

## 2020 Academic Plan, School Year 2020-21



### 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 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. 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.

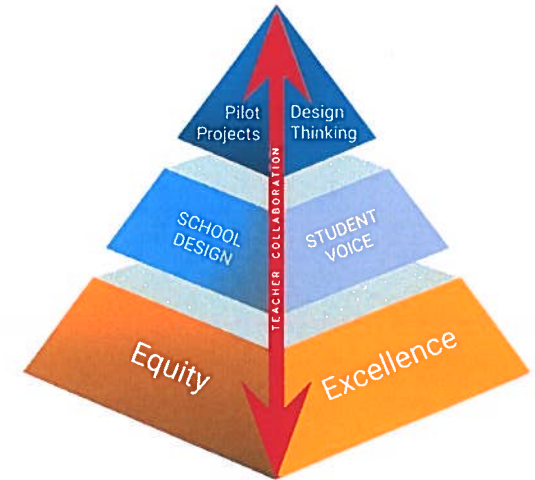
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

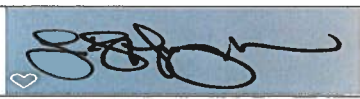

**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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): Laurie Luczak	
Principal's signature: 	Date: 5/20/2020
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 5/28/20



# 2020 Academic Plan, School Year 2020-21

## Hokulani Elementary School

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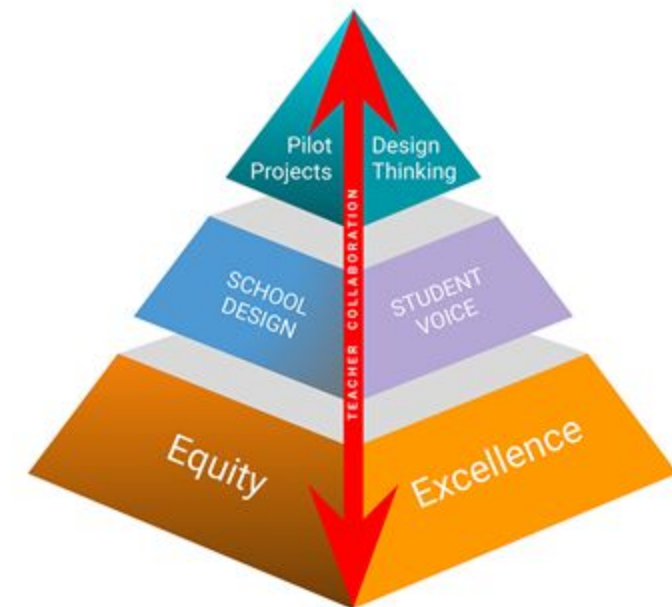
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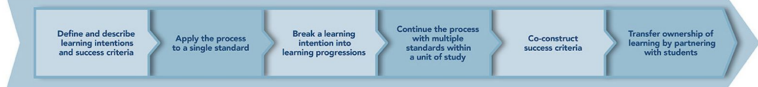
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## Teaching & Learning Core: Equity and Excellence

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><i>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.</i></p> <p>We use a range of data sources to identify the achievement gap. Overall we use the Strive-Hi (ESSA) data. Following is the most current table.</p> <table border="1"> <thead> <tr> <th>Students (332)</th><th>SY 2017-18</th><th>SY 2018-19</th></tr> </thead> <tbody> <tr> <td>NHN - ELA (282)</td><td>83%</td><td>88%</td></tr> <tr> <td>HN - ELA (50)</td><td>42%</td><td>53%</td></tr> <tr> <td>Gap</td><td>41</td><td>34</td></tr> <tr> <td>NHN - Math</td><td>77%</td><td>79%</td></tr> <tr> <td>HN - Math</td><td>41%</td><td>50%</td></tr> <tr> <td>Gap</td><td>36</td><td>29</td></tr> </tbody> </table> <p>Another source of data is from iReady since it is our Universal Screener, Kindergarten through fifth grade. Perception data from the Panorama survey and CSI surveys will also be considered.</p>	Students (332)	SY 2017-18	SY 2018-19	NHN - ELA (282)	83%	88%	HN - ELA (50)	42%	53%	Gap	41	34	NHN - Math	77%	79%	HN - Math	41%	50%	Gap	36	29	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ol style="list-style-type: none"> <li>If school leadership supports teacher clarity and professional collaboration, then student engagement will increase resulting in more self-directed and motivated learners who achieve more.</li> </ol> <p><b>Teacher Clarity</b> is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: <b>learning intentions, success criteria, and learning progressions.</b>" (Larry Ainsworth)</p> <p>With the multitude of tasks school leadership and teachers are responsible for, identifying the most critical areas of instruction will result in a greater number of Hokulani students being self-directed, cognitively engaged in their learning, and successful.</p> <ol style="list-style-type: none"> <li>If school leadership promotes and nurtures a positive school culture that employs the ethic of care, so that everyone has a strong sense of belonging, then all members of our community will adopt a growth mindset, take calculated risks, encourage innovation and creativity, thereby increasing voice and empowerment.</li> </ol>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <div>  <div> <p>Develop Clarity for Learning</p> <p><b>TEACHER CLARITY</b></p> <p><small>Developed by Larry Ainsworth</small></p> </div> </div>  <p>Teachers will identify critical/priority standards in reading, mathematics, writing, and science or social studies. Teachers will determine success criteria, horizontally and vertically, for each priority standard. Teachers will determine learning progressions and produce a K-5 Instructional Plan. Teachers and students will co-construct criteria for the BIG learning opportunities aligned to the priority standards. Teachers will develop rubric connected to the priority standards and success criteria. Teachers and students will assess student learning and progress against the rubric. Teachers and students will participate in small group instruction to address learning gaps, through scaffolded instruction and frequent checks for understanding and proficiency.</p> <p><b>To support this theory, Principal and Hokulani teachers will participate in professional development around social-emotional-academic-learning (SEAL), Teacher Clarity, and PLCs.</b></p>
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# Innovation in Support of the Core: School Design and Student Voice

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

Hokulani is a school of choice with 52% of the student body traveling from communities outside of St. Louis Heights and have completed the GE process. 95% of our Kindergarteners enter Kinder with preschool experience in a range of settings. 98% of our students have access to wi-fi at home and have access to supplemental assignments and to their Google classroom. Hokulani is not a Title 1 school since only 14% of our population qualifies for support. 15% of our population are English Learners with the predominant languages being Japanese, Chinese and Korean. 4% of our students have Individual Educational Plans. Our population is almost equally female and male with a 1% difference. Our daily attendance is 97%.

Faculty is stable with 75% of the faculty being tenured and part of the staff for over five years. All classroom teachers use three common curricular tools: McGraw-Hill Reading Wonders, ORIGO Stepping Stones, and iReady. Additionally, Kinder and 1st grade use Reading A-Z as a supplemental to reading instruction and practice. Grades 4 and 5 supplement Reading Wonders with novel study. All grades participate with our resident artist program focused on drama. Grades 2 - 5 additionally participate with the Art Bento program - Visual Literacy - through the Hawaii State Art Museum. All students have instruction in Physical Education, Music, Hawaiiiana, and Spanish weekly.

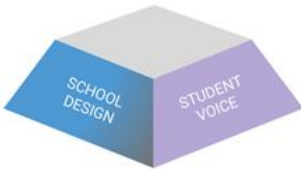
Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

1. All students participate in our intervention program - **WIN (Whatever I Need)** - which provides for small group instruction 3 - 4 times a week for 45 minutes. If students are performing at grade level, they receive enrichment. If students are not yet at grade level, foundational learning is the focus of their WIN time.
2. **Art Integration** is highly encouraged with students being able to demonstrate their learning through multi-genres: drawing, painting, cartooning, sculpture, slide shows, animation, and short videos. Art Integration is most present with science, ELA, and mathematics. While all students receive instruction in these genres, they select the genres which will best demonstrate their learning and which is also a strength. Our youngest learners often use drawing to convey their understanding of text, in response to a writing prompt, and to communicate their thinking.
3. Three years ago, we started our **Visible Learning** journey. There are pockets of co-construction of criteria with students. We hope to grow this practice more as teachers deepen their understanding of student ownership of learning, **teacher clarity**, and **student engagement**. The product from this long term work is an aligned, K-5 Instructional Plan.
4. During SY 2019-2020, all classroom teachers, curriculum coaches, SpEd, EL teachers, and our Student Success Coordinator were trained in using OG Math practices in our attempt to **make abstract mathematics more concrete** for all of our students. While mathematics proficiency has increased, there is still room for growth and mastery. Research shows that when mathematical concepts are made accessible and concrete to our students, there is a greater chance the students will achieve mastery (Boaler, Yoshimoto, Yeap). Sal Khan also states that even students at 85% proficiency is still deficient by 15% and the gap could adversely impact learning since mathematics spirals and is sequential.
5. **Student - led conferences** not only positions students to own their learning, it will increase student and parent engagement. Reflection provides students opportunities to think about their accomplishments, growth areas, and helps them to set goals. The preparation process for these conferences pairs student choice and voice. As they select examples of their learning, reflect, set goals, then teach their parents what they now understand, they are engaged and become self-directed.

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

In order to successfully welcome students with the ranges of entry points and for them to flourish as they work towards mastery, we (the adults) need to cultivate and master a growth mindset. If we are fixed in who we are as leaders, teachers, and staff, and unwilling to learn more and grow, then our school will stagnate and we will not be able to prepare students.

We (the adults) also need to be engaged in social-emotional growth and learning so that we support all of our students academically, socially, and emotionally. SEL starts with the adults and our interactions. In a harmonious climate, students will flourish and transcend the behavioral, emotional, and social expectations.



<b>SY 2020-21</b> <a href="#">Measurable Outcomes</a>	<b>SY 2021-22</b> <a href="#">Measurable Outcomes</a>	<b>SY 2022-23</b> <a href="#">Measurabl</a>
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<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p><u>Measurable Outcomes - School Design:</u></p> <p>By August 4,2020 a draft of an aligned (vertically and horizontally), K-5 Instructional Plan will be produced: pacing guide, priority standards, 5 Entry/5 Exit targets, and an assessment plans.</p> <p>By August 28, 2020, all students will complete the initial diagnostic in iReady to establish the starting benchmark for this school year.</p> <p>By September 4, 2020, every classroom will have a scoreboard that captures students’ reading growth, specific to the grade level. (e.g. Kinder &amp; 1st will use A-Z reading levels)</p> <p>By September 25, 2020, every grade level will select and share a unit of study in either science, social studies, or mathematics, which will be integrated with art. All grade levels will integrate art with ELA (sketch to stretch, book “reports”, learning journals, characterizations, reading responses, etc.).</p> <p>By December 1, 2020, all certificated staff will have determined vertically aligned success criteria for retelling, problem solving, opinion writing, and decision-making.</p> <p>By December 18, 2020, all students will complete the mid-year iReady assessment in reading and mathematics.</p> <p>By December 18, 2020, teachers will share suggested changes to the Instructional Plan.</p> <p>By April 16, 2021, a second round of suggested changes to the Instructional Plan will be shared and adjustments made.</p> <p>By May 14, 2021, all students will complete the end-of-the year iReady assessment in reading and mathematics.</p> <p>By May 28, 2021, all students will show at least a .45 growth in reading and mathematics. (That equates to a year’s growth</p> <p>[Hokulani Elementary School], [Version 1], [14 May 2020]</p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p><i>Data will determine next steps and timeline.</i></p> <p>Measurable Outcomes - Student Voice:</p> <p><i>Data will determine next steps and timeline..</i></p> <p>Measurable Outcomes - School Design:</p> <p><i>Data will determine next steps and timeline.</i></p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p><i>Data will determine next steps and timeline.</i></p> <p>Measurable Outcomes - School Design:</p> <p><i>Data will determine next steps and timeline.</i></p> <p>Measurable Outcomes - Student Voice:</p> <p><i>Data will determine next steps and timeline.</i></p>
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based on John Hattie’s work.)

By May 21, 2021, all students (K-5) would have actively participated in four WIN cycles focused on reading needs in either ELA, mathematics, science, or social studies.

By May 21, 2020, all grade levels will have a collection of student products that demonstrate art integration in science, social studies, or mathematics. Each selected product will represent a progression on the learning continuum in an content area.

Measurable Outcomes - Student Voice:

Each grade level and school program will contribute an article and images to a monthly newsletter once a school year. Starting in September 2020, each grade level will be responsible to share learning experiences of their students in a given month, through a monthly school community newsletter or blog.

By November 4, 2020, all students (K-5) will be ready to lead their student conference while they articulate areas in which they shine, where there is room for growth, and set goals for academics, skill building, and attitudinal shifting.

By December 18, 2020, all students will be able to demonstrate their comprehension of the first two Choose Love ingredients: What it means to be Courageous and Grateful. (e.g. reflective writing journal prompt, drawing, short story, cartoon, poster, etc.)

By February 2, 2021, Classroom Engagement rating will increase by 3% as measured by student perception data.

By May 14, 2021, all students will be able to demonstrate their comprehension of the other Choose Love ingredients: the importance of Forgiveness and provide examples of Compassion in Action. (e.g. reflective writing journal prompt, drawing, short story, cartoon, poster, class mural, implement school activities, etc.)

<p><i>Why are you implementing them?</i></p> <p><b>Scoreboards</b> keep us all focused on the overall goal of the school which is academic excellence and mastery. Scoreboards are focused on lead measure and provide teams time to adjust and shift practices if the lead measures are not meeting expected growth. Without scoreboards, we rely on lag measures which are often reported after the fact.</p> <p><b>WIN cycles</b> dedicate time for students to build stronger learning foundations or to provide enrichment addressing the range of needs. WIN also carves out small group instruction time 3 - 4 times a week for 45 minutes, providing differentiated instruction that addresses gaps in the student's knowledge, personalize instruction, and allows the teacher/Interventionist the opportunity to work closely with students.</p> <p><b>Vertical alignment</b> solidifies our collaborative efforts to ensure that students are ready to meet rigorous academic expectations in overarching areas. These products also articulate and bring intentionality to our work, while making learning visible, accessible, and relevant to our students.</p> <p>We continue to utilize <b>universal screener</b> data to understand learning patterns and trends overtime and to personalize interventions and supports for students. iReady provides individualized lessons that adapt to a student's proficiency and growth while providing feedback to teachers reading standards mastery.</p> <p><b>Choose Love</b> is our SEL program primarily for our students. By using a common program we build shared language and expectations about how we are to relate to each other, how to care for and about each other, and how to share our capacity to care with others. There are four ingredients to Choose Love which provides a focus for each quarter. Since Choose Love is about how we all contribute towards and sustain a harmonious community, application of the learning is crucial and should not be rushed.</p> <p>Finally, we started <b>integrating art</b> with science through a grant from the Honolulu Museum of Art. Since then, we have</p>	<p><i>Why are you implementing them?</i></p>	<p><i>Why are you implementing them?</i></p>
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received additional grants to continue this methodology. Integration of learning is a higher level thinking skills that requires application, analysis, synthesis, and evaluation. Students also enjoy being creative. They also become more literate as they learn to read things other than the written word (painting, drawing, sculpture, environment, nonverbal cues, etc.).		
<p><i>How will you know that they are causing an improvement?</i></p> <p><b>Student growth</b> (academic, social, emotional, collaborative) will be measured through a range of assessments: student products, student surveys, observations of students applying the learning, and conversations with students or between/among students as they reflect, collaborate, problem-solve, and make decisions.</p> <p><b>Adult growth</b> will also be measured through a range of assessments: teacher work products, faculty and staff surveys, observations of adults applying the learning and collaborating, and conversations between and among adults as they reflect, collaborate, problem-solve, and make decisions.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><b>Student growth</b> (academic, social, emotional, collaborative) will be measured through a range of assessments: student products, student surveys, observations of students applying the learning, and conversations with students or between/among students as they reflect, collaborate, problem-solve, and make decisions.</p> <p><b>Adult growth</b> will also be measured through a range of assessments: teacher work products, faculty and staff surveys, observations of adults applying the learning and collaborating, and conversations between and among adults as they reflect, collaborate, problem-solve, and make decisions.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><b>Student growth</b> (academic, social, emotional, collaborative) will be measured through a range of assessments: student products, student surveys, observations of students applying the learning, and conversations with students or between/among students as they reflect, collaborate, problem-solve, and make decisions.</p> <p><b>Adult growth</b> will also be measured through a range of assessments: teacher work products, faculty and staff surveys, observations of adults applying the learning and collaborating, and conversations between and among adults as they reflect, collaborate, problem-solve, and make decisions.</p>



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

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
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**Academic Achievement:**  
(This will be updated at the end of the 2019-2020 school year. However, it will not be a true indicator of student readiness due to shift to virtual learning because of COVID 19)

Data via Standard Vlew follows:

**iReady Reading:** Most Recent data spring 2020 (328/330 students))  
Tier 1 = 80%  
Tier 2 = 17%  
Tier 3 = 3%

**iReady Math:** Most Recent data spring 2020 (329/330 students)  
Tier 1 = 75%  
Tier 2 = 23%  
Tier 3 = 1%

**SBA Data:** SY 2018-19  
ELA = 76%  
Math = 70%  
Science = 81%

**EL Data:** SY 2019-20  
42 “J” Students

- Entering: 8
- Emerging: 4
- Developing: 15
- Expanding: 15

36 “M” Students

WIDA Access unofficial data 2020  
4 EL students exited the program  
4 students are close, earning an overall score of 4.9

**GLO Data:** as of 3rd Quarter in SY 2019-20

GLO	Consistently	Usually	Sometimes	Rarely
1 - Self Directed	110	183	35	2

1. Classroom Scoreboards tracking
  - a. reading comprehension in grades 2 - 5; and
  - b. fluency Kinder - 1.
2. Student products (i.e. classwork, performances, end of module or unit assessments, Reading A-Z reading checks, etc.)
3. Observations (i.e. classroom setting, outside of classroom, off campus, etc.)
4. Conversations (i.e. peer:peer, Adult:student, small group, etc.)

1. Every student will usually meet all GLO expectations.
2. Every student will consistently make good decisions, problem solve, and meet Hokulani behavioral expectations.
3. Every student will achieve one year’s growth, academically as measured with iReady assessments.

2 - Comm. Contributor	119	189	22	0
3 - Complex Thinker	74	214	41	1
4 - Quality Producer	108	176	46	0
5 - Effective Communicator	89	210	31	0
6 - Ethical User of Technology	180	141	9	0

SBA - Due to COVID 19, schools were shuttered. Therefore SBA assessments were not completed..

**Student Perception Data on Classroom Engagement and Classroom Climate:** Panorama and CSI Perception data

- Classroom Engagement - 82% (Panorama)
- I have choices in what I learn - 3.75/5.
- I am challenged by the work my teacher asks me to do - 3.8/5
- Teacher listens to my ideas - 4.4/5
- Classroom Climate - 81% (Panorama)
- My teacher treats me with respect - 4.7/5
- My teacher cares about me - 4.8/5
- My principal cares about me - 4.7/5
- I know what I’m supposed to be learning in my class - 4.3/5
- Students are treated fairly by the principal - 4.75/5.
- Students are treated fairly by teachers - 4.6/5.

**Staff Perception Data on School Culture and Climate:** CSI Perception Data (SQS will be added when it is available.)

- Climate
  - Morale - 3.4/5.
  - I love working at this school - 4.3/5.
  - I love seeing the results of my work with students - 4.5/5.
- Culture

<ul style="list-style-type: none"> <li>○ Belonging - 4.5/5.</li> <li>○ Respect - 4.3/5. (Teachers - 4/5 Classified - 4.6/5)</li> <li>○ Empowerment - 3.75/5 (Teachers) and 4.25/5 (Classified)</li> <li>○ Teacher-Student Relationships - 4.5/5 point scale</li> <li>● Communication <ul style="list-style-type: none"> <li>○ Administrator - Faculty: 3/5</li> <li>○ Administrator - Staff: 3.25/5</li> </ul> </li> </ul> <p><b>Parent Perception Data on School Culture and Climate:</b> CSI Perception Data (SQS will be added when it is available).</p> <ul style="list-style-type: none"> <li>● Climate <ul style="list-style-type: none"> <li>○ Welcoming climate - 4.3/5</li> <li>○ Safe School - 4.5/5</li> <li>○ Teachers Show respect for students - 4.3/5</li> </ul> </li> <li>● Culture <ul style="list-style-type: none"> <li>○ Academic needs are met - 4.25/5</li> <li>○ Quality work is expected - 4.3/5</li> <li>○ School has excellent learning environment - 4.25/5</li> <li>○ Respect for Teachers and Principal - 4.5/5</li> </ul> </li> <li>● Communication <ul style="list-style-type: none"> <li>○ I know how well my child is progressing - 4.2/5</li> <li>○ My child's teacher help me to help my child learn at home - 4/5</li> </ul> </li> </ul>		
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### Student Outcomes (SY 2020-21)

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)
Students will achieve at least one year's academic growth in reading and mathematics as measured in iReady and/or via RAZ in grades Kinder and 1 for reading.	<p>Teachers will provide rigorous standards-based instruction in ELA, Math, science, and social studies.</p> <p>Teachers will utilize Visible Learning strategies:</p>	Yearlong	42101 42102 17101 42112	<p>Continue weekly data analysis referencing common formative and summative assessments.</p> <p>Continue weekly Scoreboard reporting</p>	<p>Weekly progress monitoring with grade levels.</p> <p>6 weeks RTI/WIN monitoring.</p>	CAO Monthly Monitoring

	<ul style="list-style-type: none"> <li>• Make learning targets, intentions, and expectations visible to students;</li> <li>• Provide timely and descriptive feedback;</li> <li>• Students tracking their own progress and building ownership of their learning;</li> <li>• Build and promote student efficacy and voice (Student-led conferences);</li> <li>• Teacher Clarity.</li> </ul> <p>Other methods:</p> <ul style="list-style-type: none"> <li>• RTI - Response to Intervention (WIN) so that every student grows;</li> <li>• Art Integration (Fine and performing arts)</li> </ul> <p>Grade level teams will write and publish end of year learning targets.</p>			<p>Continue having Data conversations.</p> <p>Continue to utilize iReady diagnostic, growth, and instructional grouping reports.</p> <p>Learning visits (observations)</p> <p>Collaborative conversations (grade level, 1:1, teams, faculty).</p>	<p>Monthly progress discussion between Principal and faculty.</p> <p>BOY, MOY, EOY assessments in iReady and RAZ.</p>	
English Learners will increase their acquisition of English language by 1 level in speaking and writing as measured by the WIDA Access test.	<p>In addition to participating with general education learning opportunities, English Learners will receive specialized supports as needed ranging from push-in, pull-out, and sheltered (gen classroom) instruction.</p> <p>English Learners will also participate in Extended Learning Opportunities as available through Title III funding.</p>	Yearlong	42102 42112 18085	<p>Continue to utilize iReady diagnostic, growth, and instructional grouping reports.</p> <p>Learning visits (observations)</p> <p>Collaborative conversations (grade level, 1:1, teams, faculty).</p>	<p>6 weeks RTI/WIN monitoring.</p> <p>Monthly progress discussion with Principal and teachers.</p> <p>BOY, MOY, EOY assessments in iReady and classroom data.</p>	CAO Monthly Monitoring
Every student will achieve at least a 97% attendance rate.	<p>Faculty and Staff will continue to provide a welcoming and caring school environment.</p> <p>Counselor will work with students and families who need additional guidance, planning, and support regarding social,</p>	Yearlong	42101 42112 17101	<p>Continue sending communications to families regarding school attendance.</p> <p>Monthly progress monitoring meeting Counselor and Principal.</p>	<p>Quarterly LDS data reviews.</p> <p>Quarterly SEL checks with Counselor and support team.</p>	CAO Monthly Monitoring

	emotional, and academic learning needs.			<p>Monthly progress monitoring meeting with District personnel, Counselor, and Principal.</p> <p>Quarterly progress monitoring meeting with Project Kokua Lead, Counselor, and Principal.</p> <p>In-take and end of program parent meetings with Project Kokua Lead, Counselor, and District Support personnel.</p>		
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#### Staff Outcomes (SY 2020-21)

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>All faculty will implement school wide-initiatives:</p> <ol style="list-style-type: none"> <li>1. Visible Learning (balanced literacy instruction)</li> <li>2. Scoreboards</li> <li>3. Student-Led Conferences</li> <li>4. Integrate Art with ELA, math, science, social studies.</li> <li>5. WIN</li> <li>6. SEL practices such as Choose Love and P4C</li> </ol>	<p>By August 28, 2020, all students will complete the initial diagnostic in iReady/RAZ to establish the starting benchmark for this school year.</p>	Fall - Qtr #1	<p>42101 42112 42102</p>	Walkthroughs Grade level and/or team minutes and products	Weekly	<p>CAO Monthly Monitoring</p>
	<p>By September 4, 2020, every classroom will have a scoreboard that captures and displays students' reading progress, specific to the grade level. (e.g. Kinder &amp; 1st will use A-Z reading levels, grades 2 - 5 will use universal screener data as baseline, use exit passes to assess regularly, etc.)</p>	Fall - Qtr #1 Updated		<p>Surveys and questionnaires</p> <p>Document sharing Written and shared units Grade level presentations</p>	<p>Semester or annually</p> <p>Quarterly</p>	
	<p>By September 25, 2020, every grade level will select and share a unit of study in either science, social studies, or mathematics, which will be</p>	Fall Yearlong				

	<p>integrated with art. All grade levels will integrate art with ELA (sketch to stretch, book “reports”, learning journals, characterizations, reading responses, etc.).</p> <p>By December 1, 2020, all certificated staff will have determined vertically aligned success criteria for:</p> <ul style="list-style-type: none"> <li>• retelling</li> <li>• problem solving</li> <li>• opinion writing, and</li> <li>• decision-making.</li> </ul> <p>By December 18, 2020, all students will complete the mid-year iReady assessment in reading and mathematics.</p> <p>By April 30, 2020, all students would have participated in drama education residency so that they can build self-expression and oral language skills.</p> <p>By May 14, 2021, all students will complete the end-of-the year iReady assessment in reading and mathematics.</p> <p>By May 28, 2021, all students will show at least a .45 growth in reading and mathematics. (That equates to a year’s growth based on John Hattie’s work.)</p> <p>By May 21, 2021, all students (K-5) would have actively participated in four WIN cycles focused on reading needs in either ELA, mathematics, science,</p>	<p>Semester Yearlong</p> <p>end of Fall semester</p> <p>end of Spring semester</p> <p>end of Spring semester</p> <p>Yearlong</p> <p>Yearlong</p>				
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	<p>or social studies.</p> <p>By May 21, 2020, all grade levels will have a collection of student products that demonstrate art integration in science, social studies, or mathematics. Each selected product will represent a progression on the learning continuum in a content area.</p>	Yearlong				
All faculty will participate in professional learning events and implement agreed upon strategies or methods.	<p>Administration will provide professional learning opportunities to support school wide initiatives:</p> <ul style="list-style-type: none"> <li>• iReady with Curriculum Associates</li> <li>• Art Integration</li> <li>• School-based in-service <ul style="list-style-type: none"> <li>○ SEAL</li> <li>○ Engagement</li> <li>○ Balanced Literacy</li> <li>○ Teacher Clarity</li> <li>○ Quality Questioning</li> <li>○ VL for Literacy</li> <li>○ Choose Love</li> <li>○ Blended Learning</li> <li>○ Flipped Classrooms</li> <li>○ Positive Behavior</li> </ul> </li> <li>• Book Club: <ul style="list-style-type: none"> <li>○ <i>PLC+</i></li> <li>○ <i>Teacher Clarity Playbook</i></li> <li>○ <i>Routines for Reasoning</i></li> </ul> </li> </ul>	<p>Yearlong</p> <p>Yearlong</p> <p>Spring Sem.</p> <p>Yearlong</p> <p>Yearlong</p>	<p>42101</p> <p>42112</p> <p>20657</p> <p>42108</p>	<p>Walkthroughs</p> <p>Grade level and/or team minutes and products</p> <p>Surveys and questionnaires (i.e. Panorama, SQS, CSI, school-based)</p> <p>Instructional document:</p> <ol style="list-style-type: none"> <li>1. Updated pacing guides</li> <li>2. 5 Entry/5 Exit Skills</li> <li>3. Routines for SG instruction</li> <li>4. Priority Standards Plan</li> <li>5. Written and shared units</li> <li>6. Grade level presentations</li> </ol> <p>Products:</p> <ol style="list-style-type: none"> <li>1. Faculty learning journals</li> <li>2. Faculty written responses</li> <li>3. Student created products</li> <li>4. Conversations</li> <li>5. Observations</li> </ol>	<p>Weekly</p> <p>Semester or annually</p> <p>Yearlong</p> <p>Weekly</p> <p>Quarterly</p> <p>Semester</p> <p>Yearlong</p>	CAO Monthly Monitoring



Each faculty member and instructional staff will belong to a program evaluation team: <ul style="list-style-type: none"><li>• Teacher Clarity</li><li>• Student Empowerment (Voice and Choice)</li><li>• School Climate</li><li>• Communication</li></ul>	Each team will use the program evaluation tool to examine the relationship between teacher clarity, student empowerment, a positive school climate, and communication clarity impacts student achievement.	Quarterly	42101 42112 42108	Instructional document: Written and shared units Grade level presentations  Products: Faculty learning journals Faculty written responses Student created products Conversations Observations	Monthly or quarterly  Weekly Monthly Quarterly	
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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*.

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><b><u>Ready Classroom Mathematics</u></b></p> <p>Currently our data shows that there is a range of 48 - 20% of students (depending on the grade level) one grade below. That's a concern for us.</p> <p>Teachers feel that the format of the Ready Math program creates time for mastery learning.</p> <ol style="list-style-type: none"><li>1. The curricular tools are paced to allow 1 day of Exploration, 1 - 2 days for developmental practice and application, and 1 - 2 additional days for refinement. This pacing keeps the learning target focused for a week as opposed to daily changes.</li><li>2. Also if all teachers stay on pace, instruction could be completed by end of third quarter, allowing time for teachers to revisit the priority standards and for students to master priority standards in the fourth quarter. This also addresses the frequent comment of "we didn't cover that yet" since currently, students take the SBA before instruction is complete.</li><li>3. The program also integrates mathematical practices and identifies major clusters which helps to build problem-solving skills and provides opportunity for non-classroom teachers to focus on and differentiate instruction for our SpEd and EL students.</li><li>4. There is also a professional development piece that will help teachers build student efficacy in problem solving, and mathematical reasoning through instructional routines that will be implemented schoolwide.</li><li>5. Also noted is the academic language and emphasis on application and reasoning.</li><li>6. Finally, we are committed to maximizing the capabilities of the iReady system and understand that Ready Classroom will be fully compatible with the individual needs and grade level targets.</li></ol>	<p><i>Please describe your conditions for Success:</i></p> <p>The conditions are the same for both pilot programs. In order for any new program to be successful the following conditions must be present.</p> <ol style="list-style-type: none"><li>1. Cultivate a school culture that fully embraces a growth mindset. Teachers must be willing to utilize a new curricular tool, understand that there could be an implementation dip, and reflect on their learning and practices regularly.</li><li>2. Faculty and Instructional staff must be willing to engage in professional learning opportunities and reflective practices.</li><li>3. Faculty and instructional staff must continue to expand their capacity to differentiate instruction and assessment to address needs of all learners.</li><li>4. Administration must accept that there could be an implementation dip and heavier need for professional development and support as faculty works through a new tool.</li><li>5. Collaborative conversations during weekly grade level meetings must include data analysis and planning to address proficiency gaps.</li><li>6. As a school community we must acknowledge that there is a need for SEL practices to permeate the adult relationships so that we fluently model care and mindfulness for students and demonstrate how we adapt to change.</li></ol>

**Social Emotional Learning for adults**

The second pilot project is to focus SEL “curriculum,” training, and application on the adults on campus. One cannot teach what one doesn’t know. There is a range of beliefs regarding the value of relationships, trust, care, and respect across the campus and among the various roles. Rather than focus all of our energy on implementing strategies and techniques to only students, we will also implement SEL instruction, methods, and strategies to forge greater trust and stronger bonds among adults. There are many communication tools yet we continue to be challenged with people not knowing.

- Is the willingness to hear and accept absent?
- Is relational trust weak?
- Is the mode of communication what needs to be changed?
- Is there a greater need to share the responsibility of communication?
- Is it a process and system issue?

We need to live our motto Together We Rise. This pilot will include daily Mindfulness practices, breathing techniques, relationship and connection building strategies, and deeper conversations of servant leadership.