

## 2020 Academic Plan, School Year 2020-21



### School:

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

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

### HIDOE Learning Organization

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

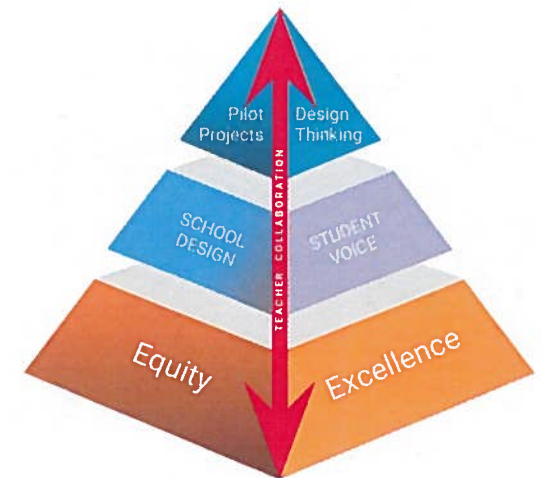
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).



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

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

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

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



Principal: Ernest Muh	
Principal's signature: 	Date: May 27, 2020
Complex Area Superintendent: Robert Davis, CAS-LMW	
Complex Area Superintendent's signature: 	Date: May 27, 2020



# 2020 Academic Plan, School Year 2020-21

## Helemano Elementary School

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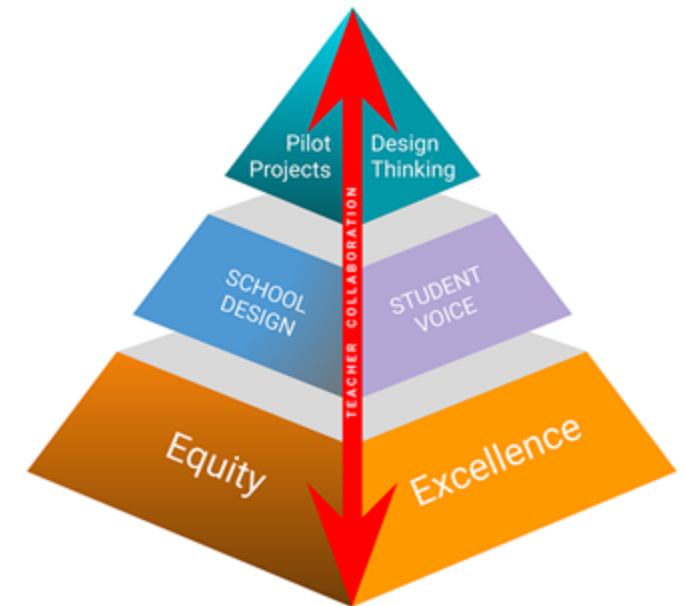
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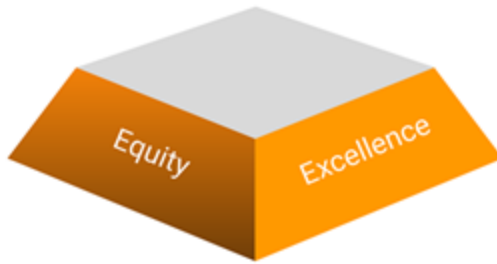
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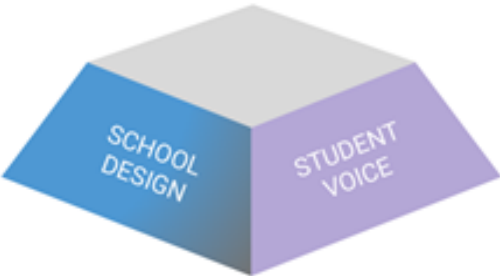


## Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>The WASC Self Study identified incorporating a system to better work with students in order to address the perception of an unsafe environment. (SW 1)</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If a Response to Intervention (RTI) System for behavior is refined, then students will receive consistent schoolwide social/emotional learning lessons and tiered interventions based on individual needs. As a result, the percentage of students feeling safe will increase.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <ul style="list-style-type: none"> <li>• Schoolwide implementation of a Positive Behavior Intervention Support System (PBIS) which includes teaching/practicing schoolwide behavior expectations, positive verbal reinforcement, and effective classroom management strategies.</li> <li>• Schoolwide implementation of social/emotional learning lessons</li> <li>• Use of Panorama Social Emotional Learning (SEL) Survey data to identify students needing additional support</li> <li>• Professional development for staff based on needs identified by the Panorama SEL Survey data (SW 6)</li> </ul>

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

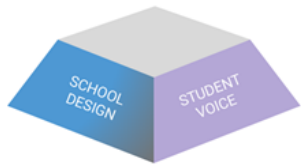
Describe here your complex/school contexts for School Design and Student Voice.

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

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

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>Fall 2019 Panorama (Tripod) Survey data indicates that 70% of students in grades 3-5 feel safe at school. The school safety measure on the Panorama (Tripod) Survey will increase to 75% during the fall survey window.</p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>The school safety measure on the Panorama (Tripod) Survey will increase to 80% during the fall survey window.</p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>The school safety measure on the Panorama (Tripod) Survey will increase to 85% during the fall survey window.</p>
<p><i>Why you are implementing them?</i></p> <p>The WASC Self Study identified incorporating a system to better work with students in order to address the perception of an unsafe environment.</p>	<p><i>Why you are implementing them?</i></p> <p>The WASC Self Study identified incorporating a system to better work with students in order to address the perception of an unsafe environment.</p>	<p><i>Why you are implementing them?</i></p> <p>The WASC Self Study identified incorporating a system to better work with students in order to address the perception of an unsafe environment.</p>

<p><i>How will you know that they are causing an improvement?</i></p> <p>The school safety measure on the Panorama (Tripod) Survey will increase to 75% during the fall survey window.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>The school safety measure on the Panorama (Tripod) Survey will increase to 80% during the fall survey window.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>The school safety measure on the Panorama (Tripod) Survey will increase to 85% during the fall survey window.</p>
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# Innovation in Support of the Core: School Design and Student Voice

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

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>Strive HI Results from SY 18-19  English Language Arts: 64%  Math: 64%  Science: 71%</p>	<p><i>Add throughout the year measurements here.</i></p> <p>AIMS Web Plus Data  Grade Level Summative Assessments</p>	<p><i>Add your end of year goals here.</i></p> <p>English Language Arts: 76%  Math: 71%  Science: 70%</p>

## Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds (SW5) Program ID	School Monitoring Activity (SW 3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
76% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment	<ul style="list-style-type: none"> <li>Implement the Common Core State Standards in English Language Arts.</li> <li>Utilize McGraw-Hill Wonders, Multi-Sensory Structured</li> </ul>	Yearlong	WSF Title I	<ul style="list-style-type: none"> <li>100% of students will set goals for reading</li> <li>100% of students will self-assess their work</li> </ul>	Quarter	

	<p>Language/Orton-Gillingham (MSL-OG), Thinking Maps, and other supplemental resources to teach word study (phonological awareness, phonics, word recognition), fluency, reading comprehension of complex literary/informational texts, and text dependent questions.</p> <ul style="list-style-type: none"> <li>Utilize Step Up to Writing strategies, Thinking Maps, and the Six Traits model for explicit writing instruction to write opinion pieces, short/focused research, informative/explanatory texts, and narratives.</li> </ul>			<ul style="list-style-type: none"> <li>100% of teachers will share learning objectives, use rubrics, and share exemplars during instruction</li> <li>80% of students will meet or exceed proficiency on grade level common assessments in reading comprehension and text dependent questions</li> <li>80% of students will meet or exceed proficiency on grade level opinion, informative/explanatory, and narrative writing assessments</li> </ul>		
71% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment	<ul style="list-style-type: none"> <li>Implement the Common Core State Standards in Mathematics.</li> <li>Utilize Stepping Stones and other supplemental resources to emphasize</li> </ul>	Yearlong	WSF Title I	<ul style="list-style-type: none"> <li>100% of students will set goals for mathematics</li> <li>100% of students will self-assess their work</li> </ul>	Quarter	

	the eight mathematical practices, teach basic math skills, strengthen procedural fluency, develop conceptual understanding, and become adept at problem solving			<ul style="list-style-type: none"> <li>100% of teachers will share learning objectives, use rubrics, and share exemplars during instruction</li> <li>80% of students will meet or exceed proficiency on grade level common assessments in mathematics</li> </ul>		
70% of all students in grade 5 will be proficient in Science on the Hawaii State Assessment	<ul style="list-style-type: none"> <li>Create and implement Understanding by Design (UbD) phenomena driven units in science that may include STEM/EDP learning experiences.</li> </ul>	Yearlong	WSF Title I	<ul style="list-style-type: none"> <li>80% of students will meet or exceed proficiency on grade level common assessments in science</li> </ul>	Quarter	
<p>90% of 3rd graders will be reading on grade level</p> <p>Reduce the achievement gap in English Language Arts on the SBA for students in grades 3-5</p>	<ul style="list-style-type: none"> <li>Use a universal screening tool to identify struggling students</li> <li>Provide timely and appropriate interventions during the school day through classroom/non-classroom teachers and part-time</li> </ul>	Yearlong	WSF Title I	<ul style="list-style-type: none"> <li>60% of students will be on grade level at the winter benchmark period as measured by AIMS Web Plus</li> <li>80% of students will be on grade level at the spring benchmark period</li> </ul>	Quarter	

Reduce the achievement gap in Mathematics on the SBA for students in grades 3-5	<p>teachers in small groups or individually</p> <ul style="list-style-type: none"> <li>• Provide extended learning opportunities for students not meeting grade level benchmarks</li> <li>• Use a progress monitoring system to improve the support provided to struggling students</li> <li>• Collect data to monitor progress of students mastering basic facts</li> </ul>			as measured by AIMS Web Plus		
<p>75% of students learning English will be on-track to English language proficiency</p> <p>Reduce the achievement gap in English Language Arts on the SBA for students in grades 3-5</p> <p>Reduce the achievement gap in Mathematics on the SBA for students in grades 3-5</p>	<ul style="list-style-type: none"> <li>• Provide differentiated instruction to meet the needs of special education and English Language Learner students (ELL) (SW 6)</li> </ul>		WSF Title I	<ul style="list-style-type: none"> <li>• 80% of special education students will move up five levels on Reading A-Z during the school year</li> <li>• 80% of ELL students will increase their universal screening scores on the AIMS Web Plus assessment</li> </ul>	Quarter	
Reduce chronic absenteeism to 6%	<ul style="list-style-type: none"> <li>• Conduct parent meeting in 1st quarter for students</li> </ul>		WSF Title I	<ul style="list-style-type: none"> <li>• The number of students who are chronically absent</li> </ul>	Quarter	



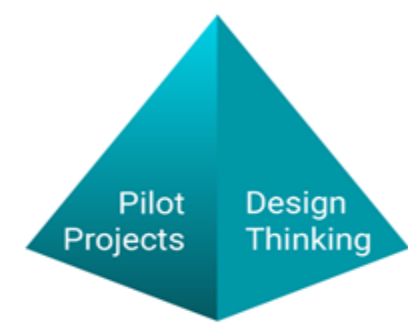
	chronically absent the previous school year <ul style="list-style-type: none"> <li>Monitor daily attendance and communicate with parents after every 4th absence</li> </ul>			will not exceed 1.5% each quarter		
90% of parents will strongly agree or agree that their child's teacher works with them to improve their child's learning based on the School Quality Survey (SQS)	<ul style="list-style-type: none"> <li>Provide parent activities to inform them about the school's standards-based curriculum and strategies to help with their child's school work (SW 7)</li> </ul>		WSF Title I	<ul style="list-style-type: none"> <li>100% of parents who attend parent activities will provide feedback on the activity</li> </ul>	Annual	
50% of incoming kindergarten students will participate in readiness programs.	<ul style="list-style-type: none"> <li>Provide parent/child kindergarten readiness and summer pre-kindergarten</li> <li>programs to prepare students for the transition to kindergarten (SW 6)</li> </ul>		WSF Title I	<ul style="list-style-type: none"> <li>100% of participating families will complete an end of program survey</li> </ul>	Annual	

#### Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Retain 100% of all beginning teachers	Provide induction, mentoring, training, and support for all beginning teachers.	Yearlong	WSF Title I	<ul style="list-style-type: none"> <li>100% of beginning teachers will</li> </ul>	Quarter	

				attend a school orientation <ul style="list-style-type: none"> <li>• 100% of beginning teachers will complete a transition survey to determine if any additional support is needed</li> <li>• 100% of beginning teachers will observe another teacher by the end of August</li> <li>• 100% of beginning teachers will be observed by another teacher by the end of August</li> </ul>		
90% of teachers will strongly agree or agree that they are satisfied with the professional development opportunities the school provides for them based on the School Quality Survey (SQS)	Provide relevant professional development, mentoring, training, and support in the following areas: <ul style="list-style-type: none"> <li>• Mathematical Practices</li> <li>• English Language Arts</li> <li>• Next Generation Science Standards (NGSS)</li> <li>• Hawaii Core Standards in Social Studies (HCSSS)</li> </ul>	Yearlong	WSF Title I	<ul style="list-style-type: none"> <li>• 100% of teachers will be provided professional development, mentoring, and support.</li> </ul>	Quarter	

	<ul style="list-style-type: none"> <li>• Social Emotional Learning (SEL)</li> <li>• Technology</li> </ul>					
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## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>To provide our students with place-based learning experiences, we would like to establish a school garden.</p>	<p><i>Please describe your conditions for Success:</i></p> <p>To accomplish this, we will need to do the following.            We need a Memorandum of Agreement with the State of Hawaii to use their land.            We need to remove existing trees and bushes growing in that area.            We need to level the ground and bring in top soil.            We need to fence off the area that will be used for the school garden.            We need to secure an irrigation system for the garden.</p>