# *Academic Plan for School Year 2021-22*

**School: Nimitz Elementary School**

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform 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).
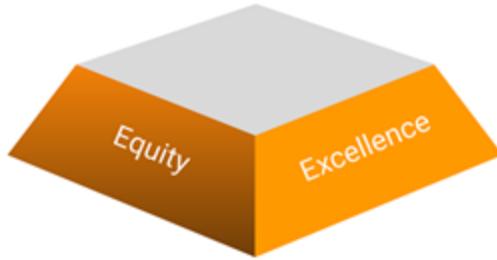
**Teaching & Learning Core**: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
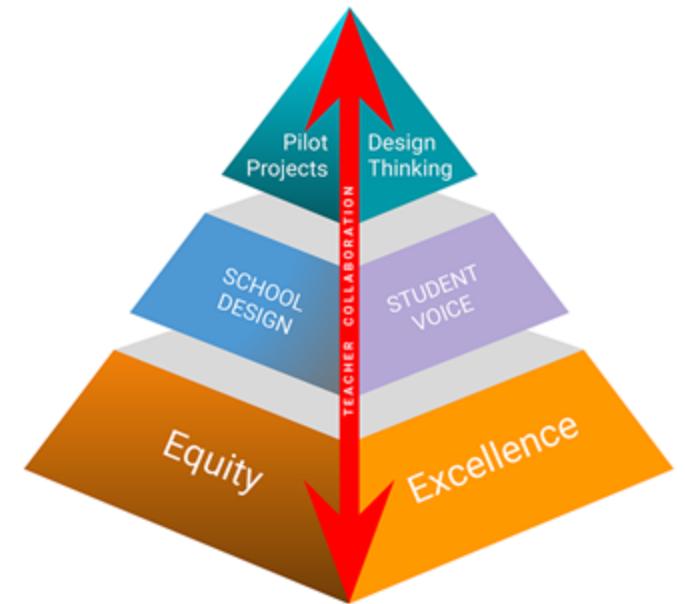
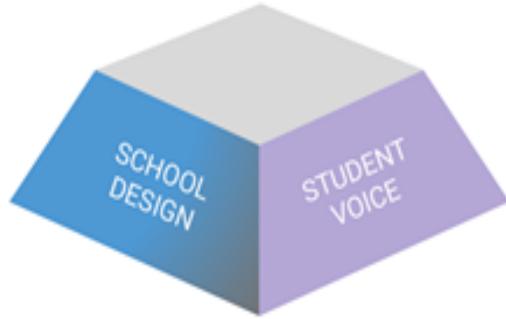| Principal (print): **Marcy Kagami** | |
|---|---|
| Principal's signature: | Date: 4/30/21 |

| Complex Area Superintendent (print): | |
|---|---|
| Complex Area Superintendent's signature: | Date: 5/03/2021 |

# 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 |
|---|---|---|
| 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. | *What is your Theory of Action (if-then) to improve the achievement gap?*<br><br>NES SPED teachers will collaborate on their strategies to provide student accommodations and interventions to apply and share in collaboration with NES GenEd teachers in order to build larger capacity for all NES faculty. | *What are your Enabling Activities to improve the achievement gap?*<br><br>1) SPED teachers in grades K-6 will have designated collaboration meeting times to meet as a group to discuss accommodation strategies, strengthen understanding and capacity around Tier 1 instruction, and to measure and monitor interim progress to determine necessary student interventions. Admin and CC will provide PD resources to help facilitate these conversations. |

|  | 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 |
| 2019-20 | No data | No data | No data |

|  | Non-High Needs SBA Proficiency Math | IDEA SBA Proficiency Math | Achievement Gap |
|---|---|---|---|
| 2016-17 | 69.92% | 7.5% | 62.42 |
| 2017-18 | 62.73% | 17.07% | 45.66 |
| 2018-19 | 70.16% | 31.25% | 38.91 |
| 2019-20 | No data | No data | No data |

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

Describe here your complex/school contexts for School Design and Student Voice- NES works primarily with a military community of Joint Base Pearl Harbor Hickam. The transient nature of this community provides unique challenges and opportunities for school design/student voice.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice. - NES is focused on creating rigorous and relevant educational experiences for all students through the use of 1-1 technology and other instructional initiatives (e.g., BERC, brain research-based learning)

Describe here your Conditions for Success for School Design and Student Voice - NES is a school that works cohesively with its military community and values the input from students, parents, community members, and staff.

| SY 2021-22 Measurable Outcomes | SY 2022-23 Measurable Outcomes | SY 2023-24 Measurable Outcomes |
|---|---|---|
| **What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**<br><br>1. Nimitz Teachers will consistently hold vertical alignment meetings to inform curriculum pacing and increase student achievement.<br><br>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.<br><br>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.<br><br>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.<br><br>5. All Nimtz teachers (K-6) will routinely implement AVID strategies in the classroom.<br><br>6. All Nimitz students and families will be invited to multiple school-wide parent activities in relation to AVID. | **What are your Measurable Outcomes around School Design and Student Voice?**<br><br>1. Nimitz Teachers will consistently hold vertical alignment meetings to inform curriculum pacing and increase student achievement.<br><br>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.<br><br>3. NES will have a consistent system to process student voice matters through the student council by SY21-22. | **What are your Measurable Outcomes around School Design and Student Voice?**<br><br>1. Nimitz Teachers will consistently hold vertical alignment meetings to inform curriculum pacing and increase student achievement.<br><br>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.<br><br>3. NES will attribute at least one significant change to the campus or school through the Nimitz student council by SY22-23.<br><br>4. By SY22-23, NES Teachers will fully implement a peer to peer reflection process as a mode to build better instructional practice.<br><br>5. All Nimitz teachers will be utilizing Google Classroom and/or Seesaw regularly in the classroom by SY22-23.<br><br>6. The Nimitz Panorama measurement of school belonging will increase to at least 60% by SY22-23.<br><br>7. The Nimitz SQS survey will maintain a return rate of 70% or higher by SY22-23. |

| Why are you implementing them? | Why are you implementing them? | Why are you implementing them? |
|---|---|---|
| 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.<br><br>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.<br><br>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.<br><br>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.<br><br>5. AVID strategies have proven effective towards building organizational skills, critical thinking, and college & career readiness into NES students.<br>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. | 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.<br><br>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.<br><br>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. | 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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. |
|---|---|---|
| **How will you know that they are causing an improvement?**<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>5. AVID particularly focuses on critical thinking and writing, so student achievement in that regard should increase.<br><br>6. As our events continue and improve, we expect parent participation to increase, along with a more positive AVID related culture in the classroom. | **How will you know that they are causing an improvement?**<br><br>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.<br><br>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.<br><br>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. | **How will you know that they are causing an improvement?**<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>5. Not only will students become better 21st century thinkers, but the ability for the teacher to engage the students will increase as well.<br><br>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.<br><br>7. While the rate itself is a sign of improvement, it will be a reflection of our ability to communicate with our student families. |
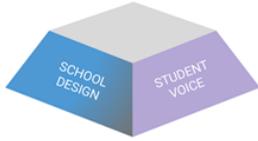
# Innovation in Support of the Core: School Design and Student Voice

***FOCUS ON SY 2021-22:*** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

| Baseline Measurements | Formative Measures | Summative Goals |
|---|---|---|
| *iReady ELA 2020: Tier 1 60%, Tier 2 31% (Winter)*<br>*iReady Math 2020: Tier 1 45%, Tier 2 44% (Winter)*<br><br>*SBA ELA 2019: 72% (no data from SY19-20)*<br>*SBA Math 2019: 67% (no data from SY19-20)*<br><br>*STRIVE HI Achievement Gap 2019 (no data from SY19-20)*<br>   - *Math: 13*<br>   - *ELA: 21*<br><br>*HSA/NGSS Science 2019: 65% (no data from SY19-20)*<br><br>*Tripod/Panorama 2020-21*<br>   - *Classroom*<br>      - *Grades 3-5*<br>         - *Classroom TeacherStudent Relationships:* 81% *(72%)*<br>         - *Pedagogical Effectiveness:* 81% *(77%)*<br>         - *Classroom Climate:* 78% *(70%)*<br>         - *Classroom Rigorous Expectations: 76% (76%)*<br>      - *Grade 6*<br>         - *Classroom TeacherStudent Relationships:* 69% *(68%)*<br>         - *Pedagogical Effectiveness:* 76% *(77%)*<br>         - *Classroom Climate:* 74% *(66%)*<br>         - *Classroom Rigorous Expectations:* 78% *(79%)*<br>         - *Classroom Engagement:* 42% *(49%)* | *iReady ELA Diagnostic 2*<br>*iReady Math Diagnostic 2*<br>*Quarter 1,2,3 GLO Report Card* | *iReady ELA: Tier 1- 75% or <*<br>*iReady Math: Tier 1- 75% or <*<br>*SBA ELA: > 72%*<br>*SBA Math: > 67%*<br>*HSA/NGSS Science (5th): N/A (assessment not taken yet)*<br>*Tripod Panorama*<br>   - *School Belonging- 65%*<br>   - *SGS Safety Dimension- 70%*<br>   - *School Safety- 74%*<br>   - *Valuing of School- 61%*<br>*SQS*<br>   - *Safety*<br>      - *Student: > 70%*<br>      - *Parent: > 86%*<br>      - *Teacher: > 85%*<br>   - *Well-Being*<br>      - *Parent:  = or > 88%*<br>      - *Teacher: = or > 81%*<br>   - *Satisfaction*<br>      - *Parent: = or >78%*<br>      - *Teacher: = or > 76%*<br>   - *Involvement Engagement*<br>      - *Parent: 70% or <*<br>      - *Teacher: = or >84%*<br><br>*FIT-TIM Matrix: All teachers at Adaptation Stage* |

- *School*
    - *Grades 3-5*
        - *School Safety:* 71% *(70%)*
        - *Valuing of School:* 69% *(66%)*
        - *School Belonging:* 67% *(66%)*
        - *SQS Safety Dimension:* 66% *(68%)*
    - *Grade 6*
        - *School Safety:* 75% *(74%)*
        - *Valuing of School:* 57% *(62%)*
        - *School Belonging:* 37% *(41%)*
        - *SQS Safety Dimension:* 65% *(67%)*

*SQS (2019-20)*
- *Safety*
    - *Student:* 67.9% *(70% 2019)*
    - *Parent:* 86.1% *(86% 2019)*
    - *Teacher:* 74.1 *(85% 2019)*
- *Well-Being*
    - *Parent:* 84.7% *(88% 2019)*
    - *Teacher:* 76.3% *(81% 2019)*
- *Satisfaction*
    - *Parent:* 74.8% *(78% 2019)*
    - *Teacher:* 75.7% *(76% 2019)*
- *Involvement Engagement*
    - *Parent:* 64.8% *(67% 2019)*
    - *Teacher:* 73.6% *(84% 2019)*

*GLO Proficiency (Qtr 3 2019-20, Q4 unavailable)*
- *K- 71.7% (85.86% in Q4 2019)*
- *1- 77.7% (80.13% in Q4 2019)*
- *2- 81.3% (83.14% in Q4 2019)*
- *3- 94.5% (87.24% in Q4 2019)*
- *4- 81.9% (87.11% in Q4 2019)*
- *5- 91.2% (86.48% in Q4 2019)*
- *6- 87% (82.77% in Q4 2019)*

**Student Outcomes (SY 2021-22)**

| 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) |
|---|---|---|---|---|---|---|
| **Achievement Gap**<br><br>Outcome: All NES students will be given an education that is targeted to their specific needs in order to gain their maximum achievement potential.<br><br>Measurable Goal(s):<br>- All NES teachers will maintain or decrease the High Needs ELA Gap and High Needs Math Gap in SY21-22.<br>- All NES GenEd and SPED teachers will work together to maintain or decrease the SPED ELA Gap and SPED Math Gap<br><br>#WASC, #AMR, #5Promises (Equity) | NES teachers will be provided collaboration time to discuss and revise curriculum maps w/ learning targets, common assessments / progress monitoring, RTI data, and instructional strategies and habits.<br><br>NES teachers will follow a school-wide tutor schedule to provide tier-based support to all students. | Yearlong | WSF | CC/Principal- Teacher Collaboration Meeting Minutes, Data Wall<br><br>iReady assessments<br><br>Teacher PD - (Fall, Winter, Spring) | Monthly After school (1 hour)<br><br>Every 6 weeks (1.5 hours)<br><br>Following completion each of the three (3) Diagnostic Assessments (2.5 hours) | |
| | SPED teachers in grades K-6 will have designated collaboration meeting times to meet as a group to discuss accommodation strategies, strengthen understanding and capacity around Tier 1 instruction, and to measure and monitor interim progress to determine necessary student interventions. Admin and CC will provide PD resources to help facilitate these conversations. | Yearlong | WSF | SSC- Special Education Collaboration Meeting minutes<br><br>iReady assessments | Every 6 weeks (1.5 hours)<br><br>Following completion each of the three (3) Diagnostic Assessments (2.5 hours) | |
| | NES will provide instructional support to meet the diverse learner needs through the following programs:<br><br>Gifted and Talented<br><br>English Language Learners | Yearlong | WSF | AVID Coordinator- Completed short and long term assignments and projects.<br><br>VP- It will be the VP responsibility to check in with ELL Coach twice a month to gain feedback on ELL student progress.<br> - Data from Imagine Learning & WIDA Test Results | G/T-<br>2 days a week/45 mins. each day<br><br>ELL- Semesterly | |

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| **Common Core State Standard Curriculum**<br><br>Outcome: All NES students will be exposed to a Common Core State Standard Curriculum supported by evidence-based instructional practices.<br><br>Measurable Goal(s):<br>- Teachers will consistently revisit their curriculum guides throughout the school year in order to strengthen horizontal alignment<br><br>#5Promises (School Design) | NES teachers will implement CCSS Math in Grades K-6 to increase reading proficiency with the use of with the use of:<br>- Grades K-6: Go Math! Curriculum<br>- Grades 1-6: iReady Math Instruction<br>- IXL Math (Online Program Grades 1-4, and 6th) | Yearlong | WSF | CC/Principal- End of Chapter Assessments<br><br>i-Ready/ IXL  Math Progress Monitoring<br><br>Grade Level/team minutes | Based on Math Curriculum Pacing Guide<br><br>Twice each quarter | |
| | NES teachers will implement CCSS English Language Arts (ELA) in Grades K-6 to increase reading proficiency with the use of:<br>- Reading Wonders Curriculum<br>    - SPED Wonderworks<br>- iReady ELA Curriculum<br>- Achieve 3000 | Yearlong | WSF | CC/Principal- End of Selection Assessment<br><br>i-Ready ELA Diagnostic<br>Smarty, Achieve, TeenBiz Level Set Assessment<br><br>Grade Level/team minutes | Based on ELA Curriculum Pacing Guide<br><br>Fall, Winter, Spring | |
| **Math Achievement**<br><br>Outcome: NES students in grades 3-6 will show growth in their SBA Math achievement scores in SY21-22.<br><br>Measurable Goal: Student SBA Math Proficiency will be >67% in SY21-22.<br><br>#AMR #CNA | 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.<br><br>Begin to research and select a new math curriculum to replace discontinued GoMath! curriculum for school year 2022-2023. | | | Principal/Librarian/TC-<br><br>Math Curriculum Alignment Committee minutes and sign in<br><br>Online alignment of grade levels | Semesterly | |
| **Student Well-Being**<br><br>Outcome: All NES students will feel safe and welcome at Nimitz Elementary, from when they arrive to when | NES counselors will continue to provide counseling/guidance and mental health services for identified students. Programs available are the following:<br>- School-level (individual/group) counseling<br>- School-based behavioral health counseling (via SBBH) | 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 | |

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| they depart.<br><br>Measurable Goal(s):<br>- The NES SQS Safety Dimension will reflect a score of 70% or higher in SY21-22 and sustain or create positive growth until SY22-23.<br>- The NES Panorama measurement of school belonging will increase to at least 65% in Grade 3-5 and 6 by SY22-23.<br><br>#WASC, #AMR, #5Promises (School Design, Hawaii) | -     Friendship, Deployment and Transition groups; Divorce/ Separation | | | | | |
| | NES counselors will coordinate Guidance, SEL, and inclusion activities that align to the S.O.A.R. Matrix and other character education values. Possible sources for lessons/activities include TRIBEs and Choose Love. | Yearlong | WSF | Upper and Lower Grade Counselor- Counselors will provide lessons during collaboration on Wednesdays and as requested by teachers. Teachers conduct weekly activities on designated day (e.g. SEL & community building Friday). Library lessons will be coordinated around monthly SEL themes. | Weekly | |
| | NES admin, counselors, SSC, and CC will meet weekly to discuss and determine action for teacher referred behavior, socio-emotional, and academic concerns. (MTSS, Whole Child) | Yearlong | WSF | VP- Meeting Notes | Weekly | |
| | NES students will be recognized in programs and be provide opportunities for active student participation in school activities:<br>-   Eagle of the Month<br>-   Eagle Lunch<br>-   Awards Assembly<br>-   Achieve3000<br>-   Radford Complex Activities (Volleyball, Basketball, Track, and Speech/Music Festivals) | 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 | |
| **STEM and Digital Literacy**<br><br>Outcome: All NES students will be given opportunities to learn skills that will help them in 21st century global society.<br><br>Measurable Goal(s):<br>- All NES teachers will be rated as in the Adaptation phase of the TIM Matrix | NES students will be provided technology devices to utilize software and online resources that support instruction and Common Core State Standards (e.g. Seesaw, Google Classroom) | Yearlong | WSF | TC- Maintain/update devices for student use for online resources | As Needed | |
| | NES 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) | |
| | NES teachers will plan a STEM based student-parent lesson/activity integrating AVID strategies (if COVID | Spring | WSF | CC- Project Based activity incorporating WICOR strategies (model or activity/experiment | Once a year | |

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| from the Florida Institute of Technology, by the end of SY20-21.<br> - All Nimitz teachers will be utilizing Google Classroom and/or Seesaw regularly in the classroom by SY22-23.<br><br>#WASC, #AMR, 5Promises (School Design, Innovation) | allows) | | | conclusion) | |
| **College and Career Readiness**<br><br>Outcome: All NES students will be given instruction that promotes college and career readiness.<br><br>Measurable Goal(s):<br>-All NES teachers (K-6) will routinely implement AVID strategies in the classroom.<br><br>-All NES students and families will be invited to multiple school-wide parent activities in relation to AVID.<br><br>- Every school year, All NES students will be exposed to career experience from an adult in the NES community.<br><br>#AMR, #5Promises (School Design) | NES teachers will continue to be certified and implement AVID strategies in the classroom to prepare students for academic success in the classroom.<br> - Priority: Note-Taking Strategies | Yearlong | WSF | AVID Coordinator- Collection of evidence (student work samples/pictures/videos) | Ongoing |
| | NES 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. | Semesterly |
| | NES students will be exposed to various careers on the NES Career Days. | Fall | WSF | Upper and Lower Grade Counselor- Counselors will coordinate a Career Day event for lower and upper grades. | Yearly |
| **Community Outreach**<br><br>Outcome: All NES families will have an opportunity to | Parents will receive information regarding school activities through the following to ensure active parent involvement in students' education:<br> - Eagle Newsletters | Yearlong | WSF | VP/TC- When available, information will be posted on the website with regard to the Eagle Newsletter, flyers, and memos. | Eagle Newsletter - Monthly<br><br>Website and |

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| engage in multiple community events to embolden the connection between student learning and guardians.<br><br>Measurable Goal(s):<br>- The NES SQS will reflect a Parent Involvement and Engagement percentage of 70% or higher in SY20-21 and sustain or positively grow until SY22-23.<br><br>- The NES SQS survey will maintain a return rate of 70% or higher by SY22-23.<br><br>#5Promises (School Design, Hawaii) | - School website Updates<br>- School Messenger Updates<br>- Beginning-of-the-School-Year Meet & Greet<br>- Parent-Teacher Conferences | | | | | Messenger Updates-Weekly<br><br>All other information - When available |
| | NES students will participate in annual showcase events (virtual or physical) to highlight and share their learning of Common Core State Standards, and/or Hawaiian culture | Spring | WSF | Librarian/PE/TC-<br>For the Curriculum Fair, all classes will have a display to showcase their learning of CCSS.<br><br>All students will participate in the Aloha Festival sharing songs and dances from different cultures. | Annually | |
| | NES students will participate in events, as allowed, that are open to the community such as:<br>- The Nimitz Fall Festival<br>- Canned Food Drive<br>- The Nimitz Winter Program<br>- The Jingle Bell Fun Run<br>- Kids Heart Challenge (virtual option)<br>- Semesterly Scholastic Book Fairs (virtual option)<br>- End-of-the Year Field Day | Yearlong | WSF | Librarian/PE/TC-<br><br>All NES students are invited to participate in these events throughout the year | Events are held annually | |
| **Student Empowerment**<br><br>Outcome: All NES 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 NES.<br><br>Measurable Goal(s):<br>- NES will have a consistent system to process student voice matters through the student council by SY21-22. | 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-<br>Student Council minutes and response sheets | Student Council meetings monthly | |
| | NES students will be provided opportunities to give service to the school/community as a means of civic responsibility through the following:<br>- Student Council (i.e., Fall Festival, Canned Food Drive, Jingle Bell Fun Run, Kids Heart Challenge, Spirit Week)<br>- Service Days<br>- Nimitz Safety Patrol (NSP)<br>- Anchored4Life | Yearlong | WSF | VP/Librarian/PE/TC-<br><br>Certificate of Recognition for Canned Food Drive and Kids Heart Challenge<br><br>Service Day Schedule<br><br>NSP schedule | Student Council participates in activities monthly | |

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| - NES will attribute at least one significant change to the campus or school through the Nimitz student council by SY22-23.<br><br>#5Promises<br>(Empowerment) | | | | | |
| **GLO Consistency**<br><br>Outcome: All NES students will be held consistently to the General Learner Outcomes of the Hawaii DOE<br><br>Measurable Goal(s):<br>All NES teachers and students will consistently use the appropriate rubric/checklist as provided by the school.<br><br>#WASC #CNA | All NES teachers will implement school-wide GLO rating, rubrics, and checklists to ensure consistency in student expectations and grading.<br>- Priority: Complex Thinker | Yearlong | WSF | CC/Principal- NES teachers have available a school-wide GLO rubric and checklist to signify their use of said rubrics. | Quarterly w/ Report Card |

**Staff Outcomes (SY 2021-22)**

| Measurable Outcome(s) | Enabling Activity | Duration | Source of Funds | School Monitoring Activity | Frequency | Complex Monitoring Activity |
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| **Targeted Professional Development**<br><br>Outcome: All teachers will be provided effective professional development that targets their student's needs.<br><br>Measurable Goal(s):<br>By the end of the SY21-22 teachers will have been provided professional development targeted at strengthening their Tier 1 instruction.<br><br>#WASC | NES teachers will be surveyed on their specific needs to inform professional development activities relating to...<br>- Multi-Tier System of Supports (MTSS)<br>  - AVID Strategies (e.g. WICOR strategies)<br>  - Choose Love<br>- Reading Wonders<br>- GoMath!<br>- Online Instruction<br>  - Seesaw<br>  - Google Classroom<br>  - Nearpod<br>- iReady | Yearlong | WSF | CC/Principal- PD session minutes and resources | Yearly | |
| **Peer Review Process**<br><br>Outcome: All NES Staff will be supported by comprehensive systems to effectively support their instruction<br><br>Measurable Goal(s): All grade levels will be informed of the Peer Review process through formal meeting by the end of Qtr 1. | NES 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. | Yearlong | WSF | 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 | PPT - Opening of the Year<br><br>Agenda - August/September<br><br>Google Folders - Ongoing | |
| **Teacher Mentoring Support** | All new/beginning teachers will collaborate with a District Mentor and/or school mentor. | Yearlong | WSF | CC- Teacher Mentor Support meeting minutes of support time and Mentor report. | Monthly and as needed | |

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| Outcome: All new NES teachers will be mentored and supported in their transition to NES.<br><br>Measurable Goal: By the end of the year, all new teachers at Nimitz will have had 180 minutes of support time. | | | | | |
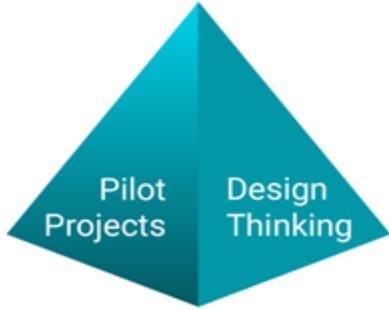
# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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 |
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| *Please describe your school's ideas around innovation and pilot projects.* | *Please describe your conditions for Success:* |
| 1. Student Voice System that implements student council reps to retain feedback from students in order to implement significant school change with school leadership.<br>   a. Student Council reps solicit feedback for change from students<br>   b. Student Council reps prioritize feedback to present to Nimitz ES leadership<br>   c. Nimitz Leadership work with Student Council to build conditions into change<br>   d. Student Council reports back to students (Reports, NNFK)<br>   e. Cycle continues until change happens | 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. |
| 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.<br>   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. | 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. |
| 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/cafeteria/classroom | 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. |

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| 4. Assemblies<br>    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.<br>    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. | 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. |