



Academic Plan for School Year 2022-23

School: **Fern Elementary School**

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

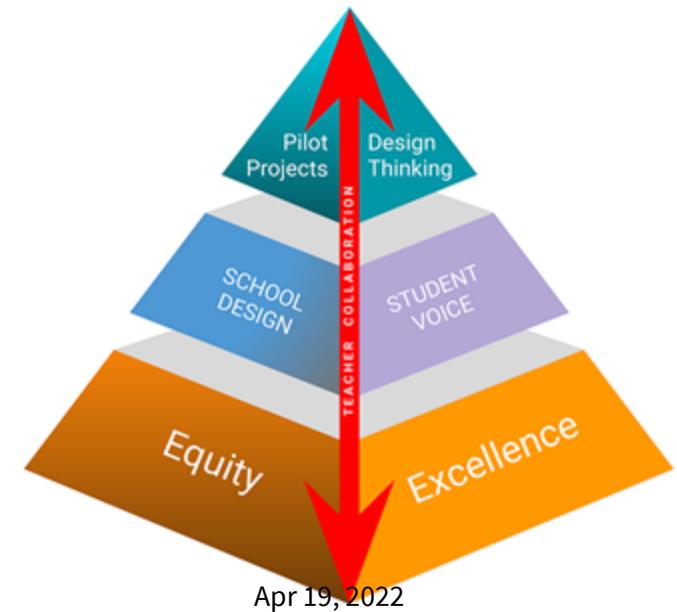
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

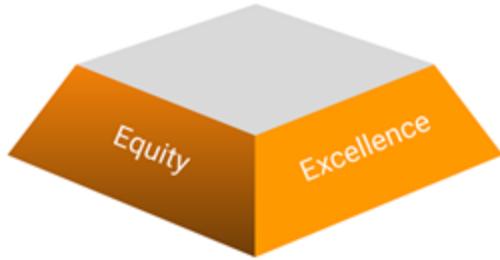
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- 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: <u><i>Glen Miyasato</i></u> <small>Glen Miyasato (Apr 18, 2022 05:38 HST)</small>	Date: Apr 18, 2022

Complex Area Superintendent (print): Rochelle Mahoe	
Complex Area Superintendent's signature: <u><i>Rochelle Mahoe</i></u> <small>Rochelle Mahoe (Apr 19, 2022 10:21 HST)</small>	Date: 04/28/21 Apr 19, 2022



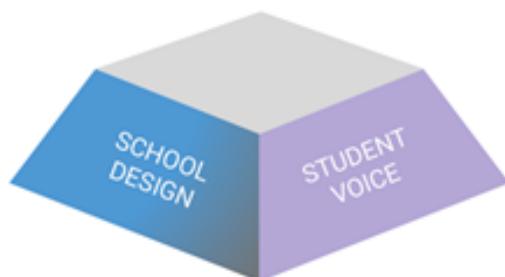
Teaching & Learning Core: Equity and Excellence

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
<p>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.</p>	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p>	<p>What are your Enabling Activities to improve the achievement gap?</p>
<p><u>Language Arts (Responsive Capacity Building, ESSER)</u> School year 2020-2021 29.3% students proficient in ELA. This is an increase of 5% from the last testing year (2018-2019). Over the last 6 years, our school has been hovering within the mid to high 20% range.</p> <p>2020-2021: EL Proficiency: 15%; gap of 14.3% 2020-2021: Disadvantaged: 25.7%; gap of 3.6% 2020-2021: SPED Proficiency: No Data, sample size that tested not large enough. Last tested data below. 2018-2019: All Students 24% 2018-2019: SPED Proficiency: 19%; gap of 5%</p>	<p><u>Language Arts</u> Visual Model of Academic Initiatives <u>Reading Tier I/II Instruction:</u> If we develop school-wide consistency in evidence-based reading instruction (Tier 1 and 2), then students will have a stronger foundation in reading skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension) which will lead to an increase in ELA student proficiency.</p> <p><u>Writing Instruction:</u> If we continue to implement the agreed upon Writing Workshop Units of Study program,</p>	<p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> 1. Decide on a consistent program for: phonemic awareness, phonics, vocabulary, fluency, and comprehension. 2. Determine and agree upon implementation of programs/instruction within and between grade levels 3. Monitor implementation by collecting assessment data (iReady, SBA, student work) and through classroom observations <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> 1. Continue to implement Writing Workshop Units of Study Program.

	<p>then students will develop a stronger foundation in writing.</p> <p><u>EL Services:</u> If we ensure that all teachers utilize evidence-based instructional practices to support EL student success in learning in accordance with the EL Success Plan FKK EL Success Plan FINAL 6.2.2021 , provide Newcomer classes to students who are at WIDA levels 1-2 and are new to the HDOE system, and include language objectives in all lessons and content areas, then EL students will develop stronger English language skills that will support their learning across all content areas.</p>	<ol style="list-style-type: none"> a. Pace out Writing Workshop for narrative, informational, and opinion units. 2. Monitor implementation by collecting pre/post student data for each type of writing at quarterly articulation meetings <ol style="list-style-type: none"> a. Measure student growth by comparing post to pre assessment scores using the provided rubrics. b. Use the Learning Progression to discuss student needs and adjust instruction. <p><u>EL Services:</u></p> <ol style="list-style-type: none"> 1. Pull out services to support ELA curriculum with an emphasis on vocabulary development. 2. Use EL scaffolds such as: sentence stems, sentence frames, picture cards, graphic organizers, input charts, hand motions, and simplified definitions. 3. Newcomer program: survival language (functional language) such as personal information, school information, greetings, salutations, requests, and school rules. Acculturation lessons about American and Hawaiian holidays, celebrations, cultural norms, values, traditions, and greetings while also embracing students' home culture. Same EL scaffolds used. 4. FERN_2021-2022_Comprehensive EL Plan
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<p><u>Math (Responsive Capacity Building and Action-Oriented Data Decision-Making, ESSER)</u> School Year 2020-2021 14.9% students proficient in math. This is about a 7% decline from the last testing year, 2018-2019. And has been a steady decline since 2015-2016, from 35% proficiency.</p> <p>2020-2021: EL Proficiency: 7.5%; gap of 7.4% 2020-2021: Disadvantaged 14%; gap of .9% 2020-2021: SPED Proficiency: No Data, sample size that tested not large enough. Last tested data below. 2018-2019: All Students 21.4% 2018-2019: SPED Proficiency: 9.5%; gap of 11.9%</p>	<p><u>Math</u> <u>Visual Model of Academic Initiatives</u> <u>Tier I Instruction:</u> If our school continues to implement agreed upon concrete/visual (model drawing, drawing pictures)/ abstract strategies developed during DLT and use 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 understanding of math concepts.</p> <p><u>DLT/RTI:</u> If our school continues to use 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.</p>	<p><u>Math</u> <u>Tier I Instruction:</u> Teachers will continue to use math continuum of concrete (manipulatives), visual (model drawing/pictorial representation), and abstract (equations) as a part of their Tier 1 instruction. Teachers will adjust instruction on the continuum based on student needs.</p> <p><u>DLT/RTI:</u> We will continue to use the Data Learning Team Process to collect and analyze data, to use SMART goals, determine instruction, agree on an evidenced based strategy, then provide intervention.</p>
<p><u>General Learner Outcomes (Healthy Habits, Healthy Schools, ESSER)</u> 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><u>General Learner Outcomes</u> 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.</p>	<p><u>General Learner Outcomes</u> Create a student friendly rubric to grade GLOs schoolwide</p>



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 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes	SY 2024-25 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u> Teacher Outcomes:</p> <ol style="list-style-type: none"> 1. 100% of teachers will receive training in programs they are unfamiliar with to help with implementation (Heggerty, OG, Anita Archer, etc.) <ol style="list-style-type: none"> a. Sign-in Sheet at Training 2. 100% of grade levels will pace out the programs for the whole school year and align lessons with standards <ol style="list-style-type: none"> a. Pacing Guide 3. 100% of teachers will implement agreed upon programs <ul style="list-style-type: none"> ● Phonemic Awareness: Heggerty ● Phonics: Orton Gillingham ● Fluency, Vocabulary, Comprehension: Wonders <ol style="list-style-type: none"> a. Quarterly walk Throughs (forms in progress) 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u> Teacher Outcomes:</p> <ol style="list-style-type: none"> 1. Analyze how reading programs are going and make adjustments 2. Unpacking ELA Standards <ol style="list-style-type: none"> a. Reading Comprehension Standards b. Writing Standards 3. 100% of grade levels will participate in vertical articulation to see how their scope and sequence (Reading and Writing) aligns with the grade above and grade below <ol style="list-style-type: none"> a. Vertical articulation 4. Increase opportunities for academic speaking, listening, reading, & writing across all content areas. 5. Intentionally include language objectives across all content areas. 6. Include the use of scaffolds that support language development such as: sentence stems, discussion starters, vocabulary cards, paragraph frames, picture cards, input charts, partner or small group activities, and graphic organizers. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are y</p> <p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u> Teacher Outcomes:</p> <ol style="list-style-type: none"> 1. Monitor our finalized ELA curriculum and make adjustments if needed 2. Continue to unpack ELA Standards <ol style="list-style-type: none"> a. Listening/Speaking b. Language (Grammar) 3. 100% of grade levels will participate in vertical articulation to see how their scope and sequence (Listening/Speaking and Language) aligns with the grade above and grade below <ol style="list-style-type: none"> a. Vertical articulation

Student Outcomes:

1. 15-25% increase in proficient students in all reading domains: phonemic awareness (K-2), phonics (K-5), vocabulary (K-5), fluency (HFW) (K-5), and comprehension (K-5) measured by iReady data (use 3-level placement EOY setting). We hope to see a 8-13% increase in proficient students from Fall to Winter and an additional 7-12% increase in proficient students from Winter to Spring.
2. 60-70% of students will make their typical growth in iReady reading overall
 - a. 40% of EL students will make their typical growth in iReady reading overall
 - b. 40% of SpEd students will make their typical growth in iReady reading overall.
3. 40-45% of the students will make their stretch growth in iReady reading overall
 - a. 40-45% of EL students will make their stretch growth in iReady reading overall
 - b. 15-20% of SpEd students will make their stretch growth in iReady reading overall
4. 5-10% increase in SBA ELA scores

Writing Instruction:**Teacher Outcomes**

1. 100 % of teachers will continue to implement Writing Workshop Units of Study Program.
 - a. Pace out Writing Workshop for narrative, informational, and opinion units.
2. 100% of teachers will collect pre/post student data for each type of writing for quarterly articulation meetings.

Student Outcomes:

1. 20-30% increase in proficient students in all reading domains: phonemic awareness (K-2), phonics (K-5), vocabulary (K-5), fluency (HFW) (K-5), and comprehension (K-5) measured by iReady data (use 3-level placement EOY setting). We hope to see a 11-16% increase in proficient students from Fall to Winter and an additional 9-14% increase in proficient students from Winter to Spring.
2. 65-75% of students will make their typical growth in iReady reading overall
 - a. 50% of EL students will make their typical growth in iReady reading overall
 - b. 50% of SpEd students will make their typical growth in iReady reading overall.
3. 45-50% of students will make their stretch growth in iReady reading overall
 - a. 45-50% of EL students will make their stretch growth in iReady reading overall
 - b. 20-25% of SpEd students will make their stretch growth in iReady reading overall
4. 5-10% increase in SBA ELA scores

Writing Instruction:**Teacher Outcomes**

1. 100% of teachers will attend a professional development about the Conferring Process
2. 100% of teachers will practice the Conferring Process during specified waiver days.

Student Outcomes:

1. 25-35% increase in proficient students in all reading domains: phonemic awareness (K-2), phonics (K-5), vocabulary (K-5), fluency (HFW) (K-5), and comprehension (K-5) measured by iReady data (use 3-level placement EOY setting). We hope to see a 14-20% increase in proficient students from Fall to Winter and an additional 11-15% increase in proficient students from Winter to Spring.
2. 70-80% of students will make their typical growth in iReady reading overall
 - a. 60% of EL students will make their typical growth in iReady reading overall
 - b. 60% of SpEd students will make their typical growth in iReady reading overall
3. 50-55% of students will make their stretch growth in iReady reading overall
 - a. 50-55% of EL students will make their stretch growth in iReady reading overall
 - b. 25-30% of SpEd students will make their stretch growth in iReady reading overall
4. 5-10% increase in SBA ELA scores

Writing Instruction:**Teacher Outcomes**

1. 100% of teachers will Reflect and analyze the effectiveness of Writing Workshop.

- a. Measure student growth by comparing post to pre assessment scores using the provided rubrics.
- b. Use the Learning Progression to discuss student needs and adjust instruction.

Student Outcomes

- 1. 50%- 60% of students in each class will show proficiency in writing determined by writing rubric analyzed quarterly (post assessment).
- 2. 75-85% of students will make 0.5 scaled score growth from pre-assessment to post assessment
- 3. 5-10% increase in SBA ELA scores

Math

Teacher Outcomes

Tier I Instruction:

- 1. 100% of teachers will continue to use math continuum of concrete (manipulatives), visual (model drawing/pictorial representation), and abstract (equations) as a part of their Tier 1 instruction. Teachers will adjust instruction on the continuum based on student needs.

DLT/RTI:

- 1. 100% of teachers will continue to use the Data Learning Team Process to collect and analyze data, to use SMART goals, determine instruction, agree on an evidenced based strategy, then provide intervention.

Student Outcomes

Student Outcomes:

- 1. 55%- 65% of students in each class will show proficiency in writing determined by writing rubric analyzed quarterly (post assessment).
- 2. 80-90% of students will make 0.5 scaled score growth from pre-assessment to post assessment
- 3. 5-10% increase in SBA ELA scores

Math

Teacher Outcomes

Tier I Instruction:

- 1. 100% of teachers will continue to use math continuum of concrete (manipulatives), visual (model drawing/pictorial representation), and abstract (equations) as a part of their Tier 1 instruction. Teachers will adjust instruction on the continuum based on student needs.

DLT/RTI:

- 1. 100% of teachers will continue to use the Data Learning Team Process to collect and analyze data, to use SMART goals, determine instruction, agree on an evidenced based strategy, then provide intervention.

Student Outcomes

Student Outcomes:

- 1. 60%- 70% of students in each class will show proficiency in writing determined by writing rubric analyzed quarterly (post assessment).
- 2. 85-95% of students will make 0.5 scaled score growth from pre-assessment to post assessment
- 3. 5-10% increase in SBA ELA scores

Math

Teacher Outcomes

Tier I Instruction:

- 1. 100% of teachers will start the discussion regarding a math program that will be implemented consistently throughout the school.

Student Outcomes

1. 5%-10% increase in SBA Math proficiency scores from the previous year (2021-2022)
2. After Tier 1 instruction, 70-80% of students will meet the success criteria of the standard after the post assessment as measured by DLT data
3. 15-25% increase in proficient students in iReady Math (use 3-level placement EOY setting). We hope to see a 8-13% increase in student growth from Fall to Winter and 7-12% increase in student growth from Winter to Spring.
4. 60-70% of students will make their typical growth in iReady math overall
5. 35-40% of the students will make their stretch growth in iReady math overall
 - a. 30-35% of EL students will make their stretch growth in iReady reading overall
 - b. 20-25% of SpEd students will make their stretch growth in iReady reading overall

DLT/RTI:

1. 80-90% of the identified Tier 2 students will show one proficiency level increase on the reassessment.
2. 50-60% of the identified Tier 2 students will meet success criteria determined by the teacher created rubric. (average of all cycles and based on students who received RTI/Tier 1 instruction and not absent)

General Learner Outcomes:

Teacher Outcomes

100% of teachers will revisit the state made GLO rubrics and create student friendly rubrics for each grade level.

1. 5%-10% increase in SBA Math proficiency scores from the previous year (2022-2023)
2. After Tier 1 instruction, 70-80% of students will meet the success criteria of the standard after the post assessment as measured by DLT data
3. 20-30% increase in proficient students in iReady Math (use 3-level placement EOY setting). We hope to see a 11-16% increase in student growth from Fall to Winter and 9-14% increase in student growth from Winter to Spring.
4. 65-75% of students will make their typical growth in iReady math overall
5. 40-45% of the students will make their stretch growth in iReady math overall
 - a. 35-40% of EL students will make their stretch growth in iReady reading overall
 - b. 25-30% of SpEd students will make their stretch growth in iReady reading overall

DLT/RTI:

1. 80-90% of the identified Tier 2 students will show one proficiency level increase on the reassessment
2. 55-65% of the identified Tier 2 students will meet success criteria determined by the teacher created rubric. (average of all cycles and based on students who received RTI/Tier 1 instruction and not absent)

General Learner Outcomes:

Teacher Outcomes

100% of teachers will use the school made student friendly GLO rubrics for report card grading

1. 5%-10% increase in SBA Math proficiency scores from the previous year (2023-2024)
2. After Tier 1 instruction, 70-80% of students will meet the success criteria of the standard after the post assessment as measured by DLT data
3. 25-35% increase in proficient students in iReady Math (use 3-level placement EOY setting). We hope to see a 13-18% increase in student growth from Fall to Winter and 12-17% increase in student growth from Winter to Spring.
4. 70-80% of students will make their typical growth in iReady math overall
5. 45-50% of the students will make their stretch growth in iReady math overall
 - a. 40-45% of EL students will make their stretch growth in iReady reading overall
 - b. 30-35% of SpEd students will make their stretch growth in iReady reading overall

DLT/RTI:

1. 80-90% of the identified Tier 2 students will show one proficiency level increase on the reassessment
2. 60-70% of the identified Tier 2 students will meet success criteria determined by the teacher created rubric. (average of all cycles and based on students who received RTI/Tier 1 instruction and not absent)

General Learner Outcomes:

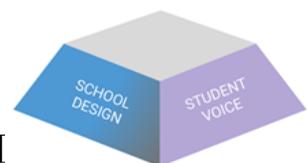
Teacher Outcomes

100% of teachers will continue use the school made student friendly GLO rubrics for report card grading

<p>Student Outcomes 100% of students will revisit the state made GLO rubrics and help to co-create student friendly rubrics for each grade level.</p>	<p>Student Outcomes 100% of students will use the student friendly GLO rubric to self assess</p>	<p>Student Outcomes 100% of students will practice using the student friendly GLO rubric to self assess behavior</p>
<p><i>Why you are implementing them?</i></p> <p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> 1. By selecting common programs in Reading, we are trying to ensure consistency in scope and sequence without any gaps in instruction (ex: Heggerty uses the same hand motions throughout the program and spans multiple grade levels). <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> 1. As we move forward with the Writing Workshop Program, teachers are more familiar with the structure of the lessons, and now we can look at the effectiveness of Tier 1 instruction. <p><u>Math</u></p> <ol style="list-style-type: none"> 1. To continue 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 	<p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> 1. By unpacking Reading Comprehension and Writing Standards, we ensure that the programs that we are using match the standards that we are required to teach. <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> 1. Prior to the COVID disruption to education. We chose a Writing Workshop as our writing program. We started to implement lessons. One aspect that teachers wanted to learn more about was the Conferring Process. Due to COVID, we used the previous year as a rebuilding year for this program and to get reacquainted with it. At this time, we believe that revisiting the Conferring Process at this time would be appropriate for teachers. <p><u>Math</u></p> <ol style="list-style-type: none"> 1. To continue to build our teachers' capacity in understanding our math 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. 2. To create consistency in understanding and 	<p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> 1. As we continue to unpack ELA standards, the next strands are Listening/Speaking and Language. By unpacking these Standards, we ensure that the programs that we are using match the standards that we are required to teach. <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> 1. It has been a total of about 4 years since the school adopted the Writing Workshop as our writing program. We believe it is time to analyze the program and bring to light any shortcomings of the program. If we find out there are areas that need to be addressed, we can start the conversation on how to properly address them. <p><u>Math</u></p> <ol style="list-style-type: none"> 1. As we continue to work on Tier 1 instruction in math, we also hope to incorporate a consistent program that will be used school wide. We will analyze our current program, Stepping Stones, and compare it to other programs that have come out in the recent years, such as Ready Math. We can

<p>teacher will drive instruction towards the abstract.</p> <ol style="list-style-type: none"> 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 To build a bank of strategies to improve Tier 1 instruction <p><u>Response to Intervention</u></p> <ol style="list-style-type: none"> 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><u>General Learner Outcomes</u></p> <ol style="list-style-type: none"> 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>expectations. Teachers will create formative assessments together so the grade level will be consistent with teaching strategies; learning expectations, and success criteria</p> <ol style="list-style-type: none"> To build a bank of strategies to improve Tier 1 instruction <p><u>Response to Intervention</u></p> <ol style="list-style-type: none"> 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><u>General Learner Outcomes</u></p> <ol style="list-style-type: none"> After creating a student friendly rubric that teachers and students can use to measure GLO's, we are now moving on the next step, which is using it as part of a school wide consistent grading system. 	<p>weigh the pros and cons of each program and make a decision on a program we want to use for the whole school.</p> <p><u>Response to Intervention</u></p> <ol style="list-style-type: none"> 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><u>General Learner Outcomes</u></p> <ol style="list-style-type: none"> Monitor and adjust the GLO grading procedures if necessary.
<p><i>How will you know that they are causing an improvement?</i></p> <p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> Increase in ELA proficiency measured by i-Ready 	<p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> Increase in ELA proficiency measured by i-Ready data 	<p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> Increase in ELA proficiency measured by i-Ready data

<p>data</p> <ol style="list-style-type: none"> Increase in SBA ELA scores By analyzing data and through walk-throughs <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> Increase in pre-post assessment performance levels in Writing Workshop assessment rubric Increase in SBA ELA scores <p>Math</p> <ol style="list-style-type: none"> Increase in post assessment data using teacher created tests and rubrics Increase in math proficiency measured by i-Ready data Increase in SBA Math scores <p>Response to Intervention</p> <p>Monitoring - checking RTI binder quarterly and action plan meeting with individual teachers</p> <ul style="list-style-type: none"> Increase in SBA Math proficiency Identified struggling students will show growth on their iReady math diagnostic. Student Learning data: Improvement in all students' pre-post grade level-created assessments, with a focus on identified RTI groupings <p>General Learner Outcomes</p> <p>Monitoring - Increase in Panorama Scores/SQS scores</p>	<ol style="list-style-type: none"> Increase in SBA ELA scores By analyzing data and through walk-throughs <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> Increase in pre-post assessment performance levels in Writing Workshop assessment rubric Increase in SBA ELA scores <p>Math</p> <ol style="list-style-type: none"> Increase in post assessment data using teacher created tests and rubrics Increase in math proficiency measured by i-Ready data Increase in SBA Math scores <p>Response to Intervention</p> <p>Monitoring - checking RTI binder quarterly and action plan meeting with individual teachers</p> <ul style="list-style-type: none"> Increase in SBA Math proficiency Identified struggling students will show growth on their iReady math diagnostic. Student Learning data: Improvement in all students' pre-post grade level-created assessments, with a focus on identified RTI groupings <p>General Learner Outcomes</p> <p>Monitoring - Increase in Panorama Scores/SQS scores</p>	<ol style="list-style-type: none"> Increase in SBA ELA scores By analyzing data and through walk-throughs <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> Increase in pre-post assessment performance levels in Writing Workshop assessment rubric Increase in SBA ELA scores <p>Math</p> <ol style="list-style-type: none"> Increase in post assessment data using teacher created tests and rubrics Increase in math proficiency measured by i-Ready data Increase in SBA Math scores <p>Response to Intervention</p> <p>Monitoring - checking RTI binder quarterly and action plan meeting with individual teachers</p> <ul style="list-style-type: none"> Increase in SBA Math proficiency Identified struggling students will show growth on their iReady math diagnostic. Student Learning data: Improvement in all students' pre-post grade level-created assessments, with a focus on identified RTI groupings <p>General Learner Outcomes</p> <p>Monitoring - Increase in Panorama Scores/SQS scores</p>
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Innovation in Support of the Core: School Design and Student Voice

[, [Version 1], [Date]

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> 1. BOY iReady assessment baseline scores in: <ol style="list-style-type: none"> a. Phonemic Awareness b. Phonics c. High Frequency Words d. Vocabulary e. Comprehension: Literature and Informational text <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> 1. Baseline measurement for writing will be pre-assessment data from the Writing Workshop program. Pre-assessments will be given and compared to post assessments to measure the effectiveness of the program. <p><u>Math</u> <u>Tier I Instruction:</u></p> <ol style="list-style-type: none"> 1. BOY iReady assessment baseline scores in: <ol style="list-style-type: none"> a. Numbers and Operations b. Algebra and Algebraic Thinking 	<p><i>Add throughout the year measurements here.</i></p> <p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> 1. MOY iReady assessment: We hope to see a 8-13% increase in proficient students from Fall to Winter in all categories. <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> 1. By the middle of the school year 100% of students will have completed the writing workshop (pre/post-assessment) process of at least one writing genre. <p><u>Math</u> <u>Tier I Instruction:</u></p> <ol style="list-style-type: none"> 1. MOY iReady assessment: We hope to see a 8-13% increase in student growth from Fall to Winter in all categories. 5%-10% increase in SBA Math 	<p><i>Add end of the year measurements here.</i></p> <p><u>Language Arts</u> <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> 1. 15-25% increase in proficient students in all reading domains: phonemic awareness, phonics, vocabulary, fluency, and comprehension measured by iReady data (use 3-level placement EOY setting). We hope to see a 8-13% increase in proficient students from Fall to Winter and a 7-12% additional increase in proficient students from Winter to Spring. 2. 5-10% increase in SBA ELA scores <p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> 1. 50%- 60% of students in each class will show proficiency in each writing genre determined by writing rubric analyzed quarterly (post assessment). 2. 100% of students will make ½ grade level growth from pre-assessment to post assessment for each writing genre. <p><u>Math</u> <u>Tier I Instruction:</u></p> <ol style="list-style-type: none"> 1. 15-25% increase in proficient students in iReady Math (use 3-level placement EOY setting). We hope to see a 8-13% increase in student growth from

<p>c. Measurement and Data d. Geometry</p> <p>2. Pre-assessment data form DLT cycles (2x a quarter)</p> <p><u>DLT/RTI:</u></p> <p>1. Through the DLT process, students who do not meet the success criteria will go through the RTI process. The student score from the DLT post assessment will be the baseline for RTI.</p> <p><u>GLO's</u> 100% of grade levels will begin revisiting state made GLO rubrics and begin co-creating student friendly GLO rubrics.</p>	<p>proficiency scores from the previous year (2021-2022)</p> <p>2. After Tier 1 instruction, 70% - 80% of students will meet the success criteria of the standard after the post assessment as measured by DLT data</p> <p><u>DLT/RTI:</u></p> <p>1. 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.</p> <p>2. 50% of the identified Tier 2 students will meet success criteria determined by the teacher created rubric.</p> <p><u>GLO's</u> 100% of grade levels will have a co-constructed student friendly GLO rubric for at least 3 GLOs.</p>	<p>Fall to Winter and 7-12% increase in student growth from Winter to Spring.</p> <p>2. 5%-10% increase in SBA Math proficiency scores from the previous year (2021-2022)</p> <p>3. Analyze data from all DLT cycles to figure out if we met our goal of 70% - 80% of students meeting the success criteria of the standard after the post assessment as measured by DLT data</p> <p><u>DLT/RTI:</u></p> <p>1. Analyze data from all RTI cycles to figure out if we met our goal of 80-90% of the identified Tier 2 students showed 1 proficiency level increase on the reassessment. The reassessment will be given after the DLT post-assessment.</p> <p>2. Analyze data from all RTI cycles to figure out if 50% of the identified Tier 2 students met success criteria determined by the teacher created rubric.</p> <p><u>GLO's</u> 100% of grade levels will have a co-constructed student friendly GLO rubric for all GLOs.</p>
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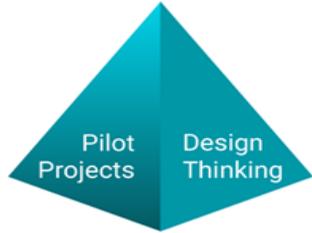
Teacher & Student Outcomes (SY 2022-23)

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)
<p>Language Arts <u>Reading Tier I/II Instruction:</u> Teacher Outcomes:</p> <ol style="list-style-type: none"> 1. 100% of teachers will receive training in programs they are unfamiliar with to help with implementation (Heggerty, OG, Anita Archer, etc.) <ol style="list-style-type: none"> a. Sign-in Sheet at Training 2. 100% of grade levels will pace out the programs for the whole school year and align lessons with standards <ol style="list-style-type: none"> a. Pacing Guide 3. 100% of teachers will implement agreed upon programs <ul style="list-style-type: none"> - Phonemic Awareness: Heggerty - Phonics: Orton Gillingham - Fluency, Vocabulary, Comprehension: Wonders <ol style="list-style-type: none"> a. Walk Through and Student Work <p>Student Outcomes:</p> <ol style="list-style-type: none"> 1. 15-25% increase in proficient students in all reading domains: phonemic awareness, phonics, vocabulary, fluency, and comprehension measured by iReady data (use 3-level placement EOY) 	<p>Language Arts <u>Reading Tier I/II Instruction:</u></p> <ol style="list-style-type: none"> 1. Decide on a consistent program for: phonemic awareness, phonics, vocabulary, fluency, and comprehension. 2. Determine and agree upon implementation of programs/instruction within and between grade levels 3. Monitor implementation by collecting assessment data (iReady, SBA, student work) and through classroom observations 	<ol style="list-style-type: none"> 1. End of SY 2021-2022 2. Summer 2022 3. SY 2022-2024 	18902	iReady Assessments (BOY, MOY, EOY) Walk-throughs SBA Data Learning Team check-in on literacy initiatives such as OG, Heggerty, and Wonders	3 times/year Quarterly Annual Bi-monthly	

<p>setting). We hope to see a 8-13% increase in proficient students from Fall to Winter and an additional 7-12% increase in proficient students from Winter to Spring.</p> <ol style="list-style-type: none"> 2. 60-70% of students will make their typical growth in iReady reading overall 3. 5-10% increase in SBA ELA scores <p><u>Writing Instruction:</u></p> <p>Teacher Outcomes</p> <ol style="list-style-type: none"> 1. 100 % of teachers will continue to implement Writing Workshop Units of Study Program. <ol style="list-style-type: none"> a. Pace out Writing Workshop for narrative, informational, and opinion units. 2. 100% of teachers will collect pre/post student data for each type of writing for quarterly articulation meetings. <ol style="list-style-type: none"> a. Measure student growth by comparing post to pre assessment scores using the provided rubrics. b. Use the Learning Progression to discuss student needs and adjust instruction. <p>Student Outcomes</p> <ol style="list-style-type: none"> 1. 50%- 60% of students in each class will show proficiency in writing determined by writing rubric 	<p><u>Writing Instruction:</u></p> <ol style="list-style-type: none"> 1. Continue to implement Writing Workshop Units of Study Program. <ol style="list-style-type: none"> a. Pace out Writing Workshop for narrative, informational, and opinion units. 2. Monitor implementation by collecting pre/post student data for each type of writing at quarterly articulation meetings <ol style="list-style-type: none"> a. Measure student growth by comparing post to pre assessment scores using the provided rubrics. b. Use the Learning Progression to discuss student needs and adjust instruction. 					
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<p>analyzed quarterly (post assessment).</p> <ol style="list-style-type: none"> 75-85% of students will make 0.5 scaled score growth from pre-assessment to post assessment 5-10% increase in SBA ELA scores 						
<p>Math Teacher Outcomes <u>Tier I Instruction:</u> 100% of teachers will continue to use math continuum of concrete (manipulatives), visual (model drawing/pictorial representation), and abstract (equations) as a part of their Tier 1 instruction. Teachers will adjust instruction on the continuum based on student needs.</p> <p><u>DLT/RTI:</u> 100% of teachers will continue to use the Data Learning Team Process to collect and analyze data, to use SMART goals, determine instruction, agree on an evidenced based strategy, then provide intervention.</p> <p>Student Outcomes</p> <ol style="list-style-type: none"> 5%-10% increase in SBA Math proficiency scores from the previous year (2021-2022) After Tier 1 instruction, 70-80% of students will meet the success criteria of the standard after the post assessment as measured by DLT data 15-25% increase in proficient students in iReady Math (use 3-level placement EOY setting). We hope to 	<p>Math <u>Tier I Instruction:</u> Teachers will continue to use math continuum of concrete (manipulatives), visual (model drawing/pictorial representation), and abstract (equations) as a part of their Tier 1 instruction. Teachers will adjust instruction on the continuum based on student needs.</p> <p><u>DLT/RTI:</u> We will continue to use the Data Learning Team Process to collect and analyze data, to use SMART goals, determine instruction, agree on an evidenced based strategy, then provide intervention.</p>	Yearlong	18902	Data Learning Teams process check-in (% of students who met success criteria on each cycle; % of students who showed at least one proficiency level of growth on RTI reassessment)	Bi-monthly	

<p>see a 8-13% increase in student growth from Fall to Winter and 7-12% increase in student growth from Winter to Spring.</p> <p>4. 60-70% of students will make their typical growth in iReady math overall</p> <p><u>DLT/RTI:</u></p> <p>1. 80-90% of the identified Tier 2 students will show progress (based on success criteria) on the reassessment. The reassessment will be given after the DLT post-assessment.</p> <p>2. 50-60% of the identified Tier 2 students will meet success criteria determined by the teacher created rubric. (average of all cycles and based on students who received RTI/Tier 1 instruction and not absent)</p>						
<p>General Learner Outcomes:</p> <p>Teacher Outcomes 100% of teachers will revisit the state made GLO rubrics and create student friendly rubrics for each grade level.</p> <p>Student Outcomes 100% of students will revisit the state made GLO rubrics and help to co-create student friendly rubrics for each grade level.</p>	<p>General Learner Outcomes Create a student friendly rubric to grade GLOs schoolwide</p>	Yearlong	18902 42101			



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><u>Attendance:</u></p> <ol style="list-style-type: none"> 1. Sundays Project (PACT)- focused on families that are newcomers to the public school system, however that doesn’t mean that parents who are not newcomers weren’t allowed to participate, they discuss parenting habits that support schools, funding issue- if we want to use Title II & ESSR funds it is a possibility 2. Daily Walking School Bus to provide a consistent and safe way for students to come to school. <p><u>Inclusive Practices - Universal Design Learning:</u></p> <ol style="list-style-type: none"> 1. Building foundation knowledge about Inclusive Practices amongst the whole faculty <ol style="list-style-type: none"> 1. Student choice, accepting multiple means of output, multiple ways of presenting information 2. Develop Bank of UDL strategies by finding out what we already do at Fern 3. Identify areas in UDL we need to expand 	<p><i>Please describe your conditions for Success:</i></p> <p>Attendance: Decrease of chronically absent students by 25% compared to school year 2021-2022.</p> <p>IP - UDL: Create a list of strategies we already use and a list of areas in UDL that we need to expand.</p>

