



# Hawaii Department of Education: 2020 Academic Plan

## School Year: 2020-2021

**School Name:**

**Farrington, Kaiser, Kalani Complex Area**

**Principal Name:**

**Rochelle Mahoe, CAS**

**Principal Signature:** \_\_\_\_\_

Handwritten signature of the principal in black ink.

**Date:** 3/18/2020

**CAS Signature:** \_\_\_\_\_

Handwritten signature of Rochelle Mahoe in blue ink.

**Date:** 5.26.20

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

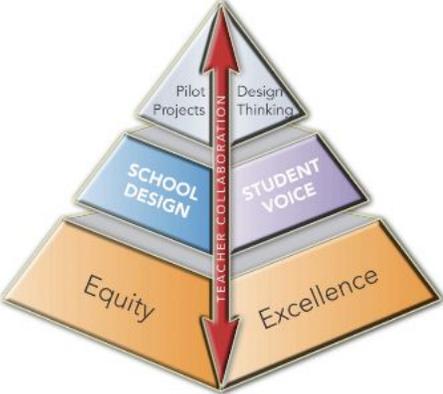
Focus: equity and excellence in core curriculum and supports.

**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 HDOE 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 HDOE 2020-30 Strategic Plan (page 5).

*Note: Page numbers provided above need to be adjusted in the final copy of the plan, as the page numbers provided here are those on the blank template.*

# 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>Downward trend of our SBA <b>Math</b> scores indicates our need to improve Math achievement.</p> <p>Persistent low SBA scores in Language Arts indicates our need to improve <b>ELA</b> achievement. Additional data from iReady and Access Test show Writing as a priority need area, but the data also indicates a need in Vocabulary and Comprehension.</p>	<ul style="list-style-type: none"> <li>• “Deep dive” by grade level teachers into understanding the Math standards and revising the common formative assessments.</li> <li>• Assess and analyze classroom teacher math instructional practices to align to student learning needs.</li> <li>• Align math pacing guides to optimize achievement of the standards.</li> <li>• Implement a school-wide writing development process using our Cycles of Professional Learning process for improvement in student writing skills.</li> </ul>

<p>The low proficiency scores of the <b>SpEd</b> sub group indicate a need for improvement in analyzing and addressing individual student learning needs for achieving rigorous learning targets.</p> <p>The low proficiency scores and growth to target percentage of the <b>EL</b> sub group indicates a need for improvement in analyzing and addressing individual student learning needs so that these students can develop their EL skills while still accessing the grade level standards.</p> <p>In our efforts to implement a Multi-Tiered System of Support (MTSS) to comprehensively address student needs, we identified one important gap - lack of a school-wide behavior screener to accurately identify students who may be “internalizing” their need for help.</p>	<ul style="list-style-type: none"><li>● Continue school-wide instructional practices that support building of student achievement of academic vocabulary.</li><li>● Continue school-wide implementation of reading comprehension strategies.</li><li>● Improve SpEd student achievement by supporting all SpEd teachers in setting rigorous individualized learning targets and doing ongoing collection of individual student progress data for the targets.</li><li>● Implementing effective inclusive practices in school-wide inclusion settings. Increase collaboration between GenEd and SpEd inclusion teachers.</li><li>● Continue school-wide implementation of strategies that support EL learners in Tier 1 instruction. Fully implement a system for monitoring EL students individual language development progress.</li><li>● Implement behavior screening process to identify all students needing emotional /behavioral support.</li></ul>
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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.

<b>Key HIDOE Initiatives Addressed in the Plan</b>	<b>Lead(s)</b>
Hawai'i : Nā Hopena A`o	Glen Miyasato
Equity: MTSS	Glen Miyasato; Tamara Cockett; Laurie Lum
Innovation: PBL	Glen Miyasato
School Design: MTSS	Kristine Rico; Glen Miyasato
Empowerment: Student Voice	Glen Miyasato; Selene Horita
<b>Key School Initiatives Addressed in the Plan</b>	<b>Leads(s)</b>
Academic Review Team Process-Improve School-wide Consistency, Clarity, and Coherence	ART Leads (GLC & Principal)
Data Learning Teams Process-Data and Standards Driven Instruction	DLT Leads (Coaches & VP)
Use of Data for RTI Groupings	SSC and GLC
Cycles of Professional Learning (CPL) Process to Maintain and Improve Writing Initiative	Principal and Coach
EL-Progress Monitoring and Use of Language Acquisition Strategies	EL Coordinator
SpEd-Model for Student Centered Instruction Setting rigorous goals for students; monitoring individual student progress towards those goals, increased collaboration between SPED and General Ed teacher	SSC and STEM Teacher
Fern Multi-Tiered System of Support	Counselor

# 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 subgroup(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
<i>Identify the targeted subgroup and their identified needs</i>	<i>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.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
IDEA -Improved achievement in Math, Reading, and IEP goals	IDEA ELA Score- 5% gap IDEA Math Score- 11.9% gap	<p>If teachers are clear in Tier 1, 2,3 learning targets, implement aligned lessons, and closely monitor those targets, then students will meet those targets which will lead to improving achievement of IDEA student Math, Reading, and IEP goals. we continue to support teachers in setting rigorous individual learning targets for students along with close monitoring of those targets, we should see improving achievement of IDEA student Math, Reading, and IEP goals.</p> <p>If SpEd and GenEd teachers articulate, plan, and analyze the needs of our SpEd students, teachers will be able to provide the appropriate level instruction needed to engage students in learning. By doing this, the IDEA student achievement gap in</p>	<p>Support SpEd teachers, EAs, and 1-to-1s with PD, tools, and guidance in setting and monitoring rigorous learning targets for students.</p> <p>Dedicate time in DLT agenda for SpEd teacher and GenEd teachers (grade level team) to discuss differentiation strategies.</p>

		Reading and Math should be reduced.	
EL - Improved achievement in Writing, Speaking, Reading, Listening and grade level content standards	EL ELA Score- 17% gap EL Math Score- 0% gap EL ACCESS Writing Score - 0% proficient	If we continue to deepen our understanding of our EL groups and strengthen our faculty to implement “best” instructional strategies for different levels of English Language proficiency, students will be able to access curriculum and EL achievement will improve.	Continue to deepen understanding of EL learners and to strengthen “best” strategies to support their learning needs. Formalize monitoring of individual student progress in Listening, Speaking, Reading, Writing, and the grade level content standards.
Low SES - Improved achievement in Math and ELA (Writing, Reading, Vocabulary)	Low SES ELA Score- 1% gap Low SES Math Score- 1% gap	<p>The majority of our students are in this subgroup. If we support teachers in having a deep understanding of the Math standards and provide time for analysis of formative assessments to inform instruction, students’ instructional level will be met and there will be an improvement in Math achievement.</p> <p>If we continue to deepen our understanding of how our students (Low SES) best learn and strengthen our implementation of these best practices, students will be ready and willing to learn and we will see improved academic achievement.</p> <p>If we maintain the implementation steps of our school-wide writing program, students will have a love and purpose for writing which will</p>	<p>Through our Data Learning Team (DLT) process, our teachers will re-analyze the Math standards, examine pre and post-instruction formative assessments based on their analyses, and use that information to inform their instruction. (2020-2021)</p> <p>Continue building staff understanding of Early Literacy and instructional strategies for students with high incidences of stress/trauma backgrounds.</p> <p>School-wide implementation of Writing Workshop.</p>

		<p>lead to improvement in writing scores in SBA and WIDA.</p> <p>If we continue our concerted effort to build students English language skills, fluency and vocabulary, students will be able to access the core curriculum and reading comprehension should improve.</p>	<p>Continue to strengthen teacher capacity to build students' English language skill, vocabulary, Reading fluency, and comprehension.</p>
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# 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
<p><b>Curriculum &amp; Learning Design -Access Through Design</b></p>		
<p>RTI: Through the RTI process, we provide differentiated strategies, supports, and interventions for our variety of learners.</p>	<p>Align RTI to needs determined in DLT discussions.</p>	<p>The school design includes multiple means for students to access the curriculum through differentiation strategies, supports and interventions. School regularly evaluates if each student is successfully accessing a balanced and rigorous curriculum. Teachers, students and parents work as partners to support struggling students, and this is a valued and supported part of a continuous improvement cycle. Supports are driven by data reviews to help all students advance to a higher level as soon as they are ready rather than on a restrictive pacing guide. Students' personal interests are used as a motivator for higher skill development. Social emotional learning supports are fully embedded into the instructional design of the school.</p>

<p><b>Infrastructure -Multitiered Systems of Support</b></p>		
<p>MTSS: Through the implementation of our Fern Multitiered Systems of Support, we embrace a continuous school improvement mindset based on actionable data systems and evidence based practices.</p>	<p>The Hawaii Multi-Tiered Systems of Support is broken up into four domains. Under each of the domains, these are our schools’ initiatives:</p> <ul style="list-style-type: none"> <li>- <b>Academic Domain:</b> The school uses Data Learning Team (DLT) meetings to analyze data for improvement of Tier 1 instructional practices. The school also uses the Response to Intervention process (RTI) to gauge and focus on areas of need for students in reading and math using I-Ready data. Additionally, the Cycles of Professional Learning (CPL) process is used to ensure deep learning and implementation of school-wide target instructional practices for writing.</li> <li>- <b>Social Emotional Domain:</b> School-wide implementation of the Choose Love curriculum by the classroom teachers. Teachers will complete a behavior screener for their students 3x a year. The behavior screener data will allow focused interventions for Tier 1, 2, and 3 students.</li> <li>- <b>Physical Health Domain:</b> The school conducts physical examinations such as vision/ hearing screenings and dental cleanings. We also participate in programs that bring awareness to physical fitness such as the Kids Heart Challenge.</li> <li>- <b>Behavior Domain:</b> The school uses a Positive Behavior Intervention System (PBIS) that focuses on Tier 1 supports.</li> </ul>	<p>The school embraces a continuous school improvement mindset reflected in a comprehensive multi-tiered system of support that includes an actionable data system, evidence-based practices, and family engagement. Early risk indicators are used to identify students for specific and timely supports. The school is connected to a complete level K-12 resource network to respond to the unique learning and support needs of high risk and disengaged students.</p>

<p><b>Infrastructure -Capacity Building</b></p>		
<p>Data Learning Teams (DLT): Provide an ongoing process for reviewing student data. Grade level DLTs meet once every 8 days (10am-2pm).</p>	<p>DLT Math Process: The Data Learning Team process has shifted this year, during the 2nd semester, towards math to address a four year decline in SBA proficiency scores.</p> <p>4 years of declining SBA Math test proficiency scores.                  2015-2016: 35%                  2016-2017: 30%                  2017-2018: 27%                  2018-2019: 21%</p> <p>Because of a realization that the Stepping Stones curriculum does not cover all Common Core Math Standards or does not cover them completely, teachers are examining the standards carefully to ensure alignment and fill gaps in instruction that the Stepping Stones curriculum might have. Revisiting the standards will enable teachers to form a deeper understanding of the expectations that will drive their instruction. With informed instruction, we hope to increase student achievement indicated by an increase in SBA proficiency.</p>	<p>The school has fully adopted a culture of feedback. Professional development is highly valued by the entire staff team as essential to protecting and enhancing teacher and staff capacity to deliver on its mission. School constructs PD efforts based on its core values, design, and needs assessment aligned to the school's academic plan. PD is informed by student data, is job-embedded, is focused on student achievement outcomes, and is immediately relevant. Coaching and job embedded supports are included as valuable components with evidence of improved practice along with consistent increases in student pre and post data.</p>
<p>Academic Review Team (ART): The ART meets at least once a quarter to monitor progress toward the Academic Plan (AP) goals. ART proposes needed revisions to the AP.</p>	<p>ART has been restructured so that each member has a specific initiative and goal in the Academic Plan for monitoring and reporting.</p>	<p>The ART is a key part of our continuous improvement process to ensure consistency in the understanding, implementing, and monitoring of school initiatives. ART minutes will measure our level of clarity and coherence in meeting the goals of these initiatives.</p>
<p>Cycles of Professional Learning (CPL) Through the CPL process we will use collective efficacy to look at our student data and collaboratively determine the professional development needed to address our priority student achievement goals.</p>	<p>WIDA Testing over the past years has shown Writing to be the weakest area for our EL students. School-wide professional development will be guided by the CPL process to ensure "deep" implementation of the powerful instructional practices (PIP). Currently our CPL initiative is focused on improving student writing. Writing</p>	<p>The CPL Process is part of our School Design to be responsive to changing student needs and data showing the need to focus on Tier 1 instructional quality and consistency. Writing Workshop, as the current focus of our CPL process, provides a process that targets development of the student as a writer. It also provides rich opportunities for</p>

**2020-2021 Academic Plan: [FKKCA]**

	Workshop was selected as the process for school-wide implementation. School year 2019-2020 was the first year of implementation. It will continue to be our PIP for 2020-2021.	students to express their unique “voice” and choice of topics. Success of this initiative will be measured via the analysis of the pre and post writing assessments of students.
<b>Core Values &amp; Mindset Equity and Access</b>		
EL: The English Language (EL) program strives to provide equitable access to quality education for all students by supporting the learning of students whose heritage language is not English. At our school, ELs make up nearly 50% of our student population. The largest ethnic group is our Pacific Islander population, with Chuukese being the largest linguistic group.	Continue and deepen understanding of EL program with all stakeholders. Formalize monitoring of student progress in listening, reading, speaking, & writing as well as grade level standards.	The school is committed to equitable access to quality education for all students. School continuously self-evaluates its efforts based on achievement data to determine if all students are being provided with quality curriculum, instruction, engagement, and differentiated supports within a rigorous teaching and learning environment. Students and parents are partners with teachers in improving practice. Collaborative networks are in place to share effective and best practices. The school is deeply committed to removing barriers that perpetuate an achievement gap.
SPED: Our SpEd program embraces inclusive practices to provide the least restrictive environment to meet the needs of IDEA students	Improve collaboration between GenEd and SpEd teachers. Continue to improve implementation of rigorous IEP goals and individual progress monitoring.	Our SpEd program will ensure that each student is successfully accessing a balanced and rigorous curriculum by having teachers, students and parents work as partners to support struggling students.

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

## Part II (what are you going to do over three years)

	SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<b>Curriculum &amp; Learning Design -Access Through Design</b>			
<b>RTI</b>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b> RTI school-wide will be held on Monday, Tuesday, Thursday and Friday 45 minute blocks.</p> <p>Struggling students who are identified in DLT will be pulled individually or in a small group 2 times per week for a minimum of 15-20 minutes.</p> <p><b>Teacher Outcome</b> 90-100% of teachers will have a clear understanding about what RTI is and how it should be implemented at Fern Elementary.</p> <p><b>Student Outcome</b> 75-100% of the identified Tier 2 students will show 1 proficiency level increase on the reassessment. The reassessment will be given after the DLT post-assessment.</p> <p><b>Why are you implementing them?</b> Response to intervention is a process to identify and support students not meeting standards. Once students are identified, teachers will provide interventions to ensure student success.</p> <p><b>How will you know that they are resulting in an improvement?</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b> Teachers will implement effective Tier 2 interventions learned in DLT/PD during RTI block.</p> <p><b>Teacher Outcome</b> 90-100% of the teachers will continue to implement RTI for Math based on the data collected in DLT.</p> <p>During RTI 80-90% of teachers will implement Tier 2 intervention strategies as discussed in DLT based on observations.</p> <p><b>Student Outcome</b> 75-100% of the identified Tier 2 students will show 1 proficiency level increase on the reassessment. The reassessment will be given after the DLT post-assessment.</p> <p>40-60% of the Tier 2 students will meet proficiency on the reassessment.</p> <p><b>Why are you implementing them?</b> Response to intervention is a process to identify and support students not meeting standards. Once students are identified,</p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b> Teachers will implement effective Tier 3 interventions learned in DLT/PD during RTI block.</p> <p><b>Teacher Outcome</b> 100% of teachers will implement RTI in math</p> <p>100% of teachers will implement effective tier 2 intervention strategies.</p> <p><b>Student Outcome</b> Math: 75-100% of the identified Tier 2 students will show 1 proficiency level increase on the reassessment. The reassessment will be given after the DLT post-assessment.</p> <p>50-70% of the Tier 2 students will meet proficiency on the reassessment.</p> <p><b>Why are you implementing them?</b> Response to intervention is a process to identify and support students not meeting standards. Once students are identified, teachers will provide interventions to ensure student success. .</p>

	<ul style="list-style-type: none"> <li>● Increase in SBA Math proficiency</li> <li>● Identified struggling students will show growth on their iReady math diagnostic.</li> <li>● Student Learning data: Improvement in all students’ pre-post grade level-created assessments, with a focus on identified RTI groupings</li> </ul>	<p>teachers will provide interventions to ensure student success. .</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● SBA Math proficiency increased from the baseline year.</li> <li>● Identified struggling students will show growth on their iReady math diagnostic.</li> <li>● Student Learning data: Improvement in all students’ pre-post grade level-created assessments, with a focus on identified RTI groupings</li> </ul>	<p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● SBA Math proficiency increased from Year 2.</li> <li>● Identified struggling students will show growth on their iReady math diagnostic.</li> <li>● Student Learning data: Improvement in all students’ pre-post grade level-created assessments, with a focus on identified RTI groupings</li> </ul>
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**Infrastructure -Multitiered Systems of Support**

<p><b>MTSS</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><u>Academic Domain:</u> Defer to RTI and DLT plans</p> <p><u>Physical Health Domain:</u> Activity:</p> <ul style="list-style-type: none"> <li>● Adjusting health care school procedures due to COVID 19</li> <li>● The Wellness team will create a monitoring system of health initiatives to determine a baseline on the amount of students who are participating in our health initiatives</li> </ul> <p><b>Staff Outcome:</b></p> <ul style="list-style-type: none"> <li>● 100% Teachers will implement new school health care procedures</li> </ul>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p><u>Academic Domain:</u> Defer to RTI and DLT plans</p> <p><u>Physical Health Domain:</u> Activity:</p> <ul style="list-style-type: none"> <li>● School will reflect on the effectiveness of the adjusted health care school procedures and make adjustments as needed</li> <li>● Using the baseline data collected on health initiatives, the Wellness Committee will create health goal initiatives for the school</li> </ul> <p><b>Staff Outcome:</b></p> <ul style="list-style-type: none"> <li>● 100% Teachers will continue to implement new school health care procedures</li> </ul>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p><u>Academic Domain:</u> Defer to RTI and DLT plans</p> <p><u>Physical Health Domain:</u> Activity:</p> <ul style="list-style-type: none"> <li>● School will reflect on the effectiveness of the adjusted procedures and make adjustments as needed</li> <li>● The Wellness team will analyze the results collected from health goal initiatives to see if we met the goal. if we met our goals, then we would set another goal. If we did not meet our goal, we would adjust our approach or goal.</li> </ul>
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	<ul style="list-style-type: none"> <li>100% of all health initiatives will be monitored and analyzed by the Wellness team</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of students will understand and follow new school health care guidelines</li> </ul> <p><b>Why are you implementing them?</b> To respond to state’s direction regarding school health procedures</p> <p>To monitor and assess impact of school health initiatives</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>The approval of school’s new health procedures by the CAS and the DOE</li> <li>The Wellness Team’s collection and analysis of health data</li> </ul> <p><b><u>Social Emotional Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>MTSS Committee will systematize our use and analysis of the SEL survey and reflection data we are collecting             <ul style="list-style-type: none"> <li>Choose Love Teacher Reflection-twice a year</li> <li>Choose Love Teacher-Led Weekly Lessons</li> <li>Choose Love Student Survey</li> <li>Choose Love Student Quarterly Reflections</li> </ul> </li> <li>Teachers will continue to do positive-relationship building with students</li> </ul>	<ul style="list-style-type: none"> <li>100% of all health initiatives created by the Wellness committee will be monitored and analyzed</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>Based on data from year 1, there will be a _____% increase in student participation</li> </ul> <p><b>Why are you implementing them?</b> To respond to state’s direction regarding school health procedures</p> <p>To monitor and assess impact of school health initiatives</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>The approval of school’s new health procedures by the CAS and the DOE</li> <li>The Wellness Team’s collection and analysis of health data</li> </ul> <p><b><u>Social Emotional Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>Choose Love Teacher Quarterly Reflections</li> <li>Choose Love Teacher-Led Weekly Lessons</li> <li>Choose Love Student Survey</li> <li>Choose Love Student Quarterly Reflections</li> </ul> <p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be conducting Choose Love (CL) <u>lessons</u> every CL Wednesday</li> </ul>	<p><b>Staff Outcome:</b></p> <ul style="list-style-type: none"> <li>100% Teachers will continue to implement new school health care procedures</li> <li>100% of all health initiatives created by the Wellness committee will be monitored and analyzed</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>Based on data from year 2, there will be a _____ % increase in student participation</li> </ul> <p><b>Why are you implementing them?</b> To respond to state’s direction regarding school health procedures</p> <p>To monitor and assess impact of school health initiatives</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>The approval of school’s new health procedures by the CAS and the DOE</li> <li>The Wellness Team’s collection and analysis of health data</li> </ul> <p><b><u>Social Emotional Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>Choose Love Teacher Quarterly Reflections</li> <li>Choose Love Teacher-Led Weekly Lessons</li> <li>Choose Love Student Survey</li> <li>Choose Love Student Quarterly Reflections</li> </ul> <p><b>Teacher Outcome:</b></p>
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	<p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will be conducting Choose Love (CL) <u>lessons</u> every CL Wednesday</li> <li>100% of teachers will do a brief CL <u>reflection</u> twice a year that focuses on classroom program effectiveness</li> <li>100% of teachers will use the data collected to inform their delivery of the CL program</li> <li>100% of teachers will implement positive-relationship building activities in their class</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of students will do a brief CL <u>reflection</u> that focuses on how they had used the CL value (Qtr 1: Courage, Qtr 2: Gratitude, Qtr 3: Forgiveness and Qtr 4: Compassion in Action) taught that quarter.</li> <li>At least 75% of students will show an increase in prosocial knowledge and behaviors as measured by the CL <u>survey</u> given at the beginning and ending of the school year.</li> </ul> <p><b>Why are you implementing them?</b> To increase student knowledge on managing emotions, maintaining positive relationships, and making responsible decisions.</p> <p>To monitor and assess impact of our SEL initiative</p> <p><b>How will you know that they are resulting in an improvement?</b></p>	<ul style="list-style-type: none"> <li>100% of teachers will do a brief CL <u>reflection</u> quarterly that focuses on classroom program effectiveness</li> <li>MTSS Cadre will analyze CL student surveys twice a year</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of students will do a brief CL <u>reflection</u> that focuses on how they had used the CL value (Qtr 1: Courage, Qtr 2: Gratitude, Qtr 3: Forgiveness and Qtr 4: Compassion in Action) taught that quarter.</li> <li>At least 80% of students will show an increase in prosocial knowledge and behaviors as measured by the CL <u>survey</u> given at the beginning and ending of the school year.</li> </ul> <p><b>Why are you implementing them?</b> To increase student knowledge on managing emotions, maintaining positive relationships, and making responsible decisions.</p> <p>To monitor and assess impact of our SEL initiative</p> <p><b>How will you know that they are resulting in an improvement?</b> By end of the school year, students will have shown an increase in their knowledge of managing emotions, maintaining positive relationships, and making responsible decisions as measured by the CL survey.</p>	<ul style="list-style-type: none"> <li>100% of teachers will be conducting Choose Love (CL) <u>lessons</u> every CL Wednesday</li> <li>100% of teachers will do a brief CL <u>reflection</u> quarterly that focuses on classroom program effectiveness</li> <li>MTSS Cadre will analyze CL student surveys twice a year</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of students will do a brief CL <u>reflection</u> that focuses on how they had used the CL value (Qtr 1: Courage, Qtr 2: Gratitude, Qtr 3: Forgiveness and Qtr 4: Compassion in Action) taught that quarter.</li> <li>At least 85% of students will show an increase in prosocial knowledge and behaviors as measured by the CL <u>survey</u> given at the beginning and ending of the school year.</li> </ul> <p><b>Why are you implementing them?</b> To increase student knowledge on managing emotions, maintaining positive relationships, and making responsible decisions.</p> <p>To monitor and assess impact of our SEL initiative</p> <p><b>How will you know that they are resulting in an improvement?</b> By end of the school year, students will have shown an increase in their knowledge of managing emotions, maintaining positive relationships, and making responsible decisions as measured by the CL survey.</p>
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	<p>By end of the school year, students will have shown an increase in their knowledge of managing emotions, maintaining positive relationships, and making responsible decisions as measured by the CL survey.</p> <p><b><u>Behavior Domain:</u></b>  <b>Activity:</b></p> <ul style="list-style-type: none"> <li>● HMTSS Committee will propose a school wide student goal-setting initiative</li> <li>● HMTSS Committee will track and analyze data from SSRS Behavior Screener</li> <li>● School Counseling Notes</li> <li>● Review SOAR Value Behavior Matrix quarterly</li> </ul> <p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>● 100% of teachers will create a plan, through consultation with counselors, to use behavioral intervention strategies with students who are identified as Moderate Risk by the SSRS.</li> <li>● Counselors will provide appropriate interventions and track and monitor the progress of those students who are identified as High Risk by the SSRS.</li> <li>● 100% of teachers will have their students complete a goal setting template for the school year</li> <li>● 100% of teacher will set aside time at least once monthly to allow students to track their progress</li> <li>● 100% of teachers will review the SOAR Value Behavior Matrix at the beginning of each quarter.</li> </ul>	<p><b><u>Behavior Domain:</u></b>  <b>Activity:</b></p> <ul style="list-style-type: none"> <li>● HMTSS Committee will monitor school wide student goal-setting initiative and analyze the data</li> <li>● HMTSS Committee will track and analyze data from SSRS Behavior Screener</li> <li>● School Counseling Notes</li> <li>● Review SOAR Value Behavior Matrix quarterly</li> </ul> <p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>● 100% of teachers will create a plan, through consultation with counselors, to use behavioral intervention strategies with students who are identified as Moderate Risk by the SSRS.</li> <li>● Counselors will provide appropriate interventions and track and monitor the progress of those students who are identified as High Risk by the SSRS.</li> <li>● 100% of teachers will have their students complete a goal setting template for the school year</li> <li>● 100% of teacher will set aside time at least once monthly to allow students to track their progress</li> <li>● 100% of teachers will review the SOAR Value Behavior Matrix at the beginning of each quarter.</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>● 100% of students will determine 2-3 behavior goals they would like to accomplish by the end of the school</li> </ul>	<p><b><u>Behavior Domain:</u></b>  <b>Activity:</b></p> <ul style="list-style-type: none"> <li>● HMTSS Committee will monitor school wide student goal-setting initiative and analyze the data</li> <li>● HMTSS Committee will track and analyze data from SSRS Behavior Screener</li> <li>● School Counseling Notes</li> <li>● Review SOAR Value Behavior Matrix quarterly</li> </ul> <p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>● 100% of teachers will create a plan, through consultation with counselors, to use behavioral intervention strategies with students who are identified as Moderate Risk by the SSRS.</li> <li>● Counselors will provide appropriate interventions and track and monitor the progress of those students who are identified as High Risk by the SSRS.</li> <li>● 100% of teachers will have their students complete a goal setting template for the school year</li> <li>● 100% of teacher will set aside time at least once monthly to allow students to track their progress</li> <li>● 100% of teachers will review the SOAR Value Behavior Matrix at the beginning of each quarter.</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>● 100% of students will determine 2-3 behavior goals they would like to accomplish by the end of the school year and will track their progress monthly</li> </ul>
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	<p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of students will determine 2-3 behavior goals they would like to accomplish by the end of the school year and will track their progress monthly</li> <li>85% of students are able to identify one way each SOAR value is achieved in a school location of their choosing (i.e. cafeteria, restroom).</li> <li>All identified high-risk students on the SSRS screener will participate in school-level counseling</li> </ul> <p><b>Why are you implementing them?</b></p> <ul style="list-style-type: none"> <li>To quickly identify and provide support to students identified as Tier 2 and Tier 3</li> <li>To increase student-led behavior monitoring</li> <li>To ensure students are practicing SOAR values in conjunction with Choose Love</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Identified high risk students will move down to moderate or low risk by the third round of the behavior screener</li> <li>Identified moderate risk students will move down to low risk by the third round of the behavior screener</li> <li>Behavior goals will be met by the end of the school year.</li> <li>There will be an increase in the number of students practicing prosocial behaviors as noted by a decrease in teacher office referrals compared to data from the previous school year.</li> </ul>	<p>year and will track their progress monthly</p> <ul style="list-style-type: none"> <li>90% of students are able to identify one way each SOAR value is achieved in a school location of their choosing (i.e. cafeteria, restroom).</li> <li>Students identified as high and moderate risk will achieve at least 2 out of 3 behavior goals by the end of the school year</li> <li>All identified high-risk students on the SSRS screener will participate in school-level counseling</li> </ul> <p><b>Why are you implementing them?</b></p> <ul style="list-style-type: none"> <li>To quickly identify and provide support to students identified as Tier 2 and Tier 3</li> <li>To increase student-led behavior monitoring</li> <li>To ensure students are practicing SOAR values in conjunction with Choose Love</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Identified high risk students will move down to moderate or low risk by the third round of the behavior screener</li> <li>Identified moderate risk students will move down to low risk by the third round of the behavior screener</li> <li>Behavior goals will be met by the end of the school year.</li> <li>There will be an increase in the number of students practicing prosocial behaviors as noted by a decrease in teacher office referrals compared to data from the previous school year.</li> </ul>	<ul style="list-style-type: none"> <li>95% of students are able to identify one way each SOAR value is achieved in a school location of their choosing (i.e. cafeteria, restroom).</li> <li>Students identified as high and moderate risk will achieve at least 2 out of 3 behavior goals by the end of the school year</li> <li>All identified high-risk students on the SSRS screener will participate in school-level counseling</li> </ul> <p><b>Why are you implementing them?</b></p> <ul style="list-style-type: none"> <li>To quickly identify and provide support to students identified as Tier 2 and Tier 3</li> <li>To increase student-led behavior monitoring</li> <li>To ensure students are practicing SOAR values in conjunction with Choose Love</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Identified high risk students will move down to moderate or low risk by the third round of the behavior screener</li> <li>Identified moderate risk students will move down to low risk by the third round of the behavior screener</li> <li>Behavior goals will be met by the end of the school year.</li> <li>There will be an increase in the number of students practicing prosocial behaviors as noted by a decrease in teacher office referrals compared to data from the previous school year.</li> </ul>
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<b>Infrastructure -Capacity Building</b>			
<b>DLT</b>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p><b>Activity</b> During Data Learning Teams, teachers will continue to unpack Common Core Math Standards with a focus on “Power Standards”; learn more about Tier 1 instruction; create formative assessments; analyze student results after presenting lessons.</p> <p><b>Teacher Outcomes</b></p> <ol style="list-style-type: none"> <li>100% of teachers will have a thorough understanding of all math standards.</li> <li>100% of all grade levels will have have assessments created for all math standards</li> <li>100% of teachers will have a better understanding of Tier 1 instruction</li> <li>All Grade levels will develop a bank of research based Tier 1 instruction for all Power Standards and establish success criteria</li> </ol> <p><b>Student Outcomes</b></p> <ol style="list-style-type: none"> <li>5%-10% Increase in SBA Math proficiency scores from the previous year</li> <li>60% - 70% of students will show an increase in students’ readiness level in students’ pre-post grade level-created assessments</li> </ol>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p><b>Activity</b> During Data Learn Teams, teachers will continue to unpack Common Core Math Standards; adjust formative assessments if necessary; learn more about Tier 2 interventions from DLT</p> <p><b>Teacher Outcomes</b></p> <ol style="list-style-type: none"> <li>All grade levels will reflect on areas that their students scored low in SBA testing and collaborate with each other to increase effectiveness of instruction or intervention in those areas</li> <li>All Grade levels will continue to develop a bank of research based Tier 1 instruction for all other math standards and establish success criteria</li> <li>100% of teachers will have a better understanding of Tier 2 interventions</li> </ol> <p><b>Student Outcomes</b></p> <ol style="list-style-type: none"> <li>5%-10% Increase in SBA Math proficiency scores from the previous year</li> <li>70% - 80% of students will show improvement in all students’ pre-post grade level-created assessments</li> </ol>	<p><b>What are your measurable outcomes around School Design and Student Voice</b></p> <p><b>Activity</b> During Data Learn Teams, teachers will analyze data from the previous school year’s SBA Math assessment and focus on areas that students struggled with. Teachers will reflect on their Tier 1 and Tier 2 instruction and make adjustments if needed. Teachers will learn more about Tier 3 interventions</p> <p><b>Teacher Outcomes</b></p> <ol style="list-style-type: none"> <li>All grade levels will reflect on areas that their students scored low in SBA testing and collaborate with each other to increase effectiveness of instruction or intervention in those areas</li> <li>100% of teachers will incorporate Tier 2 interventions as part of their classroom instruction</li> <li>100% of teachers will have a better understanding of Tier 3 interventions</li> </ol> <p><b>Student Outcomes</b></p> <ol style="list-style-type: none"> <li>5%-10% Increase in SBA Math proficiency scores from the previous year</li> <li>80% - 85% of students will show improvement in all students’ pre-post grade level-created assessments</li> </ol>

	<p>3. After Tier 1 instruction, 65% - 75% of students will meet or exceed proficiency in targeted standard</p> <p><b>Why are you implementing them?</b></p> <ol style="list-style-type: none"> <li>To build our teachers' capacity in understanding our math standards. We have been following a curriculum for many years without questioning whether or not it aligns to state standards. We are trying to incorporate the use of concrete strategies such as manipulatives and model drawing; when students are ready, the teacher will drive instruction towards the abstract.</li> <li>To create consistency in understanding and expectations. Teachers will create formative assessments together so the grade level will be consistent with teaching strategies; learning expectations, and success criteria</li> <li>To analyze Tier 1 instruction and determine the effectiveness and possibly the efficiency of the lesson.</li> </ol> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Increase in SBA Math scores</li> <li>Increase in proficiency using i-Ready data</li> <li>Student Learning data: Improvement in all students' pre-post grade level-created assessments</li> </ul>	<p>3. After Tier 1 instruction, 70% - 75% of students will meeting or exceed proficiency in targeted standard</p> <p>4. 40-50% of students identified for Tier 2 interventions will show improvement in pre-post formative assessments for Tier 2 interventions</p> <p><b>Why are you implementing them?</b></p> <ol style="list-style-type: none"> <li>Continue to create consistency in understanding and expectations. Teachers will create formative assessments together so the grade level will be consistent with teaching strategies; learning expectations, and success criteria</li> <li>Analyze Tier 1 instruction and determine the effectiveness and possibly the efficiency of the lesson.</li> <li>To help teachers gain a better understanding of Tier 2 interventions.</li> </ol> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Increase in SBA Math scores</li> <li>Increase in proficiency using i-Ready data</li> <li>Student Learning data: Improvement in all students' pre-post grade level-created assessments</li> </ul>	<p>3. After Tier 1 instruction, 75% - 80% of students will meeting or exceed proficiency in targeted standard</p> <p>4. 50% - 60% of students identified for Tier 2 interventions will show improvement in pre-post formative assessments for Tier 2 interventions</p> <p>5. Teachers will be able to identify gaps in learning and create a plan to help close those gaps for Tier 3 intervention students</p> <p><b>Why are you implementing them?</b></p> <ol style="list-style-type: none"> <li>To reflect on our understanding of math content and Tier 1/Tier 2 interventions</li> <li>To help teachers gain a better understanding of Tier 3 interventions</li> </ol> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Increase in SBA Math scores</li> <li>Increase in proficiency using i-Ready data</li> <li>Student Learning data: Improvement in all students' pre-post grade level-created assessments</li> </ul>
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<p><b>CPL</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice? SY 2020-2021</b></p> <p><b>Activity</b> We continue to follow the CPL process of using data to identify a student centered need, conducting professional readings or obtaining research based information about our selected Powerful Instructional Practice (PIP), providing safe peer observations as we implement and practice the PIP, and evaluating the effectiveness after implementing the practice.</p> <p>The Conferring component of Writing Workshop will be our PIP for SY 2020-2021.</p> <p><b>Teacher Outcomes:</b> 100% of homeroom teachers will continue to implement Units of Study (Writing Workshop) in their classrooms. 100% of teachers will set aside 45-60 minutes daily for Writing Workshop.</p> <p>100% of teachers will provide a tentative pacing guide for the school year and review and update the pacing guide as needed throughout the year.</p> <p>100% of classroom teachers will be documenting their conferring notes for each writing session.</p> <p>100% teachers will administer the on-demand pre and post assessment before and after each Unit of Study.</p> <p>All future PIP will be determined by the Leadership Team (GLCs) and will be brought to the faculty for discussion, approval for</p>	<p><b>What are your measurable outcomes around School Design and Student Voice? SY 2021-2022</b></p> <p>[The CPL process will allow us to determine when to move on and select another PIP. Our measurable outcomes will be determined after we accomplish our goals for the Writing Workshop initiative.]</p>	<p><b>What are your measurable outcomes around School Design and Student Voice? SY 2022-2023</b></p> <p>[The CPL process will allow us to determine when to move on and select another PIP. Our measurable outcomes will be determined after we accomplish our goals for the Writing Workshop initiative.]</p>
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	<p>adoption, and decision to move on to the next PIP.</p> <p><b>Student Outcomes:</b> At least 70-90% of students in each class will show at least one rubric level growth as measured by the Writing Workshop assessments.</p> <p><b>Why are you implementing them?</b> Data from WIDA ACCESS testing and SBA show writing is a weakness for our students. We also wish to develop our student’s capacity to write and improve their revising and editing skills.</p> <p><b>How will you know they are resulting in an improvement?</b></p> <ol style="list-style-type: none"> <li>1. Student writing data pre and post for each unit will be analyzed for at least one rubric level growth.</li> <li>2. Improvement in WIDA ACCESS and SBA writing scores</li> </ol>		
<p><b>ART</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice? SY 2020-2021</b></p> <p><b>ART-Academic Review Team</b> <a href="#">Continuum ART form.pdf</a></p> <p><b>Activity:</b> The Academic Review Team meets 5 times a year (1x/quarter) with a common purpose to discuss the understood outcome measure of performance. Aligned with HDOE priorities</p>	<p><b>What are your measurable outcomes around School Design and Student Voice? SY 2021-2022</b></p> <p><b>ART-Academic Review Team</b></p> <p><b>Activity:</b> The Academic Review Team meets 5 times a year (1x/quarter) with a common purpose to discuss the understood outcome measure of performance. Aligned with HDOE priorities</p>	<p><b>What are your measurable outcomes around School Design and Student Voice? SY 2022-2023</b></p> <p>ART-Academic Review Team</p> <p><b>Activity:</b> The Academic Review Team meets 5 times a year (1x/quarter) with a common purpose to discuss the understood outcome measure of performance. Aligned with HDOE priorities</p>

	<p>and measurable outcomes that define success, are well understood as the anchor for discussion. Routines are based on results in consensus about the overall performance and progress areas of strength and areas of weakness. Reflection and discussion of solutions to overcome barriers are identified. Realistic solutions are made to plan and commit to the next steps. The Fern Academic Plan is shared with the school and teachers. Teachers understand the plans and expectations in the Academic plan for the school year.</p> <p><b>ART TEAM OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. The ART team will analyze schoolwide data to find areas of need.</li> <li>2. The ART team will create a plan to address needs.</li> <li>3. The ART team will communicate and implement plan to faculty</li> <li>4. The ART team will monitor and adjust plan accordingly based on schoolwide data</li> <li>5. Routines encourage learning and collaboration</li> <li>6. Routines and comparisons create support and professional learning about how to improve performance.</li> <li>7. Walk throughs to monitor agreed schoolwide implementations and consistency</li> <li>8. Provide support to teachers in areas needed</li> </ol> <p><b>Teacher Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Teachers implement the agreed upon school vertical plan</li> </ul>	<p>and measurable outcomes that define success, are well understood as the anchor for discussion. Routines are based on results in consensus about the overall performance and progress areas of strength and areas of weakness. Reflection and discussion of solutions to overcome barriers are identified. Realistic solutions are made to plan and commit to the next steps. The Fern Academic Plan is shared with the school and teachers. Teachers understand the plans and expectations in the Academic plan for the school year.</p> <p><b>ART TEAM OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. The ART team will analyze schoolwide data to find areas of need</li> <li>2. The ART team will create a plan to address needs</li> <li>3. The ART team will communicate and implement plan to faculty</li> <li>4. The ART team will monitor and adjust plan accordingly based on schoolwide data</li> <li>5. Routines encourage learning and collaboration</li> <li>6. Routines and comparisons create support and professional learning about how to improve performance.</li> <li>7. Walk throughs to monitor agreed schoolwide implementations and consistency</li> <li>8. Provide support to teachers in areas needed</li> </ol> <p><b>Teacher Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Teachers implement the agreed upon school vertical plan</li> <li>● school vertical plan</li> </ul>	<p>and measurable outcomes that define success, are well understood as the anchor for discussion. Routines are based on results in consensus about the overall performance and progress areas of strength and areas of weakness. Reflection and discussion of solutions to overcome barriers are identified. Realistic solutions are made to plan and commit to the next steps. The Fern Academic Plan is shared with the school and teachers. Teachers understand the plans and expectations in the Academic plan for the school year.</p> <p><b>ART TEAM OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. The ART team will analyze schoolwide data to find areas of need</li> <li>2. The ART team will create a plan to address needs</li> <li>3. The ART team will communicate and implement plan to faculty</li> <li>4. The ART team will monitor and adjust plan accordingly based on schoolwide data</li> <li>5. Routines encourage learning and collaboration</li> <li>6. Routines and comparisons create support and professional learning about how to improve performance.</li> <li>7. Walk throughs to monitor agreed schoolwide implementations and consistency</li> <li>8. Provide support to teachers in areas needed</li> </ol> <p><b>Teacher Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Teachers implement the agreed upon school vertical plan</li> <li>● Teachers implement the agreed upon academic plan</li> </ul>
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	<ul style="list-style-type: none"> <li>Teachers implement the agreed upon academic plan</li> <li>Routines include opportunities to compare progress across peers/grades/schools in order to learn from one another</li> <li>Collaboration time provided for teachers             <ul style="list-style-type: none"> <li>vertical articulation across grade levels</li> <li>DLT</li> </ul> </li> </ul> <p><b>Why are you implementing them?</b></p> <p>To provide support for teachers and students. To ensure consistency across grade levels and to improve student learning and achievement.</p> <p>We want to be a school that is data driven. Having an ART Team gives school leadership a forum to analyze school data to address areas of need.</p> <p>The academic plans are clear and teachers understand the goals and expectations.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Teacher Exit Survey to determine if the effectiveness of the ART Team</li> <li>ART Team Self Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Teachers implement the agreed upon academic plan</li> <li>Routines include opportunities to compare progress across peers/grades/schools in order to learn from one another</li> <li>Collaboration time provided for teachers             <ul style="list-style-type: none"> <li>vertical articulation across grade levels</li> </ul> </li> </ul> <p><b>Why are you implementing them?</b></p> <p>To provide support for teachers and students. To ensure consistency across grade levels and to improve student learning and achievement.</p> <p>We want to be a school that is data driven. Having an ART Team gives school leadership a forum to analyze school data to address areas of need.</p> <p>The academic plans are clear and teachers understand the goals and expectations.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Teacher Exit Survey to determine if the effectiveness of the ART Team</li> <li>ART Team Self Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Routines include opportunities to compare progress across peers/grades/schools in order to learn from one another</li> <li>Collaboration time provided for teachers             <ul style="list-style-type: none"> <li>vertical articulation across grade levels</li> </ul> </li> </ul> <p><b>Why are you implementing them?</b></p> <p>To provide support for teachers and students. To ensure consistency across grade levels and to improve student learning and achievement.</p> <p>We want to be a school that is data driven. Having an ART Team gives school leadership a forum to analyze school data to address areas of need.</p> <p>The academic plans are clear and teachers understand the goals and expectations.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Teacher Exit Survey to determine if the effectiveness of the ART Team</li> <li>ART Team Self Reflection</li> </ul>
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<b>Core Values &amp; Mindset - Equity and Access</b>			
<b>EL</b>	<b>What are your measurable outcomes around School Design and Student Voice?</b>  <b>Activity</b>	<b>What are your measurable outcomes around School Design and Student Voice?</b>  <b>Activity</b>	<b>What are your measurable outcomes around School Design and Student Voice?</b>  <b>Activity</b>

	<p>Monitor students progress to inform instruction.</p> <ul style="list-style-type: none"> <li>● ESL/ELD pull-out/push-in monitoring in ELD domains using the following data collection points: <ul style="list-style-type: none"> <li>○ Newcomer progress checklist</li> <li>○ Kinder WIDA Model</li> <li>○ TEAM Lesson Quizzes</li> <li>○ Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing</li> <li>○ WIDA ACCESS 2.0/GTT</li> </ul> </li> <li>● Sheltered instruction monitoring grade level standards using the following data collection points: <ul style="list-style-type: none"> <li>○ iReady Diagnostic Assessments</li> <li>○ Grades 3-5 SBA</li> </ul> </li> </ul> <p><b>Teacher Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>● All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>● All EL teachers will analyze and identify language acquisition needs of students using data from the quarterly Finish Line assessments to make (targeted) instructional decisions as measured by data sheets and articulation minutes.</li> <li>● All EL teachers will progress monitor pull-out students and provide teachers and families with quarterly progress reports.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>● All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> </ul>	<p>Monitor students progress to inform instruction.</p> <ul style="list-style-type: none"> <li>● ESL/ELD pull-out/push-in monitoring in ELD domains using the following data collection points: <ul style="list-style-type: none"> <li>○ Newcomer progress checklist</li> <li>○ Kinder WIDA Model</li> <li>○ TEAM Lesson Quizzes</li> <li>○ Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing</li> <li>○ WIDA ACCESS 2.0/GTT</li> </ul> </li> <li>● Sheltered instruction monitoring grade level standards using the following data collection points: <ul style="list-style-type: none"> <li>○ iReady Diagnostic Assessments</li> <li>○ Grades 3-5 SBA</li> </ul> </li> </ul> <p><b>Teacher Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>● All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>● All EL teachers will analyze and identify language acquisition needs of students using data from the quarterly Finish Line assessments to make (targeted) instructional decisions as measured by data sheets and articulation minutes.</li> <li>● All EL teachers will progress monitor pull-out students and provide teachers and families with quarterly progress reports.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>● All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> </ul>	<p>Monitor students progress to inform instruction.</p> <ul style="list-style-type: none"> <li>● ESL/ELD pull-out/push-in monitoring in ELD domains using the following data collection points: <ul style="list-style-type: none"> <li>○ Newcomer progress checklist</li> <li>○ Kinder WIDA Model</li> <li>○ TEAM Lesson Quizzes</li> <li>○ Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing</li> <li>○ WIDA ACCESS 2.0/GTT</li> </ul> </li> <li>● Sheltered instruction monitoring grade level standards using the following data collection points: <ul style="list-style-type: none"> <li>○ iReady Diagnostic Assessments</li> <li>○ Grades 3-5 SBA</li> </ul> </li> </ul> <p><b>Teacher Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>● All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>● All EL teachers will analyze and identify language acquisition needs of students using data from the quarterly Finish Line assessments to make (targeted) instructional decisions as measured by data sheets and articulation minutes.</li> <li>● All EL teachers will progress monitor pull-out students and provide teachers and families with quarterly progress reports.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>● All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> </ul>
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	<ul style="list-style-type: none"> <li>All teachers will implement EL instructional strategies as measured by learning walk data.</li> <li>All teachers will analyze and use data from iReady Diagnostic assessments to inform instruction as measured by data sheets and articulation minutes.</li> </ul> <p><b>Student Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing (goals below are for all EL students in all domains).             <ul style="list-style-type: none"> <li>Q1: Baseline</li> <li>Q2: 2-5% increase from baseline</li> <li>Q3: 2-5% increase from Q2</li> <li>Q4: 2-5% increase fro</li> </ul> </li> <li>2-5% yearly increase in Growth to Target (GTT) as measured by WIDA ACCESS 2.0 on Strive HI report.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Assessments (3x/yr)- Diagnostic Growth Report w/ EL group specified (goals below are for al EL students in ELA &amp; Math-specify between push in/pull out students groups)             <ul style="list-style-type: none"> <li>BOY-Baseline</li> <li>MOY- 50% towards meeting “annual typical growth”</li> <li>EOY- Met “annual” typical growth”</li> </ul> </li> <li>2-5% yearly increase in EL subgroup meeting proficiency on ARCH ADC (<a href="https://adc.hidoe.us">https://adc.hidoe.us</a>) meeting standard by subgroup report.</li> </ul> <p><b>Why are you implementing them?</b></p>	<ul style="list-style-type: none"> <li>All teachers will implement EL instructional strategies as measured by learning walk data.</li> <li>All teachers will analyze and use data from iReady Diagnostic assessments to inform instruction as measured by data sheets and articulation minutes.</li> </ul> <p><b>Student Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing (goals below are for all EL students in all domains).             <ul style="list-style-type: none"> <li>Q1: Baseline</li> <li>Q2: 2-5% increase from baseline</li> <li>Q3: 2-5% increase from Q2</li> <li>Q4: 2-5% increase fro</li> </ul> </li> <li>2-5% yearly increase in Growth to Target (GTT) as measured by WIDA ACCESS 2.0 on Strive HI report.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Assessments (3x/yr)- Diagnostic Growth Report w/ EL group specified (goals below are for al EL students in ELA &amp; Math-specify between push in/pull out students groups)             <ul style="list-style-type: none"> <li>BOY-Baseline</li> <li>MOY- 50% towards meeting “annual typical growth”</li> <li>EOY- Met “annual” typical growth”</li> </ul> </li> <li>2-5% yearly increase in EL subgroup meeting proficiency on ARCH ADC (<a href="https://adc.hidoe.us">https://adc.hidoe.us</a>) meeting standard by subgroup report.</li> </ul> <p><b>Why are you implementing them?</b></p>	<ul style="list-style-type: none"> <li>All teachers will implement EL instructional strategies as measured by learning walk data.</li> <li>All teachers will analyze and use data from iReady Diagnostic assessments to inform instruction as measured by data sheets and articulation minutes.</li> </ul> <p><b>Student Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing (goals below are for all EL students in all domains).             <ul style="list-style-type: none"> <li>Q1: Baseline</li> <li>Q2: 2-5% increase from baseline</li> <li>Q3: 2-5% increase from Q2</li> <li>Q4: 2-5% increase fro</li> </ul> </li> <li>2-5% yearly increase in Growth to Target (GTT) as measured by WIDA ACCESS 2.0 on Strive HI report.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Assessments (3x/yr)- Diagnostic Growth Report w/ EL group specified (goals below are for al EL students in ELA &amp; Math- specify between push in/pull out students groups)             <ul style="list-style-type: none"> <li>BOY-Baseline</li> <li>MOY- 50% towards meeting “annual typical growth”</li> <li>EOY- Met “annual” typical growth”</li> </ul> </li> <li>2-5% yearly increase in EL subgroup meeting proficiency on ARCH ADC (<a href="https://adc.hidoe.us">https://adc.hidoe.us</a>) meeting standard by subgroup report.</li> </ul> <p><b>Why are you implementing them?</b></p>
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	<p>Monitor students progress to inform instruction.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from beginning of year to end of year assessments and yearly increase in statewide assessments.</p>	<p>Monitor students progress to inform instruction.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from beginning of year to end of year assessments and yearly increase in statewide assessments.</p>	<p>Monitor students progress to inform instruction.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from beginning of year to end of year assessments and yearly increase in statewide assessments.</p>
<p><b>SPED</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Co-teaching professional development for Teachers (inclusion teacher and special education teacher)</li> <li>● Weekly planned meeting times set aside for Gen. Ed. and SPED teachers to collaborate.</li> <li>● Bi-monthly Special education department to collaborate</li> <li>● Educational assistants to attend professional development on curriculum strategies, data collecting and special needs of students</li> <li>● Monthly Collaboration for Educational assistants and Special education teachers</li> </ul> <p><b>Teacher Outcome:</b></p> <ol style="list-style-type: none"> <li>1. 100% of the inclusion teachers and special education teachers will plan together to meet to support the needs of all students in the classroom</li> <li>2. 100% of the Special education teachers will provide differentiated strategies for special education students in the inclusion classroom.</li> <li>3. 100% of the Special education teachers will contribute differentiation</li> </ol>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Co-teaching professional development for Teachers (inclusion teacher and special education teacher)</li> <li>● Weekly planned meeting times set aside for Gen. Ed. and SPED teachers to collaborate.</li> <li>● Bi-monthly Special education department to collaborate</li> <li>● Educational assistants to attend professional development on curriculum strategies, data collecting and special needs of students</li> <li>● Monthly Collaboration for Educational assistants and Special education teachers</li> </ul> <p><b>Teacher Outcome:</b></p> <ol style="list-style-type: none"> <li>1. Inclusion and special education teacher will analyze their collaboration process and make adjustments as needed</li> <li>2. All Special education teachers will continue to provide differentiated strategies for special education students in the inclusion classroom.</li> <li>3. 100% of the Special education teachers will contribute</li> </ol>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Co-teaching professional development for Teachers (inclusion teacher and special education teacher)</li> <li>● Weekly planned meeting times set aside for Gen. Ed. and SPED teachers to collaborate.</li> <li>● Bi-monthly Special education department to collaborate</li> <li>● Educational assistants to attend professional development on curriculum strategies, data collecting and special needs of students</li> <li>● Monthly Collaboration for Educational assistants and Special education teachers</li> </ul> <p><b>Teacher Outcome:</b></p> <ol style="list-style-type: none"> <li>1. Inclusion and special education teacher will analyze their collaboration process and make adjustments as needed</li> <li>2. All Special education teachers will analyze the effectiveness of their differentiated strategies for special education students in the inclusion classroom and make adjustments as needed</li> </ol>

	<p>strategies in all Data team and grade level meetings.</p> <p>4. 100% of the Special education teachers will survey how effective the Educational assistants are in collecting data for special education students. This will be our baseline data.</p> <p><b>Student Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 50%- 60% of Special education students will be able to make annual growth on Iready reading and mathematics</li> <li>2. 100% of the Special education students will make growth 65-75% on their progress reports.</li> </ol> <p><b>Educational Assistants outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 100% of the Educational assistants will use strategies learned from professional development to help support the needs of students</li> <li>2. 100% of the Special education teachers and Educational assistants will be collaborating on progressing monitoring monthly</li> </ol> <p><b>Why are you implementing them?</b></p> <ul style="list-style-type: none"> <li>● Implementing these initiatives will support all the needs of the Special education students in the classroom.</li> </ul>	<p>differentiation strategies in all Data team and grade level meetings.</p> <p>4. All SPED teachers will continue to monitor EA's data collection efforts. Using our baseline data from year one, data collection training may be provided to our EA's to help them collect data accurately and efficiently.</p> <p><b>Student Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 60% -70% of Special education students will make their annual growth on Iready reading and mathematics</li> <li>2. 100% of the Special education students will make growth 70-80% on their progress reports.</li> </ol> <p><b>Educational Assistants outcomes:</b></p> <ol style="list-style-type: none"> <li>1. All Educational assistants will continue to use strategies learned from professional development to help support the needs of students</li> <li>2. All Special education teachers and Educational assistants will continue to collaborate on progressing monitoring monthly</li> </ol> <p><b>Why are you implementing them?</b></p> <ul style="list-style-type: none"> <li>● Implementing these initiatives will support all the needs of the Special students in the classroom.</li> </ul>	<p>3. 100% of the Special education teachers will contribute differentiation strategies in all Data team and grade level meetings.</p> <p>4. All SPED teachers will continue to monitor EA's data collection efforts and analyze if our collection system is effective and efficient and make adjustments as necessary.</p> <p><b>Student Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 70%- 80% of Special education students will make their annual growth in Iready reading and mathematics</li> <li>2. 100% of the Special education students will make growth 80-90% on their progress reports.</li> </ol> <p><b>Educational Assistants outcomes:</b></p> <ol style="list-style-type: none"> <li>1. All Educational assistants will continue to use strategies learned from professional development to help support the needs of students</li> <li>2. All Special education teachers and Educational assistants will continue to collaborate on progressing monitoring monthly</li> </ol> <p><b>Why are you implementing them?</b></p> <ul style="list-style-type: none"> <li>● Implementing these initiatives will support all the needs of the students in the classroom.</li> </ul>
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	<p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● SPED Progress Report</li> <li>● Iready annual growth</li> <li>● SBA Results</li> </ul>	<p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● SPED Progress Report</li> <li>● Iready annual growth</li> <li>● SBA Results</li> </ul>	<p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● SPED Progress Report</li> <li>● Iready annual growth</li> <li>● SBA Results</li> </ul>
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# Innovation in Support of the Core: School Design and Student Voice

## Part III (what do you see happening next year, over one year, beginning, middle, end)

	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)
<b>Curriculum &amp; Learning Design -Access Through Design</b>			
<b>RTI</b>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b> RTI school-wide will be held on Monday, Tuesday, Thursday and Friday 45 minute blocks.</p> <p>Struggling students who are identified in DLT will be pulled individually or in a small group 2 times per week for a minimum of 15-20 minutes. Each teacher will monitor student progress in the RTI Data Binder.</p> <p>Teachers will be trained in the RTI model and understand Fern’s RTI implementation plan.</p> <p><b>Teacher Outcome</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b> RTI school-wide will be held on Monday, Tuesday, Thursday and Friday 45 minute blocks.</p> <p>Struggling students who are identified in DLT will be pulled individually or in a small group 2 times per week for a minimum of 15-20 minutes. Each teacher will monitor student progress in the RTI Data Binder.</p> <p><b>Teacher Outcome</b> 90-100% of teachers will have a clear understanding about what RTI is and how it should be implemented at Fern Elementary.</p> <p><b>Student Outcome</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b> The staff will complete a survey that will convey their perceptions about how the 1st year of RTI implementation went.</p> <p>The staff will adjust, revise, &amp; improve the system of RTI for our school.</p> <p>RTI school-wide will be held on Monday, Tuesday, Thursday and Friday 45 minute blocks.</p> <p>Struggling students who are identified in DLT will be pulled individually or in a small group 2 times per week for a minimum of 15-20 minutes. Each teacher will monitor student progress in the RTI Data Binder.</p>

	<p>90-100% of teachers will have a clear understanding about what RTI is and how it should be implemented at Fern Elementary.</p> <p><b>Student Outcome</b> 75-100% of the identified Tier 2 students will show 1 proficiency level increase on the reassessment. The reassessment will be after the DLT post-assessment.</p> <p><b>Why are you implementing them?</b> The RTI system is designed to maximize student learning and success. It focuses on providing high quality Tier 1 instruction, identifying struggling students, and creating a specific plan that helps struggling students reach proficiency.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>• Student Learning data: Identified struggling students will show improvement on the reassessment after the intervention plan was conducted.</li> </ul>	<p>75-100% of the identified Tier 2 students will show 1 proficiency level increase on the reassessment. The reassessment will be after the DLT post-assessment.</p> <p><b>Why are you implementing them?</b> The RTI system is designed to maximize student learning and success. It focuses on providing high quality Tier 1 instruction, identifying struggling students, and creating a specific plan that helps struggling students reach proficiency.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>• Student Learning data: Identified struggling students will show improvement on the reassessment after the intervention plan was conducted.</li> <li>• Student Learning data: Improvement in all students' pre-post grade level-created assessments, with a focus on identified RTI groupings</li> <li>• Students will be on track to meet their yearly growth goal on the iReady diagnostic growth report.</li> </ul>	<p><b>Teacher Outcome</b> 90-100% of teachers will have a clear understanding about what RTI is and how it should be implemented at Fern Elementary.</p> <p>At the end of the year, the staff will reflect and refine the RTI model at Fern Elementary.</p> <p><b>Student Outcome</b> 75-100% of the identified Tier 2 students will show 1 proficiency level increase on the reassessment. The reassessment will be after the DLT post-assessment.</p> <p><b>Why are you implementing them?</b> The RTI system is designed to maximize student learning and success. It focuses on providing high quality Tier 1 instruction, identifying struggling students, and creating a specific plan that helps struggling students reach proficiency. Self reflection is important because every school is different. We need to create an RTI system that addresses our specific needs and will ensure student success.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>• Students will meet their yearly growth goal on the iReady diagnostic growth report.</li> <li>• Increase in SBAC Math proficiency.</li> <li>• Student Learning data: Identified struggling students will show improvement on the reassessment after the intervention plan was conducted.</li> </ul>
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<b>Infrastructure</b> <b>- MTSS</b>			

<p><b>MTSS</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b><u>Academic Domain:</u></b> Defer to RTI and DLT plans</p> <p><b><u>Physical Health Domain:</u></b> Activity:</p> <ul style="list-style-type: none"> <li>• Adjusting health care school procedures due to COVID 19</li> <li>• The Wellness team will create a monitoring system of health initiatives to determine a baseline on the amount of students who are participating in our health initiatives</li> </ul> <p><b>Staff Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% Teachers will implement new school health care procedures</li> <li>• 100% of all health initiatives will be monitored and analyzed by the Wellness team</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of students will understand and follow new school health care guidelines</li> </ul> <p><b>Why are you implementing them?</b> To respond to state’s direction regarding school health procedures</p> <p>To monitor and assess impact of school health initiatives</p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b><u>Academic Domain:</u></b> Defer to RTI and DLT plans</p> <p><b><u>Physical Health Domain:</u></b> Activity:</p> <ul style="list-style-type: none"> <li>• Adjusting health care school procedures due to COVID 19</li> <li>• The Wellness team will create a monitoring system of health initiatives to determine a baseline on the amount of students who are participating in our health initiatives</li> </ul> <p><b>Staff Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% Teachers will implement new school health care procedures</li> <li>• 100% of all health initiatives will be monitored and analyzed by the Wellness team</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of students will understand and follow new school health care guidelines</li> </ul> <p><b>Why are you implementing them?</b> To respond to state’s direction regarding school health procedures</p> <p>To monitor and assess impact of school health initiatives</p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b><u>Academic Domain:</u></b> Defer to RTI and DLT plans</p> <p><b><u>Physical Health Domain:</u></b> Activity:</p> <ul style="list-style-type: none"> <li>• Adjusting health care school procedures due to COVID 19</li> <li>• The Wellness team will create a monitoring system of health initiatives to determine a baseline on the amount of students who are participating in our health initiatives</li> </ul> <p><b>Staff Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% Teachers will implement new school health care procedures</li> <li>• 100% of all health initiatives will be monitored and analyzed by the Wellness team</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of students will understand and follow new school health care guidelines</li> </ul> <p><b>Why are you implementing them?</b> To respond to state’s direction regarding school health procedures</p> <p>To monitor and assess impact of school health initiatives</p>
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<p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>• The approval of school’s new health procedures by the CAS and the DOE</li> <li>• The Wellness Team’s collection and analysis of health data</li> </ul> <p><b><u>Social Emotional Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• MTSS Committee will systematize our use and analysis of the SEL survey and reflection data we are collecting             <ul style="list-style-type: none"> <li>○ Choose Love Teacher Reflection-twice a year</li> <li>○ Choose Love Teacher-Led Weekly Lessons</li> <li>○ Choose Love Student Survey</li> <li>○ Choose Love Student Quarterly Reflections</li> </ul> </li> <li>• Teachers will continue to do positive-relationship building with students</li> </ul> <p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of teachers will be conducting Choose Love (CL) <u>lessons</u> every CL Wednesday</li> <li>• 100% of teachers will do a brief CL <u>reflection</u> twice a year that focuses on classroom program effectiveness</li> <li>• 100% of teachers will use the data collected to inform their delivery of the CL program</li> <li>• 100% of teachers will implement positive-relationship building activities in their class</li> </ul> <p><b>Student Outcome:</b></p>	<p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>• The approval of school’s new health procedures by the CAS and the DOE</li> <li>• The Wellness Team’s collection and analysis of health data</li> </ul> <p><b><u>Social Emotional Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• MTSS Committee will systematize our use and analysis of the SEL survey and reflection data we are collecting             <ul style="list-style-type: none"> <li>○ Choose Love Teacher Reflection-twice a year</li> <li>○ Choose Love Teacher-Led Weekly Lessons</li> <li>○ Choose Love Student Survey</li> <li>○ Choose Love Student Quarterly Reflections</li> </ul> </li> <li>• Teachers will continue to do positive-relationship building with students</li> </ul> <p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of teachers will be conducting Choose Love (CL) <u>lessons</u> every CL Wednesday</li> <li>• 100% of teachers will do a brief CL <u>reflection</u> twice a year that focuses on classroom program effectiveness</li> <li>• 100% of teachers will use the data collected to inform their delivery of the CL program</li> <li>• 100% of teachers will implement positive-relationship building activities in their class</li> </ul> <p><b>Student Outcome:</b></p>	<p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>• The approval of school’s new health procedures by the CAS and the DOE</li> <li>• The Wellness Team’s collection and analysis of health data</li> </ul> <p><b><u>Social Emotional Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• MTSS Committee will systematize our use and analysis of the SEL survey and reflection data we are collecting             <ul style="list-style-type: none"> <li>○ Choose Love Teacher Reflection-twice a year</li> <li>○ Choose Love Teacher-Led Weekly Lessons</li> <li>○ Choose Love Student Survey</li> <li>○ Choose Love Student Quarterly Reflections</li> </ul> </li> <li>• Teachers will continue to do positive-relationship building with students</li> </ul> <p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of teachers will be conducting Choose Love (CL) <u>lessons</u> every CL Wednesday</li> <li>• 100% of teachers will do a brief CL <u>reflection</u> twice a year that focuses on classroom program effectiveness</li> <li>• 100% of teachers will use the data collected to inform their delivery of the CL program</li> <li>• 100% of teachers will implement positive-relationship building activities in their class</li> </ul> <p><b>Student Outcome:</b></p>
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	<ul style="list-style-type: none"> <li>• 100% of students will do a brief CL <u>reflection</u> that focuses on how they had used the CL value (Qtr 1: Courage, Qtr 2: Gratitude, Qtr 3: Forgiveness and Qtr 4: Compassion in Action) taught that quarter.</li> <li>• At least 75% of students will show an increase in prosocial knowledge and behaviors as measured by the CL <u>survey</u> given at the beginning and ending of the school year.</li> </ul> <p><b>Why are you implementing them?</b> To increase student knowledge on managing emotions, maintaining positive relationships, and making responsible decisions.</p> <p>To monitor and assess impact of our SEL initiative</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>By end of the school year, students will have shown an increase in their knowledge of managing emotions, maintaining positive relationships, and making responsible decisions as measured by the CL survey.</p> <p><b><u>Behavior Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• HMTSS Committee will propose a school wide student goal-setting initiative</li> <li>• HMTSS Committee will track and analyze data from SSRS Behavior Screener</li> <li>• School Counseling Notes</li> <li>• Review SOAR Value Behavior Matrix quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students will do a brief CL <u>reflection</u> that focuses on how they had used the CL value (Qtr 1: Courage, Qtr 2: Gratitude, Qtr 3: Forgiveness and Qtr 4: Compassion in Action) taught that quarter.</li> <li>• At least 75% of students will show an increase in prosocial knowledge and behaviors as measured by the CL <u>survey</u> given at the beginning and ending of the school year.</li> </ul> <p><b>Why are you implementing them?</b> To increase student knowledge on managing emotions, maintaining positive relationships, and making responsible decisions.</p> <p>To monitor and assess impact of our SEL initiative</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>By end of the school year, students will have shown an increase in their knowledge of managing emotions, maintaining positive relationships, and making responsible decisions as measured by the CL survey.</p> <p><b><u>Behavior Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• HMTSS Committee will propose a school wide student goal-setting initiative</li> <li>• HMTSS Committee will track and analyze data from SSRS Behavior Screener</li> <li>• School Counseling Notes</li> <li>• Review SOAR Value Behavior Matrix quarterly</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students will do a brief CL <u>reflection</u> that focuses on how they had used the CL value (Qtr 1: Courage, Qtr 2: Gratitude, Qtr 3: Forgiveness and Qtr 4: Compassion in Action) taught that quarter.</li> <li>• At least 75% of students will show an increase in prosocial knowledge and behaviors as measured by the CL <u>survey</u> given at the beginning and ending of the school year.</li> </ul> <p><b>Why are you implementing them?</b> To increase student knowledge on managing emotions, maintaining positive relationships, and making responsible decisions.</p> <p>To monitor and assess impact of our SEL initiative</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <p>By end of the school year, students will have shown an increase in their knowledge of managing emotions, maintaining positive relationships, and making responsible decisions as measured by the CL survey.</p> <p><b><u>Behavior Domain:</u></b> <b>Activity:</b></p> <ul style="list-style-type: none"> <li>• HMTSS Committee will propose a school wide student goal-setting initiative</li> <li>• HMTSS Committee will track and analyze data from SSRS Behavior Screener</li> <li>• School Counseling Notes</li> <li>• Review SOAR Value Behavior Matrix quarterly</li> </ul>
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	<p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of teachers will create a plan, through consultation with counselors, to use behavioral intervention strategies with students who are identified as Moderate Risk by the SSRS.</li> <li>• Counselors will provide appropriate interventions and track and monitor the progress of those students who are identified as High Risk by the SSRS.</li> <li>• 100% of teachers will have their students complete a goal setting template for the school year</li> <li>• 100% of teacher will set aside time at least once monthly to allow students to track their progress</li> <li>• 100% of teachers will review the SOAR Value Behavior Matrix at the beginning of each quarter.</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of students will determine 2-3 behavior goals they would like to accomplish by the end of the school year and will track their progress monthly</li> <li>• 85% of students are able to identify one way each SOAR value is achieved in a school location of their choosing (i.e. cafeteria, restroom).</li> <li>• All identified high-risk students on the SSRS screener will participate in school-level counseling</li> </ul> <p><b>Why are you implementing them?</b></p>	<p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of teachers will create a plan, through consultation with counselors, to use behavioral intervention strategies with students who are identified as Moderate Risk by the SSRS.</li> <li>• Counselors will provide appropriate interventions and track and monitor the progress of those students who are identified as High Risk by the SSRS.</li> <li>• 100% of teachers will have their students complete a goal setting template for the school year</li> <li>• 100% of teacher will set aside time at least once monthly to allow students to track their progress</li> <li>• 100% of teachers will review the SOAR Value Behavior Matrix at the beginning of each quarter.</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of students will determine 2-3 behavior goals they would like to accomplish by the end of the school year and will track their progress monthly</li> <li>• 85% of students are able to identify one way each SOAR value is achieved in a school location of their choosing (i.e. cafeteria, restroom).</li> <li>• All identified high-risk students on the SSRS screener will participate in school-level counseling</li> </ul> <p><b>Why are you implementing them?</b></p>	<p><b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of teachers will create a plan, through consultation with counselors, to use behavioral intervention strategies with students who are identified as Moderate Risk by the SSRS.</li> <li>• Counselors will provide appropriate interventions and track and monitor the progress of those students who are identified as High Risk by the SSRS.</li> <li>• 100% of teachers will have their students complete a goal setting template for the school year</li> <li>• 100% of teacher will set aside time at least once monthly to allow students to track their progress</li> <li>• 100% of teachers will review the SOAR Value Behavior Matrix at the beginning of each quarter.</li> </ul> <p><b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of students will determine 2-3 behavior goals they would like to accomplish by the end of the school year and will track their progress monthly</li> <li>• 85% of students are able to identify one way each SOAR value is achieved in a school location of their choosing (i.e. cafeteria, restroom).</li> <li>• All identified high-risk students on the SSRS screener will participate in school-level counseling</li> </ul> <p><b>Why are you implementing them?</b></p>
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	<ul style="list-style-type: none"> <li>● To quickly identify and provide support to students identified as Tier 2 and Tier 3</li> <li>● To increase student-led behavior monitoring</li> <li>● To ensure students are practicing SOAR values in conjunction with Choose Love</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● Identified high risk students will move down to moderate or low risk by the third round of the behavior screener</li> <li>● Identified moderate risk students will move down to low risk by the third round of the behavior screener</li> <li>● Behavior goals will be met by the end of the school year.</li> <li>● There will be an increase in the number of students practicing prosocial behaviors as noted by a decrease in teacher office referrals compared to data from the previous school year.</li> </ul>	<ul style="list-style-type: none"> <li>● To quickly identify and provide support to students identified as Tier 2 and Tier 3</li> <li>● To increase student-led behavior monitoring</li> <li>● To ensure students are practicing SOAR values in conjunction with Choose Love</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● Identified high risk students will move down to moderate or low risk by the third round of the behavior screener</li> <li>● Identified moderate risk students will move down to low risk by the third round of the behavior screener</li> <li>● Behavior goals will be met by the end of the school year.</li> <li>● There will be an increase in the number of students practicing prosocial behaviors as noted by a decrease in teacher office referrals compared to data from the previous school year.</li> </ul>	<ul style="list-style-type: none"> <li>● To quickly identify and provide support to students identified as Tier 2 and Tier 3</li> <li>● To increase student-led behavior monitoring</li> <li>● To ensure students are practicing SOAR values in conjunction with Choose Love</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● Identified high risk students will move down to moderate or low risk by the third round of the behavior screener</li> <li>● Identified moderate risk students will move down to low risk by the third round of the behavior screener</li> <li>● Behavior goals will be met by the end of the school year.</li> <li>● There will be an increase in the number of students practicing prosocial behaviors as noted by a decrease in teacher office referrals compared to data from the previous school year.</li> </ul>
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Infrastructure -Capacity Building			
<b>CPL</b>	<p><b>Cycles of Professional Learning (CPL)</b> <b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b> We continue to follow the CPL process of using data to identify a student centered need, conducting professional readings or obtaining research based information about our selected Powerful Practice, providing safe peer observations as we implement and practice the PIP, and evaluating the effectiveness after implementing the practice.</p> <p>For SY 2020-21, we have selected conferring as our PIP.</p> <ul style="list-style-type: none"> <li>● Review of conferring 4-step process (Research, compliment, teach, link)</li> <li>● Build resource bank of conferring tips (refer to If...Then...Curriculum Scenarios)</li> <li>● Safe peer observations</li> <li>● Guided visit ? (maybe coaches and admin do walkthroughs)</li> </ul> <p><b>Teacher Outcomes</b> 100% of classroom teachers will continue to implement Units of Study (Writing Workshop) in their classrooms, as monitored through weekly walkthroughs.</p> <ul style="list-style-type: none"> <li>● Teachers will set aside 45-60 minutes daily for Writing Workshop</li> <li>● Teachers will provide a tentative pacing guide for Writing Workshop and review and update the pacing guide as needed throughout the year.</li> </ul>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>● Whole school rubric calibrating will be conducted during a faculty meeting.</li> <li>● Using some of DLT time or grade level time, grade levels are regularly calibrating, scoring and analyzing unit pre and post assessment student writing.</li> </ul> <p><b>Teacher Outcome</b></p> <ul style="list-style-type: none"> <li>● 100% of teachers will record conferring data for each session</li> <li>● 100% of teachers will participate in safe peer observations of conferring and provide feedback to peers.</li> </ul> <p><b>Student Outcome</b></p> <ul style="list-style-type: none"> <li>● Analysis of pre and post data from each unit of study assessment shows at least one level rubric improvement for 70-90% of students in each class.</li> </ul>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>● Continue using some of DLT time or grade level time, grade levels are regularly calibrating, scoring and analyzing unit pre and post assessment student writing.</li> </ul> <p><b>Teacher Outcome</b></p> <ul style="list-style-type: none"> <li>● Teachers complete the 4 Units of Study</li> <li>● Teachers confer with each student at least 1x per week</li> </ul> <p><b>Student Outcome</b></p> <ul style="list-style-type: none"> <li>● Analysis of pre and post data from each unit of study assessment shows at least one level rubric improvement for 70-90% of students in each class.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers will administer pre and post on-demand assessments before and after each Unit of Study</li> </ul> <p>100% of classroom teachers will participate in the CPL process, focusing on conferring as the PIP.</p> <ul style="list-style-type: none"> <li>All teachers will be provided with a refresher PD on conferring and participate in professional readings, reviewing the 4 parts of conferring, and safe peer practice with observations.</li> <li>All teachers will select and use a tool to collect conferring data</li> </ul> <p><b>Student Outcomes</b> All students will participate in pre-assessments before each Unit of Study.</p> <p><b>Why are you implementing them?</b> Data from WIDA ACCESS testing and SBA show writing is a weakness for our students. We also wish to develop our student's capacity to write and improve their revising and editing skills.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>Analysis of pre and post data from each unit of study assessment shows at least one level rubric improvement for 70-90% of students in each class.</li> <li>All grade levels have developed pacing guides for Units of Study.</li> </ul>		
<b>DLT</b>	<b>What are your measurable outcomes around School Design and Student Voice?</b>	<b>What are your measurable outcomes around School Design and Student Voice?</b>	<b>What are your measurable outcomes around School Design and Student Voice?</b>

	<p><b>Activity</b> Data Learning Team discussion to unpack math standards</p> <p><b>Teacher Outcome</b> Teachers will unpack about 50% of all math standards; prioritizing “Power Standards”</p> <p>Teachers will discuss and agree on a Tier 1 instructional strategy for the math standards unpacked</p> <p>Teacher will come up with success criteria for standards unpacked</p> <p>Teachers will create a common formative for unpacked standards</p> <p><b>Student Outcome</b></p> <p>65%- 75% of students will meet proficiency for a math standard that was taught using agreed upon Tier 1 instruction after post-assessment</p> <p><b>Why are you implementing them?</b> To monitor student growth in relation to DLT Math efforts.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from pre and post assessment data for standards that were unpacked.</p>	<p><b>Activity</b> Data Learning Team discussion to unpack math standards</p> <p><b>Teacher Outcome</b> Teachers will unpack about 75% of all math standards</p> <p>Teachers will discuss and agree on a Tier 1 instructional strategy for the math standards unpacked</p> <p>Teacher will come up with success criteria for standards unpacked</p> <p>Teachers will create a common formative for unpacked standards</p> <p><b>Student Outcome</b></p> <p>65%- 75% of students will meet proficiency for a math standard that was taught using agreed upon Tier 1 instruction</p> <p><b>Why are you implementing them?</b> To monitor student growth in relation to DLT Math efforts.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from pre and post assessment data for standards that were unpacked.</p>	<p><b>Activity</b> Data Learning Team discussion to unpack math standards</p> <p><b>Teacher Outcome</b> Teachers will unpack about 100% of all math standards</p> <p>Teachers will discuss and agree on a Tier 1 instructional strategy for the math standards unpacked</p> <p>Teacher will come up with success criteria for standards unpacked</p> <p>Teachers will create a common formative for unpacked standards</p> <p><b>Student Outcome</b></p> <p>65%- 75% of students will meet proficiency for a math standard that was taught using agreed upon Tier 1 instruction</p> <p><b>Why are you implementing them?</b> To monitor student growth in relation to DLT Math efforts.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from pre and post assessment data for standards that were unpacked.</p>
<p><b>ART</b></p>	<p><b>ART-Academic Review Team</b></p> <p><b>What are your measurable outcomes around School Design and Student Voice?</b></p>	<p><b>ART-Academic Review Team</b></p> <p><b>What are your measurable outcomes around School Design and Student Voice?</b></p>	<p><b>ART-Academic Review Team</b></p> <p><b>What are your measurable outcomes around School Design and Student Voice?</b></p>

	<p><b>Activity:</b> Routines identify problems and commit to clear next steps:</p> <ul style="list-style-type: none"> <li>● Reflect on baseline/pre assessments data to determine needs</li> <li>● Monitor and analyze quarterly data</li> <li>● Monitor data to determine progress of goals and survey staff to determine goals</li> <li>● Use teacher reflections to determine areas of support needed</li> <li>● Problems are identified, and rooted in data: some root causes are identified but additional investigation in these root causes is not pursued</li> <li>● Next steps identified, but responsibility and deadlines for next steps are vague or unclear at times.</li> </ul> <p><b>Why are you implementing them?</b> To monitor the school’s academic progress and streamline the decision making process and provide support in areas needed.</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● Should see improvement in scores or in behavior in each ART subgroup</li> <li>● ART routines are followed</li> <li>● Identified root causes are investigated</li> <li>● Responsibility and deadlines for next steps are specific and clear</li> <li>● Using the minutes to ensure progress in Academic Plan</li> </ul>	<p><b>Activity:</b> Routines identify problems and commit to clear next steps:</p> <ul style="list-style-type: none"> <li>● Reflect on baseline/pre assessments data to determine needs</li> <li>● Monitor to analyze quarterly data</li> <li>● Monitor data to determine progress of goals and survey staff to determine goals</li> <li>● Use teacher reflections to determine areas of support needed</li> <li>● Analyze data to determine baseline and identify problems and root causes</li> <li>● Discuss and identify specific barriers to success</li> <li>● Focus on root causes of barriers that are actionable</li> <li>● Focus on problem-solving around the biggest challenges</li> <li>● Routines include the identification of clear next steps for all participants, that are specific, actionable and time-bound</li> </ul> <p><b>Why are you implementing them?</b> To monitor the school’s academic progress and streamline the decision making process</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● Should see improvement in scores or in behavior in each ART subgroup</li> <li>● ART routines are being followed</li> <li>● ART routines allow discussions that identify problems quicker</li> <li>● Identified barriers to success with a focus on root causes are actionable</li> </ul>	<p><b>Activity:</b> Routines identify problems and commit to clear next steps:</p> <ul style="list-style-type: none"> <li>● Reflect on baseline/pre assessments data to determine needs</li> <li>● Monitor to analyze quarterly data</li> <li>● Monitor data to determine progress of goals and survey staff to determine goals</li> <li>● Use teacher reflections to determine areas of support needed</li> <li>● Analyze data to determine baseline and identify problems and root causes</li> <li>● Focus on root causes of barriers that are actionable</li> <li>● Focus on problem-solving around the biggest challenges</li> <li>● Discussion encourages all participants to reflect on what it will take to overcome barriers and to identify realistic solutions</li> <li>● Next steps tend to be accomplished as agreed. Minutes of meeting are kept and next steps are tracked and monitored to determine effectiveness of actions</li> </ul> <p><b>Why are you implementing them?</b> To monitor the school’s academic progress and streamline the decision making process</p> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>● Should see improvement in scores or in behavior in each ART subgroup</li> <li>● ART routines are being followed</li> </ul>
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	<ul style="list-style-type: none"> <li>• Teacher Exit Survey to determine if the effectiveness of the ART Team</li> <li>• ART Team Self Reflection             <ul style="list-style-type: none"> <li>◦ Goals were met as planned for the beginning of the year</li> </ul> </li> </ul> <p><a href="#">Continuum ART form.pdf</a></p>	<ul style="list-style-type: none"> <li>• Next steps for all participants are specific, actionable, and time-bound</li> <li>• Using ART Minutes to ensure progress in Academic Plan</li> <li>• Teacher Exit Survey to determine if the effectiveness of the ART Team</li> <li>• ART Team Self Reflection             <ul style="list-style-type: none"> <li>◦ Goals were met as planned for the beginning of the year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ART routines allow discussions that encourage all participants to reflect on what it will take to overcome barriers and to identify realistic solutions</li> <li>• Using ART Minutes to ensure progress in Academic Plan</li> <li>• Teacher Exit Survey to determine if the effectiveness of the ART Team</li> <li>• ART Team Self Reflection             <ul style="list-style-type: none"> <li>◦ Goals were met as planned for the beginning of the year</li> </ul> </li> </ul>
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**Core Values & Mindset - Equity and Access**

EL	What are your measurable outcomes around School Design and Student Voice?	What are your measurable outcomes around School Design and Student Voice?	What are your measurable outcomes around School Design and Student Voice?
	<p><b>Activity</b> Monitor students progress to inform instruction.</p> <ul style="list-style-type: none"> <li>• ESL/ELD pull-out/push-in monitoring in ELD domains using the following data collection points:             <ul style="list-style-type: none"> <li>◦ Newcomer progress checklist</li> <li>◦ TEAM Lesson Quizzes</li> <li>◦ Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing</li> </ul> </li> <li>• Sheltered instruction monitoring grade level standards using the following data collection points:             <ul style="list-style-type: none"> <li>◦ iReady Diagnostic Assessments</li> </ul> </li> </ul> <p><b>Teacher Outcomes</b> ESL/ELD Pull-Out/Push-In</p>	<p><b>Activity</b> Monitor students progress to inform instruction.</p> <ul style="list-style-type: none"> <li>• ESL/ELD pull-out/push-in monitoring in ELD domains using the following data collection points:             <ul style="list-style-type: none"> <li>◦ Newcomer progress checklist</li> <li>◦ Kinder WIDA Model</li> <li>◦ TEAM Lesson Quizzes</li> <li>◦ Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing</li> </ul> </li> <li>• Sheltered instruction monitoring grade level standards using the following data collection points:             <ul style="list-style-type: none"> <li>◦ iReady Diagnostic Assessments</li> </ul> </li> </ul> <p><b>Teacher Outcomes</b> ESL/ELD Pull-Out/Push-In</p>	<p><b>Activity</b> Monitor students progress to inform instruction.</p> <ul style="list-style-type: none"> <li>• ESL/ELD pull-out/push-in monitoring in ELD domains using the following data collection points:             <ul style="list-style-type: none"> <li>◦ Newcomer progress checklist</li> <li>◦ Kinder WIDA Model</li> <li>◦ TEAM Lesson Quizzes</li> <li>◦ Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing</li> <li>◦ WIDA ACCESS 2.0/GTT</li> </ul> </li> <li>• Sheltered instruction monitoring grade level standards using the following data collection points:             <ul style="list-style-type: none"> <li>◦ iReady Diagnostic Assessments</li> <li>◦ Grades 3-5 SBA</li> </ul> </li> </ul> <p><b>Teacher Outcomes</b></p>

	<ul style="list-style-type: none"> <li>All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>All EL teachers will analyze and use data from the quarterly Finish Line assessments to inform instruction as measured by data sheets and articulation minutes.</li> <li>All EL teachers will progress monitor pull-out students and provide teachers and families with quarterly progress reports.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>All teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>All teachers will implement EL instructional strategies as measured by learning walk data.</li> <li>All teachers will analyze and use data from iReady Diagnostic assessments to inform instruction as measured by data sheets and articulation minutes.</li> </ul> <p><b>Student Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing (goals below are for all EL students in all domains).             <ul style="list-style-type: none"> <li>Q1: Baseline</li> </ul> </li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Assessments (3x/yr)- Diagnostic Growth Report w/ EL group specified (goals below are for al EL students in ELA &amp; Math-specify between push in/pull out students groups)             <ul style="list-style-type: none"> <li>BOY- Baseline</li> </ul> </li> </ul> <p><b>Why are you implementing them?</b></p>	<ul style="list-style-type: none"> <li>All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>All EL teachers will analyze and use data from the quarterly Finish Line assessments to inform instruction as measured by data sheets and articulation minutes.</li> <li>All EL teachers will progress monitor pull-out students and provide teachers and families with quarterly progress reports.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>All teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>All teachers will implement EL instructional strategies as measured by learning walk data.</li> <li>All teachers will analyze and use data from iReady Diagnostic assessments to inform instruction as measured by data sheets and articulation minutes.</li> </ul> <p><b>Student Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing (goals below are for all EL students in all domains).             <ul style="list-style-type: none"> <li>Q2: 2-5% increase from baseline</li> <li>Q3: 2-5% increase from Q2</li> </ul> </li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Assessments (3x/yr)- Diagnostic Growth Report w/ EL group specified (goals below are for al EL students in ELA &amp; Math-specify between push in/pull out students groups)</li> </ul>	<p>ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>All EL teachers will analyze and use data from the quarterly Finish Line assessments to inform instruction as measured by data sheets and articulation minutes.</li> <li>All EL teachers will progress monitor pull-out students and provide teachers and families with quarterly progress reports.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>All teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>All teachers will implement EL instructional strategies as measured by learning walk data.</li> <li>All teachers will analyze and use data from iReady Diagnostic assessments to inform instruction as measured by data sheets and articulation minutes.</li> </ul> <p><b>Student Outcomes</b> ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>Quarterly Finish Line Assessments in ELD domains: listening, reading, speaking &amp; writing (goals below are for all EL students in all domains).             <ul style="list-style-type: none"> <li>Q4: 2-5% increase from Q3</li> <li>2-5% yearly increase in Growth to Target (GTT) as measured by WIDA ACCESS 2.0 on STRIVE HI report.</li> </ul> </li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>iReady Diagnostic Assessments (3x/yr)- Diagnostic Growth Report w/ EL group specified (goals below are for al EL students in ELA &amp; Math-</li> </ul>
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	<p>Monitor students progress to inform instruction.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from beginning of year to end of year assessments.</p>	<ul style="list-style-type: none"> <li>○ MOY- 50% towards meeting “annual typical growth”</li> </ul> <p><b>Why are you implementing them?</b> Monitor students progress to inform instruction.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from beginning of year to end of year assessments.</p>	<p>specify between push in/pull out students groups)</p> <ul style="list-style-type: none"> <li>○ EOY- Met “annual” typical growth”</li> <li>● 2-5% yearly increase in EL subgroup meeting proficiency on ARCH ADC (<a href="https://adc.hidoe.us">https://adc.hidoe.us</a>) meeting standard by subgroup report.</li> </ul> <p><b>Why are you implementing them?</b> Monitor students progress to inform instruction.</p> <p><b>How will you know that they are resulting in an improvement?</b> Student growth from beginning of year to end of year assessments and yearly increase in statewide assessments.</p>
<p><b>SpEd</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Co-teaching professional development for Teachers (inclusion teacher and special education teacher)</li> <li>● Weekly planned meeting times set aside for Gen. Ed. and SPED teachers to collaborate.</li> <li>● Bi-monthly Special education department to collaborate</li> <li>● Educational assistants to attend professional development on curriculum strategies, data collecting and special needs of students</li> <li>● Monthly Collaboration for Educational assistants and Special education teachers</li> </ul> <p><b>Teacher Outcome:</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Co-teaching professional development for Teachers (inclusion teacher and special education teacher)</li> <li>● Weekly planned meeting times set aside for Gen. Ed. and SPED teachers to collaborate.</li> <li>● Bi-monthly Special education department to collaborate</li> <li>● Educational assistants to attend professional development on curriculum strategies, data collecting and special needs of students</li> <li>● Monthly Collaboration for Educational assistants and Special education teachers</li> </ul> <p><b>Teacher Outcome:</b></p>	<p><b>What are your measurable outcomes around School Design and Student Voice?</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>● Co-teaching professional development for Teachers (inclusion teacher and special education teacher)</li> <li>● Weekly planned meeting times set aside for Gen. Ed. and SPED teachers to collaborate.</li> <li>● Bi-monthly Special education department to collaborate</li> <li>● Educational assistants to attend professional development on curriculum strategies, data collecting and special needs of students</li> <li>● Monthly Collaboration for Educational assistants and Special education teachers</li> </ul> <p><b>Teacher Outcome:</b></p>

	<ol style="list-style-type: none"> <li>1. 100% of the inclusion teachers and special education teachers will plan together to meet to support the needs of all students in the classroom</li> <li>2. 100% of the Special education teachers will provide differentiated strategies for special education students in the inclusion classroom.</li> <li>3. 100% of the Special education teachers will contribute differentiation strategies in all Data team and grade level meetings.</li> <li>4. 100% of the Special education teachers will survey how effective the Educational assistants are in collecting data for special education students. This will be our baseline data.</li> </ol> <p><b>Student Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 50%- 60% of Special education students will be able to make annual growth on Iready reading and mathematics</li> <li>2. 100% of the Special education students will make growth 65-75% on their progress reports.</li> </ol> <p><b>Educational Assistants outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 100% of the Educational assistants will use strategies learned from professional development to help support the needs of students</li> <li>2. 100% of the Special education teachers and Educational assistants will be collaborating on progressing monitoring monthly</li> </ol> <p><b>Why are you implementing them?</b></p>	<ol style="list-style-type: none"> <li>1. 100% of the inclusion teachers and special education teachers will plan together to meet to support the needs of all students in the classroom</li> <li>2. 100% of the Special education teachers will provide differentiated strategies for special education students in the inclusion classroom.</li> <li>3. 100% of the Special education teachers will contribute differentiation strategies in all Data team and grade level meetings.</li> <li>4. 100% of the Special education teachers will survey how effective the Educational assistants are in collecting data for special education students. This will be our baseline data.</li> </ol> <p><b>Student Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 50%- 60% of Special education students will be able to make annual growth on Iready reading and mathematics</li> <li>2. 100% of the Special education students will make growth 65-75% on their progress reports.</li> </ol> <p><b>Educational Assistants outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 100% of the Educational assistants will use strategies learned from professional development to help support the needs of students</li> <li>2. 100% of the Special education teachers and Educational assistants will be collaborating on progressing monitoring monthly</li> </ol> <p><b>Why are you implementing them?</b></p>	<ol style="list-style-type: none"> <li>1. 100% of the inclusion teachers and special education teachers will plan together to meet to support the needs of all students in the classroom</li> <li>2. 100% of the Special education teachers will provide differentiated strategies for special education students in the inclusion classroom.</li> <li>3. 100% of the Special education teachers will contribute differentiation strategies in all Data team and grade level meetings.</li> <li>4. 100% of the Special education teachers will survey how effective the Educational assistants are in collecting data for special education students. This will be our baseline data.</li> </ol> <p><b>Student Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 50%- 60% of Special education students will be able to make annual growth on Iready reading and mathematics</li> <li>2. 100% of the Special education students will make growth 65-75% on their progress reports.</li> </ol> <p><b>Educational Assistants outcomes:</b></p> <ol style="list-style-type: none"> <li>1. 100% of the Educational assistants will use strategies learned from professional development to help support the needs of students</li> <li>2. 100% of the Special education teachers and Educational assistants will be collaborating on progressing monitoring monthly</li> </ol> <p><b>Why are you implementing them?</b></p>
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**2020-2021 Academic Plan: [FKKCA]**

	<ul style="list-style-type: none"> <li>Implementing these initiatives will support all the needs of the Special education students in the classroom.</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>SPED Progress Report</li> <li>Iready annual growth</li> <li>SBA Results</li> </ul>	<ul style="list-style-type: none"> <li>Implementing these initiatives will support all the needs of the Special education students in the classroom.</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>SPED Progress Report</li> <li>Iready annual growth</li> <li>SBA Results</li> </ul>	<ul style="list-style-type: none"> <li>Implementing these initiatives will support all the needs of the Special education students in the classroom.</li> </ul> <p><b>How will you know that they are resulting in an improvement?</b></p> <ul style="list-style-type: none"> <li>SPED Progress Report</li> <li>Iready annual growth</li> <li>SBA Results</li> </ul>
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## Innovation in Support of the Core: School Design and Student Voice

### Part IV (what is the student outcome going to be, what is the teacher outcome going to be)

	Student Outcomes (2020-2021 Measurable Outcomes)	Staff Outcomes (2020-2021 Measurable Outcomes)	Lead
<b>Curriculum &amp; Learning Design</b> <b>-Access Through Design</b>			
<b>RTI</b>	75-100% of the identified Tier 2 students will show 1 proficiency level increase on the reassessment. The reassessment will be after the DLT post-assessment.	90-100% of teachers will have a clear understanding about what RTI is and how it should be implemented at Fern Elementary.  At the end of the year, the staff will reflect and refine the RTI model at Fern Elementary.	Mark Atta
<b>Infrastructure</b> <b>-Multitiered Systems of Support</b>			
<b>MTSS</b>	<b>Academic Domain:</b> Defer to RTI and DLT plans	<b>Academic Domain:</b> Defer to RTI and DLT plans	Kristine Rico

	<p><b><u>Physical Health Domain:</u></b>  <b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>At least 50% of the student population will participate in all school-wide health activities and initiatives as measured by the list of student participation</li> <li>At the end of each Health Week, at least 50% of the student population will be able to identify one healthful tip or piece of information learned.</li> </ul> <p><b><u>Social Emotional Domain:</u></b>  <b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of students will have completed 4 brief CL <u>reflections</u> that focus on how they had used each CL value that quarter (Qtr 1: Courage, Qtr 2: Gratitude, Qtr 3: Forgiveness and Qtr 4: Compassion in Action)</li> <li>At least 75% of students will have shown an increase in prosocial knowledge and behaviors as measured by the CL <u>survey</u> given at the end of the school year.</li> </ul> <p><b><u>Behavior Domain:</u></b>  <b>Student Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of students will have determined their behaviors goals and tracked their monthly progress</li> <li>85% of students were able to identify one way each SOAR value is achieved in a school location of their choosing (i.e. cafeteria, restroom)</li> <li>Students identified as high and moderate risk will achieve at least 2 out of 3 behavior goals</li> </ul>	<p><b><u>Physical Health Domain:</u></b>  <b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>The Wellness Team will have conducted Health Week 4 times (once quarterly) before the end of the school year during morning breakfast that will focus on topics surrounding healthy food choices, physical wellness, and its impact on the body.</li> <li>100% of teachers will have promoted students' participation in school-wide health activities through their chosen tool as measured by observations made by the Wellness Team.</li> <li>Wellness Team will have collected and analyzed enough data to support that 100% of teachers promoted the school's health initiatives</li> </ul> <p><b><u>Social Emotional Domain:</u></b>  <b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will have completed all Choose Love (CL) <u>lessons</u> by the end of 4th Quarter</li> <li>100% of teachers will have done 4 brief CL <u>reflections</u> that focuses on overall classroom program effectiveness</li> <li>MTSS Cadre will have analyzed CL student surveys from the beginning and end of the SY and present that data to faculty before the end of the school year</li> </ul> <p><b><u>Behavior Domain:</u></b>  <b>Teacher Outcome:</b></p> <ul style="list-style-type: none"> <li>100% of teachers will have completed the 3 rounds of the SSRS behavior screener to identify students needing SL and/or behavior support</li> <li>MTSS Cadre will have tracked and analyzed the data from SSRS Behavior Screener</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Counselors will have provided short-term counseling for all students identified as high risk</li> <li>• 100% of teachers will have had their students complete a goal setting template for the school year</li> <li>• 100% of teacher will have set aside time at least once monthly to allow students to track their progress</li> <li>• 100% of teachers will have reviewed the SOAR Value Behavior Matrix at the beginning of each quarter.</li> </ul>	
<b>Infrastructure -Capacity Building</b>			
<b>CPL</b>	<ul style="list-style-type: none"> <li>• Increase in Writing scores on the WIDA ACCESS and SBA</li> <li>• At least 70-80% of students in each class will improve by at least one rubric level for each unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Pacing guide of writing units for the year</li> <li>• Articulation, analysis, and instructional next steps of student work in DLT in minutes??</li> <li>• 100% of teachers will record conferring on a data sheet</li> </ul>	Glen Miyasato
<b>DLT</b>	65%- 75% of students will meet proficiency for a math standard that was taught using agreed upon Tier 1 instruction	<p>Teachers will unpack about 100% of all math standards</p> <p>Teachers will discuss and agree on a Tier 1 instructional strategy for the math standards unpacked</p> <p>Teacher will come up with success criteria for standards unpacked</p> <p>Teachers will create a common formative for unpacked standards</p>	Melvin Lau Selene Horita Tamara Cockett

<b>ART</b>	<p>Academic Review Team</p> <ul style="list-style-type: none"> <li>Regular meetings will be held</li> <li>Understanding of Academic Plan for the year</li> <li>Regular and consistent in RTI implementation</li> <li>Increase in SBAC Scores</li> </ul>	<p>Academic Review Team</p> <ul style="list-style-type: none"> <li>Agreed upon instructional strategies are consistent</li> </ul>	<p>Tracy Jambaro Glen Miyasato</p>
<p><b>Core Values &amp; Mindset</b> <b>- Equity and Access</b></p>			
<b>EL</b>	<p>ESL/ELD Pull-Out and Push-In:</p> <ul style="list-style-type: none"> <li>All EL students will increase their quarterly Finish Line assessments by 2-5% each quarter in all ELD domains (listening, reading, speaking, &amp; writing).</li> <li>2-5% yearly increase in Growth to Target (GTT) as measured by WIDA ACCESS 2.0 on Strive HI Report.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>All EL students will meet their annual typical growth as specified in the iReady Diagnostic Growth Report with an EL students both pull-out and push-in specified in groups</li> <li>2-5% yearly increase in EL subgroup meeting proficiency on ARCH ADC (<a href="https://adc.hidoe.us">https://adc.hidoe.us</a>) meeting standard by subgroup report.</li> </ul>	<p>ESL/ELD Pull-Out/Push-In</p> <ul style="list-style-type: none"> <li>All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>All EL teachers will analyze and use data from the quarterly Finish Line assessments to inform instruction as measured by data sheets and articulation minutes.</li> <li>All EL teachers will progress monitor pull-out students and provide teachers and families with quarterly progress reports.</li> </ul> <p>Sheltered-Instruction</p> <ul style="list-style-type: none"> <li>All EL teachers will participate in school-wide and state-initiated PD as measured by sign-in sheets.</li> <li>All teachers will implement EL instructional strategies as measured by learning walk data.</li> <li>All teachers will analyze and use data from iReady Diagnostic assessments to inform instruction as measured by data sheets and articulation minutes.</li> </ul>	<p>Tamara Cockett</p>
<b>SpED</b>	<p><b>Student Outcomes:</b></p> <ol style="list-style-type: none"> <li>50%- 60% of Special education students will be able to make annual growth on Iready reading and mathematics</li> <li>100% of the Special education students will make growth 65-75% on their progress reports.</li> </ol>	<p><b>Teacher Outcome:</b></p> <ol style="list-style-type: none"> <li>100% of the inclusion teachers and special education teachers will plan together to meet to support the needs of all students in the classroom</li> <li>100% of the Special education teachers will provide differentiated strategies for special education students in the inclusion classroom.</li> </ol>	<p>Laurie Lum</p>

		<p>3. 100% of the Special education teachers will contribute differentiation strategies in all Data team and grade level meetings.</p> <p>4. 100% of the Special education teachers will survey how effective the Educational assistants are in collecting data for special education students. This will be our baseline data.</p> <p><b>Educational Assistants outcomes:</b></p> <p>1. 100% of the Educational assistants will use strategies learned from professional development to help support the needs of students</p> <p>2. 100% of the Special education teachers and Educational assistants will be collaborating on progressing monitoring monthly</p>	
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## Innovation in Support of the Core: School Design and Student Voice

### Part V (what is your enabling activity)

Enabling Activities	Budget (including source of funding)	School Monitoring Measurable Outcomes	School Monitoring Activities (including frequency)	Complex Monitoring Measurable Outcomes	Complex Monitoring Activities (including frequency)
School Year 2020-2021 (Year) DLT Grade levels will collaboratively examine math standards to ensure alignment with and fill gaps in instruction. [DLT]	\$10,000 (PD/subs) Title IIA and Title I	SBA Math Proficiency scores improve by at least 5%  70% of students in each grade level meet IReady annual growth	SBA Proficiency scores (annually)  IReady Diagnostic results (3x/yr) analyzed at ART meetings	SBA Math Proficiency scores improve by at least 5%  70% of students in each grade level meet IReady annual growth	Complex Team (SRS/RT) attend ART meetings 4x/yr)

**2020-2021 Academic Plan: [FKKCA]**

School Year 2020-2021 (Year) RTI Align RTI to needs determined in DLT analysis and discussions. [RTI]	\$0	100% of homeroom teachers align RTI to Math DLT discussions	Quarterly RTI Plan conferences with Principal	100% of homeroom teachers align RTI to Math DLT discussions	Complex RT attend DLT sessions monthly
School Year 2020-2021 (Year) CPL Ensure “deep” implementation of the target Powerful Instructional Practice (PIP) - Writing Workshop. [CPL]	\$25,000 (PD/subs) Title IIA and Title I	Analysis of student writing pre/post assessments show improvement for 80% of students.  Implementation observations show 50% improvement in areas of timing of mini-lesson and recording of student conferencing.	DLT student work data analysis (monthly) Quarterly ART meetings Implementation Observations (twice annually)	Analysis of student writing pre/post assessments show improvement for 80% of students.  Implementation observations show 50% improvement in areas of timing of mini-lesson and recording of student conferencing.	Complex Team participation in DLT, ART, and Implementation observations.
School Year 2020-2021 (Year) EL Continue to deepen understanding of EL learners and learning for all stakeholders. Formalize monitoring of student progress in listening, reading, speaking, writing, and grade level standards. [EL]	\$10,000 (PD, subs) Title III	100% District-prescribed participation in EL Initiative (PD, subs)  EL teachers implement Finish Line progress monitoring for 100% of target students.  At least 5% improvement in Growth To Target percentage.	EL Planning Sessions (4x/yr)  ART progress reporting 4x/yr	100% District-prescribed participation in EL Initiative (PD, subs)  EL teachers implement Finish Line progress monitoring for 100% of target students.  At least 5% improvement in Growth To Target percentage.	Complex Team participation in ART meetings.  Complex Team EL PD for faculty. (2x/yr)
School Year 2020-2021 (Year) SpEd Ensure rigorous IEP goals and ongoing individual progress monitoring toward goals. Improve regular collaboration of GenEd teachers with SpEd teachers on	\$8000 (PD, subs) Title I, District SpEd support	100% of IEPs analyzed for rigorous goals and ongoing progress monitoring annually.	Annual IEP review session by SpEd teacher, GenEd inclusion teacher, SSC, and Complex SpEd RT.	100% of IEPs analyzed for rigorous goals and ongoing progress monitoring annually.	Complex SpEd RT attend annual IEP review session.

**2020-2021 Academic Plan: [FKKCA]**

differentiation strategies and inclusive practices. [SpEd]		Build-in DLT time for GenEd and SpEd teacher collaboration on differentiation strategies.	20 minutes time in every DLT for SpEd teacher to collaborate with GenEd teachers on differentiation/scaffolding strategies for math or reading content standards.	Build-in DLT time for GenEd and SpEd teacher collaboration on differentiation strategies.	
School Year 2020-2021 (Spring Semester/Year Long) HMTSS Continue to fully implement SSRS Behavior Screener. Continue ongoing relationship building activities in every classroom and Choose Love and Roots of Empathy programs.	\$0	SSRS Screener administered for 100% of students 3x/yr  Results from SSRS analyzed 3x/yr to target counselor interventions.	SSRS Screener administered during faculty meetings 3x/yr  Target students monitored and discussed at weekly counselors' meetings.	Not needed.	Not needed.

*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.*



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

## Part V

Enabling Activities	Budget	School Monitoring Measurable Outcomes	School Monitoring Budget	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
Spring Semester/Year-Long					

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

## Part V

Enabling Activities	Budget	School Monitoring Measurable Outcomes	School Monitoring Budget	Complex Monitoring Measurable Outcomes	Complex Monitoring Budget
Fall Semester					
Spring Semester/Year-Long					

# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p><b>Teaching and Learning Core:</b> Focus: equity and excellence in core curriculum and supports.</p> <p><b>Innovation in Support of the Core:</b> New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p><b>Pipeline of Emerging Ideas:</b> 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 HIDEOE 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 HIDEOE 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><b>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.</b></p>	<p><b>Rationale for Emerging Ideas</b></p>	<p><b>Conditions for Success</b></p>
<p>Year-Long</p> <ul style="list-style-type: none"> <li>● PD and Implementation support for teachers to incorporate project-based learning in curriculum.</li> <li>● Continue plan to enhance elementary Fine Arts program to include Graphic Arts, Orchestra, Band, Chorus, and Dance.</li> <li>● Develop school-wide understanding of Early Learning and Trauma-Responsive teaching practices.</li> <li>● Develop Pacific Culture Center engaging students, staff, parents and community.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase student voice and engagement.</li> <li>● “Whole child” development and provide equitable access to Fine Arts learning.</li> <li>● Provide equitable access to excellence in achievement.</li> <li>● HĀ- sense of belonging and Hawai`i.</li> </ul>	<ul style="list-style-type: none"> <li>● Secure grants for funding PD and project costs.</li> <li>● Secure funding for instructors.</li> <li>● Secure funding for PD.</li> <li>● Secure grants for community facilitators/instructors.</li> </ul>

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### Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

<b>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. <i>(continued from previous page)</i></b>	<b>Rationale for Emerging Ideas</b>	<b>Conditions for Success</b>