Academic Plan for School Year 2021-22

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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

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

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
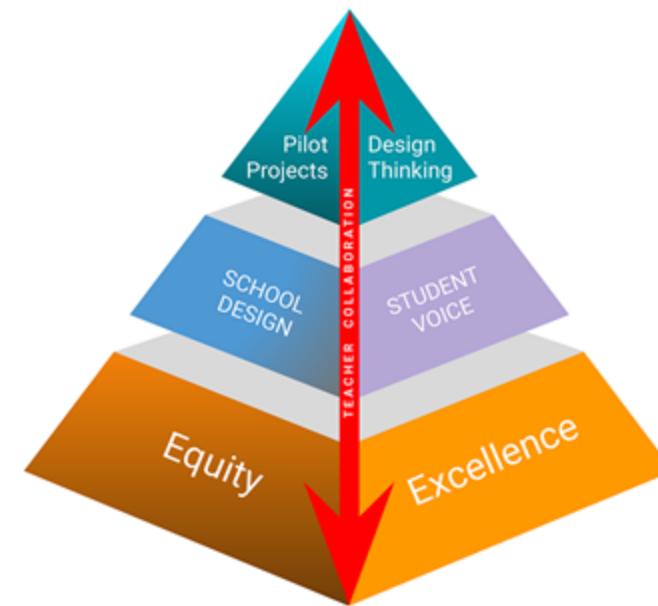
Principal (print):	**Lynda Galera**	
Principal's signature:	**Signature on file at school**	Date: **5/6/2021**

Complex Area Superintendent (print):	**John Erickson**	
Complex Area Superintendent's signature:		Date: **5/6/2021**

Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity

Sub-group SBA data

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%

Currently the Sped program services 54 students which is 8.75% of the student population. In 2019, 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 19.7% of the student population of which 51.14% of these students achieved a meets or better on the 2019SBA.

---

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

Theory of Action:

1. 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.**

---

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

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

Special Education teachers will:

- 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.

	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 <u>**close the academic gap between themselves and their grade level peers.**</u>	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.

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

	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.**	3a. By the end of 2021-22 SY, MES will fully implement the new GLO #3 rubric school wide. • Schoolwide calibration using rubric 3b. By the end of 2021-22 SY, MES will create and refine a **GLO #1 and** #6 school-wide rubric. 3c. 100% of grade level will align their PBL units to CCSS priority standards. 3d. 100% of grade levels will report that PBL units are at a level 3 on the ICLE Rigor Rubric
	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.	4a. Provide a Tribes training and/or refresher course for new faculty and staff, to include activities for each stage of the Tribes trail. 4b. Provide an introductory session and overview of Tribes to new parents. 4c. Teachers will implement Tribes regularly and throughout the day, and move their classes beyond the inclusion stage. 4c. PBIS Committee will meet quarterly to: • Analyze behavioral data • Determine areas of strengths and needs • Plan action steps • Implement action steps • Monitor progress 4d. Survey faculty and students on perceptions of teaching, learning and school culture to determine areas of needs and areas of strengths.

|	The **MES School-wide Professional Learning Plan** is based on the following relationship between professional learning and student results. (From Learning Forward) *A. If professional learning is standards-based, then it 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.*	**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.** 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. **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
		Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by:
		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.

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

Describe here your complex/school contexts for School Design and Student Voice.
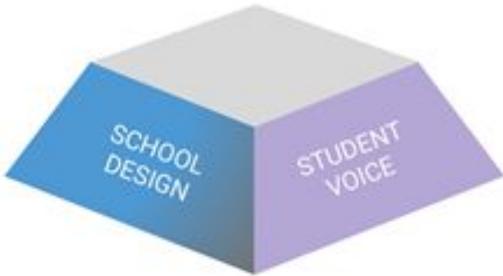
Moanalua Elementary School finalized the revision of its Core Values, Vision & Mission statements in the fall of 2019, to which the school design and academic plan are aligned. The school's main focuses are:

- 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 2021-22 School Design and Student Voice.

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

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

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

- 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
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? **STUDENT OUTCOMES** By the end of the 2020-21 SY: ● 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	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* **STUDENT OUTCOMES** By the end of the 2021-22 SY: ● 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 70% of the	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* **STUDENT OUTCOMES** By the end of the 2022-23 SY: ● 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

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

Teaching Strategies (TS) GOLD Assessment.	Teaching Strategies (TS) GOLD Assessment.	Teaching Strategies (TS) GOLD Assessment.
STAFF OUTCOMES ● 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	**STAFF OUTCOMES** ● 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 70% of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol	**STAFF OUTCOMES** ● 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 80% of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol
Why are you implementing them? To support all students and help them to be successful in their learning. To close the achievement gap between our struggling learners and their grade level peers. To have a system in place for our teachers to continuously ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth.	*Why are you implementing them?* To support all students and help them to be successful in their learning. To close the achievement gap between our struggling learners and their grade level peers. To have a system in place for our teachers to continuously ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. To encourage teacher feedback to improve upon and streamline the peer review process.	*Why are you implementing them?* To support all students and help them to be successful in their learning. To close the achievement gap between our struggling learners and their grade level peers. To have a system in place for our teachers to continuously ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. To increase Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students).

How will you know that they are causing an improvement?	How will you know that they are causing an improvement?	How will you know that they are causing an improvement?
If our special education processes and supports are successful, ● 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.	If our special education processes and supports are successful, ● 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.	If our special education processes and supports are successful, ● 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

What are your _Measurable Outcomes_ around School Design and Student Voice? What are you designing?	What are your _Measurable Outcomes_ around School Design and Student Voice? What are you designing?	What are your _Measurable Outcomes_ around School Design and Student Voice? What are you designing?

STUDENT OUTCOMES
● 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:
  ○ 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)
	STUDENT OUTCOMES
	● 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:
	  ○ 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 2021-22 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 2021-22 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals)
		STUDENT OUTCOMES
		● 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:
		  ○ 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)

STAFF OUTCOMES	STAFF OUTCOMES	STAFF OUTCOMES
● 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	● 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.	● 95% of teachers conduct small group instruction during tier 2 support time, 3+ times per week for reading. ● 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.
Why are you implementing them? To support all students and help them to be successful in their learning. To close the achievement gap between our struggling learners and their grade level peers. To have a system in place for our teachers to continuously ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth.	*Why are you implementing them?* To support all students and help them to be successful in their learning. To close the achievement gap between our struggling learners and their grade level peers. To have a system in place for our teachers to continuously ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. To encourage teacher feedback to improve upon and streamline the peer review process.	*Why are you implementing them?* To support all students and help them to be successful in their learning. To close the achievement gap between our struggling learners and their grade level peers. To have a system in place for our teachers to continuously ● be able to identify student needs, ● provide appropriate targeted instruction, interventions, and other supports, ● and to help our students make significant positive growth. To increase Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students).

How will you know that they are causing an improvement?	*How will you know that they are causing an improvement?*	*How will you know that they are causing an improvement?*
If our RTI processes and supports are successful, ● 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.	If our RTI processes and supports are successful, ● 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.	If our RTI processes and supports are successful, ● 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.

Project/Problem Based Learning

SY 2020-21 Measurable Outcomes	**SY 2021-22** Measurable Outcomes	**SY 2022-23** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? **STUDENT OUTCOMES** **Deeper Learning/21st Century Skills** Initial Implementation of GLO #3 ● 75% of students will show growth in the area of critical thinking from 1st quarter GLO #3 grades (baseline data). ● 70% students will be observed demonstrating	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* **STUDENT OUTCOMES** **Deeper Learning/21st Century Skills** Initial Implementation of GLO #3 ● 75% of students will show growth in the area of critical thinking from 1st quarter GLO #3 grades (baseline data). GLO #3 for Gr 1 and Gr 2	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* **STUDENT OUTCOMES** **Deeper Learning/21st Century Skills** Full Implementation of GLO #1,3,6 ● 85% of students consistently demonstrates GLO #1,3,6 based on rubric and report card grades Initial Implementation GLO #1&6 rubric ● 80% of students will show growth in the area of GLO #2,4,5 from 1st quarter grades (baseline data)

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

on-task behavior as reported through teacher observations and classroom walk-throughs.
 	
Engagement
The school will develop a student PBL survey, and 70% of students will report that the PBL experience:
    ● helped them to be more engaged in their learning
    ● challenged them to think critically
as evidenced by student PBL survey
 	
Showcase
100% of students will participate in a showcase of learning to highlight their strengths.
 	
The school will develop a student self-assessment & reflection tool.
 	
70% of students will be able to identify their areas of strength
	GLO #3 Grade K
	
	GLO #3 Gr 3-6
	
	70% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs
	How to measure Engagement
	
	Engagement
	School will develop student PBL survey
	70% of students will report that the PBL experience:
	    ● helped them to be more engaged in their learning
	    ● challenged them to think critically
	as evidenced by student PBL survey
	
	Showcase
	100% Students will participate in a showcase of learning to highlight strengths
	
	School will develop student Self-assessment & Reflection
	
	70% of students will be able to identify their areas of strength
		80% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs.
		
		Engagement
		The school will develop a student PBL survey, and 80% of students will report that the PBL experience:
		    ● helped them to be more engaged in their learning
		    ● challenged them to think critically
		as evidenced by student PBL survey
		
		Showcase
		100% of students will participate in a showcase of learning to highlight their strengths.
		
		The school will develop a student self-assessment & reflection tool.
		
		80% of students will be able to identify their areas of strength

<u>**STAFF OUTCOMES**</u>
Deeper Learning/21st Century Skills
Initial Implementation of GLO #3
    ● 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
	<u>**STAFF OUTCOMES**</u>
	Deeper Learning/21st Century Skills
	Initial Implementation of GLO #3
	    ● 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
		<u>**STAFF OUTCOMES**</u>
		Deeper Learning/21st Century Skills
		Initial Implementation of GLO #2,4&5
		    ● 100% of teachers will collegially grade a sample of students based on the GLO #2,4,5 rubric to calibrate to increase teacher efficacy.
		
		100% of grade levels will report that PBL units are at a level 4 on the ICLE Rigor Rubric

Why are you implementing them?	Why are you implementing them?	Why are you implementing them?
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**.	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**.	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**.
How will you know that they are causing an improvement? ● 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 ● 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.	How will you know that they are causing an improvement? ● 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 ● 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.	How will you know that they are causing an improvement? ● 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 inform teachers on student engagement ● 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.

<u>Tribes</u>

SY 2020-21 Measurable Outcomes	**SY 2021-22** Measurable Outcomes	**SY 2022-23** Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*
STUDENT OUTCOMES **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: ● Panorama: 　○ Classroom Climate 　○ Classroom Teacher-Student Relationship 　○ School Belonging 　○ School Safety ● SQS 　○ Student Dimension **Behavior** Office referral incidents will decrease by 20% from the previous year **Attitude** 75% of students express they have a positive attitude towards learning as evidence in the following student surveys: ● Panorama 　○ Valuing School	**STUDENT OUTCOMES** **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: ● Panorama: 　○ Classroom Climate 　○ Classroom Teacher-Student Relationship 　○ School Belonging 　○ School Safety ● SQS 　○ Student Dimension **Behavior** Office referral incidents will decrease by 20% from the previous year **Attitude** 80% of students express they have a positive attitude towards learning as evidence in the following student surveys: ● Panorama 　○ Valuing School	**STUDENT OUTCOMES** **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: ● Panorama: 　○ Classroom Climate 　○ Classroom Teacher-Student Relationship 　○ School Belonging 　○ School Safety ● SQS 　○ Student Dimension **Behavior** Office referral incidents will decrease by 20% from the previous year **Attitude** 85% of students express they have a positive attitude towards learning as evidence in the following student surveys: ● Panorama 　○ Valuing School
STAFF OUTCOMES ● 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	**STAFF OUTCOMES** ● 100% of the new faculty and staff will participate in a Tribes training or refresher in the fall. ● Through a survey, 75% of the faculty and staff report that 　○ They are able to regularly conduct Tribes activities; 　○ They are able to move their class throughout the entire Tribes trail;	**STAFF OUTCOMES** ● 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 　○ They are able to regularly conduct Tribes activities; 　○ They are able to move their class throughout the entire Tribes trail;

○ 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	○ They feel a sense of community within the school; ○ Students demonstrated a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior	○ They feel a sense of community within the school; ○ Students demonstrated a stronger sense of community, feel safe, respected, valued, and demonstrate positive behavior
Why are you implementing them? 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**.	*Why are you implementing them?* 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**.	*Why are you implementing them?* 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**.
How will you know that they are causing an improvement? 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.	*How will you know that they are causing an improvement?* 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.	*How will you know that they are causing an improvement?* 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.

Professional Learning Plan

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

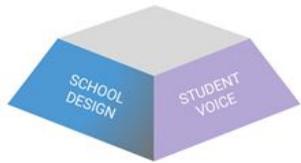| What are your _Measurable Outcomes_ around School Design and Student Voice? What are you designing?	What are your _Measurable Outcomes_ around School Design and Student Voice? What are you designing?	What are your _Measurable Outcomes_ around School Design and Student Voice? What are you designing?

STUDENT OUTCOMES
● 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:
  ○ 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)
	STUDENT OUTCOMES
	● 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:
	  ○ 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 2021-22 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 2021-22 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets.
		STUDENT OUTCOMES
		● 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:
		  ○ 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, End of Year view.
		
		● 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)

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

STAFF OUTCOMES **Teacher Practice** - 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	STAFF OUTCOMES **Teacher Practice** - By the end of 2021-22, high quality teaching and learning are visible in 70% 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. 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 Professional Development delivery team report that their knowledge, attitudes, skills, have increased based on the coaching and/or PD received	STAFF OUTCOMES **Teacher Practice** - 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
Why are you implementing them? 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**.	*Why are you implementing them?* 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**.	*Why are you implementing them?* 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**.
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	*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	*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

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

• 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
	• 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
		• 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
Add beginning of the year measurements here.	*Add throughout the year measurements here.*	*Add end of year goals here.*
Special Education As of winter 2020: 13% of K-6 students with special needs were on track to meet their iReady Reading goals.	Progress on IEP goals iReady: • Online lesson completion and passed lessons • Growth monitoring • Domain data	**STUDENT OUTCOMES** By the end of the 2021-22 SY: • 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.

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

14% of students with special needs were on track to meet their iReady Math goals. 20% of students with special needs were on track to meet their Lexile Reading goals (meets/exceeds grade level Lexile bands). As of SY 2019-20, the Sped Dept teachers have begun meeting monthly to track their data more closely and to discuss instructional strategies.	● Benchmark assessments KidBiz/TeenBiz Lexiles Classroom data: ● ELA assessments ● Math unit assessments Peer Review Process: ● Class Data sheets and Student Profile sheets	● 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 level to the next level on 70% of the Teaching Strategies (TS) GOLD Assessment.
		STAFF OUTCOMES ● 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 70% of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol
MTSS **For Reading:** In Fall 2020 on iReady (**end-of-year view**), 34% of MES gr K-6 students were at mid-year or above (tier 1), 56% at early grade level to one grade level below (tier 2), and 10% at two grade levels below or more (tier 3).	Universal Screener data: iReady ● Online lesson completion and passed lessons ● Growth monitoring ● Domain data ● Benchmark assessments	**STUDENT OUTCOMES** ● 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:

As of the winter iReady diagnostic given in December 2020, 44% were at tier 1, 47% were at tier 2, and 9% were at tier 3. **For Math:** In Fall 2020 on iReady (end-of-year view), 21% of MES gr K-6 students were at mid-year or above (tier 1), 69% at early grade level to one grade level below (tier 2), and 10% at two grade levels below or more (tier 3). As of the winter iReady diagnostic given during December 2020, 29% were at tier 1, 62% were at tier 2, and 9% were at tier 3. During 2020-21 (pandemic year) each grade level meets weekly for articulation,at which time they can discuss students of concern for academics and behaviors. Vulnerable learners are identified, and a Vulnerable Learner team (admin, counselors, SSC, and CCs) meets with the individual teachers to discuss and plan supports for these students. Due to the pandemic and distance learning, teacher learning walks were not conducted in 2020-21. Due to social distancing, many teachers found it difficult to conduct small group instruction, and did more individualized instruction to help the struggling learners.	KidBiz/TeenBiz Lexiles Classroom data: ● ELA assessments ● Math unit assessments Peer Review Process: ● Vulnerable Learner Data sheets and Student Profile sheets	○ 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 2021-22 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 2021-22 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals) **STAFF OUTCOMES** ● 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

PBL	Grade levels refine their PBL units	**STUDENT OUTCOMES**
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. With pandemic and distance learning in 2020-21, much of the PBL work involving the implementation and development of the GLO rubrics were put on hold because the PBL committee was unable to continue to meet this year. The work will carry over into 2021-22 as things return to normal.	• GLO #3 is incorporated in the curriculum, instruction and assessment • Evaluate their unit with ICLE's Rigor Rubric and Students identify their strengths and plan how to showcase their learning	**Deeper Learning/21st Century Skills** Initial Implementation of GLO #3 • 75% of students will show growth in the area of critical thinking from 1st quarter GLO #3 grades (baseline data). GLO #3 for Gr 1 and Gr 2 GLO #3 Grade K GLO #3 Gr 3-6 70% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs **How to measure Engagement** **Engagement** School will develop student PBL survey 70% of students will report that the PBL experience: • helped them to be more engaged in their learning • challenged them to think critically as evidenced by student PBL survey **Showcase** 100% Students will participate in a showcase of learning to highlight strengths School will develop student Self-assessment & Reflection 70% of students will be able to identify their areas of strength

		STAFF OUTCOMES **Deeper Learning/21st Century Skills** Initial Implementation of GLO #3 • 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

Tribes
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.
	Revise/refine the Tribes survey for teachers and develop a survey for the students
	
	Students' and teachers' survey data
	
	Student referral data
		STUDENT OUTCOMES
		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:
		• Panorama:
		  ○ Classroom Climate
		  ○ Classroom Teacher-Student Relationship
		  ○ School Belonging
		  ○ School Safety
		• SQS
		  ○ Student Dimension
		
		Behavior
		Office referral incidents will decrease by 20%
		
		Attitude
		80% of students express they have a positive attitude towards learning as evidence in the following student surveys:
		• Panorama
		  ○ Valuing School

		STAFF OUTCOMES
		● By the end of SY2021-22, 100% of the new faculty and staff will participate in an initial Tribes training or refresher.
		● By the end of SY2021-22, 75% of new parents participate in an introductory and overview session about Tribes
		● Through a survey, 75% of the faculty and staff report that
		   ○ 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

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 and 2020. 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.
 	
Walkthroughs are in the planning stages.
 	
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.
	Universal Screener data: iReady
	     Online lesson completion and passed lessons
	● Growth monitoring
	● Domain data
	● Benchmark assessments
	
	KidBiz/TeenBiz Lexiles
	
	Classroom data:
	● ELA assessments
	● Math unit assessments
	
	Peer Review Process:
	● Class Data sheets and Student Profile sheets
	
	Progress on IEP goals
		STUDENT OUTCOMES
		Student Achievement
		● 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:
		   ○ 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)

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

	Grade levels Rigor Rubric data Walk-through data Teacher surveys of understanding and application levels of the Rigor/Relevance Instructional model Mid-reflections on GLPDPs and IPDPs	● By the end of the 2021-22 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 2021-22 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets.
		STAFF OUTCOMES **Teacher Practice** ● By the end of 2021-22, high quality teaching and learning are visible in 70% 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 ● 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

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) Fall Progress Report Spring Progress Report

Special Education	• 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 level to the next level on 70% of the Teaching Strategies (TS) GOLD Assessment.	**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	
		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		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	• By the end of the 2021-22 SY, the	The school continues to revise and refine effective reading and		WSF			

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:	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.	yearlong	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	monthly		
○ 60% or more with an overall scaled score at mid-year on grade level or above (green - tier 1)	Differentiate instruction to meet students' needs	yearlong	WSF	Grade Level Articulation Meetings, Reading & Math Committee Meetings	daily		
○ 35% or less with an overall scaled score at one grade level below (yellow - tier 2)	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	Grade Level Articulation Meetings, Reading & Math Committee Meetings	monthly		
○ 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, 70% of students will meet their individual goals (typical or stretch) for Reading	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.	yearlong	WSF	Articulation Meetings/ Peer Reviews, Reading & Math Committee Meetings	monthly		
	Do learning walks focused on small group instruction.	yearlong	WSF	Academic Review Team Meetings, Reading & Math Committee Meetings	quarterly		

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

		and Math based on iReady End of Year view. ● By the end of the 2021-22 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets (according to Kidbiz College and Career Readiness goals)	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** Initial Implementation of GLO #3 ● 75% of students will show growth in the area of critical thinking from 1st quarter GLO	3a. By the end of 2020-21 SY, MES will fully implement the new GLO #3 rubric school wide. ● Schoolwide calibration using rubric	yearlong Q1	WSF	PBL Committee Meetings	semi-quarterly	
			3b. By the end of 2020-21 SY, MES will create and refine a **GLO #1 and #6** school-wide	Semester 2	WSF	PBL Committee Meetings	semi-quarterly	

#3 grades (baseline data).	rubrics.					
GLO #3 for Gr 1 and Gr 2 GLO #3 Grade K	3c. 100% of grade level will align their PBL units to CCSS priority standards.	Q1	WSF	PBL Committee Meetings	Q1	

GLO #3 Gr 3-6
 	
70% students will be observed demonstrating on-task behavior as reported through teacher observations and classroom walk-throughs
How to measure Engagement
 	
Engagement
School will develop student PBL survey
70% of students will report that the PBL experience:
    ● helped them to be more engaged in their learning
    ● challenged them to think critically
as evidenced by student PBL survey
 	
Showcase
100% Students will participate in a showcase of learning to highlight strengths
 	
School will develop student
	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	

	Self-assessment & Reflection 70% of students will be able to identify their areas of strength in a showcase of learning to highlight strengths School will develop student Self-assessment & Reflection 70% of students will be able to identify their areas of strength						

Tribes	**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:
	• Panorama:
	  ○ Classroom Climate
	  ○ Classroom Teacher-Student Relationship
	  ○ School Belonging
	  ○ School Safety
	• SQS
	  ○ Student Dimension
	
	Behavior
	Office referral incidents will decrease by 20%
	
	Attitude
		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: • 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	

	80% of students express they have a positive attitude towards learning as evidence in the following student surveys: ● Panorama ○ Valuing School	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	**Student Achievement**
	● 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:
	  ○ 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
		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.**
		
		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
			yearlong	WSF	Academic Review Team Meetings	quarterly	

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

	score at 2+ grade levels below (red - tier 3) ● By the end of the 2021-22 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 2021-22 SY, 75% of students in grades 3-6 will meet or exceed grade-level Lexile targets.	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	yearlong	WSF	Academic Review Team Meetings	semesterly	

		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.	yearlong	WSF	Academic Review Team Meetings	semesterly	
		GOAL #4: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by: 1. Implementing a strength based approach to collaboration,	yearlong	WSF	Academic Review Team Meetings	semesterly	

| | | 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. | | | | | |

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	● 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.)	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	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	

[MOANALUA ELEMENTARY], [Version 1], [March 2021]

	• 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 70% of opportunities in classrooms of students with special needs based on specific indicator/criteria using an appropriate walkthrough protocol	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.	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	• 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,	The school continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs. **All** teachers will:		WSF			
		Collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions.	yearlong	WSF	Grade Level Articulation Meetings	monthly	
		Differentiate instruction to meet students' needs	yearlong	WSF	Grade Level Articulation Meetings	daily	

		interventions, next step actions, and services noted ● 100% of teachers reflect on implementation of the commitment/goal(s) they set from their learning walk	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	Grade Level Articulation Meetings	monthly	
			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.	yearlong	WSF	Articulation Meetings/ Peer Reviews	monthly	
			Do learning walks focused on small group instruction.	yearlong	WSF	Academic Review Team 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	monthly	
			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	**Deeper Learning/21st Century Skills** Initial Implementation of GLO #3 • 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. • 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	• By the end of SY2021-22, 100% of the new faculty and staff will participate in an initial Tribes training or refresher. • By the end of SY2021-22, 75% of new parents participate in an introductory and overview	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	

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

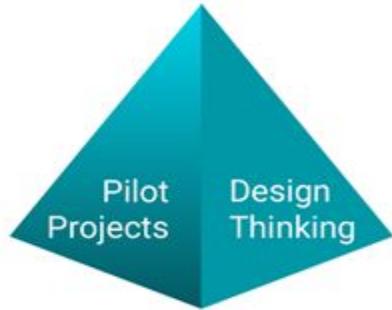|							

	session about Tribes
	• Through a survey, 75% of the faculty and staff report that
	  ○ 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
		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: • 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	• By the end of 2021-22, high quality teaching and learning are visible in 70% 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 • 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	**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.** 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.	yearlong	WSF	Academic Review Team Meetings	semesterly	

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

		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.	yearlong	WSF	Academic Review Team Meetings	semesterly	

		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.	yearlong	WSF	Academic Review Team Meetings	semesterly	
		GOAL #4: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff Enabling Activities: MES will support and increase teacher efficacy and the capacity and skills of its faculty and staff by: 1. Implementing a strength based approach to collaboration, 2. Providing PD for administration, curriculum	yearlong	WSF	Academic Review Team Meetings	semesterly	

		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.				

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success

Please describe your school's ideas around innovation and pilot projects.
 	
Student Learning Innovations
● Curriculum:
   ○ 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:
   ○ 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
	Please describe your conditions for Success:
	
	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
	
	● 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

[**MOANALUA ELEMENTARY**], [**Version 1**], [**March 2021**]

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