical articulation in Math, ELA, and Science, then we can clarify what rigor looks like for each grade level and identify any gaps in learning, instruction or expectations. If we focus on tier 1 instruction in math, specifically learning targets and success criteria, then teachers can clarify their learning intentions and expectations and students will know what proficiency looks like 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> Peer visits within grade levels with lens of focus, feedback, and reflection Quarterly targeted learning walks Pairing grade levels on Curriculum Mapping days to vertically articulate expectations Quarterly Data Sharing of assessments, student work, and data Powerful Instructional Practice: Learning targets and Success Criteria
<p><u>Data/Rigor</u></p> <ul style="list-style-type: none"> Common Assessment data is at 62% for ELA and 56% for Math. 	<p><u>Curriculum and Learning Design: Access through Design</u></p> <ul style="list-style-type: none"> If we refine the data team process within each learning team to analyze student work and share strategies that are working, then data can be intentionally used to inform instruction to facilitate student growth. 	<ul style="list-style-type: none"> Data Team process checklist with determination of next steps for student need Align Common Formative Assessments to the standard (not a higher rigor) Explore different strategies to analyze data

<p><u>Data/Rigor</u></p> <ul style="list-style-type: none"> • Math achievement gap has increased from 24 to 31 points. • Non High Need Math Proficiency 83%, High Needs Math Proficiency 52% 	<p><u>Infrastructure: Multi-Tiered Systems of Support</u></p> <ul style="list-style-type: none"> • If we clarify our inclusive practices to understand the needs of individual students and implement effective support, then our high needs students will meet proficiency. • If we expand and organize our Hawai'i Multi-Tiered System of Support (HMTSS) framework to include the academic, behavioral, social-emotional, and physical domains, then school personnel will provide the right supports for each student and students' unique needs will be met and they will demonstrate mastery of the standards. 	<ul style="list-style-type: none"> • Understand the inclusive practice models available and align those supports to student needs • Build our understanding of disability categories and the look fors • Implement inclusive practice models to increase proficiency • Parent nights to share strategies that can be used at home • Expand MTSS framework to include academic, behavioral, social-emotional, and physical domains
<p><u>Data/Rigor</u></p> <ul style="list-style-type: none"> • Informational/Explanatory Writing claim scores are low. 79% of students were not proficient in the area of Organization/Purpose and 78% of students were not proficient in the area of Evidence/Elaboration. • Opinion/Argumentative Writing claim scores are low 61% of students were not proficient in the area of Organization/Purpose and 67% of students were not proficient in the area of Evidence/Elaboration). 	<p><u>Curriculum and Learning Design: Standard-based and Vetted Curriculum</u></p> <ul style="list-style-type: none"> • If we revisit practices (from Kamehameha coaching) in writing, then we can review and provide new learning to strengthen writing in Informational, Explanatory, Opinion, and Argumentative Writing. 	<ul style="list-style-type: none"> • Half day PD with Kamehameha (if they can come) • Review Thinking Maps and writing rubrics
<p><u>Student Voice</u></p> <ul style="list-style-type: none"> • Decrease in all areas of the Tripod/Panorama Survey (Decreased from 76% to 70%) • Decrease in the amount of students who feel safe according to Tripod/Panorama Survey (Decreased from 75% to 65%) • Sense of Belonging lowest category on Panorama Survey (69% for grades 3-5 60% for grade 6) 	<p><u>Infrastructure: Multi-Tiered Systems of Support</u></p> <ul style="list-style-type: none"> • If we expand and organize our Hawai'i Multi-Tiered System of Support (HMTSS) framework to include the academic, behavioral, social-emotional, and physical domains, then school personnel will provide the right supports for each student and students' unique needs will be met and they will demonstrate mastery of the standards. • If we build positive student relationships to incorporate PBIS like Choose Love and 3 BEs then we will raise. Panorama Survey results overall in safety and belonging categories. 	<ul style="list-style-type: none"> • Counselor? • Review sometimes option on Panorama with students • Investigate why students don't feel safe, or that they don't belong • Adapt our infrastructure to meet student needs (changing criteria for service clubs, frequency of guidance lessons, etc.)

<u>Student Voice</u> <ul style="list-style-type: none">• Common understanding of student voice and what it looks like at each grade level	<u>Curriculum & Learning Design: Choice, Voice, and Collaboration</u> <ul style="list-style-type: none">• If we gain a deeper understanding of what student voice is and what it looks like then we will release responsibility to students to build student voice and choice.	<ul style="list-style-type: none">• Co-constructing criteria• Design thinking• Gallery walk (share what other teachers are doing for student voice)• Bring culture into the school• Incorporate examples of student voice on curriculum maps
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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.
 Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.
 Describe here your Conditions for Success for School Design and Student Voice.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Infrastructure: Capacity Building</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> 75% of all students will be proficient on ELA and Math SBA 80% of all students will be proficient on quarterly ELA and Math common assessments, and 100% of all students will (1) meet or surpass 50% of their stretch growth goal on i-Ready by the Winter i-Ready administration and (2) meet or surpass their stretch growth goal after the Spring i-Ready administration in Reading and Math. <p>Teacher outcomes:</p> <ul style="list-style-type: none"> 100% of teachers will participate in at least two peer visits within grade levels with a teacher lens of focus, feedback from peers, and self-reflection. 100% of teachers will participate in vertical articulation on quarterly meeting days (common Collaboration Days and Data Sharing Days) using their Curriculum Maps, Common Assessments, and student work. 100% of teachers will document how the peer visit impacted their teaching practice. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student outcome to increase by 5% from previous year.</p> <p>Teacher outcome will continue.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student outcome to increase by 5% from previous year.</p> <p>Teacher outcome will continue.</p>

<ul style="list-style-type: none"> 100% of teachers will align their Pacing Guides and will engage in vertical alignment of their Curriculum Maps. 100% of teachers will participate in professional development on Learning Targets and Success Criteria. 		
<p><i>Why are you implementing them?</i></p> <p>Teacher clarity has a .75 effect size and peer visits and vertical articulation will allow teachers to reflect upon their practice, choose an area of focus to build upon their pedagogy, and collaborate with other teachers to gain a common understanding for student expectations. A focus on learning targets and success criteria will add to teacher clarity.</p>	<p><i>Why are you implementing them?</i></p> <p>This is a short term goal leading to a long term goal.</p>	<p><i>Why are you implementing them?</i></p> <p>This is a short term goal leading to a long term goal.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> SBA ELA and Math data Common Assessment data i-Ready data in Winter and Spring Peer Visit Feedback and Reflection Peer Visit Impact Collection Sheet Vertical Articulation Checklist 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Same as previous year.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Same as previous year.</p>

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>Curriculum and Learning Design: Access through Design</u></p> <p><u>Student Outcomes:</u></p> <ul style="list-style-type: none"> 80% of all students will be proficient on quarterly ELA and Math Common Assessments. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student outcome to increase by 5% from previous year.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student outcome to increase by 5% from previous year.</p>

Teacher outcomes: <ul style="list-style-type: none"> 100% of data teams will follow a process to analyze student work, share effective instructional strategies, and make changes to instruction to meet student needs. 	Teacher outcome will continue.	Teacher outcome will continue.
<p><i>Why are you implementing them? (what, By how much)</i></p> <p>Collective teacher efficacy has a 1.57 effect size. Collaboration is necessary in order to build collective teacher efficacy. Although we have regular data team meetings, there is a need to clarify/refine the process to ensure data is intentionally used to make instructional changes.</p>	<p><i>Why are you implementing them?</i></p> <p>This is a short term goal leading to a long term goal.</p>	<p><i>Why are you implementing them?</i></p> <p>This is a short term goal leading to a long term goal.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Common Assessment data Common Lesson Planning Sheet 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Same as previous year.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Same as previous year.</p>

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing? (Who & What, when</p> <p><u>Infrastructure: Multi-tiered Systems of Support</u></p> <p><u>Student Outcomes:</u></p> <ul style="list-style-type: none"> 65% of all high needs students will be proficient on ELA and Math SBA, 65% of all high needs students will be proficient on quarterly ELA and math common assessments, and 100% of all high-needs students will <ul style="list-style-type: none"> (1) meet or surpass 50% of their stretch growth goal on i-Ready by the Winter i-Ready administration and (2) meet or surpass their stretch growth goal after the Spring i-Ready administration. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student outcome to increase by 5% from previous year.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student outcome to increase by 5% from previous year.</p>

Teacher outcomes: <ul style="list-style-type: none"> All faculty will engage in learning about and establishing a Multi-Tiered System of Support (following the HMTSS Resource Guide) and organize existing systems so that collaboration between MTSS domains are seamless. 	Teacher outcome will continue.	Teacher outcome will continue.
<i>Why are you implementing them? (what, By how much)</i> A fluid continuum of integrated supports that encompasses RTI, PBIS, and other interventions is needed in order to promote positive school climate and mitigate learning obstacles before they affect student outcomes. (HMTSS Resource Guide)	<i>Why are you implementing them?</i> This is a short term goal leading to a long term goal.	<i>Why are you implementing them?</i> This is a short term goal leading to a long term goal.
<i>How will you know that they are causing an improvement?</i> <ul style="list-style-type: none"> SBA ELA and Math data ELA and Math Common Assessment data ELA and Math i-Ready data in Winter and Spring Conversations in all teacher-collaboration teams focus on the whole child as documented on minutes and student action plans. 	<i>How will you know that they are causing an improvement?</i> Same as previous year.	<i>How will you know that they are causing an improvement?</i> Same as previous year.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> <u>Curriculum and Learning Design: Standard-based and Vetted Curriculum</u> <u>Student Outcomes:</u> <ul style="list-style-type: none"> 50% of students will be proficient in the area of Organization/Purpose and in the area of Evidence and Elaboration on SBA informational writing claims. 	<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> Student outcome to increase by 5% from previous year.	<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> Student outcome to increase by 5% from previous year.

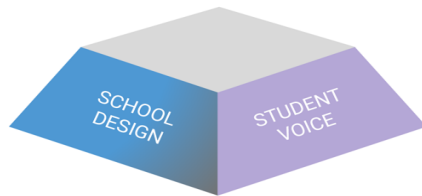
<ul style="list-style-type: none"> 50% of students will be proficient in the area of Organization/Purpose and in the area of Evidence and Elaboration on SBA opinion/argumentative writing claims. <p>Teacher outcomes:</p> <ul style="list-style-type: none"> 100% of teachers will participate in a Thinking Map/Write from the Beginning refresher to utilize strategies in the classroom. 	Teacher outcome will continue.	Teacher outcome will continue.
<p><i>Why are you implementing them? (what, By how much)</i></p> <p>When our school was utilizing Thinking Maps and Write from the Beginning strategies through our partnership with Kamehameha, our SBA writing scores were very high. With new personnel and a lack of consistent training, not all classes are utilizing the strategies.</p>	<p><i>Why are you implementing them?</i></p> <p>This is a short term goal leading to a long term goal.</p>	<p><i>Why are you implementing them?</i></p> <p>This is a short term goal leading to a long term goal.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Interim Quick Writes Writing Grades 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Same as previous year.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Same as previous year.</p>

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Infrastructure: Multi-Tiered Systems of Support</p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> 75% of students will report feeling safe according to the Tripod/Panorama Survey. 75% of students will report a positive Sense of Belonging on Panorama Survey (69% for grades 3-5 60% for grade 6) 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student outcome to increase by 5% from previous year.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student outcome to increase by 5% from previous year.</p>

Teacher Outcomes: <ul style="list-style-type: none"> All staff will investigate why students do not feel safe on campus and problem solve ways to increase safety measures. All staff will review/refine existing systems (such as service clubs, guidance lessons, etc) to ensure students feel welcomed and included at school. 	Teacher outcome will continue.	Teacher outcome will continue.
<p><i>Why are you implementing them? (what, By how much)</i></p> <p>According to the Panorama Survey, Sense of Belonging and Student Safety were our two lowest categories. Because this is the first year we are using Panorama, we need to investigate why the students are reporting these scores. We do not want to jump to misguided solutions and need to take time to investigate exactly why the scores are the way they are.</p>	<p><i>Why are you implementing them?</i></p> <p>This is a short term goal leading to a long term goal.</p>	<p><i>Why are you implementing them?</i></p> <p>This is a short term goal leading to a long term goal.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Guidance Lessons/P4C Circles Service Club Guidelines Interim School Surveys Student Interviews 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Same as previous year.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Same as previous year.</p>

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>Curriculum & Learning Design: Choice, Voice, and Collaboration</u></p> <p><u>Student Outcomes:</u></p> <ul style="list-style-type: none"> 100% of students will co-construct criteria for at least one project. 100% of students will have a choice in creating at least 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>We are hoping that this will be a one year goal to develop what it looks like and thereafter it could be maintained.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>We are hoping that this will be a one year goal to develop what it looks like and thereafter it could be maintained.</p>

<p>one learning project.</p> <p><u>Teacher outcomes:</u></p> <ul style="list-style-type: none">• 100% of teachers will share how they have incorporated Student Voice in their classroom.• All Curriculum Maps will incorporate at least one Student Voice component.		
<p><i>Why are you implementing them?</i></p> <p>Quaglia's Student Voice research states that students who believe they have a voice in school, are seven times more likely to be academically motivated. As a staff, we need to understand what Student Voice looks like at each grade level and provide opportunities for our students.</p>	<p><i>Why are you implementing them?</i></p>	<p><i>Why are you implementing them?</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none">• Gallery Walk• Curriculum Maps	<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>



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

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

Baseline Measurements	Formative Measures	Summative Goals
<ul style="list-style-type: none"> Baseline Common Assessments Baseline i-Ready Data 2019-2020 SBA data 	<ul style="list-style-type: none"> Quarterly Common Assessments Winter i-Ready Data 	<ul style="list-style-type: none"> Quarterly Common Assessments Spring i-Ready

Outcomes (SY 2020-21)

Measurable Outcome(s) <u>Infrastructure: Capacity Building</u>	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Student Outcomes:</p> <ul style="list-style-type: none"> 75% of all students will be proficient on ELA and Math SBA 80% of all students will be proficient on quarterly ELA and Math Common Assessments, and 100% of all students will (1) meet or surpass 50% of their stretch growth goal on i-Ready by the Winter i-Ready administration and (2) meet or surpass their stretch growth goal after the Spring i-Ready administration in Reading and Math. 	<p>PIP (Learning Targets/Success Criteria): Teachers will participate in professional development on learning targets and success criteria with a focus on math. (PIP). The cycles of professional learning will focus on the difference between learning targets and success criteria, the rigor of the success criteria in comparison to the standard and students co-constructing success criteria.</p>	Yearlong		<ul style="list-style-type: none"> Sign in sheets Gallery/Ghost Walks Student interviews Learning walk data 	Quarterly	Monitored through quarterly sharing of School Level ART reports

Teacher Outcomes: <ul style="list-style-type: none"> 100% of teachers will participate in professional development on learning targets and success criteria with a focus on math. (PIP) 100% of teachers will participate in at least two peer visits within grade levels with a teacher lens of focus, feedback from peers and self-reflection. 100% of teachers will participate in vertical articulation on quarterly meeting days (common collaboration days and Data Sharing Days) using their Curriculum Maps, Common Assessments, and student work. 100% of teachers will document how the peer visit impacted their teaching practice. 100% of teachers will align their pacing guides and will engage in vertical alignment of their Curriculum Maps. 	Peer Visits: Teachers will participate in at least two peer visits within grade levels with a teacher lens of focus, feedback from peers, and self-reflection. Teachers will document the impact of the peer visit on their teaching practice.	Yearlong	WSF \$35,600 (Pending funding) for substitute teachers (ILT planning/Guid ed Visits, Learning Team Articulation, i-Ready Articulation)	<ul style="list-style-type: none"> SBA ELA/Math data Common Assessment data i-Ready data in Winter and Spring Peer Visit Feedback and Reflection Peer Visit Impact Collection Sheet 	Quarterly	Monitored through quarterly sharing of School Level ART reports
	Vertical Articulation: Teachers will participate in vertical articulation on quarterly meeting days (common Collaboration Days and Data Sharing Days) using their Curriculum Maps, Common Assessments, and student work. Learning teams will continue to align their pacing guides and will engage in vertical alignment of their Curriculum Maps.	Yearlong	WSF \$35,600 (Pending funding) for substitute teachers (ILT planning/Guid ed Visits, Learning Team Articulation, i-Ready Articulation) \$12,917 (iReady Subscription) 42101	<ul style="list-style-type: none"> SBA ELA/Math data Common Assessment data i-Ready data in Winter and Spring Vertical Articulation Checklist 	Quarterly	Monitored through quarterly sharing of School Level ART reports

Measurable Outcome(s) <u>Curriculum and Learning Design: Access through Design</u>	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Student Outcomes: <ul style="list-style-type: none"> 80% of all students will be proficient on quarterly ELA and Math Common Assessments. Teacher outcomes: <ul style="list-style-type: none"> 100% of data teams will follow a process to analyze student work, share effective instructional strategies, and make changes to instruction to meet student needs. 	Data Team Process: Clarify data team process and identify a common checklist/process to use school-wide.	Fall		<ul style="list-style-type: none"> Checklist 	Annual	Monitored through quarterly sharing of School Level ART reports
	Weekly data team meetings to analyze student data, share instructional strategies and make changes to instruction.	Yearlong	WSF \$30,504 for PE and Music teacher for coverage for Learning Team time 42101	<ul style="list-style-type: none"> Data Team minutes Common Lesson Planning Sheet 	Weekly	Monitored through quarterly sharing of School Level ART reports

Measurable Outcome(s) <u>Infrastructure: Multi-tiered Systems of Support</u>	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Student Outcomes: <ul style="list-style-type: none"> 65% of all high needs students will be proficient on ELA and Math SBA, 65% of all high needs students will be proficient on quarterly ELA and math common assessments, and 100% of all high-needs students will <ul style="list-style-type: none"> (1) meet or surpass 50% of their stretch growth goal on i-Ready by the Winter i-Ready administration and (2) meet or surpass their stretch 	Addressing Students with Special Needs: Teachers will participate in professional learning on understanding the unique needs of students with special needs including: (1) the SPED eligibility process and disability categories (2) inclusive practice models.	Fall		<ul style="list-style-type: none"> SBA ELA and Math data (lagging) ELA and Math Common Assessment data (leading) ELA and Math iReady data in Winter and Spring(leading) Sign in sheet 	Annual	Monitored through quarterly sharing of School Level ART reports

<p>growth goal after the Spring i-Ready</p> <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> All staff will engage in learning about and establishing a multi-tiered system of support (following the HMTSS resource guide) and organize existing systems so that collaboration between MTSS domains are seamless. 	<p>SPED Articulation: General Education teachers with students with special needs will collaborate with their students' Care Coordinators and document supports (SPED articulation, Peer Reviews, etc.)</p>	Yearlong		<ul style="list-style-type: none"> Meeting sign in sheets 	Yearlong	
	<p>HMTSS: Faculty will participate in HMTSS Overview and follow-up training for domains (RTI, PBIS, SEL, etc.) to build shared understanding and ownership.</p>	Fall	WSF \$95,797 for RTI Coordinator and support teacher and EL Support Teacher 42103 42102 42101	<ul style="list-style-type: none"> Establishment of MTSS Team Growth on MTSS Implementation Checklist Training sign in sheet 	Annual	Monitored through quarterly sharing of School Level ART reports
	<p>iReady Articulation: Teachers will participate in i-Ready Articulations (Academic Review) 3xs per year to identify students at risk for academic failure.</p> <ul style="list-style-type: none"> Students identified as at risk will have an intervention plan with a goal for their identified area of need. 1Students identified as at risk will have their progress monitored 	Yearlong	WSF \$35,600 (Pending funding) for substitute teachers (ILT planning/Guid ed Visits, Learning Team Articulation, i-Ready Articulation) 42101	<ul style="list-style-type: none"> ELA and Math iReady data in Winter and Spring(leading Intervention plans Progress monitoring 	Fall, Winter, Spring	Monitored through quarterly sharing of School Level ART reports

	Behavior Review: Teachers will participate in Behavior Review 3xs per year to identify students who have behavior concerns. <ul style="list-style-type: none"> 100% of students identified as having behavior concerns will have an intervention plan with a support and goal for their identified area of concern. 100% of students identified as having behavior concerns will have a support/goal for their identified area of concern. 	Yearlong			Fall, Winter, Spring	
	Parent Education: Parent nights to share strategies that can be used at home.	Spring		<ul style="list-style-type: none"> Parent Sign in Sheets Parent Feedback Forms 	Annual	Monitored through quarterly sharing of School Level ART reports

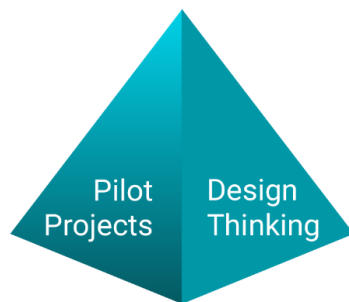
Outcomes (SY 2020-21)

Measurable Outcome(s) Curriculum and Learning Design: <u>Standard-based and Vetted Curriculum</u>	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Student Outcomes: <ul style="list-style-type: none"> 50% of students will be proficient in the area of Organization/Purpose and in the area of Evidence and Elaboration on SBA informational writing claims. 50% of students will be proficient in the area of Organization/Purpose and in the area of Evidence and Elaboration on SBA 	Writing Curriculum: Thinking Map/Write from the Beginning refresher.	Fall		<ul style="list-style-type: none"> Sign in Sheets Writing grades Claim data from SBA 		Monitored through quarterly sharing of School Level ART reports

<p>opinion/argumentative writing claims.</p> <p>Teacher outcomes:</p> <ul style="list-style-type: none"> 100% of teachers will participate in a Thinking Map/Write from the Beginning refresher to utilize strategies in the classroom. 						
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Measurable Outcome(s) <u>Infrastructure: Multi-tiered Systems of Support</u>	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequen cy Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>Student Outcomes:</p> <ul style="list-style-type: none"> 75% of students will report feeling safe according to Tripod/Panorama Survey. 75% of students will report a positive Sense of Belonging on Panorama Survey (69% for grades 3- 5 60% for grade 6) <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> All staff will investigate why students do not feel safe on campus and problem solve ways to increase safety measures. All staff will review/refine existing systems (such as service clubs, guidance lessons etc) to ensure students feel welcomed and included at school. 	<p>Guidance: Guidance lessons/p4C circles to determine why our students may feel unsafe or why they do not feel a sense of belonging.</p>	Yearlong	WSF \$65,293 for counseling position 42104	<ul style="list-style-type: none"> Guidance Lessons/P4C Circles 	Quarterly	Monitored through quarterly sharing of School Level ART reports
	<p>Safety/Belonging: As a staff, problem-solve ways to increase the feeling of safety and the sense of belonging and implement ideas.</p>	Yearlong		<ul style="list-style-type: none"> Service Club Guidelines Interim School Surveys Student Interviews Panorama Survey 		Monitored through quarterly sharing of School Level ART reports
	<p>New Students: Add “Welcoming Committee” assignment to one of the service clubs.</p>	Yearlong		<ul style="list-style-type: none"> Service Club Guidelines Interim School Surveys Student Interviews 		Monitored through quarterly sharing of School Level ART reports

Measurable Outcome(s) <u>Curriculum & Learning Design: Choice, Voice, and Collaboration</u>	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)
<u>Student Outcomes:</u> <ul style="list-style-type: none"> 100% of students will co-construct criteria for at least one project. 100% of students will have a choice in creating at least one learning project. <u>Teacher outcomes:</u> <ul style="list-style-type: none"> 100% of teachers will share how they have incorporated student voice in their classroom. All curriculum maps will incorporate at least one student voice component. 	<u>Success Criteria</u> (PIP): Students will co-construct criteria for at least one project.	Yearlong		Gallery Walk Student Observations	Quarterly	Monitored through quarterly sharing of School Level ART reports
	<u>Student Voice:</u> Teachers will share how they are incorporating Student Voice by bringing artifacts to a Gallery Walk.	Yearlong		Gallery Walk Teacher reflection sheets	Quarterly	Monitored through quarterly sharing of School Level ART reports
	<u>Curriculum Maps:</u> Teachers will revise curriculum maps to include at least one student voice component	Yearlong		Curriculum Maps	Quarterly	Monitored through quarterly sharing of School Level ART reports



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.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” 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>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</p> <p>Maunawili Elementary School won the Innovation Grant in-school year 2019 - 2020. With the \$10,000 they bought several iPads, iPencils, a Carvey machine and supplies for our 3D printer. This is hopefully the beginning of a Menehune Makerspace. Our vision is to transform the library to be a living, breathing makerspace where students can create, innovate, and let their imaginations help them to problem solve and bring their ideas to fruition.</p> <p>Maunawili Elementary School is a part of the Kailua/Kalaheo Complex Literacy Grant and hopes to receive a portion of the grant. With this money:</p> <ol style="list-style-type: none"> 1) two additional part-time teachers would be hired to provide intervention services to tier 2 and tier 3 students in reading and/or writing. 2) a Parent Community Network Coordinator (PCNC) will be hired to hold monthly family literacy workshops and family events that focus around Na Hopena A'o. 3) after-school tutoring will be provided to “gap” students to improve reading and/or writing skills and also provide community experiences focused around the Ha Framework. 4) technology, furniture and other resources will be purchased to support teachers and students during their intervention block as well as for after school tutoring. 	<p>Please describe your Conditions for Success:</p> <p>We hope to have students creating projects that can be shared at our annual Curriculum Fair and perhaps to outside partners that might be interested in their solutions. We hope to set up a system where older students are the ones to mentor the younger students in this makerspace to create a sense of ownership and stewardship for our younger students.</p> <p>We know that our efforts as identified in the Complex Literacy grant are successful if we see improvements in:</p> <ul style="list-style-type: none"> ● iReady scores ● quarterly common assessments ● teacher observations ● parent feedback ● SBA scores

Important dates:

- *Feb 24: GLC Meeting: Craft Theory of Action and Enabling Activities
- *Feb 26: KDD Meeting to craft parts 2 and 3
- *March 12: SCC to look at 1st draft
- March 23: GLC Meeting to look at parts 2 and 3
- March 25: Faculty to look at 1st draft
- *March 31: Financial due to CAS
- *April 1: GLCs to look at SCC recommendations and/or any changes
- *May 12: Peer review with administrators
- *April 16: SCC Meeting to look at Final Draft
- *April 22: Final draft with faculty
- *June 3: Final draft to CAS:

Matrix: https://docs.google.com/spreadsheets/d/1YiRf9g01703h-JqqRxxUsjYVH-ka4AsO_2zY7557elk/edit#gid=1885261006