2020 Academic Plan, School Year 2020-21

School: Hickam Elementary

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

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

HIDOE Learning Organization

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

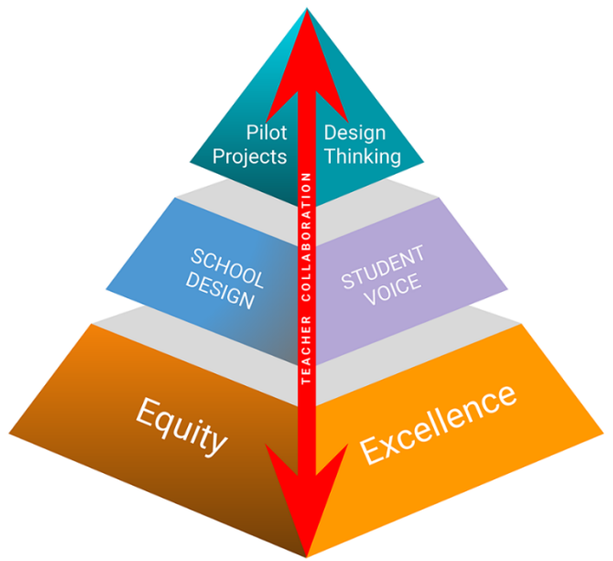
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

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

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

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



Principal (print):	
Principal's signature: Signature on file at school	Date: 06/01/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature:	Date: 06/01/2020

2020 Academic Plan, School Year 2020-21

[**School: Hickam 2020-2021 Academic Plan**]

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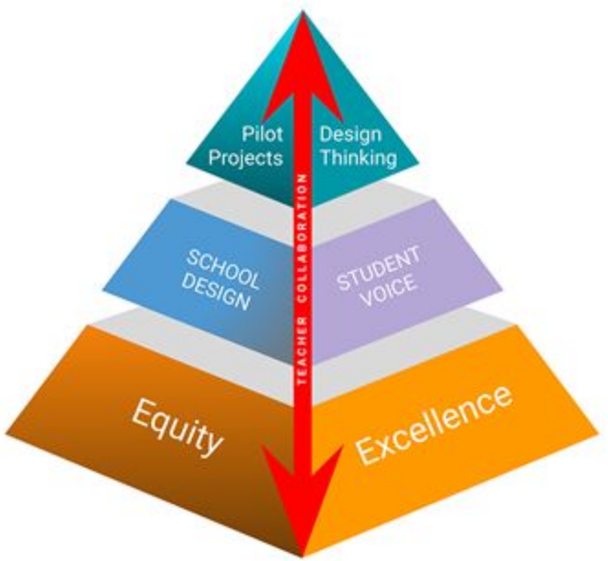
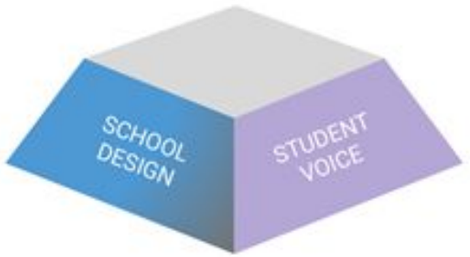


Teaching & Learning Core: Equity and Excellence

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
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. Based on Hickam's CNA report, data shows that our Special Education subgroup is the subgroup that we need to focus on. During the school year 2018-2019, 14.45% of our student population (86/595) were receiving Special Education services. The achievement gap shows that 70% of IDEA students in Language Arts and 68.57% in Mathematics did not meet achievement standards in their SBA assessment. This is an increase in our Special Education sub group from school year 2017-2018, by 10% in Language Arts and 1.07% in Mathematics. Currently, in the school year 2019-2020, our Special Education sub group is 13.83% of our student population (83/600).	*What is your Theory of Action (if-then) to improve the achievement gap?* **If** / **Then** Teachers receive Professional Development → teachers will utilize and implement research-based instructional strategies If teachers and parents collaborate → students will make gains on state assessments Teachers participate in grade level and department Learning Team Times (LTT) → teachers will collaborate and address individual needs Students have access to appropriate curriculum → students will reach their target and stretch goals in our universal screener We provide an appropriate continuum of services → students will be able to access the general education curriculum	*What are your Enabling Activities to improve the achievement gap?* ● 100% of teachers will receive Professional Development that are grounded in best practices to meet teachers and student needs ● 100% of first year and second year teachers will receive induction and mentoring services on site ● 100% teachers will collaborate during all Learning Team Times with a focus on ● 100% of students will receive core instruction ● 100% of students will be screened quarterly using a universal screener and tiered appropriately ● Building up evidence-based resources/strategies available within our school ● 100% of teachers will communicate with parents on a regular basis.



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

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

To prepare students for life beyond schooling, we will directly develop the whole-person and prepare them to be life-ready learners and leaders (part of college and career readiness).

Effective leaders have social and emotional intelligence. Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

School Design:

Student Learning Products and Voice: **Nurture the Whole Child** means preparing students by ensuring they are physically, social-emotionally, and mentally healthy, safe, engaged, supported and challenged. We set standards for comprehensive, sustainable school improvement and provide skills for long-term success, which includes strong, Aloha-based transition support and interest-based activities.

Core Values and Mindset Narrative: **Culture of Empowerment and Leadership** involves school-wide language, direct and indirect instruction on leadership dispositions and mindsets. We intentionally create a culture of trust and engagement. We empower students to lead their own lives, and make a difference with others, provide students' tools to better achieve goals and develop student voice.

Curriculum and Instruction and Values: **World Class Education** focuses on science, technology, engineering and math, including individual lines of inquiry, diverse collaboration, media literacy, critical literacy, and global engagement. As part of new frameworks, we also include problem-solving project-based learning, civic activities and digital literacy. Our students go to and come from many countries, and they should be competitive, able to lead anywhere in the world, and solve tomorrow's greatest problems.

Infrastructure: **Future Focused/Inspired** builds towards tomorrow's learning world, not the past one. Learning is focused on using high-quality instruction with disruptive innovation utilizing embedded technology into pedagogy. We will use an empathetic approach (what do students need, collective enterprise) in design thinking, ensure life-wide learning, and engage students in decision making. We will grow our learning practice using effective teacher collaboration, reflective practices, and sustained professional development.

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

Culture of Empowerment and Leadership Focus on social, emotional learning, leadership culture and personal empowerment (School Design Initiatives)

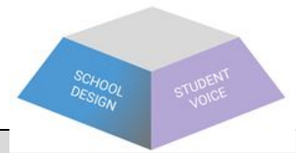
We Utilize *Leader In Me* to:

- Create a culture of trust and engagement.
- Empower students to lead their own lives, and make a difference with others.
- Provide students with tools to better achieve goals.
- Help students find their voice.

SY 2020-21 Measurable Outcomes	**SY 2021-22** Measurable Outcomes	**SY 2022-23** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? A: Social Emotional Learning/Student Leadership and Voice - By the end of SY 20-21, 80% of teachers and staff will implement the Leader in Me daily. B: Instruction - By the end of SY 20-21, 75% of students will be meeting their Typical Growth on iReady in Reading and Math. - By the end of SY 20-21, 75% of fifth grade students will score a Level 3 on SBAC Science. C: Embedding Technology - By the end of SY20-21 100% of teachers and 80% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects starting in SY 2020-2021.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* A: Social Emotional Learning/Student Leadership and Voice - By the end of SY 21-22, 85% of teachers and staff will implement the Leader in Me daily. B: Instruction - By the end of SY 21-22, 85% of students will be meeting their Typical Growth on iReady in Reading and Math. - By the end of SY 21-22, 80% of fifth grade students will score a Level 3 on SBAC Science. C: Embedding Technology - By the end of SY22-23 100% of teachers and 85% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects starting.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* A: Social Emotional Learning/Student Leadership and Voice - By the end of SY 22-23, 90% of teachers and staff will implement the Leader in Me daily. B: Instruction - By the end of SY 22-23, 95% of students will be meeting their Typical Growth on iReady in Reading and Math. - By the end of SY 22-23, 85% of fifth grade students will score a Level 3 on SBAC Science. C: Embedding Technology - By the end of SY22-23 100% of teachers and 90% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects starting.
Why you are implementing them? Hickam believes that providing students with a Social Emotional Learning (SEL) program, Leader in Me, will create students who	*Why you are implementing them?* Hickam believes that providing students with a Social Emotional Learning (SEL) program, Leader in Me, will create students who	*Why you are implementing them?* Hickam believes that providing students with a Social Emotional Learning (SEL) program, Leader in Me, will create students who

are well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. Hickam has also targeted the above measurable outcomes so that teachers, students, and the school community are aware of outcomes and expectations for students. In order to prepare students for success in the future workforce, Hawaii needs schools that are Future Ready. Schools that go beyond computer labs and traditional project-based learning to seamless integration of technology in a way that expands learning beyond the four walls of the classroom.	are well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. Hickam has also targeted the above measurable outcomes so that teachers, students, and the school community are aware of outcomes and expectations for students. In order to prepare students for success in the future workforce, Hawaii needs schools that are Future Ready. Schools that go beyond computer labs and traditional project-based learning to seamless integration of technology in a way that expands learning beyond the four walls of the classroom.	are well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. Hickam has also targeted the above measurable outcomes so that teachers, students, and the school community are aware of outcomes and expectations for students. In order to prepare students for success in the future workforce, Hawaii needs schools that are Future Ready. Schools that go beyond computer labs and traditional project-based learning to seamless integration of technology in a way that expands learning beyond the four walls of the classroom.
How will you know that they are causing an improvement? Students will show more confidence and express their student voice. Students will readily take on passion projects, collaborate with peers and adults within the home, school, and community settings. (1, 2, 3, 4, & 5) Teachers will independently make decisions on a daily basis by triangulating data to determine student needs and which evidence based instructional strategies will benefit student needs. (2) Students will make academic gains by tracking individual growth, reflect on their own learning, and provide effective peer feedback. (4) Students will...: - become digitally literate - integrate technology into learning - develop skills of collaboration - become effective communicators - be critical learners - be problem-solvers - be inquiry and research minded - be self learners - be able to discern between reliable and unreliable sources - (3, 4, & 5) Teachers will be able to close the achievement gap by providing	*How will you know that they are causing an improvement?* Students will show more confidence and express their student voice. Students will readily take on passion projects, collaborate with peers and adults within the home, school, and community settings. (1, 2, 3, 4, & 5) Teachers will independently make decisions on a daily basis by triangulating data to determine student needs and which evidence based instructional strategies will benefit student needs. (2) Students will make academic gains by tracking individual growth, reflect on their own learning, and provide effective peer feedback. (4) Students will...: - become digitally literate - integrate technology into learning - develop skills of collaboration - become effective communicators - be critical learners - be problem-solvers - be inquiry and research minded - be self learners - be able to discern between reliable and unreliable sources - (3, 4, & 5) Teachers will be able to close the achievement gap by providing	*How will you know that they are causing an improvement?* Students will show more confidence and express their student voice. Students will readily take on passion projects, collaborate with peers and adults within the home, school, and community settings. (1, 2, 3, 4, & 5) Teachers will independently make decisions on a daily basis by triangulating data to determine student needs and which evidence based instructional strategies will benefit student needs. (2) Students will make academic gains by tracking individual growth, reflect on their own learning, and provide effective peer feedback. (4) Students will...: - become digitally literate - integrate technology into learning - develop skills of collaboration - become effective communicators - be critical learners - be problem-solvers - be inquiry and research minded - be self learners - be able to discern between reliable and unreliable sources - (3, 4, & 5) Teachers will be able to close the achievement gap by providing

equitable learning opportunities to all students. (2 & 3)	equitable learning opportunities to all students. (2 & 3)	equitable learning opportunities to all students. (2 & 3)



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 beginning of the year measurements here. *ELA iReady Diagnostic; Wonders* *Math iReady Diagnostic; GoMath* *Leadership: LIM Survey* *Strive Hi data* *CNA*	*Add throughout the year measurements here.* *ELA iReady Diagnostic; Wonders* *Math iReady Diagnostic; GoMath* *Leadership: LIM Survey* *Strive Hi data* *CNA*	*Add end of year goals here.* 85% of students will be meeting with proficiency in ELA based on their SBA results. 85% of students will be meeting with proficiency in Math based on their SBA results. 75% of students will demonstrate leadership skills.

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity (to be completed by CAS)**
By the end of SY 20-21, 80% students will be utilizing the Leader in Me daily.	By the end of SY 21-22, 85% of students will be given leadership opportunities through school activities. (4)	First Quarter	WSF	Measurable Results Assessment Survey (MRA) School activities and clubs	Quarterly	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.

				Leader in Me (LIM) Site Team		
	80% of classrooms will have their classroom Wildly Important Goals (WIGs) created and posted inside the classroom (4)	Second Semester		Faculty Meeting Walk throughs/ Observation Data LIM Site Team	Semester	
	Student-Led Weekly Assemblies (4)	Yearlong	WSF	School Events Calendar LIM Site Team	Weekly	
By the end of SY 20-21, 70% of students will be meeting their Typical Growth on Universal Screener in Reading and Math.	Students will work on “My Learning Path” lessons in iReady one to two times a week for 30 minues. (2)	Yearlong	WSF	Teachers track data online reports Students make quarterly goals	Quarterly	
	All students will receive RTI every school day. (2)	Yearlong	WSF	Response to Intervention - Academic School Based Team (RtI-A SBT) Meetings	Daily/ Weekly/ Bi-Weekly	
	Rigorous curriculum will be accessible to all students (Wonders/GoMath) (2)	Yearlong	WSF	LTT	Bi-Weekly/monthly	
	Participate in AVID strategies daily (2 & 5)	Yearlong	WSF	AVID Site team	Monthly	

	Quarterly utilize a universal screener to progress monitor and place students into RTI tiers (2 & 3)	Yearlong	WSF	Response to Intervention (RtI) teacher will discuss and monitor at Learning Team Time (LTT - Teacher Articulation)	Quarterly	
By the end of SY 20-21, 75% of fifth grade students will score a Level 3 on SBAC Science.	Students will participate in NGSS Problem-Based learning activities (1, 2, & 5)	Yearlong	WSF	Student grades	Quarterly	
	Students participate in NGSS Curriculum Fair (1, 2, 3, & 5)	Every other Year	WSF	Student projects	Every Other Year	
	Students participate in STEM EXPO (1, 2, 3, & 5)	Once a Year	WSF	LTT	Once a Year	
By the end of SY 20-21, 80% of teachers and staff will use a form of technology to enhance their classroom instruction	Students will demonstrate their understanding of the CSTA Standards through the creation of technology projects aligned with CCSS.) (2) (Empowered Learner) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. (2 & 4)	Yearlong	WSF	Hickam Technology Scope and Sequence	Quarterly	
By the end of SY 20-21, 80% of students leverage technology to take an active role in choosing, achieving and demonstrating	Students will articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	Yearlong	WSF	Hickam Technology Scope and Sequence	Quarterly	

competency in their learning goals, informed by the learning sciences.	(3 & 4)					
	Students will build networks and customize their learning environments in ways that support the learning process (1, 3, 4, & 5)	Yearlong				
	Students will use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. (4)	Yearlong	WSF	Student projects Peer collaboration	Quarterly	
	Students will understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies (3 &4)	Yearlong	WSF	Student grades Student projects	Quarterly	
By the end of SY 20-21, 80% of students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	Students will cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. (3 & 4)	Yearlong	WSF	Hickam Technology Scope and Sequence	Quarterly	
	Students will engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. (3 & 4)	Yearlong	WSF	NetRef GoGuardian TAUG agreement	Daily/Weekly Yearly	

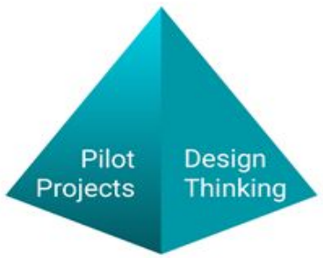
	Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (3 & 4)	Yearlong		GLOs - Digital Citizenship	Quarterly	
	Students will manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. (3 & 4)	Yearlong	WSF	GLOs	Quarterly	

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)**
By the end of SY 20-21, 70% of students will be meeting their Typical Growth on Universal Screener in Reading and Math.	Have students do “My Learning Path” on iReady twice a week for 30 minutes (2)	Yearlong	WSF	Teachers track data online reports	Quarterly	
	Teachers will allot time for RTI daily (2)	Yearlong	WSF	RTI-A SBT meetings	Weekly/ Bi-Weekly	
	Teachers will share best practices on how to use curriculum based on data in LTT (2 & 3)	Yearlong	WSF	LTT Meeting Notes	Bi-Weekly	
	Incorporate AVID strategies into instruction in all areas of instruction (5)	Yearlong	WSF	AVID CCI Curriculum Maps LTT Meeting Notes	Daily/ Weekly/ Bi-Weekly	
	Special education and general education teachers will have a common understanding of teacher responsibilities and have collaborative conversations to address student needs and close the achievement gap (2 & 3)	Yearlong	WSF	LTT Meeting Notes	Bi-Weekly	
	Special education teachers will collect and monitor student progress according to eligibility categories in order to address	Yearlong	WSF	LTT	Weekly	

	the achievement gap (2 & 3)					
By the end of SY 20-21, 100% of teachers will be certified test administrators	Teacher will be trained to give SBAC and Interim test (2)	Once a year	WSF	Interim scores LTT	Once	
	Teachers will attend PBL PD led by Grade 6 teachers (2, 3, & 4)	Once	WSF	PD	Once	
By the end of SY 20-21, 80% of teachers and staff will use a form of technology to enhance their classroom instruction	Teachers will shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. (ISTE Leader) (1, 2, 3, & 5)	Yearlong	WSF	Teachers integrating the Hickam Technology Scope and Sequence into the curriculum maps and pacing guides	Quarterly	
By the end of SY 20-21 80% of teachers will seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.	Teachers will shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. (1 & 5)	Yearlong	WSF	School Community Council Faculty and Staff meetings	Quarterly	
	Teachers will advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students (2 & 3)	Yearlong	WSF	Curriculum maps and pacing guides	Daily/Weekly	
	Teachers will model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	Yearlong	WSF	Teacher Professional Development Peer classroom visitations/walkthroughs	Quarterly	

By the end of SY 20-21 80% of teachers will continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning	Teachers will set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. (2, 3 & 4)	Yearlong	WSF	Teacher utilization of Hickam Technology Scope and Sequence	Quarterly	
	Teachers will pursue professional interests by creating and actively participating in local and global learning networks (2 & 4)	Yearlong	WSF	Professional development Teacher networking	Yearly	
	Teachers will stay current with research that supports improved student learning outcomes, including findings from the learning sciences. (2 & 4)	Yearlong	WSF	Professional development	Yearly	



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
Please describe your school's ideas around innovation and pilot projects. Hickam Elementary would like to provide students a thought-provoking digital environment in which global citizenship, collaboration, and innovation organically occurs. - Robotic/AR/VR center in all classrooms - A Makers' Ed area for all students to utilize tools and machines to code, create, and tackle real-world problems that would benefit the community. - Flexible seating in all classrooms for students to move from center to center	*Please describe your conditions for Success:* In order for us to achieve these innovation goals, we will need ● Funds for current technologies and supplies ● Inspiration for teachers on how to create these moments for students ● Training for teachers on how to utilize Makers' Ed tools and machines ● Teacher networking

Comment Section

Five Promises Coding

1. Hawai'i
2. Equity
3. School Design
4. Empowerment
5. Innovation