2020 Academic Plan, School Year 2020-21

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 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).


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

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<thead>
<tr>
<th>Principal (print): Kathy Kahikina</th>
<th>Date: 6/12/2020</th>
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<tbody>
<tr>
<td>Principal’s signature:</td>
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<tr>
<td>Complex Area Superintendent (print): Matthew Ho</td>
<td>Date: 6/05/2020</td>
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<tr>
<td>Complex Area Superintendent’s signature:</td>
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</table>
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.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other subgroup(s). The description must be gathered from a CNA such as The WASC Self Study, International Baccalaureate, and may include additional local measurements.</td>
<td><strong>STRIVE HI SY 2018 - 2019</strong>&lt;br&gt;ELA SY 17-18: 64% → SY 18-19: 50%&lt;br&gt;Math SY 17-18: 49% → SY 18-19: 38%&lt;br&gt;Chronic Abs. SY 17-18: 13% → SY 18-19: 10%&lt;br&gt;<strong>ELA</strong>&lt;br&gt;SY 17-18: 37 points achievement gap between the non-home (89%) and high needs (52%)&lt;br&gt;SY 18-19: 34 points achievement gap between the non-home (72%) and high needs (39%)&lt;br&gt;<strong>Math</strong>&lt;br&gt;SY 17-18: 28 points achievement gap between the non-home (68%) and high needs (40%)&lt;br&gt;SY 18-19: 31 points achievement gap between the non-home (59%) and high needs (28%)&lt;br&gt;<strong>Percentage of students in the “NOT MET” FOR SBA</strong>&lt;br&gt;Math: SY 17-18: 22% → SY 18-19: 31%</td>
<td><strong>What is your Theory of Action (if-then) to improve the achievement gap?</strong>&lt;br&gt;What are your Enabling Activities to improve the achievement gap?&lt;br&gt;If we incorporate new classroom designs and outside special education programs students can apply the math and science standards/concepts which they are learning in a real life environment.&lt;br&gt;If we create an alternative learning program within the school order to support students learning in a non-traditional ways students will be more engaged in their learning.&lt;br&gt;If we continue to incorporate inclusive practices and establish monitoring process for excellence in instruction and learning in all general education setting, then all students will show growth in ELA and math based on their grade level curriculum.&lt;br&gt;If we as a school work on vertically aligning our math and then the students trajectory for developing math skills early reading at grade level, respectively, will lead to student academic success.&lt;br&gt;Continue to implement, refine academic response to intervention (ARTI) system that addresses student learning needs in ELA and Math. [SW6]&lt;br&gt;Continue to implement, refine behavioral response to intervention (BRTI) system that addresses and supports behavioral needs of students. [SW6]&lt;br&gt;Continue to develop the comprehensive MTSS plan for Behavior including PBIS using the core values of Na Hopena A'o (Healing). [SW6]&lt;br&gt;Continue to create more co-teaching/inclusion opportunities for students in order to increase the number of special education students in general education classes. [SW6]&lt;br&gt;Provide academic parent involvement/engagement activity (2/year) to improve parent partnerships and address at-home academic support. [SW7]</td>
</tr>
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</table>
If Ben Parker provides learning opportunities for staff and to deepen their understanding of Na Hopena A'o for applied school, then staff will better understand the student population which we serve and students will appreciate their culture diversity within the community they live in.

If Ben Parker incorporates Na Hopena A'o as it relates to place-based learning experiences tying it to innovation and sustainability of Hawai'i's natural resources, then teachers and students can integrate content areas.

Focus groups will meet monthly to plan and develop an implementation timeline. This will include professional development in core curricular areas as determined by faculty and staff input. Opportunity for feedback and/or shared decision making applicable.

Continue to review and revise the school processes and structure to support understanding of schoolwide decisions and provide the opportunity for feedback and/or shared decision making when applicable.

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

Describe here your complex/school contexts for School Design and Student Voice.
The goal for every student, faculty and staff member at Ben Parker is to be a contributing member of our school community. During the 2019-2020 school year, we as a school community revisited the mission and vision and created a brand for Ben Parker which involved all stakeholders. Our Vision - At Benjamin Parker Elementary, students will strive for their greatest potential by developing personal responsibility to act with integrity, achieve excellence and positively contribute to society. Our Mission - At Benjamin Parker Elementary we educate, motivate, and support ALL students through engaging learning opportunities that develop 21st century skills necessary to thrive in today's world. The brand is PARKER PRIDE - Personal Responsibility In Developing Excellence...Everyday. In order to support who we are as a school, we collectively will ensure a rich, challenging and supportive learning environment for all of our students with a variety of programs to meet the needs of diverse learning styles.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.
We will continue to incorporate the Na Hopena A'o statements: HA - BREATH in the form of our morning Piko, where the whole school comes together to start each day. As students experience the following: Belonging, Responsibility, Excellence, Aloha, Total Well-being and Hawai'i, they will be able make those connections between the academic content areas and the culture which they live in. The goal is for our systems of response to intervention (RTI), multi-tier systems of support (MTSS), inclusive practices and data teams, to not only give us data, but rather provide us with the vehicle to redesign how we educate students as well as embedding ways to use student voice to be involved in their own learning.

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

[Parker Elementary], [Version 1], [Date]
Ben Parker will always base decisions for the school on the premise of doing what is best for ALL students and for the school as a whole. We will continue to provide consistent and scaffolded learning opportunities which allows for students to move at a comfortable yet challenging pace.

<table>
<thead>
<tr>
<th>SY 2020-21 Measurable Outcomes</th>
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<td>groupings of students will be determined by STAR, LGL, DIBELS, and SBA data and adjusted throughout the school year.</td>
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<td>Our students require instruction matched to their individual needs with targeted intervention and instruction for students who make satisfactory progress in their levels of performance and their rate of learning to meet age or grade level standards.</td>
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<td>When students are identified through screening and progress monitoring and not making sufficient progress, our school’s multi-tier service delivery model provides a range of supplemental instructional interventions with increasing levels of intensity to address these needs.</td>
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[Date]
### Why you are implementing them?

For students to:
Feel safe, be listened to, be understood and accepted without hesitation or fear; thus, building confidence and courage
Gain knowledge and apply learning to create new learning opportunities
Provide feedback and implement solutions
Develop empathy
Build leadership skills
Build every core value embedded in the virtues of Na Hop

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

Empowering students to take action through various platforms
- Student lead organizations
- Student-driven solutions - students collaborate to solve school issues/problems (innovation and creativity)
- Student-led conferences
- Student-directed learning (personally relevant)
- Class/School debates

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**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>
</table>

[Parker Elementary], [Version 1], [Date]
### 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-tiered System of Support</td>
<td>Continue to implement, refine academic response to intervention (ARTI) system that addresses student learning needs in ELA and Math. [SW6]</td>
<td>Yearlong</td>
<td></td>
<td>• RTI Team Meeting Minutes • Walkthrough data • Data Team Meetings • ART Meetings</td>
<td>Quarterly</td>
<td>Semesterly ART Reports CAS School Visits and Walkthroughs</td>
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[Date]

**LGL data**
- DORA increase 2% from the baseline data (Fall 2020)
- ADAM increase 2% from the baseline data (Fall 2020)

**STRIVE HI**
- ELA - 2% increase from SY 18 - 19
- Math - 2% increase from SY 18 - 19
- Chronic Abs. 2% decrease from SY 18 - 19
<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase parent/guardian partnerships in parent involvement activities during the school year.</td>
<td>Provide academic parent involvement/engagement activities (4 per year) to improve parent partnerships and address at-home academic support.</td>
<td>Yearlong</td>
<td>18935</td>
<td>#</td>
<td>Quarterly</td>
<td>to be completed by CAS</td>
</tr>
</tbody>
</table>

Staff Outcomes (SY 2020-21)

- Continue to develop the comprehensive MTSS plan for Ben Parker including PBIs using the core values of Na Hopena A'o (HA). [SW6]
- Continue to create more co-teaching/inclusion opportunities for students in order to increase the number of special education students in general education classes. [SW6]
- Completion of Form 1 & for all identified special education students
- Least Restrictive Environment (LRE) student data
- Quarterly Progress Reports
- Quarterly Assessment Data over time

- Focus Group Meetings
- ART Meetings
- Perceptual Surveys
- Data Team Meetings
- Tracking of Referrals (location, frequency)

- Semester
- Quarterly and Yearly
- Quarterly

Semesterly ART Reports
CAS School Visits and Walkthroughs
| Schoolwide curriculum design for all core curricular areas:  
| • English Language Arts (ELA)  
| • Math  
| • Science  
|   • Makerspace - that could be a possibility (infuse NGSS/Math/Technology)  
|   • Tech Lab - possibility  
| • Social Studies  
| • Social Emotional Learning (SEL) | Focus groups will meet monthly to create a schoolwide rubric for all core curricular areas, along with the GLOs, to evaluate how well staff is ensuring high levels of student achievement. Calibrate standards based grades for equity.  
Focus groups will meet monthly to plan and develop an implementation timeline. This will include professional development in the core curricular areas as determined by faculty and staff input. [SW6] | Yearlong | 42100 | • Focus Group Meeting Minutes  
• Professional Development  
• Walkthrough data  
• Data Team Meeting Minutes | Quarterly | Semesterly ART Reports  
CAS School Visits and Walkthroughs |
| Analysis of student data to inform instruction and learning | Grade level data team meetings  
K-6 Vertical articulation | Yearlong | 42100 | • Weekly Grade Level Data Team minutes | Quarterly | Semesterly ART Reports  
CAS School Visits and Walkthroughs |
| Smarter Balance Assessment (SBA) student proficiency, students will show a 2% gain | Improve school climate amongst stakeholders in the school community. Stakeholders need to continue to build positive relationships and establish trust and respect amongst one another. | Yearlong | 42100 | • Steering Meetings Minutes  
• Grade level Meetings Minutes | Semester | Semesterly ART Reports  
CAS School Visits and Walkthroughs |

[Parker Elementary], [Version 1], [Date]
**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*.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
</table>

[Insert Table]

[Parker Elementary], [Version 1], [Date]