



## Academic Plan for School Year 2021-22

[School: Please make a copy of the 2020 Academic Plan]

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

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

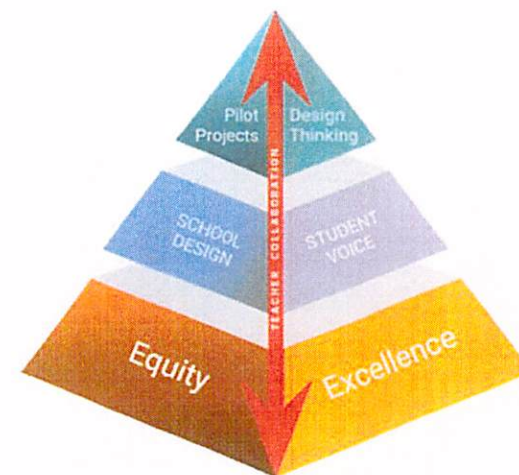
### HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

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

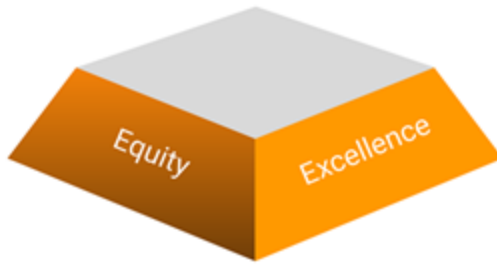
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).
- Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Glen Miyasato	
Principal's signature:	Date: 4/16/2021
Complex Area Superintendent (print):	

[School Name], [Version 1], [Date]



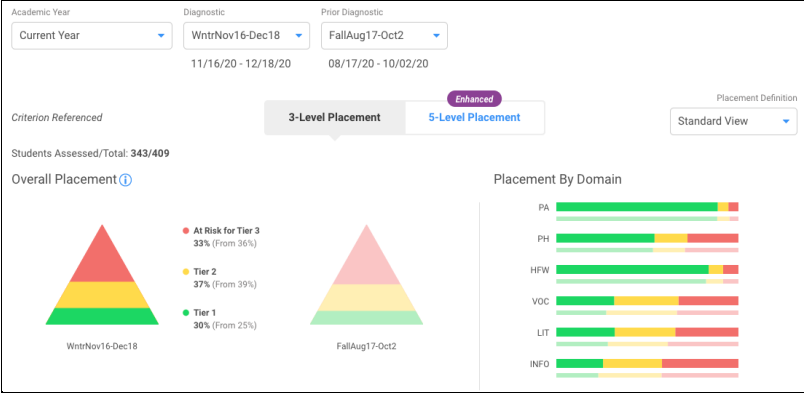
## Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.	What is your Theory of Action (if-then) to improve the achievement gap?	What are your <a href="#">Enabling Activities</a> to improve the achievement gap?
<p><b><u>Language Arts</u></b>            Fern students have an average achievement gap of 16.71% compared to other students in our complex determined by the last three years of SBA data. The average amount of students who met or exceeded standards in our school was 24.14%. The average amount of students who met or exceeded standards in our complex was 40.85%.</p> <p>EL gap and trend: 17% gap            EL ACCESS Writing Score - 0% proficient</p> <p>SPED gap and trend: IDEA ELA Score- 5% gap            Low SES ELA Score- 1% gap</p> <p><a href="#">[SW1]</a><a href="#">[SW6]</a></p>	<p><b><u>Language Arts</u></b></p> <ol style="list-style-type: none"> <li>1. If we continue the use of a process that targets the development of the student as a writer and utilizes quality Tier 1 instruction, then consistent program implementation will occur that provides opportunities for 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. (CA1)(CA7)</li> <li>2. If we monitor progress and make informed decisions with an intentional focus on EL and</li> </ol>	<p><b><u>Language Arts</u></b></p> <ol style="list-style-type: none"> <li>1. Writing Workshop using Cycles of Professional Learning (CPL) to monitor implementation and effectiveness:               <ol style="list-style-type: none"> <li>a. Using data to identify a student centered need</li> <li>b. Professional readings or obtaining research based information about our selected Powerful Instructional Practice (PIP)</li> <li>c. Providing safe peer observations</li> <li>d. Evaluating the effectiveness after implementing the practice.</li> <li>e. The PIP to begin SY 2021-2022 will be the Conferring component of Writing Workshop</li> </ol> </li> </ol>

ELA	Last 3 years Avg
Complex Avg	40.85%
Fern Avg	24.14%
<b>Achievement GAP</b>	<b>16.71%</b>

Whole School i-Ready Overall BOY-MOY 2020-2021



Whole School i-Ready Vocabulary Domain Data 2020-2021

Number of stud	Grade level	Diagnostic 1	%	Diagnostic 2	%	Diagnostic 3	%
37	K	20	54%	22	59		
44	1st	20	45%	20	45		
91	2nd	23	25%	20	22		
78	3rd	16	21%	26	33		
70	4th	10	14%	18	26		
81	5th	10	12%	15	19		
401 students		99	25%	121	30%		

EL i-Ready Vocabulary Domain Data 2020-2021

Number of students	Grade level	Diagnostic 1	%	Diagnostic 2	%	Diagnostic 3	%
13	K	5	38	8	62		
26	1st	8	31	8	31		
41	2nd	9	22	5	12		
42	3rd	7	17	13	31		
39	4th	0	0	8	21		
30	5th	1	3	3	10		
191 students		30	16	45	24		

SpEd students in Tier 1 instruction and embed key elements (Tier 1 vocabulary acquisition) in daily classroom instruction, then access to complex text across content areas (ELA, Math, Science) for all students will lead to an increase in ELA, Math, Science proficiency and a cohesive RTI framework. (CA1)(CA2)(CA4)(CA2a)

2. Create a plan of understanding, implementation, and monitoring of impact in the use of high yield vocabulary instruction
  - a. Powerful instructional practices will be strategies from GLAD, West Ed Initiative, and Anita Archer-Explicit Instruction
  - b. Monitored initially by coaching conversations and check-ins and use of the Schoolwide Vocabulary Initiative rubric
  - c. i-Ready BOY, MOY, EOY diagnostic scores in the vocabulary domain,

SPED i-Ready Vocabulary Domain Data 2020-2021

Number of students	Grade level	Diagnostic 1	%	Diagnostic 2	%	Diagnostic 3	%
2	K	1	50%	0	0		
1	1st	0	0	0	0		
6	2nd	0	0	0	0		
4	3rd	0	0	2	50		
6	4th	1	17	2	33		
5	5th	0	0	0	0		
24		2	8	4	17		

Math

Fern students have an average achievement gap of 13.55% compared to other students in our complex determined by the last three years of SBA data. The average amount of students who met or exceeded standards in our school was 24.94%. The average amount of students who met or exceeded standards in our complex was 38.49%.

Math	Last 3 year Avg
Complex Avg	38.49%
Fern Avg	24.93%
Achievement GAP	13.56%

Show EL gap and trend: EL Math Score- 0% gap

SPED gap and trend: IDEA Math Score- 11.9% gap  
Low SES Math Score- 1% gap [SW1][SW6]

Math

If our school is able to adopt agreed upon visual strategies and infuse it in their Tier 1 instruction, then students will develop a stronger understanding of math concepts. Concepts will be less abstract and more concrete helping students develop number sense. (CA1)

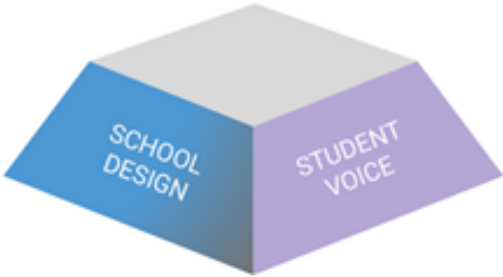
If our school uses a data driven process to analyze data and use it to drive/adjust instruction and make decisions, students will receive targeted support which will close achievement gaps. (CA1)(CA1a)(CA3)

Math

Teachers will adopt visual strategies and make it a regular part of their Tier 1 instruction. We will use the Data Learning Process to collect and analyze data, create SMART goal, determine instruction, agree on an evidenced based strategy, then provide intervention.

RTI school-wide will be held on Monday, Tuesday, Thursday and Friday 45 minute blocks. 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. [SW6]

<p><b><u>General Learner Outcomes</u></b> As part of our WASC report and recommendations, it is a focus for our school to implement a consistent grading system for GLO's.</p>	<p><b><u>General Learner Outcomes</u></b> We believe that student behavior is directly correlated with student achievement and if we are consistent with teaching and reinforcing GLO's, then student achievement will increase. (CA6)</p>	<p><b><u>General Learner Outcomes</u></b> Teachers will discuss and begin to intentionally align GLOs to learning targets (intentions, objectives, etc.), and explicitly post and explain General Learner Outcomes along with the learning target across content areas.</p>
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## Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

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

SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>	SY 2023-24 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p>

**Language Arts**

**Teacher Outcomes:**

- **Writing:** 75%-85% of classrooms will show effective implementation of the identified Writing Workshop Powerful Instructional Practice through Learning walks
- **Reading:** 75%-85% of classrooms will show effective implementation of the identified vocabulary component/strategy through coaching conversations and check-ins.
  - By EOY 2021 faculty will have a chance to be trained in Anita Archer strategies
  - Faculty will choose which strategies they want to start implementing
  - Teachers will reflect on the implementation and determine effectiveness of the Anita Archer Strategies using the Schoolwide Vocabulary Initiative rubric

**Student Outcomes:**

- **Writing:** 70%- 80% of students in each class will show at least one rubric level growth as measured by the Writing Workshop pre and post assessments.
- **Reading:** % of Students meeting i-Ready Vocabulary targeted growth

Vocab	EOY
ALL	35%
EL	30%
SPED	25%

**Math**

**Teacher Outcomes:**

- 80% -90% of all teachers will use appropriate visual strategies (agreed on in DLT) during math instruction. monitored by quarterly walkthroughs.
- 80% -90% of all grade levels will utilize assessments aligned with math standards to analyze students needs and help modify instruction if necessary

**Language Arts**

**Teacher Outcomes:**

- **Writing:** 80%-90% of classrooms will show effective implementation of the identified Writing Workshop Powerful Instructional Practice through Learning walks
- **Reading:** 80%-90% of classrooms will show effective implementation of the identified vocabulary component/strategy through coaching conversations and check-ins.

**Student Outcomes:**

- **Writing:** 80%- 90% of students in each class will show at least one rubric level growth as measured by the Writing Workshop pre and post assessments.
- **Reading:** % of Students meeting i-Ready Vocabulary targeted growth

Vocab	EOY
ALL	40%
EL	35%
SPED	30%

**Math**

**Teacher Outcomes:**

- 85% -95% of all teachers will use appropriate visual strategies (agreed on in DLT) during math instruction. monitored by quarterly walkthroughs.
- 85% -95% of all grade levels will utilize assessments aligned with math standards to analyze students needs and help modify instruction if necessary

**Language Arts**

**Teacher Outcomes:**

- **Writing:** 90%-100% of classrooms will show effective implementation of the identified Writing Workshop Powerful Instructional Practice through Learning walks
- **Reading:** 90%-100% of classrooms will show effective implementation of the identified vocabulary component/strategy through coaching conversations and check-ins.

**Student Outcomes:**

- **Writing:** 90%-100% of students in each class will show at least one rubric level growth as measured by the Writing Workshop pre and post assessments.
- **Reading:** % of Students meeting i-Ready Vocabulary targeted growth

Vocab	EOY
ALL	45%
EL	40%
SPED	35%

**Math**

**Teacher Outcomes:**

- 95% -100% of all teachers will use appropriate visual strategies (agreed on in DLT) during math instruction. monitored by quarterly walkthroughs.
- 95% -100% of all grade levels will utilize assessments aligned with math standards to analyze students needs and help modify instruction if necessary

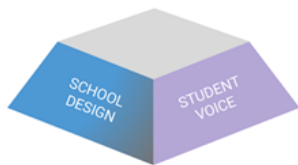
<ul style="list-style-type: none"> <li>80% -90% of teachers will identify students who need Tier 2 intervention, select an appropriate intervention, monitor and analyze student data and continue to make adjustments if needed as evidenced in the RTI binder.</li> </ul> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>5%-10% Increase in SBA Math proficiency scores from the previous year</li> <li>100% of students will meet their SMART Goal target</li> <li>After Tier 1 instruction, 65% - 75% of students will meet the success criteria of the standard after the post assessment</li> <li>40 % of students will meet their typical growth by the end of the school year <ul style="list-style-type: none"> <li>20 % of EL</li> <li>20 % of SPED</li> </ul> </li> <li>75-85% 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.</li> </ul> <p><b><u>General Learner Outcomes:</u></b>  <b>Teacher Outcome</b>  100% Teachers will discuss and begin to intentionally align GLO (math) indicators to learning targets (intentions, objectives, etc.)</p> <p><b>Student Outcome</b>  75%-85% of students will meet the criteria of the chosen GLO for a specific math learning target</p>	<ul style="list-style-type: none"> <li>85% -95% of teachers will identify students who need Tier 2 intervention, select an appropriate intervention, monitor and analyze student data and continue to make adjustments if needed as evidenced in the RTI binder.</li> </ul> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>5%-10% Increase in SBA Math proficiency scores from the previous year</li> <li>100% of students will meet their SMART Goal target</li> <li>After Tier 1 instruction, 70% - 80% of students will meet the success criteria of the standard after the post assessment</li> <li>45 % of students will meet (improved placement?) (meet targeted growth?) (meet stretch growth?) from BOY to MOY to EOY <ul style="list-style-type: none"> <li>25% of EL</li> <li>25 % of SPED</li> </ul> </li> <li>80-90% 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.</li> </ul> <p><b><u>General Learner Outcomes:</u></b>  <b>Teacher Outcome</b>  80%-90% of teachers will explicitly post and explain General Learner Outcomes along with the learning target across content areas, as evidenced by the walkthrough checklist done by admin.</p> <p><b>Student Outcome</b>  85%-90% of students will meet the criteria of the chosen GLO for a specific math learning target.</p>	<ul style="list-style-type: none"> <li>95% -100% of teachers will identify students who need Tier 2 intervention, select an appropriate intervention, monitor and analyze student data and continue to make adjustments if needed as evidenced in the RTI binder.</li> </ul> <p><b>Student Outcomes:</b></p> <ul style="list-style-type: none"> <li>5%-10% Increase in SBA Math proficiency scores from the previous year</li> <li>100% of students will meet their SMART Goal target</li> <li>After Tier 1 instruction, at least 80% of students will meet the success criteria of the standard after the post assessment</li> <li>50 % of students will meet (improved placement?) (meet targeted growth?) (meet stretch growth?) from BOY to MOY to EOY <ul style="list-style-type: none"> <li>30 % of EL</li> <li>30 % of SPED</li> <li>85-95% 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.</li> </ul> </li> </ul> <p><b><u>General Learner Outcomes:</u></b>  <b>Teacher Outcome</b>  90%-100% of teachers will intentionally align GLO indicators to learning targets (intentions, objectives, etc.), and explicitly post and refer back to it throughout the lesson, along with the learning target, as evidenced by the walkthrough checklist done by admin.</p> <p><b>Student Outcome</b>  90%-95% of students will meet the criteria of the chosen GLO for a specific math learning target</p>
<p><i>Why you are implementing them?</i></p> <p><b><u>Math</u></b></p> <ul 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</li> </ul>	<p><i>Why you are implementing them?</i></p> <p><b><u>Math</u></b></p> <ul 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> </ul>	<p><i>Why you are implementing them?</i></p> <p><b><u>Math</u></b></p> <ul 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> </ul>



<p>students are ready, the teacher will drive instruction towards the abstract.</p> <ul style="list-style-type: none"><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 build a bank of visual strategies to improve Tier 1 instruction</li></ul> <p><b>Response to Intervention</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>General Learner Outcomes</b>-As part of our WASC report and recommendations, it is a focus for our school to implement a consistent grading system for GLO's. We believe that student behavior is directly correlated with student achievement and if we are consistent with teaching and reinforcing GLO's, student achievement will increase [SW2]</p> <p><b>ELA</b> <b>Writing</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. <b>Vocabulary</b> - Based on iReady data and to address the achievement gap in reading achievement, we are targeting vocabulary development to increase student achievement in reading.</p>	<ul style="list-style-type: none"><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></ul> <p><b>Response to Intervention</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>General Learner Outcomes</b>-As part of our WASC report and recommendations, it is a focus for our school to implement a consistent grading system for GLO's. We believe that student behavior is directly correlated with student achievement and if we are consistent with teaching and reinforcing GLO's, student achievement will increase</p> <p><b>ELA</b> <b>Writing</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. <b>Vocabulary</b> - Based on iReady data and to address the achievement gap in reading achievement, we are targeting vocabulary development to increase student achievement in reading.</p>	<p><b>Response to Intervention</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>General Learner Outcomes</b>-As part of our WASC report and recommendations, it is a focus for our school to implement a consistent grading system for GLO's. We believe that student behavior is directly correlated with student achievement and if we are consistent with teaching and reinforcing GLO's, student achievement will increase</p> <p><b>ELA</b> <b>Writing</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. <b>Vocabulary</b> - Based on iReady data and to address the achievement gap in reading achievement, we are targeting vocabulary development to increase student achievement in reading.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p><b>Math</b>-The use of visual strategies - walkthroughs to observe teacher instruction using visual strategies.</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><i>How will you know that they are causing an improvement?</i></p> <p><b>Math</b>-The use of visual strategies - walkthroughs to observe teacher instruction using visual strategies.</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><i>How will you know that they are causing an improvement?</i></p> <p><b>Math</b>-The use of visual strategies - walkthroughs to observe teacher instruction using visual strategies.</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><b>Response to Intervention</b> Monitoring - checking RTI binder quarterly and action plan meeting with individual teachers</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><b>General Learner Outcomes</b> Monitoring - success criteria posted for DLT math instruction lessons</p> <p><b>ELA</b> <b>Writing</b> - Increase in pre-post assessment performance levels in Writing Workshop assessment rubric <b>Vocabulary</b> - monitoring of i-Ready vocabulary domain data and instructional coaching support</p>	<p><b>Response to Intervention</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>General Learner Outcomes</b> Monitoring - Create a grade level grading system for GLO's Develop baseline data that shows the amount of students who are meeting success criteria for GLO's.</p> <p><b>ELA</b> <b>Writing</b> - Increase in pre-post assessment performance levels in Writing Workshop assessment rubric <b>Vocabulary</b> - monitoring of i-Ready vocabulary domain data and instructional coaching support</p>	<p><b>Response to Intervention:</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> <p><b>General Learner Outcomes</b> Increase of students meeting success criteria for GLO's.</p> <p><b>ELA</b> <b>Writing</b> - Increase in pre-post assessment performance levels in Writing Workshop assessment rubric <b>Vocabulary</b> - monitoring of i-Ready vocabulary domain data and instructional coaching support</p>
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# Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2021-22:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i> <b>ELA</b></p> <ul style="list-style-type: none"> <li>• Writing: Administer baseline writing assessment to get baseline data</li> <li>• Vocabulary: i-Ready Data in the Vocabulary Domain All Students: 25% EL Students: 16% SPED Students: 8%</li> </ul>	<p><i>Add throughout the year measurements here.</i> <b>ELA</b></p> <ul style="list-style-type: none"> <li>• Writing: 40%- 50% of students in each class will show at least one rubric level growth as measured by the Writing Workshop</li> <li>• Vocabulary: i-Ready Data in the Vocabulary Domain All Students: 30% EL Students: 23% SPED Students: 16%</li> </ul>	<p><i>Add end of the year measurements here.</i> <b>ELA</b></p> <ul style="list-style-type: none"> <li>• Writing: 70%- 80% of students in each class will show at least one rubric level growth as measured by the Writing Workshop</li> <li>• Vocabulary: i-Ready Data in the Vocabulary Domain All Students: 35% EL Students 30% SPED Students: 25%</li> </ul>

<p><b>Math</b></p> <ul style="list-style-type: none"> <li>Administer CFA to get baseline data for readiness level and proficiency.</li> </ul> <p><b>GLO's</b></p> <ul style="list-style-type: none"> <li>Gather baseline data on how many students meet the success indicator after the first DLT cycle.</li> </ul>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>40% - 50% of students will show an increase in students' readiness level in students' pre-post grade level-created assessments</li> <li>After Tier 1 instruction, 45% - 55% of students will meet or exceed proficiency in targeted standard</li> <li>50-75% 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.</li> </ul> <p><b>GLO's</b></p> <p>45%-55% of students will meet the criteria of the chosen GLO for a specific math learning target</p>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>60% - 70% of students will show an increase in students' readiness level in students' pre-post grade level-created assessments</li> <li>After Tier 1 instruction, 65% - 75% of students will meet or exceed proficiency in targeted standard</li> <li>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.</li> </ul> <p><b>GLO's</b></p> <p>65%-75% of students will meet the criteria of the chosen GLO for a specific math learning target</p>
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**Student Outcomes (SY 2021-22) [SW5]**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
70%- 80% of students in each class will show at least one rubric level growth as measured by the Writing Workshop pre and post assessments.	<p>Writing Workshop using Cycles of Professional Learning (CPL) to monitor implementation and effectiveness:</p> <ol style="list-style-type: none"> <li>Using data to identify a student centered need</li> <li>Professional readings or obtaining research based information about our selected Powerful Instructional Practice (PIP)</li> <li>Providing safe peer observations</li> </ol>	Yearlong	20657 18902	<p>Data Learning Team Process</p> <p>ART Progress Report [SW3]</p>	<p>Monthly</p> <p>Quarterly</p>	

	<div>4. Evaluating the effectiveness after implementing the practice.</div> <div>5. The PIP to begin SY 2021-2022 will be the Conferring component of Writing Workshop</div>													
<div>% of Students meeting i-Ready Vocabulary targeted growth</div> <table><tr><td>Vocab</td><td>EOY</td></tr><tr><td>ALL</td><td>35%</td></tr><tr><td>EL</td><td>30%</td></tr><tr><td>SPED</td><td>25%</td></tr></table>	Vocab	EOY	ALL	35%	EL	30%	SPED	25%	<div>Create a plan of understanding, implementation, and monitoring of impact in the use of high yield vocabulary instruction.</div> <div>Powerful instructional practices will be strategies from GLAD, West Ed Initiative, and Anita Archer-Explicit Instruction</div>	Yearlong		<div>ART Progress Report</div> <div>i-Ready BOY, MOY, EOY diagnostic scores in the vocabulary domain,</div>	Quarterly	
Vocab	EOY													
ALL	35%													
EL	30%													
SPED	25%													
<div><div>● 5%-10% Increase in SBA Math proficiency scores from the previous year</div><div>● 60% - 70% of students will show an increase in students' readiness level in students' pre-post grade level-created assessments</div><div>● After Tier 1 instruction, 65% - 75% of</div></div>	Teachers will adopt visual strategies and make it a regular part of their Tier 1 instruction. We will use the Data Learning Process to collect and analyze data, create SMART goal, determine instruction, agree on an evidenced based strategy, then provide intervention.	Yearlong	18902 42101 20657	<div>Review of SBA scores</div> <div>Data Learning Team Process</div> <div>ART Team Progress Report</div>	<div>Annual</div> <div>Yearlong</div> <div>Quarterly</div>									

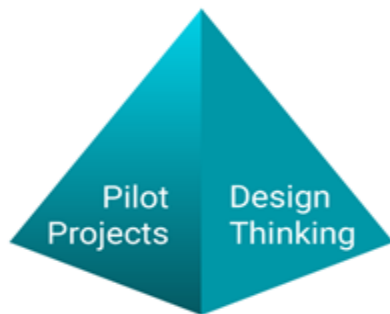
students will meet or exceed proficiency in targeted standard						
75-100% of the identified Tier 2 students will show 1 proficiency level increase on the reassessment. The reassessment will be given after the DLT post-assessment.	RTI school-wide will be held on Monday, Tuesday, Thursday and Friday 45 minute blocks. 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.	Yearlong	18902 42101	ART Team Progress Report <a href="#">[SW3]</a>  Review of RTI binders	Quarterly	
65%-75% of students will meet the criteria of the chosen GLO for a specific math learning target	Student data will collected for GLO indicators during math instruction	Yearlong	NA	ART Team Progress Report <a href="#">[SW3]</a>  Data Learning Team Process		

#### Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
75%-85% of classrooms will show effective implementation of the identified Writing Workshop Powerful	Writing Workshop using Cycles of Professional Learning (CPL) to monitor implementation and effectiveness: 1. Using data to identify a student centered need	Yearlong	20657 18902	Coaches will report to ART quarterly on progress toward this outcome.	Quarterly	

Instructional Practice through Learning walks	<ul style="list-style-type: none"> <li>2. Professional readings or obtaining research based information about our selected Powerful Instructional Practice (PIP)</li> <li>3. Providing safe peer observations</li> <li>4. Evaluating the effectiveness after implementing the practice.</li> <li>5. The PIP to begin SY 2021-2022 will be the Conferring component of Writing Workshop</li> </ul>			CPL peer observations and Learning Walks by various stakeholders		
75%-85% of classrooms will show effective implementation of the identified vocabulary component/strategy through coaching conversations and check-ins.	<p>Create a plan of understanding, implementation, and monitoring of impact in the use of high yield vocabulary instruction</p> <p>Powerful instructional practices will be strategies from GLAD, West Ed Initiative, and Anita Archer-Explicit Instruction</p>	Yearlong	20657 18902	<p>Coaching conversations and check-ins and use of the Schoolwide Vocabulary Initiative rubric</p> <p>Coaches will report to ART quarterly on progress toward this outcome.</p>	<p>Monthly</p> <p>Quarterly</p>	
80% -90% of all teachers will use appropriate visual strategies (agreed on in DLT) during math instruction. monitored by quarterly walkthroughs.	Teachers will adopt visual strategies and make it a regular part of their Tier 1 instruction. We will use the Data Learning Process to collect and analyze data, create SMART goal,	Yearlong	18902 42101 20657	<p>Pre-post Common Formative Assessments</p> <p>Coaches will report to ART quarterly on progress toward this outcome.</p> <p>Quarterly walkthroughs</p>	Quarterly	

80% -90% of all grade levels will utilize assessments aligned with math standards to analyze students needs and help modify instruction if necessary						
80% -90% of teachers will identify students who need Tier 2 intervention, select an appropriate intervention, monitor and analyze student data and continue to make adjustments if needed as evidenced in the RTI binder.	RTI school-wide will be held on Monday, Tuesday, Thursday and Friday 45 minute blocks. 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. <a href="#">[SW6]</a>	Yearlong	18902 42101	Coaches check-ins on implementation of RTI binder quarterly and action plan meeting with individual teachers  Coaches will report to ART quarterly on progress toward this outcome.	Quarterly	
100% Teachers will discuss and begin to intentionally align GLO (math) indicators to learning targets (intentions, objectives, etc.)	Teachers will discuss and begin to intentionally align GLOs to learning targets (intentions, objectives, etc.), and explicitly post and explain General Learner Outcomes along with the learning target across content areas.	Yearlong	NA	Agreed alignment to the learning target during Data Learning Team time lead by coaches  Coaches will report to ART quarterly on progress toward this outcome.	Quarterly	
100% of inclusion classroom will have additional supports for individualized academic support	Provide individualized academic support to SpEd and EL students in ELA and Math	Yearlong	18902 17929	Principal confirmation that every inclusion classroom will have additional supports for individualized academic support	Annual	



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

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p><i>The main focus of our school's ideas around innovation and pilot projects is on project-based learning. We are embarking on a pilot partnership grant with the Bishop Museum that will set the foundation for authentic investigation and project-based learning. All of the resources of the Museum including it's collections and specialists will be available to our students and teachers as they collaborate on community-based projects. Our Grade 4 teachers will pilot this partnership starting in SY 2021-2022. The hope is that other grade levels will be inspired to begin to investigate PBL activities.</i></p> <p><a href="#">[SW2]</a></p> <p><i>Continue to create innovative engagement activities like STEM Night, Family Literacy Night; Parent Coffee Hours using technology that will enable more parents to view and participate in the events.</i></p> <p><a href="#">[SW7]</a></p> <p><i>Increase partnerships with community organizations like Kalihi Union Church, PACT, the Bishop Museum and the West Honolulu Rotary Club. Continue to enhance partnerships with higher education organizations like the University of Hawaii and Chaminade. List of our School Partnerships and ways they support the school in the following link:</i></p> <p><a href="https://docs.google.com/document/d/1jlcgKJ1S_83d_tx_EWnI28tK8-WqF9MmfQUrAzL_PhM/edit?ts=60789bcf">https://docs.google.com/document/d/1jlcgKJ1S_83d_tx_EWnI28tK8-WqF9MmfQUrAzL_PhM/edit?ts=60789bcf</a></p>	<p><i>Please describe your conditions for Success:</i></p> <p><i>Benchmarks of success:</i></p> <ol style="list-style-type: none"> <li><i>1. Grade 4 teachers receive PBL training from Museum grant</i></li> <li><i>2. Teachers and Museum personnel brainstorm and collaborate on PBL design</i></li> <li><i>3. Student and teachers design projects</i></li> <li><i>4. Students and Museum personnel work on projects</i></li> <li><i>5. Additional grade levels show interest in beginning a PBL project</i></li> </ol> <p><i>Increasing opportunities for parents participation measured through views of event recordings</i></p> <p><i>Increase in community partnerships measured through partnership chart.</i></p> <p><i>Student enrollment in Fine Arts Programs</i></p>



