

# 2020 Academic Plan, School Year 2020-21



**School:** Nimitz 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.

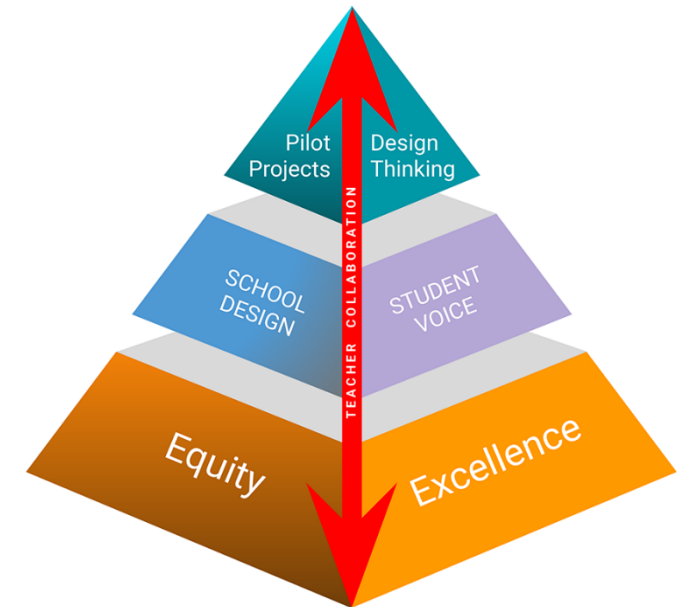
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


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

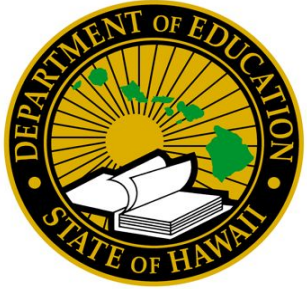
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

**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



# *Hawaii Department of Education: 2020 Academic Plan*

## School Year 2020-2021

**Nimitz Elementary School ([bit.ly/NESAcPlanSY20-21](https://bit.ly/NESAcPlanSY20-21))**

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

### **HDOE 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.

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#### **Innovation in Support of the Core:**

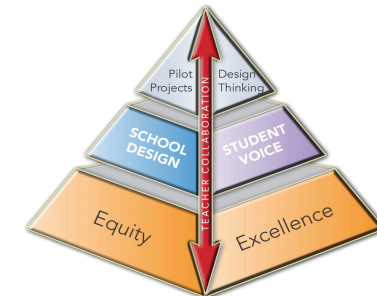
New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

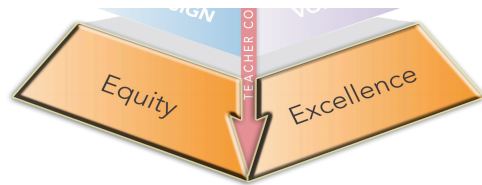
- The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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Focus: equity and excellence in core curriculum and supports.

- The 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





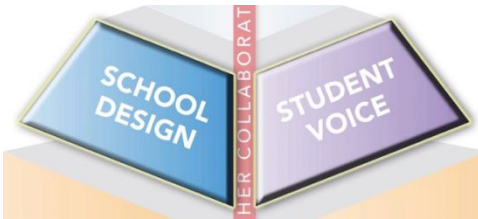
# Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activities																								
<p>As of February 2020, 15.6% of the student population at Nimitz Elementary School is receiving IDEA services. With this in mind, it is imperative that Nimitz Elementary School places the IDEA population at a high priority regarding student achievement and lowering the achievement gap. As it is highlighted in our Comprehensive Needs Assessment SY2019-2020, the gap (in regards to SBA scores) has decreased in the last two years, and we will work to continue this trend.</p> <table><tr><th></th><th>Non-High Needs SBA Proficiency ELA</th><th>IDEA SBA Proficiency ELA</th><th>Achievement Gap</th></tr><tr><td>2016-17</td><td>73.28%</td><td>2.5%</td><td>70.78</td></tr><tr><td>2017-18</td><td>77.73%</td><td>24.39%</td><td>53.34</td></tr><tr><td>2018-19</td><td>78.14%</td><td>26.53%</td><td>51.61</td></tr></table> <table><tr><th></th><th>Non-High Needs SBA Proficiency Math</th><th>IDEA SBA Proficiency Math</th><th>Achievement Gap</th></tr><tr><td>2016-17</td><td>69.92%</td><td>7.5%</td><td>62.42</td></tr></table>		Non-High Needs SBA Proficiency ELA	IDEA SBA Proficiency ELA	Achievement Gap	2016-17	73.28%	2.5%	70.78	2017-18	77.73%	24.39%	53.34	2018-19	78.14%	26.53%	51.61		Non-High Needs SBA Proficiency Math	IDEA SBA Proficiency Math	Achievement Gap	2016-17	69.92%	7.5%	62.42	<p>If special education teachers carry out their IEPs with fidelity and are given time to collaborate with their colleagues in designated collaboration sessions, then they will continue their success in lowering the achievement gaps in ELA and Math as measured by SBA and iReady Assessments.</p>	<p>1) SPED teachers in grades K-6 will have designated collaboration meeting times to meet as a group.</p> <p>2) SPED teachers in 3-6 will measure yearly SBA progress of NES SPED students. All SPED Teachers will use the I-Ready screener to measure interim progress and determine necessary interventions.</p>
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2017-18	62.73%	17.07%	45.66
2018-19	70.16%	31.25%	38.91

(iReady Diagnostic 3 Data to be included here for lower grade SPED)



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

Describe here your complex/school contexts for School Design and Student Voice  
 Describe your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.  
 Describe your Conditions for Success for School Design and Student Voice

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p><b>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</b></p> <ol style="list-style-type: none"> <li>1. Nimitz Teachers will consistently hold vertical alignment meetings to inform curriculum pacing and increase student achievement.</li> <li>2. The Nimitz SQS Safety Dimension will reflect a score of 70% or higher in SY20-21 and sustain or create positive growth until SY22-23.</li> <li>3. All Nimitz teachers will be rated as in the Adaptation phase of the TIM Matrix from the Florida Institute of Technology, by the end of SY20-21.</li> <li>4. The Nimitz SQS will reflect an Parent Involvement and Engagement percentage of 70% or higher in SY20-21 and sustain or positively grow until SY22-23.</li> <li>5. All Nimitz teachers (K-6) will routinely implement AVID strategies in the classroom.</li> <li>6. All Nimitz students and families will be invited to multiple school-wide parent activities in relation to AVID.</li> </ol>	<p><b>What are your Measurable Outcomes around School Design and Student Voice?</b></p> <ol style="list-style-type: none"> <li>1. Nimitz Teachers will consistently hold vertical alignment meetings to inform curriculum pacing and increase student achievement.</li> <li>2. The Nimitz SQS Safety Dimension will reflect a score of 70% or higher in SY20-21 and sustain or create positive growth until SY22-23.</li> <li>3. NES will have a consistent system to process student voice matters through the student council by SY21-22.</li> </ol>	<p><b>What are your Measurable Outcomes around School Design and Student Voice?</b></p> <ol style="list-style-type: none"> <li>1. Nimitz Teachers will consistently hold vertical alignment meetings to inform curriculum pacing and increase student achievement.</li> <li>2. The Nimitz SQS Safety Dimension will reflect a score of 70% or higher in SY20-21 and sustain or create positive growth until SY22-23.</li> <li>3. NES will attribute at least one significant change to the campus or school through the Nimitz student council by SY22-23.</li> <li>4. By SY22-23, NES Teachers will fully implement a peer to peer reflection process as a mode to build better instructional practice.</li> <li>5. All Nimitz teachers will be utilizing Google Classroom and/or Seesaw regularly in the classroom by SY22-23.</li> <li>6. The Nimitz Panorama measurement of school belonging will increase to at least 60% by SY22-23.</li> <li>7. The Nimitz SQS survey will maintain a return rate of 70% or higher by SY22-23.</li> </ol>

<p><b>Why are you implementing them?</b></p> <p>1. NES teachers report students don't have prerequisite skills or have different skill sets when they come in from a previous grade level. This system will help grade levels inform each other of what should, and what methods should be used school-wide.</p> <p>2. As NES students are very transient, safety is a very important first impression. Given their military life, their lives already have a certain amount of instability, and it is important NES helps contribute to that stability.</p> <p>3. NES prides itself on being a 1:1 school, but understands the challenge of building the professional development behind the hardware that is already in place. The technology is only as good as the operation behind it, and our teachers need to stay up today on how to implement 1:1 technology instruction.</p> <p>4. The NES community is highly transient, as it is almost 100% military. This makes parent involvement difficult to sustain since most parents will only be around for 3 years. It is important to guide our efforts towards an ever changing community as we attempt to keep community involvement and engagement alive.</p> <p>5. AVID strategies have proven effective towards building organizational skills, critical thinking, and college &amp; career readiness into NES students.</p> <p>6. When incorporating AVID practices into community events, it allows parents to be a part of their child's learning thus building better student engagement.</p>	<p><b>Why are you implementing them?</b></p> <p>1. NES teachers report students don't have prerequisite skills or have different skill sets when they come in from a previous grade level. This system will help grade levels inform each other of what should, and what methods should be used school-wide.</p> <p>2. As NES students are very transient, safety is a very important first impression. Given their military life, their lives already have a certain amount of instability, and it is important NES helps contribute to that stability.</p> <p>3. NES currently (SY19-20) does not have any system in place to purposefully build student voice into changes on campus or in the classroom. Utilizing the student council system as a caveat for student empowerment will build student voice into a positive change for the school.</p>	<p><b>Why are you implementing them?</b></p> <p>1. NES teachers report students don't have prerequisite skills or have different skill sets when they come in from a previous grade level. This system will help grade levels inform each other of what should, and what methods should be used school-wide.</p> <p>2. As NES students are very transient, safety is a very important first impression. Given their military life, their lives already have a certain amount of instability, and it is important NES helps contribute to that stability.</p> <p>3. NES currently (SY19-20) does not have any system in place to purposefully build student voice into changes on campus or in the classroom. Utilizing the student council system as a caveat for student empowerment will build student voice into a positive change for the school.</p> <p>4. Outside of EES, NES has no formal method to enhance instruction. Therefore, not only is it important to commit to improving instruction, but to do so in a way that embolden teacher to teacher (peer to peer) reflection. This gives teachers a way to collaborate on instructional methods instead of being online involved in an admin to teacher setting.</p> <p>5. NES prides itself on being a 1:1 school, but understands the challenge of building the professional development behind the hardware that is already in place. The technology is only as good as the operation behind it, and our teachers need to stay up today on how to implement 1:1 technology instruction.</p> <p>6. The NES community is highly transient, as it is almost 100% military. This makes a sense of student belonging difficult to sustain since most students will only be around for 3 years. It is important to guide our efforts towards an ever changing student population through our transition programs as we attempt to have NES students come in and leave with a sense of strong community.</p>
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		7. In order to measure our success as a school through the parent perspective, it is important we gain the valid data necessary to honestly gauge that perspective. Our SQS is our only quantifiable way to do this, and it is currently (SY19-20) at a ~30% return rate.
<p><b>How will you know that they are causing an improvement?</b></p> <p>1. If our vertical alignment meetings are effective, not only should we see an increase in achievement, but should see improved communication and interaction within the meetings themselves.</p> <p>2. Not only should we expect to see a higher SGS safety dimension percentage, but we would expect to see student referrals go down, and see less behavior issues on campus.</p> <p>3. With the effective use of technology by teachers, student engagement should rise in the classrooms. Also, with all of SBA testing being carried out online, we should also see a rise in student achievement.</p> <p>4. Parent involvement is a major factor in building community outreach events, which in turn build a better school culture. We believe the school culture will be positively impacted by more parent involvement.</p> <p>5. AVID particularly focuses on critical thinking and writing, so student achievement in that regard should increase.</p> <p>6. As our events continue and improve, we expect parent participation to increase, along with a more positive AVID related culture in the classroom.</p>	<p><b>How will you know that they are causing an improvement?</b></p> <p>1. If our vertical alignment meetings are effective, not only should we see an increase in achievement, but should see improved communication and interaction within the meetings themselves.</p> <p>2. Not only should we expect to see a higher SGS safety dimension percentage, but we would expect to see student referrals go down, and see less behavior issues on campus.</p> <p>3. With student empowerment comes a sense of belonging. With student sense of belonging being so low, we expect to see the Panorama score increase.</p>	<p><b>How will you know that they are causing an improvement?</b></p> <p>1. If our vertical alignment meetings are effective, not only should we see an increase in achievement, but should see improved communication and interaction within the meetings themselves.</p> <p>2. Not only should we expect to see a higher SGS safety dimension percentage, but we would expect to see student referrals go down, and see less behavior issues on campus.</p> <p>3. With student empowerment comes a sense of belonging. With student sense of belonging being so low, we expect to see the Panorama score increase.</p> <p>4. As peer to peer reflection on instruction becomes applied to the classroom, student engagement and empowerment should increase, while in class behavior issues should decrease.</p> <p>5. Not only will students become better 21st century thinkers, but the ability for the teacher to engage the students will increase as well.</p> <p>6. If our students feel a connection to our school, they will be more engaged in class, and establish relationships with the school that are meaningful and memorable as they move around the world.</p> <p>7. While the rate itself is a sign of improvement, it will be a reflection of our ability to communicate with our student families.</p>

Baseline Measurements	Formative Measures	Summative Goals (for SY2020-21, Version1)
<p><i>iReady ELA 2019: Tier 1 58%, Tier 2 38% (Winter)</i>  <i>iReady Math 2019: Tier 1 50%, Tier 2 43% (Winter)</i>  <i>SBA ELA 2019: 72%</i>  <i>SBA Math 2019: 67%</i>  <i>STRIVE HI Achievement Gap</i></p> <ul style="list-style-type: none"> <li>- Math: 13</li> <li>- ELA: 21</li> </ul> <p><i>HSA/NGSS Science 2019: 65%</i>  <i>Tripod/Panorama 2019-20</i></p> <ul style="list-style-type: none"> <li>- School Belonging- 41%</li> <li>- SQS Safety Dimension- 67%</li> <li>- School Safety- 74%</li> <li>- Valuing of School- 61%</li> </ul> <p><i>SQS (2018-19)</i></p> <ul style="list-style-type: none"> <li>- Safety <ul style="list-style-type: none"> <li>- Student: 70%</li> <li>- Parent: 86%</li> <li>- Teacher: 85%</li> </ul> </li> <li>- Well-Being <ul style="list-style-type: none"> <li>- Parent: 88%</li> <li>- Teacher: 81%</li> </ul> </li> <li>- Satisfaction <ul style="list-style-type: none"> <li>- Parent: 78%</li> <li>- Teacher: 76%</li> </ul> </li> <li>- Involvement Engagement <ul style="list-style-type: none"> <li>- Parent: 67%</li> <li>- Teacher: 84%</li> </ul> </li> </ul> <p><i>GLO Proficiency (Qtr 4 2018-19)</i></p> <ul style="list-style-type: none"> <li>- K- 85.86%</li> <li>- 1- 80.13%</li> <li>- 2- 83.14%</li> <li>- 3- 87.24%</li> <li>- 4- 87.11%</li> <li>- 5- 86.48%</li> <li>- 6- 82.77%</li> </ul>	<p><i>iReady ELA Diagnostic 2</i>  <i>iReady Math Diagnostic 2</i>  <i>Quarter 1,2,3 GLO Report Card</i></p>	<p><i>iReady ELA: Tier 1- 75%</i>  <i>iReady Math: Tier 1- 75%</i>  <i>SBA ELA: &gt; 72%</i>  <i>SBA Math: &gt; 67%</i>  <i>HSA/NGSS Science: N/A (assessment not taken yet)</i>  <i>Tripod Panorama</i></p> <ul style="list-style-type: none"> <li>- School Belonging- &gt; 41%</li> <li>- SGS Safety Dimension- 70% or &gt;</li> <li>- School Safety- = or &gt; 74%</li> <li>- Valuing of School- &gt; 61%</li> </ul> <p><i>SQS</i></p> <ul style="list-style-type: none"> <li>- Safety <ul style="list-style-type: none"> <li>- Student: &gt; 70%</li> <li>- Parent: &gt; 86%</li> <li>- Teacher: &gt; 85%</li> </ul> </li> <li>- Well-Being <ul style="list-style-type: none"> <li>- Parent: = or &gt; 88%</li> <li>- Teacher: = or &gt; 81%</li> </ul> </li> <li>- Satisfaction <ul style="list-style-type: none"> <li>- Parent: = or &gt; 78%</li> <li>- Teacher: = or &gt; 76%</li> </ul> </li> <li>- Involvement Engagement <ul style="list-style-type: none"> <li>- Parent: 70% or &lt;</li> <li>- Teacher: = or &gt; 84%</li> </ul> </li> </ul> <p><i>FIT-TIM Matrix: All teachers at Adaptation Stage</i></p>



Student Outcomes SY 2020-21 (#WASC, #AMR, #5Promises)

Measurable Outcome(s)	Enabling Activity	Duration (Fall, Spring, Yearlong)	Source of Funds (Program ID)	School Monitoring Activity	Frequency	Complex Monitoring Activity (to be completed by CAS)
<b>Achievement Gap</b>  Outcome: All Nimitz students will be given an education that is targeted to their specific needs in order to gain their maximum achievement potential.  Measurable Goal(s): - All NES teachers will maintain or decrease the High Needs ELA Gap and High Needs Math Gap in SY20-21. - All NES GenEd and SPED teachers will work together to maintain or decrease the SPED ELA Gap and SPED Math Gap  #WASC, #AMR, #5Promises (Equity)	Collaboration Time- NES Teachers will be provided collaboration time to review and analyze iReady data as determined by the budget.	Yearlong	WSF	CC/Principal- Teacher Collaboration Meeting Minutes	Monthly	School to provide a progress report at the end of first and second semesters describing
	Articulation Time- Nimitz leadership will provide teachers with half-day substitutes after each period of iReady testing to analyze results, monitor student progress, and make instructional adjustments to meet the needs of the students.	Yearlong	WSF	CC/Principal- Teacher Articulation Meeting Minutes and Data Wall	3 times a year (Fall, Winter, Spring) Following Diagnostic Assessment	status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.
	Nimitz Teachers will follow a school-wide RtI schedule, evaluate and acquire intervention resources, PD with faculty and staff, review and monitor data, and make necessary adjustments.	Yearlong	WSF	CC- i-Ready universal screener progress monitoring  Teacher PD -(Fall, Winter, Spring)	RTI schedule - 2 times a week for 30 minutes each  3 times a year	
	Each year, the ARTeam will review and evaluate the RtI system and make necessary changes.	Yearlong	WSF	VP- At least two ARTeam meetings will be dedicated to review of the RTI process	1 meeting per semester	
	SPED teachers in grades K-6 will have designated collaboration meeting times to meet as a group.	Yearlong	WSF	SSC- Special Education Collaboration Meeting minutes	Every six (6) weeks according to the Collaboration schedule	
	SPED teachers in 3-6 will measure yearly SBA progress of NES SPED students. All SPED Teachers will use the I-Ready screener to measure interim progress and determine necessary interventions.	Yearlong	WSF	SSC- Special Education Collaboration Meeting minutes	Following completion each of the three (3) Diagnostic Assessments	

	<p>Nimitz ES will provide instructional support to meet the diverse learner needs through the following programs:</p> <p>Gifted and Talented</p> <p>English Language Learners</p>	Yearlong	WSF	<p>AVID Coordinator- Completed short and long term assignments and projects.</p> <p>VP- It will be the VP responsibility to check in with ELL Coach twice a month to gain feedback on ELL student progress.</p>	<p>G/T- 2 days a week/45 mins. each day</p> <p>ELL- Semesterly</p>	
<p><b>Common Core State Standard Curriculum</b></p> <p>Outcome: All Nimitz students will be exposed to a Common Core State Standard Curriculum supported by evidence-based instructional practices.</p> <p>Measurable Goal(s):</p> <ul style="list-style-type: none"> <li>- By SY22-23, NES Teachers will implement a peer to peer reflection process as a mode to build better instructional practice.</li> </ul> <p>- Nimitz Teachers will consistently hold vertical alignment meetings to inform curriculum pacing and increase student achievement.</p> <p>#5Promises (School Design)</p>	<p>Nimitz ES Teachers will implement CCSS Math in Grades K-6 to increase reading proficiency with the use of with the use of:</p> <ul style="list-style-type: none"> <li>- Grades K-6: Go Math! Curriculum</li> <li>- Grades 1-6: iReady Math Instruction</li> <li>- IXL Math (Online Program Grades 1-4, and 6th)</li> </ul>	Yearlong	WSF	<p>CC/Principal- End of Chapter Assessments</p> <p>i-Ready/ IXL Math Progress Monitoring</p>	<p>Based on Math Curriculum Pacing Guide</p> <p>Twice each quarter</p>	
	<p>Nimitz Teachers will implement CCSS English Language Arts (ELA) in Grades K-6 to increase reading proficiency with the use of:</p> <ul style="list-style-type: none"> <li>- Reading Wonders Curriculum <ul style="list-style-type: none"> <li>- SPED Wonderworks</li> </ul> </li> <li>- iReady ELA Curriculum</li> <li>- Achieve 3000 <ul style="list-style-type: none"> <li>- Smarty Ants (SPED K-2)</li> <li>- TeenBiz (Grade 6)</li> </ul> </li> </ul>	Yearlong	WSF	<p>CC/Principal- End of Selection Assessment</p> <p>i-Ready ELA Diagnostic Smarty, Achieve, TeenBiz Level Set Assessment</p>	<p>Based on ELA Curriculum Pacing Guide</p> <p>Fall, Winter, Spring</p>	
	<p>Teacher Peer to Peer Observations -</p> <ul style="list-style-type: none"> <li>- BERC Method <ul style="list-style-type: none"> <li>- STAR Framework/STAR Learning Walk Observations</li> <li>- Video-Based teacher observations</li> </ul> </li> </ul>	Yearlong	WSF	CC/VP- At least one Collaboration meeting	Semesterly	
	<p>Nimitz Teachers will participate in a Curriculum Alignment Committee to continue dialogue that builds vertical integration in expectations for ELA and Math.</p>	Yearlong	WSF	VP/Principal- Each grade level will submit a member (or 2) to a respective Curriculum Alignment Committee (CAC) which will meet at least twice a year to continue vertical integration discussions	Semesterly	

<b>CNA: HSA Science Assessment and NGSS Standards</b>  Outcome: All Nimitz students will be exposed to a NGSS-based curriculum to build successful student achievement in science.  Measurable Goal(s): - Nimitz Teachers will use the NGSS standards and Science CAC to create positive growth in student achievement in standardized Science assessments until SY22-23  #AMR	NGSS Curriculum Alignment Committee- Nimitz ES faculty will continue to utilize professional learning communities to create vertically aligned approaches to the NGSS Standards.	Yearlong	WSF	CC- Curriculum Alignment Committee Minutes and Sign-in (Alignment Progression of Grade Levels)	Quarterly	
	NES will continue to look into various NGSS curriculum programs to enhance science instruction, such as: - Mystery Science - Engaged Learnings Gizmos	Yearlong	WSF	CC/Principal- NES teachers will be given opportunities to give feedback on curriculum options. ARTeam will review options and make determinations.	As needed	
<b>CNA: Chronic Absenteeism</b>  Outcome: Nimitz students will attend school in a timely manner in order to utilize instruction time to its full potential.  Measurable Goal: By the end of the school year, Nimitz ES will have a 3% Chronic Absenteeism Rate #AMR	Nimitz ES Teachers will create an attendance referral for students with excessive absences and tardies at the end of every quarter.	Yearlong	WSF	Upper and Lower Grade Counselor- Counselors will monitor and document attendance referrals each quarter and send letters/schedule meetings as needed.	Quarterly	
	Nimitz ES counselors will coordinate letters home to parents/guardians in order to notify parents/guardians of attendance policy and possible outcomes.	Yearlong	WSF	Upper and Lower Grade Counselor- Counselors will print attendance letters as generated quarterly and mail them to parents/guardians.	Quarterly	
	Nimitz ES counselors will coordinate meetings with social workers at district-level and parents/guardians in order to intervene with parents/guardians if necessary.	Yearlong	WSF	Upper and Lower Grade Counselor- Counselors will coordinate meetings with parties involved and notify parents/guardians via letter and follow up by phone/email.	As needed	

<b>CNA: Math Achievement</b>  Outcome: Nimitz students in grades 3-6 students will show growth in their SBA Math achievement scores in SY20-21.  Measurable Goal: Student SBA Math Proficiency will be >67% in SY20-21.  #AMR	Math Curriculum Alignment Committee- Representatives from each grade level will continue to build vertically integrated expectations in math to ensure smooth transitions in math achievement from grade to grade.			Principal/Librarian/TC-  Math Curriculum Alignment Committee minutes and sign in  Online alignment of grade levels	Semesterly	
	Professional Development in Math instruction will be prioritized for SY20-21. Exploration efforts will continue in SY20-21. Considerations so far include: <ul style="list-style-type: none"> <li>- Houghton Mifflin Webinars</li> <li>- Technology integration with Go Math!</li> </ul>			Principal/Librarian/TC- Discussion and action on Math PD will be included in at least one ARTeam meeting per semester.	Semesterly	
<b>Student Well-Being</b>  Outcome: All Nimitz students will feel safe and welcome at Nimitz Elementary, from when they arrive to when they depart.  Measurable Goal(s): <ul style="list-style-type: none"> <li>- The Nimitz SQS Safety Dimension will reflect a score of 70% or higher in SY20-21 and sustain or create positive growth until SY22-23.</li> <li>- The Nimitz Panorama measurement of school belonging will increase to at least 60% by SY22-23.</li> <li>- By SY22-23, all NES</li> </ul>	Nimitz ES counselors will continue to provide counseling/guidance and mental health services for identified students. Programs available are the following: <ul style="list-style-type: none"> <li>- School-level (individual/group) counseling</li> <li>- School-based behavioral health counseling (via SBBH)</li> <li>- Friendship, Deployment and Transition groups; Divorce/ Separation</li> </ul>	Yearlong	WSF	Upper and Lower Grade Counselor- Counselors will use methods such as data collection, parent/teacher referrals,self referrals, and needs assessments to provide counseling services (individual, group) to students.	As needed	
	Nimitz ES counselors will conduct Guidance lessons that align to the S.O.A.R. Matrix and other character education values.	Yearlong	WSF	Upper and Lower Grade Counselor- Counselors will provide lessons during collaboration on Wednesdays and as requested by teachers.	Monthly	
	Nimitz Teachers and Staff will implement the S.O.A.R Matrix as a Positive Behavior Intervention System: <ul style="list-style-type: none"> <li>- SOAR Posters will be posted in all classrooms and referred to by teachers</li> <li>- SOAR Reflections will be used for students who commit behavior infractions</li> <li>- NES Positive Behavior Recognition System</li> </ul>	Yearlong	WSF	Upper and Lower Grade Counselor- Counselors will check the Positive Behavior Referral folder weekly and print out certificates to be given to teachers.	Weekly	
	Nimitz Teachers and Staff will hold students accountable for	Yearlong	WSF	VP- The online disciplinary referral system is	As needed	

<p>students will be exposed to Hawaii culture (outside of just 4th grade curriculum and Aloha Festival).</p> <p>#WASC, #AMR, #5Promises (School Design, Hawaii)</p>	Chapter 19 offenses through the Online Disciplinary Referral System.			submitted to all counselors, principal, and vice principal as determined by teacher input.		
	Nimitz News for Kids (NNFK) will implement segments on its programs that display examples of the SOAR Matrix	Yearlong	WSF	TC- Meet individually w/6th & 5th grade teachers	Weekly Broadcast	
	<p>Nimitz students will be recognized in programs and be provide opportunities for active student participation in school activities:</p> <ul style="list-style-type: none"> <li>- Eagle of the Month,</li> <li>- Eagle Lunch,</li> <li>- Awards Assembly</li> <li>- Achieve3000,</li> <li>- Radford Complex Activities (Volleyball, Basketball, Track, and Speech/Music Festivals)</li> </ul>	Yearlong	WSF	VP- In coordination with PCNC, counselors, tech coordinator, and principal, all achievements will either be noted in Weekly Newsletter, Classroom visits, School Assemblies, NNFK, or Lunch Periods.	Monthly	
	NES Counselors and VP will work with PCNC to determine new activities to build into the transition program.	Yearlong	WSF	VP/Upper and Lower Grade Counselor- Meetings to establish new ideas and implementation of school culture will be carried out by VP and Counselors throughout the school year.	Quarterly	
	NES Counselors and VP will be tasked with creating new ways to incorporate "Hawaii" into the current school culture.	Yearlong	WSF	VP/Upper and Lower Grade Counselor- Meetings to establish new ideas and implementation of school culture will be carried out by VP and Counselors throughout the school year.	Quarterly	
<p><b>STEM and Digital Literacy</b></p> <p>Outcome: All Nimitz students will be given opportunities to learn skills that will help them in 21st century global society.</p> <p>Measurable Goal(s):</p> <ul style="list-style-type: none"> <li>- All Nimitz teachers will be rated as in the</li> </ul>	The Nimitz Geek Club will continue to monitor and implement the NES Digital Literacy Vertical Alignment Plan, while also facilitating collaboration amongst NES teachers to continue use of digital technology in the classroom.	Yearlong	WSF	VP/TC- Vice Principal will be conducting monthly PD meetings for teachers, along with possible mini summits. Targets for growth will be documented in the Nimitz Digital Literacy Plan.	Monthly meetings	
	All Nimitz students will be provided technology devices to students to utilize software and online resources that support Common Core State Standards.	Yearlong	WSF	TC- Maintain/update devices for student use for online resources	As Needed	
	All Nimitz students in grades K-6 will engage and participate in STEM-related activities and lessons every other week for 60 minutes (Pre-School 30 minutes).	Yearlong	WSF	CC- Completion of Project Based outcome of STEM-related activity (model or activity/experiment conclusion) Project outcome will be shared through SeeSaw/Google classroom.	Every other week for 60 minutes (Preschool 30minutes)	

<p>Adaptation phase of the TIM Matrix from the Florida Institute of Technology, by the end of SY20-21.</p> <p>- All Nimitz teachers will be utilizing Google Classroom and/or Seesaw regularly in the classroom by SY22-23.</p> <p>#WASC, #AMR, 5Promises (School Design, Innovation)</p>	All Nimitz teachers will plan a STEM based student-parent lesson/activity integrating AVID strategies.	Spring	WSF	CC- Project Based activity incorporating WICOR strategies (model or activity/experiment conclusion)	Once a year	
	Nimitz News for Kids (NNFK) will implement segments on its programs that display examples of Digital Citizenship for students.	Yearlong	WSF	TC- Implement at least one segment from SOAR Matrix	Weekly Broadcasts	
<p><b>College and Career Readiness</b></p> <p>Outcome: All Nimitz students will be given instruction that promotes college and career readiness.</p> <p>Measurable Goal(s):</p> <p>-All Nimitz teachers (K-6) will routinely implement AVID strategies in the classroom.</p> <p>-All Nimitz students and families will be invited to multiple school-wide parent activities in relation to AVID.</p> <p>- Every school year, All NES students will be exposed to career</p>	All Nimitz teachers will implement AVID strategies in the classroom to prepare students for academic success in the classroom.	Yearlong	WSF	AVID Coordinator- Collection of evidence (student work samples/pictures/videos)	Ongoing	
	All Nimitz students will be invited to school-wide parent involvement activities in relation to AVID to support student learning.	Yearlong	WSF	AVID Coordinator- Coordinate AVID activities/strategies into existing school-wide parent involvement activities.		
	Nimitz ES will continue to be certified in the AVID certification process.	Yearlong	WSF	<p>AVID Coordinator- The AVID Coordinators and AVID site team will have scheduled meetings to discuss implementation of AVID strategies as evidenced by meeting agendas and sign-in sheets.</p> <ul style="list-style-type: none"> <li>- Coaching and Certification Instrument (CCI).</li> <li>- Mid-Term CCI</li> <li>- Certification</li> </ul>	Once every month after AVID Coordinators Meeting	
	At least 1 Nimitz ES teacher per grade level will be provided professional development in AVID Pathways.	Yearlong	WSF	AVID Coordinator/Principal- AVID “Path to Schoolwide Training” offered to at least one Nimitz teacher per grade level during the summer.	Once a year	
	The Nimitz ES website will include information about AVID.	Yearlong	WSF	AVID Coordinator/SSC-AVID tab on the website will have updated information provided by the AVID Coordinator. In addition, the Eagle Newsletter, on	Whenever new information is shared.	

<p>experience from an adult in the Nimitz community.</p> <p>#AMR, #5Promises (School Design)</p>				the website, includes an AVID Corner.	Eagle Newsletter - Monthly	
	Nimitz News for Kids (NNFK) will implement segments on its programs that display examples of the AVID strategies for students.	Yearlong	WSF	TC- Implement at least one segment from selected AVID strategies	Weekly Broadcast	
	All Nimitz students will be exposed to various careers on the Nimitz Career Days.	Fall	WSF	Upper and Lower Grade Counselor- Counselors will coordinate a Career Day event for lower and upper grades.	Yearly	
<p><b>Community Outreach</b> Outcome: All Nimitz families will have an opportunity to engage in multiple community events to embolden the connection between student learning and guardians.</p> <p>Measurable Goal(s): - The Nimitz SQS will reflect an Parent Involvement and Engagement percentage of 70% or higher in SY20-21 and sustain or positively grow until SY22-23.</p> <p>- The Nimitz SQS survey will maintain a return rate of 70% or higher by SY22-23.</p> <p>#5Promises (School Design, Hawaii)</p>	<p>Parents will receive information regarding school activities through the following to ensure active parent involvement in students' education:</p> <ul style="list-style-type: none"> <li>- Eagle Newsletters</li> <li>- Informational flyers and letters</li> <li>- School website</li> <li>- Beginning-of-the-School-Year Meet &amp; Greet</li> <li>- Parent-Teacher Conferences</li> </ul>	Yearlong	WSF	VP/SSC- When available, information will be posted on the website with regard to the Eagle Newsletter, flyers, and memos.	Eagle Newsletter - Monthly  All other information - When available	
	Nimitz ES students will participate in the Curriculum Fair or the Aloha Festival every year to showcase their learning of Common Core State Standards, or Hawaiian culture	Spring	WSF	<p>Librarian/PE/TC- For the Curriculum Fair, all classes will have a display to showcase their learning of CCSS.</p> <p>All students will participate in the Aloha Festival sharing songs and dances from different cultures .</p>	<p>Curriculum Fair- Every other year</p> <p>Aloha Festival- Every other year</p>	
	<p>Nimitz students will participate in events that are open to the community such as:</p> <ul style="list-style-type: none"> <li>- The Nimitz Fall Festival</li> <li>- Canned Food Drive</li> <li>- The Nimitz Winter Program</li> <li>- The Jingle Bell Fun Run</li> <li>- Kids Heart Challenge</li> <li>- Semesterly Scholastic Book Fairs</li> <li>- End-of-the Year Field Day</li> </ul>	Yearlong	WSF	<p>Librarian/PE/TC-</p> <p>All Nimitz students are invited to participate in these events throughout the year</p>	Events are held annually	

<b>Student Empowerment</b>  Outcome: All Nimitz students will have the opportunity to share their feedback with their teachers and leadership in order to affect positive change in the academic environment of Nimitz ES.  Measurable Goal(s): - NES will have a consistent system to process student voice matters through the student council by SY21-22.  - NES will attribute at least one significant change to the campus or school through the Nimitz student council by SY22-23.  #5Promises (Empowerment)	NES will use the Student Council to engage student voice on matters pertaining to student safety, satisfaction, and achievement.	Yearlong	WSF	VP/Librarian/PE/TC- Student Council minutes and response sheets	Student Council meetings monthly	
	Nimitz ES students will be provided opportunities to give service to the school/community as a means of civic responsibility through the following: <ul style="list-style-type: none"> <li>- Student Council (i.e., Fall Festival, Canned Food Drive, Jingle Bell Fun Run, Kids Heart Challenge, Spirit Week)</li> <li>- Service Days</li> <li>- Nimitz Safety Patrol (NSP)</li> <li>- Nimitz News for Kids (NNFK)</li> <li>- Anchored4Life</li> </ul>	Yearlong	WSF	VP/Librarian/PE/TC-  Certificate of Recognition for Canned Food Drive and Kids Heart Challenge Service Day Schedule NSP schedule	Student Council participates in activities monthly  Weekly NNFK broadcasts	
<b>GLO Consistency</b>  Outcome: All Nimitz students will be held consistently to the General Learner Outcomes of the Hawaii DOE	All Nimitz teachers will implement school-wide GLO rating, rubrics, and checklists to ensure consistency in student expectations and grading.	Yearlong	WSF	CC/Principal- NES teachers have available a school-wide GLO rubric and checklist to signify their use of said rubrics. However, we are currently looking into ways to make the monitoring of this enabling activity more effective.	Quarterly w/ Report Card	



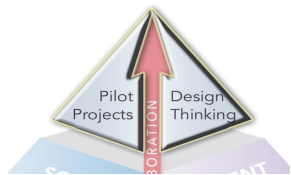
Measurable Goal(s): All teachers and students will consistently use the appropriate rubric/checklist as provided by the school.  #WASC						
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## Staff Outcomes SY 2020-21

Measurable Outcome(s)	Enabling Activity	Duration	Source of Funds	School Monitoring Activity	Frequency	Complex Monitoring Activity
<b>Structured Collaboration Time</b>  Outcome: All teachers will be given time outside of instruction to effectively strategize to their student needs.  Measurable Goal(s): All teachers will have 600 minutes of Collaboration time and 450 minutes of Articulation time by the end of the SY20-21.  #WASC	Collaboration Time- NES Teachers will be provided collaboration time to review and analyze iReady data as determined by the budget.	Yearlong	WSF	CC/Principal- Teacher Collaboration Agenda/Minutes. i-Ready progress monitoring results and RTI groupings.	Once a month for 75 minutes	
	Articulation Time- Nimitz leadership will provide teachers with half-day substitutes after each period of iReady testing to analyze results, monitor student progress, and make instructional adjustments to meet the needs of the students.	Yearlong	WSF	CC/Principal- Teacher Articulation Agenda/Minutes. i-Ready Diagnostic results, progress monitoring results and RTI groupings/regroupings.	3 times a year for 2.5 hours (Fall, Winter, Spring)	
<b>Targeted Professional Development</b>  Outcome: All teachers will be provided effective professional development that targets their student's needs.  Measurable Goal(s): By the end of the SY20-21 teachers will have attended 3 PD sessions allowing them to accurately chart their class results for online instruction. #WASC	Teachers will be surveyed on their specific needs to inform professional development activities relating to... <ul style="list-style-type: none"> <li>- Reading Wonders</li> <li>- GoMath!</li> <li>- Online Instruction</li> <li>- iReady Program</li> </ul>	Yearlong	WSF	CC/Principal- Teachers will be surveyed at the beginning of the year to determine how to navigate the school year's professional development.	Yearly	

<p><b>Peer Review Process</b></p> <p>Outcome: All Nimitz Staff will be supported by comprehensive systems to effectively support their instruction</p> <p>Measurable Goal(s): All grade levels will be informed of the Peer Review process through formal meeting by the end of Qtr 1.</p>	<p>Nimitz Teachers will be provided a comprehensive system of support for students who may require additional support through a peer review process, every month, except December and April.</p>	<p>Yearlong</p>	<p>WSF</p>	<p>SSC/CC- Power Point Presentation - Initial Faculty review at the opening of the school year; Agenda for Grade Level Meetings in August and September with the school counselors, SSC, and administrator (when available); Google Folder for Student Support Process with necessary forms; Google Folder for Peer Review</p>	<p>PPT - Opening of the Year Agenda - August/September</p> <p>Google Folders - Ongoing</p>	
<p><b>Teacher Mentoring Support</b></p> <p>Outcome: All new Nimitz teachers will be mentored and supported in their transition to Nimitz Elementary.</p> <p>Measurable Goal: By the end of the year, all new teachers at Nimitz will have had 180 minutes of support time.</p>	<p>All new/beginning teachers will collaborate with a District Mentor and/or school mentor.</p>	<p>Yearlong</p>	<p>WSF</p>	<p>CC- Teacher Mentor Support meeting minutes of support time and Mentor report.</p>	<p>Monthly and as needed</p>	

# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



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

As the HDOE 2020-30 Strategic Plan is finalized, a “Forward Focus” Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

While referencing the “Future Forward Plan”, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.	Describe your Conditions for Success
<div>1. Student Voice System that implements student council reps to retain feedback from students in order to implement significant school change with school leadership.<div>a. Student Council reps solicit feedback for change from students</div><div>b. Student Council reps prioritize feedback to present to Nimitz ES leadership</div><div>c. Nimitz Leadership work with Student Council to build conditions into change</div><div>d. Student Council reports back to students (Reports, NNFK)</div><div>e. Cycle continues until change happens</div></div> <div>2. Classroom Student Transition Team- A pair (or more) of students for each classroom that is responsible for being a transition mentor to NES for new students.<div>a. Malihini Greeters team up with a classroom transition team representative who takes over for the greeter once the student is in the classroom. The transition team representative can keep a tab on the new student and report any issues to an advisor, or leadership if the new student is having trouble.</div></div>	<div>1. The main condition for success would ultimately be a student council product that each student council can claim ownership to. For example, this could be a new school recognition program, a campus mural, or an activity that Nimitz will carry on in order to build student ownership.</div> <div>2. Overall, this will come down to student belonging. With the understanding that NES serves military students, it is important NES stands out in the memory of these students as they move on. Students that leave should leave knowing that once a part of the NES family, they will always belong to the NES Ohana. While we have success stories of students and families that recall their memories of Nimitz as far back as 30 years ago, we would like that to be the norm for all students.</div>

<p>3. Having an art docent (parent) who can come in once a month to teach students an art technique/style and have students implement in class to be displayed in our hallways/cafeateria/classroom</p> <p>4. Assemblies</p> <ul style="list-style-type: none"><li>a. The Awards Assembly really could use modifications. Right now the only students recognized are students in sports (and a little bit for other extracurriculars). There is currently a lack of emphasis on academics or character traits.</li><li>b. Recognize perfect attendance through school-wide assemblies which can be divided into upper/lower grade. School-wide reward to students for perfect attendance (certificates, stickers, NES school gear) or have an attendance challenge so the class/grade level gets a reward.</li></ul>	<p>3. This project would go hand in hand with student empowerment and student belonging. As more art is to be added to the campus, students will be empowered to participate and feel a sense of community connection to the campus and school culture.</p> <p>4. Assemblies are a great opportunity to build camaraderie between students, but to also give a cohesive message to the students. Sending a message that prioritizes attendance and academics, will encourage the students to take their academics seriously and build a more responsible character into the population.</p>
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