2020 Academic Plan, School Year 2020-21

School: Royal Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effectiv school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement ga 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 supp 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 14-16).

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 7-13).

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 5-6).
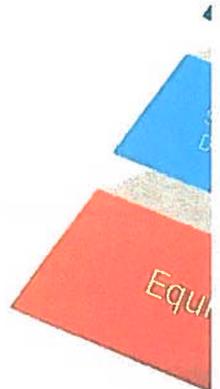
Principal (print):	Eleanor Gonsalves	
Principal's signature: *Eleanor Gonsalves*		Date: 5/22/2020
Complex Area Superintendent (print):	Linell Dilwith	
Complex Area Superintendent's signature: *L. Dilwith*		Date: 5/28/2020

Royal School, Version 4.0, May 21, 2020
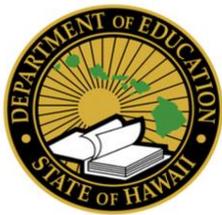
Hawaii Department of Education: 2020 Academic Plan
School Year: 2020-2021

School Name: Royal School
Submitted By: Ms. Eleanor Gonsalves

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

Developing a collaborative Academic Plan framed by the HIDOE 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.

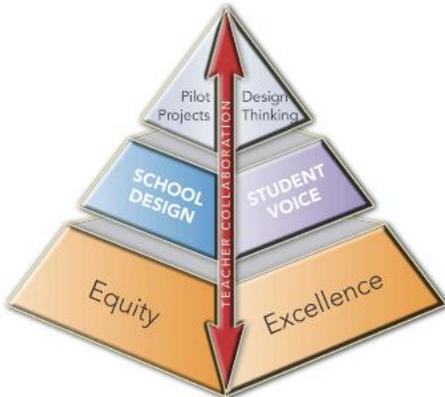### HIDOE Learning Organization

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 5-6).

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 7-13).

The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 14-16).

A Foundation for Change

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

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
Math At Royal School, math achievement has been an ongoing area of concern. Our SBA proficiency math scores have shown a decrease in proficiency every year for the past three years, and our math gap rate has increased every year from 26 to 47 since school year 2017-18. In school year 2018-2019, across grades 3-5, 47% of all students met proficiency on the SBA. In general, achievement is problematic in all grade levels K-5. (SW1, SW6(i)	We will provide a range of professional development opportunities that that prompt teachers to change their pedagogical practices to focus on engaging all students, while also aligning their instruction to CCSS. One key strategy will be to provide time for teachers to align their instruction to CCSS and collaborate with their grade levels to create common formative assessments. There will also be opportunities for vertical and horizontal alignment of practices throughout the grade levels to ensure school-wide ownership of best practices and consistency. (SW1, SW6 (i), (ii), (iiiIV)
Early Literacy Achievement data from the SBA shows that in school year 2018-2019, across grades 3-5, 49% of all students had met proficiency on the SBA. Disaggregated data from the SBA indicates that in school year 2018-20, 5.8% of SpEd students, 23.5% of ELL students, and 32.2% of our disadvantaged students met proficiency in ELA. Our DIBELS data shows that the percentage of grade K meeting benchmarks decreased from school year 2017-18 to 2018-19 by 14% and on average 50% of K-1 students passed the DIBELS in school year 2018-19. Data suggests that early literacy and key instructional strategies in reading are continued areas of concern. (SW1, SW6 (i),(ii))	In school year 2017-18, we provided professional development for all teachers K-5 with a focus on early literacy skills and instructional strategies to support students in reading and writing. Teachers found that this approach helped all students who were struggling with literacy skills. The extension of this effort will focus on providing K-2 teachers classroom embedded support for coaching, modeling and other strategies to shape and strengthen pedagogical practices focused on these early literacy skills. (SW1, SW6 (i), (ii), (iiiIV))
Multi-Tiered Systems of Support Achievement data from the SBA shows that from school year 2017-18 to school year 2018-19, our math achievement gap rate has increased from 26 to 47 and our ELA achievement gap rate has increased from 32 to 48. Disaggregated data from the SBA indicates that in school year 2018-20, 14.7% of SpEd students, 28.1% of our ELL students and 30.4% of our disadvantaged students met proficiency in math. In ELA, 5.8% of SpEd students, 23.5% of ELL students, and 32.2% of our disadvantaged students met proficiency. Data suggests that we are we need to improve our Multi-Tiered Systems of Support in order to effectively target specific student needs. (SW1), (SW6 (i), (ii), (iiiIII))	In school year 2017-18, we started focusing on our Multi Tiered Systems of Support to create ownership in the process and to provide effective strategies to help shape new pedagogical practices for our teachers that would improve teaching and learning. Through our data, we found that there are still very high needs for our sub groups that need to be met. One key area of focus is to provide targeted professional development for all teachers with a focus on restructuring our learning environment to truly support all levels of students. Teacher professional learning opportunities need to include a broader range of instructional strategies to meet all students' needs. Finally, another area of focus is to provide teachers with collaboration time in order to coordinate practices, expectations and to track intervention needs across in and across grade levels. (SW1, SW6 (i), (ii), (iiiIII), (iiiIV))

Need for Professional Development and learning to continue and improve teachers' understanding and implementation of state strategic goals.
Our staff cannot effectively implement state strategic goals if they do not understand them. As understanding of various priorities and strategies change, we need to make sure to provide support and training so that all are on the same page. We need to have processes in place that ensure that all (whether returning or new) understand the state strategic goals and the purpose behind these goals in order to effectively work towards them.
(SW1, SW6 (i))

In school year 2019-20, the district provided professional development to complex areas, with a focus on the continuous school improvement (CSI) process. We implemented the CSI process this year, and we will continue to provide professional development and learning opportunities on CSI to ensure our school is effectively implementing this process. We will also provide opportunities for all stakeholders to collaborate and analyze data in order to identify needs, goals and improvement targets.
(SW1, SW6(i), (ii), (iiiIV), SW7)

Critical Thinking Skills
Achievement data from the SBA shows that from school year 2017-18 to school year 2018-19, our math achievement gap rate has increased from 26 to 47 and our ELA achievement gap rate has increased from 32 to 48. Disaggregated data shows that the percent of students proficient Achievement data from the SBA indicates that 14.7% of SpEd students, 28.1% of our ELL students and 30.4% of our disadvantaged students met proficiency in school year 2018-19. In order to empower our students to thrive in the this 21st century, we recognize that our students are not well equipped with the critical thinking skills they need to be autonomous learners. (SW1, SW6 (i))

Critical thinking enables students to assess their learning styles, strengths and weaknesses, and allows them to take ownership of their education. We need to provide many opportunities and experiences to use and practice critical thinking skills in both academic and social/behavioral situations. Students need to be empowered with critical thinking skills in order to be autonomous learners. (SW1, SW6 (i), (ii))

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)
School Design and Student Voice	Principal, Vice Principal
Five Promises	Principal, Vice Principal
Key School Initiatives Addressed in the Plan	**Leads(s)**
Continuous School Improvement	Leadership team
Math Achievement	Leadership team
Early Literacy	Leadership team
Professional Learning	Leadership team
MTSS	Leadership team
Critical Thinking Skills	Leadership team
Nā Hopena A'o	Leadership team

Teaching and Learning Core: Equity and Excellence

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

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified needs	*Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
Special Education English Learners (SW1, SW6 (i), (ii)) • Early literacy • Creating the optimal learning environment for all students, at every level • Key instructional strategies to support learning and achievement	Special Education (SW1) • In school year 2018-19, the achievement gap in ELA was 76.8 percentage points. • In the same school year, the achievement gap in math was 65.7 percentage points English Learners (SW1) • In school year 2018-19, the achievement gap in ELA was 56 percentage points. • In the same school year, the achievement gap in math was 52.3 percentage points Non-High Needs vs. High Needs (SW1) • In school year 2018-19, the achievement gap in ELA for high needs students was 47.8 percentage points. • In the same school year, the achievement gap in math was 47.1 percentage points	If our administration commits to professional growth and development that focuses on teacher effectiveness, then teachers will be able to improve their pedagogical methods, in order to increase student achievement for all students. (SW1, SW6 (i), (ii), (iiiIV)) If administration commits to a school culture that promotes reflection, collaboration, and dialogue, then they will provide opportunities for teachers to be able to share their particular knowledge, expertise, and experiences with one another. (SW1, SW6 (i), (ii)) If teachers meaningfully contribute to the progression of their learning and innovative teaching pedagogies, then they will continually improve their pedagogical methods in order to increase student achievement at all levels. (SW1, SW6 (i), (ii))	A progression of coordinated classroom-embedded professional learning opportunities that will provide teachers with a broader range of instructional strategies to meet the needs of students at all levels of proficiency. (SW1, SW6 (i), (ii), (iiiIV)) Coaching and /or classroom support from within our own school will serve to improve pedagogical practices and learning outcomes specifically for our students. (SW1, SW6 (i), (ii))

Teaching and Learning Core: Equity and Excellence

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified need	*Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
Disadvantaged Pacific Islanders (SW1, SW6 (i), (ii)) - Student engagement and creating motivation for learning - Rigorous instruction with the mindset that all students can learn	Disadvantaged (SW1) - In school year 2018-19, the achievement gap in ELA for disadvantaged students was 50.4 percentage points. - In the same school year, the achievement gap in math was 50 percentage points Pacific Islanders (SW1) - In school year 2018-19, the achievement gap in ELA for Pacific Islander students was 33.3 percentage points. - In the same school year, the achievement gap in math was 24 percentage points	If administration values the partnerships made with parents and families by providing more opportunities in strengthening family engagement, then teachers will have the opportunity to intentionally create relational trust with parents and families and help them work as a team as active partners in their child's education. (SW1, SW6 (i), SW7) If administration fosters a collaborative culture that that values deep professional conversations, and provides consistent opportunities for such reflective conversations, then teachers will build trusting relationships, learn from one another and improve their instruction in order to improve student learning. (SW1, SW6 (i), (ii)) .	In PLCs or other venues focused on professional learning and action, teachers will examine pedagogical practices and school design principles to ensure that all students are engaged and have equitable access to the classroom curriculum in every class/course offered on campus. (SW1, SW6 (i), (ii), (iiiIV)) Teachers and instructional staff will engage in collaborative and reflective conversations in order to improve student engagement and motivation for learning by implementing best practices. (SW1, SW6 (i), (ii)) Teachers and staff will provide rigorous instruction in all classes, for all students, and consistently communicate high expectations for learning with clear intention for all students. (SW1, SW6 (i), (ii)) We will provide a highly qualified teachers to ensure high quality teaching for our students. A HQT will provide students the opportunity to obtain a high-quality education, empowering students with the critical thinking skills needed to meet the challenging State Common Core Standards and to be college and career ready. (SW1, SW6 (i), (ii))

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
• We will continuously evaluate our efforts to ensure that all students have equitable access to a quality education (SW1, SW3, SW6 (i))	• In order for all students to have equitable access to a quality education, our school design will include appropriate supports and interventions to create a culture of equity. By providing access to curriculum and reducing barriers to instruction, students will have the opportunity to participate in, and learn together in an inclusive classroom environment. (SW1, SW6 (i), (ii))	• Ensuring equity requires intentional individual and collaborative reflection to ensure that all students have a range of opportunities to demonstrate their learning and celebrate their success as learners. (SW1, SW6 (i))
• Professional learning and development and are highly valued by school staff as means to building and improving learning structures for all students. • (SW1, SW6 (i), (iiiIV))	• We will continue to extend and expand upon professional learning and development by providing teachers with time to engage in meaningful collaborative conversations of their learning with their colleagues. (SW1, SW6 (i), (ii), (iiiIV))	• Annually we will review and revise our plan for professional development to ensure that a range of relevant learning opportunities are provided for faculty and staff. We also need to ensure that teachers have opportunities to receive meaningful feedback on their efforts to implement new pedagogical strategies. (SW1, SW3, SW6 (i), (ii))
• Students have opportunity to express their ideas and reflect on their learning as part of their personal growth and development across the K-5 continuum. (SW1, SW6 (i), (ii))	• Coaching and job-embedded supports are included as valuable components that provide evidence of improved instructional practices. (SW1, SW6 (i), (ii))	• Administrators need to support teachers in creating classroom learning environments centered around a culture of care and in turn, teachers must intentionally create opportunities for students to express themselves and share their ideas openly, without judgment. (SW1, SW6 (i), (ii))

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
What are your measurable outcomes around School Design and Student Voice • Through a series of classroom visits and learning walks, 90% of teachers will use differentiated pedagogical strategies to meet the needs of all students. (Equity and Access) (SW1, SW3, SW6 (i), (ii)) • Through a series of classroom visits and learning walks, 80% of teachers will use instructional strategies from a recent professional development/learning session. (Capacity Building/Professional Development) (SW1, SW3, SW6 (i), (ii)) • Given opportunities provided in any classroom, 80% of students have opportunity to express their ideas and reflect on their learning. (Choice, Voice and Collaboration) (SW1, SW3, SW6 (i), (ii)) Why are you implementing them? • Differentiated pedagogical strategies on content, process and products will support and provide enhanced access to learning for all students. (SW1, SW6 (i), (ii)) • Providing teachers with opportunities to test out new instructional strategies is a means of increasing pedagogical capacity. (SW1, SW6 (i), (ii)) • Providing students with opportunities to express their ideas and reflect on their learning promotes the power of student voice and improved structures for learning. (SW1, SW6 (i), (ii))	What are your measurable outcomes around School Design and Student Voice • In faculty meetings and other means for discussion around curriculum, instruction, and assessment, 90% of the conversations will be focused on student growth and learning. (Growth Mindset) . (SW3, SW6 (i), (ii)) • Through a series of classroom visits and learning walks, 80% of teachers will build up equity in their classrooms using differentiation strategies, supports and/or interventions. (SW1, SW3, SW6 (i), (ii), (iiiIV)) • In areas where coaching and job- embedded supports have been provided to enhance teaching practice, data will be collected by administrators and/or teacher leaders to document and show an increase in improved instructional practices. (SW1, SW3, SW6 (i), (ii)) Why are you implementing them? • Teachers need to realize the importance of professional learning in a social context and build the way in which they collaborate and work together in a supportive climate. • A student-centered focus and intentionally providing learning supports for all students will result in helping students become successful learners. (SW1, SW6 (i) (ii)) • Coaching is a means of providing consistent, professional feedback from a supervisor or peer and results in improved professional practice. (SW1, SW3, SW6 (i) (iiiIV))	What are your measurable outcomes around School Design and Student Voice • In faculty meetings and other means for discussion around curriculum, instruction, assessment, and student learning, a weekly meeting will be devoted to identifying students who require specific and timely supports and ensuring appropriate supports and interventions are provided via MTSS. (Multi-tiered Systems of Support) (SW1, SW3, SW6 (i), (ii), (iiiIV)) • Through a series of classroom observations or learning walks, 90% of teachers will provide specific and intentional opportunities to engage in learning that reflect students' interests and passions. (Personalized Learning) (SW1, SW3, SW6 (i)) • Through a series of classroom observations or learning walks, 90% of teachers will provide visual, oral, or written evidence of student engagement in identifying and solving problems through processes that utilize exploration, investigation, ideation, researching, evaluation and/or reflection. (Inquiry and Problem Solving) (SW1, SW3, SW6 (i), (ii))

SY 2020-2021 Measurable Outcomes *(Continued from previous page)*	SY 2021-2022 Measurable Outcomes *(Continued from previous page)*	SY 2022-2023 Measurable Outcomes *(Continued from previous page)*
How will you know that there they are resulting in an improvement? • Increased learning and achievement for all students, as learning strategies support unique student learning needs.　　(SW1, SW3, SW6 (i)) • Teachers begin to test out strategies independently, share strategies with colleagues, and seek new strategies from a range of sources. (SW1, SW6 (i), (ii)) • Teachers will freely share their ideas and thoughts in a safe learning environment. (SW1, SW6) • Students will discover their voice and will freely share their ideas and thoughts in a safe classroom learning environment. (SW1, SW6 (i), (ii))	How will you know that they are resulting in an improvement? • As these conversations become a norm and valued practice within the organization, teachers will engage more deeply. • (SW1, SW6 (i), (ii)) • A student-centered focus emerges as students come to acknowledge that an adult cares about them and their learning and teachers see firsthand the positive effects as such. • (SW1, SW6 (i), (ii)) • There will be more teacher led opportunities for coaching and feedback to occur among colleagues. (SW1, SW6 (i), (ii))	Why are you implementing them? • Teachers will be able to engage regularly in professional conversations and collaborative planning to ensure that all students have access to curriculum that supports high levels of learning and achievement. (SW1, SW6 (i), (ii)) • The intentional focus on positive learning outcomes for all students and specific supports and interventions will promote a school-wide focus on equity, which will, over time, become a cultural norm. (SW1, SW6 (i), (ii)) • The focus on personalized learning, inquiry, and problem solving will help to create a foundation for pedagogical practices that support high quality, rigorous instruction for students and provide them with the critical thinking skills they need. (SW1, SW6 (i), (ii)) How will you know that there they are resulting in an improvement? • Similarly, the focus of the design principles serves to create a foundation of professional conversations that will become a norm for professional learning and practice (SW1, SW6 (i), (ii)) • Embedded in the context of design principles, student voice is at the forefront of learning and then, comprehensively creates a student-centered learning focus. (SW1, SW6 (i), (ii)) • There will be more organic venues and opportunities for coaching and feedback to occur among colleagues; a new norm for professional learning emerges. (SW1, SW6 (ii), (iiiIV))

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)
SY 2020-2021 Baseline Measures In a series of classroom visits and observations, baseline data will be collected as to: • The percentage of teacher use of differentiated strategies and evidence of effective student response to differentiated strategies. (SW1, SW3, SW6 (i), (ii)) • The percentage of teachers utilizing strategies presented in professional development and evidence of effective implementation of new strategies. (SW1, SW3, SW6 (i), (ii), (iiiIV)) • The percentage of students and the number of opportunities that students have to express their ideas and/or reflect on their learning. (SW1, SW3, SW6 (i), (ii))	In a series of continued classroom visits and observations, formative data will be collected as to: • The percentage of effective teacher use of differentiated strategies and evidence of effective student response to strategies. (SW1, SW3, SW6 (i), (ii)) • The percentage of teachers effectively utilizing strategies presented in professional development and evidence of positive student response to strategies. (SW1, SW3, SW6 (i), (ii), (iiiIV)) • The percentage of students who are effectively expressing their ideas and/or reflecting on their learning with evidence of greater sophistication in student response. (SW1, SW3, SW6 (i), (ii))	In a series of classroom visits and observations, formative and summative data will be collected as to: • The percentage of teacher-created opportunities that allow students to select differentiated strategies and assessments, which ultimately promotes student self-awareness and critical thinking skills. (SW1, SW3, SW6 (i), (ii)) • The percentage of teachers who provide a broader range of differentiated approaches to learning and assessment that reflect student choice and voice in the design learning sequence. (SW1, SW3, SW6 (i), (ii)) • The percentage of teachers who prompt evaluation and reflection as strategies for students to assess their learning and engage in processes that prompt students' understanding of their individual and collective learning needs. (SW1, SW3, SW6 (i), (ii))

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
- Effective and optimal levels of student response to a range of differentiated strategies, supports, and interventions (SW1, SW3, SW6 (i), (ii)) - Students' response to a positive learning environment creates a context for learning where all students are actively engaged in all aspects of learning. (SW1, SW3, SW6 (i)) - Students know that their voice is valued and in turn, openly express their ideas and reflect on their learning. (SW1, SW3, SW6 (i), (ii)) - The collective student voice serves to create a collaborative learning environment where learning is fostered. (SW1, SW3, SW6 (i), (ii)) - The collaboration begins to create a foundation for a community of learners who desire to learn together and support each other in achieving optimal learning outcomes. (SW1, SW3, SW6 (i), (ii))	- Teachers know that their voice is valued and in turn, openly express their ideas and reflect of their learning. (SW3, SW6 (i), (ii)) - Increase in teacher use of differentiated pedagogical strategies and other supports and interventions in the classroom to address learning needs of all students. (SW1, SW3, SW6 (i), (ii)) - Teacher has created a comfortable and safe learning environment where student voice is valued, students readily express themselves and accept different voices and viewpoints shared by others. (SW3, SW6 (i), (ii)) - Teachers begin to value learning with colleagues through professional development, professional learning communities, and other venues and opportunities for professional colleagues to share strategies and ideas. (SW1, SW3, SW6 (i), (ii), (iiiIV)) - Teachers begin to honor and promote student voice as a positive classroom norm (SW1, SW3, SW6) - Teachers develop a focus on creating a culture of equity in their classrooms. (SW1, SW3, SW6 (i))	- Principal - Vice Principal - Curriculum coordinator and/or other teacher leaders

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 *(including Prog ID)*	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring *(completed by Complex Area, as appropriate)*
Continuation of professional development focused on math pedagogy Differentiated Math Curriculum (SW1, SW6 (i), (ii)) • Building conceptual understanding and problem solving with data-driven insights • Exploring mathematical discourse • Equity using an asset based philosophy	• Classroom learning walks/ observations (SW1, SW3) • Student engagement in math classes will increase by 10% over the course of four quarters (SW1, SW3, SW6 (i),(ii)) • Evidence of shift in teacher mindset and appropriate pedagogical practices over the course of four quarters (SW1, SW3, SW6 (i), (ii))	Title IIA Funds $5,000 (professional development)	• Classroom observations and feedback conferences by administrator/CC (SW3) • Grade level meetings and other venues where teacher dialogue may occur (SW3)	Quarterly Monthly	Quarterly
Professional development on the MTSS framework with a focus on math (SW1, SW3, SW6 (i), (ii)) • Focus standards • Establishing tiered targets and benchmarks • Creating effective common formative assessments • Impact and equity	• Classroom learning walks/ observations (SW1, SW3) • Student engagement in math classes will increase by 10% over the course of four quarters (SW1, SW3, SW6 (i), (ii)) • Evidence of shift in teacher mindset and appropriate pedagogical practices over the course of four quarters (SW1, SW3, SW6 (i), (ii)) • Teachers will establish tiered targets and benchmarks for focus standards (SW1, SW3, SW6 (iiiIII) • Teachers will create common formative assessments across their grade levels (SW1, SW3, SW6 (i), (ii))	Title I Funds $18,618	• Classroom observations and feedback conferences by administrator/CC (SW3) • Grade level meetings and other venues where teacher dialogue may occur (SW3)	Quarterly Monthly	Quarterly

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

Part V: Student and Staff Outcomes (SY 2020-2021) *(continued from previous page)*

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)*
We will provide a highly qualified teachers to ensure high quality teaching for our students. A HQT will provide students the opportunity to obtain a high-quality education, empowering students with the critical thinking skills needed to meet the challenging State Common Core Standards and to be college and career ready. (SW1, SW6 (i), (ii))	• Classroom learning walks/ observations (SW1, SW3) • Student engagement in math classes will increase by 10% over the course of four quarters (SW1, SW3, SW6 (i),(ii)) • Evidence of shift in teacher mindset and appropriate pedagogical practices over the course of four quarters (SW1, SW3, SW6 (i), (ii))	Title I Funds $93,500	• Classroom observations and feedback conferences by administrator/CC (SW3) • Grade level meetings and other venues where teacher dialogue may occur (SW3)	Quarterly Monthly	Quarterly
In PLCs or other venues focused on professional learning and action, teachers will examine pedagogical practices and school design principles to ensure that all students are engaged and have equitable access to the classroom curriculum in every class/course offered on campus. (SW1, SW6 (i), (ii), (iiiIV)) Teachers and instructional staff will engage in collaborative and reflective conversations in order to improve student engagement and motivation for learning by implementing best practices. (SW1, SW6 (i), (ii))	• Classroom learning walks/ observations (SW1, SW3) • Student engagement in math classes will increase by 10% over the course of four quarters (SW1, SW3, SW6 (i), (ii)) • Evidence of shift in teacher mindset and appropriate pedagogical practices over the course of four quarters (SW1, SW3, SW6 (i), (ii)) • Teachers will establish tiered targets and benchmarks for focus standards (SW1, SW3, SW6 (iiiIII) • Teachers will create common formative assessments across their grade levels (SW1, SW3, SW6 (i), (ii))	Title I Funds $17,900	• Classroom observations and feedback conferences by administrator/CC (SW3) • Grade level meetings and other venues where teacher dialogue may occur (SW3)	Quarterly Monthly	Quarterly

Innovation in Support of the Core
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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, Student Voice.

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.

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

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

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
1. **Creating Career Awareness and Exploration** Introducing career awareness to students at the Elementary school level, allows all students a chance to explore and find what their passions and interests are. We would like to continue to provide career awareness to our students through our Pathway classes and to improve on aligning our classes with the middle school and high school CTE Pathways. (SW5, SW6 (i), (iiiII))	In the school year 2019-20, Royal school started Pathway classes (based on CTE pathways) for our students. These classes introduce students to the different career pathways that are available to them. It is an excellent opportunity for student voice on campus as students choose from the different topics at their grade level, and build teamwork skills as they work on projects of their own creation. (SW5, SW6 iiiII)	Continued examination of the research and emerging best practices in other schools in our McKinley Complex and beyond. A commitment to improving our comprehensive plan that provides a curricular framework that connects our elementary school efforts to the middle schools and beyond.

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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. *(continued from previous page)*	**Rationale for Emerging Ideas** *(continued from previous page)*	**Conditions for Success** *(continued from previous page)*
1. Creating Career Awareness and Exploration *(continued from previous page)* **Improve our Co-Curricular/Extracurricular Access to Career Investigation Based on Student Interest and Passion** Our afterschool program provides students with a range of classes that allows them to explore their passions and interests. These classes are provided for grades 3-5 and we would like to expand our program to include K-2 students. (SW6 (i), (iII))	The primary purpose of these classes are to give our students the opportunity to explore the different career pathways in order to find what their passions and interests may be. Students use their voices and make choices completely on their own and they are encouraged to explore a wide range of activities of their choice. (SW5, SW6 (iiiII)) The primary purpose here is to allow students to explore a range of different co-curricular/extracurricular activities that will assist all students in beginning to understand their interests and passions. At this level of exploration, students do not need to narrow the scope of their investigation, and are encouraged to explore a range of activities, without having to commit to any single choice. Expanding our afterschool program to include students in grade K-2 will give all of our students, Kindergarten through 5th grade, the opportunity to further their experiences outside of normal classroom hours. (SW6 (i), (iII))	A continued commitment of the entire school community to support students in enhancing this area of learning. (SW7) A continued effort to provide the resources and professional collaboration time for our teachers to improve their classes (SW1, SW6 (i), (iiiIV))

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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. *(continued from previous page)*	Rationale for Emerging Ideas	Conditions for Success
2. Living out HĀ and Creating a Culture of Care We would like to continue what we started with our 2019-20 innovation grant, *Kō Makou Mo'olelo.* In this grant, we introduced students to the history of our school and gave them an opportunity to understand the significance of what Hā means to us in the present. Using the Hā framework, we want to create a culture of care at Royal School. (SW1, SW6 (i))	As we explore Nā Hopena A'o and what Hā means to us at Royal, we recognize that our students do not embrace our school's rich history. If we can create a strong sense of what it means to be a "Royal School Student" by understanding our royal past, our students can take pride in who they are now. This ties perfectly in to the Hā framework and gives meaning to the six interwoven areas of focus. (SW1, SW6 (i))	Before we can have the students truly embrace Hā, the administration, teachers and staff need to embrace it themselves. This shift in mindset and culture cannot just come from strategically taught lessons, it must be lived out. The importance of Hā must be something we truly believe in. (SW6 (i)) A commitment of the entire school community (administration, teachers, staff, parents) to support students in creating and living out a culture of care and tying it all into the Hā framework. (SW7)