# 2020 Academic Plan, School Year 2020-21

## School: Hahaione Elementary

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.
Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. Measurable outcomes are implemented & 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).


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| Principal (print): Shannon C. Goo | |
| Principal's signature: Shannon C. Goo | Date: 6/2/20 |

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| Complex Area Superintendent (print): Rochelle Mahoe, Ph.D. | |
| Complex Area Superintendent's signature: Rochelle Mahoe | Date: 6/3/20 |

# A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

| Evidence and Rationale for Change | Key Strategies to Address and Promote Change |
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| In the School Quality Survey (SQS) 17% of our students answered they dislike school. One percent is too many in our attempt to make strong connections to the IB Learner Profile.<br><br>We are also seeing the high amount of Chapter 19 infractions. 24 students are considered repeat offenders and the 69 incidents out of 114 incidents happened in the classrooms in SY18-19.<br><br>We surmise these two data points have a strong correlation to achievement results, particularly in mathematics. There is a 29-point achievement gap in math between the high-need (44 points) and non-high-need students. (73 points) Overall, 35 percent of our students are not meeting math proficiency.<br><br>These data have been consistent over several years. This points us in the direction of the key strategies to address and promote change. | We will innovate in the classroom by providing opportunities to inspire students' curiosity and intrinsic motivation, to build content knowledge and skills, and to promote the development of 21st-century skills that include complex problem solving.<br><br>We will:<br>● infuse play-like instruction to promote intrinsic motivation and social-emotional skills.<br>● implement project-based learning opportunities within our PYP curriculum to promote a combination of foundational skills, complex problem-solving skills, and 21st-century skills.<br>● develop alternative ways to assess our students' learning which will help students reflect on their learning and can plan and manage the next steps.<br><br>Student choice and agency will be embedded in all of the above-mentioned innovations to empower the mindsets and attitudes of our students. Students will take ownership of the entire process of learning.<br><br>The strategies will impact students' growth in math through developing stronger number sense through play (play-based learning), creating greater engagement through applying math skills to real world problems (project-based learning, and having more options beyond paper tests to demonstrate their math skills. |

# HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

| **Key HIDOE Initiatives Addressed in the Plan** | **Lead(s)** |
|---|---|
| Please refer to the table below | Please refer to the table below |
| **Key School Initiatives Addressed in the Plan** | **Leads(s)** |
| Please refer to the table below | Please refer to the table below |

| **Key HIDOE Initiatives Addressed in the Plan** | | Project-based learning | Learning through play | Student Choice | Alternative to the report card |
|---|---|---|---|---|---|
| Five student promises | Hawaii | x | | | |
| | Equity | | x | x | |
| | School Design | x | x | x | x |
| | Empowerment | x | x | x | x |
| | Innovation | x | | | |
| HIDOE Implementation Plan | Student Voice | x | x | x | x |
| | Teacher collaboration | x | x | x | x |

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| | School Design | x | x | x | x |
| | **Key School Initiatives Addressed in the Plan** | Enhanced ILT process with powerful innovation and sharing process<br>Student Agency (Voice, Choice & Ownership)<br>Teacher Agency (Distributive Leadership) | | | |
| | **Leads** | Curriculum Coordinator | SCC | Curriculum Coordinator & Counselor | Curriculum Coordinator |

# Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

| Targeted Subgroup(s) and Identified Needs | Identify and Describe the Achievement Gap | A Related Theory of Action | Enabling Activities to Address/Improve the Gap |
|---|---|---|---|
| *Identify the targeted subgroup and their identified needs* | *Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.* | *What is your Theory of Action (If-Then) to improve the achievement gap?* | *What are your enabling activities to improve the achievement gap?* |
| **17% of students dislike school**<br><br>24 students are considered repeat offenders (behavioral referrals) and the 69 incidents out of 114 incidents happened in the classrooms in SY18-19.<br><br>29-point achievement gap in math between the high-need (44 points) and non-high-need students (73 points.)<br>Overall 35 percent of our students are not meeting math proficiency. | **Social and emotional well-being**<br>% of students who are practicing the following IB attitudes<br>● Caring - 71%<br>● Risk-taking- 69%<br>● Inquiry -54%<br>● Open-mindedness -42%<br><br>**School-wide Discipline Profile**<br>● 61 out of 70 offenders are male<br>● Kindergarten has the highest number of offenders (19) followed by Grade 3 (16) | **IF we focus on instruction that:**<br>● inspires students' curiosity and intrinsic motivation;<br>● builds mathematics content knowledge and skills; and<br>● develops 21st-century skills that include complex problem solving<br><br>**and IF we create environments that:**<br>● build students' social-emotional well-being; and<br>● enable students to be metacognitive and empowered to adjust their learning strategies | **Through:** (see Part V for specific activities)<br>● Project-based learning<br>● Learning through play<br>● Forward-Looking Assessment |

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| This data is interpreted as a warning sign of issues with the perception of the school, and connecting these two indicators shows a strong correlation to the achievement result.<br><br>When students like school, they are more likely to have few offenses, engage in learning more, and develop greater academic proficiency over time. | **Math Achievement**<br>The gap is 29 points between Non-high needs students and High needs students. 56% of high needs students are not meeting math proficiency | **THEN**<br>● More students will feel a sense of belonging at school;<br>● The number of behavioral referrals, particularly in the classroom, will decrease; and<br>● Math achievement gaps will narrow and overall achievement will rise | |

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

## Part I

| Describe your complex/school contexts for School Design and Student Voice. | Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice | Describe your conditions for Success for School Design and Student Voice |
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| ● We strive to live the IB learner profile in order to make the world a better place. (Core Values and Mindsets)<br><br>● We learn conceptually through inquiry that is embedded in global | **The Core Principle of School design:**<br>Student Choice - Ownership in the entire process of learning | ● Intrinsic motivation, joy, curiosity in learning<br><br>● Students gain insight into their metacognition and learning styles. They become their own learning |

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| contexts. (Curriculum Learning & Design)<br><br>● We are empowered learners who believe in taking action as a result of our learning. (Student Learning Products and Voice)<br><br>● We believe every student can succeed and we dedicate resources in order to bridge our classrooms to the community and beyond. (Infrastructure). | **Initiative 1:** Project-based learning<br><br>Areas of focus:<br>● College, career and life readiness for living in a fast-changing, highly technological society<br>● Real-world application of knowledge and skills<br>● Students build content knowledge & problem solving skills in mathematics through provocations and productive struggle<br><br>Memorizing facts out of context is no longer sufficient to prepare students for the future. Through project-based learning, students will practice combining foundational skills, complex problem-solving skills, and 21st-century skills while exploring creativity and innovation.<br><br>**Initiative 2:** Learning through play<br><br>Areas of focus:<br>● Intrinsic motivation in learning<br>● Social-emotional skills, including empathy.<br><br>While students learn through play, the classroom becomes a place of choice, wonder, and delight. Students' inquiry and passion drive their learning, and through experimentation and social interaction, | advocates.<br><br>● Less behavior referrals- No repeat offender. Students internalize their own & correct each other's actions<br><br>● No math achievement gap between high needs and non-high needs students. Develop real-world application of knowledge and skills |

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| | students make meaning of what they are learning and engage with peers.<br><br>**Initiative 3:** Forward-Looking Assessment<br><br>Area of focus:<br>● The combination of Assessment **FOR, AS, OF** learning<br><br>Assessment should be a part of the learning experience not merely a quarterly summative. With a regular assessment for learning, students will have information and guidance to adjust their learning strategies. They can reflect on their learning and can plan and manage the next steps. | |

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

## Part II (over three years)

| SY 2020-2021 Measurable Outcomes | SY 2021-2022 Measurable Outcomes | SY 2022-2023 Measurable Outcomes |
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| What are your measurable outcomes around School Design and Student Voice<br><br>1. SQS Survey shows over 90 % likes school<br>2. Less than 15 students are considered repeat offenders<br>3. Focus on high needs students' math proficiency, reduce achievement gap to less than 17 points<br>4. Culture of sharing forms among teachers and staff internally | What are your measurable outcomes around School Design and Student Voice<br><br>1. SQS Survey shows over 95 % likes school<br>2. Less than 10 students are considered repeat offenders<br>3. Focus on high needs students' math proficiency, reduce achievement gap to less than 7 points<br>4. Culture of sharing is established among teachers and staff internally and starts to extend outside of school | What are your measurable outcomes around School Design and Student Voice<br><br>1. SQS Survey shows everyone likes school<br>2. No students are considered repeat offenders.<br>3. Focus on high needs students' math proficiency, reduce achievement gap to 0 points<br>4. Culture of sharing is established among teachers and staff internally and externally |
| Why are you implementing them?<br><br>Students' joy in school, behavior and academic achievements are interconnected. | Why are you implementing them?<br><br>Students' joy in school, behavior and academic achievements are interconnected. | Why are you implementing them?<br><br>Students' joy in school, behavior and academic achievements are interconnected. |
| How will you know that they are resulting in an improvement?<br><br>Assessments<br>● Various types of assessments are implemented in the classrooms to measure students skills in:<br>○ inquiry | How will you know that they are resulting in an improvement?<br><br>Assessments<br>● Various types of assessments are implemented in the classrooms to measure students skills in:<br>○ inquiry | How will you know that they are resulting in an improvement?<br><br>Assessments<br>● Various types of assessments are implemented in the classrooms to measure students skills in:<br>○ inquiry |

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| ○ problem-solving in mathematics<br>○ collaboration<br>○ real-life application<br>Observations<br>● Fewer incidents in classrooms<br>● More student-initiated/led activities (conference, presentation, clubs, etc.)<br>● Innovative math lessons<br>○ Wesly Yuu<br>○ Singapore Math<br>● Student choice becomes class norm<br>● higher students engagements in math<br><br>Products<br>● higher math achievements among high-needs students | ○ problem-solving in mathematics<br>○ collaboration<br>○ real-life application<br>Observations<br>● Fewer incidents in classrooms<br>● More student-initiated/led activities (conference, presentation, clubs, etc.)<br>● Innovative project-base or play-based lessons - teachers share and provide feedback to each other<br>● higher students engagements in all school activities<br><br>Products<br>● higher math achievements among high-needs students | ○ problem-solving mathematics<br>○ collaboration<br>○ real-life application<br>Observations<br>● Fewer incidents overall<br>● More student-initiated/led activities (conference, presentation, clubs, etc.)<br>● Innovative project-base or play-based lessons - teachers refine and improve their practices<br>● Higher students engagements in all school activities<br>● student leadership<br><br>Products<br>● higher math achievements among all students |

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

## Part III (over one year)

| SY 2020-2021 Formative Measures | SY 2020-2021 Formative Measures | SY 2020-2021 Summative Measures |
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| (beginning of the year) | (throughout the year) | (end of the year) |
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| What are your measurable outcomes around School Design and Student Voice<br><br>● Check students attitude towards school using student survey<br><br>● Identify the number of the students who are considered repeat offenders at the end of Q4, 2019-20<br><br>● Identify the high needs students' math proficiency using iReady diagnostics<br><br>● Teachers select an initiative of their focus, and form a committee Measure the implementation and comfort using The Level of Use tool | What are your measurable outcomes around School Design and Student Voice<br><br>● Check students' attitudes towards school at the end of Q2 using student surveys. The result shows improvement.<br><br>● Less than 20 students are considered repeat offenders<br><br>● Identify the high needs students' math proficiency using iReady diagnostics. The beginning of the Q3 diagnostics will show improvement.<br><br>● All teachers will present their progress twice a year to share their discoveries and progress. | What are your measurable outcomes around School Design and Student Voice<br><br>● SQS Survey shows over 90 % likes school<br><br>● Less than 15 students are considered repeat offenders<br><br>● Focus on high needs students' math proficiency, reduce achievement gap to less than 17 points<br><br>● Culture of sharing forms among teachers and staff internally |
| Why are you implementing them?<br><br>To create a baseline | Why are you implementing them?<br><br>To identify if our initiatives (See Part I) are effective, reflect on our practice and adjust as needed. | Why are you implementing them?<br><br>To identify if our initiatives (See Part I) are effective, reflect on our practice.<br><br>We will create a baseline for the year and adjust as needed for the SY 21-22 |
| How will you know that they are resulting in an improvement?<br><br>Assessments | How will you know that there they are resulting in an improvement?<br><br>Assessments | How will you know that there they are resulting in an improvement?<br><br>Assessments |

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| ● Various types of assessments are implemented in the classrooms to measure students skills in:<br>○ inquiry<br>○ problem-solving in mathematics<br>○ collaboration<br>○ real-life application<br>Observations<br>● Innovative math lessons<br>○ Wesly Yuu<br>○ Singapore Math<br>● Teacher regularly offer students choices | ● Various types of assessments are implemented in the classrooms to measure students skills in:<br>○ inquiry<br>○ problem-solving in mathematics<br>○ collaboration<br>○ real-life application<br>Observations<br>● Innovative math lessons<br>○ Wesly Yuu<br>○ Singapore Math<br>● Teacher regularly offer students choices<br>● Higher students engagements in math | ● Various types of assessments are implemented in the classrooms to measure students skills in:<br>● inquiry<br>● problem-solving in mathematics<br>● collaboration<br>● real-life application<br>Observations<br>● Fewer incidents in classrooms<br>● More student-initiated/led activities (conference, presentation, clubs, etc.)<br>● Innovative math lessons<br>● Wesly Yuu<br>● Singapore Math<br>● Student choice becomes the class norm<br>● higher students engagements in math<br><br>Products<br>● higher math achievements among high-needs students |

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

## Part IV

| **Student Outcomes** (2020-2021 Measurable Outcomes) | **Staff Outcomes** (2020-2021 Measurable Outcomes) | **Lead** |
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| • SQS Survey shows over 90% likes school<br>• Less than 15 students are considered repeat offenders<br>• Focus on high needs students' math proficiency, reduce achievement gap to less than 17 points | • The teachers will self reflect regularly and measure the implementation of innovative instructional practices using the Levels of Use Instrument (Concerns-Based Adoption Model).<br>• By the end of the school year 2020-2021, all teachers will be at Routine Use level or above, which will indicate the use of the innovative instructions becoming routine and comfortable.<br>• All teachers will present their progress twice a year to share their discoveries and progress. The outcome of this practice is the forming of a culture of sharing. Willing teachers will volunteer to present their innovative instructional practices with education communities outside of school (conferences, webinars, etc.) | Scott Kunihiro<br>Wendy Shigeta<br>Denise Kealoha |

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

## Part V

| Enabling Activities | Budget (including source of funding) | School Monitoring Measurable Outcomes | School Monitoring Activities (including frequency) | Complex Monitoring Measurable Outcomes | Complex Monitoring Activities (including frequency) |
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| All teachers will apply instructional moves at the routine level as a result of professional development in:<br>● Learning Through Play,<br>● Mathematics Foundations and Problem Solving (Yeap Ban Har, Wesley Yuu) and<br>● Project-Based Learning | WSF amount TBD | Classroom assessments implemented to measure students' skills in:<br>● Inquiry<br>● problem-solving in mathematics<br>● collaboration<br>● real-life application<br><br>Innovative lessons demonstrate:<br>● Student choice<br>● Higher student engagements and leadership<br><br>Growth in mathematics using iReady diagnostics. The beginning of the Q3 diagnostics will show improvement. | Quarterly peer learning walks (or a similar peer feedback system)<br><br>Quarterly ART learning walks (or a similar feedback system)<br><br>External learning walks with feedback by guests per semester | | |
| Refine opportunities to students through activities such as<br>● Student Work Showcases<br>● Student-let conference<br>● HonSEF<br>● Grade 5 Exhibition<br>● Gritworks Makerspace<br>● Vex IQ Robotics | | ● Less incidents in classrooms<br>● More student-initiated/led activities (conference, presentation, clubs etc) | | | |

*Note: Provided for pages of the table, as this is the only place in the AcPlan that you summarize your enabling activities. In some cases, enabling activities might occur only in a semester; however, when an enabling activity spans a school year, just note in at the top of the row, as indicated above.*

# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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|  | **Teaching and Learning Core:**<br>Focus: equity and excellence in core curriculum and supports.<br><br>**Innovation in Support of the Core:**<br>New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.<br><br>**Pipeline of Emerging Ideas:**<br>To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core. |

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

As the HIDOE 2020-2030 Strategic Plan is finalized, a *"Forward Focus"* Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

| **While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.** | **Rationale for Emerging Ideas** | **Conditions for Success** |
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| | | |