



## Academic Plan for School Year 2022-23

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

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

### HIDOE Learning Organization

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

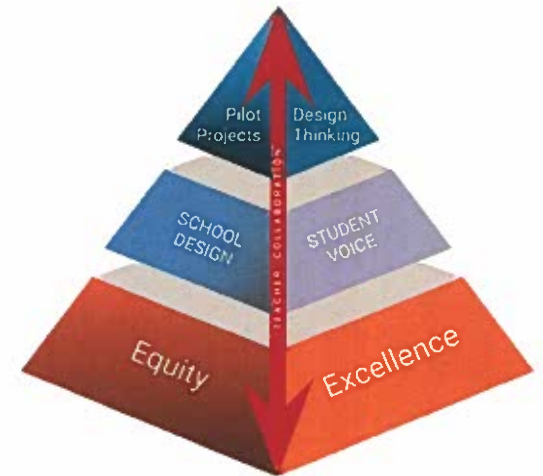
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Daniel Larkin	
Principal's signature:	Date: 4.14.22

Complex Area Superintendent (print): Rochelle Mahoe	
Complex Area Superintendent's signature:	Date: 4/14/2022

Kalihi Waena Elementary School, [Version 1], [Date]



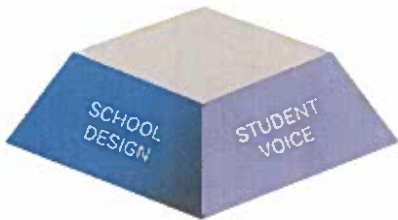
## Teaching & Learning Core: Equity and Excellence

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.

Achievement Gap	Theory of Action	Enabling Activity
<p>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub-group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p>	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p>	<p>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</p> <p>NOTES: CA= WASC Critical Area of Need SI= WASC School Identified Area of Need CNA= Comprehensive Needs Assessment</p>
<ul style="list-style-type: none"> <li>Identified in our <a href="#">WASC Self Study</a> is a student achievement gap between our High-Needs and Non-High Needs students historically for the past six years of approximately 20% in both ELA and Math. (SW 1)</li> <li>Overall performance of students is at 29% for ELA, 15% for math and 22% for Science. An emphasis on Tier 1 instruction is needed.</li> </ul>	<ul style="list-style-type: none"> <li>If we improve current processes, instructional methods, and systems of support we should see improvements in overall student performance and behavior.</li> <li>Improvements in Tier 1 instruction in all core content areas will be the most effective countermeasure to learning loss caused by COVID as well as to generally improve student growth and performance in the long run.</li> </ul>	<ul style="list-style-type: none"> <li>EA 1: Ensure all students have equitable access to high-quality tiered instruction, curriculum, and material support through continued refinement of systems and structures <b>focusing on Tier 1 instruction</b>, inclusive of all stakeholders. This will be monitored through data analysis of universal screeners by teachers with support of the leadership team. (WASC CA#1, CA #2) (SW 6) (SW 7)</li> </ul>
<ul style="list-style-type: none"> <li>Identified in our <a href="#">WASC Self Study</a> is a student achievement gap between our High-Needs and Non-High Needs students historically for the past six years of approximately 20% in both ELA and Math.</li> <li>Overall performance of students is at 29% for ELA, 15% for math and 22% for Science. An emphasis on Tier 1 instruction is needed.</li> </ul>	<ul style="list-style-type: none"> <li>A clear K-5 horizontal and vertical alignment of standards and assessments will provide teachers common end-of-year goals, based on identified power standards and plans to integrate content. The implementation of the curriculum will be differentiated to meet the needs of all students.</li> <li>Provide professional development in the visible learning framework in order to provide a foundation for teacher innovation and integrated units that are culturally responsive, incorporate the Na Hopena A'o framework, rigorous, differentiated, and responsive to student voice and choice.</li> </ul>	<ul style="list-style-type: none"> <li>EA 2: Provide professional development in the visible learning framework (Power Standards, Learning Intentions and Success Criteria) over the course of multiple years along with a guided and mentored process for lesson planning, mapping, and pacing and data-driven assessments that meet student needs across all levels (Universal Design). The use of data teams to increase proficiency in identified standards based on common assessments. (CNA #1, CNA #2, WASC SI #2, SI#3) (SW 6)</li> </ul>

<ul style="list-style-type: none"> <li>• KWES's chronic attendance shot up to 29% in SY 2020-21 and is expected to rise further in SY 2021-22 due to COVID protocols. This is especially profound in Low-SES students. Current daily attendance hovers around 86% and is lower in High-Needs students.</li> </ul>	<ul style="list-style-type: none"> <li>• By addressing core Tier 1 instruction to increase engagement, providing Tier 1 SEL activities, Tier 2 monitoring and Tier 3 actions as well as a re-emphasis of GLO's coinciding with Na Hopena A'o statements embedded in our SEL programs, students will become re-invested in their learning and engaged with their school experience thereby increasing their attendance and overall well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• EA 3: Using HMTSS structures the school will focus on addressing these core issues: <ul style="list-style-type: none"> <li>◦ Address Chronic Absenteeism and daily attendance through tier 1 activities, tier 2 monitoring and tier 3 actions (CNA #3)</li> <li>◦ Develop a plan for teaching, reinforcing, and communicating the General Learner Outcomes to all stakeholders(WASC SI #1)</li> <li>◦ The implementation of the new SEL program, Choose Love, to address mental well-being both during school and out in the community. (WASC SI #4, CA #3)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• English Language Learners (EL) have traditionally lower overall performance on assessments than their peers. As indicated in our <a href="#">WASC Self Study</a> and our <a href="#">CLSD Grant Literacy Plan</a> only about 34% of our ELs are on track to Eidentified in our <a href="#">WASC Self Study</a> is a student achievement gap between our High-Needs and Non-High Needs students historically for the past six years of approximately 20% in both ELA and Math. English proficiency on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in the English Learner Success Initiative and the CLSD grant, alongside continued refresher training in GLAD™, Orton Gillingham, and the Haggerty instructional model, with an emphasis on Universal Design for learning, teachers will use multiple modes of instruction with an emphasis on increasing ELs' acquisition of English to reach on track timelines under the WIDA model.</li> </ul>	<ul style="list-style-type: none"> <li>• EA 4: Through targeted professional development as outlined in the English Learner Success Initiative, the CLSD grant, and allocation of personnel resources to reach more ELs more frequently for personalized instruction as well as greater intentionality for universal design for learning reaching all learners through language development models, ELs will increase their overall language acquisition as monitored by the ART team through the WIDA assessment, universal screeners, and student classroom performance. (WASC CA #2) (SW 6)</li> </ul>
<ul style="list-style-type: none"> <li>• Literacy needs, identified in both our <a href="#">WASC Self Study</a> and our <a href="#">CLSD Grant Literacy Plan</a>, show only about 49% of our 3rd-grade learners meeting proficiency in ELA standards. This translates to 50% of our learners not reaching the critical threshold of being able to read by 3rd grade in order to have success in future grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Through participation in the FKK Complex CLSD, a literacy plan for Kalihi Waena was developed focused on providing professional development in all grant components; GenEd, SpEd, ELL, EOEL, teachers will develop stronger literacy instructional methods for implementation in the classroom, thereby closing the achievement gap.</li> </ul>	<ul style="list-style-type: none"> <li>• EA 5: The Implementation and <a href="#">monitoring</a> of the processes in our literacy plan will result in improvement in student growth and overall performance indicators across all grade levels. (WASC CA #2, SI #2, SI#3) (SW 6)  <b>Specific processes in this EA are:</b> <ul style="list-style-type: none"> <li>◦ The leadership team will commit to learning and leading data-driven conversations using i-Ready data <ul style="list-style-type: none"> <li>■ The articulation agenda item will include monitoring i-Ready lessons passed for all students and planning for teacher-directed lessons next steps during the RTI block. Admin will have regular (during monthly CSSS/HMTSS) meetings with teachers to</li> </ul> </li> </ul> </li> </ul>

		<p>inform, guide (side-by-side coaching), monitor, and plan for intervention.</p> <ul style="list-style-type: none"> <li>■ <b>Data</b> will be collected and monitored during monthly meetings: targeted minutes, % of lessons passed, and the number of students flagged or lessons turned off.</li> <li>■ Admin will report the above data quarterly to ART.</li> <li>■ Teachers will be informed and implement intervention lessons to students in order for 100% of students to reach their typical growth</li> </ul> <ul style="list-style-type: none"> <li>○ Academic Coaches will guide teachers in developing standards-based: learning intentions, success criteria, and assessments.</li> <li>○ Periodic non-evaluative classroom walkthrough by the <a href="#">admin, leadership team</a> and <a href="#">academic coach</a> to highlight best practices that help in augmenting students' performance. The walkthrough will also focus on the implementation of a high leverage strategy that would address literacy.</li> </ul> <ul style="list-style-type: none"> <li>■ Teachers will implement explicit instruction strategies from A. Archer's professional development sessions. Particular emphasis will be on critical content and text dependency, and building background knowledge based on i-Ready data showing the need to improve informational reading comprehension.</li> </ul>
<ul style="list-style-type: none"> <li>● Identified in our <a href="#">WASC Self Study</a> is a student achievement gap between our High-Needs and Non-High Needs students historically for the past six years of approximately 20% in both ELA and Math.</li> </ul>	<ul style="list-style-type: none"> <li>● Clear delineation of HMTSS to identify tiered systems of support for all four components, Academic, Behavioral, Social-Emotional, and Physical, resulting in better communication, a decrease in intervention delays, and improved access to support students and their families, as well as reduce confusion for staff.</li> </ul>	<ul style="list-style-type: none"> <li>● EA 6: Clarify all levels of HMTSS. Develop clearly defined component processes for all three tiers of support in all four domains through the "process mapping" developmental process. (WASC CA #2, SI #4) (SW 6)</li> </ul>



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

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

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

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

SY 2022-23 <u>Measurable Outcomes</u>	SY 2023-24 <u>Measurable Outcomes</u>	SY 2024-25 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• School Design                             <ul style="list-style-type: none"> <li>◦ EA 6: Clarify all levels of HMTSS. Develop clearly defined component processes for all three tiers of support in all four domains through the "process mapping" developmental process. (WASC CA #2, SI #4) (SW 6)                                     <ul style="list-style-type: none"> <li>■ By EOSY 2023 all secondary components for all 4 HMTSS Domains especially, SpEd referral process, Physical support systems, and SEL will have clearly defined written parameters and be functional in operation with tiered supports addressing all three tiers.</li> </ul> </li> </ul> </li> </ul>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• School Design                             <ul style="list-style-type: none"> <li>◦ EA 6: Clarify all levels of HMTSS. Develop clearly defined component processes for all three tiers of support in all four domains through the "process mapping" developmental process. (WASC CA #2, SI #4) (SW 6)                                     <ul style="list-style-type: none"> <li>■ By EOSY 2024 any tertiary components for all 4 HMTSS Domains, i.e. cafeteria operations, office operations, and parent networking systems will have clearly defined written parameters and be functional in operation with tiered supports addressing all three tiers.</li> </ul> </li> </ul> </li> </ul>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> <li>• School Design                             <ul style="list-style-type: none"> <li>◦ EA 6: Clarify all levels of HMTSS. Develop clearly defined component processes for all three tiers of support in all four domains through the "process mapping" developmental process. (WASC CA #2, SI #4) (SW 6)                                     <ul style="list-style-type: none"> <li>■ Refine, based on field experience, all tiers of service for improvements and continuous school improvement</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Student Voice             <ul style="list-style-type: none"> <li>○ EA 2: Provide professional development in the visible learning framework (Power Standards, Learning Intentions and Success Criteria) over the course of multiple years along with a guided and mentored process for lesson planning, mapping, and pacing and data-driven assessments that meet student needs across all levels (Universal Design). The use of data teams to increase proficiency in identified standards based on common assessments. (CNA #1, CNA #2, WASC SI #2, SI#3) (SW 6)                 <ul style="list-style-type: none"> <li>■ Continued instructional professional development that includes student voice and choice, Na Hopena A'o, and integration of units will create at least <u>three</u> clear opportunities for student voice and choice in every classroom by the end of the school year.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Student Voice             <ul style="list-style-type: none"> <li>○ EA 2: Provide professional development in the visible learning framework (Power Standards, Learning Intentions and Success Criteria) over the course of multiple years along with a guided and mentored process for lesson planning, mapping, and pacing and data-driven assessments that meet student needs across all levels (Universal Design). The use of data teams to increase proficiency in identified standards based on common assessments. (CNA #1, CNA #2, WASC SI #2, SI#3) (SW 6)                 <ul style="list-style-type: none"> <li>■ Continued instructional professional development that includes student voice and choice, Na Hopena A'o, and integration of units will create at least <u>five</u> clear opportunities for student voice and choice in every classroom by the end of the school year.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Student Voice             <ul style="list-style-type: none"> <li>○ EA 2: Provide professional development in the visible learning framework (Power Standards, Learning Intentions and Success Criteria) over the course of multiple years along with a guided and mentored process for lesson planning, mapping, and pacing and data-driven assessments that meet student needs across all levels (Universal Design). The use of data teams to increase proficiency in identified standards based on common assessments (CNA #1, CNA #2, WASC SI #2, SI#3) (SW 6)                 <ul style="list-style-type: none"> <li>■ Use Data Teams to revise the majority of units to provide opportunities for student voice/choice in every classroom (as cognitively appropriate).</li> </ul> </li> </ul> </li> </ul>
<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> <li>● School Design             <ul style="list-style-type: none"> <li>○ Our school has embraced the HMTSS model of student support. By clearly identifying the processes, procedures, and articulating the purpose of them we will be able to limit confusion and lost time to correct/revise processes that we should have finalized.</li> </ul> </li> <li>● Student Voice             <ul style="list-style-type: none"> <li>○ Through the creation of clearer lessons designed around student culture, choice, rigor, relevance, relationships, and instructional practices that engage students we should see higher levels of growth in all subjects.</li> </ul> </li> </ul>	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> <li>● School Design             <ul style="list-style-type: none"> <li>○ Our school has embraced the HMTSS model of student support. By clearly identifying the processes, procedures, and articulating the purpose of them we will be able to limit confusion and lost time to correct/revise processes that we should have finalized.</li> </ul> </li> <li>● Student Voice             <ul style="list-style-type: none"> <li>○ Through the creation of clearer lessons designed around student culture, choice, rigor, relevance, relationships, and instructional practices that engage students we should see higher levels of growth in all subjects.</li> </ul> </li> </ul>	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> <li>● School Design             <ul style="list-style-type: none"> <li>○ Our school has embraced the HMTSS model of student support. By clearly identifying the processes, procedures, and articulating the purpose of them we will be able to limit confusion and lost time to correct/revise processes that we should have finalized.</li> </ul> </li> <li>● Student Voice             <ul style="list-style-type: none"> <li>○ Through the creation of clearer lessons designed around student culture, choice, rigor, relevance, relationships, and instructional practices that engage students we should see higher levels of growth in all subjects.</li> </ul> </li> </ul>
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<p><b>Whole School:</b> Our overall goal for the percentage of students who show proficiency in the ELA SBA will increase by year as follows: SY 2020-21 +1%, SY 2021-22 +2%, SY 2022-23 +4%, SY 2023-24 +5%, with each year building upon the prior year. Our baseline from SY 2018-19 being 41% we should reach 53% by SY 2023-24.</p> <p><b>Measurable Outcomes:</b> The measures that will be used to measure progress for all students will be the BOY, MOY, and EOY i-Ready diagnostic results.</p> <table border="1"> <thead> <tr> <th>i-Ready</th> <th>SY 2020-21 Fall/Winter/Spring Screener</th> <th>SY 2021-22 Fall/Winter/Spring Screener</th> <th>SY 2022-23 Fall/Winter/Spring Screener</th> <th>SY 2023-24 Fall/Winter/Spring Screener</th> </tr> </thead> <tbody> <tr> <td>Green</td> <td>30/35/40</td> <td>35/40/45</td> <td>40/45/50</td> <td>45/50/55</td> </tr> <tr> <td>Yellow</td> <td>35/40/45</td> <td>35/40/45</td> <td>35/40/45</td> <td>35/40/45</td> </tr> <tr> <td>Red</td> <td>35/25/15</td> <td>30/20/10</td> <td>25/15/5</td> <td>25/10/5</td> </tr> </tbody> </table> <p><b>Growth targets will be used to monitor lessons passed</b></p> <table border="1"> <tbody> <tr> <td>i-Ready Typical Growth</td> <td>75% of students</td> </tr> <tr> <td>i-Ready Stretch Growth</td> <td>25% of students</td> </tr> </tbody> </table> <p><i>Strategies and instructional methods learned in professional development (EA 1-5) will be monitored through administration and leadership team walkthrough processes developed under the HMTSS structure (EA 6) to ensure it is the cause for the student outcomes.</i></p>	i-Ready	SY 2020-21 Fall/Winter/Spring Screener	SY 2021-22 Fall/Winter/Spring Screener	SY 2022-23 Fall/Winter/Spring Screener	SY 2023-24 Fall/Winter/Spring Screener	Green	30/35/40	35/40/45	40/45/50	45/50/55	Yellow	35/40/45	35/40/45	35/40/45	35/40/45	Red	35/25/15	30/20/10	25/15/5	25/10/5	i-Ready Typical Growth	75% of students	i-Ready Stretch Growth	25% of students	<p><b>Whole School:</b> Our overall goal for the percentage of students who show proficiency in the ELA SBA will increase by year as follows: SY 2020-21 +1%, SY 2021-22 +2%, SY 2022-23 +4%, SY 2023-24 +5%, with each year building upon the prior year. 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## 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																								
<p>Add the beginning of the year measurements here.                      Note: the school is in a 4 year cycle at this time through 2024. Baseline data was taken pre-COVID and end goal year 2024 shall be maintained through AcPlans until that year.</p> <ul style="list-style-type: none"> <li>● SBA                             <ul style="list-style-type: none"> <li>○ (2019)                                     <ul style="list-style-type: none"> <li>■ ELA 42%</li> <li>■ Math 43%</li> <li>■ Sci 67%</li> </ul> </li> <li>○ 2020                                     <ul style="list-style-type: none"> <li>■ No Data</li> </ul> </li> <li>○ 2021                                     <ul style="list-style-type: none"> <li>■ ELA 29%</li> <li>■ Math 15%</li> <li>■ Sci 21%</li> </ul> </li> </ul> </li> <li>● iReady Fall 2021 screener scores                             <ul style="list-style-type: none"> <li>○ ELA:                                     <ul style="list-style-type: none"> <li>■ On GL: 16%</li> <li>■ 1 year below GL: 44%</li> <li>■ 2 or more years below GL: 40%</li> </ul> </li> <li>○ Math:                                     <ul style="list-style-type: none"> <li>■ On GL: 5%</li> <li>■ 1 year below GL: 48%</li> <li>■ 2 or more years below GL: 47%</li> </ul> </li> </ul> </li> <li>● Chronic Attendance                             <ul style="list-style-type: none"> <li>○ SY 2019-20: 14%</li> <li>○ SY 2020-21: 29%</li> </ul> </li> </ul>	<p>Add throughout the year measurements here.                      Taken from <a href="#">Literacy Grant</a> Measures:</p> <ul style="list-style-type: none"> <li>● iReady                             <ul style="list-style-type: none"> <li>○ ELA and Math screener scores                                     <ul style="list-style-type: none"> <li>■ Increase of screener average scores from fall to spring resulting in 10 percent more students attaining on grade level by EOY</li> <li>■ Decrease of students behind by two grade levels or mor by 15-20%</li> </ul> </li> <li>○ Personalized instruction                                     <ul style="list-style-type: none"> <li>■ 85% of students averaging 30-49 minutes of time with personalized instruction in the system.</li> <li>■ At least 20 lessons passed with at least 70% or more for all students capable of using the system</li> </ul> </li> </ul> </li> <li>● Chronic Attendance                             <ul style="list-style-type: none"> <li>○ Maintain average daily attendance of 94%</li> <li>○ Chronic Attendance does not pass these end of quarter milestones:                                     <ul style="list-style-type: none"> <li>■ Q1: 2%</li> <li>■ Q2: 4%</li> <li>■ Q3: 8%</li> <li>■ Q4: 13%</li> </ul> </li> </ul> </li> </ul>	<p>Addend-of-year goals here.                      Taken from <a href="#">Literacy Grant</a> Measures:</p> <p><b>Whole School:</b>                      Our overall goal for the percentage of students who show proficiency in the ELA SBA will increase by year as follows: SY 2020-21 +1%, SY 2021-22 +2%, SY 2022-23 +4%, SY 2023-24 +5%, with each year building upon the prior year. Our baseline from SY 2018-19 being 41% we should reach 53% by SY 2023-24.</p> <p><b>Measurable Outcomes:</b>                      The measures that will be used to measure progress for all students will be the BOY, MOY, and EOY i-Ready diagnostic results.</p> <table border="1" data-bbox="1312 604 2022 829"> <thead> <tr> <th>i-Ready</th> <th>SY 2020-21 Fall/Winter/Sp ring Screener</th> <th>SY 2021-22 Fall/Winter/Sp ring Screener</th> <th>SY 2022-23 Fall/Winter/Sp ring Screener</th> <th>SY 2023-24 Fall/Winter/Sp ring Screener</th> </tr> </thead> <tbody> <tr> <td>Green</td> <td>30/35/40</td> <td>35/40/45</td> <td>40/45/50</td> <td>45/50/55</td> </tr> <tr> <td>Yellow</td> <td>35/40/45</td> <td>35/40/45</td> <td>35/40/45</td> <td>35/40/45</td> </tr> <tr> <td>Red</td> <td>35/25/15</td> <td>30/20/10</td> <td>25/15/5</td> <td>25/10/5</td> </tr> </tbody> </table> <p><b>Growth targets will be used to monitor lessons passed</b></p> <table border="1" data-bbox="1312 881 2022 976"> <tbody> <tr> <td>i-Ready Typical Growth</td> <td>75% of students</td> </tr> <tr> <td>i-Ready Stretch Growth</td> <td>25% of students</td> </tr> </tbody> </table> <p>Strategies and instructional methods learned in professional development (EA 1-5) will be monitored through administration and leadership team walkthrough processes developed under the HMTSS structure (EA 6) to ensure it is the cause for the student outcomes.</p>	i-Ready	SY 2020-21 Fall/Winter/Sp ring Screener	SY 2021-22 Fall/Winter/Sp ring Screener	SY 2022-23 Fall/Winter/Sp ring Screener	SY 2023-24 Fall/Winter/Sp ring Screener	Green	30/35/40	35/40/45	40/45/50	45/50/55	Yellow	35/40/45	35/40/45	35/40/45	35/40/45	Red	35/25/15	30/20/10	25/15/5	25/10/5	i-Ready Typical Growth	75% of students	i-Ready Stretch Growth	25% of students
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i-Ready Typical Growth	75% of students																									
i-Ready Stretch Growth	25% of students																									

**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)
<p>Our overall goal for the percentage of students who show proficiency in the ELA SBA will increase by year as follows: SY 2020-21 +1%, SY 2021-22 +2%, SY 2022-23 +4%, SY 2023-24 +5%, with each year building upon the prior year. Our baseline from SY 2018-19 being 41% we should reach 53% by SY 2023-24.</p>	<p>EA 1: Ensure all students have equitable access to high-quality tiered instruction, curriculum, and material support through continued refinement of systems and structures <b>focusing on Tier 1 instruction</b>, inclusive of all stakeholders. This will be monitored through data analysis of universal screeners by teachers with support of the leadership team. (WASC CA#1, CA #2) (SW 6) (SW 7)</p>	<p>Yearlong</p>	<p>WSF: 42101 and SPPA 17101 \$3,412,628 (staff) \$70,734 (supplies) Title I: 18902 \$77,620 (staff) \$90,000 (supplies) Title I: 18935 \$2,204 (supplies) Title II: 20657 Title III: 18085 \$25,000 Impact Funds:  (SW 5) (SW 7)</p>	<ul style="list-style-type: none"> <li>• ART quarterly meetings (SW 3)                             <ul style="list-style-type: none"> <li>◦ iReady Screening Reports- Curriculum Coordinator (CC)</li> <li>◦ WIDA Reports- EL Coordinator</li> <li>◦ SBA Reports- CC</li> </ul> </li> <li>• Leadership Team weekly meetings                             <ul style="list-style-type: none"> <li>◦ iReady Progress Monitoring- CC</li> <li>◦ Teacher Reports- Admin</li> <li>◦ Student Data Analysis Form- CC</li> </ul> </li> <li>• Operations Team bi-weekly meetings                             <ul style="list-style-type: none"> <li>◦ Event Logs- SASA</li> <li>◦ After Action Reviews- Admin</li> </ul> </li> <li>• GLC monthly meetings                             <ul style="list-style-type: none"> <li>◦ iReady Screening Reports- Curriculum Coordinator (CC)</li> <li>◦ WIDA Reports- EL Coordinator</li> <li>◦ SBA Reports- CC</li> </ul> </li> </ul>	<p>Quarterly at minimum</p>	
<p>Chronic Attendance</p>	<ul style="list-style-type: none"> <li>• EA 3: Using HMTSS structures the school will focus on addressing these</li> </ul>	<p>Yearlong</p>	<p>WSF: 42101 and SPPA 17101 \$3,412,628 (staff)</p>	<ul style="list-style-type: none"> <li>• HMTSS Montly meetings (SW 3)</li> </ul>	<p>Quarterly at minimum</p>	

<ul style="list-style-type: none"> <li>• Maintain average daily attendance of 94%</li> <li>• Chronic Attendance does not pass these end of quarter milestones:             <ul style="list-style-type: none"> <li>◦ Q1: 2%</li> <li>◦ Q2: 4%</li> <li>◦ Q3: 8%</li> <li>◦ Q4: 13%</li> </ul> </li> </ul>	<p>core issues:</p> <ul style="list-style-type: none"> <li>◦ Address Chronic Absenteeism and daily attendance through tier 1 activities, tier 2 monitoring and tier 3 actions (CNA #3)</li> <li>◦ Develop a plan for teaching, reinforcing, and communicating the General Learner Outcomes to all stakeholders(WASC SI #1)</li> <li>◦ The implementation of the new SEL program, Choose Love, to address mental well-being both during school and out in the community. (WASC SI #4, CA #3)</li> </ul>		<p>\$189,918 (supplies)            Title I: 18902            \$85,000 (staff)            \$90,080 (supplies)            Title I: 18935            \$500 Parent engagement activity supplies            Title II: 20657            Title III: 18085            \$15,000            Impact Funds:</p>	<ul style="list-style-type: none"> <li>◦ iReady Screening Reports- Curriculum Coordinator (CC)</li> <li>◦ WIDA Reports- EL Coordinator</li> <li>◦ SBA Reports- CC</li> <li>◦ Panorama Reports</li> <li>◦ BEISY Reports</li> <li>• Leadership Team weekly meetings             <ul style="list-style-type: none"> <li>◦ Teacher Reports- Admin</li> </ul> </li> <li>• Operations Team bi-weekly meetings             <ul style="list-style-type: none"> <li>◦ Event Logs- SASA</li> <li>◦ After Action Reviews- Admin</li> </ul> </li> <li>• GLC monthly meetings</li> </ul>		
<p>Our overall goal for the percentage of students who show proficiency in the ELA SBA will increase by year as follows: SY 2020-21 +1%, SY 2021-22 +2%, SY 2022-23 +4%, SY 2023-24 +5%, with each year building upon the prior year. Our baseline from SY 2018-19 being 41% we should reach 53% by SY 2023-24.</p>	<p>EA 5: Through targeted professional development and allocation of personnel resources to reach more ELs more frequently for personalized instruction as well as greater intentionality for universal design for learning reaching all learners through language development models, ELs will increase their overall language acquisition as monitored by the ART team through the WIDA assessment, universal screeners, and student classroom performance. (WASC CA #1,CA#3, CA #4)</p>	<p>Yearlong</p>	<p>WSF: 42101            Title I: 18902            Title II:20657            Title III: 18085            \$ 20,000             (SW 5)</p>	<ul style="list-style-type: none"> <li>• ART quarterly meetings (SW 3)             <ul style="list-style-type: none"> <li>◦ WIDA Reports- EL Coord</li> <li>◦ iReady Progress monitoring for EL subgroup- EL Cord</li> </ul> </li> <li>• Leadership Team weekly meetings             <ul style="list-style-type: none"> <li>◦ WIDA Reports- EL Coord</li> <li>◦ iReady Progress monitoring for EL subgroup- EL Cord</li> </ul> </li> </ul>	<p>Quarterly at minimum</p>	

				<ul style="list-style-type: none"> <li>● GLC monthly meetings                             <ul style="list-style-type: none"> <li>○ WIDA Reports- EL Coord</li> <li>○ iReady Progress monitoring for EL subgroup- EL Cord</li> </ul> </li> </ul>	
<p>Our overall goal for the percentage of students who show proficiency in the ELA SBA will increase by year as follows: SY 2020-21 +1%, SY 2021-22 +2%, SY 2022-23 +4%, SY 2023-24 +5%, with each year building upon the prior year. Our baseline from SY 2018-19 being 41% we should reach 53% by SY 2023-24.</p>	<p>EA 5: The Implementation and <u>monitoring</u> of the processes in our literacy plan will result in improvement in student growth and overall performance indicators across all grade levels. (WASC CA #1, CA #4) (SW 6)PE one</p>	<p>Yearlong</p>	<p>WSF: 42101 Title I: 18902 Title II: 20657 Supported by CA  (SW 5)</p>	<ul style="list-style-type: none"> <li>● ART quarterly meetings (SW 3)                             <ul style="list-style-type: none"> <li>○ iReady Screening Reports- Curriculum Coordinator (CC)</li> <li>○ WIDA Reports- EL Coordinator</li> <li>○ SBA Reports- CC</li> </ul> </li> <li>● Leadership Team weekly meetings                             <ul style="list-style-type: none"> <li>○ iReady Progress Monitoring- CC</li> <li>○ Teacher Reports- Admin</li> <li>○ Student Data Analysis Form- CC</li> </ul> </li> <li>● Operations Team bi-weekly meetings                             <ul style="list-style-type: none"> <li>○ Event Logs- SASA</li> <li>○ After Action Reviews- Admin</li> </ul> </li> <li>● GLC monthly meetings                             <ul style="list-style-type: none"> <li>○ iReady Screening Reports- Curriculum Coordinator (CC)</li> <li>○ WIDA Reports- EL Coordinator</li> <li>○ SBA Reports- CC</li> </ul> </li> <li>● SCC quarterly meetings</li> </ul>	<p>Quarterly at minimum</p>

				<ul style="list-style-type: none"> <li>AcPlan Quarterly Progress Report-Admin</li> </ul>		
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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)
Continued instructional professional development that includes student voice and choice, Na Hopena A'o, and integration of units will create at least one clear opportunity for student voice and choice in every classroom by the end of the school year.	EA 2: Provide professional development in the visible learning framework (Power Standards, Learning Intentions and Success Criteria) over the course of multiple years along with a guided and mentored process for lesson planning, mapping, and pacing and data-driven assessments that meet student needs across all levels (Universal Design). The use of data teams to increase proficiency in identified standards based on common assessments. (CNA #1, CNA #2, WASC SI #2, SI#3) (SW 6)	Yearlong	WSF: 42101 Title I: 18902 \$20,000 (substitutes) \$40,000 (subscriptions and PD) Title II:20657  (SW 5)	<ul style="list-style-type: none"> <li>ART quarterly meetings (SW 3)                             <ul style="list-style-type: none"> <li>iReady Screening Reports- Curriculum Coordinator (CC)</li> <li>WIDA Reports- EL Coordinator</li> <li>SBA Reports- CC</li> </ul> </li> <li>Leadership Team weekly meetings                             <ul style="list-style-type: none"> <li>iReady Progress Monitoring- CC</li> <li>Teacher Reports- Admin</li> <li>Student Data Analysis Form- CC</li> </ul> </li> <li>Operations Team bi-weekly meetings                             <ul style="list-style-type: none"> <li>Event Logs- SASA</li> <li>After Action Reviews- Admin</li> </ul> </li> <li>GLC monthly meetings                             <ul style="list-style-type: none"> <li>iReady Screening Reports-</li> </ul> </li> </ul>	Quarterly at minimum	

				<p>Curriculum Coordinator (CC)</p> <ul style="list-style-type: none"> <li>○ WIDA Reports- EL Coordinator</li> <li>○ SBA Reports- CC</li> </ul>	
<p>By EOSY 2022 all primary components for all 4 HMTSS Domains especially, RtI A, RtI B, ELL, and SEL systems will have clearly defined written parameters and be functional in operation with tiered supports addressing all three tiers.</p>	<p>EA 6: Clarify all levels of HMTSS. Develop clearly defined component processes for all three tiers of support in all four domains through the "process mapping" developmental process. (WASC CA #2, SI #4) (SW 6)</p>	<p>Yearlong</p>	<p>WSF: 42101 Title I: 18902 \$6,000 (stipends, PPE/PTT)  (SW 5)</p>	<ul style="list-style-type: none"> <li>● ART quarterly meetings (SW 3)                             <ul style="list-style-type: none"> <li>○ Written Program Approval Request- Admin</li> </ul> </li> <li>● Leadership Team weekly meetings                             <ul style="list-style-type: none"> <li>○ Walkthrough data- Admin</li> </ul> </li> <li>● Operations Team bi-weekly meetings                             <ul style="list-style-type: none"> <li>○ Written Program Request Writeups- Admin</li> </ul> </li> <li>● GLC monthly meetings                             <ul style="list-style-type: none"> <li>○ Written Program Approval Request- Admin</li> </ul> </li> </ul>	<p>Quarterly at minimum</p>



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

When HDOE 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 HDOE 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> <ul style="list-style-type: none"> <li>● Integrated units/lessons                             <ul style="list-style-type: none"> <li>○ Over the course of the next five years, the school intends on building toward integrating subjects together in units/lessons in order to minimize the time spent on duplicated effort while maximizing relevance and cultural responsiveness.</li> </ul> </li> <li>● Redesign the school library to be a cornerstone of school innovation including facilities for a Maker Space area, broadcasting center, and digital library center.</li> </ul>	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"> <li>● Integrated units/lessons                             <ul style="list-style-type: none"> <li>○ We will be successful if 4 of 6-grade levels develop at least one integrated unit/lesson in SY 2021-22 that incorporates cultural responsiveness.</li> </ul> </li> <li>● Over the course of many years, redesign the school library space to facilitate the following areas:                             <ul style="list-style-type: none"> <li>○ Broadcasting Center</li> <li>○ Makers Space</li> <li>○ Digital Library</li> </ul> </li> </ul>

**Supplementary Documents:**

- [Title I Addendum](#)
- [WASC Self Study 2016-2021](#)