

2020 Academic Plan, School Year 2020-21



School: Solomon 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 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.

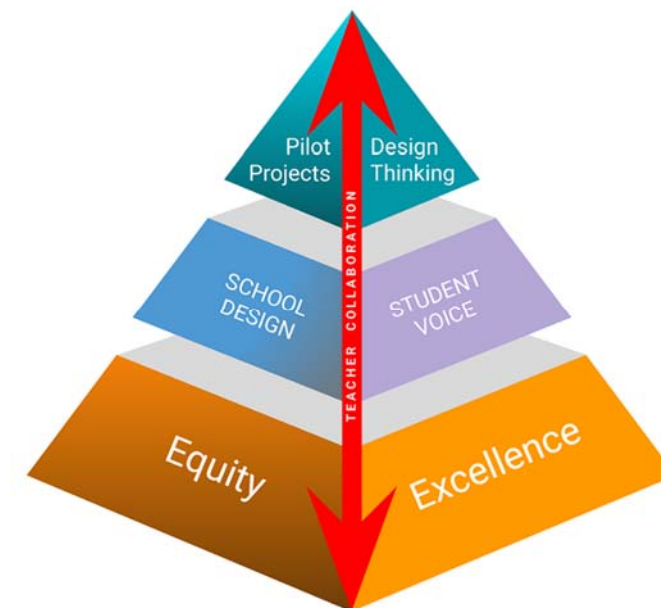
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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: Sally Omalza	
Principal's signature: SIGNATURE ON FILE AT THE SCHOOL	Date: 6/10/2020

Complex Area Superintendent: Robert Davis	
Complex Area Superintendent's signature: 	Date: 6/10/2020





2020 Solomon Elementary School Academic Plan School Year 2020-21

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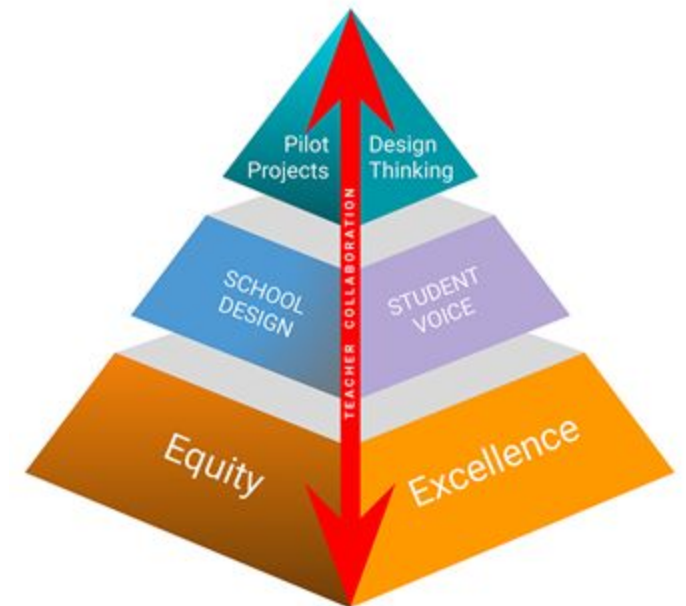
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Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity										
<p><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>The subgroup our school has chosen to focus on is our Special Education students who are receiving services within the inclusion class setting. Over the last five years, the number of students who receive special education services has increased from 97 (12.0%) in 2015-16 to 155 (18.8%) in 2019-20, an increase of about 57%. Our inclusion rate has risen from 45% in 2017-18 to 52% in the 2018-19 school year. This exceeds the state’s expectation of 51%.</p> <p>When disaggregating the SBA proficiency data by subgroups, the number of Sped students demonstrating proficiency in ELA and math has remained constant, but due to the increasing number of IDEA students, the percentage of students meeting proficiency has been dropping each year.</p> <p>Number & Percentage of Students in Special Education Programs</p> <table><tr><th>SY 2015-16</th><th>SY 2016-17</th><th>SY 2017-18</th><th>SY 2018-19</th><th>SY 2019-20</th></tr><tr><td>97</td><td>104</td><td>126</td><td>141</td><td>155</td></tr></table>	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20	97	104	126	141	155	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Quality education enables students to achieve their dreams of academic success, community engagement, and job readiness.</p> <ul style="list-style-type: none">• Culture of shared responsibility• Continuum of services with an array of interventions and supports• Consistent equitable resources and opportunities that address the unique needs and abilities of all students• Improve achievement and growth for all students, both in academics and social-emotional learning <p>Inclusive education means that all students have the opportunity to be educated in the general education classroom to the greatest extent - expectations are high and instruction is standards based. Inclusive education provides general education curriculum, personalized supports as needed and occurs when a student with a disability successfully engages in the same learning environment with the same learning opportunities as his/her classmates.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Student Success</p> <ul style="list-style-type: none">• K-5 Inclusion students receive instruction in a co-teaching environment• Individual learning needs of K-5 Inclusion students are provided through small group instruction• K-5 Inclusion students show growth on universal screening scores <p>Staff Success</p> <ul style="list-style-type: none">• Schedule and provide professional development for co-teaching teams, to include co-planning and co-teaching models• Schedule and provide professional development and planning opportunities prior to the beginning and throughout the school year.
SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19	SY 2019-20								
97	104	126	141	155								

11.98%		12.29%		14.24%		15.75%		18.8%	
Source: School Status Improvement Report (SSIR) 2018-19									
Percentage of IDEA/SpEd Students in Inclusion									
SY 2017-18		SY 2018-19		SY 2019-20					
45%		52%		n/a					
Source: School Status Improvement Report (SSIR) 2018-19									
Percent Proficient for IDEA/SpEd Subgroup compared to All Students									
		SY 2015-16		SY 2016-17		SY 2017-18		SY 2018-19	
		%	n	%	n	%	n	%	n
Lang. Arts	All	55.0%	187	51.3%	177	46.5%	165	55.5%	173
	IDEA	8.8%	2	6.9%	2	5.9%	2	3.5%	
Math	All	50.7%	172	45.3%	153	34.2%	121	44.9%	141
	IDEA	11.8%	4	7.4%	2	8.8%	3	13.8%	
Sci.	All	61.1%		61.8%		59.1%		52.7%	
	IDEA	15.4%		30.8%		23.1%		23.1%	
Source: HI DOE Longitudinal Data System School Report https://lds.k12.hi.us/Dashboard/portalHome.jsp >Reports>Profile Reports>School Report; HI DOE Longitudinal Data System School Report https://lds.k12.hi.us/Dashboard/portalHome.jsp >Plan>HSA - Science									



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

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

Solomon Elementary services 100% military impacted students; 60% qualify for Free and Reduced Lunch and 40% transition in or out of school during the year. The average student remains at our school for 3 years, which creates a need to provide academic and behavioral MTSS for every student. Student voice is honored through the variety of essential classes, extra-curricular activities, and intramural sports opportunities.

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

Solomon Elementary has established initiatives for whole child success, including

- MTSSa: Academic universal screener, tiered interventions and supports
- MTSSb: Behavioral universal screener, tiered interventions and supports
- Semesterly Student Support Meetings to review the success of the whole child, including all EL and SpEd students
- Essential Classes and enrichment opportunities

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

Student achievement and growth on universal screeners and SBA, monitoring schoolwide data through the Academic Review Committee (ARC), training teachers through targeted professional development, parent participation in integrated parent-student opportunities

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>All grade levels will implement a restart of Solomon Elementary’s Data Team protocols in mathematics, monitored through the ARC, as measured by</p> <ul style="list-style-type: none"> • meeting schedule • process <ul style="list-style-type: none"> ○ cycle ○ Common Formative Assessments (CFA) ○ data • documentation <ul style="list-style-type: none"> ○ agenda ○ minutes ○ sample student work 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>All grade levels will continue to implement Solomon Elementary’s Data Team protocols in both Math and ELA, monitored through the Academic Review Committee, as measured by</p> <ul style="list-style-type: none"> • meeting schedule • process <ul style="list-style-type: none"> ○ cycle ○ data ○ CFA ○ differentiated instruction - grouping • documentation <ul style="list-style-type: none"> ○ agenda ○ minutes 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>All grade levels will continue to implement Solomon Elementary’s Data Team protocols in Math, ELA, and Science, monitored through the Academic Review Committee, as measured by</p> <ul style="list-style-type: none"> • meeting schedule • process <ul style="list-style-type: none"> ○ cycle ○ data ○ CFA ○ differentiated instruction - targeted instruction • documentation <ul style="list-style-type: none"> ○ agenda ○ minutes

	○ student sample work	○ student sample work
<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • To plan, reflect, and adjust our interventions and intentional instruction with a deeper understanding to meet the needs of all our students including EL & SPED. • WASC recommendations included an increase in the use of a variety of differentiation strategies. • 2020-21 CNA implications and root causes from demographic, perception, student learning, and school process data. • Robust Tier 1 implementation of an academic and behavioral MTSS can reduce learning and achievement gaps for all students. • Students are more likely to learn in a school community where they feel connected to adults. Positive teacher-student relationships contribute to students' perception of safety and sense of belonging. <p>SW1</p>	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • To plan, reflect, and adjust our interventions and intentional instruction with a deeper understanding to meet the needs of all our students including EL & SPED. • WASC recommendations included an increase in the use of a variety of differentiation strategies. • 2020-21 CNA implications and root causes from demographic, perception, student learning, and school process data. • Robust Tier 1 implementation of an academic and behavioral MTSS can reduce learning and achievement gaps for all students. • Students are more likely to learn in a school community where they feel connected to adults. Positive teacher-student relationships contribute to students' perception of safety and sense of belonging. 	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • To plan, reflect, and adjust our interventions and intentional instruction with a deeper understanding to meet the needs of all our students including EL & SPED. • WASC recommendations included an increase in the use of a variety of differentiation strategies. • 2020-21 CNA implications and root causes from demographic, perception, student learning, and school process data. • Robust Tier 1 implementation of an academic and behavioral MTSS can reduce learning and achievement gaps for all students. • Students are more likely to learn in a school community where they feel connected to adults. Positive teacher-student relationships contribute to students' perception of safety and sense of belonging.
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Using various data sources, such as universal screeners, classroom formative and summative assessments, SBA, etc., and progress monitor using CFAs or student work & observations captured in Data Teams, to show adequate student growth toward mastery. • The ARC will use Comprehensive Needs Assessment (CNA) data and other school wide data sources to make data-informed decisions. <p>SW1</p>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Using various data sources, such as universal screeners, classroom formative and summative assessments, SBA, etc., and progress monitor using CFAs or student work & observations captured in Data Teams, to show adequate student growth toward mastery. • The ARC will use Comprehensive Needs Assessment (CNA) data and other school wide data sources to make data-informed decisions. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Using various data sources, such as universal screeners, classroom formative and summative assessments, SBA, etc., and progress monitor using CFAs or student work & observations captured in Data Teams, to show adequate student growth toward mastery. • The ARC will use Comprehensive Needs Assessment (CNA) data and other school wide data sources to make data-informed decisions.



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
<p><i>Add beginning of the year measurements here.</i></p> <p>At the beginning of SY 20-21,</p> <ul style="list-style-type: none"> MTSS a & b universal screeners: <ul style="list-style-type: none"> i-Ready universal screener (fall 2020) Panorama universal screener (fall 2020) 	<p><i>Add throughout the year measurements here.</i></p> <p>By the end of Semester 1 of SY 20-21,</p> <ul style="list-style-type: none"> MTSS a & b universal screeners: <ul style="list-style-type: none"> i-Ready universal screener (winter 2021) Panorama universal screener (winter 2021) Look at the number of students exiting out or repeating MTSS a or b Tier 2 or Tier 3 support 	<p><i>Add end of year goals here.</i></p> <p>At the end of SY 20-21,</p> <ul style="list-style-type: none"> MTSS a & b universal screeners: <ul style="list-style-type: none"> i-Ready universal screener (spring 2021) Panorama universal screener (spring 2021) Look at the number of students exiting out or repeating MTSS a or b Tier 2 or Tier 3 support

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)
100% of students will receive tiered instruction <ul style="list-style-type: none"> Tier 1 (Data Teams) Tier 2 (Class RtI and Lion Time) Tier 3 (Intensive RtI - pullout) SW6	<ul style="list-style-type: none"> Students will be placed in tiered instruction based on iReady assessments Students will participate in Lion Time and RtI based on their universal screener data Receive Tier 2 & 3 instruction by PPT, PTT or PPEs 	Yearlong	18902	<ul style="list-style-type: none"> iReady data RtI formative/summative assessments 	3 times a year	
All students will complete grade level CFAs with at least 80% proficiency	<ul style="list-style-type: none"> Students complete grade level CFAs 	Yearlong	20657	Grade Level Data Team minutes/recording sheet	Twice a quarter	

100% of students will receive tiered behavioral supports <ul style="list-style-type: none"> Tier 1 (Mindfulness and Second Step) Tier 2 (Mindfulness, counselors, etc.) Tier 3 (Wellness Center, SWEP, etc.) SW6	Students are universally screened and provided SEL services such as: <ul style="list-style-type: none"> Counseling Wellness Center staffed by PPTs Mindfulness Other services 	Yearlong		<ul style="list-style-type: none"> Panorama SEL Wellness Center data Infinite Campus behavior data Counselor Data Team minutes/recording sheet 	3 times a year	
All students are provided the opportunity to participate in essential classes to support the whole child and explore opportunities for college and career opportunities. SW6	<ul style="list-style-type: none"> All students participate in essential classes during the school day Enrichment opportunities offered outside of school hours All students will participate in AVID career days. 	Yearlong	18902	<ul style="list-style-type: none"> SCC and student questionnaire ARC survey of classes and enrichment 	annually	

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)
All teachers will consistently implement Data Team protocols in mathematics <ul style="list-style-type: none"> meeting schedule process <ul style="list-style-type: none"> cycle data CFAs documentation 	Ongoing PD on Data Team protocols <ul style="list-style-type: none"> Opening: Overview and establish protocols Q1: Common Formative Assessments (CFA) & instructional strategies Q2: Analyzing student data and inter-rater reliability Q3: Adjusting instruction to meet student needs Q4: Next Steps 	Yearlong	20657	<ul style="list-style-type: none"> Admin will review agenda/minutes ARC: decisions about schoolwide PD and Data Teams cycle Share CFA results across grade levels 	Quarter	

SW6	Keeping documentation at Data Team meetings <ul style="list-style-type: none"> • data recording • notes on analysis of student work 					
100% of teachers will teach the schoolwide SEL (Second Step) curriculum. 100% of teachers will use Student Support Meeting data to identify SEL needs and supports.	<ul style="list-style-type: none"> • Student Support Meetings will be held each semester for all K-5 teachers to identify students needing additional SEL supports • Provide teachers PD on SEL and behavior service referrals • Share and review Panorama questions about Teacher-Student Relationships and student SEL growth. • Students are referred for tiered SEL support, based on need <ul style="list-style-type: none"> • Counseling • Wellness Center staffed by PPTs • Mindfulness • Other services 	Yearlong		<ul style="list-style-type: none"> • Panorama SEL • Wellness Center data • Infinite Campus behavior data • Counselor Data Team minutes/recording sheet 	Quarterly	
All Teachers will provide parent and family engagement activities that promote achievement and school performance, including <ul style="list-style-type: none"> • DONSA Days • Open House • Parent-Child Activities 	<ul style="list-style-type: none"> • Develop grade level literacy activities that encourage parents to be involved with their child's education and how to better support the child at home • Advertise grade level literacy and parent involvement activities • Provide meetings for students and families to support transitions, including pre-school, middle school, and military assignments 	Yearlong	18935 18902	<ul style="list-style-type: none"> • Parent sign in sheets • Exit survey • Sample activities 	Semesterly	
SW6, SW7						



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>Computer Science essential class</p> <ul style="list-style-type: none">• Expand current essentials classes to include Makerspace and Computer Science for grade levels 1-5 to explore hands-on problem solving• Continue robotics enrichment for a deeper dive	<p><i>Please describe your conditions for Success:</i></p> <p>Year 1</p> <ul style="list-style-type: none">• Establish program and schedule for grades 1-5• PD for grade level and resource teachers for co-planning• Create and equip Makerspace classroom• Integrate one Makerspace project into a subject area for each grade level• Continue robotics and explore other enrichment opportunities• Explore partnerships <p>Years 2-3</p> <ul style="list-style-type: none">• Continue professional development for teachers and ongoing PD for new teachers, sending at least one grade level to training• Provide co-planning time for grade level and resource teachers• Expand Makerspace program to include introduction to computer programming in languages for enrichment opportunities• Continue variety and quality of Computer Science enrichment opportunities• Design curricula and projects integrated into multiple content areas for all grade levels• Expand partnerships <p>Year 4-5</p> <ul style="list-style-type: none">• Continue professional development for teachers and ongoing PD for new teachers• Provide co-planning time for grade level and resource teachers• Expand Makerspace program to include introduction to computer programming in Python for grades 4 & 5• Continue variety and quality of Computer Science enrichment opportunities• Design curricula and projects integrated into multiple content areas for all grade levels• Expand and solidify partnerships