

2020 Academic Plan, School Year 2020-21



School: Palolo Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform 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): Gary Harada	
Principal's signature: 	Date: 05/20/2020
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 5/28/20



Hawaii Department of Education: 2020 Academic Plan School Year: 2020-2021

School Name: Palolo Elementary School
Submitted By: Gary Harada, principal

Kaimuki, McKinley, Roosevelt Complex Area
Linell Dilwith, Complex Area Superintendent

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward-focused 3-Year 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 the achievement gap; and, 3) applying contextual and community measures and assessments.

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

2020-2021 Academic Plan: Palolo Elementary School

HIDOE Learning Organization

Teaching and Learning Core:

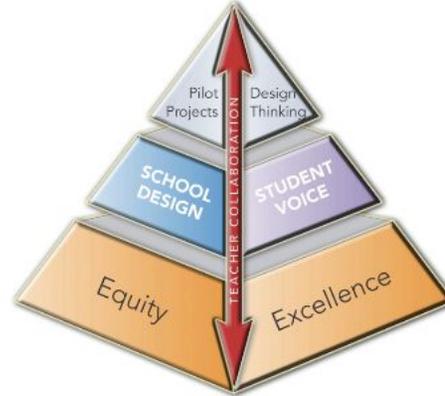
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:

New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

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

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

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

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 (SW1)			Key Strategies to Address and Promote Change																								
<p><u>Attendance</u></p> <p>Palolo Elementary School’s students daily attendance rate during SY 18-19 was 94.18%, below the Department of Education’s goal of 95% daily attendance rate. The chronic absenteeism rate was 12%.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance Percentage</th> <th>Chronic 15 plus absences</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>91.61%</td> <td>7</td> </tr> <tr> <td>1</td> <td>93.76%</td> <td>7</td> </tr> <tr> <td>2</td> <td>94.06%</td> <td>3</td> </tr> <tr> <td>3</td> <td>95.29%</td> <td>6</td> </tr> <tr> <td>4</td> <td>94.76%</td> <td>2</td> </tr> <tr> <td>5</td> <td>92.63%</td> <td>9</td> </tr> <tr> <td>Total</td> <td>SY Total 94.18%</td> <td>33 12%</td> </tr> </tbody> </table> <p>Research shows the negative impact on student learning and achievement when students are chronically absent to school.</p>				Attendance Percentage	Chronic 15 plus absences	K	91.61%	7	1	93.76%	7	2	94.06%	3	3	95.29%	6	4	94.76%	2	5	92.63%	9	Total	SY Total 94.18%	33 12%	<p>Key strategies to address and promote change for student <u>attendance</u>:</p> <ul style="list-style-type: none"> • Continue to refine the school attendance procedure to promote positive attendance and address chronic absenteeism by partnering with parent and community groups through quarterly meetings. • Continue to share and analyze attendance data including daily attendance rate and chronic absenteeism through weekly bulletins to faculty and staff and through quarterly newsletters. • Review and analyze student tardiness and provide follow up with students with excessive tardies. • Expand the positive incentive program school wide to promote attendance that includes individual, classroom, and school wide incentives. • Promote parent/guardian education with ongoing communication through quarterly meetings and newsletters. (SW7)
	Attendance Percentage	Chronic 15 plus absences																									
K	91.61%	7																									
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Total	SY Total 94.18%	33 12%																									

Evidence and Rationale for Change(SW1)						Key Strategies to Address and Promote Change																																																
<p><u>English Language Learners</u></p> <p>There were 134 (50%) active English language students during SY 19-20. This large disadvantaged group scored below proficiency in both the Language Arts and Math portions of the Smarter Balanced Assessment.</p> <table border="1"> <thead> <tr> <th></th> <th>J (Active)</th> <th>M (Monitoring)</th> <th>I (Initial Exit)</th> <th>N (No Longer EL)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>12</td> <td>15</td> <td></td> <td></td> <td>27</td> </tr> <tr> <td>1</td> <td>28</td> <td>3</td> <td></td> <td></td> <td>31</td> </tr> <tr> <td>2</td> <td>29</td> <td>1</td> <td>1</td> <td></td> <td>31</td> </tr> <tr> <td>3</td> <td>27</td> <td>1</td> <td>2</td> <td></td> <td>30</td> </tr> <tr> <td>4</td> <td>27</td> <td></td> <td>1</td> <td>4</td> <td>32</td> </tr> <tr> <td>5</td> <td>11</td> <td>3</td> <td>2</td> <td>1</td> <td>17</td> </tr> <tr> <td>Total</td> <td>134</td> <td>23</td> <td>6</td> <td>5</td> <td>168</td> </tr> </tbody> </table> <p>EL students need to be provided supports so there is equity to enable them to thrive academically, socially, and civically.</p>							J (Active)	M (Monitoring)	I (Initial Exit)	N (No Longer EL)	Total	K	12	15			27	1	28	3			31	2	29	1	1		31	3	27	1	2		30	4	27		1	4	32	5	11	3	2	1	17	Total	134	23	6	5	168	<p>Key strategies to address and promote change for <u>English language learners</u>:</p> <ul style="list-style-type: none"> ● Continue to refine the English Language Learner system to address the needs of EL students by providing instructional strategies such as GLAD, OG, and Visible Learning. ● Provide a systematic way to identify EL students’ needs by using WIDA and student progress monitoring data. ● Provide research based instructional strategies to address EL students’ needs such as GLAD, OG, and Visible Learning.(SW6i) ● Progress monitor EL students’ growth and progress. ● Provide PD for instructional strategies to support EL learners including GLAD, OG, and Visible Learning.
	J (Active)	M (Monitoring)	I (Initial Exit)	N (No Longer EL)	Total																																																	
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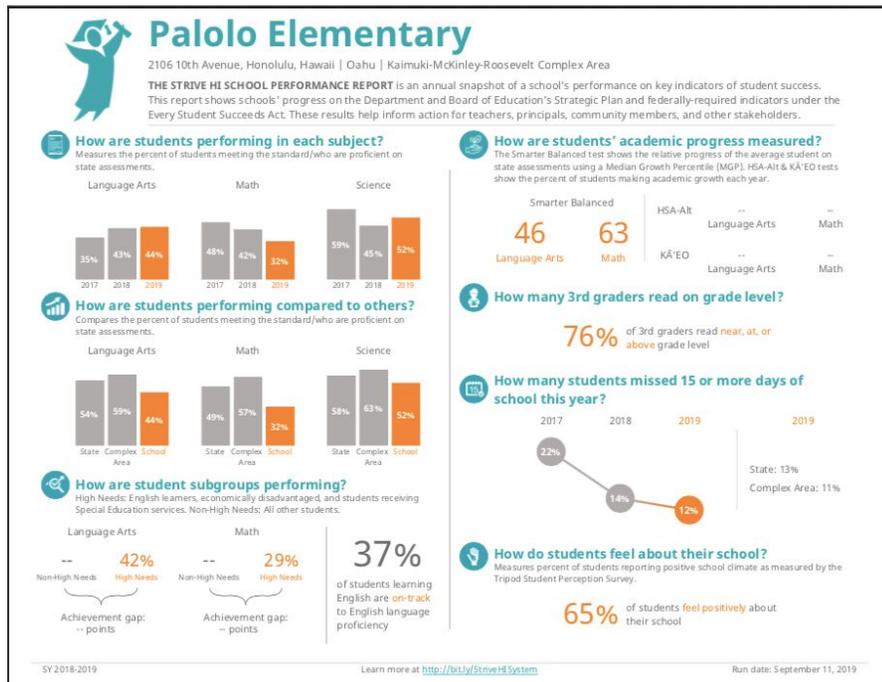
Evidence and Rationale for Change(SW1)	Key Strategies to Address and Promote Change
<p><u>Multi Tier System of Supports</u></p> <p>There is a need for a comprehensive school wide multi tier system of support at Palolo Elementary School. Palolo currently has components of student support systems, however, a comprehensive multi tier system that encompasses academic support, social behavioral and emotional support, and physical support needs to be in place to support the whole child. A systematic school wide response to intervention system is not currently in place. Research shows that early systematic assistance to struggling students has positive impacts on student achievement.</p>	<p>Key strategies to address and promote change for a <u>Hawaii Multi tier system of supports:</u></p> <ul style="list-style-type: none"> ● Implement the Hawaii Multi Tier Student Support System to address students’ academic and behavioral needs that includes Tier 1, Tier 2, and Tier 3 supports. ● Implement a systematic school wide response to interventions system that includes universal screeners for academics and behavior using iReady and grade level assessment data for academics and Behavior Screener for behavior/social emotional. ● Create a system of monitoring student progress embedded into the RtI system using iReady and grade level assessment data. ● Provide PD for RtI strategies to support all learners. ● Continue implementation of Social Emotional Learning using Choose Love to build a positive culture.(SW 6iii)

Evidence and Rationale for Change (SW1)

Key Strategies to Address and Promote Change

Research Based Instructional Practices

In SY 19-20, 44% of Palolo Elementary School students were proficient in language arts and 32% were proficient in math based on the Smarter Balanced Assessment. In addition, 54% of students were proficient in science based on the Hawaii Content Performance Standard science assessment.



Key strategies to address and promote change for a **research based instructional strategies:**

- Continue Visible Learning instructional practices by prioritizing, unpacking, and aligning Common Core State Standards.(SW6i)
- Continue student and teacher clarity by using Learning Intentions and Success Criteria.
- Continue to implement iReady as a universal screener to identify student needs and guide instruction. (SW6i)
- Provide PD for research based instructional strategies to support all learners focusing on Small Group Instruction and Response to Intervention.
- Continue to utilize technology to prepare students using Google Apps for Education.
- Continue PD and implementation of NGSS.

Additional instructional supports need to be provided to students by all teachers to close the achievement gap. Research based instructional strategies that promote assessment capable learners using teacher and student clarity needs to be implemented.

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)
Hawaii	Principal, Leadership Team, Teachers
Equity	Principal, Teachers
School Design	Principal, Leadership Team, Teachers
Empowerment	Principal, Leadership Team, Teachers
Innovation	Principal, Leadership Team, Teachers
Key School Initiatives Addressed in the Plan	Leads(s)
Attendance	Alan Arakawa, Counselor
English Language Learners	Lianne Miwa, EL Coordinator
Multi Tier System of Supports	Lynn Sakata, Student Services Coordinator
Research Based Instructional Strategies	Janet Lau, Curriculum Coordinator
Family Engagement	Wilna Fong, Title I 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
<i>Identify the targeted subgroup and their identified needs</i>	<i>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.</i>	<i>What is your Theory of Action (If-Then) to improve the achievement gap?</i>	<i>What are your enabling activities to improve the achievement gap?</i>
English Language Learners	78% of English Language students are one or more years below grade level in ELA compared to 48% of non English Language students.	If teachers are provided EL research based instructional strategies and supports, then EL students achievement gaps can be closed creating equity for EL students.	<ul style="list-style-type: none"> ● Continue to refine the English Language Learner system to address the needs of EL students. ● Provide a systematic way to identify EL students' needs. ● Provide research based instructional strategies to address EL students' needs (SW6i) ● Progress monitor EL students' growth and progress. ● Provide PD for instructional strategies to support EL learners.
Special Education	95% of Special Education students are one or more years below grade	If teachers are provided research based instructional supports then	<ul style="list-style-type: none"> ● Continue Visible Learning instructional practices by prioritizing, unpacking, and

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	<p>level in ELA compared to 48% of non Special Education students.</p>	<p>special education students' achievement gaps can be closed creating equity for all students.</p>	<p>aligning Common Core State Standards.(SW6i)</p> <ul style="list-style-type: none"> ● Continue student and teacher clarity by using Learning Intentions and Success Criteria. ● Continue to implement iReady as a universal screener to identify student needs and guide instruction. (SW6i) ● Provide PD for research based instructional strategies to support all learners. ● Continue to utilize technology to prepare students using Google Apps for Education. ● Continue PD and implementation of NGSS.
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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
<ul style="list-style-type: none"> • Palolo has provided processes for opportunities for all stakeholders to provide input for school design. Through the school’s governance process as well as decision making processes, teachers, students, families, and community members are provided voice in the school’s design. • Palolo Elementary School is moving towards providing flexible opportunities for learning through various learning opportunities. This includes online learning, STEM/Science projects, in addition to traditional classroom lessons.(SW6ii) • Students are also involved in student goal setting. This provides opportunities for students to become assessment capable learners taking responsibility for their own learning. • Palolo embraces the continuous school improvement process that is reflected in a comprehensive multi-tiered system of supports that includes an actionable data system, research based practices, and family engagement. 	<ul style="list-style-type: none"> • A governance process is in place where all role groups are provided collaboration time to provide input. This process is systematic and will continue to provide opportunities for input for all stakeholders. • Palolo will continue to provide flexible opportunities for learning. In addition to creating a STEM/Science week, Palolo will continue to look into enrichment and project based learning for students. • Through a systematic effort, all students will be involved in student goal setting for academic and behavioral goals. • HMTSS is a critical component to address the various needs of our students. 	<ul style="list-style-type: none"> • Students and staff will continue to focus on teacher and student clarity through Visible Learning. This will move Palolo towards the creation of Assessment Capable Learners. • Palolo will continue to focus on equity for all students. This will require intentional reflection and innovative ideas in providing flexible learning opportunities. • To ensure student choice, voice, and collaboration, teachers must find opportunities to co-construct learning intentions and success criteria with students. • Through the HMTSS and CSI processes, Palolo will continue to establish a systematic process of a continuous needs assessment to guide the goals for the school.

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

Part II

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
<p><i>*Based on student data, measurable outcomes may be adjusted to meet the needs of the students.</i></p>	<p><i>*Based on student data, measurable outcomes may be adjusted to meet the needs of the students.</i></p>	<p><i>*Based on student data, measurable outcomes may be adjusted to meet the needs of the students.</i></p>
<p>What are your measurable outcomes around School Design and Student Voice</p>	<p>What are your measurable outcomes around School Design and Student Voice</p>	<p>What are your measurable outcomes around School Design and Student Voice</p>
<ul style="list-style-type: none"> • During all stakeholder meetings, 75% of the faculty will vertically align the goal setting tools. 80% of students will demonstrate student goal setting as a regular practice. • Through classroom walkthroughs, 75% of teachers will demonstrate utilization of research based instructional strategies to meet the needs of all students. 	<ul style="list-style-type: none"> • During all stakeholder meetings, 80% of the faculty will vertically align the goal setting tools. 85% of students will demonstrate student goal setting as a regular practice. • Through classroom walkthroughs, 80% of teachers will demonstrate utilization of research based instructional strategies to meet the needs of all students. 	<ul style="list-style-type: none"> • During all stakeholder meetings, 85% of the faculty will vertically align the goal setting tools. 90% of students will demonstrate student goal setting as a regular practice. • Through classroom walkthroughs, 85% of teachers will demonstrate utilization of research based instructional strategies to meet the needs of all students.
<p>Why are you implementing them?</p>	<p>Why are you implementing them?</p>	<p>Why are you implementing them?</p>
<ul style="list-style-type: none"> • Providing the conditions for student growth and reflection allows students to be an active participant in learning. • Research based instructional strategies provide best practices that support student achievement. 	<ul style="list-style-type: none"> • Providing the conditions for student growth and reflection allows students to be an active participant in learning. • Research based instructional strategies provide best practices that support student achievement. 	<ul style="list-style-type: none"> • Providing the conditions for student growth and reflection allows students to be an active participant in learning. • Research based instructional strategies provide best practices that support student achievement.
<p>How will you know that there they are resulting in an improvement?</p>	<p>How will you know that there they are resulting in an improvement?</p>	<p>How will you know that there they are resulting in an improvement?</p>
<ul style="list-style-type: none"> • Students will be engaged in their learning and will internalize their learning instead 	<ul style="list-style-type: none"> • Students will be engaged in their learning and will internalize their learning instead 	<ul style="list-style-type: none"> • Students will be engaged in their learning and will internalize their learning instead

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<p>of looking at their learning as a task that needs to be accomplished.</p> <ul style="list-style-type: none">• Teachers will continue to use student assessment data to drive their instruction. Working collaboratively with students to set goals will provide an opportunity for all parties to be engaged in student learning.	<p>of looking at their learning as a task that needs to be accomplished.</p> <ul style="list-style-type: none">• Teachers will continue to use student assessment data to drive their instruction. Working collaboratively with students to set goals will provide an opportunity for all parties to be engaged in student learning.	<p>of looking at their learning as a task that needs to be accomplished.</p> <ul style="list-style-type: none">• Teachers will continue to use student assessment data to drive their instruction. Working collaboratively with students to set goals will provide an opportunity for all parties to be engaged in student learning.
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Innovation in Support of the Core: School Design and Student Voice

Part III

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • During all stakeholder meetings, 75% of the faculty will vertically align the goal setting tools. 100% of students will demonstrate student goal setting as a regular practice. • Through classroom walkthroughs, 80% of teachers will demonstrate utilization of research based instructional strategies to meet the needs of all students. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing the conditions for student growth and reflection allows students to be an active participant in learning. • Research based instructional strategies provide best practices that support student achievement. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Students will be engaged in their learning and will internalize their learning instead 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • During all stakeholder meetings, 75% of the faculty will vertically align the goal setting tools. 100% of students will demonstrate student goal setting as a regular practice. • Through classroom walkthroughs, 80% of teachers will demonstrate utilization of research based instructional strategies to meet the needs of all students. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing the conditions for student growth and reflection allows students to be an active participant in learning. • Research based instructional strategies provide best practices that support student achievement. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Students will be engaged in their learning and will internalize their learning instead 	<p>What are your measurable outcomes around School Design and Student Voice</p> <ul style="list-style-type: none"> • During all stakeholder meetings, 75% of the faculty will vertically align the goal setting tools. 100% of students will demonstrate student goal setting as a regular practice. • Through classroom walkthroughs, 80% of teachers will demonstrate utilization of research based instructional strategies to meet the needs of all students. <p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing the conditions for student growth and reflection allows students to be an active participant in learning. • Research based instructional strategies provide best practices that support student achievement. <p>How will you know that there they are resulting in an improvement?</p> <ul style="list-style-type: none"> • Students will be engaged in their learning and will internalize their learning instead

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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
•	•	Principal Leadership Team School Community Council

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

Part V: Student and Staff Outcomes (SY 2020-2021)

Enabling Activities	Measurable Outcomes	Cost and Source of Funding <i>(including Prog ID)</i>	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring <i>(completed by Complex Area, as appropriate)</i>
<ul style="list-style-type: none"> ● Continue to refine the school attendance procedure to promote positive attendance and address chronic absenteeism. ● Continue to share and analyze attendance data including daily attendance rate and chronic absenteeism. ● Review and analyze student tardiness. ● Expand the positive incentive program school wide to promote attendance that includes individual, classroom, and school wide incentives. ● Promote parent/guardian education with 	<ul style="list-style-type: none"> ● Daily attendance rate of 95% ● Chronic absentee rate of 11% ● Reduce student tardiness to ? 	Counselor (\$65,400) (WSF) Classroom and school wide incentives (\$10,000) (WSF)	Review and sharing of attendance data	Weekly in data teams	

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ongoing communication.					
Enabling Activities	Measurable Outcomes	Cost and Source of Funding (including Prog ID)	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring (completed by Complex Area, as appropriate)
<ul style="list-style-type: none"> Continue to refine the English Language Learner system to address the needs of EL students. Provide a systematic way to identify EL students' needs. Provide research based instructional strategies to address EL students' needs(SW6i) Progress monitor EL students' growth and progress. Provide PD for instructional strategies to support EL learners. 	<ul style="list-style-type: none"> Growth in iReady ELA for EL student subgroup. EL student exit rate on WIDA at 40% 	EL Teaching Staff (\$225,750) (WSF) iReady (\$16,500) (WSF)	Review and sharing of iReady ELA data Review and sharing of WIDA data	Weekly in data teams	
Enabling Activities	Measurable Outcomes	Cost and Source of Funding (including Prog ID)	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring (completed by Complex Area, as appropriate)
<ul style="list-style-type: none"> Implement the Multi Tier Student Support System to address students' academic and behavioral needs that includes Tier 1, Tier 2, and Tier 3 supports. 	<ul style="list-style-type: none"> Growth in iReady ELA Progress monitoring for every student through 	iReady (WSF) Professional Development on MTSS and RtI (Title I)	Review and sharing of iReady ELA data Review and sharing of student progress	Weekly in data teams	

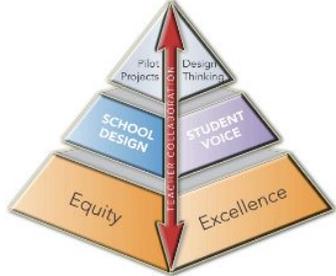
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<ul style="list-style-type: none"> ● Implement a systematic school wide response to interventions system that includes universal screeners for academics and behavior. ● Create a system of monitoring student progress embedded into the RtI system. ● Provide PD for RtI strategies to support all learners. ● Continue implementation of Social Emotional Learning to build a positive culture.(SW6iii) 	<p align="center">Response to Intervention</p>		<p>monitoring through RtI</p>		
Enabling Activities	Measurable Outcomes	Cost and Source of Funding (including Prog ID)	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring (completed by Complex Area, as appropriate)
<ul style="list-style-type: none"> ● Continue Visible Learning instructional practices by prioritizing, unpacking, and aligning Common Core State Standards.(SW6i) ● Continue student and 	<ul style="list-style-type: none"> ● Growth in iReady ELA and math ● 80% success in walkthrough observations with research based instructional strategies 	<p>iReady (WSF) Professional Development on MTSS and RtI (Title I)</p>	<p>Review and sharing of iReady ELA and math data</p> <p>Review and sharing of student progress</p>	<p>Weekly in data teams</p>	

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<p>teacher clarity by using Learning Intentions and Success Criteria.</p> <ul style="list-style-type: none"> ● Continue to implement iReady as a universal screener to identify student needs and guide instruction. (SW6i) ● Provide PD for research based instructional strategies to support all learners. ● Continue to utilize technology to prepare students using Google Apps for Education. ● Continue PD and implementation of NGSS. 			<p>monitoring through Rtl</p>		
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	<p>Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports.</p> <p>Innovation in Support of the Core: New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice.</p> <p>Pipeline of Emerging Ideas: 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.</p>
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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 the capacity to improve, and continuously advance student learning.

As the HDOE 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*.

<p>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.</p>	<p>Rationale for Emerging Ideas</p>	<p>Conditions for Success</p>
<p>Palolo Elementary School is moving towards providing flexible opportunities for learning through various learning opportunities. This includes online learning, STEM/Science projects, in addition to traditional classroom lessons.</p>		