Academic Plan for School Year 2022-23

[**School:** Hickam 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).
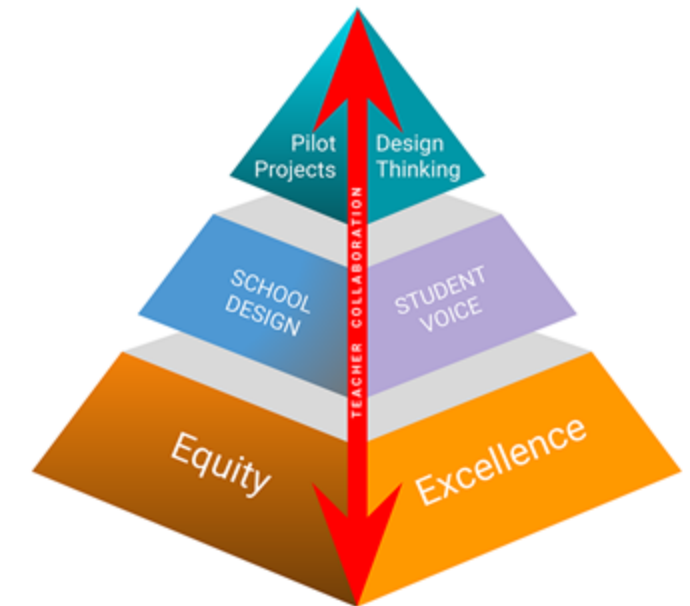
Principal (print): Patrick Wetzel	
Principal's signature: (Signature on file)	Date: 04/08/2022

Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature:	Date: 04/08/2022

[Hickam Elementary], [Version 1], [2-23-2022]

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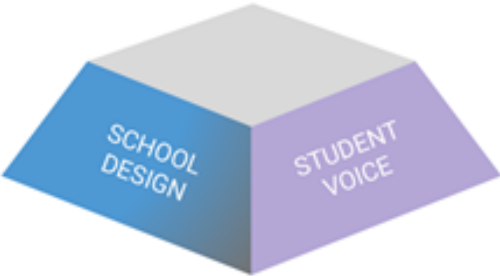# Teaching & Learning Core: Equity and Excellence

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 SBA data from the school year 2020-21, our Reading gap between non-high needs students and high needs students was 39 points, compared to school year 2018-19, when the gap was 50 points. The school year 2020-21 math gap also showed improvement going from 36 points in 2018-19 to 29 points in 2020-21. Although our gap is shrinking, we will continue to expand our Inclusive Practices to include grades 2 and 5 (we incorporated K,1,3,4 this year).
 	
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. 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 continue to use learning team time to review formative assessment data, conduct recursive teaching, and
	What is your Theory of Action (if-then) to improve the achievement gap?	*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

If	Then
Teachers receive Professional Development in the inclusion model	Teachers will have the knowledge to 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

examine to see if student learner outcomes have improved. 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.

Our SEL program, Choose Love will be heading into year two of implementation. We will continue to implement the program through both counselor and teacher guide lessons. The Choose Love Site Team is currently evaluating this year's initial implementation to capitalize on strengths and to work on weaknesses of this year's launch.

Hickam continues to provide a well-appropriate HMTSS continuum of services	Students will feel supported academically and socio-emotionally allowing them to develop the self-esteem and confidence needed to thrive at Hickam.

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

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 2021-22 School Design and Student Voice.
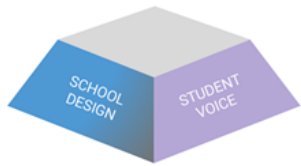
Describe here your Conditions for Success for School Design and Student Voice

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 receive character education lessons through the Choose Love program. ● Reestablish Student Council to provide opportunities for Student voice and demonstrating leadership.	*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, 100% of students will receive character education lessons through the Choose Love program. ● By the end of SY 2022-23 100% of the student body will be provided opportunities to demonstrate student voice and	*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, 100% of students will receive character education lessons through the Choose Love program. ● By the end of SY 2022-23 100% of the student body will be provided opportunities to demonstrate student voice and

- By the end of the SY 2021-22, 100% of the classrooms will provide two students an Anchored4Life Crew Leaders to help welcome and transition new students into the classroom.
- By the end of the SY 2021-22, 100% of grades 4-6 will provide 4 students will provide Anchored4Life Team Leaders who will provide guided tours to incoming families and A Hui Hou lei's to each student who PCS throughout the year.
- By the end of the year SY 2021-22, 100% of the student body will participate in Hickam's Spring Program or Curriculum Fair, showcasing student work or performance.

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
- By the end of SY 2021-22, students will receive 80% or higher as measured by the Digital Citizenship assessment on Learning.com.

leadership qualities. (i.e. assemblies, PSA,broadcast messages)
- By the end of the SY 2022-23, 100% of the classrooms will provide two students an Anchored4Life Crew Leaders to help welcome and transition new students into the classroom.
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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.

Why you are implementing them?	*Why you are implementing them?*	*Why you are implementing them?*
- Hickam has targeted the above measurable outcomes so that stakeholders are aware of outcomes and expectations	- Hickam has targeted the above measurable outcomes so that stakeholders are aware of outcomes and expectations	- Hickam has targeted the above measurable outcomes so that stakeholders are aware of outcomes and expectations

for students. Hickam has identified these measurable outcomes because they were identified as an area of growth in our Comprehensive Needs Assessment for our school or embedded as an initiative of Radford Complex. 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 - be inquiry and research minded - be self learners - be able to discern between reliable and unreliable sources	- be problem-solvers - be inquiry and research minded - be self learners - be able to discern between reliable and unreliable sources	- be problem-solvers - 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 2022-23: 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 Diagnostic Results (Fall SY 21-22)*
  - *Reading*
    - *Tier 1 - 56%*
    - *Tier 2 - 35%*
    - *Tier 3 - 9%*
  - *Math*
    - *Tier 1 - 43%*
    - *Tier 2 - 47%*
    - *Tier 3 - 10%*
- *Smarter Balanced Assessment Consortium (SY 20-21)*
  - *ELA - 81%*
  - *Math - 73%*
  - *Science - 84%*
  - *High-Needs ELA - 51%*
  - *High-Needs Math - 51%*
	Add throughout the year measurements here.
	
	- *i-Ready Diagnostic Assessments scores (ELA and Math)*
	- *i-Ready Typical Growth based on the Diagnostic Assessment*
	  - *ELA - 50%*
	  - *Math - 50%*
	-
	- *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*
		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 (learning.com)*
		  - *Digital Literacy Post-Assessment - 88% avg. students in grades 3-6.*

- Social Emotional Learning (Panorama Fall SEL Survey Results Gr. 3-5)
  - Emotional Regulation: 49%
  - Grit - 57%
  - Growth Mindset - 53%
  - Self-Efficacy - 59%
  - Self-Management - 74%
  - Sense of Belonging - 70%
  - Social Awareness - 70%

- Social Emotional Learning (Panorama Fall SEL Survey Results Gr. 6)
  - Emotional Regulation: 56%
  - Grit - 61%
  - Growth Mindset - 59%
  - Self-Efficacy - 65%
  - Self-Management - 82%
  - Sense of Belonging - 59%
  - Social Awareness - 71%
- Future Ready Technology (learning.com)
  - Digital Literacy Pre-Assessment - 48% avg. students in grades 3-6.

Student Outcomes (SY 2022-23)

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)
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 ● Curriculum Coach ● Administration WHEN:	Triannually	

				• Three times a year (August, December, and May) • Throughout the year when needed EVIDENCE: • Teachers track data online reports and discuss i-Ready Diagnostic data with students with the goal of improving scores		
B. By the 1st diagnostic (fall) 40% of all students will be on grade-level as indicated by green. By the 2nd diagnostic (winter), 60% of all students will be on grade-level as indicated by green. By the 3rd diagnostic (spring), 80% of students will be on grade- level as indicated by green.	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 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 and red)- will pass 2 lessons per week. This will help students to meet their typical growth goals for the year. B3. 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	Yearlong	WSF	WHO: • Grade Level Teachers • Curriculum Coach • Administration 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	Weekly	

	B3. Teachers will work on their progress monitoring plans for students either in yellow (one grade level below) or red (two or more grade levels below) using i-Ready data and common formative assessments 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.					
C. By the end of SY 2022-23, 100% of students will have the opportunity to receive lessons from the Social Emotional Learning (SEL) program Choose Love.	C1. Students will receive Choose Love grade level lessons on a weekly basis in grades pre-kindergarten through grade 6. C2. Student work samples will be collected to show they know the four components of Choose Love formula (courage, gratitude, forgiveness, and compassion).	Yearlong	WSF	WHO: ● All teachers ● Choose Love Site team ● Administration WHEN: ● Weekly - lessons taught by counselors & classroom teachers School-wide focus on ingredient each quarter EVIDENCE: ● Student work ● Walk throughs	Annually	
D. 100% of students will take the Panorama SEL Survey to measure students' social and emotional growth.	D1. The Panorama Survey will be given twice a year (fall and spring) D2. Panorama data will be shared with	Yearlong	WSF	WHO: ● All teachers ● Counselor ● Administration	Semester	

	teachers during LTT. D3. 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 (Learning Team Time). (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?) D4. Lessons will be taught from the Panorama playbook to support students in their socio-emotional development.			WHEN: ● Twice a year after the survey and periodically through LTT time 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.		
E. By the end of SY 2022-23, 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.	E1. Students will attend wheel classes (Music, Media Literacy/PE, and Technology) on a weekly/biweekly rotation. E2. 100% of students will showcase their technology projects at the during our Digital Literacy Day.	Yearlong	WSF	WHO: ● Instructional Resource Augmentation (IRA) Teachers WHEN: ● Throughout the year on a weekly/biweekly schedule that will last the year EVIDENCE:	Weekly/Biweekly	coach

				● Hickam School Events Calendar ● Wheel Schedule ● Curriculum fair/Digital Literacy Day (May 20) ● Music Production ● Sports participation (volleyball, basketball, track) ● Photos of student work ● Student grade level projects		

G. By the end of SY 2022-23, 100% of students in grades 3-6th will receive Digital Literacy skills lessons based on the CSTA Standards and score **85% or higher** as measured by the **Digital Citizenship assessment on 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
		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
					Quarterly	

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
 	
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
			● https://docs.google.com/document/d/1YDFovrx2FXFuPShfXE9bLgbWEqapNvABzjK6v4TLhIs/edit?usp=sharing	

	GSuite application: Google Docs, Google Slides, Sheets, Google Sites					
H. By the end of SY 2022-23, 100% of students will receive instruction utilizing tech integration/project based learning.	H1. Students in grades 3-6 will create a grade level project to demonstrate their understanding of the CSTA Standards and tech integration utilizing Cospaces and Google Workspace applications. H2. Student projects will be shared on the school website. www.hickam.k12.hi.us H3. Student projects will also be shared during Technology/Multimedia Literacy Day organized and hosted by HES Student Council and Tech. Squad Students.	Yearlong	WSF	WHO: ● Technology Coach ● All teachers ● Multi-Media Literacy Coach WHEN: ● Daily throughout class lessons EVIDENCE: ● Hickam Technology Scope and Sequence ● Hickam Easy Tech Pacing Guide ● Student grade level projects	Annually	

Staff Outcomes (SY 2022-23)

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)
A. 100% of teachers will participate in structured Collaboration Time to review i-Ready data,	A1.Teachers will review i-Ready Data to determine areas of need and monitor student progress a. Diagnostic Results	Yearlong	WSF	WHO: ● Grade Level and Special Education Teachers	Quarterly	

analyze student work, share instructional strategies, and plan for upcoming lessons.	b. Instructional Groupings Report
	c. Online Instruction Usage- Lessons Passed
	
	A2. Administration/Curriculum 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
	     1. Tier 1 students (Green) will complete and pass 1 lesson per week
	     2. Tier 2 Students (Yellow and Red) will complete and pass 2 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.
				● Curriculum Coach
				● Hickam Academic Review Team (H-ART Team)
				
				WHEN:
				● Learning Team Time (LTT) with Curriculum Coach (Students will be with Instructional Resource Augmentation (IRA) during Wheel to 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	

	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.					
B. In SY 2022-23, the number of students who are in the least restrictive environment for 80% of the school day will change from <mark>47%</mark> in SY 2021-22 to <mark>55%</mark> in SY 2022-23.	B1. Hickam Elementary will continue their implementation of inclusive practices SY 2022-23 by adding second and fifth grade to Kindergarten, first, third, and fourth grade classes. Training will continue in Inclusion Practices in February 2022.	Yearlong		WHO: ● Selected Pilot Inclusion Teachers ● Administration ● Curriculum 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	Weekly	
C. By the end of SY 2022-23, 100% of teachers will create and implement a <mark>Progress Monitoring Tool</mark> that focuses on individual/small group intervention.	C1. Teachers will focus on progress monitoring of students who fall in tier 2 and tier 3 (as identified through i-Ready diagnostics, classroom assessments, and teacher input). They will record their interventions on a progress monitoring chart and take note of interventions implemented. The lower grade teachers (K-2) will focus on the area of reading, while the upper grade teachers (3-6) will focus on math.	Yearlong	WSF	WHO: ● Administration ● Curriculum Coach ● All Classroom Teachers WHEN: ● Weekly Reports sent to Teachers ● Discussion to be done during LTT	Quarterly	

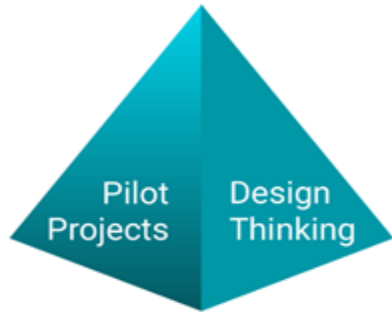|						
					EVIDENCE ● Student Success Plans focusing on RtI process ● Weekly Reports ● LTT Meeting Captures		
D. By the end of SY 2022-23, 100% of teachers will receive professional development on implementing small group instruction.	D1. All teachers will implement small group instruction to effectively reach tier 2 and 3 students.	Yearlong	WSF	WHO: ● All classroom teachers ● Curriculum Coach ● District level resource teachers WHEN: ● During RtI periods during the school day ● Learning Team Time (LTT) with Curriculum Coach (Students will be with Instructional Resource Augmentation (IRA) during Wheel to allow teachers time to meet) EVIDENCE: ● Grade Level Progress Monitoring Documentation ● Grade Level LTT Meeting notes	Annually	

					● Scope and Sequence for Science Curriculum	
E. By the end of the SY 2022-23, 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 Curriculum 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 ● Curriculum Coach ● Administration ● IRAs WHEN: ● Learning Team Time (LTT) with Curriculum Coach ● Students will be with Instructional Resource Augmentation (IRA) during Wheel to allow teachers time to meet EVIDENCE: ● Grade Level LTT Meeting notes	Quarterly	
F. By the end of the SY 2022-23, 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	Quarterly	

				- Weekly meetings between Mentor and beginning teacher EVIDENCE: - Mentor teachers document meetings in Kiana program (provided by district) - I&M minutes notes		
G. By the end of SY 2022-23 100% of teachers will implement Choose Love in the classroom and school-wide. .	G1. Teachers receive professional development training on Choose Love. G2. Teachers will implement a Choose Love lesson weekly.	Yearlong	WSF	WHO: - All teachers - Choose Love Site team - Administration WHEN: - Quarterly PD - Weekly - School-wide focus on one ingredient each quarter and activities EVIDENCE: - Choose Love PD sign ins - Walk-throughs - Student work	Annually	
H. 100% of classroom teachers will administer the	H1. The Panorama Survey will be given three times a year (Fall, Winter ,	Yearlong	WSF	WHO: All teachers	Semester	

Panorama SEL survey to measure students' social and emotional growth.	& Spring) H2. Panorama data will be shared with teachers during LTT. H3. Next steps are discussed with the counselor and teacher.			WHEN: ● Fall Administration: August 30th - September 24th, 2021 ● Winter Administration: January 3rd - 28th, 2022 ● Sprig Administration: April 18th - May 13th, 2022 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. All interventions are documented in eCSSS under student supports.		

I. By the end of SY 2022-23, 100% of teachers and support staff will integrate technology into ELA instruction to increase student digital literacy (Tech Integration).	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
				   ● Curriculum Coach
				   ● 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. - Developing a Technology Squad to develop student leaders in grades 4-6. - 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