2020 Academic Plan, School Year 2020-21

School: Ala Wai Elementary 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).

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).
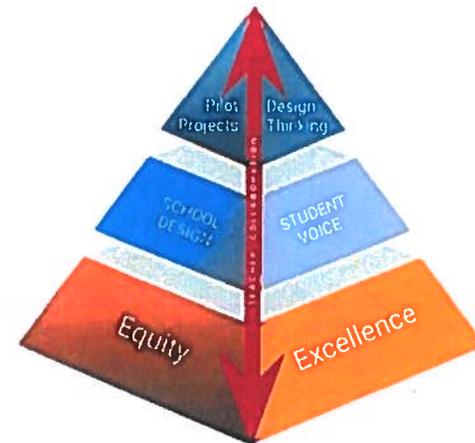
Principal (print): Michelle DeBusca	
Principal's signature:	Date: 5/20/20

Complex Area Superintendent (print):	
Complex Area Superintendent's signature:	Date: 5/28/20
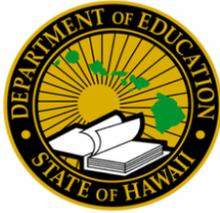
Hawaii Department of Education: 2020 Academic Plan
School Year: 2020-2021

School Name: **Ala Wai Elementary School**   **Kaimuki, McKinley, Roosevelt Complex Area**
Submitted By: **Michelle DeBusca, Principal**   **Linell Dilwith, Complex Area Superintendent**

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

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

HIDOE Learning Organization
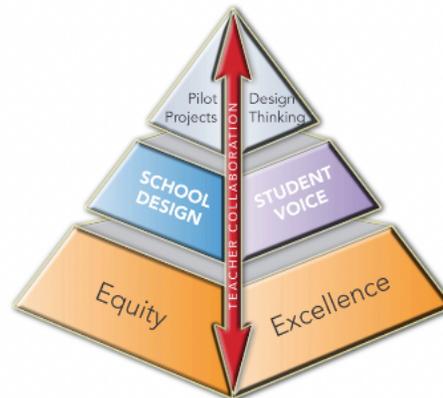
Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

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

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

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

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
English Learners AWES has a very diverse enrollment of multilingual students from two major ethnic groups: 1. Asian ethnic groups that include China, Korea, Japan, Indo-Chinese, and Filipino. 2. Pacific Islander ethnic group that include Micronesian, Samoan, and Tongan. In the 2018-2019 Smarter Balanced Assessment (SBA) 28 of 73 students or 38% of Asian students did not meet the English Language Arts standards. In addition, 35 of 42 or 83% of Pacific Islander students did not meet the ELA standard. Students need additional social and academic supports to build social relationships, master functional and academic language in to thrive in school.	**English Learners** It is critical that grade level teams utilize school data and other formative measures to provide targeted/scaffolded supports for multilingual students during regular PLC+ meetings. An area for professional development includes developing a deeper understanding of the WIDA Guiding Principles of Language Development and "Can Do Descriptors" to integrate with GLAD strategies as identified in curriculum maps for Common Core State Standards implementation. AWES committed to four years of GLAD training and implementation of specific GLAD strategies to address literacy needs of multilingual students. The development of a transition center for MLS families and redesign of HMTSS systems will impact student learning outcomes in the coming years.
Pacific Islander Learners In 2018-2019, AWES was identified as a TSI-CU school for the underperforming subgroup Pacific Islander. The 2018-2019 Smarter Balanced Assessment (SBA) showed that 21 Micronesian or 61.76% did not meet the ELA standards. In addition, 3 of 4 Samoan students and 4 Tongan students did not meet ELA standards. Students in this subgroup struggle with low socio-economic status that may impact student attendance, differing cultural values or priorities to support literacy, and/or limited protective factors or resources to support literacy.	**Pacific Islander Learners** In school year 2018-2019, teachers were provided professional development to understand the Pacific Islander culture and values. In addition, teachers received professional development from Dr. Mary Howard for small group instruction and guided reading practices. Additional reading professional development is needed to ensure that teachers provide targeted/scaffolded supports for students to meet literacy goals using identified formative reading assessments. A schoolwide intervention block will provide teachers time to implement ongoing and timely supports for identified pacific islander students. AWES continues to prioritize instructional blocks for differentiated literacy instruction.

Special Education: Inclusion
The WASC accreditation team in SY2017-2018 identified a critical area for improvement to increase special education inclusion practices. In 2018-2019, 11.85% or 43 students received special education services. Achievement data for ELA SBA showed that 14 of 14 students did not meet standards. As a result, greater equity for special education students to receive general education instruction with like peers is needed for special education students.

Special Education: Inclusion
In school year 2019-20, AWES special education teachers participated in early literacy professional development for instructional strategies to support reading, writing, and oral communication. AWES will continue to provide professional development to promote literacy strategies that support inclusion practices. In addition, professional development will be provided to understand the models and practices that lead to a successful inclusion program.
AWES will focus on developing inclusion practices with scaffolded supports for identified special education students in a general education setting.

Literacy: Reading, Math, & Science
Literacy in the areas of reading, math, and science continue to be an area of concern. AWES has showed various gains in student SBA proficiency for ELA, math, and science since 2015. In SY2018-2019, students proficiency was 46% in ELA, 45% in math, and 59% in science. Students typically have a higher proficiency in science over ELA and math. There is a gap in learning across all grade levels that is reflected in the overall literacy scores in ELA and math. As a result, building collective teacher efficacy in teaching literacy skills with vertical articulation to map success criteria is needed to support all students. AWES has focused on providing reading professional development to support small group instruction and differentiated practices. Teacher professional development in math is limited to district sponsored professional development.

Literacy: Reading, Math, & Science
It is critical that grade level teams utilize school data and other formative measures to provide targeted/scaffolded supports for students during regular PLC+ meetings. AWES continues to identify priority standards and align grade level curriculum maps. Professional development will promote teacher gradual release and student productive struggle to empower students in the learning process for reading, math, and science. Students will show growth toward SBA proficiency by building teacher and student efficacy through teacher clarity and student success criteria.
AWES continues to engage in student-centered, project-based inquiry STEAM processes. In 2017-2018, the WASC accreditation team identified a critical area for improvement to increase student-centered opportunities in reading and math.

Professional Learning and PLC+
The WASC accreditation team in SY2017-2018 identified a critical area for improvement in the grade level data team process. AWES recognized that grade level teams were not fully invested in the data team process and completed the process to comply with data team expectations. Grade level chairs invested time to learn about Impact Teams and Corwin's PLC+.

Professional Learning and PLC+
AWES continues to build systems of support for all students. The PLC+ framework includes four crosscutting values: Activators, High Expectations, Equity, and Individual and Collective Efficacy.
5 PLC+ Questions: Where are we going?, Where are we now?, How do we move learning forward?, What did we learn today?, Who benefited and who did not?. This process builds teacher efficacy through instructional practices that build clarity and success criteria to ensure that all students are learning.
The Leadership Team decided to continue with professional development in the PLC+ process that aligned with state initiatives.

The PLC+ is a cycle of learning through inquiry that is an evidence-based framework that monitors collective impact for student learning.

Parent Engagement and TLIM

The WASC accreditation team in SY2017-2018 identified a critical area for improvement to increase parent engagement for Pacific Islander families. AWES Leader in Me Measurable Results Assessment (MRA) perception data for School-family Partnerships increased from 68 to 72 and still indicates a need to increase parent engagement and supports for the social and emotional development of their children. The MRA Family Involvement measure showed a +22 from 68 to 90 for Barriers to Engagement. AWES increased family communication and developed a sense of community with the Leader in Me process. In addition, the MRA Family Efficacy measure increased from 78 to 80 in providing families with skills to support and motivate their child's learning. The overall MRA measure for Academics indicates a need for improvement in building teacher efficacy from an assessment score of 76 to 72 and developing student-led achievement with an assessment score of 62 to 65. All scores in the MRA assessment are presented on a 0-100 scale, with 100 being the most ideal and 0 being the least ideal. An assessment score in the 50-69 range is a needs improvement focus and a score in the 70-79 range is identified as moderately effective.

Parent Engagement and TLIM

In school year 2018-2019, AWES completed a three-year grant as a Leader in Me school. AWES continues to develop the three pillars of the Leader in Me process for Leadership, Culture, and Academics. A Parent Lighthouse Team meets to plan and support parent engagement activities. In addition, the team will create an action plan with the UH Family Engagement Center to increase parent engagement in the school. In addition, AWES will continue to develop the culture pillar of the Leader in Me to support staff and parents to increase teacher and parent efficacy for the social and emotional development of all students. TLIM coaching, boosters, leadership day, and specific strategies will be utilized to evaluate and educate the school community. The academic pillar of the Leader in Me process will align schoolwide, grade level, and classroom WIGS or Wildly Important Goals through the See, Do, Get planning process. Students will showcase evidence of their academic progress in leadership notebooks.

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)
School Design and Student Voice	Principal DeBusca and GLCs
Five Promises	Principal DeBusca and Title 1 Coord.
WestEd Inititiative	Principal DeBusca and EL Coord.
Special Education: Inclusion	Principal DeBusca and SSC
Key School Initiatives Addressed in the Plan	Leads(s)
MLS or English Learners	EL Coordinator, Carla Cunningham
Pacific Islander Learners	Title 1 Coordinator, Sara King
Special Education: Inclusion	SSC & Care Coordinators
Literacy: Reading, Math, Science	Committee Leads, GLCs
Professional Learning: PLC+	Principal DeBusca

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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
Identify the targeted subgroup and their identified needs	*Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
Multilingual Learners • Developing transitional supports for new multilingual students. • GLAD instructional strategies to support learning and achievement. • Differentiated literacy practices to support all learners. Special Education • Literacy development in inclusive settings. Literacy: Reading, Math, Science • Develop teacher instructional and assessment practices to increase student proficiency for all students.	Multilingual Learners: • In 2018-2019, 14% or 7 of 50 EL students met SBA ELA proficiency. • In SBA math, 20% or 11 of 55 EL students met proficiency. Special Education: • In 2018-2019, 100% or 14 students in special education did not meet SBA ELA or math proficiency. Non-High Needs vs. High Needs • In 2018-2019, 63.64% or 28 of 44 non-high need students met SBA ELA proficiency while 36.04% or 40 of 111 high need students met SBA ELA proficiency. • In SBA math, 60% or 27 of 45 non-high need students met proficiency while 36.21% or 42 of 116 high need students met proficiency.	If teachers receive and implement high quality professional development and implement intentional strategies and interventions for multi-lingual students to demonstrate growth toward learning goals. If the school engages in inclusive practices for special education students to provide access to grade level instruction with like peers in a classroom setting with adult supports then students will show growth toward grade level proficiency. If teachers engage in collaborative practices that include pedagogical practices, instructional alignment, formative assessments, and student learning that is grounded in data, then teachers will meet the needs of all students.	Provide ongoing coordinated supports for classroom-embedded professional learning opportunities to increase GLAD strategies to meet the needs of students at all levels of language development proficiency. Provide grade-level professional development to align WIDA "Can Do Descriptors" and WIDA Guiding Principles for Language Development in grade level curriculum maps. Provide professional development to support the practice of PLC+ to build teacher efficacy to support literacy for all students. The PLC+ process will help teachers to build clarity and develop success criteria for student learning. Coaching and/or classroom support from the school to improve pedagogical practices and learning outcomes for all students.

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• Address gaps in learning through differentiated instructional blocks for intervention and small group instruction to support high need students.			

Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified need	*Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
Parent Engagement • Develop an action plan to increase parent engagement.	Parent Engagement: • In SY 2018-2019, the Leader in Me Measurable Results Assessment (MRA) perception data for School-family Partnerships increased from 68 to 72. This score still indicates a need to increase parent engagement and supports for the social and emotional development of their children. • In SY2019-2020, student perception on the school Panorama Survey showed that students in grades 3-5 scored a 54% for school safety.	If teachers and parents engage in proactive Leader in Me practices and specific social-emotional strategies to support student learning, then students will feel safe and respond favorably on student perception surveys. If parents understand the Leader in Me process and use effective family strategies, then parents will respond favorably on parent perception surveys. If students develop and maintain leadership notebooks to monitor learning and share notebooks with parents regularly, then parents will be engaged in the student learning process and	Provide professional development for teachers and parents to promote effective prosocial-emotional strategies to develop the "whole-child" for all students to live the 8 Habits in the Leader in Me program. Provide professional development for parents and families to engage in the Leader in Me process and develop effective family strategies to support students in and outside of school. Develop student leadership notebooks to identify WIGs that align to class, grade level, and school WIGS and monitor student progress that will be shared with parents as partners in their child's learning. Continue to implement parent/child activities to provide parents developmental information and strategies to support student learning.

		students will be empowered to lead their own learning.	
		If we develop and design spaces to support parent/child interactions and provide support for new and transitioning students, then parents will be engaged in school activities and programs and students will thrive socially and academically.	Develop a Transition Center to support the transition of new EL families and students to the school. This center will help families and students become acclimated and build relationships in our school community. Support staff that include PPE/PTTs will help new students develop functional language skills and navigate school and community resources. In additional family supports will provide resources and help parents also navigate the school and broader community.

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

Part I

Describe your complex/school contexts for School Design and Student Voice.	Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice	Describe your conditions for Success for School Design and Student Voice
• School will continuously evaluate reading proficiency in reading through the i-Ready universal screener, formative running record assessment data, and teacher observational data for all students. • School will continuously evaluate math proficiency in math through the i-Ready universal screener, formative running record assessment data, and teacher observational data for all students. • School will develop reading libraries in every classroom to support "joyful" reading for all students and promote daily read aloud.	• In order to build teacher and student efficacy, the school will continue to build learning spaces for teachers to collaborate to support student learning and for students to collaborate and engage in project-based learning. The teacher's Data Room is a space for professional collaboration, monitoring student progress, and professional learning. Schoolwide data is displayed for horizontal and vertical articulation and planning student supports. Other spaces on campus that foster student collaboration include Jake's Clubhouse, STEAM Room, Transition Center for new students, and a Peaceful Oasis garden for	• School leadership will continuously review and revise the school's instructional schedule to address student learning needs and ensure students are provided opportunities to address learning needs and opportunities to develop talents and genius. • School leadership will continuously review and revise school governance plan to ensure shared leadership to promote academic plan implementation. • Principal, teachers, and staff will ensure that the school environment is welcoming, safe, and supportive of all stakeholders in the school community through regular

• School will continue to research math resources to support teacher CCSS implementation for student learning. • School will identify appropriate resources to support NGSS standards implementation and develop a science resource room for all students to create and design STEAM projects that address real world problems and solutions. • School will continue to foster opportunities to promote student interests through the school's weekly CREW Hour and other leadership opportunities to highlight student talents and genius.	social-emotional learning. Classroom spaces are designed to foster student leadership through leadership roles, leadership notebooks to monitor academic progress, and promote literacy through classroom libraries and designated reading blocks. • Professional development to build teacher efficacy in reading, math, and science content standards implementation. • Provide student leadership opportunities in and outside of class. Promoting student exploration through CREW Hour to discover talents and hidden genius.	meetings that allow for stakeholder collaboration. A system to activate teacher leadership through action teams and committees will build teacher efficacy and engagement in school design. Principal will provide resources, professional development, opportunities to empower teachers and students. Teachers will intentionally create opportunities for students to develop leadership skills, discover talents and genius, and celebrate each student in the learning environment.

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

Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice • Given PLC+ collaboration time, teachers will ensure that 100% students show growth toward academic proficiency in all content areas using multiple measures that include student learning data, grades, perception, and teacher anecdotal observations. • Given specific and intentional learning opportunities by teachers, students performing below grade level proficiency on multiple measures will show more than	What are your measurable outcomes around School Design and Student Voice • Given PLC+ collaboration time, teachers will ensure that 100% students show growth toward academic proficiency in all content areas using multiple measures that include student learning data, grades, perception, and teacher anecdotal observations. • Given specific and intentional learning opportunities by teachers, students performing below grade level proficiency on multiple measures will show more than	What are your measurable outcomes around School Design and Student Voice • Given PLC+ collaboration time, teachers will ensure that 100% students show growth toward academic proficiency in all content areas using multiple measures that include student learning data, grades, perception, and teacher anecdotal observations. • Given specific and intentional learning opportunities by teachers, students performing below grade level proficiency on multiple measures will show more than

a one-year gain in reading and math using the universal screener i-Ready. • Given opportunities for teachers to engage parents and address social-emotional learning needs, students and parents will show an increased positive response of 80% or more on multiple perception surveys. **Considerations for adjustments for the next year will be based on impact data.** Why are you implementing them? • Professional development to support collaborative PLC+ process for student learning will increase teacher clarity and outline success criteria for students to become assessment-capable learners. • Building teacher efficacy to determine resources and instructional practices that empower students in the learning process. • Providing teacher resources to ensure a rigorous and relevant curriculum for student attainment of CCSS, HCSSS, and NGSS standards. • Providing students opportunities to develop leadership skills, lead and showcase their own learning, and engage in relevant opportunities to discover talents and genius. How will you know that there they are resulting in an improvement? • Increase learning and achievement for all students, as learning strategies and targeted supports meet student academic needs. • Teacher perception survey indicates increased teacher satisfaction and involvement/engagement. • Parent perception data indicates increased engagement to support student social-emotional growth and learning.	a one-year gain in reading and math using the universal screener i-Ready. • Given opportunities for teachers to engage parents and address social-emotional learning needs, students and parents will show an increased positive response of 85% or more on multiple perception surveys. Why are you implementing them? • Professional development to support collaborative PLC+ process for student learning will increase teacher clarity and outline success criteria for students to become assessment-capable learners. • Building teacher efficacy to determine resources and instructional practices that empower students in the learning process. • Providing teacher resources to ensure a rigorous and relevant curriculum for student attainment of CCSS, HCSSS, and NGSS standards. • Providing students opportunities to develop leadership skills, lead and showcase their own learning, and engage in relevant opportunities to discover talents and genius. How will you know that there they are resulting in an improvement? • Increase learning and achievement for all students, as learning strategies and targeted supports meet student academic needs. • Teacher perception survey indicates increased teacher satisfaction and involvement/engagement. • Parent perception data indicates increased engagement to support student social-emotional growth and learning.	a one-year gain in reading and math using the universal screener i-Ready. • Given opportunities for teachers to engage parents and address social-emotional learning needs, students and parents will show an increased positive response of 90% or more on multiple perception surveys. Why are you implementing them? • Professional development to support collaborative PLC+ process for student learning will increase teacher clarity and outline success criteria for students to become assessment-capable learners. • Building teacher efficacy to determine resources and instructional practices that empower students in the learning process. • Providing teacher resources to ensure a rigorous and relevant curriculum for student attainment of CCSS, HCSSS, and NGSS standards. • Providing students opportunities to develop leadership skills, lead and showcase their own learning, and engage in relevant opportunities to discover talents and genius. How will you know that there they are resulting in an improvement? • Increase learning and achievement for all students, as learning strategies and targeted supports meet student academic needs. • Teacher perception survey indicates increased teacher satisfaction and involvement/engagement. • Parent perception data indicates increased engagement to support student social-emotional growth and learning.

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• Student perception data indicates increased sense of safety and engagement in the learning process.	• Student perception data indicates increased sense of safety and engagement in the learning process.	• Student perception data indicates increased sense of safety and engagement in the learning process.

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

Part III

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
What are your measurable outcomes around School Design and Student Voice • Teachers will collect baseline data in reading and math with the i-Ready universal screener and develop an action plan to support student growth and attainment of standards. • Teachers will collect baseline running record reading data to determine student reading needs and develop an action plan to support student readers. • Teachers will identify student leadership opportunities to promote 100% participation throughout the school year. **Considerations for adjustments for the next year will be based on impact data.** Why are you implementing them? • Teachers are empowered to determine impactful instructional practices to engage students in a standards-based curriculum. • Teachers are empowered to provide timely and relevant supports to ensure	What are your measurable outcomes around School Design and Student Voice • Teachers will collect growth and mid-year diagnostic data in reading and math with the i-Ready universal screener and update action plan to support student growth and attainment of standards. • Teachers will collect monthly running record reading data to determine student reading needs and develop an action plan to support student readers. • Teachers will identify student leadership opportunities to promote 100% participation throughout the school year. Why are you implementing them? • Teachers are empowered to determine impactful instructional practices to engage students in a standards-based curriculum. • Teachers are empowered to provide timely and relevant supports to ensure	What are your measurable outcomes around School Design and Student Voice • Teachers will collect growth and EOY data in reading and math with the i-Ready universal screener and develop an action plan to support student growth and attainment of standards. • Teachers will monthly running record reading data to determine student reading needs and develop an action plan to support student readers. • Teachers will identify student leadership opportunities to promote 100% participation throughout the school year. Why are you implementing them? • Teachers are empowered to determine impactful instructional practices to engage students in a standards-based curriculum. • Teachers are empowered to provide timely and relevant supports to ensure

that all students demonstrate academic growth in all content areas. • Teachers will empower students to lead their learning and provide opportunities to explore interests and discover their genius. How will you know that there they are resulting in an improvement? • Increase learning and achievement for all students, as learning strategies and targeted supports meet student academic needs. • Teacher perception survey indicates increased teacher satisfaction and involvement/engagement. • Parent perception data indicates increased engagement to support student social-emotional growth and learning. • Student perception data indicates increased sense of safety and engagement in the learning process.	that all students demonstrate academic growth in all content areas. • Teachers will empower students to lead their learning and provide opportunities to explore interests and discover their genius. How will you know that there they are resulting in an improvement? • Increase learning and achievement for all students, as learning strategies and targeted supports meet student academic needs. • Teacher perception survey indicates increased teacher satisfaction and involvement/engagement. • Parent perception data indicates increased engagement to support student social-emotional growth and learning. • Student perception data indicates increased sense of safety and engagement in the learning process.	that all students demonstrate academic growth in all content areas. • Teachers will empower students to lead their learning and provide opportunities to explore interests and discover their genius. How will you know that there they are resulting in an improvement? • Increase learning and achievement for all students, as learning strategies and targeted supports meet student academic needs. • Teacher perception survey indicates increased teacher satisfaction and involvement/engagement. • Parent perception data indicates increased engagement to support student social-emotional growth and learning. • Student perception data indicates increased sense of safety and engagement in the learning process.

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

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
100% of students show growth toward academic proficiency in all content areas using multiple measures that include student learning data, grades, perception, and teacher anecdotal observations. - Given specific and intentional learning opportunities by teachers, 80% students performing below grade level proficiency on multiple measures will show more than a one-year gain in reading and math using the universal screener i-Ready. - Given opportunities for teachers to engage parents and address social-emotional learning needs, students and parents will show an increased positive response of 80% or more on multiple perception surveys.	- Teacher perception survey indicates increased teacher satisfaction and involvement/engagement. - Teacher professional development feedback.	**Principal** **Title 1 Coordinator** **EL Coordinator** **Grade Level Chairs** **Committee Leads** **Action Team Leads** **Student Service Coordinator** **Counselor**

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

Part V: Student and Staff Outcomes (SY 2020-2021)

Enabling Activities	Measurable Outcomes	Cost and Source of Funding *(including Prog ID)*	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring *(completed by Complex Area, as appropriate)*
• Teachers will empower students to lead their learning and provide opportunities to explore interests and discover their genius.	• Student perception data indicates increased sense of safety and engagement in the learning process.	• $12,000 Title 1 – 18902 Leader in Me subscription. • $1000CREW Hour – WSF 42101 • $5000 – Grade level bus funds. WSF 42101	• Action Team Actin Plans – See, Do, Get Panning Document	• Quarterly Review	• CAO Monthly Monitoring
• Teacher Professional Development • Teacher curricular resources	• Teacher perception survey indicates increased teacher satisfaction and involvement/engagement. • Teacher professional development feedback. • Stepping Stones & Wonders Subscription	• $30,000 PLC+ PD and coaching. Title 1 – 18902 • $20,000 substitutes for teacher PD and collaboration. WSF – 42101 • TBD – Title 1 18902.	• PLC+ collaboration minutes • Teacher action plans • Schoolwide data collection • CSI – program and processes review	• Monthly Review • Annual	

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

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

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.

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*.

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.	Rationale for Emerging Ideas	Conditions for Success
AWES is engaged in advancing student interests and genius through before and after school opportunities.	With a high needs student population and 56% of families from low socio-economic backgrounds, students need opportunities to explore interests and genius outside of the school setting.	A condition for success is finding highly qualified individuals to lead programs before and after school related to teaching sports, music, coding, art, foreign language, or providing sustainable opportunities.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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. *(continued from previous page)*	Rationale for Emerging Ideas	Conditions for Success

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