

# 2020 Academic Plan, School Year 2020-21



**School:** Red Hill Elementary

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

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

## HIDOE Learning Organization

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

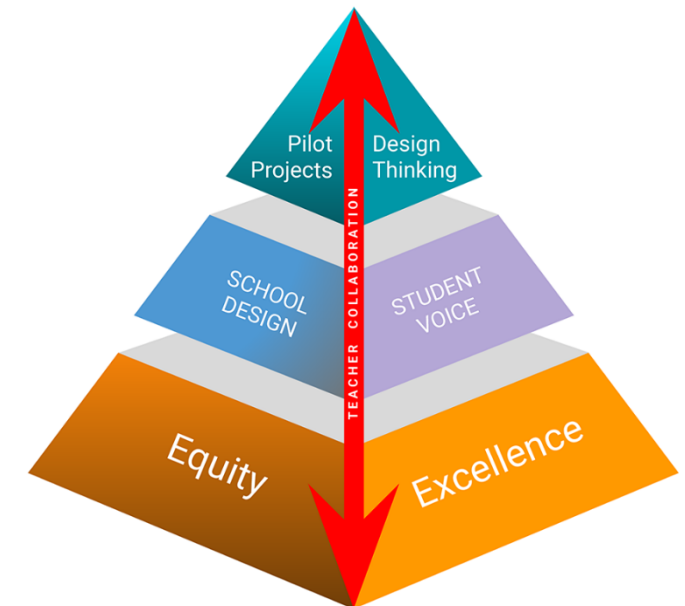
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


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

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

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

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



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



# 2020 Academic Plan, School Year 2020-21

School: **Red Hill 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.

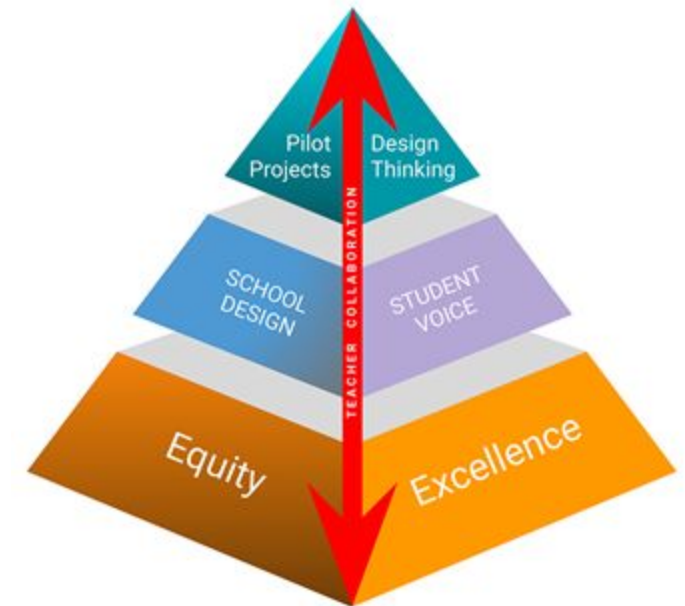
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

**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).



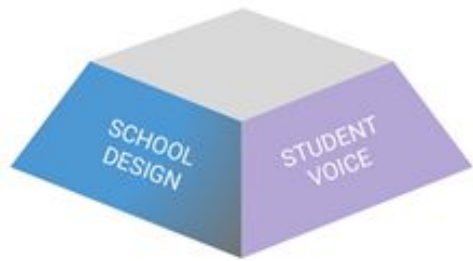


# Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p><i>In Language Arts our achievement gap is 13 points and in Math it is at 15 points.</i></p> <p>SBA data is stagnant and showing little growth over the years in ELA, Math, Science.</p> <p>High Needs Subgroups decreasing in proficiency over time.</p> <p>SPED population doubled in the past three years. More than the 10% average in schools.</p> <p>Increase in behavioral and discipline referrals over time.</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Universal screener. Formalize RTI processes.</p> <p>Focusing on Tier 1 instruction with teachers. Providing Sonday E system for grade K to replace phonics instruction and possibly expanding to other grade levels after looking at data.</p> <p>Supporting tier 2 iready intervention time with additional PTT support.</p> <p>Supporting tier 3 students through targeted intervention.</p> <p>Registration process and school staff trained. Review of Cumulative Folders and Defined analysis of student data through articulation and core meetings.</p> <p>Looking at the SPED lines in inclusion and revamping that. Looking at defining the specific placements within the school (inclusion, resource, fsc).</p> <p>Piloting Let’s Go curriculum with Sped Resource and RTI tier 3 group.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><i>Professional Development on MTSS.</i></p> <p><i>Continued Professional Learning Communities focused on MTSS, ELA and Math.</i></p> <p><i>Continued Grade Level Articulation that is structured around PD for teachers to collaborate and understand the levels of support as well as look at and analyze student data.</i></p> <p><i>Cross Grade Level Planning to align priority standards and create school-wide focus to create a seamless progression from grades K-6.</i></p> <p><i>Provide Staff with continual professional development on Choose Love and Tribes Implementation within faculty and PLC meetings.</i></p>

	<p>Define and differentiate all three tiers.</p> <p>Implement and assess progress to ensure efficiency and effectiveness of MTSS.</p> <p>Identify the Tiers for Behavior RTI and what does support look like and who delivers the support.</p> <p>Choose Love and Tribes implementation and what that will look like within the classroom, during Guidance</p> <p>Creating a transition center and possible supports for Tier 2. Increasing Student Council supports with transition.</p> <p>Currently a pilot for Panorama. Will start implementation this school year and look at the data given to possibly continue in upcoming years.</p>	
--	--	--



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

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

At Red Hill we need to take into account our transient military and local population and how we address a multi-tiered approach and support transitions whether it be academically or behaviorally.

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

Currently we are working with different student work groups in creating videos and projects related to student voice. These groups will help with communication of expectations as well as sharing student perspectives to be considered. We recently received the Mark Takai transition grant to build partnerships and programs such as PSAP and PCNC with collaboration of all stakeholders. This year we are piloting the Panorama SEL survey to give students and teachers the opportunity to share their thoughts on Social-Emotional Learning within the classroom.

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

We will be defining the role of the transition center; structuring the tiers of support and processes involved to address the students and families that transition in and out of Red Hill. Professional development will also need to be delivered to look at the SEL data from the Panorama survey to then look at future PD for our faculty and staff on SEL strategies needed.

Professional Development will be provided to all staff to support Tier 1 Choose Love SEL Program to address SEL needs within the school.

Looking at ways to provide students the platform to share their work, growth and showcase their accomplishments.

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>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p>Co-constructed Criteria rubrics within each grade level.</p> <p>Students will create videos targetting school-wide behavior expectations.</p> <p>Professional Development on Choose Love and Tribes Integration.</p> <p>Creating Partnerships with the Community.</p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p>Students will document their growth through portfolios and videos to demonstrate attainment of the standards and their progress over time.</p> <p>Refining the Positive Behavioral Intervention Support in Partnership with PTSA and SEL program.</p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p>Students will prepare for student led conferences to showcase their growth.</p>
<p>Why you are implementing them?</p> <p>Working on students understanding targets and taking ownership in how they are graded and what it looks like. Students are involved in their own progress toward their goals.</p> <p>Students need to understand behavior expectations and examples of what it looks like.</p> <p>All stakeholders need to understand the program and the components that will help build a strong SEL program within the classroom and school.</p>	<p>Why you are implementing them?</p> <p>Standards and outcomes address what students need to know, to understand, and be able to do. Having students create portfolios allows them to articulate this growth as a large process of their learning.</p>	<p>Why you are implementing them?</p> <p>Students need to be the ones to articulate to their parents where they fall on the benchmarks and standards and show evidence of their growth and learning.</p>
<p>How will you know that they are causing an improvement?</p> <p>Student surveys and reflections will show that they understand the</p>	<p>How will you know that they are causing an improvement?</p> <p>The work that students and teachers are showcasing will be</p>	<p>How will you know that they are causing an improvement?</p> <p>Student led conferences demonstrate being engaged in their learning and are able to select and present exemplars to their</p>

<p>content covered as well as they why behind what they are learning.</p> <p>There should be a decrease in behaviors and referrals.</p>	<p>closely aligned in terms of grading and reporting.</p> <p>When students collect, select, and reflect on their learning, and can explain why it's good evidence, they are engaged in self-monitoring their way to success. When students use assessment to self-monitor and to describe their learning to others, this helps them learn more.</p>	<p>parents. When they are engaged in describing their learning to others, they are able to self-reflect and improve their learning.</p>
---	---	---



# 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.

## 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)
Completion rate for each assessment period.	Students in grades K-6 will participate in the Beginning, Middle and End of year iReady assessments, as well as monthly progress monitoring to inform teachers of student progress to adjust instruction.	Yearlong	WSF	iReady Diagnostic and Growth Monitoring	Diagnostic (Beginning, Middle, End) Progress Monitoring (monthly)	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.
Completion rate for each assessment period.	Interim/ Summative SBA assessments will be used throughout the year to inform teachers of student	Yearlong	WSF	Interim and Summative SBA Assessments	Beginning, Middle, End	

	achievement levels. Data will be inputted and shared across grade levels on Google docs as well as posted on the SBA data wall.					
Grade levels will see an increase in growth within their classrooms when looking at the data of students who need intervention and the supports given.	Each grade level will discuss the data in data teams. Changes to curriculum and instructional strategies will be implemented to address specific student needs for Tier 1. Tier 2 and 3 supports will be identified and a plan will be created to support students identified.	Yearlong	WSF	Grade Level Articulation Minutes	Quarterly	
BERC Learning Walk-through data collection.	Students will discuss and collaborate during class to reflect on what was learned and what connections to new information were made.	Yearlong	WSF	Berc Learning Walk-through and Data Collection	Monthly in Grade Level Meeting Minutes	
The number of student led tours will be recorded as well as students trained.	Student Leadership representatives will be trained to do campus tours for new students.	Yearlong	WSF	Feedback forms from students and families collected through google forms	Quarterly	
Choose Love lessons delivered to the staff with student showcases quarterly.	Students will participate in Choose Love and Tribes activities within their grade levels through Guidance and Classroom Activities. Students will also have an opportunity to share messages and ideas with the school and community.	Yearlong	WSF		Quarterly	

#### 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)
Guidelines will be created and shared for all staff members on Google Drive.	PLC groups will create guidelines on common assessments each PLC will look at across all grade levels.	Fall	WSF	PLC Minutes	Monthly	
Common Instructional strategies will be shared through google docs to support students from one class and grade level to the next.	Teachers will look at the data through data teams and PLC groups to plan instructional strategies and look at assessments and rubrics if revisions need to be made across grade levels	Yearlong	WSF	PLC Minutes	Monthly	
Student growth data over time based on iReady results.	Grade levels will discuss interventions and strategies and make adjustments when looking at iReady data and other common formative and summative assessments in the data teams process during articulation as well as within PLC groups.	Yearlong	WSF	Grade Level Meeting Mintues	Monthly	
All faculty members will be trained through PD given to all.	Extended faculty meetings will be used to look at professional development with the focus on learning. Additional professional development will be given based on the critical needs of the WASC initial visit and CNA.	yearlong	WSF	PD agendas and feedback forms and attendance.	quarterly	
Student Showcases and staff sharing of integrated Choose love and Tribes Lessons.	PD opportunities for staff to learn and integrate Choose Love and Tribes SEL initiatives.	Yearlong	WSF	Feedback Surveys	quarterly	
Data will be collected of participants at meetings and	New and beginning teachers will participate in bi-quarterly meetings	Yearlong	WSF	Meeting agendas and mintues	monthly	



supports given over the school year.	with mentors and support team to discuss progress, concerns, curriculum, SBA, and needs.					
All new and beginning teachers will be trained through PD specifically designed for new staff to Red Hill.	Beginning teachers will participate in new teacher trainings held at the school to focus on topics such as school procedures, curriculum, intervention programs, support, etc.	Yearlong	WSF	Meeting Agenda, Minutes. Feedback forms and attendance	monthly	
All teachers will participate in learning walks to reflect on their own teaching.	Teachers will continue to get support through peer observations using the BERC Star Protocol. The yearly focus will be determined by the PLC groups.	Fall, Spring	WSF	Star Protocol Too	semesterly	
All faculty members will be trained through PD given to all.	SPED eligibility, referral processes, transitioning (new and exiting students), report cards, grading policies will be planned out and created in Google Docs and shared with all stakeholders through PD.	Fall	WSF	google docs. meeting agenda, minutes.	semesterly	
All faculty members will be informed of the transition center and it's organization and role at the school.	Transition Center will be organized and a Plan will be created by the Leadership team to help Office, student services, Teachers/Staff support and Students to understand the supports of the Center.	Yearlong	WSF	google docs, agendas, meeting minutes	semesterly	



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <ul style="list-style-type: none"><li>• <i>Creating a transition center that partners with student leadership and community.</i></li><li>• <i>Building connections and partnerships with grade level teams and the community to come up with project-based learning experiences.</i></li><li>• <i>Creating innovative ways to assist parents and students in accessing content through technology and student created videos as well as online resources and virtual/online portfolios (students reflect and share with parents).</i></li><li>• <i>Building Grade Level Student Showcase Events.</i></li><li>• <i>Focusing on HA in guidance and having students truly understand themselves and the place they live in.</i></li><li>• <i>Creating a college and career plan of building the skills students at all grades need to be successful.</i></li><li>• <i>Exploring more extra-curricular options after school that tap into our teacher/staff talents at the school (art, dance, science, sports, computer science, etc.)</i></li></ul>	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"><li>• <i>A supportive environment and a safe culture for implementing new ideas.</i></li><li>• <i>Design implementation around small successes and then expand.</i></li><li>• <i>Continuous professional development designed around rich discussions for student success.</i></li><li>• <i>Routine progress monitoring of systems and implementation.</i></li><li>• <i>Cultivate and encourage an environment for trying new ideas.</i></li><li>• <i>Celebrate successes and recognize accomplishments.</i></li></ul>