Academic Plan for School Year 2021-22

School: Hickam

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.

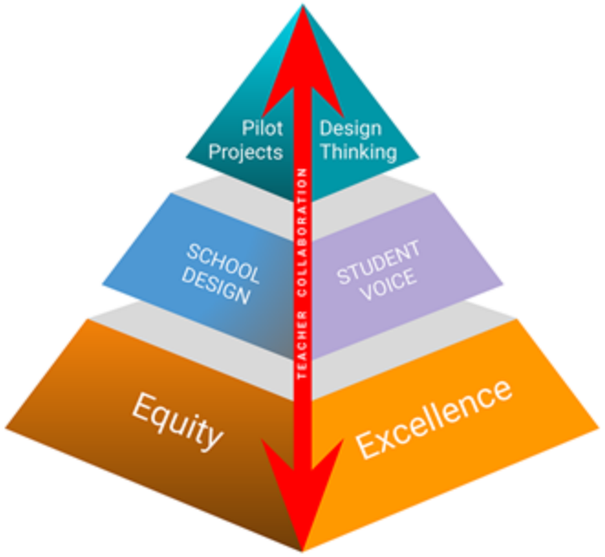
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

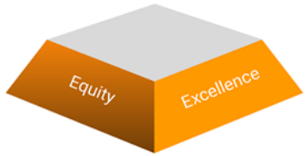
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

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



Principal (print): Patrick Wetzel	
Principal's signature: Signature on file at school	Date: 4/30/2021

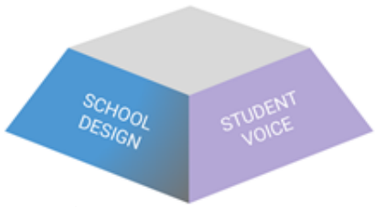
Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature:	Date: 4/30/2021



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, achievement data shows that high needs students (IDEA, EL, and free & reduced) struggle compared to our non-high needs students on standardized tests. SBA proficiency rates show that 30% of IDEA students in Language Arts and 31.43% in Mathematics met proficiency standards on their SBA assessment. As a result, Hickam Elementary School (HES) has a 50% achievement gap in ELA and a 36% achievement gap in Math. Research has indicated one of the best high yield strategies for reducing the achievement gap is for special education students to be in the least restrictive model to the greatest extent possible. For SY 2021-22, HES will be incorporating an Inclusion Model in three different grade levels (K,1, 4) in order to close the achievement gap. Teachers will learn and use strategies to help scaffold lessons and differentiate instruction leading to improved student learner outcomes. We will be working in conjunction with the Stetson Group and district personnel to support our efforts. In addition, teachers will be using learning team time to review formative assessment data, conduct recursive teaching, and examine to see if student learner outcomes have improved.	*What is your Theory of Action (if-then) to improve the achievement gap?* **If** / **Then** Teachers receive Professional Development in the inclusion model → Teachers will have the knowledge better support the vast learning needs of our students resulting in improved student learner outcomes. Teachers participate in grade level and department Learning Team Times (LTT) → Teachers will develop a habit of examining formative assessment data, reteaching discrete skills for better understanding, and reassessing for improved student learner outcomes. Students have access to a well rounded, standards-based curriculum that focuses on the development of the whole child. → Students will be engaged in the learning process, meet grade level proficiency, develop critical thinking and computer literacy skills to be successful students Hickam continues to provide a well-appropriate HMTSS → Students will feel supported academically and	*What are your Enabling Activities to improve the achievement gap?* ● All teachers will collaborate during Learning Team Times with a focus on improving the achievement gap: ○ Common grade level assessment calendars, pacing guides and curriculum maps ○ Weekly grade level collaboration meetings, set with agenda and minutes ○ Assessment planning, discussion and analysis ● All students will be screened three times a year using a universal screener and tiered appropriately using i-Ready usage and passed lessons monitoring ○ Intervention blocks to address individual and group learner needs ○ Teachers will focus on one student using i-Ready data to measure student progress and address the achievement gap. ● Strengthening evidence-based resources/strategies, such as AVID, Technology, LTT, etc., available within our school. ● All teachers will receive PD in the SAMR model with a focus on technology integration to help the achievement gap in ELA instruction. ● All students will receive school-wide classroom SEL lessons by the School Counselor in targeted areas in accordance with LIM and needs of the classroom as a proactive approach. ○ Support social and emotional needs to self-regulate and/or resolve conflict. ○ Build relationships with the counselor



Lastly students will be utilizing i-Ready to either reinforce the skills learned in class or reduce any gaps in learning because the program provides instruction at their level.

continuum of services	socio-emotionally allowing them to develop the self-esteem and confidence needed to thrive at Hickam.

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.

Describe here your current and continuing initiatives that will further advance your SY 2021-22 School Design and Student Voice.

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

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

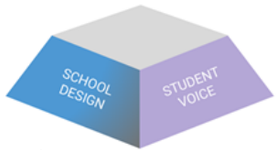
technology into pedagogy. We will use an empathetic approach (what do students need, collective enterprise) in design thinking, ensure life-wide learning, and engage students in decision making. We will grow our learning practice using effective teacher collaboration, reflective practices, and sustained professional development.

Describe here your current and continuing initiatives that will further advance your SY 2021-22 School Design and Student Voice.

Hickam Elementary School stakeholders, including our administration, faculty and staff, military partnerships, and families, will provide opportunities for our students to share their voices and leadership.

SY 2021-22 Measurable Outcomes	**SY 2022-23** Measurable Outcomes	**SY 2023-24** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? A: Instruction • By the end of SY 2021-22, 100% of students will be meeting their Typical Growth on i-Ready in Reading • By the end of SY 2021-22, 100% of students will be meeting their Typical Growth on i-Ready in Math. • By the end of SY 2021-22, 80% of grades 3-6 students will be proficient on the ELA Smarter Balanced Assessment • By the end of SY 2021-22, 74% of grades 3-6 students will be proficient on the Math Smarter Balanced Assessment • By the end of SY 2021-22, 83% of fifth grade students will be proficient on the Science Smarter Balanced Assessment. • By the end of SY 2021-22, 45% of high-needs students will be proficient on the ELA Smarter Balanced Assessment. • By the end of SY 2021-22, 50% of high-needs students will be proficient on the Math Smarter Balanced Assessment. B: Social Emotional Learning/Student Leadership and Voice • By the end of SY 2021-22, 100% of students will be given the opportunity to be leaders while being immersed in the Leader in Me program. C: Embedding Technology • By the end of SY 2021-22 100% of teachers and 75% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects starting in SY 2021-2022	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* A: Instruction • By the end of SY 22-23, 100% of students will be meeting their Typical Growth on i-Ready in Reading • By the end of SY 22-23, 100% of students will be meeting their Typical Growth on i-Ready in Math. • By the end of SY 22-23, 82% of grades 3-6 students will be proficient on the ELA Smarter Balanced Assessment • By the end of SY 22-23, 76% of grades 3-6 students will be proficient on the Math Smarter Balanced Assessment • By the end of SY 22-23, 85% of fifth grade students will be proficient on the Science Smarter Balanced Assessment. • By the end of SY 2021-22, 50% of high-needs students will be proficient on the ELA Smarter Balanced Assessment. • By the end of SY 2021-22, 55% of high-needs students will be proficient on the Math Smarter Balanced Assessment. B: Social Emotional Learning/Student Leadership and Voice • By the end of SY 2022-23, ?????? C: Embedding Technology • By the end of SY 2022-23 100% of teachers and 80% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects starting in SY 2022-23. • By the end of SY 2022-23, students will receive 85% or higher as measured by the Digital Citizenship assessment in Learning.com.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* A: Instruction • By the end of SY 23-24, 100% of students will be meeting their Typical Growth on i-Ready in Reading • By the end of SY 23-24, 100% of students will be meeting their Typical Growth on i-Ready in Math. • By the end of SY 23-24, 84% of grades 3-6 will be proficient on the ELA Smarter Balanced Assessment • By the end of SY 23-24, 78% of grades 3-6 will be proficient on the Math Smarter Balanced Assessment • By the end of SY 23-24, 87% of fifth grade students will be proficient on the Science Smarter Balanced Assessment. • By the end of SY 2021-22, 55% of high-needs students will be proficient on the ELA Smarter Balanced Assessment. • By the end of SY 2021-22, 60% of high-needs students will be proficient on the Math Smarter Balanced Assessment. B: Social Emotional Learning/Student Leadership and Voice • By the end of SY 2023-24, ?????? C: Embedding Technology • By the end of SY 2023-24 100% of teachers and 85% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects starting in SY 2023-24.. • By the end of SY 2023-24, students will receive 90% or higher as measured by the Digital Citizenship assessment in Learning.com.

• By the end of SY 2021-22, students will receive 80% or higher as measured by the Digital Citizenship assessment on Learning.com.		
Why you are implementing them? • Hickam has targeted the above measurable outcomes so that stakeholders are aware of outcomes and expectations for students. In order to prepare students for success in the future workforce, students need to be proficient in academic and social emotional achievement and growth.	*Why you are implementing them?* • Hickam has targeted the above measurable outcomes so that stakeholders are aware of outcomes and expectations for students. In order to prepare students for success in the future workforce, students need to be proficient in academic and social emotional achievement and growth.	*Why you are implementing them?* • Hickam has targeted the above measurable outcomes so that stakeholders are aware of outcomes and expectations for students. In order to prepare students for success in the future workforce, students need to be proficient in academic and social emotional achievement and growth.
How will you know that they are causing an improvement? • Hickam teachers will collaboratively make decisions on a daily basis by triangulating data to determine student needs and which evidence-based instructional strategies will benefit student needs during their weekly/biweekly Learning Team Time. Teachers will also make data informed decisions and course corrections when necessary. • Teachers will be able to close the achievement gap by providing equitable learning opportunities to all students • The Hickam-Academic Review Team (H-ART) will review and report status updates during H-ART meetings • Students will make academic gains by tracking individual growth, reflect on their own learning, and provide effective peer feedback. Students will...: - become digitally literate - integrate technology into learning - develop skills of collaboration - become effective communicators - be critical learners - be problem-solvers	*How will you know that they are causing an improvement?* • Hickam teachers will collaboratively make decisions on a daily basis by triangulating data to determine student needs and which evidence-based instructional strategies will benefit student needs during their weekly/biweekly Learning Team Time. Teachers will also make data informed decisions and course corrections when necessary. • Teachers will be able to close the achievement gap by providing equitable learning opportunities to all students • The Hickam-Academic Review Team (H-ART) will review and report status updates during H-ART meetings • Students will make academic gains by tracking individual growth, reflect on their own learning, and provide effective peer feedback. Students will...: - become digitally literate - integrate technology into learning - develop skills of collaboration - become effective communicators - be critical learners - be problem-solvers	*How will you know that they are causing an improvement?* • Hickam teachers will collaboratively make decisions on a daily basis by triangulating data to determine student needs and which evidence-based instructional strategies will benefit student needs during their weekly/biweekly Learning Team Time. Teachers will also make data informed decisions and course corrections when necessary. • Teachers will be able to close the achievement gap by providing equitable learning opportunities to all students • The Hickam-Academic Review Team (H-ART) will review and report status updates during H-ART meetings • Students will make academic gains by tracking individual growth, reflect on their own learning, and provide effective peer feedback. 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	- be inquiry and research minded - be self learners - be able to discern between reliable and unreliable sources	- be inquiry and research minded - be self learners - be able to discern between reliable and unreliable sources

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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. ● *i-Ready Typical Growth based on the Diagnostic Assessment* ○ *ELA - 54%* ○ *Math - 49%* ● *Smarter Balanced Assessment Consortium (SY 18-19)* ○ *ELA - 80%* ○ *Math - 74%* ○ *Science - 83%* ○ *High-Needs ELA - 40%* ○ *High-Needs Math - 45%* ● *Social Emotional Learning (Panorama Fall SEL Survey Results Gr. 3-5)* ○ *Emotional Regulation: 54%* ○ *Grit - 55%* ○ *Growth Mindset - 48%* ○ *Self-Efficacy - 61%* ○ *Self-Management - 76%* ○ *Sense of Belonging - 69%* ○ *Social Awareness - 71%*	*Add throughout the year measurements here.* ● *i-Ready Diagnostic Assessments scores (ELA and Math)* ● *Wonders Weekly assessment scores* ● *GoMath Chapter assessment scores* ● *SEL Assessment Data* ● *ICA/IAB SBA preparation data* ● *Analysis of student work (individually and during Grade level Learning Team Time collaboration meetings)* ● *Special Education Collaboration meetings* ● *H-ART review* ● *Future Ready Technology Digital Literacy Assessment (Learning.com, Common Sense Media, Google Workspace for Education Fundamentals, CoSpaces, SAMR model)*	*Add end of year goals here.* ● *i-Ready Typical Growth based on the Diagnostic Assessment* ○ *ELA - 100%* ○ *Math - 100%* ● *Smarter Balanced Assessment Consortium* ○ *ELA - 80%* ○ *Math - 74%* ○ *Science - 83%* ○ *High-Needs ELA - 45%* ○ *High Needs Math - 50%* ● *Social Emotional Learning* ○ *Will be taken the week of April 12th, 2021* ● *Future Ready Technology* ○ *Digital Literacy Post-Assessment Not available at this time. (Will be taken in May)*

● *Social Emotional Learning (Panorama Fall SEL Survey Results Gr. 6)* ○ *Emotional Regulation: 50%* ○ *Grit - 52%* ○ *Growth Mindset - 44%* ○ *Self-Efficacy - 50%* ○ *Self-Management - 71%* ○ *Sense of Belonging - 42%* ○ *Social Awareness - 67%* ● *Future Ready Technology (learning.com)* ○ *Digital Literacy Pre-Assessment - 65% avg. students in grades 3-6.*		

Student Outcomes (SY 2021-22)

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)** 1st Semester Report - Red Font 2nd Semester Report - Blue Font
A. 100% of students will take the i-Ready diagnostic to determine the present academic levels of performance in reading and math.	A1. All students will participate in Reading and Math i-Ready Diagnostic Assessments at least three times during the SY (Fall, Winter, Spring)	Yearlong	WSF	WHO: ● Grade Level Teachers ● Academic Coach ● Administration WHEN: ● Three times a year (August, December, and May) ● Throughout the year when needed EVIDENCE: ● Student monitor their (Wildly Important Goals) WIGS as a class or individually ● Teachers track data online reports and discuss i-Ready Diagnostic data with students with the goal of improving scores	Triannually	
B. 100% of students will use i-Ready diagnostic and online instruction to reach their typical growth goals as	B1. Teachers will review and monitor typical growth progress three times a year after each diagnostic assessment with students and as a grade level team during Learning Team Time to ensure	Yearlong	WSF	WHO: ● Grade Level Teachers ● Academic Coach ● Administration	Weekly	

measured by the final i-Ready Diagnostic.	students are progressing and meeting their goals. B2. On the i-Ready Learning path, students in tier 1 and above (green) will pass 1 lesson per week. Students in tier 2 (yellow)- will pass 2 lessons per week. Students in tier 3 (red)- will pass 3 lessons per week. This will help students to meet their typical growth goals for the year. B2.1. Kindergarten will spend the first semester teaching students to use computers and how to do i-Ready lessons. During the second semester students will be accomplishing lessons similar to the rest of the school B3. Teachers will create a Student Success Plan for students either in yellow (one grade level below) or red (two or more grade levels below) using i-Ready data to inform their instruction. The data will be used to target instruction to address specific learning gaps. Teachers will then implement lessons to focus on areas of concern.			WHEN: ● i-Ready data will be monitored weekly by the Principal and the Curriculum Coach. EVIDENCE: ● Weekly Instructional Lessons Passed Reporting in both Math and Reading ● Teachers will follow up with students who were not reaching their goals for the week		
C. 100% of students will use the DLIQ (What I Did, What I Learned, What was Interesting to Me, Question) strategy once a week to reflect on their learning.	C1. 100% of classroom teachers will utilize the DLIQ strategy to have students reflect upon their learning once a week on any topic.	Yearlong	WSF	WHO: ● All teachers ● Academic Coach ● AVID Site Team ● Administration WHEN:	Monthly	

	C2. In Learning Team Time, DLIQ's will be discussed as a part of the formative instruction process. C3. In Site Teams, each grade level representative will decide the proper format of DLIQ that the grade level will utilize.			● At the end of a lesson or at the end of an instructional day. EVIDENCE: ● Photo evidence collected for AVID CCI ● Share out during LTT ● Site Team Meeting		
D. By the end of SY 2021-22, 100% of students will have the opportunity to be leaders while being immersed in the Leader in Me program.	D1. Students will be given leadership opportunities through school based activities. These include Junior Lighthouse, FSPO, Anchored 4 Life, and LIM student-led activities. D2. Students will receive LIM daily in the classroom in Morning Meetings, LIM aligned lessons, referencing the 8 Habits, and/or others activities from resources shared from LIM. D3. 100% of students will receive lessons weekly on a LIM Habit. D4.100% of students in Grades K-2 will develop WIGs (Wildly Important Goals) that they will work to achieve, and measure their progress. D5.100% of students in Grades 3-6 will develop, work to achieve, and self-monitor their own classroom WIGs.	Yearlong	WSF	WHO: ● All teachers ● LIM Site team ● Administration WHEN: ● Daily (Creating the LIM culture in the classroom and referencing the 8 Habits) ● Weekly - School-wide focus on one habit each week and activities EVIDENCE: ● Teacher Accountability Surveys (Fall & Mid-year) ● LIM in the classroom will be measured through the use of observations from	Annually	

				administration and LIM Coordinators. ● The School Events calendar will track the habit each week. ● Teachers will share student and classroom WIGs through regular discussion in LTT with LIM Coordinators and Administration.		
E. 100% of students will take the Panorama SEL Survey to measure students' social and emotional growth.	E1. The Panorama Survey will be given twice a year (fall and spring) E2. Panorama data will be shared with teachers during LTT. E3. Students who are identified as moderate or high risk (as indicated by yellow and red on the results page) will be discussed with the child's team during LTT. (E.g. Are interventions already in place? Has this student already been identified for SEL support, or does an intervention need to be curated for this particular child?)	Yearlong	WSF	WHO: ● All teachers ● Counselor ● Administration WHEN: ● Daily (Creating the LIM culture in the classroom and referencing the 8 Habits) ● Weekly - School-wide focus on one habit each week and activities EVIDENCE: ● The Panorama SEL Survey results that are shared with teachers are discussed with the counselor to	Semester	

				determine what (if any) SEL referrals will be made. These include curated classroom lessons, individual and small group counseling, and/or referrals to MFLC.		
F. By the end of SY 2021-22, 100% of students will attend wheel classes to ensure students are receiving a well-rounded educational program that adheres to the developmental needs of the whole child, based on our Mission Statement.	F1. Students will attend wheel classes (Music, Media Literacy/PE, and Technology) on a weekly/biweekly rotation. F2. 100% of students will showcase their technology projects at the technology night.	Yearlong	WSF	WHO: ● Instructional Resource Augmentation (IRA) Teachers WHEN: ● Throughout the year on a weekly/biweekly schedule that will last the year EVIDENCE: ● Hickam School Events Calendar ● Wheel Schedule ● Curriculum fair/technology night ● Music Production ● Sports participation (volleyball, basketball, track) ● Photos of student work ● Student grade level projects	Weekly/Biweekly	

G. By the end of SY 2021-22, 100% of students will receive Digital Literacy skills lessons based on the CSTA Standards and score **85% or higher** as measured by the **Digital Citizenship assessment in Learning.com**	G1. Students will use the program Common Sense Media and learning.com to improve their digital literacy and computer fundamental skills. Students will demonstrate safe and ethical practices while using online tools and learn to protect themselves against cyberbullying and identity theft. **Quarter 1** ● Digital Citizenship ○ Online Safety ○ Cyberbullying ○ Be Cybersafe *Computer Fundamentals:* Keyboarding, hardware, software *GSuite introduction:* Google Docs, Google Slides **Quarter 2** ● Digital Citizenship ○ Practicing Online Safety ○ Password Power Up ○ Don't Feed the Phish ○ Who Are You Online? (protecting your identity) *Computer Fundamentals:* Keyboarding, hardware, software *GSuite application:* Google Docs, Google Slides, Sheets	Yearlong	WSF	WHO: ● Technology Coach ● Teachers to monitor progress WHEN: ● To be assigned by Technology Coach, ● Self-paced lessons to be completed by the end of the year. EVIDENCE: ● Technology Coach and Technology Site Team members ● Hickam Technology Scope and Sequence ● Hickam Easy Tech Pacing Guide ● Student grade level projects ● https://docs.google.com/document/d/1YDFovrx2FXFuPShfXE9bLgbWEqapNvABzjK6v4TLhIs/edit?usp=sharing	Quarterly	

	Quarter 3: ● Digital Citizenship ○ Finding Balance in a Digital World ○ Chatting Safely online *Computer Fundamentals:* Keyboarding, hardware, software *GSuite application:* Google Docs, Google Slides, Sheets **Quarter 4:** ● Digital Citizenship ● Commenting in the Virtual Classroom ● Texting Safety *Computer Fundamentals:* Keyboarding, hardware, software *GSuite application:* Google Docs, Google Slides, Sheets, Google Sites					
H. By the end of SY 2021-22, 100% of students will receive instruction utilizing the SAMR instruction model.	H1. Students will create a grade level project to demonstrate their understanding of the CSTA Standards and the SAMR model utilizing Cospaces. H2. Student projects will be shared on the school website. www.hickam.k12.hi.us	Yearlong	WSF	WHO: ● Technology Coach ● All teachers ● Multi-Media Literacy Coach WHEN: ● Daily throughout class lessons	Annually	

	H3. Student projects will also be shared during a Technology/Multimedia Literacy Fair organized and hosted by HES Student Council.			EVIDENCE: ● Hickam Technology Scope and Sequence ● Hickam Easy Tech Pacing Guide ● Student grade level projects		

Staff Outcomes (SY 2021-22)

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)** 1st Semester Report - Red Font 2ns Semester Report - Blue Font
A. 100% of teachers will participate in structured Collaboration Time to review i-Ready data, analyze student work, share instructional strategies, and plan for upcoming lessons.	A1.Teachers will review i-Ready Data to determine areas of need and monitor student progress a. Diagnostic Results b. Instructional Groupings Report c. Online Instruction Usage-Lessons Passed A2. Administration/Academic Coach/Classroom Teachers will monitor i-Ready Personal Instructional Summaries in both Reading and Math of every student in the school weekly to ensure appropriate usage in order to close the achievement gap a. Weekly Target	Yearlong	WSF	WHO: ● Grade Level and Special Education Teachers ● Academic Coach ● Hickam Academic Review Team (H-ART Team) WHEN: ● Learning Team Time (LTT) with Academic Coach (Students will be with Instructional Resource Augmentation (IRA) during Wheel to	Quarterly	

	1. Tier 1 students (Green) will complete and pass 1 lesson per week 2. Tier 2 Students (Yellow) will complete and pass 2 lessons per week 3. Tier 3 Students (Red) will complete and pass 3 lessons per week A3. Teachers will use monthly Learning Team Time (LTT) to review common formative assessments, instructional strategies, and share instructional strategies and assessments for upcoming units in math and reading. A4.Teachers will analyze curriculum assessments during monthly collaboration time to calibrate instruction and pacing in math and reading. a. Three times a year after each diagnostic assessment, teachers will review diagnostic data to identify typical growth goals and instructional groupings during Learning Team Time.			allow teachers time to meet) ● H-ART Meetings EVIDENCE: ● Teachers track i-Ready Diagnostic and Personal Instruction Summary data reports ● Updated and reviewed pacing guides and curriculum maps		
B. In the SY 2021-22, the number of students who are in the least restrictive	B1. Hickam Elementary will begin their implementation rollout in SY 2021-22 by having Kindergarten,	Yearlong		WHO: ● Selected Pilot Inclusion Teachers	Weekly	

environment for 80% of the school day will change from 47% in SY 202-21 to 55% in SY 2021-22.	first, and fourth grade class start in an inclusion model. They will all be trained in Inclusion Practices in April 2021 by the Stetson Group.			• Administration • Academic Coach WHEN • Monitoring will be done to measure the inclusion rates by the SSC at the semester. EVIDENCE • Reflections during LTT with Grade Levels or SpEd		
C. By the end of SY 2021-22, 100% of teachers will create and implement a Student Success Plan that focuses on individual/small group intervention.	C1. Teachers will create a Student Success Plan using i-Ready data to inform their instruction. The data will be used to target instruction to address deficits in discrete skills. Teachers will then implement lessons twice a week in 30 minute intervals to focus on these areas of concern.	Yearlong	WSF	WHO: • Administration • Academic Coach • All Classroom Teachers WHEN: • Weekly Reports sent to Teachers • Discussion to be done during LTT EVIDENCE • Student Success Plans focusing on RtI process • Weekly Reports • LTT Meeting Captures	Quarterly	
D. By the end of SY 2021-22, 100% of teachers	D1. Teachers will create a scope and sequence for science curriculum.	Yearlong	WSF	WHO:	Semester	

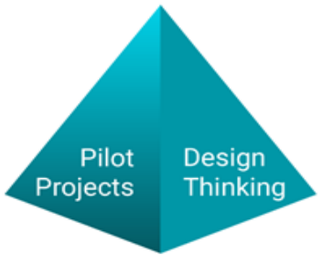
will receive professional development that aligns to the Project Based Learning/Next Generation Science Standards.				• All classroom teachers • Academic Coach • District level resource teachers WHEN: • Daily if needed • Learning Team Time (LTT) with Academic Coach (Students will be with Instructional Resource Augmentation (IRA) during Wheel to allow teachers time to meet) EVIDENCE: • Grade Level LTT Meeting notes • Scope and Sequence for Science Curriculum		
E. By the end of the SY 2021-22, 100% of teachers will attend Learning Team Time (LTT) that will provide teachers time to plan, organize, collaborate on data teams, grade and focus on school-wide goals.	E1. Teachers will attend a weekly/biweekly LTT with our Academic Coach for at least 2 hours during contracted time to focus on planning, organizing, collaborating on data teams, grading and focusing on school-wide goals.	Yearlong	WSF	WHO: • All classroom and Special Education teachers • Academic Coach • Administration • IRAs WHEN: • Learning Team Time (LTT) with Academic Coach	Quarterly	

				• Students will be with Instructional Resource Augmentation (IRA) during Wheel to allow teachers time to meet EVIDENCE: • Grade Level LTT Meeting notes		
F. By the end of the SY 2021-22, 100% of beginning teachers will be provided a Mentor teacher that will work collaboratively to accelerate teacher effectiveness and student learning.	F1. School Level Mentors will hold a variety of professional development meetings for all new to Hickam teachers and beginning teachers (1 year and 2 year teachers) quarterly.	Yearlong	WSF	WHO: • Trained Mentors (School and district level) • Beginning teachers (1 and 2 year teachers) WHEN: • Quarterly PD • Weekly meetings between Mentor and beginning teacher EVIDENCE: • Mentor teachers document meetings in Kiana program (provided by district) • I&M minutes notes	Quarterly	
G. By the end of SY 2021-22 80% of teachers will implement Leader In Me in the classroom and school-wide to encourage	G1. Teachers will implement LIM daily in the classroom in Morning Meetings, LIM aligned lessons, referencing the 8 Habits, and others activities from resources shared from	Yearlong	WSF	WHO: • All teachers • LIM Site team • Administration	Annually	

students to be engaged leaders. .	LIM. G2. There will be a school-wide focus on one habit each week from LIM. There will be a scheduled set amount of time that classroom teachers will deliver lessons and activities that focus on the habit of the week.			WHEN: ● Daily (Creating the LIM culture in the classroom and referencing the 8 Habits) ● Weekly - School-wide focus on one habit each week and activities EVIDENCE: ● Teacher Accountability Surveys (Fall & Mid-year) ● LIM in the classroom will be measured through the use of observations from administration and LIM Coordinators. ● The School Events calendar will track the habit each week. ● Teachers will share student and classroom WIGs through regular discussion in LTT with LIM Coordinators and Administration.		

H. 100% of classroom teachers will administer the Panorama SEL survey to measure students' social and emotional growth.	H1. The Panorama Survey will be given twice a year (Fall and Spring) H2. Panorama data will be shared with teachers during LTT. H3. Next steps are discussed with the counselor and teacher.	Yearlong	WSF	WHO: ● All teachers WHEN: ● Daily (Creating the LIM culture in the classroom and referencing the 8 Habits) ● Weekly - School-wide focus on one habit each week and activities EVIDENCE: ● The Panorama SEL Survey results that are shared with teachers are discussed with the counselor to determine what (if any) SEL referrals will be made. These include curated classroom lessons, individual and small group counseling, and/or referrals to MFLC.	Semester	
I. By the end of SY 2021-22, 100% of teachers and support staff will integrate technology into ELA instruction to increase	I1. Teachers will utilize Reading Wonders, Thinking Maps, and Google Workspace applications to integrate technology to improve digital literacy and close the achievement gap.	Yearlong	WSF	WHO: ● Technology Coordinator ● Academic Coach ● All teachers	Quarterly	

student digital literacy (Tech Integration).				WHEN: ● Daily throughout class lessons EVIDENCE: ● Teachers integrating the Hickam Technology Scope and Sequence into the curriculum maps and pacing guides ● Future Ready Site Team Minutes		
J. By the end of SY 2021-22, 100% of teachers and support staff will receive instruction in technology integration.	J1. Teachers will receive training with technology integration strategies to develop projects aligned to Common Core Standards utilizing the SAMR model (Substitution, Augmentation, Modification, Redefinition)	Yearlong	WSF	WHO: ● Technology Coordinator ● All teachers WHEN: ● Daily throughout class lessons EVIDENCE: ● Teachers integrating the Hickam Technology Scope and Sequence into the curriculum maps and pacing guides ● Future Ready Site Team Minutes	Quarterly	



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 - Teachers will pursue professional interests by creating and actively participating in local and global learning networks	*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