Academic Plan for School Year 2022-23

Aliamanu 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 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.

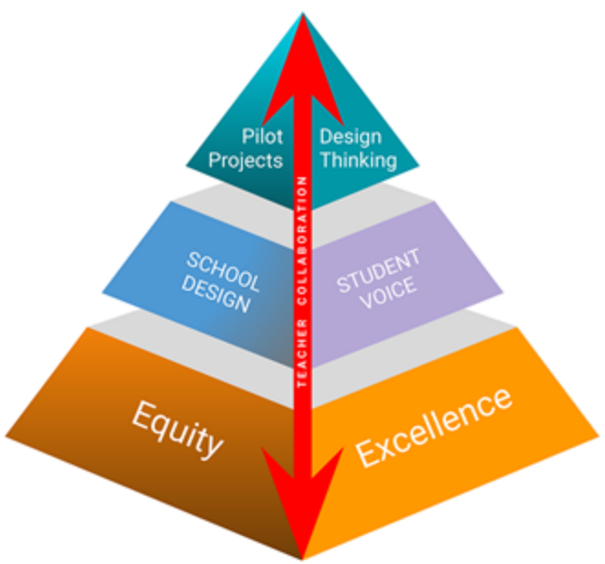
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Sandra Yoshimi	
Principal's signature: (Signature on file)	Date: 4-08-2022

Complex Area Superintendent (print): John Erickson

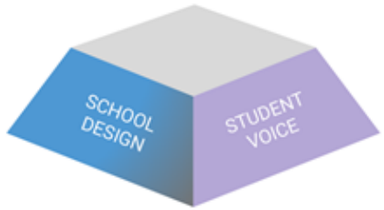
Complex Area Superintendent's signature: 	Date: 4-08-2022

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

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.	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your <u>Enabling Activities</u> to improve the achievement gap?*
In SY 2020-21, scores of 595 students are reflected in our SBA data. Of these, ● 5% are English Language Learners (EL) ● 26% are Disadvantaged, and ● 9% are in Special Education. ● 0.2% are Gifted and Talented 2020-21 Strive High Sub-Group Data: Language Arts: 72% Non-High Needs 44% High Needs Math: 62% Non-High Needs 37% High Needs 68% of all EL students are on track to English Language proficiency In SY 2020-21, 56% of the students in grade 5 passed the HSA State Science Assessment. **Disaggregated Data:** **Within the English Learner subgroup, 2 students passed the SBA ELA test, and the SBA Mathematics test. 0 EL students passed the Science HSA state test.** **Within the Disadvantaged subgroup, 61 passed the SBA ELA test, and the SBA Mathematics test. 2 students passed the Science HSA state test.** **11 Special Education students in grades 3-5 passed the SBA ELA and Mathematics test. 2 students passed the Science HSA state test.**	If special education students are in a more inclusive setting, then there will be an improvement in student achievement. EL targeted support If students that fall into the NEP or LEP students are provided targeted support, then there will be an improvement in student achievement. Disadvantaged group: If select students in the disadvantaged subgroup are provided targeted instructional support, there will be an improvement in student achievement. RTI targeted support If students who fall in the tier 3 level of achievement are provided targeted instruction and support, then there will be an improvement in student's achievement. Math RTI targeted support If students who fall in the tier 3 level of achievement are provided targeted instruction and support, then there will be an improvement in student's achievement. Science (NGSS) targeted support If all students in grades are provided targeted instruction and support in the NGSS standards and engineering design, there will be an improvement in student's achievement.	***Implement inclusion in kindergarten, 5th, and 6th grades.*** Resource /teachers.(NCT) will provide reading and math practice to targeted ELL students each morning. Targeted ELL students attend after school tutoring twice a week for an hour (Title III fun ding). EL students receive supplemental support, as needed. Besides their prescribed minutes/week, some work with NCT for additional reading practice and mathematics help every morning. Some students also have after school tutoring twice a week for an hour. Provide after school tutoring/homework club for targeted disadvantaged students in grades 2-6 in Language arts (reading fluency, comprehension and vocabulary development), and Math (computation and problem solving). Tier 3 students will receive supplemental support through RTI services daily Tier 3 students in math will receive supplemental support through a push in bases. All students in grades 5 will receive weekly science instruction from a designated science teacher who will focus on all science standards.



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

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

Our School Design and encouragement of Student Voice is based on the context of fulfilling our school and complex vision of helping all students to reach their full potential as responsible literate, critical thinkers, and contributing members of our digital and global society. Our school design and student voice will also help to carry out our mission of providing a rigorous and relevant curriculum, using technology-enhanced instruction in a caring environment that promotes a growth mindset.

Describe here your current and continuing initiatives that will further advance your 2021-2022 School Design and Student Voice.

The following initiatives will further advance our School Design and Student Voice:

- Tier 3 Reading Pull-Out services
- Continuing the use of Ready Math curriculum/ iready universal screening and online intervention program
- Tier 3 Math Coach
- Targeted instruction in Science for grade 5
- Schoolwide informative and narrative writing continuum
- Schoolwide implementation of Thinking Maps for Writing
- Student Broadcasts
- Design and Implementation of social studies unit aligned to new SS standards
- Design and implementation of Science Units aligned to NGSS standards and include grade level STEM activities
- Implementation of Mobile STEM lab
- Continue offering electives (PE, art, music, Hawaiian studies) through our Wheel classes
- Continue teacher PLC's in articulation
- Continue offering student interest activities/clubs
- Transition Programs (Anchored 4 life)

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

All the following conditions must be in place to provide students with 21st Century skills necessary to become critical thinkers in a digital global society

- Belief in the growth mindset
- Value of innovation
- School culture that embraces positive change
- Funding (grants, Teacher Go-Fund Me, fundraisers, etc.)

- Personnel and community volunteers to support ideas for innovation (Makerspace, Robotics club, broadcasting team, STEAM Lab
- School design and infrastructure that supports enrichment efforts (bell schedule, before and afterschool clubs/ programs, recess/lunch time activities
- Student centered learning
- Build a school culture that fosters creativeness
- Collaboration is key in building a cohesive school design
- Design a bell schedule that allows teachers a time to plan, collaborate and design a meaningful integrated curriculum
- Quadrant D learning - learning that is of high academic rigor as well as the application of knowledge to solve real- world problems.

SY 2022-23 Measurable Outcomes	**SY 2023-24** Measurable Outcomes	**SY 2024-25** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? 2022-23 Strive Hi data will indicate the student subgroup achievement performance will increase to 52% in language arts and 51% in math.	***What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*** 2023-24 Strive Hi data will indicate the student subgroup achievement performance will increase to 53% in language arts and 52% in math	***What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*** 2024-25 Strive Hi data will indicate the student subgroup achievement performance will increase to 54% in language arts and 53% in math
Why are you implementing them? To assure that resources are used to meet the needs of our targeted subgroups of students.	***Why are you implementing them?*** To assure that resources are used to meet the needs of our targeted subgroups of students.	***Why are you implementing them?*** To assure that resources are used to meet the needs of our targeted subgroups of students.
How will you know that they are causing an improvement? Strive High Achievement Gap will be reduced by 2%	***How will you know that they are causing an improvement?*** Strive High Achievement Gap will be reduced by 2%	***How will you know that they are causing an improvement?*** Strive High Achievement Gap will be reduced by 2%

SY 2022-23 Measurable Outcomes	**SY 2023-24** Measurable Outcomes	**SY 2024-25** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? 100% of the teachers in grades K-6 will continue to upgrade their grade level Social Studies Curriculum with the new C3 standards reflecting all the new thematic standards that include inquiry design with an emphasis on student voice through authentic assessments.	***What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*** 100% of the teachers in grades K-6 will continue to upgrade their grade level Social Studies Curriculum with the new C3 standards reflecting all the new thematic standards that include inquiry design with an emphasis on student voice through authentic assessments.	***What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*** 100% of the teachers in grades K-6 will continue to upgrade their grade level Social Studies Curriculum with the new C3 standards reflecting all the new thematic standards that include inquiry design with an emphasis on student voice through authentic assessments.
Why are you implementing them? By Implementing new thematic social studies units that address the C3 standards (college, career, and civic) students will continue to experience the inquiry design model allowing students to have a voice in their own learning, This will be addressed through student-designed authentic assessments.	***Why are you implementing them?*** By Implementing new thematic social studies units that address the C3 standards (college, career, and civic) students will continue to experience the inquiry design model allowing students to have a voice in their own learning, This will be addressed through student-designed authentic assessments.	***Why are you implementing them?*** By Implementing new thematic social studies units that address the C3 standards (college, career, and civic) students will continue to experience the inquiry design model allowing students to have a voice in their own learning, This will be addressed through student-designed authentic assessments.
How will you know that they are causing an improvement? - Hold an annual student-led design thinking modeling exhibition with school community - Discussions on lessons in PLCs. Evidence provided via meeting minutes. - Students will complete reflections in performance ***t***asks projects. - School Quality Survey (SQS)	***How will you know that they are causing an improvement?*** - Hold an annual student-led design thinking modeling exhibition with school community - Discussions on lessons in PLCs. Evidence provided via meeting minutes. - Students will complete reflections in performance ***t***asks projects. - School Quality Survey (SQS)	***How will you know that they are causing an improvement?*** - Hold an annual student-led design thinking modeling exhibition with school community - Discussions on lessons in PLCs. Evidence provided via meeting minutes. - Students will complete reflections in performance ***t***asks projects. - School Quality Survey (SQS)

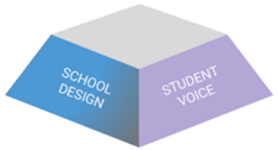
SY 2022-223 Measurable Outcomes	**SY 2023-24** Measurable Outcomes	**SY 2024-25** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? 100% of the teachers in grades K-6 will continue to develop and refine grade level rubrics for informative and narrative writing, and provide student examples for each genre. 100% of the teachers in grades K-6 will work to refine a school-wide writing continuum for informative, narrative, and argumentative writing.	**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?** 100% of the teachers will continue to develop and refine grade level rubrics for informative, narrative and argumentative writing with student examples. 100% of the teachers in grades K-6 will work to refine a school-wide writing continuum for informative, narrative, and argumentative writing.	**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?** 100% of the teachers will continue to develop and refine grade level rubrics for informative, narrative and argumentative writing with student examples. 100% of the teachers in grades K-6 will work to refine a school-wide writing continuum for informative, narrative, and argumentative writing.
Why are you implementing them? *Establish a multi-dimensional set of scoring guidelines that can be used to provide consistency in evaluating student work. (Edutopia 2008)* Increase in student self and peer assessment in writing allowing them to play an active role in their own learning. Share in the complex vision to educate all students toward college and career readiness, so they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society. We will continue the effort of completing and implementing the grade level rubric in Informative writing with identified examples and we will begin working on the Narrative Writing genre to further establish a scoring guide to include all learners. As a member of the Radford complex we share in the vision to *educate all students toward college and career readiness, so they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society.* The DoDea Grant provided the schools in our Radford Complex many professional development opportunities to support our ELA	*Why are you implementing them?* *Establish a multi-dimensional set of scoring guidelines that can be used to provide consistency in evaluating student work. (Edutopia 2008)* Increase in student self and peer assessment in writing allowing them to continue to play an active role in their own learning. Share in the complex vision to educate all students toward college and career readiness, so they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society. We will continue the effort of completing and implementing the grade level rubric on Informative and Narrative writing with identified examples and we will begin working on the Opinion/Argumentative Writing genre to further establish a scoring guide to include all learners.	*Why are you implementing them?* *Establish a multi-dimensional set of scoring guidelines that can be used to provide consistency in evaluating student work. (Edutopia 2008)* Increase in student self and peer assessment in writing allowing them to continue to play an active role in their own learning. Share in the complex vision to educate all students toward college and career readiness, so they may reach their full potential as responsible, literate, critical thinkers, and contributing members of our digital and global society. We will continue the effort of completing and implementing the grade level rubric on Informative and Narrative writing with identified examples and we will begin working on the Opinion/Argumentative Writing genre to further establish a scoring guide to include all learners.

needs and efforts. Teachers (K-6) attended and participated in the following workshops, trainings and professional development sessions to address the needs of our students: - Beginning Reading Foundational Skills - Explicit Instruction - AVID PATH - Reading for Disciplinary Literacy - Eric Sheninger Workshop - Project Based Learning - Writing Trainings catered to specific grade levels: Knowing that writing is a crucial part of preparing for the future, the complex initiated Writing training/sharing sessions between complex schools by grade levels to discuss writing across the curriculum in the 2019-2020 SY. This allowed the teachers at Aliamanu Elementary to collaborate with each other during PLCs to build common grade level understandings of the Informative Writing CCSS. Our School Level Waiver Day also focused on Informative Writing to continue what the complex initiated to develop a school-wide writing continuum, as written in our previous Academic Plan. Each grade level was given the task to develop common grade level rubrics in Informative Writing with identified examples to represent the grade levels' (learning targets) criteria in the 2019-20 SY. We will continue this effort to establish a school-wide writing continuum and scoring guide to build consistency among and across grade levels and to address the needs of all learners		
How will you know that they are causing an improvement? ● Grade levels will establish consistency in grading written work. ● Teachers will be able to give descriptive feedback to students based on the rubric criteria. ● Students will be able to self assess and improve their writing independently.	***How will you know that they are causing an improvement?*** ● Grade levels will establish consistency in grading written work. ● Teachers will be able to give descriptive feedback to students based on the rubric criteria. ● Students will be able to self assess and improve their writing independently.	***How will you know that they are causing an improvement?*** ● Grade levels will establish consistency in grading written work. ● Teachers will be able to give descriptive feedback to students based on the rubric criteria. ● Students will be able to self assess and improve their writing independently.

• Pre-Post Writing assessments will show improvement. • Opportunities for sharing student writing in the classroom (ie, authors tes, socratic seminar, debate)	• Pre-Post Writing assessments will show improvement. • Opportunities for sharing student writing in the classroom (ie, authors tes, socratic seminar, debate) • School-wide showcase of writing • School-wide consistency in writing expectations, targeting the priority CCSS Writing Standards	• Pre-Post Writing assessments will show improvement. • Opportunities for sharing student writing in the classroom (ie, authors tes, socratic seminar, debate) • School-wide showcase of writing • School-wide consistency in writing expectations, targeting the priority CCSS Writing Standards

SY 22-23 Measurable Outcomes	**SY 2023-24** Measurable Outcomes	**SY 2024-25** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? 100% of the teachers will continue to implement Ready Classroom Math, *while analyzing the effectiveness of the program and include authentic learning experiences to address all learners.*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* *100% of the teachers will continue to implement Ready Classroom Math, while analyzing the effectiveness of the program and include authentic learning experiences to address all learners.*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 100% of the teachers will continue to implement Ready Classroom Math and add supplemental programs as needed to refine the school-wide Math curriculum to address the needs of all students.
Why are you implementing them? ***Continuing the Implementation of the new Math program with emphasis on Math Assessment Tools: (Pre-, Progress- and Post Assessment Tools*** These assessments will better inform our teachers of their "next	*Why are you implementing them?* ***Continuing the Implementation of the new Math program with emphasis on Math Assessment Tools: (Pre-, Progress- and Post Assessment Tools*** These assessments will better inform our teachers of their "next	*Why are you implementing them?* ***Continuing with the full implementation of the new math program with adjustments to the testing tools and updating grade level pacing guides.*** Development of a school-wide comprehensive math curriculum

instructional steps" per student as well as keep us and our instruction more keenly focused on the Math CCStandards Implementation of the new program needs to include authentic learning experiences to address all learners. Students need to experience authentic problem solving situations where they may apply what they are learning. This will allow students to self assess and become independent complex thinkers.	instructional steps" per student as well as keep us and our instruction more keenly focused on the Math CCStandards Implementation of the new program needs to include authentic learning experiences to address all learners. Students need to experience authentic problem solving situations where they may apply what they are learning. This will allow students to self assess and become independent complex thinkers. .	that is consistent within all grade levels, and scaffolds from one grade level to the next. Implementation of a school-wide math curriculum that is built to address the needs of all students, allowing them to explore and examine new ideas, and engage in peer feedback. Continuing to provide students experiences in authentic problems, will allow them to become self assessors and independent complex thinkers preparing them for the future to be college/career ready.
How will you know that they are causing an improvement? *SBA scores: Math 55 %* Data Teams' (PLC) collaboration will focus on developing grade level pacing guides using Ready Math aligned with benchmarks. Teachers will be evaluating the program throughout the year to identify areas of strength and growth. Students can identify three to four areas of strength and growth by analyzing their Pre-Post test data to be self reflective and responsible for one's learning 80% of students will meet proficiency as reflected in the iReady math diagnostic (Spring)	*How will you know that they are causing an improvement?* *SBA scores: Math 57%* Data Teams' (PLC) collaboration will focus on analyzing the effectiveness of the Ready Math program, updating and refining grade level pacing guides, and developing common formative and summative assessments. Teachers will be looking at student work and adjusting instruction to differentiate for all learners. Students can identify three to four areas of growth and strength by analyzing their Pre-Post test data to be self-reflective, responsible for one's learning, and setting personal goals. 80% of students will receive an MP or better for their year end math grades.	*How will you know that they are causing an improvement?* *SBA scores: Math 59%* Data Teams' (PLC) collaboration will focus on determining additional resources that will be needed to support the Ready Math program. Teachers will continue to look at student work and adjust instruction to differentiate. Students can identify three to four areas of growth and strength by analyzing their Pre-Post test data to be self-reflective, responsible for one's learning, and setting personal goals. 80% of students will receive an MP or better for their year end math grades.



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
Add the beginning of the year measurements here. *1.* 2020-21 SBA: ELA 61%, Math 52% 2. Science HSA: 56% 3. iReady Reading and Math Fall diagnostic 2022 Reading: Tier 3- 19% of students in gr K-6 Tier 2- 44% Tier 1- 36% Math- Tier 3 - 20% of students in gr K-6 Tier 2 - 57% Tier 1 - 23% 4. 2020-21 SQS: 67.7% of students feeling safe in school:	*Add throughout the year measurements here.* *1. SBA Interim Assessment data* *2. Amplify unit summative scores* 3. iReady Reading and Math Winter diagnostic 2022 data Reading: Tier 3- 1% of students in gr K-6 Tier 2- 33% Tier 1- 56% Math- Tier 3 - 10% of students in gr K-6 Tier 2- 46% Tier 1- 44% 4. Chapter 19 incident data	*Add end of year goals here.* *1. 20221-22 SBA Assessment* *2. Science HSA NGSS Score* *3.* iReady Reading and Math Spring diagnostic 2022 data *4.* 2021 -22 SQS: % of student feeling safe in school 5. Chapter 19 incident data

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**WSF**	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** **(to be completed by CAS)**
Increase student proficiency on the SBA in ELA to 63%	Teachers will use grade level pacing guides to implement level English Language Arts aligned to Common Core Standards Teachers (PreK-6) will be trained in the Thinking Maps Write to Begin and Beyond to support the development of student's writing skills. Teachers will develop a school-wide (k-6) writing continuum to instruct: ● Informative/ Explanatory writing (Teachers are continuing to create grade level rubrics to scaffold grade level expectations)	Yearlong	WSF		Grade level PLC articulation and data analysis	Quarterly	

	• Narrative writing (SY 21-22) • Argumentative/ Opinion writing (SY 22-23) Gr. 3-6 teachers will administer Interim Comprehensive Assessment at the end of first semester Teachers will be using the iReady Reading online resources as an intervention to strengthen students' Reading skills	(This was not mandated - only suggested- so all teachers may not have done this)					
75% of tier 2 students will move up one tier by the spring screening.	Teachers will chart Fall, Winter, and Spring data using the iReady reading and math diagnostics to target students and develop a plan of action for students in tier 2. Students will be assigned personalized instruction to monitor their progress (based on their Diagnostic results) using iReady.		WSF		Grade level PLCs		

90% of tier 3 intervention students will exit RTI services with a score of 25% or higher	RTI Resource: Teachers will provide timely and appropriate interventions for all students who are not meeting proficiency on grade level benchmarks ● Use iReady as a universal screening tool that will be administered three times a year to identify struggling students in reading and math ● Use the data from a variety of sources to determine the appropriate interventions needed ● Provide differentiated instruction to meet the needs of diverse learners (disadvantaged etc.) ● Provide timely and targeted interventions in small groups or	Quarterly	WSF		Progress monitoring by RTI team using data Monthly focused team meeting for each tier 3 RTI student in reading Communication to parents		

	individually for reading and math scaffolding, chunking, etc. ● Provide communication with the homeroom teacher to support services for tier 3 students who are being serviced in RTI.						
State GTT for SY 20-21 is 68% of continuing ELL students will make a .5 or more gain in levels on the WIDA ACCESS Assessment.	EL teacher and PTT will provide differentiated, direct instruction to students grades K-6 in each of the four ELA strands. New students upon entering, EL teacher will: ● initiate WIDA Screener and IRI/IDI reading assessments ● utilize iReady screener, SBA data and teacher feedback to determine appropriate student instruction level.	Yearlong	WSF (EL)		**W-APT** Screener **WIDA** Screener **WIDA ACCESS** Assessment	Once at enrollment Annual	

Increase student support and achievement by communicating with 100% of the families with highest needs children	With returning students, EL teacher will: ● initiate as needed IRI/IDI reading assessments ● utilize ACCESS test scores, iReady screener, SBA data and teacher feedback to determine appropriate instruction level. Informal Progress Monitoring of all EL students Collaborate with homeroom and Sped teachers (for dual certified students) via EL Monitoring form Provide ELA report card comments for students who are 2 or more reading levels below same-aged peers Assign non classroom teacher to tutor struggling	Monthly Quarterly Quarterly					

	EL student 20-30 minutes a day						
Increase student proficiency on the SBA in ELA to 46% for students in the high needs group.	SPED students in grades 2-6 will use Wonderworks to supplement ELA instruction SPED students in grades K-6 will use Close Reading Companion to supplement ELA instruction Progress monitoring will be done for students once a month on the iReady Reading Assessment to measure student progress Expand the implementation of inclusion school-wide by adding inclusion classes in grades Kindergarten, 5 and 6.	Quarterly			Grade level articulation and data analysis to include SPED teachers Collaboration of Gen Ed teacher and Sped teachers to develop differentiated lessons and assessments to meet the needs of all learners.	Quarterly	
Increase student proficiency on the	Teachers will pilot Ready Classroom Math	Quarterly:	WSF			Quarterly	

SBA in MATH to 39%	curriculum to all students in grades K - 5. Grade 6 will continue to use the Go Math Middle program. ● Administer iReady diagnostic at the beginning of the year ● Schedule benchmark testing three times a year, at the beginning, middle, and end of the school year to get baseline scores aligned to the Math CCSS. ● All students in grades K - 5 will be taught Math through the updated pacing guides with the Ready Math program aligned to the Common Core Standards. Grade 6 will continue using Go Math Middle ● Students in grades 3 -6 will use Focused IABs (Interim Assessment Blocks) to help	Teachers will monitor student progress by assessing the Math Common Core Standards addressed during the Quarter and determine whether students have mastered and can apply the CCSS; still need reinforcement; have not mastered the CCSS and need a more concrete, visual teaching strategy/strategies			Grade level PLCs for articulation and data analysis SBA interim assessment data analysis		

	students self assess areas of growth.						
100% of the students in grades PreK - 6 will experience opportunities to learn life skills in solving problems and making decisions that will prepare them for the 21st century.	• Counselors will conduct Guidance lessons for all students in grades K-6 based on Character Counts objectives. • Teachers will continue to expand school-wide efforts in implementation of WICOR strategies to all students in support of the AVID program. • Teacher will continue to implement Costa's Levels of questioning to all students in grades K-6)	Yearly			Avid Coordinator, Counselors, Grade level PLCs Student Products Student Performances	Quarterly	
100% of the students in grades PreK-6 will have	• Teachers will continue to implement the	Yearly	Possible Grant funding		Grade level progress monitoring	Quarterly	

classroom instruction integrating technology into grade level curriculum to build students' digital literacy	schools' continuum of technology skills for all students in grades k-6 ● Students will continue to be taught to use technology as a collaborative tool in the classroom ● Students will be taught to utilize google applications for education (GAFE) and online programs as avenues for learning and sharing ● Students will be encouraged to be innovative and explore new ideas by offering choices to participate in various avenues to use technology: 1. STEM Lab 2. Makerspace 3. Robotics 4. Media Team 5. News Writing		Fundraisers		Student Reflection Logs Project and Gantt evaluations		

	• VEX Robotics will continue to be offered as an after school program to form a team who will compete in at least one competition						
Increase student proficiency on the HSA in Science to 58% for students	• Students in grades K-6 will apply STEM methodology and NGSS scientific and engineering practices to relate cross-cutting concepts in science. • Students in grades 5 will be provided with targeted instructions in the NGSS Science standards	Quarterly	Amplify Units		Grade level implementation of new science units and the development of Science Performance Task that reflect the scientific engineering practices of solving problems.		
100% of students in grades K-6 will	• Teachers will design grade level	Quarterly	WSF		Grade level articulation minutes:		

participate in 1-2 inquiry based performance tasks designed in the thematic units of the C3 Social Studies (College, Career and Civic Life Framework) standards.	performance tasks that allow the students to develop an understanding of the inquiry approach to learning, decision making and problem solving.				• Pacing guides • Formative/Summative assessments		