

2020 Academic Plan, School Year 2020-21



School: Moanalua Elementary

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

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

HIDOE Learning Organization

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

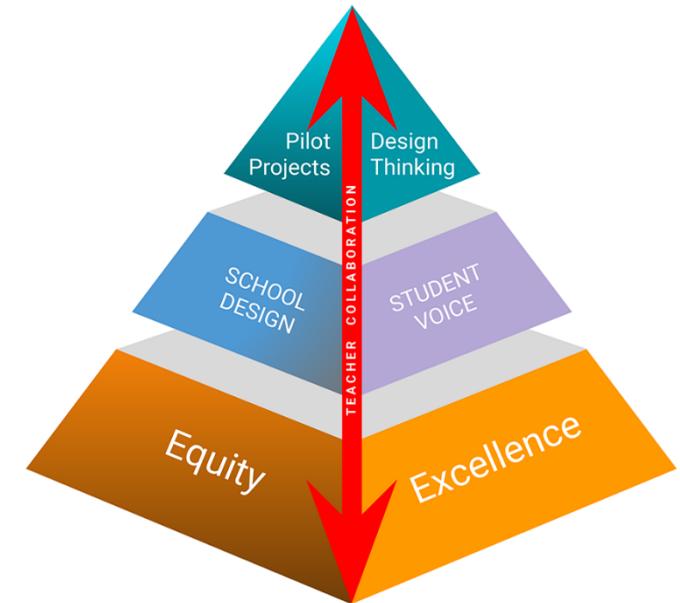
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

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

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

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



Principal (print):	
Principal's signature: Signature on file at school	Date: 06/02/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 06/02/2020



2020 Academic Plan, School Year 2020-21

School: **MOANALUA ELEMENTARY**

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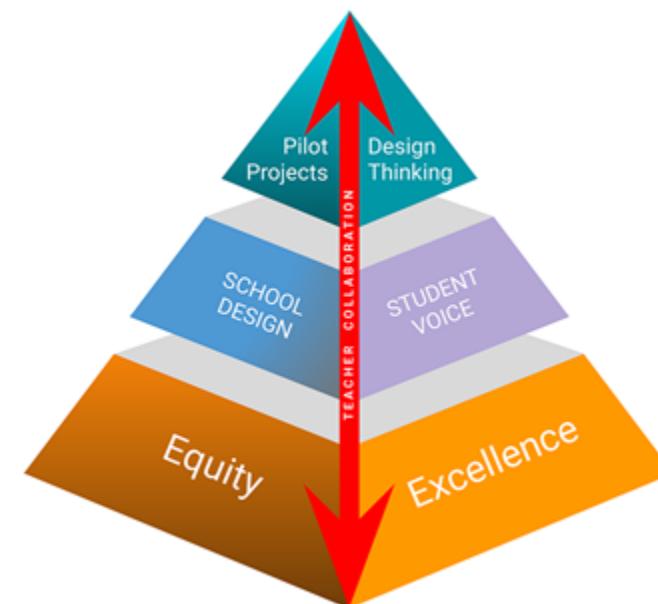
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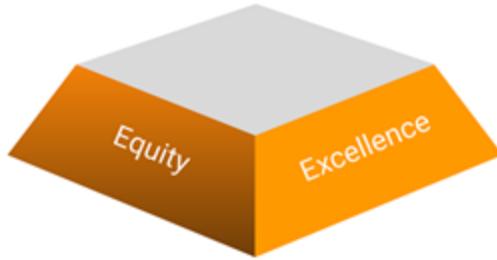
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Teaching & Learning Core: Equity and Excellence

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																												
<p>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.</p> <p><i>Sub-group SBA data</i></p> <table border="1" data-bbox="129 781 712 1076"> <thead> <tr> <th>2018-2019</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td>All Students</td> <td>244</td> <td>65.24%</td> </tr> <tr> <td></td> <td>Non-High Needs</td> <td>195</td> <td>73.31%</td> </tr> <tr> <td></td> <td>High Needs</td> <td>49</td> <td>45.37%</td> </tr> <tr> <td></td> <td>Low SES</td> <td>45</td> <td>51.14%</td> </tr> <tr> <td></td> <td>IDEA</td> <td>3</td> <td>12.00%</td> </tr> <tr> <td></td> <td>ELL</td> <td>2</td> <td>66.67%</td> </tr> </tbody> </table> <p>Currently the Sped program services 54 students which is 8.24% of the student population. 12% of this population of students achieved a meets or better on the SBA (according to the LDS school report) compared to 73.2% of non-high needs students. Students identified as Low SES make up 20.7% of the student population of which 51.14% of these students achieved a meets or better on the SBA.</p>	2018-2019					All Students	244	65.24%		Non-High Needs	195	73.31%		High Needs	49	45.37%		Low SES	45	51.14%		IDEA	3	12.00%		ELL	2	66.67%	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>Theory of Action:</p> <ol style="list-style-type: none"> If the school implements Special Education services effectively, then students will be able to make significant gains to close the academic gap between themselves and the grade level peers. 	<p>What are your Enabling Activities to improve the achievement gap?</p> <p>The school continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs.</p> <p>Special Education teachers will:</p> <ul style="list-style-type: none"> Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions. Provide specially designed instruction to meet students' needs Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math. Complete/update a Student Profile sheet each month for students of concern. Those students are discussed and progress is tracked in the monthly peer reviews. Do learning walks focused on small group instruction. Participate in professional learning and/or coaching related to a priority area of need/support based on student learning evidence.
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2. If the school implements the **Multi-Tiered Systems of Support (MTSS)** process effectively, then students who are struggling will be able to make significant gains to **close the academic gap between themselves and their grade level peers.**

The school continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs.

All teachers will:

- Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.
- Differentiate instruction to meet students' needs
- Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.
- Complete/update a Student Profile sheet each month for students of concern and/or those requiring tier 3 supports or special education services. Those students are discussed and progress is tracked in the monthly peer reviews.
- Do learning walks focused on small group instruction.
- All gen ed teachers will meet monthly with the Peer Review Team: School Services Coordinator, Counselor, SpEd teacher, Curriculum Coordinator and Administrator (as needed). Services are determined and student progress is tracked.
- Each grade level will update their priority standards for reading and math.
- Align curriculum areas via vertical articulation during committee meetings
- The leadership team will conduct small group walk-throughs each semester to track progress on small group instruction and provision of tier 2 supports.

		<p>3a. By the end of 2020-21 SY, MES will fully implement the new GLO #3 rubric school wide.</p> <ul style="list-style-type: none"> • Schoolwide calibration using rubric <p>3b. By the end of 2020-21 SY, MES will create and refine a GLO #1 and #6 school-wide rubric.</p> <p>3c. 100% of grade level will align their PBL units to CCSS priority standards.</p> <p>3d. 100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric</p>
	<p>3. If the school implements PBL effectively then students will be engaged in deeper learning experiences that develop 21st century life skills and allow them to showcase their strengths.</p>	
	<p>4. If the school implements Tribes effectively, then it will have a stronger sense of community. Students will feel safe, respected, valued, and demonstrate positive behavior resulting in rigorous and relevant learning and positive attitudes towards school.</p>	<p>4a. Provide a Tribes training and/or refresher course for new faculty and staff, to include activities for each stage of the Tribes trail.</p> <p>4b. Provide an introductory session and overview of Tribes to new parents.</p> <p>4c. Teachers will implement Tribes regularly and throughout the day, and move their classes beyond the inclusion stage.</p> <p>4c. PBIS Committee will meet quarterly to:</p> <ul style="list-style-type: none"> • Analyze behavioral data • Determine areas of strengths and needs • Plan action steps • Implement action steps • Monitor progress <p>4d. Survey faculty and students on perceptions of teaching, learning and school culture to determine areas of needs and areas of strengths.</p>
	<p>The MES School-wide Professional Learning Plan is based on the following relationship between professional learning and student results. (From Learning Forward)</p> <p><i>A. If professional learning is standards-based, then it</i></p>	<p>GOAL #1: MES will implement a schoolwide instructional model or framework (Rigor and Relevance Framework) to ensure clarity and consistency on instructional methods and approaches.</p> <p>1. Professional development and training will be provided for all</p>

has greater potential to **change what educators know, are able to do, and believe.**

B. If educators' knowledge, skills, and dispositions change, then they will have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

C. If educator practice improves, then students have a greater likelihood of achieving results.

D. If student results improve, then the cycle repeats for continuous improvement.

teachers and staff on the Rigor and Relevance Framework instructional model (for new teachers and a refresher for returning teachers). PD to include how to apply the instructional model into teachers' planning for curriculum, instruction, and assessments.

2. Faculty will apply and implement specific strategies of the instructional model consistently and effectively and to the extent that it results in improved teaching practices in the classroom.
3. High yield Instructional strategies training will be provided to increase teacher efficacy.

GOAL #2: Each Grade Level will receive ongoing and differentiated support for a priority need area for professional development during the 2021-2022 school year.

1. Each Grade Level will identify a priority need area for professional development determined by student learning results, teacher PD needs, and vertical articulation meetings.
2. A plan will be developed to support each grade level by addressing the needs through available resources.
3. Grade levels share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice.
4. Teachers share their learning with their grade level as appropriate following a PD.

GOAL #3: Individual teachers will receive quality support and professional learning related to a priority need area of support.

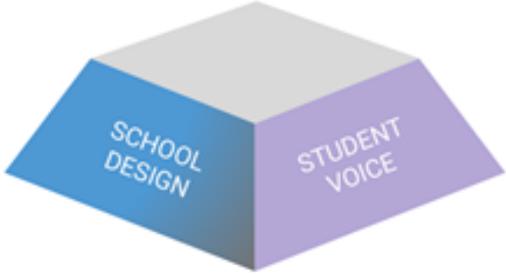
1. Individual teachers identify a priority need area of support for instruction.
2. PD groups (PLCs) will be created based on needs to provide support and collaboration.
3. Teachers share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice.

GOAL #4: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff

		<p>Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by:</p> <ol style="list-style-type: none"> 1. Implementing a strength based approach to collaboration, 2. Providing PD for administration, curriculum coordinators, and grade level chairpersons in instructional coaching, meeting facilitation, and teacher collaboration processes, 3. Providing support for data / evidence collection and analysis. 4. Providing a clear purpose for each PD initiative, specific indicators / metrics for data collection and analysis to determine effectiveness.
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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.



Moanalua Elementary School finalized the revision of its Core Values, Vision & Mission statements in the fall of 2019, to which the school design and academic plan are aligned. The school’s main focuses are:

- To build 21st-century skills and competencies through authentic PBL interdisciplinary projects
- To ensure literacy and math competencies for all through multi-systemic supports (RTI)
- To provide intensive, individualized education services to students who qualify in order to close the achievement gap (Special Education)
- To build inclusion and social-emotional learning through TRIBES (SEL)
- Professional Learning for the faculty to support student success

Vision Statement:

Moanalua Elementary School is a model community of 21st-century learners, contributing to the global society with compassion, integrity, and aloha in the pursuit of one’s purpose, passion, and dreams.

Mission Statement:

Moanalua Elementary School empowers students to engage in a rigorous and relevant curriculum while exploring their passions and dreams in a safe, supportive, nurturing environment.

Core Values:

- **High expectations for all**
 - Success at high levels for all learners
 - A rigorous and relevant education
 - The development of the whole child
 - Continuous growth/improvement *to maximize potential*
 - Diversity and equity
- **Nurturing innovation to prepare for the future**
 - Risk-taking
 - Critical thinking, creativity, collaboration, and communication (the 4Cs)
- **Positive, caring relationships**
 - Safe, supportive, nurturing environment for the MES Ohana
 - Compassion, integrity, aloha, trust
 - Collaboration, teamwork

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

Moanalua Elementary will stay the course and continue to focus the work on the following areas:

- PBL
- RTI Supports
- Special Education Supports
- Tribes/SEL
- Professional Learning

Describe here your Conditions for Success for School Design and Student Voice

- Need to foster a positive culture and relationship amongst all stakeholders
- Schedules, processes, systems in place
- Resources, support, time provided as necessary
- A sense of teacher efficacy

Special Education

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>STUDENT OUTCOMES By the end of the 2020-21 SY:</p> <ul style="list-style-type: none"> 50% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 50% of special education students in grades 3-6 will meet or exceed grade-level Lexile targets. 80% of identified students with special needs in the FSC class for whom iReady Benchmark Assessments and KidBiz scores are inappropriate measures will have a 60% passed lessons rate on their iReady lessons. Preschool students will progress from their current performance level to the next level on 60% of the Teaching Strategies (TS) GOLD Assessment. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>STUDENT OUTCOMES By the end of the 2021-22 SY:</p> <ul style="list-style-type: none"> 60% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 60% of special education students in grades 3-6 will meet or exceed grade-level Lexile targets. 80% of identified students with special needs in the FSC class for whom iReady Benchmark Assessments and KidBiz scores are inappropriate measures will have a 70% passed lessons rate on their iReady lessons. Preschool students will progress from their current performance level to the next level on 70% of the Teaching Strategies (TS) GOLD Assessment. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>STUDENT OUTCOMES By the end of the 2022-23 SY:</p> <ul style="list-style-type: none"> 70% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 70% of special education students in grades 3-6 will meet or exceed grade-level Lexile targets. 80% of identified students with special needs in the FSC class for whom iReady Benchmark Assessments and KidBiz scores are inappropriate measures will have an 80% passed lessons rate on their iReady lessons. Preschool students will progress from their current performance level to the next level on 80% of the Teaching Strategies (TS) GOLD Assessment.
<p>STAFF OUTCOMES</p> <ul style="list-style-type: none"> 80% of special education teachers report that the monthly Sped department peer review problem solving process effectively supports struggling learners (through effective feedback, timely supports, etc.) 80% of special education teachers report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received. High quality teaching and learning are visible in 70% 	<p>STAFF OUTCOMES</p> <ul style="list-style-type: none"> 90% of special education teachers report that the monthly Sped department peer review problem solving process effectively supports struggling learners (through effective feedback, timely supports, etc.) 90% of special education teachers report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received. High quality teaching and learning are visible in 80% 	<p>STAFF OUTCOMES</p> <ul style="list-style-type: none"> 100% of special education teachers report that the monthly Sped department peer review problem solving process effectively supports struggling learners (through effective feedback, timely supports, etc.) 100% of special education teachers report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received. High quality teaching and learning are visible in 90%

of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol	of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol	of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol
<p><i>Why are you implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. 	<p><i>Why are you implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. <p>To encourage teacher feedback to improve upon and streamline the peer review process.</p>	<p><i>Why are you implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. <p>To increase Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students).</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>If our special education processes and supports are successful,</p> <ul style="list-style-type: none"> ● Our special education students will monitor their own progress toward meeting their individual iReady targets by the end of the school year. ● Special education students will monitor their own progress toward meeting their grade level Lexile targets. ● The achievement gap for subgroups will decrease. ● The sped department will meet on a regular monthly basis to collaboratively analyze data, share ideas, problem-solve, and do professional development, and report that the collaboration has a positive effect. 	<p><i>How will you know that they are causing an improvement?</i></p> <p>If our special education processes and supports are successful,</p> <ul style="list-style-type: none"> ● Our special education students will monitor their progress toward meeting or exceeding their individual iReady targets by the end of the school year. ● Special education students will monitor their own progress toward meeting their grade level Lexile targets. ● The achievement gap for subgroups will decrease ● The sped department will report finding value in meeting on a regular monthly basis to analyze data, share ideas, problem-solve, and do professional development, and report that the collaboration has a positive effect. 	<p><i>How will you know that they are causing an improvement?</i></p> <p>If our special education processes and supports are successful,</p> <ul style="list-style-type: none"> ● Our special education students will monitor their own progress towards meeting or exceeding their individual iReady targets by the end of the school year. ● Special education students will monitor their own progress toward meeting or exceeding their grade level Lexile targets. ● The achievement gap for subgroups will decrease. ● The sped department will report finding value in meeting on a regular monthly basis to analyze data, share ideas, problem-solve, and do professional development, and report that the collaboration has a positive effect.

Multi-Tiered Systems of Support (MTSS)

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> ● By the end of the 2020-21 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 60% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 35% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) ● By the end of the 2020-21 school year, 70% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. ● By the end of the 2020-21 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> ● By the end of the 2021-22 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 75% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 25% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) ● By the end of the 2021-22 school year, 75% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. ● By the end of the 2021-22 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <ul style="list-style-type: none"> ● By the end of the 2022-23 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 85% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 15% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) ● By the end of the 2022-23 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, End of Year view. ● By the end of the 2022-23 SY, 85% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals)
<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> ● 85% of teachers conduct small group instruction 	<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> ● 90% of teachers conduct small group instruction 	<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> ● 95% of teachers conduct small group instruction

<p>during tier 2 support time, 3+ times per week for reading.</p> <ul style="list-style-type: none"> ● 75% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for math. ● Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next step actions, and services noted ● 100% of teachers reflect on implementation of the commitment/goal(s) they set from their learning walk 	<p>during tier 2 support time, 3+ times per week for reading.</p> <ul style="list-style-type: none"> ● 80% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for math. ● Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next step actions, and services noted ● 100% of teachers reflect on implementation of the commitment/goal(s) they set from their learning walk and make a positive change in their teaching practice. 	<p>during tier 2 support time, 3+ times per week for reading.</p> <ul style="list-style-type: none"> ● 85% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for math. ● Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next step actions, and services noted ● 100% of teachers reflect on implementation of the commitment/goal(s) they set from their learning walk and make a positive change in their teaching practice.
<p><i>Why are you implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. 	<p><i>Why are you implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. <p>To encourage teacher feedback to improve upon and streamline the peer review process.</p>	<p><i>Why are you implementing them?</i></p> <p>To support all students and help them to be successful in their learning.</p> <p>To close the achievement gap between our struggling learners and their grade level peers.</p> <p>To have a system in place for our teachers to continuously</p> <ul style="list-style-type: none"> ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. <p>To increase Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students).</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>If our RTI processes and supports are successful,</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>If our RTI processes and supports are successful,</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>If our RTI processes and supports are successful,</p>

<ul style="list-style-type: none"> • Our universal screening data will more closely resemble that of a typical RTI model: 80% tier 1, 15% tier 2, and 5% tier 3; • Students will meet or exceed their grade level Lexile targets; • The achievement gap for subgroups will decrease; • Students will be appropriately referred and qualify for special education services. • Teachers will be able to reference student profile sheets for concerns and interventions that were done in the previous grade level(s) to help in their decision making for instructions and next steps. 	<ul style="list-style-type: none"> • Our universal screening data will more closely resemble that of a typical RTI model: 80% tier 1, 15% tier 2, and 5% tier 3; • Students will meet or exceed their grade level Lexile targets; • The achievement gap for subgroups will decrease; • Students will be appropriately referred and qualify for special education services. • Teachers will be able to reference student profile sheets for concerns and interventions that were done in the previous grade level(s) to help in their decision making for instructions and next steps. • Teachers will be able to provide constructive feedback on how to improve our systems. 	<ul style="list-style-type: none"> • Our universal screening data will more closely resemble that of a typical RTI model: 80% tier 1, 15% tier 2, and 5% tier 3; • Students will meet or exceed their grade level Lexile targets; • The achievement gap for subgroups will decrease; • Students will be appropriately referred and qualify for special education services. • Teachers will be able to reference student profile sheets for concerns and interventions that were done in the previous grade level(s) to help in their decision making for instructions and next steps. • Teachers will report a high level of collective teacher efficacy.
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Project/Problem Based Learning

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Initial Implementation of GLO #3</p> <ul style="list-style-type: none"> • 75% of students will show growth in the area of critical thinking from 1st quarter GLO #3 grades (baseline data). <p>70% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs.</p> <p>Engagement</p> <p>The school will develop a student PBL survey, and 70% of students will report that the PBL experience:</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Full Implementation of GLO #3</p> <ul style="list-style-type: none"> • 80% of students consistently demonstrates GLO #3 based on rubric and report card grades <p>Initial Implementation GLO #1&6 rubric</p> <ul style="list-style-type: none"> • 80% of students will show growth in the area of GLO #1&6 from 1st quarter grades (baseline data) <p>75% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs.</p> <p>Engagement</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Deeper Learning/21st Century Skills</p> <p>Full Implementation of GLO #1,3,6</p> <ul style="list-style-type: none"> • 85% of students consistently demonstrates GLO #1,3,6 based on rubric and report card grades <p>Initial Implementation GLO #1&6 rubric</p> <ul style="list-style-type: none"> • 80% of students will show growth in the area of GLO #2,4,5 from 1st quarter grades (baseline data) <p>80% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs.</p> <p>Engagement</p>

<ul style="list-style-type: none"> helped them to be more engaged in their learning challenged them to think critically <p>as evidenced by student PBL survey</p> <p>Showcase 100% of students will participate in a showcase of learning to highlight their strengths.</p> <p>The school will develop a student self-assessment & reflection tool.</p> <p>70% of students will be able to identify their areas of strength</p>	<p>The school will develop a student PBL survey, and 75% of students will report that the PBL experience:</p> <ul style="list-style-type: none"> helped them to be more engaged in their learning challenged them to think critically <p>as evidenced by student PBL survey</p> <p>Showcase 100% of students will participate in a showcase of learning to highlight their strengths.</p> <p>The school will develop a student self-assessment & reflection tool.</p> <p>75% of students will be able to identify their areas of strength</p>	<p>The school will develop a student PBL survey, and 80% of students will report that the PBL experience:</p> <ul style="list-style-type: none"> helped them to be more engaged in their learning challenged them to think critically <p>as evidenced by student PBL survey</p> <p>Showcase 100% of students will participate in a showcase of learning to highlight their strengths.</p> <p>The school will develop a student self-assessment & reflection tool.</p> <p>80% of students will be able to identify their areas of strength</p>
<p>STAFF OUTCOMES Deeper Learning/21st Century Skills Initial Implementation of GLO #3</p> <ul style="list-style-type: none"> 100% of teachers will collegially grade a sample of students PBL project based on the GLO #3 rubric to calibrate to increase teacher efficacy. <p>100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric</p>	<p>STAFF OUTCOMES Deeper Learning/21st Century Skills Initial Implementation of GLO #1&6</p> <ul style="list-style-type: none"> 100% of teachers will collegially grade a sample of students based on the GLO #1&6 rubric to calibrate to increase teacher efficacy. <p>80% of grade levels will report that PBL units are at a level 4 on the ICLE Rigor Rubric</p>	<p>STAFF OUTCOMES Deeper Learning/21st Century Skills Initial Implementation of GLO #2,4&5</p> <ul style="list-style-type: none"> 100% of teachers will collegially grade a sample of students based on the GLO #2,4,5 rubric to calibrate to increase teacher efficacy. <p>100% of grade levels will report that PBL units are at a level 4 on the ICLE Rigor Rubric</p>
<p><i>Why are you implementing them?</i></p> <p>If the school implements PBL effectively then students will be engaged in <u>deeper learning</u> experiences that develop 21st century life skills and allow them to showcase their strengths.</p>	<p><i>Why are you implementing them?</i></p> <p>If the school implements PBL effectively then students will be engaged in <u>deeper learning</u> experiences that develop 21st century life skills and allow them to showcase their strengths.</p>	<p><i>Why are you implementing them?</i></p> <p>If the school implements PBL effectively then students will be engaged in <u>deeper learning</u> experiences that develop 21st century life skills and allow them to showcase their strengths.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> School-wide GLO #1&6 rubric to align students 21st century skill k-6 to ensure there is a spiraling and progression to the skill of focus 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> School-wide GLO #2,4&5 rubric to align students 21st century skill k-6 to ensure there is a spiraling and progression to the skill of focus 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> GLO that is fully aligned with the 4 C's and calibrated by the end of 2022-23 School-wide, grade level appropriate, student survey to

<ul style="list-style-type: none"> • Develop Student Survey to inform teachers on student engagement • Process to calibrate Rubric for GLO #3 • Walk through protocol to observe student behavior • Student showcase self-assessment & reflection to highlight their learning and strengths. 	<ul style="list-style-type: none"> • Refine student survey to inform teachers on student engagement • Refine process to calibrate Rubric for GLO #1&6 • Refine walk through protocol to observe student behavior • Refine student showcase self-assessment & reflection to highlight their learning and strengths. 	<p>inform teachers on student engagement</p> <ul style="list-style-type: none"> • School-wide process to calibrate Rubric for GLO #1&6 • School-wide, grade level appropriate, walk through protocol to observe student behavior • School-wide, grade level appropriate, student showcase self-assessment & reflection to highlight their learning and strengths.
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Tribes

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Community 75% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none"> • Panorama: <ul style="list-style-type: none"> ○ Classroom Climate ○ Classroom Teacher-Student Relationship ○ School Belonging ○ School Safety • SQS <ul style="list-style-type: none"> ○ Student Dimension <p>Behavior Office referral incidents will decrease by 20% from the previous year</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Community 80% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none"> • Panorama: <ul style="list-style-type: none"> ○ Classroom Climate ○ Classroom Teacher-Student Relationship ○ School Belonging ○ School Safety • SQS <ul style="list-style-type: none"> ○ Student Dimension <p>Behavior Office referral incidents will decrease by 20% from the previous year</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><u>STUDENT OUTCOMES</u></p> <p>Community 85% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none"> • Panorama: <ul style="list-style-type: none"> ○ Classroom Climate ○ Classroom Teacher-Student Relationship ○ School Belonging ○ School Safety • SQS <ul style="list-style-type: none"> ○ Student Dimension <p>Behavior Office referral incidents will decrease by 20% from the previous year</p>

<p>Attitude 75% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Valuing School 	<p>Attitude 80% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Valuing School 	<p>Attitude 85% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Valuing School
<p>STAFF OUTCOMES</p> <ul style="list-style-type: none"> ● By the end of SY2020-21, 100% of the new faculty and staff will participate in an initial Tribes training or refresher. ● By the end of SY2020-21, 75% of new parents participate in an introductory and overview session about Tribes ● Through a survey, 75% of the faculty and staff report that <ul style="list-style-type: none"> ○ They are able to regularly conduct Tribes activities; ○ They are able to move their class throughout the entire Tribes trail; ○ They feel a sense of community within the school; ○ Students demonstrated a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior 	<p>STAFF OUTCOMES</p> <ul style="list-style-type: none"> ● 100% of the new faculty and staff will participate in a Tribes training or refresher in the fall. ● Through a survey, 80% of the faculty and staff report that <ul style="list-style-type: none"> ○ They are able to regularly conduct Tribes activities; ○ They are able to move their class throughout the entire Tribes trail; ○ They feel a sense of community within the school; ○ Students demonstrated a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior 	<p>STAFF OUTCOMES</p> <ul style="list-style-type: none"> ● 100% of the new faculty and staff will participate in a Tribes training or refresher in the fall. ● Through a survey, 85% of the faculty and staff report that <ul style="list-style-type: none"> ○ They are able to regularly conduct Tribes activities; ○ They are able to move their class throughout the entire Tribes trail; ○ They feel a sense of community within the school; ○ Students demonstrated a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior
<p><i>Why are you implementing them?</i></p> <p>If the school implements Tribes effectively, then it will have a stronger sense of community – students will feel safe, respected , valued, and demonstrate positive behavior resulting in rigorous and relevant learning and positive attitudes towards school.</p>	<p><i>Why are you implementing them?</i></p> <p>If the school implements Tribes effectively, then it will have a stronger sense of community – students will feel safe, respected , valued, and demonstrate positive behavior resulting in rigorous and relevant learning and positive attitudes towards school.</p>	<p><i>Why are you implementing them?</i></p> <p>If the school implements Tribes effectively, then it will have a stronger sense of community – students will feel safe, respected , valued, and demonstrate positive behavior resulting in rigorous and relevant learning and positive attitudes towards school.</p>
<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>

Tribes will be implemented throughout the school using common language (Tribes agreements) and activities that build positive relationships and help students to regulate their behaviors.

Both students and adults on campus will feel and report a stronger sense of community and positive school culture.

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Professional Learning Plan

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>STUDENT OUTCOMES</p> <ul style="list-style-type: none"> ● By the end of the 2020-21 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 60% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 35% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) ● By the end of the 2020-21 school year, 70% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>STUDENT OUTCOMES</p> <ul style="list-style-type: none"> ● By the end of the 2020-21 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 75% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 25% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) ● By the end of the 2020-21 school year, 75% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady, 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>STUDENT OUTCOMES</p> <ul style="list-style-type: none"> ● By the end of the 2020-21 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 85% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 15% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) ● By the end of the 2020-21 school year, 80% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady,

<p>End of Year view.</p> <ul style="list-style-type: none"> By the end of the 2020-21 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p>End of Year view.</p> <ul style="list-style-type: none"> By the end of the 2020-21 SY, 80% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p>End of Year view.</p> <ul style="list-style-type: none"> By the end of the 2020-21 SY, 85% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals)
<p><u>STAFF OUTCOMES</u> Teacher Practice</p> <ul style="list-style-type: none"> By the end of 2020-21, high quality teaching and learning are visible in 70% of classes based on a selected walkthrough protocol. By the end of 2020-21 100% of grade levels will showcase their learning from their GLPDP. By the end of 2020-21 100% of teachers will complete IPDP with reflections 60% teachers report that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment. 80% of the faculty and staff report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received 	<p><u>STAFF OUTCOMES</u> Teacher Practice</p> <ul style="list-style-type: none"> By the end of 2021-22, high quality teaching and learning are visible in 80% of classes based on a selected walkthrough protocol. By the end of 2021-22 100% of grade levels will showcase their learning from their GLPDP. By the end of 2021-22, 100% of teachers will complete IPDP with reflections. 70% teachers report that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment. 90% of the Professional Development delivery team report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received 	<p><u>STAFF OUTCOMES</u> Teacher Practice</p> <ul style="list-style-type: none"> By the end of 2022-23, high quality teaching and learning are visible in 90% of classes based on a selected walkthrough protocol. By the end of 2022-23 100% of grade levels will showcase their learning from their GLPDP. By the end of 2022-23, 100% of teachers will complete IPDP with reflections. 80% teachers report that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment. 100% of the Professional Development delivery team report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received
<p><i>Why are you implementing them?</i></p> <p>Moanalua Elementary’s Professional Learning Plan is designed to include schoolwide PD, as well as differentiated PD for grade levels and individuals. When educators’ knowledge, skills, and dispositions change, they will have a broader repertoire of effective strategies to use in their classroom. Improved teacher practice will then have a greater likelihood of increasing student achievement. The school has been focusing on core instruction and tier 2 targeted supports in order to increase the number of students who are proficient in ELA and math.</p>	<p><i>Why are you implementing them?</i></p> <p>Moanalua Elementary’s Professional Learning Plan is designed to include schoolwide PD, as well as differentiated PD for grade levels and individuals. When educators’ knowledge, skills, and dispositions change, they will have a broader repertoire of effective strategies to use in their classroom. Improved teacher practice will then have a greater likelihood of increasing student achievement. The school has been focusing on core instruction and tier 2 targeted supports in order to increase the number of students who are proficient in ELA and math.</p>	<p><i>Why are you implementing them?</i></p> <p>Moanalua Elementary’s Professional Learning Plan is designed to include schoolwide PD, as well as differentiated PD for grade levels and individuals. When educators’ knowledge, skills, and dispositions change, they will have a broader repertoire of effective strategies to use in their classroom. Improved teacher practice will then have a greater likelihood of increasing student achievement. The school has been focusing on core instruction and tier 2 targeted supports in order to increase the number of students who are proficient in ELA and math.</p>

How will you know that they are causing an improvement?

- Teachers apply PD and report on impact to learning in the classroom
 - Individual Professional Development Plan
- Student learning results increase
 - I-ready
 - Achieve
 - Classroom assessment
- Student reflections
Develop or find assessment to measure effectiveness of current Professional learning
- Develop or find Classroom instructional observations and Teacher learning walk tools
- High quality teaching and learning are more visible in the classroom as evidence in BERC data collection

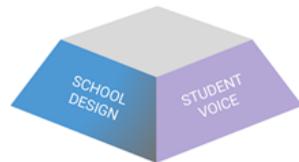
How will you know that they are causing an improvement?

- Teachers apply PD and report on impact to learning in the classroom
 - Individual Professional Development Plan
- Student learning results increase
 - I-ready
 - Achieve
 - Classroom assessment
- Student reflections
- Refine assessment to measure effectiveness of current Professional learning
- Refine Classroom instructional observations and Teacher learning walk tools
- High quality teaching and learning are more visible in the classroom as evidence in BERC data collection

How will you know that they are causing an improvement?

- Teachers apply PD and report on impact to learning in the classroom
 - Individual Professional Development Plan
- Student learning results increase
 - I-ready
 - Achieve
 - Classroom assessment
- Student reflections
- School develops or finds assessment to measure effectiveness of current Professional learning
- Classroom instructional observations and Teacher learning walk tools
- High quality teaching and learning are more visible in the classroom as evidence in BERC data collection

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
<i>Add beginning of the year measurements here.</i>	<i>Add throughout the year measurements here.</i>	<i>Add end of year goals here.</i>

<p>Special Education As of winter 2019:</p> <p>7% of K-6 students with special needs were on track to meet their iReady Reading goals.</p> <p>17% of students with special needs were on track to meet their iReady Math goals.</p> <p>8% of students with special needs were on track to meet their Lexile Reading goals (meets/exceeds grade level Lexile bands).</p> <p>As of SY 2019-20, the Sped Dept teachers have begun meeting monthly to track their data more closely and to discuss instructional strategies.</p>	<p>Progress on IEP goals</p> <p>iReady:</p> <ul style="list-style-type: none"> • Online lesson completion and passed lessons • Growth monitoring • Domain data • Benchmark assessments <p>KidBiz/TeenBiz Lexiles</p> <p>Classroom data:</p> <ul style="list-style-type: none"> • ELA assessments • Math unit assessments <p>Peer Review Process:</p> <ul style="list-style-type: none"> • Class Data sheets and Student Profile sheets 	<p>STUDENT OUTCOMES By the end of the 2020-21 SY:</p> <ul style="list-style-type: none"> • 50% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. • 50% of special education students in grades 3-6 will meet or exceed grade-level Lexile targets. • 80% of identified students with special needs in the FSC class for whom iReady and KidBiz scores are inappropriate measures will have an 80% passed lessons rate on their iReady lessons. • Preschool students will progress from their current performance band to the next step using TS Gold assessments.
<p>MTSS For Reading: In Fall 2019 on iReady (end-of-year view), 25% of MES gr K-6 students were at mid-year or above (tier 1), 62% at early</p>	<p>Universal Screener data: iReady</p> <ul style="list-style-type: none"> • Online lesson completion and passed lessons • Growth monitoring 	<p>STUDENT OUTCOMES</p> <ul style="list-style-type: none"> • By the end of the 2020-21 SY, the percentage of

<p>grade level to one grade level below (tier 2), and 13% at two grade levels below or more (tier 3).</p> <p>As of the winter iReady diagnostic given in December 2019, 43% were at tier 1, 49% were at tier 2, and 8% were at tier 3.</p> <p>56% of students were on-track (somewhat likely/likely) to meet their individual iReady goals by the end of the year.</p> <p>For Math: In Fall 2019 on iReady (end-of-year view), 15% of MES gr K-6 students were at mid-year or above (tier 1), 75% at early grade level to one grade level below (tier 2), and 15% at two grade levels below or more (tier 3).</p> <p>As of the winter iReady diagnostic given during December 2019, 31% were at tier 1, 65% were at tier 2, and 4% were at tier 3.</p> <p>52% of students were on-track (somewhat likely/likely) to meet their individual iReady goals by the end of the year.</p> <p>Each grade level meets monthly with a support team for a Peer Review to discuss students of concern for academics and behaviors. At the beginning of each month, the grade level articulation times are designated for updating their data sheets and student profile sheets in preparation for the Peer Review. 58% of teachers report that the peer reviews are effective in supporting struggling learners, and 27% feel that the process is somewhat effective. Teachers report that it has greatly improved from last year, and we continue to work on open communication.</p>	<ul style="list-style-type: none"> ● Domain data ● Benchmark assessments <p>KidBiz/TeenBiz Lexiles</p> <p>Classroom data:</p> <ul style="list-style-type: none"> ● ELA assessments ● Math unit assessments <p>Peer Review Process:</p> <ul style="list-style-type: none"> ● Class Data sheets and Student Profile sheets 	<p>MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math:</p> <ul style="list-style-type: none"> ○ 60% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 35% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) <ul style="list-style-type: none"> ● By the end of the 2020-21 school year, 70% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. ● By the end of the 2020-21 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) <p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> ● 85% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for reading. ● 75% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for math. ● Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next step actions, and services noted ● 100% of teachers reflect on implementation of the commitment/goal(s) they set from their learning walk
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<p>PBL A vertical PBL team consisting of grades K-6 teachers has been formed. The group has completed developing a school-wide rubric for GLO 3 consisting of three grade level bands K, 1-2, and 3-6. The grade levels are in the process of evaluating their PBL units using ICLE's Rigor Rubric.</p>	<p>Grade levels refine their PBL units</p> <ul style="list-style-type: none"> • GLO #3 is incorporated in the curriculum, instruction and assessment • Evaluate their unit with ICLE's Rigor Rubric and <p>Students identify their strengths and plan how to showcase their learning</p>	<p><u>STUDENT OUTCOMES</u> Deeper Learning/21st Century Skills Initial Implementation of GLO #3</p> <ul style="list-style-type: none"> • 80% of students will show growth in the area of critical thinking from 1st quarter GLO #3 grades (baseline data). <p>70% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs How to measure Engagement:</p> <p>Engagement School will develop student PBL survey 70% of students will report that the PBL experience:</p> <ul style="list-style-type: none"> • helped them to be more engaged in their learning • challenged them to think critically <p>as evidenced by student PBL survey</p> <p>Showcase 100% Students will participate in a showcase of learning to highlight strengths</p> <p>School will develop student Self-assessment & Reflection</p> <p>70% of students will be able to identify their areas of strength</p>
		<p><u>STAFF OUTCOMES</u> Deeper Learning/21st Century Skills Initial Implementation of GLO #3</p> <ul style="list-style-type: none"> • 100% of teachers will collegially grade a sample of students PBL project based on the GLO #3 rubric to calibrate to increase teacher efficacy. <p>100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric</p>

<p><u>Tribes</u> According to the mid-year survey, 38% of classroom teachers conduct a Tribes activity daily, 31% do so 2-3 times/week, and 31% once/week or less. 100% of teachers do inclusion activities, with Community Circle being the most common activity. Half of the teachers have used Tribes for celebrating achievement, and 42% use it as a collaborative tool.</p>	<p>Revise/refine the Tribes survey for teachers and develop a survey for the students</p> <p>Students' and teachers' survey data</p> <p>Student referral data</p>	<p><u>STUDENT OUTCOMES</u></p> <p>Community 76% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama: <ul style="list-style-type: none"> ○ Classroom Climate ○ Classroom Teacher-Student Relationship ○ School Belonging ○ School Safety ● SQS <ul style="list-style-type: none"> ○ Student Dimension <p>Behavior Office referral incidents will decrease by 20%</p> <p>Attitude 76% of students express they have a positive attitude towards learning as evidence in the following student surveys:</p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Valuing School
		<p><u>STAFF OUTCOMES</u></p> <ul style="list-style-type: none"> ● By the end of SY2020-21, 100% of the new faculty and staff will participate in an initial Tribes training or refresher. ● By the end of SY2020-21, 75% of new parents participate in an introductory and overview session about Tribes ● Through a survey, 75% of the faculty and staff report that <ul style="list-style-type: none"> ○ They are able to regularly conduct Tribes activities; ○ They are able to move their class throughout the entire Tribes trail; ○ They feel a sense of community within the school;

		<ul style="list-style-type: none"> ○ Students demonstrated a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior
<p>Professional Learning Plan PD was conducted with the faculty in SY 2018-19 on the Rigor & Relevance Instructional Framework. New teachers to MES received an introduction to it during the New Teacher Orientation in August 2019. After the last PD, 74% of teachers reported their level of understanding to be at the proficient level; and 42% reported that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment.</p> <p>Walkthroughs are in the planning stages.</p> <p>All grade levels have planned their grade level PD plan (GLPDP), which was to be implemented in semester 2.</p> <p>95% of teachers have identified their individual priority need area for PD.</p> <p>We have received PD with Karen Aka at the end of SY2018-19 and the beginning of SY 2019-20 to identify our individual strengths and learn more about the Strength Finders approach.</p>	<p>Universal Screener data: iReady</p> <ul style="list-style-type: none"> ● Online lesson completion and passed lessons ● Growth monitoring ● Domain data ● Benchmark assessments <p>KidBiz/TeenBiz Lexiles</p> <p>Classroom data:</p> <ul style="list-style-type: none"> ● ELA assessments ● Math unit assessments <p>Peer Review Process:</p> <ul style="list-style-type: none"> ● Class Data sheets and Student Profile sheets <p>Progress on IEP goals</p> <p>Grade levels Rigor Rubric data</p> <p>Walk-through data</p> <p>Teacher surveys of understanding and application levels of the Rigor/Relevance Instructional model</p> <p>Mid-reflections on GLPDPs and IPDPs</p>	<p>STUDENT OUTCOMES Student Achievement</p> <ul style="list-style-type: none"> ● By the end of the 2020-21 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> ○ 60% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 35% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) ● By the end of the 2020-21 school year, 70% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. ● By the end of the 2020-21 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets. <p>STAFF OUTCOMES Teacher Practice</p> <ul style="list-style-type: none"> ● By the end of 2020-21, high quality teaching and learning are visible in 70% of classes based on a selected walkthrough protocol. ● By the end of 2020-21 100% of grade levels will showcase their learning from their GLPDP. ● By the end of 2020-21 100% of teachers will complete IPDP with reflections

		<ul style="list-style-type: none"> 60% teachers report that they are able to apply their understanding of the Rigor and Relevance Framework when planning their curriculum, instruction, and assessment. 80% of the faculty and staff report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received
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Student Outcomes (SY 2020-21)

	Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Special Education	<ul style="list-style-type: none"> 50% of students in special education will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 50% of special education students in grades 3-6 will meet or exceed grade-level Lexile targets. 80% of identified students with special needs in the FSC class for whom iReady and KidBiz scores are inappropriate measures will have an 80% passed lessons rate on their iReady 	Special Education teachers will: Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.
		Provide specially designed instruction to meet students' needs	yearlong	WSF	School Academic Review Team, walk-throughs	daily	
		Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Complete/update a Student Profile sheet each month for students of concern. Those students are discussed and progress is tracked in the monthly	yearlong		Articulation Meetings/ Peer Reviews	monthly	

	<p>lessons.</p> <ul style="list-style-type: none"> Preschool students will progress from their current performance band to the next step using TS Gold assessments. 	<p>peer reviews.</p> <p>Do learning walks focused on small group instruction.</p> <p>Participate in professional learning and/or coaching related to a priority area of need/support based on student learning evidence.</p>	<p>yearlong</p> <p>yearlong</p>	<p>WSF</p> <p>WSF</p>	<p>Articulation Meetings/ Peer Reviews</p> <p>Articulation Meetings/ Peer Reviews</p>	<p>semesterly</p> <p>monthly, as needed</p>	
MTSS	<ul style="list-style-type: none"> By the end of the 2020-21 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math: <ul style="list-style-type: none"> 60% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) 35% or less with an overall scaled score at one grade level below (yellow - tier 2) 5% or less with an overall scaled score at 2+ grade levels below (red - 	<p>The school continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs.</p> <p>All teachers will:</p>		WSF			
		<p>Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.</p>	yearlong	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	monthly	
		<p>Differentiate instruction to meet students' needs</p>	yearlong	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	daily	
		<p>Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.</p>	yearlong	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	monthly	
		<p>Complete/update a Student Profile sheet each month for students of concern and/or those</p>	yearlong	WSF	Articulation Meetings/ Peer Reviews, Reading & Math Committee	monthly	

	<p>tier 3)</p> <ul style="list-style-type: none"> By the end of the 2020-21 school year, 70% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. By the end of the 2020-21 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) 	<p>requiring tier 3 supports or special education services. Those students are discussed and progress is tracked in the monthly peer reviews.</p>			Meetings		
		Do learning walks focused on small group instruction.	yearlong	WSF	Academic Review Team Meetings, Reading & Math Committee Meetings	quarterly	
		All gen ed teachers will meet monthly with the Peer Review Team: School Services Coordinator, Counselor, SpEd teacher, Curriculum Coordinator and Administrator (as needed). Services are determined and student progress is tracked.	yearlong	WSF	Articulation Meetings/ Peer Reviews, Reading & Math Committee Meetings	monthly	
		Each grade level will update their priority standards for reading and math.	Q1	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	Q1	
		Align curriculum areas via vertical articulation during committee meetings	yearlong	WSF	Reading & Math Committee Meetings	semi-quarterly	
		The leadership team will conduct small group walk-throughs each semester to track progress on small group instruction and provision of tier 2 supports.	winter, spring	WSF	School Academic Review Team, walk-throughs	semesterly	
PBL	Deeper Learning/21st Century Skills	3a. By the end of 2020-21 SY, MES will fully implement the new	yearlong	WSF	PBL Committee Meetings	semi-quarterly	

<p>Initial Implementation of GLO #3</p> <ul style="list-style-type: none"> 80% of students will show growth in the area of critical thinking from 1st quarter GLO #3 grades (baseline data). <p><u>GLO #3 for Gr 1 and Gr 2</u> <u>GLO #3 Grade K</u> <u>GLO #3 Gr 3-6</u></p> <p>70% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs</p> <p>How to measure Engagement:</p> <p>Engagement School will develop student PBL survey 70% of students will report that the PBL experience:</p> <ul style="list-style-type: none"> helped them to be more engaged in their learning challenged them to think critically <p>as evidenced by student PBL survey</p> <p>Showcase 100% Students will participate in a showcase of learning to highlight strengths</p>	<p>GLO #3 rubric school wide.</p> <ul style="list-style-type: none"> Schoolwide calibration using rubric 	Q1				
	<p>3b. By the end of 2020-21 SY, MES will create and refine a GLO #1 and #6 school-wide rubrics.</p>	Semester 2	WSF	PBL Committee Meetings	semi-quarterly	
	<p>3c. 100% of grade level will align their PBL units to CCSS priority standards.</p>	Q1	WSF	PBL Committee Meetings	Q1	
	<p>100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric</p>	yearlong	WSF	PBL Committee Meetings	Semesterly	

	School will develop student Self-assessment & Reflection 70% of students will be able to identify their areas of strength						
Tribes	76% of students express they have a sense of community in the school/classroom, feel safe, respected, and valued as evidenced in the following student surveys: <ul style="list-style-type: none"> ● Panorama: <ul style="list-style-type: none"> ○ Classroom Climate ○ Classroom Teacher-Student Relationship ○ School Belonging ○ School Safety ● SQS <ul style="list-style-type: none"> ○ Student Dimension <p>Behavior Office referral incidents will decrease by 20%</p> <p>Attitude 76% of students express they have a positive attitude towards learning as evidence in the following student surveys: <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Valuing School </p>	4a. Provide a Tribes training and/or refresher course for new faculty and staff, to include activities for each stage of the Tribes trail.	Fall	WSF	Academic Review Team Meeting	Q1	
		4b. Provide an introductory session and overview of Tribes to new parents.	Fall	WSF	Academic Review Team Meeting	Q1	
		4c. Teachers will implement Tribes regularly and throughout the day, and move their classes beyond the inclusion stage.	yearlong	WSF	Survey	semesterly	
		4c. PBIS Committee will meet quarterly to: <ul style="list-style-type: none"> ● Analyze behavioral data ● Determine areas of strengths and needs ● Plan action steps ● Implement action steps ● Monitor progress 	Q1, Q2, Q3, Q4	WSF	Tribes Committee Meetings	quarterly	
		4e. Survey faculty and students on perceptions of teaching, learning and school culture to determine areas of needs and areas of strengths	Winter, Spring	WSF	Survey, Tribes Committee Meetings	semesterly	
Professional Learning Plan	<ul style="list-style-type: none"> ● By the end of the 2020-21 SY, the percentage of MES grade K-6 	GOAL #1: MES will implement a schoolwide instructional model or framework (Rigor and	yearlong	WSF	Academic Review Team Meetings	quarterly	

	<p>students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view) for Reading and Math:</p> <ul style="list-style-type: none"> ○ 60% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 35% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) <ul style="list-style-type: none"> ● By the end of the 2020-21 school year, 70% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 	<p>Relevance Framework) to ensure clarity and consistency on instructional methods and approaches.</p> <ol style="list-style-type: none"> 1. Professional development and training will be provided for all teachers and staff on the Rigor and Relevance Framework instructional model (for new teachers and a refresher for returning teachers). PD to include how to apply the instructional model into teachers' planning for curriculum, instruction, and assessments. 2. Faculty will apply and implement specific strategies of the instructional model consistently and effectively and to the extent that it results in improved teaching practices in the classroom. 3. High yield Instructional strategies training will be provided to increase teacher efficacy. 					
	<ul style="list-style-type: none"> ● By the end of the 2020-21 SY, 75% of students in grades 3-6 will meet 	<p>GOAL #2: Each Grade Level will receive ongoing and differentiated support for a priority need area for professional development during the 2021-2022 school year.</p>	yearlong	WSF	Academic Review Team Meetings	semesterly	

	<p>or exceed grade-level Lexile targets.</p>	<ol style="list-style-type: none"> 1. Each Grade Level will identify a priority need area for professional development determined by student learning results, teacher PD needs, and vertical articulation meetings. 2. A plan will be developed to support each grade level by addressing the needs through available resources. 3. Grade levels share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice. 4. Teachers share their learning with their grade level as appropriate following a PD. 					
		<p>GOAL #3: Individual teachers will receive quality support and professional learning related to a priority need area of support.</p> <ol style="list-style-type: none"> 1. Individual teachers identify a priority need area of support for instruction. 2. PD groups (PLCs) will be created based on needs to provide support and collaboration. 3. Teachers share their priority area of learning, growth and 	<p>yearlong</p>	<p>WSF</p>	<p>Academic Review Team Meetings</p>	<p>semesterly</p>	

		changes in practice to an authentic audience using an appropriate platform of choice.					
		<p>GOAL #4: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff</p> <p>Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by:</p> <ol style="list-style-type: none"> 1. Implementing a strength based approach to collaboration, 2. Providing PD for administration, curriculum coordinators, and grade level chairpersons in instructional coaching, meeting facilitation, and teacher collaboration processes, 3. Providing support for data / evidence collection and analysis. 4. Providing a clear purpose for each PD initiative, specific indicators / metrics for data collection and analysis to determine effectiveness. 	yearlong	WSF	Academic Review Team Meetings	semesterly	

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)
Special Education	<ul style="list-style-type: none"> 80% of special education teachers report that the monthly Sped department peer review problem solving process effectively supports struggling learners (through effective feedback, timely supports, etc.) 80% of special education teachers report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received. High quality teaching and learning are visible in 70% of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol 	Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Provide specially designed instruction to meet students' needs	yearlong	WSF	School Academic Review Team, walk-throughs	daily	
		Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Complete/update a Student Profile sheet each month for students of concern. Those students are discussed and progress is tracked in the monthly peer reviews.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
		Do learning walks focused on small group instruction.	yearlong	WSF	Articulation Meetings/ Peer Reviews	semesterly	
		Participate in professional learning and/or coaching related to a priority area of need/support based on student learning evidence.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly, as needed	
MTSS	<ul style="list-style-type: none"> 85% of teachers conduct small group 	The school continues to revise and refine effective reading and		WSF			

<p>instruction during tier 2 support time, 3+ times per week for reading.</p> <ul style="list-style-type: none"> 75% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for math. Monthly student profile sheets completed and discussed in a peer review with concerns, interventions, next step actions, and services noted 100% of teachers reflect on implementation of the commitment/goal(s) they set from their learning walk 	<p>math supports and progress monitoring systems to address all students' needs.</p> <p>All teachers will:</p>					
	<p>Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.</p>	yearlong	WSF	Grade Level Articulation Meetings	monthly	
	<p>Differentiate instruction to meet students' needs</p>	yearlong	WSF	Grade Level Articulation Meetings	daily	
	<p>Monitor iReady reports for student growth targets and encourage their students to complete their iReady online lesson usage goal each week with a 67% pass rate for reading and math.</p>	yearlong	WSF	Grade Level Articulation Meetings	monthly	
	<p>Complete/update a Student Profile sheet each month for students of concern and/or those requiring tier 3 supports or special education services. Those students are discussed and progress is tracked in the monthly peer reviews.</p>	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
	<p>Do learning walks focused on small group instruction.</p>	yearlong	WSF	Academic Review Team Meetings	quarterly	
	<p>All gen ed teachers will meet monthly with the Peer Review Team: School Services Coordinator, Counselor, SpEd teacher, Curriculum Coordinator and Administrator (as needed). Services are determined and</p>	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	

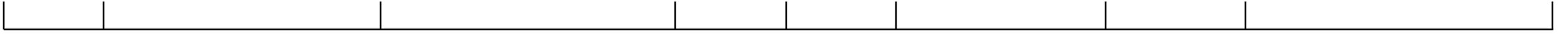
		student progress is tracked.					
		Each grade level will update their priority standards for reading and math.	Q1	WSF	Grade Level Articulation Meetings	Q1	
		Align curriculum areas via vertical articulation during committee meetings	yearlong	WSF	Curriculum Committee Meetings	semi-quarterly	
		The leadership team will conduct small group walk-throughs each semester to track progress on small group instruction and provision of tier 2 supports.	winter, spring	WSF		semesterly	
PBL	<ul style="list-style-type: none"> ● Initial Implementation of GLO #3 <ul style="list-style-type: none"> ○ 100% of teachers will collegially grade a sample of students PBL project based on the GLO #3 rubric to calibrate to increase teacher efficacy. ● 100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric 	3a. By the end of 2020-21 SY, MES will fully implement the new GLO #3 rubric school wide. <ul style="list-style-type: none"> ● Schoolwide calibration using rubric 	yearlong Q1	WSF	PBL Committee Meetings	Semesterly	
		3b. By the end of 2020-21 SY, MES will create and refine a GLO #1 and #6 school-wide rubrics.	Semester 2	WSF	PBL Committee Meetings	semi-quarterly	
		3c. 100% of grade level will align their PBL units to CCSS priority standards.	Q1	WSF	PBL Committee Meetings	Q1	
		100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric	yearlong	WSF	PBL Committee Meetings	Semesterly	
Tribes	STAFF OUTCOMES <ul style="list-style-type: none"> ● By the end of SY2020-21, 100% of the new 	4a. Provide a Tribes training and/or refresher course for new faculty and staff, to include	Fall	WSF	Academic Review Team Meeting	Q1	

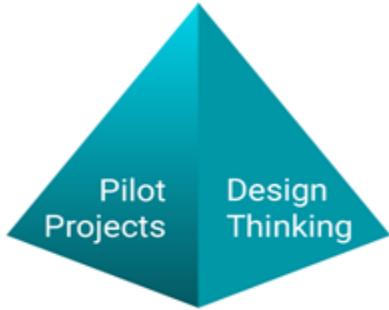
	<p>faculty and staff will participate in an initial Tribes training or refresher.</p> <ul style="list-style-type: none"> By the end of SY2020-21, 75% of new parents participate in an introductory and overview session about Tribes Through a survey, 75% of the faculty and staff report that <ul style="list-style-type: none"> They are able to regularly conduct Tribes activities; They are able to move their class throughout the entire Tribes trail; They feel a sense of community within the school; Students demonstrated a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior 	<p>activities for each stage of the Tribes trail.</p>					
		<p>4b. Provide an introductory session and overview of Tribes to new parents.</p>	<p>Fall</p>	<p>WSF</p>	<p>Academic Review Team Meeting</p>	<p>Q1</p>	
		<p>4c. Teachers will implement Tribes regularly and throughout the day, and move their classes beyond the inclusion stage.</p>	<p>yearlong</p>	<p>WSF</p>	<p>Survey</p>	<p>semesterly</p>	
		<p>4c. PBIS Committee will meet quarterly to:</p> <ul style="list-style-type: none"> Analyze behavioral data Determine areas of strengths and needs Plan action steps Implement action steps Monitor progress 	<p>Q1, Q2, Q3, Q4</p>	<p>WSF</p>	<p>Tribes Committee Meetings</p>	<p>quarterly</p>	
		<p>4e. Survey faculty and students on perceptions of teaching, learning and school culture to determine areas of needs and areas of strengths</p>	<p>Winter, Spring</p>	<p>WSF</p>	<p>Survey, Tribes Committee Meetings</p>	<p>semesterly</p>	
<p>Professional Learning Plan</p>	<ul style="list-style-type: none"> By the end of the 2020-21 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the 	<p>GOAL #1: MES will implement a schoolwide instructional model or framework (Rigor and Relevance Framework) to ensure clarity and consistency on instructional methods and approaches.</p>	<p>yearlong</p>	<p>WSF</p>	<p>Academic Review Team Meetings</p>	<p>semesterly</p>	

	<p>universal screener, iReady (end of year view) for Reading and Math:</p> <ul style="list-style-type: none"> ○ 60% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) ○ 35% or less with an overall scaled score at one grade level below (yellow - tier 2) ○ 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) <ul style="list-style-type: none"> ● By the end of the 2020-21 school year, 70% of students will meet their individual goals (typical or stretch) for Reading and Math based on iReady End of Year view. 	<ol style="list-style-type: none"> 1. Professional development and training will be provided for all teachers and staff on the Rigor and Relevance Framework instructional model (for new teachers and a refresher for returning teachers). PD to include how to apply the instructional model into teachers' planning for curriculum, instruction, and assessments. 2. Faculty will apply and implement specific strategies of the instructional model consistently and effectively and to the extent that it results in improved teaching practices in the classroom. 3. High yield Instructional strategies training will be provided to increase teacher efficacy. 					
	<ul style="list-style-type: none"> ● By the end of the 2020-21 SY, 75% of students in grades 3-6 will meet 	<p>GOAL #2: Each Grade Level will receive ongoing and differentiated support for a priority need area for professional development during the 2021-2022 school year.</p> <ol style="list-style-type: none"> 1. Each Grade Level will 	yearlong	WSF	Academic Review Team Meetings	semesterly	

	<p>or exceed grade-level Lexile targets.</p>	<p>identify a priority need area for professional development determined by student learning results, teacher PD needs, and vertical articulation meetings.</p> <ol style="list-style-type: none"> 2. A plan will be developed to support each grade level by addressing the needs through available resources. 3. Grade levels share their priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice. 4. Teachers share their learning with their grade level as appropriate following a PD. 					
		<p>GOAL #3: Individual teachers will receive quality support and professional learning related to a priority need area of support.</p> <ol style="list-style-type: none"> 1. Individual teachers identify a priority need area of support for instruction. 2. PD groups (PLCs) will be created based on needs to provide support and collaboration. 3. Teachers share their 	<p>yearlong</p>	<p>WSF</p>	<p>Academic Review Team Meetings</p>	<p>semesterly</p>	

		<p>priority area of learning, growth and changes in practice to an authentic audience using an appropriate platform of choice.</p>				
		<p>GOAL #4: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff</p> <p>Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by:</p> <ol style="list-style-type: none"> 1. Implementing a strength based approach to collaboration, 2. Providing PD for administration, curriculum coordinators, and grade level chairpersons in instructional coaching, meeting facilitation, and teacher collaboration processes, 3. Providing support for data/ evidence collection and analysis. 4. Providing a clear purpose for each PD initiative, specific indicators / metrics for data collection and analysis to determine effectiveness. 	yearlong	WSF	Academic Review Team Meetings	semesterly





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
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>Student Learning Innovations</p> <ul style="list-style-type: none"> ● Curriculum: <ul style="list-style-type: none"> ○ Exploration track for students to help student explore different themed areas to find their passion giving them choice and voice and increasing engagement ○ Reinvent Library time to Innovation Lab to allow students to experience Design thinking and engineering design process - which also includes computer science and ISTE standards ● Environment: <ul style="list-style-type: none"> ○ Updating common learning spaces to include a workshop/makerspace for students to create prototypes for various Problem/Project based learning units ○ Explore to increase the sustainability of the school and decrease its carbon footprint for example, Installing Solar PV to help the school to decrease funds spend on energy consumption which could be redirected toward student learning ○ Develop sustainable blended & distance learning plan to continue student learning online for all students 	<p><i>Please describe your conditions for Success:</i></p> <p>In order for Moanalua Elementary to succeed in innovating the curriculum, learning spaces for our students, faculty, and staff, we must embrace a mindset of change, create a culture of exploration and aloha, and encourage the process of learning</p> <ul style="list-style-type: none"> ● Find out what areas of interest students are interested in ● Research areas that will prepare students for future success ● Survey students on areas of interests ● Survey teachers passions, skills, and interests ● Teacher training ● Teacher training on Design Thinking and engineering design process ● PD on computer science and coding ● Re-evaluate the current systems in place such as, bell schedules ● Funding to update common learning spaces with current technologies ● Explore funding/grants for PV systems ● Research and purchase student loaned devices ● Research online learning platforms ● Professional Development for

Faculty and Staff Innovations

- Health & Wellness
 - Teachers wellness area to refresh and rejuvenate our faculty and staff to increase well-being, spirit, morale and productivity
- Professional Learning
 - Professional Learning Platform for teachers to post new learning, creative projects, application of professional learning
 - MES Academy expansion to allow teachers to present new learning or skills to colleagues

- Research Health & Wellness practices
- identify and redesign space for wellness area

- Create and share virtual Professional Learning Sharing space
- Consistently schedule time throughout the year