Academic Plan for School Year 2023-24

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 systematized 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).


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: Glen Miyasato
Date: 02/17/2023

Complex Area Superintendent (print): Rochelle Mahoe
Complex Area Superintendent’s signature: 4/14/2023

[Fern Elementary School], [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.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>What is your Theory of Action (if-then) to improve the achievement gap?</td>
<td>What are your <strong>Enabling Activities</strong> to improve the achievement gap?</td>
</tr>
</tbody>
</table>

**Language Arts (Responsive Capacity Building, ESSER)**

Over the past 2 years, even through COVID, we have made steady gains in Language Arts proficiency as measured by the Smarter Balanced Assessment.

- 2018-2019: 24% Proficiency
- 2019-2020: No Test
- 2020-2021: 29% Proficiency
- 2021-2022: 35% Proficiency

EL Proficiency: Achievement gap of about 15% each year over the last 2 years compared to all testing students.

SPED Proficiency: Achievement gap of 25% last year compared to all testing students.

**Language Arts**

In the school year 2022-2023 we made school wide agreements on reading programs that address phonemic awareness, phonics, vocabulary, fluency, and comprehension. We started implementation of all programs with a specific emphasis on phonics, a recognized area of need for our students. Through walkthrough observations, we believe teachers have gotten a good grasp of the Orton Gillingham Phonics program. Now we will focus on the next component of reading, vocabulary.

We also completed a full year using the writing program Writing Workshop. After a full year of implementation, there have been some questions regarding the rubric used to grade the writing pieces. We would like to

**Reading Instruction:**

**Fern Literacy Plan**

1. Refresher on vocabulary by rewatching Anita Archer’s Vocabulary PD videos for upper and lower grades.
2. Review school level agreements on each of the 5 components of the vocabulary program.
3. 2 Cycles of professional learning process - Explicit instruction of vocabulary 1st semester and Independent word-learning strategies 2nd semester (OG Morphology training 5/5/23)
4. Monitor implementation by collecting assessment data (JReady, SBA, student work) and through classroom observations.

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[Fern Elementary School], [Version 1], [Date]
<table>
<thead>
<tr>
<th><strong>Disadvantaged Proficiency:</strong> Achievement gap of about 3% over the last 2 years compared to all testing students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Instruction:</strong> If we will implement the 5 components of a vocabulary program (high quality classroom language, shared reading, explicit vocabulary instruction, word learning strategies, and wide independent reading), as recommended by Anita Archer, students will develop a stronger foundation in reading comprehension.</td>
</tr>
<tr>
<td><strong>Writing Instruction:</strong> If we align our writing lessons with our writing rubrics, teachers and students will have a better understanding of what needs to be taught and what needs to be produced for a proficient writing piece.</td>
</tr>
<tr>
<td><strong>EL Instruction:</strong> If we implement high leverage strategies to achieve our school and complex strategic goals in the EL Success Plan, we will improve the educational experiences and outcomes for EL students.</td>
</tr>
<tr>
<td><strong>SPED Instruction:</strong> If we continue to implement Inclusive Practices (collaboration between SPED and Inclusion teacher to address individual student needs), we can provide alternate ways for students to demonstrate learning. Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples), we will improve the educational experiences and outcomes for our SPED students.</td>
</tr>
<tr>
<td><strong>5.</strong> Quarterly ART meeting to review and monitor Data Learning Team progress and the pacing of each grade level.</td>
</tr>
<tr>
<td><strong>Writing Instruction:</strong></td>
</tr>
<tr>
<td>1. Analyze the different rubrics used for quarterly writing pieces and check on how it aligns to instruction. If further instruction is required, grade levels will create lessons that address gaps.</td>
</tr>
<tr>
<td>2. Monitor implementation by collecting pre/post student data for each type of writing at quarterly articulation meetings</td>
</tr>
<tr>
<td>a. Measure student growth by comparing post to pre assessment scores using the provided rubrics.</td>
</tr>
<tr>
<td>b. Use the Learning Progression to discuss student needs and adjust instruction.</td>
</tr>
<tr>
<td><strong>EL Instruction:</strong></td>
</tr>
</tbody>
</table>
| [FERN - FKK Comprehensive EL Plan Template (rev. ...]

Strategic Goal 1: Share Fern EL Success Plan (Comprehensive Plan) with faculty and staff

Strategic Goal 2: Continue to implement the Newcomer program using guidance from PREL. Implementing the standards-based curriculum programs that were identified to create a comprehensive, school-wide ELA program.

Strategic Goal 3: Provide teachers support and planning time using 21-hour PD to collaboratively plan OG and
literacy lessons. Coaches to provide feedback and support on CPL strategies using walkthrough protocol.

Strategic Goal 4: Utilize PREL parent communication guide (which is already translated in Chukese and Marshallese). Parent engagement activities (Principal Coffee Hours, Fun Fair, Literacy Night, STEM Night)

Strategic Goal 5: Share Can Do descriptors and give information about "leveling up" students. Annual sharing of ACCESS data. Analyze quarterly writing data to inform instruction

**SPED Instruction:**

1. Align IEP goals with Tier 1/Tier 2 instructional practices of the grade levels
2. Teachers will be given resources needed to develop IEP goals using GoalBook
3. Ensure IEP goals are written with Inclusive Practices in mind
4. Continue Inclusive Practices Professional Development
5. Data Binders with evidence from aligned IEP goals with Tier 1/Tier 2 instructional goals of the grade level. Broken down by content areas (ELA, Math, Behavior, Speech, etc.)
6. PD on data collection for entire SPED department
7. April 21st IP meeting decision will be made regarding: Supervision/instruction for students of PPEs will be across the grade level. PPEs will be deployed according to needs by lower and upper grades. EA will remain under supervision of SPED teacher
Math (Responsive Capacity Building and Action-Oriented Data Decision-Making, ESSER)

We finally stopped a 5 year slide in Math proficiency based on the Smarter Balanced Assessment. We doubled our proficiency score from 15% to 30%, the highest proficiency rating in the last 6 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Proficiency</th>
</tr>
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<tbody>
<tr>
<td>2018-2019</td>
<td>21%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>No Test</td>
</tr>
<tr>
<td>2020-2021</td>
<td>15%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>30%</td>
</tr>
</tbody>
</table>

EL Proficiency: Achievement gap of about 17% last year

SPED Proficiency: Achievement gap of 20% last year

Disadvantaged Proficiency: Achievement gap of 1% last year

Math

If our school continues our multi-year initiative to take a deep dive into math through our Data Learning Teams process, teachers will develop effective Tier 1 teaching strategies to improve student learning resulting in higher student proficiency rates. In doing so, we are creating a bank of agreed upon strategies and assessments for the grade level to use and to help new teachers who may come into the grade level.

If we keep to our teacher-created pacing guides and teach all of the grade level math standards, students will have the necessary skills required for the following grade level.

If we identify the most essential math skills needed for students to be successful in the following grade level and make agreements to ensure the majority of the students have them at the end of the school year, then students will have a better chance of being proficient in the following grade level.

**EL Instruction:** Same as Language Arts

**SPED Instruction:** Same as Language Arts

Math

1. Each grade level will go through The Data Learning Team process about once every two weeks. Teachers will continue to work on understanding standards, creating common assessments, agreeing upon common teaching strategies, common success criteria, identifying student errors and responding with interventions, and identifying adjustments that need to be made. Student data is monitored to ensure Tier 1 instruction is effective.

2. Quarterly ART meeting to review and monitor Data Learning Team progress and the pacing of each grade level (Coaches to give % of how many standards have been deconstructed w/ instructional strategies & assessment; monitoring Post/RTI reassessment %)

3. Articulation between grade levels to determine the essential skills students need to be successful in the following grade and make agreements to ensure the skills are taught and retained.

4. Create a plan to ensure mastery of agreed upon skills. (possibly bell work, IXL)

**EL Instruction:** Same as Language Arts

**SPED Instruction:** Same as Language Arts
| General Learner Outcomes (Healthy Habits, Healthy Schools, ESSER) | If 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. | Use a student friendly rubric for student self-assessment and report card grading.  
1. Decide on process |
| Computer Science | If we have an understanding of the CS and CSTA standards, we can see what we are already doing in our school and what we need to add to ensure that standards are being taught. | Provide professional development by CS Lead Team:  
1. CSTA standards  
2. ISTE CS Educator  
3. Code.org  
4. Common Sense Digital Media Citizenship |
| HMTSS | If we implement a comprehensive HMTSS, Fern students will thrive academically, socially/emotionally, behaviorally, and physically. The two focus areas are student safety and attendance. | 1. Analyze our Fern HMTSS to check that it is comprehensive and systematized.  
2. Determine the data we need to collect to see if we are effective in terms of HTMSS.  
3. Use identified data to monitor effectiveness of our supports for students and identify areas for improvement. |

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

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

Date]
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

<table>
<thead>
<tr>
<th>SY 2023-24 Measurable Outcomes</th>
<th>SY 2024-25 Measurable Outcomes</th>
<th>SY 2025-26 Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your <strong>Measurable Outcomes</strong> around School Design and Student Voice? What are you designing?</td>
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<td>What are your <strong>Measurable Outcomes</strong> around School Design and Student Voice? What are you designing?</td>
</tr>
</tbody>
</table>

**Language Arts Reading Instruction:**

1. All teachers will watch vocabulary instruction based on Anita Archer's strategies.
2. All grade levels will come up with an agreed upon plan on how each of the 5 components of effective vocabulary learning strategies will be implemented throughout the year.
3. All classes will implement explicit instruction of vocabulary in their classes, monitored through classroom observations. All classes will implement independent word-learning strategies in the 2nd semester, monitored through classroom observations.
4. All grade levels will provide assessment data (iReady, SBA, student work). All classroom observations to monitor vocabulary initiatives will be done.
5. All scheduled ART meetings will be held to review and monitor Data Learning Team progress and the pacing of each grade level.

**Language Arts Reading Instruction:**

1. Monitor Previous Year Implementation:
   a. Grade levels K-2 will analyze Phonemic Awareness data from classroom assessments and iReady and make adjustments if necessary.
   b. All grade levels will analyze Phonics data from classroom assessments and iReady and make adjustments if necessary.
   c. All grade levels will analyze Vocabulary data from classroom assessments and iReady and make adjustments if necessary.
2. Analyze the other 2 components of reading: fluency strategies and comprehension strategies
3. Build WestEd EL initiative capacity amongst teachers in the school
4. EL teachers begin initial implementation of best practices from complex EL initiative

**Language Arts Reading Instruction:**

1. Unpacking ELA Reading Standards
   a. Reading Comprehension Standards
   b. Take a deep dive into our Literacy program and how it aligns to standards
2. All grade levels will participate in vertical articulation to see how their scope and sequence (Literacy) aligns with the grade above and grade below
3. Receive training in best practices for academic discourse and begin initial implementation
4. Receive training in best practices to include language objectives across all content areas.
5. 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.
### Writing Instruction:

1. All grade levels will analyze the different rubrics used for quarterly writing pieces and align it to instruction.
2. All grade levels will bring student data for each type of writing at quarterly articulation meetings; measure student growth by comparing post to pre assessment scores using the provided rubrics; use the Learning Progression to discuss student needs and adjust instruction.

### Math

1. All grade levels will go through The Data Learning Team process (includes Response to Intervention) about once every two weeks. Teachers will continue to work on understanding standards, creating common assessments, agreeing upon common teaching strategies, common success criteria, identifying student errors and responding with interventions, and identifying adjustments that need to be made. Student data is monitored to ensure Tier 1 instruction is effective.
2. All Quarterly ART meetings will be held to review and monitor Data Learning Team progress and the pacing of each grade level.
3. A school wide agreement will be made to show cross articulation agreements determining the

### Writing Instruction:

1. Unpack writing standards
2. PD on the writing process/opportunities for teachers to use best practices
3. PD On-Demand Writing (SBA)

### Writing Instruction:

1. Develop school-wide agreements on writing instruction.

### Math

1. Receive PD for a new Math program to be rolled out the upcoming school year.
2. Increase SBA score from 40% proficiency to 45%

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Essential skills students need to be successful in the following grade and make agreements to ensure the skills are taught and retained.

- ELO opportunities

4. A plan for each grade level to show how students will master agreed upon skills. (possibly bell work, IXL, should start in 1st Q and continue until the end of 4th Q)
   - ELO opportunities

5. Increase SBA score from 30% proficiency to 35%.

### General Learner Outcomes:

1. All teachers will revisit the state made GLO rubrics and create student friendly rubrics for each grade level.

### HMTSS

1. HMTSS team will be trained as part of State Cohort 2 training.
2. HMTSS team will share basic understanding of with staff.
3. Faculty will collaborate on updating our HMTSS graphic showing all our supports in the 4 domains.
4. **ATTENDANCE:** HMTSS team will develop and implement a plan for improving average daily attendance (ADA) by 2% over the 2022-2023 ADA. Refine and enhance current positive incentives for attending school and for parent education on the importance of school attendance. Work with State DOE and BOE to revise current consequences for truancy and educational neglect.

### General Learner Outcomes:

1. All teachers will use the school made student friendly GLO rubrics for report card grading.

### HMTSS

1. HMTSS team will determine data that will be collected to monitor effectiveness of our system.
2. We will implement the collection and analysis of data.
3. Action steps in Blueprint for improving our HMTSS will be implemented. These include the immediate next steps to review and revise the Behavior Domain matrices and to enhance positive behavior supports (e.g., GLO recognition, Eagle Point Store expansion)
4. Continue to refine our Attendance Improvement Plan so as to increase ADA to 95%.
5. SEL Domain: Complete faculty PD on Trauma-Informed Schools modules. Develop plan.

### General Learner Outcomes:

1. All teachers will implement the best practice of giving students the opportunity to use the GLO rubric to self assess their own behavior.

### HMTSS

1. Using the State HMTSS Implementation Continuum rubric, we will continue to determine and implement action steps for improving our system of supports.
a. Reexamine current attendance system with our Attendance Intervention Team
   i. Teacher call when students are absent 3-4 days
   ii. Counselor call 5-9
   iii. Attendance letter go out to parents at absence number 10
   iv. Home visit at 15
   v. Meeting with Admin at absence number 20
b. Implement incentive program for students
c. Implement incentive program for parents
d. School run Sundays Project: Educate parents on the importance of school

5. Team will communicate school HMTSS systems and support with students, staff, and families.
6. Develop team understanding of HMTSS Implementation Continuum Rubric and Blueprint.
   Complete Fern School HMTSS Blueprint (including revision of Behavior Domain matrices, enhancement of positive behavior supports, and continued PD on trauma-informed school.)

<table>
<thead>
<tr>
<th>Computer Science</th>
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<th>Computer Science</th>
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</thead>
<tbody>
<tr>
<td>1. All teachers will receive PD on CS and CSTA standards. Professional development by CS Lead Team:</td>
<td>1. Full implementation of CS and CSTA standards</td>
<td>1. Continue to build capacity with teacher trainings based on identified student needs</td>
</tr>
<tr>
<td>a. CSTA standards</td>
<td>2. Continue to build capacity with teacher trainings based on identified student needs</td>
<td>2. Monitor implementation through regular CS Team meetings</td>
</tr>
<tr>
<td>b. ISTE CS Educator</td>
<td>3. Monitor implementation through regular CS Team meetings</td>
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<tr>
<td>c. Code.org</td>
<td></td>
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<tr>
<td>d. Common Sense Digital Media Citizenship</td>
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</tbody>
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[Fern Elementary School], [Version 1], [Date]
<table>
<thead>
<tr>
<th>Why are you implementing them?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Reading Instruction:</strong> As the school has made progress in implementing consistent programs in both phonemic awareness and phonics, we will now focus on vocabulary strategies recommended by Anita Archer. All part of our school’s effort to create consistency in reading instruction.</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Reading Instruction:</strong> As we shift our attention from vocabulary to fluency and comprehension, we want to continue monitoring our progress in phonemic awareness, phonics, and vocabulary.</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
</tr>
<tr>
<td><strong>Reading Instruction:</strong> Now that we are implementing the 5 components of an effective reading program, we want to go back to ensure that all ELA reading standards are being addressed.</td>
</tr>
<tr>
<td><strong>Writing Instruction:</strong> 1. Based on teacher/curriculum coaches’ input and student work, we believe that ensuring the alignment of writing lessons to the grading rubric is critical for student and teacher success. Being clear on expectations and ensuring we teach what</td>
</tr>
<tr>
<td><strong>Writing Instruction:</strong> 1. To take a deep dive into our writing standards to ensure that we are teaching all the standards required for writing.</td>
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<tr>
<td><strong>Writing Instruction:</strong> 1. To create school-wide consistency in writing.</td>
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<tr>
<td><strong>Writing Instruction:</strong> 2. To help teachers develop their own writing skills, which will better their writing instruction.</td>
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</tbody>
</table>
is expected on the grading rubric would be a good first step to improving student writing.

<table>
<thead>
<tr>
<th>Math</th>
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</thead>
<tbody>
<tr>
<td>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 teacher will drive instruction towards the abstract.</td>
<td>1. To create school wide consistency in math that we have been developing in reading. To do this, we will analyze our current math program, Stepping Stones. We will also start to take a look at other math programs to see which best fits our student needs.</td>
<td>1. To understand the pacing of the new math curriculum, the instructional strategies, and resources the program provides.</td>
</tr>
<tr>
<td>2. 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.</td>
<td></td>
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<tr>
<td>3. To build a bank of strategies to improve Tier 1 instruction.</td>
<td></td>
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<tr>
<td>4. To identify the most essential math skills necessary for students to be successful and ensure that each grade level is accountable for student mastery by the end of the school year.</td>
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</table>

**General Learner Outcomes**

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

**General Learner Outcomes**

After creating a student-friendly rubric that teachers and students can use to measure GLO's, we are now moving on to the next step, which is using it as part of a school-wide consistent grading system.

**General Learner Outcomes**

To give students the opportunity to reflect on how their words and actions affect their GLO grades and allow for teachers to give feedback if there is a discrepancy between the student's self assessment and their actual grade.
<table>
<thead>
<tr>
<th>Achievement will increase</th>
<th>HMTSS</th>
<th>HMTSS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HMTSS</strong></td>
<td>To build a shared understanding of the 4 Core Components and 4 Domains of the HMTSS. To clearly see the current supports that are in place. To address our Chronic Absenteeism rate (58% in 2022). Support for learning cannot be accessed if the student is not in school. We would like to also address student safety to ensure students feel safe in school. If students do not feel safe, learning is not a priority.</td>
<td>Continue to look at our attendance data and Panorama data to see if there is improvement in both areas of attendance and student safety. This will give us feedback on the effectiveness of our current supports. If there is little to no change, we will need to analyze why our plan is not working and make adjustments.</td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td>To help teachers develop a firm understanding of what needs to be taught for the computer science curriculum along with the tools they will need to teach it.</td>
<td>Analyze our progress in attendance and student safety and decide if we can move on to other priorities within the HMTSS domains.</td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td><strong>Reading Instruction</strong></td>
<td><strong>Reading Instruction</strong></td>
</tr>
<tr>
<td><strong>Reading Instruction</strong></td>
<td>1. Increase in ELA proficiency measured by i-Ready data in vocabulary. Based on 2021-2022 iReady data, 45% of students were on grade level. We hope to get at least 50% of students on grade level. 2. 66% of students will make their typical growth in iReady reading overall</td>
<td>1. Increase in ELA proficiency measured by i-Ready data in comprehension. Overall from 27% to 32% on grade level at the end of the year. 2. Increase in student fluency from beginning of the year to end of the year monitored by monthly assessments provided Wonders</td>
</tr>
<tr>
<td><strong>How will you know that they are causing an improvement?</strong></td>
<td><strong>Computer Science</strong></td>
<td><strong>Computer Science</strong></td>
</tr>
<tr>
<td></td>
<td>To align with our complex initiative to have 100% of schools implement their computer science curriculum.</td>
<td>To continue to help build teacher understanding and instructional strategies in teaching the computer science curriculum and identify areas of needs.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Writing Instruction:</th>
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<th>Writing Instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase in pre-post assessment performance levels in Writing Workshop assessment rubric</td>
<td>1. Increase in pre-post assessment performance levels in Writing Workshop assessment rubric</td>
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</tr>
<tr>
<td>2. Increase in SBA ELA scores</td>
<td>2. Increase in SBA ELA scores</td>
<td>2. Increase in SBA ELA scores</td>
</tr>
</tbody>
</table>

**Math**

1. Increase in post assessment data using teacher created tests and rubrics. 70% of students will meet success criteria. 50% of those who did not meet the success criteria will make 1 proficiency level increase after RTI.
2. Increase in math proficiency measured by i-Ready data from 40% of students on grade level in school year 2021-2022 to 50% in 2023-2024.

<table>
<thead>
<tr>
<th>Math</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Increase in post assessment data using teacher created tests and rubrics. 75% of students will meet success criteria. 55% of those who did not meet the success criteria will make 1 proficiency level increase after RTI.</td>
<td>1. Increase in post assessment data using teacher created tests and rubrics. 75% of students will meet success criteria. 55% of those who did not meet the success criteria will make 1 proficiency level increase after RTI.</td>
<td>1. Increase in post assessment data using teacher created tests and rubrics. 80% of students will meet success criteria. 60% of those who did not meet the success criteria will meet the success criteria after RTI. 90% of students of those who did not meet success criteria will make 1 proficiency level increase after RTI.</td>
</tr>
<tr>
<td>2. Increase in math proficiency measured by i-Ready data from 50% of students on grade level to 55%</td>
<td>2. Increase in math proficiency measured by i-Ready data from 50% of students on grade level to 55%</td>
<td>2. Increase in math proficiency measured by i-Ready data from 55% of students on grade level to 60%</td>
</tr>
<tr>
<td>3. Increase in SBA Math scores from 35% to 40%</td>
<td>3. Increase in SBA Math scores from 35% to 40%</td>
<td>3. Increase in SBA Math scores from 40% to 45%</td>
</tr>
</tbody>
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[Fern Elementary School], [Version 1], [Date]
### General Learner Outcomes
1. Monitoring - Increase in Panorama Scores/SQS scores
2. Monitor report card data

### HMTSS
1. Increase teacher understanding and awareness of HMTSS measured by teacher survey.
2. Attendance improvement will be measured by our Average Daily Attendance and analysis of our Chronic Absenteeism tracker.
3. Student safety improvement measured by Panorama.

### Computer Science
1. Increase teacher understanding and awareness of CS and CSTA standards measured by teacher survey.
2. Teacher-created pacing guide for all CS standards.

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

**FOCUS ON SY 2023-24:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
</table>

[Fern Elementary School], [Version 1], [Date]
1. **MOY iReady assessment:**
   a. Phonemic Awareness: 30% more students will be on grade level
   b. Phonics: 25% more students will be on grade level
   c. High Frequency Words: 25% more students will be on grade level
   d. Vocabulary: 15% more students will be on grade level
   e. Comprehension Literature: 15% more students will be on grade level
   f. Comprehension Informational Text: 15% more students will be on grade level

2. **EOY iReady Assessment Growth**
   a. 66% of students will make their typical growth in iReady reading overall
      i. 40% of EL students will make their typical growth
      ii. 40% of SPED students will make their typical growth
   b. 36% of students will make their stretch growth in iReady reading overall
      i. 40% of EL students will make their stretch growth
<table>
<thead>
<tr>
<th>Writing</th>
<th>Writing</th>
<th>Writing</th>
</tr>
</thead>
</table>
| 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 aligning lessons to the grading rubric.  
2. 50%-60% of students in each class will show proficiency in each writing genre determined by writing rubric analyzed quarterly (post assessment).  
3. 100% of students will make $\frac{1}{2}$ grade level growth from pre-assessment to post assessment for each writing genre. | 1. Another measurement will be taken for another genre of writing. Pre-assessments will be given and compared to post assessments to measure the effectiveness of the aligning lessons to the grading rubric.  
2. 50%-60% of students in each class will show proficiency in each writing genre determined by writing rubric analyzed quarterly (post assessment).  
3. 100% of students will make $\frac{1}{2}$ grade level growth from pre-assessment to post assessment for each writing genre. | 1. Another measurement will be taken for another genre of writing. Pre-assessments will be given and compared to post assessments to measure the effectiveness of the aligning lessons to the grading rubric.  
2. 50%-60% of students in each class will show proficiency in each writing genre determined by writing rubric analyzed quarterly (post assessment).  
3. 100% of students will make $\frac{1}{2}$ grade level growth from pre-assessment to post assessment for each writing genre.  
4. 45% of students proficient in SBA |

<table>
<thead>
<tr>
<th>Math</th>
<th>Math</th>
<th>Math</th>
</tr>
</thead>
</table>
| 1. BOY iReady assessment baseline scores in:  
   a. Numbers and Operations  
   b. Algebra and Algebraic Thinking  
   c. Measurement and Data  
   d. Geometry  
2. Pre/Post-assessment data from DLT cycles (2x a quarter) and RTI. After Tier 1 instruction, 70% of students will meet the success criteria of the standard after the post assessment as measured by | 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 proficiency scores from the previous year (2021-2022)  
2. Pre/Post-assessment data from DLT cycles (2x a quarter) and RTI. After Tier 1 instruction, 70% of students will meet the success criteria of the standard after the post assessment as measured by | 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 Fall to Winter and 7-12% increase in student growth from Winter to Spring.  
2. Pre/Post-assessment data from DLT cycles (2x a quarter) and RTI. After Tier 1 instruction, 70% of students will meet the success criteria of the standard after the post assessment as measured by |

[Fern Elementary School], [Version 1], [Date]
### Teacher & Student Outcomes (SY 2023-24)

<table>
<thead>
<tr>
<th>GLO's</th>
<th>GLO's</th>
<th>GLO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of grade levels will begin revisiting state made GLO rubrics and begin co-creating student friendly GLO rubrics.</td>
<td>100% of grade levels will have a co-constructed student friendly GLO rubric for at least 3 GLOs.</td>
<td>100% of grade levels will have a co-constructed student friendly GLO rubric for all GLOs.</td>
</tr>
</tbody>
</table>

**HMTSS**

By December of 2023 the HMTSS Team will have finalized the school's HMTSS Blueprint. This will include an Attendance Improvement Plan to be implemented in 2023-2024. The Fern HMTSS will be understandably summarized and publicized in a pamphlet for students, staff and families.

**HMTSS**

2023-2024 will be the year for implementation of the HMTSS Blueprint and Attendance Improvement Plan.

**HMTSS**

Refinements and revisions to the HMTSS Blueprint based on analysis of monitoring data.

### Computer Science

All teachers will take a CSTA survey to find out what teachers already know about the CS standards and the skills that are required to teach the CS standards. We will use that data to help give us direction on the types of PD and support that will be needed.

1. Teacher feedback from PD and training.
2. Progress check on CS standards pacing guide.

1. Teacher survey to see how ready they are to implement CS standards and what other training they might need.
2. Completed pacing guide for CS standards
<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Fall, Spring, Yearlong</td>
<td>[SW3]</td>
<td>iReady Assessments (BOY, MOY, LOY)</td>
<td>3 times/year</td>
<td>Walk-throughs Quarterly Annual Bi-monthly</td>
</tr>
<tr>
<td><strong>Teacher Outcomes:</strong></td>
<td>1. Refresh on vocabulary by rewatching Anita Archer’s Vocabulary PD videos for upper and lower grades.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. All grade levels will come up with an agreed upon plan on how each of the 5 components of effective vocabulary learning strategies will be implemented throughout the year.</td>
<td></td>
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<tr>
<td>3. All classes will implement explicit instruction of vocabulary in their classes, monitored through classroom observations. All classes will implement independent word-learning strategies in the 2nd semester, monitored through classroom observations.</td>
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</tr>
<tr>
<td>4. All grade levels will provide assessment data (iReady, SBA, student work). All classroom observations to monitor vocabulary initiatives will be completed.</td>
<td></td>
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<tr>
<td>5. All scheduled ART meetings will be held to review and monitor Data Learning Team progress and the pacing of each grade level.</td>
<td></td>
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</tbody>
</table>
Learning Team progress and the pacing of each grade level.

**Student Outcomes:**
1. 55% of all students will be proficient students in overall grade placement by the end of the school year; measured by iReady data (use 3-level placement EOY setting). This will be about a 10% increase from the 2021-2022 school year.
2. 70% of students will make their typical growth in iReady reading overall.
3. 35% of students will make their stretch goal in iReady reading overall.
4. 5% increase in SBA ELA scores

<table>
<thead>
<tr>
<th>Writing Instruction: <strong>Teacher Outcomes</strong></th>
<th>Writing Instruction:</th>
<th>Quarterly collaboration meetings to create rubric and discuss strategies and results</th>
<th>Quarterly</th>
</tr>
</thead>
</table>
| 1. All grade levels will analyze the different rubrics used for quarterly writing pieces and align it to instruction.  
2. All grade levels will bring student data for each type of writing at quarterly articulation meetings; measure student growth by | 1. Analyze the different rubrics used for quarterly writing pieces and check on how it aligns to instruction. If further instruction is required, grade levels will create lessons that address gaps.  
2. Monitor implementation by collecting pre/post student data | | |

[Fern Elementary School], [Version 1], [Date]
### 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
1. All grade levels will go through The Data Learning Team process (includes Response to Intervention) about once every two weeks. Teachers will continue to work on understanding standards, creating common assessments, agreeing upon common teaching strategies, common success criteria, identifying student errors and responding with interventions, and identifying adjustments that need to be made. Student data is

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>18902 [SW5]</th>
<th>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)</th>
<th>Bi-monthly</th>
</tr>
</thead>
</table>

Math
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: 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.
monitored to ensure Tier 1 instruction is effective.
2. All Quarterly ART meetings will be held to review and monitor Data Learning Team progress and the pacing of each grade level.
3. A school wide agreement will be made to show cross articulation agreements determining the essential skills students need to be successful in the following grade and make agreements to ensure the skills are taught and retained.
4. A plan for each grade level to show how students will master agreed upon skills. (possibly bell work, IXL, should start in 1st Q and continue until the end of 4th Q)
5. Increase SBA score from 30% proficiency to 35%.

**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 |
|------------------|------------------|------------------|------------------|------------------|
| **DLT/RTI:**  
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.  
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.  
**Student Outcomes**
100% of students will revisit the state made GLO rubrics and help to co-create student friendly rubrics for each grade level. |
| **General Learner Outcomes**  
Create a student friendly rubric to grade GLOs schoolwide |
| **Yearlong**  
18902  
42101  
[SW5] |
| **Leadership meetings to monitor progress of GLO rubrics** |
| **Quarterly** |

[Fern Elementary School], [Version 1], [Date]
<table>
<thead>
<tr>
<th>HMTSS Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher will be trained as part of State cohort 2 training.</td>
</tr>
<tr>
<td>2. HMTSS team will share basic understanding of data and how to use data to improve student outcomes.</td>
</tr>
<tr>
<td>3. Faculty will collaborate on updating our HMTSS graphic showing all our supports in the 4 domains.</td>
</tr>
<tr>
<td>4. ATTENDANCE: HMTSS team will develop and implement a plan for improving student attendance.</td>
</tr>
</tbody>
</table>

**Yearlong**

- Analyze our current data to identify successful strategies for increasing attendance.
- Develop a comprehensive and systematic plan to increase student attendance.
- Establish a plan for monitoring and evaluating the effectiveness of our supports for student attendance.
- Determine the appropriate interventions to improve attendance.

**Weekly**

- 42012 will meet with students to monitor attendance and identify areas for improvement.
- HMTSS team will meet weekly to monitor attendance and identify areas for improvement.

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**Week 1**

- Teacher call when students are absent

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**Week 2**

- Counselor calls 5-9 students out to parents at 10:00am
- Attendance reported by noon

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**Week 3**

- Home visit at 15:00
- Attendance reported by 16:00

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**Week 4**

- Parent conference at 17:00
- Attendance reported by 18:00

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**Week 5**

- Group counseling for missed students
- Attendance reported by 19:00

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**Week 6**

- Individual counseling for missed students
- Attendance reported by 20:00

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**Week 7**

- Parent-teacher conference for missed students
- Attendance reported by 21:00

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**Week 8**

- School-wide attendance campaign
- Attendance reported by 22:00

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**Week 9**

- School-wide attendance celebration
- Attendance reported by 23:00

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**Week 10**

- Review of data and effectiveness of strategies
- Attendance reported by 00:00

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**Week 11**

- Plan for next year's attendance improvement
- Attendance reported by 01:00

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**Week 12**

- Final review and evaluation of attendance improvement strategies
- Attendance reported by 02:00

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**Week 13**

- Reflection on the year's attendance improvement efforts
- Attendance reported by 03:00

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**Week 14**

- Planning for the next school year's attendance improvement efforts
- Attendance reported by 04:00
<table>
<thead>
<tr>
<th>v. Meeting with Admin at absence number 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Implement incentive program for students</td>
</tr>
<tr>
<td>g. Implement incentive program for parents</td>
</tr>
<tr>
<td>h. School run Sundays Project: Educate parents on the importance of school</td>
</tr>
</tbody>
</table>

5. Team will communicate school HMTSS systems and support with students, staff, and families.

6. Develop team understanding of HMTSS Implementation Continuum Rubric and Blueprint. Complete Fern School HMTSS Blueprint (including revision of Behavior Domain matrices, enhancement of positive behavior supports, and continued PD on trauma-informed school.)

**Student Outcomes:**

1. **Computer Science**

<table>
<thead>
<tr>
<th>Provide professional development by CS Lead Team:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CSTA standards</td>
</tr>
<tr>
<td>2. ISTE CS Educator</td>
</tr>
<tr>
<td>3. Code.org</td>
</tr>
<tr>
<td>4. Common Sense Digital Media Citizenship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yearlong</th>
<th>18902 42101</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly ART meeting to monitor progress</td>
<td></td>
</tr>
</tbody>
</table>

[Fern Elementary School], [Version 1], [Date]
2. All grade levels will make connections to what they are already doing that integrates CS and CSTA standards
3. All grade levels will create a pacing for the standards

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### 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**.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe your school's ideas around innovation and pilot projects.</td>
<td>Please describe your conditions for Success:</td>
</tr>
<tr>
<td>1. Project-based learning for Science and Social Studies</td>
<td>1. Students will be able to integrate skills they learn in math and ELA and apply that knowledge to a science or social studies project. An example could be applying knowledge about measurement, area, perimeter, and angles when designing an Ahupua’a. Writing a persuasive piece to convince farmers that growing indigenous crops such as taro would make Hawaii more self-sustainable.</td>
</tr>
</tbody>
</table>

[Fern Elementary School], [Version 1], [Date]

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