
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).


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):

<table>
<thead>
<tr>
<th>Principal’s signature: Patrick Wetzel</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Wetzel (Apr 27, 2023 14:43 HST)</td>
<td></td>
</tr>
</tbody>
</table>

Complex Area Superintendent (print):

<table>
<thead>
<tr>
<th>Complex Area Superintendent’s signature: John Erickson</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Erickson (Apr 27, 2023 14:09 HST)</td>
<td></td>
</tr>
</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SBA ELA Gap Rate between High Needs and Non High Needs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SY 2018-19</td>
<td>SY 2020-21</td>
<td>SY 2021-22</td>
</tr>
<tr>
<td>All Students Proficiency</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td>Non-High Needs Proficiency</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>High Needs Proficiency</td>
<td>40%</td>
<td>51%</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>50%</td>
<td>39%</td>
</tr>
</tbody>
</table>

| **SBA Math Gap Rate between High Needs and Non High Needs** | | |
| | | |
| SY 2018-19 | SY 2020-21 | SY 2021-22 |
| All Students Proficiency | 74% | 73% | 79% |
| Non-High Needs Proficiency | 81% | 79% | 83% |

**What is your Theory of Action (if-then) to improve the achievement gap?**

- **If**
  - High needs students are provided more time with their general education peers and receive targeted instruction in their classroom setting.
  - If high needs students are identified using the i-Ready Diagnostic screener, SBA data, and formative and summative classroom assessment data to target students greatest needs.
- **Then**
  - High needs students will improve in ELA and Math and the achievement gap will be reduced.
  - Teachers will develop a habit of examining formative assessment data, reteaching discrete skills for better understanding, and reassessing for improved student learner outcomes.
  - Teachers receive Professional Development in the inclusion model

**What are your Enabling Activities to improve the achievement gap?**

1. 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

2. 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.

3. Strengthen evidence-based resources/strategies, such as AVID, Technology, LTT, etc., available within our school.

4. Provide “Extended School Day Program” to help students who are not at grade level in reading and math.
<table>
<thead>
<tr>
<th>High Needs Proficiency</th>
<th>45%</th>
<th>51%</th>
<th>59%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Gap</td>
<td>36%</td>
<td>28%</td>
<td>24%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students have access to a well rounded, standards-based curriculum that focuses on the development of the whole child.</th>
<th>Students will be engaged in the learning process, meet grade level proficiency, develop critical thinking and computer literacy skills to be successful students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hickam continues to provide a well-appropriate HMTSS continuum of services</td>
<td>Students will feel supported academically and socio-emotionally allowing them to develop the self-esteem and confidence needed to thrive at Hickam.</td>
</tr>
</tbody>
</table>

through after school tutoring, homework center, and summer learning opportunities.

5. All teachers will receive PD in the SAMR technology integration model with a focus on technology integration to help the achievement gap in ELA instruction.

6. All students will receive school-wide classroom SEL lessons by the School Counselor in targeted areas in accordance with Choose Love and needs of the classroom as a proactive approach to improve a student's sense of self-belonging.
   - Support social and emotional needs to self-regulate and/or resolve conflict.
   - Build relationships with the counselor.

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

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

As a part of Radford Complex, our school has recently received DODEA grant that extends the learning outside of the four walls of the traditional classroom. This means providing real-world learning opportunities where students learn from community members and present to authentic audiences. This move to Project Based learning will promote student agency and give them a voice in their learning leading to improved student learner outcomes.

Describe here your current and continuing initiatives that will further advance your 2023-24 School Design and Student Voice.

- Real World Learning Opportunities such as the shift to project based learning
- Students are exposed to a myriad of extracurricular learning opportunities such as the Amazing Shake, arts, broadcasting, chorus, tech
### SY 2023-24 Measurable Outcomes

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**

**A: Instruction and Assessment**
- Chronic Absenteeism will improve from 10% to 9%.
- By the end of the 2023-24 SY, 70% of students with IEPs are in the least restrictive setting, (up from 63%).
- By the 2nd diagnostic (winter), 60% of all students will be on grade-level as indicated by green in ELA, 50% in Math.
- By the 3rd diagnostic (spring), 80% of students will be on grade-level as indicated by green in both ELA and Math.
- SBA scores from ELA will remain at 81%
- SBA scores in Math will improve to 80% (up from 79%)
- NGSS scores will remain at 86%
- By the end of the 2023-24 SY, 58% of high-needs students will be proficient on the ELA Smarter Balanced Assessment (up from 56%).
- By the end of the 2023-24 SY, 60% of high-needs students will be proficient on the Math Smarter Balanced Assessment, (up from 59%)
- By the end of SY 2023-24 100% of students will complete a PBL project in grades K-6.

**B: Social Emotional Learning, Sense of Belonging, and Student Voice**
- By the end of the 2023-24 SY, 100% of students will receive Social-Emotional Learning (SEL) lessons connected to the Choose Love program, Emotion Regulation, Grit, and Growth Mindset.

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### SY 2024-25 Measurable Outcomes

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**

**A: Instruction and Assessment**
- Chronic Absenteeism will improve from 10% to 9%.
- By the end of the 2024-25 SY, 70% of students with IEPs are in the least restrictive setting, (up from 63%).
- By the 2nd diagnostic (winter), 60% of all students will be on grade-level as indicated by green in ELA, 50% in Math.
- By the 3rd diagnostic (spring), 80% of students will be on grade-level as indicated by green in both ELA and Math.
- SBA scores from ELA will remain at 81%
- SBA scores in Math will improve to 80% (up from 79%)
- NGSS scores will remain at 86%
- By the end of the 2024-25 SY, 58% of high-needs students will be proficient on the ELA Smarter Balanced Assessment (up from 56%).
- By the end of the 2024-25 SY, 60% of high-needs students will be proficient on the Math Smarter Balanced Assessment, (up from 59%)
- By the end of the 2024-25 SY, 100% of students will complete a PBL project in grades K-6.

**B: Social Emotional Learning/Student Leadership and Voice**
- By the end of the 2024-25 SY, 100% of students will receive Social-Emotional Learning (SEL) lessons connected to the Choose Love program, Emotion Regulation, Grit, and Growth Mindset.
- 100% of incoming students will receive a “Welcome Tour”

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### SY 2025-26 Measurable Outcomes

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**

**A: Instruction and Assessment**
- Chronic Absenteeism will improve from 10% to 9%.
- By the end of the 2025-26 SY, 70% of students with IEPs are in the least restrictive setting, (up from 63%).
- By the 2nd diagnostic (winter), 60% of all students will be on grade-level as indicated by green in ELA, 50% in Math.
- By the 3rd diagnostic (spring), 80% of students will be on grade-level as indicated by green in both ELA and Math.
- SBA scores from ELA will remain at 81%
- SBA scores in Math will improve to 80% (up from 79%)
- NGSS scores will remain at 86%
- By the end of the 2025-26 SY, 58% of high-needs students will be proficient on the ELA Smarter Balanced Assessment (up from 56%).
- By the end of the 2025-26 SY, 60% of high-needs students will be proficient on the Math Smarter Balanced Assessment, (up from 59%)
- By the end of the 2025-26 SY, 100% of students will complete a PBL project in grades K-6.

**B: Social Emotional Learning/Student Leadership and Voice**
- By the end of the 2025-26 SY, 100% of students will receive Social-Emotional Learning (SEL) lessons connected to the Choose Love program, Emotion Regulation, Grit, and Growth Mindset.
- 100% of incoming students will receive a “Welcome Tour”
- 100% of incoming students will receive a “Welcome Tour” from our Anchored 4 Life ambassador member.
- By the end of SY 2023-24, 100% of students will participate in Hickam’s Spring Program or Curriculum Fair, showcasing student work or performance.

**C: Embedding Technology**

- By the end of SY 2023-24 100% of teachers and 75% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects.
- By the end of SY 2023-24, 75% of students in grades K-6th will earn a Meets Proficiency grade or higher for Computer Science on their report card.

<table>
<thead>
<tr>
<th>Why you are implementing them?</th>
<th>Instruction and Assessment</th>
<th>Why you are implementing them?</th>
<th>Instruction and Assessment</th>
<th>Why you are implementing them?</th>
<th>Instruction and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Hickam students perform well academically. As a result, the next progression is to provide students opportunities to engage in authentic learning through meaningful problem solving and application. HES focus is to take learning outside the four walls of the classroom and provide students with real world learning opportunities.</em></td>
<td><em>Hickam students perform well academically. As a result, the next progression is to provide students opportunities to engage in authentic learning through meaningful problem solving and application. HES focus is to take learning outside the four walls of the classroom and provide students with real world learning opportunities.</em></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- By the end of the year SY 2024-25, 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 2024-25 100% of teachers and 80% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects.
- By the end of SY 2023-24, 80% of students in grades K-6th will earn a Meets Proficiency grade or higher for Computer Science on their report card.

- By the end of the year SY 2025-26, 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 2025-26 100% of teachers and 85% students will demonstrate Digital Literacy by the integration of technology into lesson planning and technology projects.
- By the end of SY 2023-24, 85% of students in grades K-6th will earn a Meets Proficiency grade or higher for Computer Science on their report card.
<table>
<thead>
<tr>
<th>Social-Emotional Learning and Student Voice</th>
<th>Social-Emotional Learning and Student Voice</th>
<th>Social-Emotional Learning and Student Voice</th>
</tr>
</thead>
</table>
| * Recent Panorama SEL Survey data has shown that Hickam students are at or slightly below the state average in four domains (emotion regulation, grit, growth mindset, sense of belonging). ** Embedding Technology:**  
  Hickam students come from all over the world. As they leave Hickam, our students need to have the basic foundations in computer literacy and technology to not only be successful in their next educational setting but to be able to compete in an ever-changing global society. | * Recent Panorama SEL Survey data has shown that Hickam students are at or slightly below the state average in four domains (emotion regulation, grit, growth mindset, sense of belonging). ** Embedding Technology:**  
  Hickam students come from all over the world. As they leave Hickam, our students need to have the basic foundations in computer literacy and technology to not only be successful in their next educational setting but to be able to compete in an ever-changing global society. | * Recent Panorama SEL Survey data has shown that Hickam students are at or slightly below the state average in four domains (emotion regulation, grit, growth mindset, sense of belonging). ** Embedding Technology:**  
  Hickam students come from all over the world. As they leave Hickam, our students need to have the basic foundations in computer literacy and technology to not only be successful in their next educational setting but to be able to compete in an ever-changing global society. |

<table>
<thead>
<tr>
<th>How will you know that they are causing an improvement?</th>
<th>How will you know that they are causing an improvement?</th>
<th>How will you know that they are causing an improvement?</th>
</tr>
</thead>
</table>
|  * Quarterly tracking of chronic absenteeism by attendance cadre  
  * I-Ready Diagnostic Scores for ELA 3 times a year  
  * I-Ready Diagnostic Scores for Math 3 times a year  
  * Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments  
  * Panorama SEL Survey scores taken three times a year.  
  * Student work samples and student participation in our curriculum fair/Digital Literacy Day  
  * Student work samples aligned to CSTA standards  |  * Quarterly tracking of chronic absenteeism by attendance cadre  
  * I-Ready Diagnostic Scores for ELA 3 times a year  
  * I-Ready Diagnostic Scores for Math 3 times a year  
  * Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments  
  * Panorama SEL Survey scores taken three times a year.  
  * Student work samples and student participation in our curriculum fair/Digital Literacy Day  
  * Student work samples aligned to CSTA standards  |  * Quarterly tracking of chronic absenteeism by attendance cadre  
  * I-Ready Diagnostic Scores for ELA 3 times a year  
  * I-Ready Diagnostic Scores for Math 3 times a year  
  * Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments  
  * Panorama SEL Survey scores taken three times a year.  
  * Student work samples and student participation in our curriculum fair/Digital Literacy Day  
  * Student work samples aligned to CSTA standards |
Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2023-24:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add beginning of the year measurements here.</strong></td>
<td><strong>Add throughout the year measurements here.</strong></td>
<td><strong>Add end of year goals here.</strong></td>
</tr>
</tbody>
</table>
| - i-Ready Diagnostic Results (Fall SY 23-24)  
  ○ Reading  
    - Tier 1 -  
    - Tier 2 -  
    - Tier 3 -  
  ○ Math  
    - Tier 1 -  
    - Tier 2 -  
    - Tier 3 -  | - 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 | - i-Ready Typical Growth based on the Diagnostic Assessment  
  ○ ELA - 100%  
  ○ Math - 100%  
  - Smarter Balanced Assessment Consortium  
    ○ ELA -  
    ○ Math -  
    ○ Science -  
    ○ High-Needs ELA -  
    ○ High Needs Math -  
  - Social Emotional Learning  
    ○ Will be taken the week of April 12th, 2021  
  - Future Ready Technology (learning.com)  
    ○ Digital Literacy Post-Assessment - avg. students in grades 3-6. |
| - Smarter Balanced Assessment Consortium (SY 22-23)  
  ○ ELA -  
  ○ Math -  
  ○ Science -  
  ○ High-Needs ELA -  
  ○ High-Needs Math -  | | |
| - Social Emotional Learning (Panorama Fall SEL Survey Results Gr. K-2)  
  ○ Emotional Regulation  
  ○ Grit  
  ○ Growth Mindset - (not applicable in K-2)  
  ○ Sense of Belonging - (not applicable in K-2) | | |
- Social Emotional Learning (Panorama Fall SEL Survey Results Gr. 3-5)
  - Emotional Regulation:
  - Grit -
  - Growth Mindset -
  - Sense of Belonging -

- Social Emotional Learning (Panorama Fall SEL Survey Results Gr. 6)
  - Emotional Regulation:
  - Grit -
  - Growth Mindset -
  - Sense of Belonging -

- Future Ready Technology (learning.com)
  - Digital Literacy Pre-Assessment - students in grades 3-6.

### Student Outcomes (SY 2023-24)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
</table>
| A. Chronic absenteeism will be reduced to 8%. | A1. Implement Hickam attendance procedures to reduce chronic absenteeism: attendance cadre to work with families | Yearlong | 42101 | WHO:  
  - Site Administration, Attendance Cadre  
 WHEN:  
  - Monthly Meetings  
 EVIDENCE  
  - Chronic Absenteeism Rates | Quarterly | CAS Walkthrough |

1st Semester Report - Red Font
2nd Semester Report - Blue Font
B. By the 2nd diagnostic (winter), 60% of all students will be on grade-level as indicated by green in ELA, 50% in Math. By the 3rd diagnostic (spring), 80% of students will be on grade-level as indicated by green in both ELA and Math.

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. 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.

Yearlong | WSF | WHO:  
| Grade Level Teachers  
| Site Administration |

WHEN:  
| i-Ready data will be monitored after every diagnostic.  

EVIDENCE:  
| Student Profiles |

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).

C3. Students will receive additional lessons focused on emotion regulation, grit, growth mindset, and sense of belonging.

Yearlong | WSF | WHO:  
| All teachers  
| Choose Love Site team  
| Site Administration |

WHEN:  
| Weekly - lessons taught by counselors & classroom teachers  
| School-wide focus on ingredient each quarter |

EVIDENCE:  

C. By the end of SY 2023-24, 100% of students will receive lessons from the Social Emotional Learning (SEL) program Choose Love and lessons focused on Emotion Regulation, Grit, Growth Mindset, Sense of Belonging.

WASC 2022 recommendation #2: The site administration, faculty, and staff should
establish and implement strategies to improve students' emotion regulation, sense of belonging, grit and growth mindset.

D. 100% of students will take the Panorama SEL Survey to measure students' social and emotional growth.

**WASC 2022 recommendation #2** The site administration, faculty, and staff should establish and implement strategies to improve students' emotion regulation, sense of belonging, grit and growth mindset.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>D1. The Panorama Survey will be given three a year (fall, winter, and spring)</td>
<td>Yearlong</td>
<td></td>
</tr>
<tr>
<td>D2. Panorama data will be shared with teachers during LTT.</td>
<td></td>
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</tr>
<tr>
<td>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) to discuss interventions and follow-up actions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WHO:**
- Student work
- Walk throughs

**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 2023-24, 100% of incoming students will

<p>| | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>E1. By the end of the SY 2023-24, 100% of the classrooms will provide two students an Anchored4Life Crew</td>
<td>Yearlong</td>
<td></td>
</tr>
</tbody>
</table>

**WHO:**
- PCNC

**WHEN:**
- Semester
receive a welcome tour from the Anchored 4 Life mentors.

**WASC 2022 recommendation #2** The site administration, faculty, and staff should establish and implement strategies to improve students' emotion regulation, sense of belonging, grit and growth mindset.

Leaders to help welcome and transition new students into the classroom.

E2. By the end of the SY 2023-24, 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.

E3. PCNC and the Anchored 4 Life trainer will provide selected Hickam students training to become a peer mentor.

E3. PCNC and the Anchored 4 Life trainer will provide selected Hickam students training to become a peer mentor.

F. By the end of SY 2023-24, 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.

**WASC recommendation 2022 # 1** The site administration and faculty should provide students with more age-appropriate opportunities to engage in "real-world" learning.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>F1. Students will attend wheel classes (Music, Media Literacy/SEL, PE, and Technology) on a weekly/biweekly rotation.</td>
<td>Yearlong</td>
<td>WSF</td>
</tr>
<tr>
<td>F2. 100% of students will showcase their technology projects during Digital Literacy Day.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
</table>
| When:  
- Throughout the school year |   |   |
| Evidence:  
- Tracking log of students serviced. |   |   |

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| WHO:  
- Instructional Resource Augmentation (IRA) Teachers | Weekly/Biweekly |   |
| WHEN:  
- Throughout the year on a weekly/biweekly schedule that will last the year |   |   |
| EVIDENCE:  
- Hickam School Events Calendar  
- Wheel Schedule  
- Curriculum fair/Digital Literacy Day |   |   |
WASC 2022 recommendation #2 The site administration, faculty, and staff should establish and implement strategies to improve students' emotion regulation, sense of belonging, grit and growth mindset.

- Music Production
- Sports participation
- Photos of student work
- Student grade level projects

G. By the end of SY 2023-24, 100% of students in grades K-6th will receive Digital Literacy skills lessons based on the CSTA Standards.

WASC recommendation 2022 #1 The site administration and faculty should provide students with more age-appropriate opportunities to engage in "real-world" learning.

| G1. Students will use the program Common Sense Media and learning.com to improve their digital literacy and computer fundamental skills. Students will show safe and ethical practices while using online tools and learn to protect themselves against cyberbullying and identity theft. | 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 | Quarterly |
| H. By the end of SY 2023-24, 100% of students will receive instruction utilizing tech integration/project based learning. WASC recommendation 2022 # 1 The site administration and faculty should provide students with more age-appropriate opportunities to engage in "real-world" learning. | H1. Students in grades K-6 will create a grade level project to demonstrate their understanding of the CSTA Standards and tech integration utilizing Cospaces/ 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 Digital Literacy Day organized by the HES Tech. Squad Students. | Yearlong | WSF | • Learning com with CCSS standards • Student grade level projects | WHO: All teachers Technology Coach Multi-Media Literacy Coach WHEN: Daily throughout class lessons EVIDENCE: • Hickam Technology Scope and Sequence • Hickam Easy Tech Pacing Guide • Student grade level projects |}

| I. At least 50% of Hickam students will participate in a co-curricular or extracurricular activity either before school, during school, or after the school day to help increase a student's sense of belonging to the school. | I1. Implement various co-curricular and extracurricular programs to increase student self belonging. • PTTs for tutoring for Hickam teachers. | Yearlong | WSF | WHO: • WHEN: • EVIDENCE: • | Annualy |
WASC 2022 recommendation #2 The site administration, faculty, and staff should establish and implement strategies to improve students’ emotion regulation, sense of belonging, grit and growth mindset.

**Staff Outcomes (SY 2023-24)**

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
</table>
| 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. 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. | Yearlong                                                                                       | WSF                           | WHO: All Teachers  
   Site Administration  
   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 |
|                                                                                     |                                                                                                     |                                |                 | Quarterly                  | 1st Semester Report - Red Font 2nd Semester Report - Blue Font |

WHO: All Teachers  
Site Administration  
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
### A. Teachers will analyze curricular assessments during monthly collaboration time to calibrate instruction and pacing in math and reading.

**EVIDENCE:**
- Teachers track i-Ready Diagnostic and Personal Instruction Summary data reports
- Updated and reviewed pacing guides and curriculum maps

### B. By the end of SY 2023-24, 100% of teachers will create and implement a Progress Monitoring Tool that focuses on individual/small group intervention.

- **B1.** Teachers will focus on progress monitoring of students at learning team time who fall in tier 2 and tier 3 (as identified through i-Ready diagnostics, classroom assessments, and teacher input).
  - **B2.** Teachers will record their interventions on a progress monitoring chart during learning team time and note 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.
  - **WHO:** Site Administration
  - **WHEN:** Weekly Reports sent to Teachers
  - **EVIDENCE:** Student Success Plans focusing on RtI process

### C. 100% of classroom teachers will administer the Panorama Survey will be given three times a year (Fall, Winter, Yearlong).

**WHO:** All teachers

**Quarterly**

<p>| <strong>C1.</strong> The Panorama Survey will be given three times a year (Fall, Winter, Yearlong) | Yearlong | WSF | WHO: All teachers | Semester |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Panorama SEL survey to measure students’ social and emotional growth.</td>
<td>&amp; Spring) C2. Panorama data will be shared with teachers during LTT. C3. Next steps are discussed with the counselor and teacher.</td>
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<tr>
<td></td>
<td>Panorama data will be shared with teachers during LTT.</td>
<td></td>
<td>Site Administration</td>
</tr>
<tr>
<td>WHEN:</td>
<td>Fall Administration:</td>
<td>Winter Administration:</td>
<td>Spring Administration:</td>
</tr>
<tr>
<td>EVIDENCE:</td>
<td>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.</td>
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<tr>
<td>D. By the end of SY 2023-24, 100% of teachers and support staff will integrate technology into ELA instruction and AVID strategies to increase student digital literacy.</td>
<td>D1. Teachers will utilize Reading Wonders, Thinking Maps, and Google Workspace applications to integrate technology to improve digital literacy and close the achievement gap.</td>
<td>Yearlong</td>
<td>WSF</td>
</tr>
<tr>
<td>WHO:</td>
<td>Technology Coordinator</td>
<td>Curriculum Coach</td>
<td>All teachers</td>
</tr>
<tr>
<td>WHEN:</td>
<td></td>
<td></td>
<td>Quarterly</td>
</tr>
</tbody>
</table>
**E. By the end of SY 2023-24 100% of teachers will implement Choose Love in the classroom and school-wide.**

- **E1. Teachers receive professional development training on Choose Love.**
- **E2. Teachers will implement a Choose Love lesson weekly.**

<table>
<thead>
<tr>
<th>Evidences</th>
<th>Yearlong</th>
<th>WHO:</th>
<th>WHEN:</th>
<th>Evidences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily throughout class lessons</td>
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<tr>
<td>Teachers integrating the Hickam Technology Scope and Sequence into the curriculum maps and pacing guides</td>
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<td>Future Ready Site Team Minutes</td>
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</table>

**WHO:**
- All teachers
- Choose Love Site team
- Site Administration

**WHEN:**
- Quarterly PD
- Weekly - School-wide focus on one ingredient each quarter and activities

**Evidences:**
- Choose Love PD sign ins
- Walk-throughs
- Student work

**Annually**
| F. 100% of teachers will receive professional development training in real world experiences, SEL, AVID, and Tech Integration. | F1. Provide learning opportunities and time for teachers at faculty meetings to learn different strategies and resources so teachers can develop their skill set in PBL, SEL, AVID, Tech Integration. | Quarterly | WSF | WHO:  
- Site Administration  
- All Teachers  
WHEN:  
- Quarterly  
EVIDENCE:  
- Academic Plan Monitoring Tool |
<table>
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<tbody>
<tr>
<td>WASC 2022 Recommendation # 3- The site administration and faculty should develop and implement a comprehensive professional development plan and a process to determine the impact of these initiatives to enhance teacher practices and strengthen student learning needs.</td>
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</tbody>
</table>
| | G1. Provide time at faculty meetings to develop a common understanding of standards based grading.  
G2. Provide time at faculty meetings to allow for vertical articulation to discuss curricular expectations. | Quarterly | WSF | WHO:  
- Site Administration  
- All Teachers  
WHEN:  
- Quarterly  
EVIDENCE:  
- Academic Plan Monitoring Tool |
| G. 100% of teachers will have time to collaborate with their colleagues during faculty meetings. | | | | |
| WASC 2022 Recommendation #4- Administration should establish vertical articulation time and protocols to ensure all stakeholders have a better understanding of standards-based grading and curricular expectations | | | | |
# 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

**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

## Conditions for Success

**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