

Hawaii Department of Education: Academic Plan for School Year 2021-22



School Name: Aina Haina Elementary School
 Submitted By: Brendan Burns, Principal

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education,

ideas are tried and vetted by our schools and teams, some will advance to support the core.

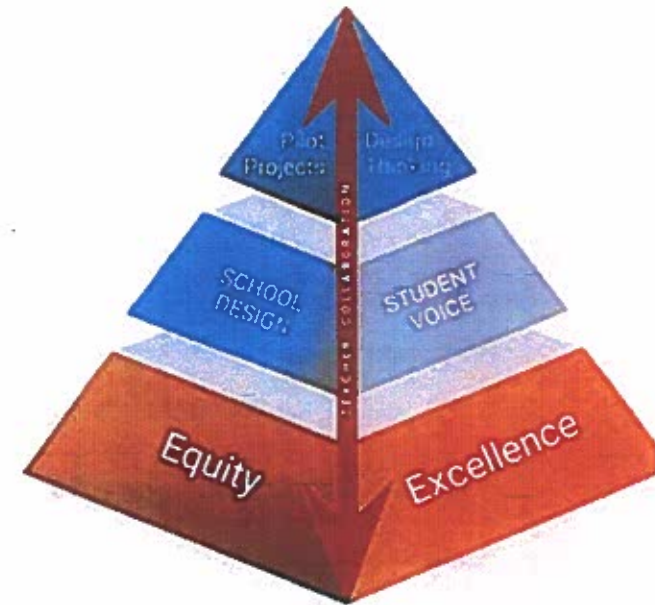
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Brendan Burns	
Principal's signature: <i>Brendan Burns</i>	Date: 5/7/2021
Complex Area Superintendent (print): Rochelle Mahoe, Ph.D.	
Complex Area Superintendent's signature: <i>R Mahoe</i>	Date: 5/7/21

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 21-22:</p> <p>1. For the International Baccalaureate (IB) Signature our school will:</p> <p>A. Empower students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills).</p>	<p>1. IB Signature:</p> <p>A. The school will do this by:</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

A Foundation for Change

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
<p>B. Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access</p>	<p>B. 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

to rigorous learning by all students.

2. SEL (Social Emotional Learning):

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 will continue our work with MTSS—strengthening RTI systems and empowering our teachers and students through SEL.

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

4. Mathematics:

Based on our CNA (Comprehensive Needs Assessment), our findings show a trend of Math proficiency lagging behind that of ELA and Science.

5. Literacy:

Our school will continue to attend training--as part of the early literacy grant with the Farrington-Kaiser-Kalani Complex Area--with Dr. Anita Archer. Based on our CNA (Comprehensive Needs Assessment), our findings show a trend of an overall slight decline in ELA proficiency on the SBA (Smarter Balanced Assessment).

Through the trainings with Dr. Anita Archer, our Kindergarten-2nd grade will focus on foundational skills, such as, phonemic

- Programme of Inquiry reflects inquiry-based teaching strategies.

2. 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 continue expanding the program to include support for students in grades 4 & 5.

3. 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 3, 4, and 5 for SY 21-22. 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 HODOE/WestEd Success Initiative—which the Honolulu District Office is providing training for--will allow the school to develop an EL plan to help improve ELL student achievement.

4. Mathematics: 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.

5. Literacy: Through the trainings with Dr. Anita Archer, our Kindergarten-2nd grade will primarily focus on foundational

awareness. Based on the recent trainings with Dr. Archer, it has increased our awareness that all of our students need effective foundational reading skills, so that they are ready to engage in more complex texts.

Grades 3 - 5 will focus on math vocabulary; this focus will help students to communicate with precision and to understand math concepts.

skills, such as, phonemic awareness. Based on the recent trainings with Dr. Archer, it has increased our awareness that all of our students need effective foundational reading skills, so that they are ready to engage in more complex texts.

Grades 3 - 5 will primarily focus on math vocabulary; this focus will help students to communicate with precision and to understand math concepts.

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. Strategies: 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. Strategies: 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. Strategies: 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. Strategies: 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. Strategies: Industry Partnerships, Commercial Enterprise, Sustainability Hawai'i, Innovative Use of Facilities, HIDOE Institutional Advancement Approach.</p>	<p>Principal/Head of School</p>

2021-2022 Academic Plan: Aina Haina Elem.

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: ELL Success Initiative	Brendan Burns, Principal/Head of School; Yoko Hamane, ELL 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.	Push-in Inclusion Model for Gr. 3, 4 & 5 special education students. OG Strategies used for Gr. K-2 special education students. Story Grammar Marker for pre-K to grade 1 special education students.
English Language 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 ELL students will rise.	ELL 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 2021-22 School Design & Student Voice	Describe Your Conditions for Success for School Design & Student Voice
International Baccalaureate Signature: At our school's heart, we embrace the ten IB Learner Profile Traits to develop and nurture	Our school is in our 7 year of the implementation of the International Baccalaureate Signature. Over the past year, our school staff has engaged in a self-	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

2021-2022 Academic Plan: Aina Haina Elem.

<p>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>study for the IB programme. The study has provided data for our school on our current implementation of the programme.</p>	<p>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 6th 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 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 Measurable Outcomes
<p>What are your measurable outcomes around School Design and Student Voice?</p> <p>IB: In accordance with our IB Action Plan based on our IB Self-Study, our school will:</p> <ul style="list-style-type: none"> ➤ 1) Empower our students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). ➤ 2) Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access to rigorous learning by all students. <p>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.</p>	<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 informs the operation and sustainability of the programme. The school also captures and uses data that informs the quality of the 	<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 engagements in order to provide equity of access to rigorous learning by all students (ongoing). ➤ Empower our school’s pedagogical

<p>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> <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>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. <p>➤ 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> <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>	<p>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).</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. <p>➤ 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>
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	<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 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 2021-2022 Formative Measures (beginning of the year)	SY 2021-2022 Formative Measures (throughout the year)	SY 2021-2022 Summative Measures (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: ➤ Empower our students in actively developing IB ATL (Approaches to 	<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 in actively developing IB ATL (Approaches to 	<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 in actively developing IB ATL (Approaches to

<p>Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills).</p> <ul style="list-style-type: none"> ➤ Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access to rigorous learning by all students. ➤ 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>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p>	<p>Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills).</p> <ul style="list-style-type: none"> ➤ Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access to rigorous learning by all students. ➤ 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>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p>	<p>Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills).</p> <ul style="list-style-type: none"> ➤ Monitor and evaluate inquiry-based teaching strategies and learning engagements in order to provide equity of access to rigorous learning by all students. ➤ 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>Why are you implementing them?</p> <p>To ensure that we are fulfilling our mission to educate the whole child.</p>
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<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>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>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 (2021-2022 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"> ➢ Actively develop IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). ➢ Further develop our students' inquiry skills in all subject areas. • MTSS/RTI: <ul style="list-style-type: none"> ➢ We will empower our students through our SEL program to develop resilience and 	<p>Staff Outcomes (2021-2022 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"> ➢ Help our students to actively develop IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). ➢ Monitor and evaluate inquiry-based teaching strategies and learning engagements to provide equity of access to rigorous learning by all students. • MTSS/RTI: We will empower our staff to continue our work with MTSS—strengthening RTI systems and 	<p>IB: Trisha Shipman-Lameier, IB Coordinator/Instructional Coach</p> <p>MTSS/RTI: MTSS: Tony Gayer, Assistant Principal</p>
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<p> coping skills.</p> <ul style="list-style-type: none"> • Mathematics Instruction: <ul style="list-style-type: none"> ➤ 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>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.</p> <ul style="list-style-type: none"> • 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>RTI: Deanne Yoshioka, RTI Coordinator/Instructional Coach</p> <p>Mathematics Instruction: 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>Year-Long Achievement Gap: All teachers will provide high quality tier-1 instruction for all students and will employ a range of instructional strategies to provide rigorous instruction. They will also build student agency by offering students voice and choice.</p> <p>Special Education:</p> <ul style="list-style-type: none"> ➤ Continue 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>ELL:</p> <ul style="list-style-type: none"> ➤ Provide PD in sheltered instruction. ➤ The ELL Design team will develop an ELL plan to improve service and instruction of students; the focus of this plan will be language development for ELL students & the advancement of sheltered instruction strategies for ELL students in 	<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 ELL PTT. \$12,337</p>	<p>For: SPED & ELL students will show improvement on i-Ready scores during the school year by improving 5% quarterly.</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 • <p>Pedagogical Leadership</p>		

<p>the general education classroom.</p> <p>IB:</p> <ul style="list-style-type: none"> ➤ Empower our students in actively developing IB ATL (Approaches to Learning) Skills (Thinking, Research, Communication, Social and Self-Management Skills). <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>SEL:</p> <p>1) Continued school-wide implementation of Mind-up. 2) Integrate IB ATL (Approaches to Learning) Skills with SEL (Social Emotional Learning) in Tier 1 instruction.</p> <p>Mathematics Instruction:</p>	<p>Weighted Student Formula Funds – IB Annual Fee (\$8,300) IB Travel and Training Budget (\$5,000)</p> <p>WSF funds for the SEL curriculum and any needed Professional Development.</p> <p>N/A</p>	<p>By the end of SY 21-22, 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>All classrooms will show evidence of implementation of Mind-up practices.</p> <p>All classrooms will</p>	<p>Team</p> <ul style="list-style-type: none"> ● MTSS Cadre ● Leadership for Growth PLC <p>Quarterly walkthroughs to collect data utilizing a form which notes Mind-Up program</p>		
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2021-2022 Academic Plan: Aina Haina Elem.

<p>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>Literacy: All teachers will provide systematic and explicit instruction in foundational reading skills that include phonics and vocabulary.</p>	<p>Training with Dr. Anita Archer is funded via the FKK Complex Area Literacy Grant.</p>	<p>show evidence of implementation of conceptual math practices.</p> <p>By the end of SY 21-22, all classrooms will show an increase in the implementation of the literacy strategies shared by Dr. Anita Archer in her trainings.</p>	<p>elements.</p> <p>Quarterly walk-throughs to collect data utilizing Math Habits sheet provided by Math Studio.</p> <p>Quarterly walk-throughs to collect data utilizing data collection sheet created and/or provided via the literacy trainings.</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 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 the capacity to improve, and continuously advance student learning.

As the HIDOE 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>
<p>➤ To continue empower school staff to integrate new technological applications into their teaching.</p>	<p>This is in order to continue our learning that we have experienced during the 2020-21 school year.</p>	<p>Survey results of teachers indicates overall positive growth in technological application.</p>