

2020 Academic Plan, School Year 2020-21



School: AINA HAINA

Developing a collaborative Academic Plan framed by the HIDO 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.

HIDO 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.

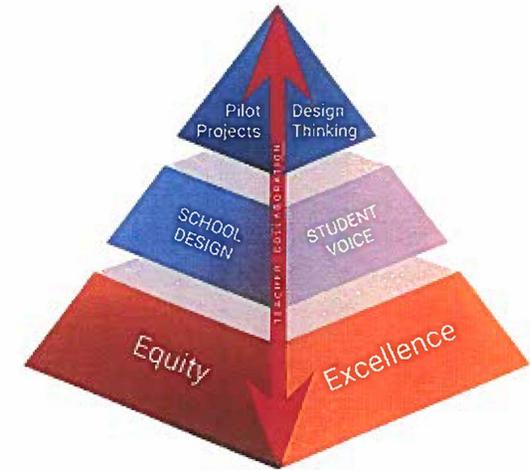
- The Pipeline of Emerging Ideas is linked to the HIDO 2020-30 Strategic Plan (page 5).

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



Principal (print): Brendan Burns	
Principal's signature: <i>Brendan Burns</i>	Date: 6/2/20
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: <i>K. Mahoe</i>	Date: 6/2/2020

A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>Based on our current Comprehensive Needs Assessment (CNA), our IB Self-Study, and our IB Action Plan—which was derived from our IB Self-Study—the following priority areas will be the focus of our plan for SY 20-21:</p> <p>For the International Baccalaureate (IB) Signature our school will:</p> <ul style="list-style-type: none"> A. Implement, communicate, and regularly review our school’s language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language; implement, communicate and regularly review an assessment policy or policies to help create a culture of continuous learning and growth. B. Plan and implement a coherent curriculum that organizes learning and teaching within and across the years of our IB programme. C. Empower our students to develop their personal and cultural identities. D. Empower students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). 	<p>IB Signature:</p> <ul style="list-style-type: none"> A. To address this, the school will: Revise both our language and assessment policy, craft a system for review, and create plan for implementation. B. The school will do this through: Having an annual meeting of whole faculty and staff vertical articulation, and by conducting regular meetings of the IBVAC to take a deeper look at our POI on a vertical basis. C. The school will do this by: <ul style="list-style-type: none"> - Providing opportunities for students to explore their mother cultures and perspectives within each unit. - Having a cultural sensitivity workshop - Building an understanding of the cultures that make up our school community - Developing understanding of culture within the school community. D. The school will do this by: <ul style="list-style-type: none"> • Teacher training on ATL

	<ul style="list-style-type: none"> ● Teacher action plan on the implementation of the ATL into their teaching practices. ● Intentional planning for the teaching of ATL (Intentional use of language) ● Crosswalk of skills throughout the curriculum ● Create visuals for the classroom
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A Foundation for Change

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>E. Develop, regularly review and share our curriculum in ways that explicitly engage the school community.</p> <p>F. Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access to rigorous learning by all students.</p> <p>G. Capture and use data that informs the operation and sustainability of the programme, and informs the quality of the implementation of the programme.</p> <p>There was a sharp decline in discipline incidents between SY 2016-2017 and 2017-18 followed by an increase in SY 2018-19. We launched Mind-UP, an SEL program in a SY 18-19. We have anecdotal evidence that indicates pockets of positive impacts in some classrooms. Though attendance rates are high and student perception data are positive, it is a concern that both indicators are showing downward trends. We need to continue our work with MTSS—strengthening RTI systems and empowering our teachers and students through SEL.</p>	<p>E. The school will do this by:</p> <ul style="list-style-type: none"> ● Regular publication of IB blog to school on website. ● IB Newsletter to teachers with featured strategies and components (connect to IB Online Community Forum, MyIB) ● IB section on enotes email blast to school community. <p>F. The school will do this through:</p> <ul style="list-style-type: none"> ● Teacher training on inquiry-based teaching strategies ● Teacher coaching on inquiry-based teaching strategies ● Programme of Inquiry reflects inquiry-based teaching strategies <p>G. To do this, the school’s IB Pedagogical leadership team will meet monthly to:</p> <ul style="list-style-type: none"> ● Plan for the successful implementation of the Action Plan. ● Analyze school data regarding the successful implementation of the Action Plan. ● Create and distribute surveys regarding the quality of the IB

Math proficiency lags behind that of ELA and Science. So, we will lever math PD with the Teacher Leadership for Growth PLC at our school to shift instruction in math: building conceptual understanding by engaging students in conjecturing, justifying, generalizing, reflection, and metacognition.

We will continue to address the achievement gap—in particular, for Students with Disabilities and English Language Learner Students.

programme.

- Organize student, faculty, and parent focus groups regarding the quality of the IB programme.

For SEL/RTI: We need to continue our work with MTSS—strengthening RTI systems and empowering our teachers and students through SEL in continuing teacher training for our Mind-Up program. Our school’s RTI-A program for K-3 has produced positive impacts as noted by the grade 3 results. We will expand the program to include support for students in grades 4 & 5.

To address the achievement GAP with Students with Disabilities, we will continue our push-in inclusion model, which utilizes dual-certified teachers who are certified both in general and special education to implement identified students’ IEP’s in their classrooms. We will do this model for Grades 4 & 5 for SY 20-21. Research shows that inclusion increases student achievement for students who are learning disabled. For early literacy for SPED, we will also continue to implement OG in SPED classrooms as well as Story Grammar Marker for grades pre-K through grade 1. The HIDOE/WestEd Success Initiative will allow the school to develop an EL plan to help improve EL student achievement.

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HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
<p>Hawai`i: students are educated within a public school system that is grounded in HA, powers a multilingual society, and honors Hawai`i's local and global contribution. <i>Strategies:</i> Na Hopena A'o, Aina-based Science and STEM, 'Olelo Hawaii, Multilingualism, and Civic Engagement.</p>	<p>Principal/Head of School</p>
<p>Equity: Students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. <i>Strategies:</i> High Quality Teachers, Co-Teaching and Inclusion, Literacy for Learning, Career Pathways, Middle Years Experience.</p>	<p>Principal/Head of School</p>
<p>School Design: Students will be immersed in excellent learning environments that are thoughtfully designed around a community's power to contribute to a thriving, sustainable Hawai`i. <i>Strategies:</i> Diverse School Portfolio, Computer Science, Secondary Instructional Design, Family and Community Engagement, Quality Curriculum</p>	<p>Principal/Head of School</p>
<p>Empowerment: Students will develop their authentic voice as contributors to equity, excellence and innovation, by providing input on what they learn, how they learn, and where they learn. <i>Strategies:</i> Tri-Level Empowerment Structure, Student Voice, Leadership Development, Innovative Curricular Design, System Modernization</p>	<p>Principal/Head of School</p>
<p>Innovation: Students will engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic community challenges and develop pathways to goals. <i>Strategies:</i> Industry Partnerships, Commercial Enterprise, Sustainability Hawai`i, Innovative Use of Facilities, HIDOE Institutional Advancement Approach.</p>	<p>Principal/Head of School</p>

Key School Initiatives Addressed in the Plan	Leads(s)
School Design: International Baccalaureate Signature	Trisha Shipman-Lameier, IB Coordinator/Instructional Coach
School Design: Math Conceptual Initiative	Brendan Burns, Principal/Head of School
Hawaii: MTSS (Multi-Tiered Systems of Support)	Tony Gayer, Vice Principal
Equity: Special Education Inclusion & Early Literacy Initiatives	LiAnn Shigemi, Student Services Coordinator
Equity: EL Success Initiative	Brendan Burns, Principal/Head of School; Yoko Hamane, EL Coordinator
Equity: Response to Intervention Systems	Deanne Yoshioka, RTI Coordinator/Instructional Coach

Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Special Education	Currently an Achievement GAP of 29 for ELA & 25 for Math for the high needs group of students.	If we implement our push-in inclusion model for an identified group of Specific Learning Disabled special education students, and implement specific literacy strategies for SPED students (OG, Story Grammar marker), then the achievement GAP will decrease.	<p>Push-in Inclusion Model for Gr. 4 & 5 special education students.</p> <p>OG Strategies used for Gr. K-2 special education students.</p> <p>Story Grammar Marker for pre-K to grade 1 special education students.</p>
English Learners	Currently an Achievement GAP of 29 for ELA & 25 for Math for the high needs group of students.	If the school provides high quality professional development (PD) focused on language development & teachers implement effective ELD strategies as a result of the PD, then overall achievement for EL students will rise.	EL teacher to work with District to provide PD for teachers.

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

Part I

Describe Complex/School Context for School Design & Student Voice	Describe Current & Continuing Initiative That Will Further Advance Your 2020-21 School Design & Student Voice	Describe Your Conditions for Success for School Design & Student Voice
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2020-2021 Academic Plan: Aina Haina Elem.

<p>International Baccalaureate Signature: At our school’s heart, we embrace the ten IB Learner Profile Traits to develop and nurture internationally minded citizens who are well-rounded individuals. We believe that the IB philosophy of nurturing holistic learners, who are balanced in their daily lives, will result in a community that demonstrates and lives by these ten traits. This core belief is the driver behind our curriculum and learning design, student learning products, and infrastructure.</p>	<p>Our school is in our fourth year of the implementation of the International Baccalaureate Signature. Over the past year, our school staff has engaged in a self-study for the IB programme. The study has provided data for our school on our current implementation of the programme.</p>	<p>Our IB Action Plan, which is attached to this document, shares our five-year plan. The Action plan was developed from the strengths and needs as identified in our IB self-study. It lays out specific benchmarks for success as we move forward with our IB Programme.</p>
<p>Multi-Tiered Systems of Support (MTSS): We believe every child has unique gifts of excellence to celebrate. Our MTSS provides a system to support academic & behavioral success.</p>	<p>Our school has an MTSS Cadre of staff that meets bi-weekly to discuss student needs and strategies for supporting them. We have also implemented the Mind-Up SEL program this school year, and have provided training for school staff and parents on it. We are in our 5th year of implementation of MTSS. Our MTSS Cadre meets every two weeks to analyze where our students are and to support implementation of our Mind-Up program.</p>	<p>Improvement on the BEISY survey. Teacher survey results on the Mind-Up program implementation.</p>
<p>Mathematics Instruction: As an IB school, we are working to empower students in actively developing IB ATL (Approaches to Learning) Skills pertaining to math (Thinking, Research, Communication, Social and Self-Management Skills).</p>	<p>For the past two years, we have worked with an outside consulting group called Teachers Development Group to provide professional development and coaching for our teachers in a conceptual math framework. We plan on continuing with this initiative going forward.</p>	<p>Teacher surveys and walkthroughs by school administration and/or the pedagogical leadership team members to collect data to track the degree of implementation of the conceptual math initiative.</p>

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

Part II (over three years)

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> ➤ IB: In accordance with our IB Action Plan based on our IB Self-Study, our school will: ➤ Implement, communicate, and regularly review our school’s language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language; implement, communicate and regularly review an assessment policy or policies to help create a culture of continuous learning and growth. ➤ Empower our students to develop their personal and cultural identities. ➤ Empower our students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> ● IB: In accordance with our IB Action Plan based on our IB Self-Study, our school will: ● Plan and implement a coherent curriculum that organizes learning and teaching within and across the years of our IB programme. ● Develop, regularly review and share our curriculum in ways that explicitly engage the school community (ongoing). ● Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access to rigorous learning by all students (ongoing). ● Empower our school’s pedagogical leadership team to embrace educational approaches that encourage students to become active, compassionate life-long learners. The school captures and uses data that 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> ➤ IB: In accordance with our IB Action Plan based on our IB Self-Study, our school will: ➤ Empower our students to exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond. ➤ Empower our students to take ownership of their learning by setting challenging goals and pursuing personal inquiries. ➤ Implement, communicate and regularly review its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. ➤ Develop, regularly review and share our curriculum in ways that explicitly engage the school community (ongoing). ➤ Monitor and evaluate inquiry-based teaching strategies and learning

<ul style="list-style-type: none"> ➤ Develop, regularly review and share our curriculum in ways that explicitly engage the school community. ➤ Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access to rigorous learning by all students. ➤ Empower our school’s pedagogical leadership team to embrace educational approaches that encourage students to become active, compassionate life-long learners. The school captures and uses data that informs the operation and sustainability of the programme. The school also captures and uses data that informs the quality of the implementation of the programme. ➤ MTSS/RTI: To continue our work with MTSS—strengthening RTI systems and empowering our teachers and students through SEL in continuing teacher training for our Mind-Up program. Our school’s RTI-A program for K-3 has produced positive impacts as noted by the grade 3 results. We will expand the program to include support for students in grades 4 & 5. ➤ Mathematics Instruction: To empower the Teacher Leadership for 	<p>informs the operation and sustainability of the programme. The school also captures and uses data that informs the quality of the implementation of the programme (ongoing).</p> <ul style="list-style-type: none"> ● MTSS/RTI: To monitor and make appropriate adjustments to our implementation of MTSS and our strengthening of our RTI systems and of empowering our teachers and students through SEL in continuing teacher training for our Mind-Up program. To monitor and make adjustments to our expansion of the program to include support for students in grades 4 & 5. ➤ Mathematics Instruction: To continue to empower the Teacher Leadership for Growth PLC at our school to shift instruction in math: building conceptual understanding by engaging students in conjecturing, justifying, generalizing, reflection, and metacognition. We will seek help from our District Math RT as needed. We will monitor and make appropriate adjustments as needed. <p>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p>	<p>engagements in order to provide equity of access to rigorous learning by all students (ongoing).</p> <ul style="list-style-type: none"> ➤ Empower our school’s pedagogical leadership team to embrace educational approaches that encourage students to become active, compassionate life-long learners. The school captures and uses data that informs the operation and sustainability of the programme. The school also captures and uses data that informs the quality of the implementation of the programme (ongoing). ● MTSS/RTI: To monitor and make appropriate adjustments to our implementation of MTSS and our strengthening of our RTI systems and of empowering our teachers and students through SEL in continuing teacher training for our Mind-Up program. To monitor and make adjustments to our expansion of the program to include support for students in grades 4 & 5. ➤ Mathematics Instruction: To continue to empower the Teacher Leadership for Growth PLC at our school to shift instruction in math: building conceptual understanding by engaging students in conjecturing,
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<p>Growth PLC at our school to shift instruction in math: building conceptual understanding by engaging students in conjecturing, justifying, generalizing, reflection, and metacognition. We will seek help from our District Math RT as needed.</p> <p>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p> <p>How will you know that there they are resulting in an improvement?</p> <p>The following groups will analyze & evaluate data:</p> <ul style="list-style-type: none"> ● ART Team: analysis of formative data. ● IB VAC PLC ● Pedagogical Leadership Team ● MTSS Cadre ● Leadership for Growth PLC 	<p>How will you know that there they are resulting in an improvement?</p> <p>The following groups will analyze & evaluate data:</p> <ul style="list-style-type: none"> ● ART Team: analysis of formative data. ● IB VAC PLC ● Pedagogical Leadership Team ● MTSS Cadre ● Leadership for Growth PLC 	<p>justifying, generalizing, reflection, and metacognition. We will seek help from our District Math RT as needed. We will monitor and make appropriate adjustments as needed.</p> <p>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p> <p>How will you know that there they are resulting in an improvement?</p> <p>The following groups will analyze & evaluate data:</p> <ul style="list-style-type: none"> ➤ ART Team: analysis of formative data. ➤ IB VAC PLC ➤ Pedagogical Leadership Team ➤ MTSS Cadre ➤ Leadership for Growth PLC
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Innovation in Support of the Core: School Design and Student Voice

Part III (over one school year)

SY 2020-2021 Formative Measures	SY 2020-2021 Formative Measures	SY 2020-2021 Summative Measures
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(beginning of the year)	(throughout the year)	(end of the year)
<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> ➤ IB: In accordance with our IB Action Plan based on our IB Self-Study, our school will: ➤ Implement, communicate, and regularly review our school’s language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language; implement, communicate and regularly review an assessment policy or policies to help create a culture of continuous learning and growth. ➤ Empower our students to develop their personal and cultural identities. ➤ Empower our students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). ➤ Develop, regularly review and share our curriculum in ways that explicitly engage the school community. ➤ Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> ➤ IB: In accordance with our IB Action Plan based on our IB Self-Study, our school will: ➤ Implement, communicate, and regularly review our school’s language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language; implement, communicate and regularly review an assessment policy or policies to help create a culture of continuous learning and growth. ➤ Empower our students to develop their personal and cultural identities. ➤ Empower our students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). ➤ Develop, regularly review and share our curriculum in ways that explicitly engage the school community. ➤ Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide 	<p>What are your measurable outcomes around School Design and Student Voice?</p> <ul style="list-style-type: none"> ➤ IB: In accordance with our IB Action Plan based on our IB Self-Study, our school will: ➤ Implement, communicate, and regularly review our school’s language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language; implement, communicate and regularly review an assessment policy or policies to help create a culture of continuous learning and growth. ➤ Empower our students to develop their personal and cultural identities. ➤ Empower our students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). ➤ Develop, regularly review and share our curriculum in ways that explicitly engage the school community. ➤ Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide

<p>equity of access to rigorous learning by all students.</p> <ul style="list-style-type: none"> ➤ Empower our school’s pedagogical leadership team to embrace educational approaches that encourage students to become active, compassionate life-long learners. The school captures and uses data that informs the operation and sustainability of the programme. The school also captures and uses data that informs the quality of the implementation of the programme. ➤ MTSS/RTI: To continue our work with MTSS—strengthening RTI systems and empowering our teachers and students through SEL in continuing teacher training for our Mind-Up program. Our school’s RTI-A program for K-3 has produced positive impacts as noted by the grade 3 results. We will expand the program to include support for students in grades 4 & 5. ➤ Mathematics Instruction: To empower the Teacher Leadership for Growth PLC at our school to shift instruction in math: building conceptual understanding by engaging students in conjecturing, justifying, generalizing, reflection, and metacognition. We will seek help from our District Math RT as needed. 	<p>equity of access to rigorous learning by all students.</p> <ul style="list-style-type: none"> ➤ Empower our school’s pedagogical leadership team to embrace educational approaches that encourage students to become active, compassionate life-long learners. The school captures and uses data that informs the operation and sustainability of the programme. The school also captures and uses data that informs the quality of the implementation of the programme. ➤ MTSS/RTI: To continue our work with MTSS—strengthening RTI systems and empowering our teachers and students through SEL in continuing teacher training for our Mind-Up program. Our school’s RTI-A program for K-3 has produced positive impacts as noted by the grade 3 results. We will expand the program to include support for students in grades 4 & 5. ➤ Mathematics Instruction: To empower the Teacher Leadership for Growth PLC at our school to shift instruction in math: building conceptual understanding by engaging students in conjecturing, justifying, generalizing, reflection, and metacognition. We will seek help from our District Math RT as needed. 	<p>equity of access to rigorous learning by all students.</p> <ul style="list-style-type: none"> ➤ Empower our school’s pedagogical leadership team to embrace educational approaches that encourage students to become active, compassionate life-long learners. The school captures and uses data that informs the operation and sustainability of the programme. The school also captures and uses data that informs the quality of the implementation of the programme. ➤ MTSS/RTI: To continue our work with MTSS—strengthening RTI systems and empowering our teachers and students through SEL in continuing teacher training for our Mind-Up program. Our school’s RTI-A program for K-3 has produced positive impacts as noted by the grade 3 results. We will expand the program to include support for students in grades 4 & 5. ➤ Mathematics Instruction: To empower the Teacher Leadership for Growth PLC at our school to shift instruction in math: building conceptual understanding by engaging students in conjecturing, justifying, generalizing, reflection, and metacognition. We will seek help from our District Math RT as needed.
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<p>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p> <p>How will you know that there they are resulting in an improvement?</p> <p>The following groups will analyze & collect baseline data:</p> <ul style="list-style-type: none"> ● ART Team: analysis of formative data. ● IB VAC PLC ● Pedagogical Leadership Team ● MTSS Cadre ● Leadership for Growth PLC 	<p>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p> <p>How will you know that there they are resulting in an improvement?</p> <p>The following groups provide venues for our school to reflect upon how these outcomes are going during the school year:</p> <ul style="list-style-type: none"> ● ART Team: analysis of formative data. ● IB VAC PLC ● Pedagogical Leadership Team ● MTSS Cadre ● Leadership for Growth PLC 	<p>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p> <p>How will you know that there they are resulting in an improvement?</p> <p>The following groups provide venues for our school to reflect at the end of the school year as to: How did we do?:</p> <ul style="list-style-type: none"> ● ART Team: analysis of formative data. ● IB VAC PLC ● Pedagogical Leadership Team ● MTSS Cadre ● Leadership for Growth PLC
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Innovation in Support of the Core: School Design and Student Voice

Part IV

<p>Student Outcomes (2020-2021 Measurable Outcomes)</p> <ul style="list-style-type: none"> ● IB: In accordance with our IB Action Plan based on our IB Self-Study, we will empower our students to: <ul style="list-style-type: none"> ➢ Develop their personal and cultural identities. ➢ Actively develop IB ATL (Approaches to Learning) Skills (Thinking, Research, 	<p>Staff Outcomes (2020-2021 Measurable Outcomes)</p> <ul style="list-style-type: none"> ● IB: In accordance with our IB Action Plan based on our IB Self-Study, we will empower our staff to: <ul style="list-style-type: none"> ➢ Implement, communicate, and regularly review our school’s language policy that helps to foster intercultural understanding through communicating in a variety of ways 	<p>IB: Trisha Shipman-Lameier, IB Coordinator/Instructional Coach</p>
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2020-2021 Academic Plan: Aina Haina Elem.

<p>➤ Students will be engaged in the classroom in mathematics conjecturing, justifying, generalizing, reflection, and metacognition. We will seek help from our District Math RT as needed.</p>	<p>conceptual understanding by engaging students in conjecturing, justifying, generalizing, reflection, and metacognition. We will seek help from our District Math RT as needed.</p>	<p>Brendan Burns, Principal/Head of School</p>
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Innovation in Support of the Core: School Design and Student Voice

Part V

Enabling Activities	Budget (include funding source)	School Monitoring Measurable Outcomes	School Monitoring Activity (includes frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activity (includes frequency)
<p><u>Year-Long</u></p> <p>Special Education:</p> <ul style="list-style-type: none"> ➤ Push-in Inclusion Model for Gr. 4 & 5 special education students. ➤ OG Strategies used for Gr. K-2 special education students. ➤ Story Grammar Marker (SGM) for pre-K to grade 1 special education students. <p>EL:</p> <ul style="list-style-type: none"> ➤ EL part-time teacher (PTT) to work with District to provide PD for teachers. <p>IB:</p> <ul style="list-style-type: none"> ➤ Implement, communicate, and regularly review our school’s language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language; implement, communicate and regularly review an assessment 	<p>Two teacher positions: \$65,293 each. Funding Source: Successful Systems of Support (SSP) Funds.</p> <p>SPED District funds the SGM training.</p> <p>Weighted Student Formula Funds for EL PTT. \$12,337</p> <p>Weighted Student Formula Funds – IB Annual Fee (\$8,300) IB Travel and Training Budget (\$5,000)</p>	<p>For: SPED & ELL students will show improvement on i-Ready scores during the school year.</p> <p>By the end of SY 20-21, the following will be evident: -Language & assessment policy that reflects the philosophy of the IB.</p>	<p>For all these areas, the following groups provide venues for our school to reflect upon how these outcomes are going during the school year (monthly):</p> <ul style="list-style-type: none"> ● ART Team: analysis of formative data. ● IB VAC PLC ● Pedagogical Leadership Team ● MTSS Cadre ● Leadership for Growth PLC 		

<p>policy or policies to help create a culture of continuous learning and growth.</p> <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> ● Revise language and assessment policy ● Create system for review ● Create plan for implementation <p>➤ Empower our students to develop their personal and cultural identities.</p> <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> ● Provide opportunities for students to explore their mother cultures and perspectives within each unit. ● Have a cultural sensitivity workshop ● Build an understanding of the cultures that make up our school community ● Develop understanding of culture within the school community 		<p>-Language & assessment policy visible within the programme of inquiry.</p> <p>-Meeting agendas and notes indicating review of the language & assessment policy.</p> <p>By the end of SY 20-21, the following will be evident:</p> <ul style="list-style-type: none"> -Student work samples/ presentations/ projects -Faculty/Staff participation and reflect upon completion of workshop -Student language and cultural profiles completed. -School consensus is created on the definition of culture, which is then applied to units of inquiry. 			
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<p>➤ Empower our students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills).</p> <p><u>Enabling Activities:</u></p> <ul style="list-style-type: none"> ● Teacher training on ATL ● Teacher action plan on the implementation of the ATL into their teaching practices ● Intentional planning for the teaching of ATL (Intentional use of language) ● Crosswalk of skills throughout the curriculum ● Create visuals for the classroom <p>➤ Develop, regularly review and share our curriculum in ways that explicitly engage the school community.</p> <p><u>Enabling Activities:</u></p>		<p>By the end of SY 20-21, the following will be evident:</p> <ul style="list-style-type: none"> -Teacher PD on ATL -Teacher Action Plans. -Units of Inquiry with instruction of specific ATL embedded. -Crosswalk documents -Classroom Visuals with ATL's. -Student assessment tasks that reflect implementation of ATL. -Student work samples showing ATL skill incorporation. <p>By the end of SY 20-21, the following will be evident:</p> <ul style="list-style-type: none"> -IB PYP Blog -IB School Newsletter Section. -Monthly Enotes blast to parents & school community 			
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<ul style="list-style-type: none"> ● Regular publication of IB blog at our school. ● IB Newsletter to teachers with featured strategies and components (connect to My IB) ● IB section on enotes email blast to parents and community. <p>➤ Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access to rigorous learning by all students.</p> <p><u>Enabling Activity:</u></p> <ul style="list-style-type: none"> ● Classroom visits and observations <p>➤ Empower our school’s pedagogical leadership team to embrace educational approaches that encourage students to become active, compassionate life-long learners. The school captures and uses data that informs the operation and sustainability of the programme. The school also captures and uses data that informs the quality of the implementation of the programme</p> <p><u>Enabling Activities:</u> Pedagogical leadership team meets monthly to:</p> <ul style="list-style-type: none"> ○ Plan for the successful implementation of the 		<p>with information about IB as needed.</p> <p>By the end of SY 20-21, the following will be evident:</p> <ul style="list-style-type: none"> -Teacher feedback documents. -Data collected from classroom visits. <p>By the end of SY 20-21, the following will be evident:</p> <ul style="list-style-type: none"> -Monthly meeting notes. -Survey data -Focus group data 			
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<p>Action Plan.</p> <ul style="list-style-type: none"> ○ Analyze school data regarding the successful implementation of the Action Plan ○ Create and distribute surveys regarding the quality of the IB programme ○ Organize student, faculty, and parent focus groups regarding the quality of the IB programme. <p>MTSS: Continued school-wide implementation of the Mind-up SEL curriculum which incorporates many activities to help students develop mindful practices.</p> <p>Mathematics Instruction: Teachers will incorporate the Habits of Mind and Habits of Interaction into math lessons. Students will be engaged in the classroom in mathematics conjecturing, justifying, generalizing, reflection, and metacognition.</p>	<p>WSF funds for the SEL curriculum and any needed Professional Development.</p> <p>N/A</p>	<p>All classrooms will show evidence of implementation of Mind-up practices.</p> <p>All classrooms will show evidence of implementation of conceptual math practices.</p>	<p>Quarterly walkthroughs to collect data.</p> <p>Quarterly walk-through data.</p>		
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Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>Pipeline of Emerging Ideas: To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.</p>
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When HDOE 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 the capacity to improve, and continuously advance student learning.

As the HDOE 2020-2030 Strategic Plan is finalized, a “Forward Focus” Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

<p>While referencing the “Forward Future 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 for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<ul style="list-style-type: none"> ➤ To build our school staff capacity to provide quality distance and blended learning experiences for students. ➤ To continue empower school staff to integrate new technological applications into their teaching. 	<p>This is in order to continue our learning that we have experienced during the school closure during quarter 4 of SY 19-20.</p>	<p>Overall positive feedback from teachers via survey will indicate that teachers have experienced growth in this area.</p>

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