2020 Academic Plan, School Year 2020-21

School:

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

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

HIDOE Learning Organization

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

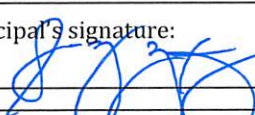- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

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

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

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
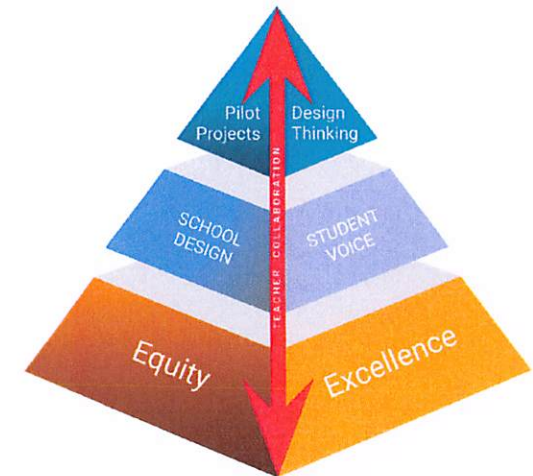
Principal (print):		
Principal's signature:	Date: 06/08/2020	
Complex Area Superintendent (print):		
Complex Area Superintendent's signature:	Date: 6/8/2020	

[School Name], [Version 1], [Date]

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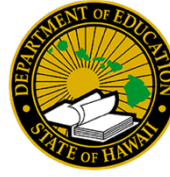
2020 Academic Plan, School Year 2020-21

Iliahi Elementary

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

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) 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 3-Year 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 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
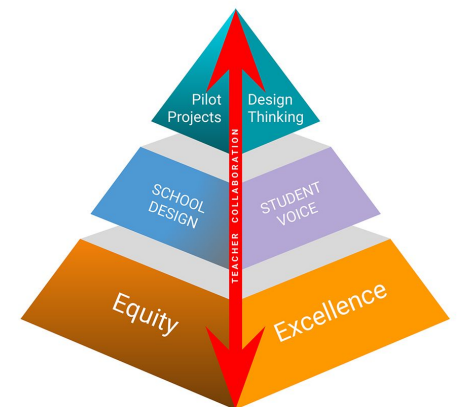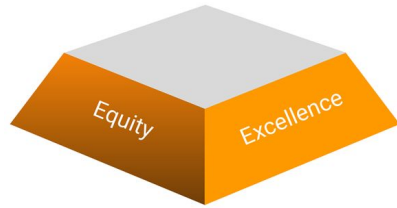
Teaching & Learning Core: Equity and Excellence

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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.
 	
2019 WASC Recommendations:
 	
Self Study Prioritized Areas of Growth Needs #1:
● Continue to monitor and utilize data to make instructional adjustments to increase student achievement particularly those farthest from proficiency.
 	
SW 1
SW6
	What is your Theory of Action (if-then) to improve the achievement gap?
	
	If the Response to Intervention for ELA and Math (using iReady) as well as working with individual students/small groups on their needs is implemented with fidelity, then students will receive tiered instruction and assessment practices will be improved and therefore increase student achievement
		What are your Enabling Activities to improve the achievement gap?
		
		Student Success
		1. K-5 students receive tiered instruction for ELA
		   a. K-2 Pull-Out for Tier 3
		   b. Gr. 3 Push-in for Tier 3
		   c. ELL students Pull-Out
		2. K-5 students improve universal screening scores
		3. Continue to improve, repair, replace and maintain technology equipment/programs to meet the changing systems requirements.
		
		Staff Success (SW 6)
		1. Schedule and administer iReady professional development ELA 10/12/20, 2/5/21
		2. Coordinate RTI schoolwide instructional block for ELA as measured by schedule and walkthrough:
		  ○ Gr 2- 8:15-8:45 am M-R
		  ○ Gr K- 8:45-9:15 am M-R
		  ○ Gr 1- 9:15-9:45 am M-R
		  ○ Gr 3- 10:05-10:35 M-R
		  ○ Gr 4- 10:05-10:35 M-R (personnel to push in on T/R)
		  ○ Gr 5- 10:05-10:35 M-R

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3. Coordinate RTI school-wide instructional block for Math as measured by schedule and walkthrough:
- Gr K
    - 10:05-10:35 M-R
- Gr 1
    - 10:05-10:35 M-R
- Gr 2
    - 10:05-10:35 M-R
- Gr 3
    - 9:15-9:45 M-R

- Gr 4
    - 8:15-8:45 M-R (personnel to push in on M/W)

- Gr 5
    - 8:15-8:45 M-R (personnel to push in on T/R)
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Self Study Prioritized Areas of Growth Needs #2:
•Improve the efficacy of professional development by ensuring that implementation of PD is done with fidelity and that student achievement outcomes are tracked and linked to specific PD topics.
SW 1
SW 6
</td>
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If teachers are provided professional development opportunities to better their instructional practices then students will be able to meet determined measures of success.
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Student Success
1. Students will receive more meaningful instruction and be more engaged as measured by walkthroughs and perceptual survey.
Staff Success
1. Provide professional development for faculty and staff which will enable them to use 21st Century skills and understanding in their teaching content and instruction and for student learning
    - Workshops
    - RTI, SEL, NGSS, Standards-Based Grading, CCSS, iReady, Google, Google Classroom, HCSSS (C3), computer science, Reading foundation
    - Modeling
    - Webinars
    - Tutorials
    - Sharing relevant articles, connecting with other teachers to share successes.
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Self Study Prioritized Areas of Growth Needs #3: •Develop a common understanding of the expectations for academic standards, standards-based grading and measuring the GLOs consistency across grade levels vertically. SW 1 SW 6	If teachers are provided more opportunities to collaborate, collect and analyze data, then grade levels will have a better understanding of the grade level standards across grade levels.	Student Success 1. Students will be able to articulate the learning target/standard as evidenced by classroom walk-throughs. 2. Students will be able to demonstrate GLO #1-6 as evidenced by student work, teacher observation, walk through and/or LDS. GLO #1 (self-directed learner/GLO #4 quality producer completed in SY 2019-20) Staff Success 1. Provide collaboration opportunities to horizontally and vertically align standards, grading, instructional practices, and GLOs as evidenced by grade level meeting minutes and communities meeting minutes.
Self Study Prioritized Areas of Growth Needs #4 •Increase the rigor by providing more opportunities for students to engage in higher-level thinking and questioning skills to meet the expectations of all standards and the SBA. SW 1 SW 6	If teachers provide more opportunities to foster higher levels of questioning, then students will be able to demonstrate their flexibility in their thinking.	Student Success 1. Students will be able to demonstrate their critical thinking through Engineering Design Projects. 2. Students will be able to ask and answer higher levels of questioning as measured by walkthroughs and/or student work. Staff Success 1. Provide time to grade level to collaborate to make instructional adjustments in their curriculum to improve student achievement as measured by meeting notes, Wednesday meeting schedule, Curriculum maps/pacing guides, and walkthroughs.
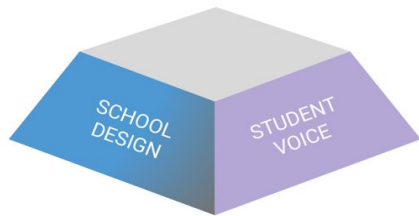
Innovation in Support of the Core: School Design and Student Voice

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

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

Describe here your Conditions for Success for School Design and Student Voice.
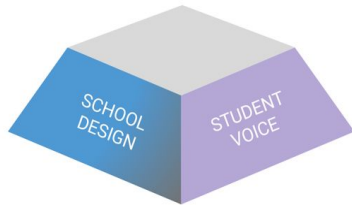
SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? (SW 1, SW 6) 1. All students will receive RtI tiered instruction for ELA and Math. Instructional groups will be adjusted based on universal screening at the beginning of the 1st semester.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* (SW 1, SW 6) 1. All students will receive RtI tiered instruction for ELA and Math. Instructional groups will be adjusted based on universal screening at the beginning of the 1st semester.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* (SW 1, SW 6) 1. All students will receive RtI tiered instruction for ELA and Math. Instructional groups will be adjusted based on universal screening at the beginning of the 1st semester.

2. The percentage of students in grades K-5 will be at Tier 1 as measured by **iReady Diagnostic (**using EOY view)
   Math
   a. MOY - 50%
   b. EOY - 70%
   Reading
   c. MOY - 50%
   d. EOY - 75%
3. The percentage of students grades K-5 will meet their **typical growth goals** in **iReady (**using EOY view)
   Math:
   a. MOY: 40%
   b. EOY: 60%

   Reading:
   c. MOY: 40%
   d. EOY: 60%
4. 100% of 3rd, 4th, and 5th grade students not meeting grade level benchmark in reading/math will have the opportunity to use the computer lab either before or after school
5. 100% of students who qualify for the summer Kindergarten preparatory session will be offered an opportunity to participate.
6. The percentage of students in grades K-5 will meet their **DIBELS** benchmark goals:
   Grade K PSF
   a. MOY: 70% Core
   b. EOY: 90% Core
   Grade K-3 NWF
   a. MOY: 70% Core
   b. EOY: 90% Core
   Grades 1- 5 ORF
   a. MOY: 65% Core or Strategic
   b. EOY: 80% Core or Strategic

2. The percentage of students in grades K-5 will be at Tier 1 as measured by **iReady Diagnostic (**using EOY view)
   Math
   a. MOY - 52%
   b. EOY - 72%
   Reading
   c. MOY - 52%
   d. EOY - 77%
3. The percentage of students grades K-5 will meet their **typical growth goals** in **iReady (**using EOY view)
   Math:
   a. MOY: 40%
   b. EOY: 60%

   Reading:
   c. MOY: 40%
   d. EOY: 60%
4. 100% of 3rd, 4th, and 5th grade students not meeting grade level benchmark in reading/math will have the opportunity to use the computer lab either before or after school
5. 100% of students who qualify for the summer Kindergarten preparatory session will be offered an opportunity to participate.
6. The percentage of students in grades K-5 will meet their **DIBELS** benchmark goals:
   Grade K PSF
   a. MOY: 70% Core
   b. EOY: 90% Core
   Grade K-3 NWF
   a. MOY: 70% Core
   b. EOY: 90% Core
   Grades 1- 5 ORF
   a. MOY: 65% Core or Strategic
   b. EOY: 80% Core or Strategic

2. The percentage of students in grades K-5 will be at Tier 1 as measured by **iReady Diagnostic (**using EOY view)
   Math
   a. MOY - 55%
   b. EOY - 75%
   Reading
   c. MOY - 55%
   d. EOY - 80%
3. The percentage of students grades K-5 will meet their **typical growth goals** in **iReady (**using EOY view)
   Math:
   a. MOY: 40%
   b. EOY: 60%

   Reading:
   c. MOY: 40%
   d. EOY: 60%
4. 100% of 3rd, 4th, and 5th grade students not meeting grade level benchmark in reading/math will have the opportunity to use the computer lab either before or after school
5. 100% of students who qualify for the summer Kindergarten preparatory session will be offered an opportunity to participate.
6. The percentage of students in grades K-5 will meet their **DIBELS** benchmark goals:
   Grade K PSF
   a. MOY: 70% Core
   b. EOY: 90% Core
   Grade K-3 NWF
   a. MOY: 70% Core
   b. EOY: 90% Core
   Grades 1- 5 ORF
   a. MOY: 65% Core or Strategic
   b. EOY: 80% Core or Strategic

Grades 2- 5 ELL ORF
  a. MOY: 60% Core or Strategic
  b. EOY: 80% Core or Strategic
7. 100% of ELL students will meet the NCLB annual measurable achievement objective (AMAO) #1 by making at least a 1.0 gain on the WIDA access test.

8. 100% of the teachers will implement the professional development training learning to their classroom as documented through walkthroughs, committees, data team minutes, and/or GL articulation minutes.
9. By the end of the year, 85% of students will have zero incidents according to the eCSSS database.
10. 100% of Grade 3-5 teacher classroom teachers will receive a favorability rating of 73% or better for "Classroom Engagement" as rated by the Panorama Student Perception Survey.

11. 100% of teachers will have the opportunity to participate and provide input in committee meetings as documented by minutes (google docs).
12. Students will be able to demonstrate GLO #1-6 as evidenced by student work, teacher observation, walk through and/or LDS. GLO #1

13. 100% of students will be able to articulate the learning target/standard as evidenced by classroom walk-throughs.
14. 100% of Students will be able to demonstrate their critical thinking through NGSS lessons and activities.
15. 100% of Students will be able to ask and answer higher levels of questioning as measured by walkthroughs and/or student work.
16. 100% of students will participate in the Grade Level Engineering Day and other NGSS lessons and activities as evidenced by student work/project.

Grades 2- 5 ELL ORF
  a. MOY: 60% Core or Strategic
  b. EOY: 80% Core or Strategic
7. 100% of ELL students will meet the NCLB annual measurable achievement objective (AMAO) #1 by making at least a 1.0 gain on the WIDA access test.

8. 100% of the teachers will implement the professional development training learning to their classroom as documented through walkthroughs, committees, data team minutes, and/or GL articulation minutes.
9. By the end of the year, 85% of students will have zero incidents according to the eCSSS database.
10. 100% of Grade 3-5 teacher classroom teachers will receive a favorability rating of 75% or better for "Classroom Engagement" as rated by the Panorama Student Perception Survey.

11. 100% of teachers will have the opportunity to participate and provide input in committee meetings as documented by minutes (google docs).
12. Students will be able to demonstrate GLO #1-6 as evidenced by student work, teacher observation, walk through and/or LDS. GLO #1

13. 100% of students will be able to articulate the learning target/standard as evidenced by classroom walk-throughs.
14. 100% of Students will be able to demonstrate their critical thinking through NGSS lessons and activities.
15. 100% of Students will be able to ask and answer higher levels of questioning as measured by walkthroughs and/or student work.

Grades 2- 5 ELL ORF
  a. MOY: 60% Core or Strategic
  b. EOY: 80% Core or Strategic
7. 100% of ELL students will meet the NCLB annual measurable achievement objective (AMAO) #1 by making at least a 1.0 gain on the WIDA access test.

8. 100% of the teachers will implement the professional development training learning to their classroom as documented through walkthroughs, committees, data team minutes, and/or GL articulation minutes.
9. By the end of the year, 85% of students will have zero incidents according to the eCSSS database.
10. 100% of Grade 3-5 teacher classroom teachers will receive a favorability rating of 78% or better for "Classroom Engagement" as rated by the Panorama Student Perception Survey.

11. 100% of teachers will have the opportunity to participate and provide input in committee meetings as documented by minutes (google docs).
12. Students will be able to demonstrate GLO #1-6 as evidenced by student work, teacher observation, walk through and/or LDS. GLO #1

13. 100% of students will be able to articulate the learning target/standard as evidenced by classroom walk-throughs.
14. 100% of Students will be able to demonstrate their critical thinking through NGSS lessons and activities.
15. 100% of Students will be able to ask and answer higher levels of questioning as measured by walkthroughs and/or student work.

17. 60% of the students will be involved in co-curricular and extra curricular activities. (school connectedness)	16. 100% of students will participate in the Grade Level Engineering Day and other NGSS lessons and activities as evidenced by student work/project. 17. 62% of the students will be involved in co-curricular and extra curricular activities. (school connectedness)	16. 100% of students will participate in the Grade Level Engineering Day and other NGSS lessons and activities as evidenced by student work/project. 17. 65% of the students will be involved in co-curricular and extra curricular activities. (school connectedness)
Why are you implementing them? Based on the WASC Recommendation that IES will need to continue to monitor and utilize data to make instructional adjustments to increase student achievement particularly those farthest from proficiency.	*Why are you implementing them?* Based on the adaptive data, IES will continue to monitor and utilize data to make instructional adjustments to increase student achievement particularly those farthest from proficiency.	*Why are you implementing them?* Based on the adaptive data, IES will continue to monitor and utilize data to make instructional adjustments to increase student achievement particularly those farthest from proficiency.
How will you know that they are causing an improvement? ● 100% of teachers will utilize the 6-step data team process to collaborate and decide upon formative instruction and assessment to ensure success for all students as evidenced by their grade level data team worksheet. ● 100% of teachers will provide differentiated instruction in the form of process, content, and/or product as evidenced by classroom walkthroughs and/or grade level minutes. ● RtI tiered 1, 2, and 3 instructional and assessment practices will improve and universal screening scores will increase based on anecdotal data. ● Provide reading and math intervention opportunities for students that are below proficiency before school, afterschool, school breaks and/or summer. ● Provide supplementary early learning opportunity during the summer Kindergarten preparatory session for incoming kindergartners with no preschool experience. ● Perceptual Survey data will record that instructional and assessment practices are improving.	*How will you know that they are causing an improvement?* ● 100% of teachers will utilize the 6-step data team process to collaborate and decide upon formative instruction and assessment to ensure success for all students as evidenced by their grade level data team worksheet. ● 100% of teachers will provide differentiated instruction in the form of process, content, and/or product as evidenced by classroom walkthroughs and/or grade level minutes. ● RtI tiered 1, 2, and 3 instructional and assessment practices will improve and universal screening scores will increase based on anecdotal data. ● Provide reading and math intervention opportunities for students that are below proficiency before school, afterschool, school breaks and/or summer. ● Provide supplementary early learning opportunity during the summer Kindergarten preparatory session for incoming kindergartners with no preschool experience. ● Perceptual Survey data will record that instructional and assessment practices are improving.	*How will you know that they are causing an improvement?* ● 100% of teachers will utilize the 6-step data team process to collaborate and decide upon formative instruction and assessment to ensure success for all students as evidenced by their grade level data team worksheet. ● 100% of teachers will provide differentiated instruction in the form of process, content, and/or product as evidenced by classroom walkthroughs and/or grade level minutes. ● RtI tiered 1, 2, and 3 instructional and assessment practices will improve and universal screening scores will increase based on anecdotal data. ● Provide reading and math intervention opportunities for students that are below proficiency before school, afterschool, school breaks and/or summer. ● Provide supplementary early learning opportunity during the summer Kindergarten preparatory session for incoming kindergartners with no preschool experience. ● Perceptual Survey data will record that instructional and assessment practices are improving.

• 100% of the teachers will teach SEL lessons 1-~~22~~ 10 to the students. • Our Panorama SEL Survey will indicate an increase in score of 5% in the area of emotional regulation. • 100% of the teachers will implement the professional development training learning to their classroom as documented through walkthroughs, committees, data team minutes, and/or GL articulation minutes. • 100% of the teachers attending professional development opportunities locally and/or nationally and will share their learning experience(s)with the appropriate audience(s). • 100% of students will be able to demonstrate GLO #1-6 as evidenced by student work, teacher observation, walk through and/or LDS. • 100% of teachers will have the opportunity to participate and provide input in committee meetings as documented by minutes (google docs). • 100% of teachers will develop and revise NGSS units as evidenced by submitted teacher lesson plans. • 100% of teachers will implement the Engineering Design Process as evidenced by student work/project. • 100% of teachers will make instructional adjustments in their curriculum maps/pacing guides to incorporate and implement NGSS • The school will organize and provide at least 1 parent engagement activity per quarter that supports student achievement	• 100% of the teachers will teach SEL lessons 1-22 to the students. • Our Panorama SEL Survey will indicate an increase in score of 5% in the area of emotional regulation. • 100% of the teachers will implement the professional development training learning to their classroom as documented through walkthroughs, committees, data team minutes, and/or GL articulation minutes. • 100% of the teachers attending professional development opportunities locally and/or nationally and will share their learning experience(s)with the appropriate audience(s). • 100% of students will be able to demonstrate GLO #1-6 as evidenced by student work, teacher observation, walk through and/or LDS. • 100% of teachers will have the opportunity to participate and provide input in committee meetings as documented by minutes (google docs). • 100% of teachers will develop and revise NGSS units as evidenced by submitted teacher lesson plans. • 100% of teachers will implement the Engineering Design Process as evidenced by student work/project. • 100% of teachers will make instructional adjustments in their curriculum maps/pacing guides to incorporate and implement NGSS 1. The school will organize and provide at least 1 parent engagement activity per quarter that supports student achievement	• 100% of the teachers will teach SEL lessons 1-22 to the students. • Our Panorama SEL Survey will indicate an increase in score of 5% in the area of emotional regulation. • 100% of the teachers will implement the professional development training learning to their classroom as documented through walkthroughs, committees, data team minutes, and/or GL articulation minutes. • 100% of the teachers attending professional development opportunities locally and/or nationally and will share their learning experience(s)with the appropriate audience(s). • 100% of students will be able to demonstrate GLO #1-6 as evidenced by student work, teacher observation, walk through and/or LDS. • 100% of teachers will have the opportunity to participate and provide input in committee meetings as documented by minutes (google docs). • 100% of teachers will develop and revise NGSS units as evidenced by submitted teacher lesson plans. • 100% of teachers will implement the Engineering Design Process as evidenced by student work/project. • 100% of teachers will make instructional adjustments in their curriculum maps/pacing guides to incorporate and implement NGSS 2. The school will organize and provide at least 1 parent engagement activity per quarter that supports student achievement

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

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

Baseline Measurements	Formative Measures	Summative Goals
- All Students will be universally screened and assigned to RtI instructional groups. - All teachers will receive iReady training and implement tiered instruction for ELA and Math. - Achievement gap for SY 18-19 is 29 points for Language arts and 20 points for Math. - SY 18-19 SBAC scores: Language Art 71%, Math 65%, Science 67% - SEL Panorama Survey Emotion Regulation for students in grade 3-5 46%	- Students received tiered instruction for ELA and Math and are regrouped based on universal screening. - Teachers continue to utilize RtI for ELA and Math during the prescribed times by providing differentiated centers and/or groupings. - Teachers will sign in to indicate their presence in professional development trainings and implement the strategies and practices learned. - Teachers will implement breathing "balloon breathing" technique and second step lesson	Students' scores will improve on iReady progress monitoring, dibels and perceptual scores. Achievement gap scores on the SBAC decrease. SBAC scores increase in Language Arts, Math and Science. K-2 teachers will complete the panorama SEL teacher perception survey. (BOY, MOY, EOY)

● Tripod Survey for the 7Cs for Upper Elementary is 77%. Confer 68%
● Panorama Student Perception Survey is:
    ○ Pedagogical Effectiveness: 88%
    ○ Classroom Rigorous Expectations: 85%
    ○ Classroom Climate: 82%
    ○ Classroom Teacher/Student Relationships: 81%
    ○ Classroom Engagement: 72%
			Gr 3-5 students will take the panorama SEL student survey. (BOY, MOY, EOY)
			
			● Panorama Student Perception Survey is:
			    ○ Pedagogical Effectiveness: 91%
			    ○ Classroom Rigorous Expectations: 88%
			    ○ Classroom Climate: 85%
			    ○ Classroom Teacher/Student Relationships: 84%
			    ○ Classroom Engagement: 75%

Student Outcomes (SY 2020-21)

Measurable Outcome(s) (SW 1, SW 5, SW 6,	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)
1. All students will receive RtI tiered instruction based on their individual needs (SW 6 - i) 2. The percentage of students in grades K-5 will be at Tier 1 as measured by **iReady Diagnostic (**using EOY view) **Math**: EOY - 70% **Reading**: EOY - 75% 3. The percentage of students grades K-5 will meet their **typical growth goals** in **iReady (**using EOY view)	● Instructional groupings will be determined and frequently reviewed based on data from universal screeners and/or other formative assessments. ● K-5 students will take the BOY, MOY and EOY diagnostic test in iReady and Dibels. ● Quarterly data teams to monitor and analyze formative/summative Math data to increase student achievement.	Yearlong	Prg ID18902 iReady(incl tool box cost)-$15,000 Dibels-$1500 Prg ID 18902 5 PPE x 17 hrs/wk x 39 weeks x $20.67= $68521.05 + $1856.90/frin ge= $70,377.97 Supplies, Materials, Technology	ART, Leadership team, Grade level meetings, RtI coordinator Grade level data teams, Instructional coaches ***Academic Review Team will meet quarterly to review data to monitor quarterly goals:*** The percentage of students in grades K-5 will be at Tier 1 as measured by **iReady Diagnostic (**using EOY view)	Quarterly Semester and/or 3x/year	CAS semester walkthroughs

Math: EOY: 60% **Reading:** EOY: 60% 4. The percentage of students in grades K-1 will meet their **DIBELS** benchmark goals: **Grade K-1 NWF**: EOY: 90% Core **Grade 1 NWF:** EOY: 90% Core **Grade 1 ORF:** EOY: 80% Core **Grades 2- 5 ORF:** EOY: 80% Core or Strategic **Grades 2- 5 ELL ORF:** EOY: 80% Core or Strategic 5. 100% of ELL students will meet the NCLB annual measurable achievement objective (AMAO) #1 by making at least a 1.0 gain on the WIDA access test.	● 3rd, 4th, and 5th grade students not meeting grade level benchmark in reading/math will have the opportunity to use the computer lab either before or after school ● K-5 students will be provided individual/small group instruction to meet their student needs. ● ELL teacher to provide intervention support to ELL students		from Prg ID 42101/ 18902	**Math**: MOY - 50% **Reading**: MOY - 50% The percentage of students grades K-5 will meet their **typical growth goals** in **iReady** (using EOY view) **Math:** MOY: 40% **Reading:** MOY: 40% The percentage of students in grades K-5 will meet their **DIBELS** benchmark goals: **Grade K FSF** MOY: 90% Core **Grade K-1 NWF** MOY: 80% Core **Grade 1 ORF** MOY: 65% Core **Grades 2- 5 ORF** MOY: 65% Core or Strategic **Grades 2- 5 ELL ORF**		

				MOY: 60% Core or Strategic		
6. Our Panorama SEL Survey will indicate an increase in score of 5% in the area of emotional regulation. (SW 6 - I)	● K-2 teachers will take the Panorama Teacher Survey & Gr 3-5 students will participate in perceptual surveys. Students will practice balloon breathing after morning and lunch recesses.	Yearlong		ART team, Leadership team	3 times per year	
7. 100% of students who qualify for the summer Kindergarten preparatory session will be offered an opportunity to participate. (SW 6 - V)	● Provide supplementary early learning opportunities during the summer Kindergarten preparatory session for incoming kindergartners with no preschool experience.	Fall	Prg ID 18902 19 hrs x $22.43 + fringe= $432 37.5 hrs x $20.67 + fringe= $796.13	Counselors, Gr K. Teachers	annually	
8. By the end of the year, 85% of students will have zero incidents according to the eCSSS database. (SW 6 - III)	● Teachers will teach SEL Lessons 1-22. ● IES will provide opportunities to do Balloon Breathing after morning recess and after lunch recess. ● Expand the promotion of our school-wide Positive Behavior Support (PBS) expectations to help students internalize how to make good, safe choices as a life-long practice with: ○ Dragon Dollars redeemed at the Dragon Dollar Store	Yearlong	Prg ID 42101/18902	Teachers, Counselor, administration MOY: 90% of students will have zero incidents according to the eCSSS database.	quarterly	

	○ Merit Charms recognize student achievements ○ Dragon of the Quarter recognition assemblies ○ Bully Prevention Week #1 & Week #2 focus on being a BUDDY, not a Bully--Iliahi ES is a Bully Free Zone ○ Bully Prevention lessons throughout the school year ● Provide professional development opportunities for faculty and staff to meet IES student needs and WASC recommendations.					
9. 100% of students will be able to demonstrate GLO #1-6 as evidenced by student work, teacher observation, walk through and/or LDS.	● Teachers will construct GLO rubrics for GLO #1-6. ● Teachers will provide instruction of GLOs, opportunities to demonstrate understanding, and use school created rubrics to assess students meeting the GLOs	Yearlong	Prg ID 42101	GLO Committee	Quarterly	
10. 100% of students will be able to articulate the learning target/standard as evidenced by classroom walk-throughs.	● Teachers will provide students with the learning target(s)/standard for each lesson.	Yearlong	Prg ID 42101/18902 supplies, resource materials, technology	Administration, teachers, ART committee, PCNC	Quarterly	

| 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)
11. 100% of Students will be able to demonstrate their critical thinking through the **NGSS** lessons and activities. 12. 100% of Students will be able to ask and answer higher levels of questioning as measured by walkthroughs and/or student work. 13. 100% of students will participate in the Grade Level Engineering Day and other **NGSS** lessons and activities as evidenced by student work/project. (SW 6 - II)	• Teachers will implement NGSS lessons and activities as evidenced by student work/project.					
14. 60% of the students will be involved in co-curricular and extra curricular activities. (school connectedness)						

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. 100% of teachers will participate in professional development training as necessary and appropriate as documented by sign-in	• 100% of the staff will be trained in iReady ELA, suicide, and other PD as deemed necessary.	Yearlong	Prg ID 42101/18902	PD opportunities	Quarterly	

sheets and/or minutes. (SW 6 - IV) 2. 100% of the teachers attend professional development opportunities locally and/or nationally and will share their learning experience(s)with the appropriate audience(s). (SW 6 - IV) 3. 100% of the teachers will implement the professional development training learning to their classroom as documented through walkthroughs, committees, data team minutes, and/or GL articulation minutes. (SW 6 -IV)	● Committee / School-wide PD initiatives ● Grade level teachers will craft NGSS units that embed activities utilizing the EDP process.					
4. 100% of the teachers will teach SEL lessons 1-~~22~~10 to the students. 5. 100% of Grade 3-5 classroom teachers will receive a favorability rating of 73% or better for "Classroom Engagement" as rated by the Panorama Student Perception Survey.	● Teachers will teach SEL Lessons 1-10. ● IES will provide opportunities to do Balloon Breathing after morning recess and after lunch recess. ● Teachers will provide engagement activities aligned to the various lessons	Yearlong		Pacing guide for SEL Lessons	Quarterly	
6. 100% of teachers will have the opportunity to participate and provide input in committee meetings as documented by minutes (google docs).	● ART, Science, RtI, ELA, Math, GLO committees will meet to conduct meetings to address the growth areas from our WASC report.	Yearlong		School Committees	Quarterly	

7. 100% of teachers will make instructional adjustments in their curriculum maps/pacing guides to incorporate and implement NGSS	● Teachers will develop and revise NGSS units as evidenced by submitted teacher unit plans. ● Teachers will make instructional adjustments in their curriculum maps/pacing guides to reflect NGSS student achievement as evidenced by attendance during planning sessions and curriculum map/pacing guides.	Yearlong	Prg ID 18902	teachers, Grade level chairs, administration, ART committee		

8. The school will organize and provide at least 1 parent engagement activity per quarter that supports student achievement (SW 7)	● School will identify and implement engagement activities that promote family engagement and/or student achievement such as the following:
	   a. Meet and Greet
	   b. Parent Day
	   c. Grade Level Activities
	   d. Volunteer/ training/tutoring/ chaperone
	   e. School-wide activities
	 ● Inform families about school events in a timely manner
	   ○ School Messenger
	   ○ Flyers
	   ○ Newsletter
	   ○ Website
			Prg ID 42101 / 18902	100% of parents will have an opportunity to participate in one or more events or activities
				
				 100% of parents will receive timely and appropriate notifications via school messenger, flyers, newsletter, website, etc.
					Quarterly	
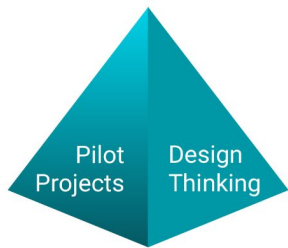
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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.

As the HIDOE 2030 Promise Plan is finalized, a "Forward Focused" 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
While referencing the "Forward Focused" Plan, **please describe your school's ideas around innovation and pilot projects.** *Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.* Equity, Excellence & Innovation 10-year Action Plan, Dr. Kishimoto Draft 2030 Promise Plan ● Leverage technology to provide students with industry-driven learning innovations where they design, iterate and collaborate as learners. ● Our classrooms and campuses reflect a respectful, safe, state-of-the-art learning environment.	*Please describe your Conditions for Success:* To air condition all classrooms to improve the learning environment to increase student success. Currently, 4/30 classrooms are air conditioned. Once classrooms are air conditioned, the labs will become learning centers designed for Learning Commons. By redesigning computer labs into Learning Commons for innovation, students will have opportunities to study, research, collaborate through business, community and educational partnerships.