

Academic Plan for School Year 2022-23



[School: Alvah Scott Elementary]

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

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

HIDOE Learning Organization

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

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

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

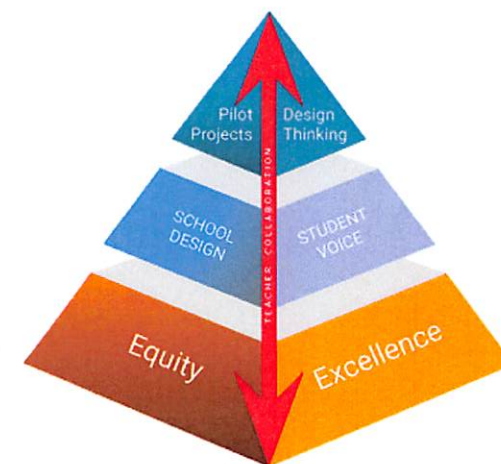
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

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

Principal (print): Sandra Watanabe	
Principal's signature: (Signature on file)	Date: 04/08/2022

Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature: 	Date: 04/08/2022





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>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, such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p>ASE Targeted subgroups include; MV, EL, IDEA, 504, Tier 1 and struggling learners.</p> <p>Due to the COVID-19 pandemic all Hawaii DOE schools were unable to take the 2020 Hawaii State Assessment (HSA). The following HSA scores will remain as our baseline.</p> <p>STRIVEHI NON-HIGH NEEDS AND HIGH NEEDS ACHIEVEMENT GAP</p> <table><tr><th></th><th>Non-High Needs</th><th>High Needs</th><th>Achievement Gap</th></tr><tr><td>Language Arts</td><td>63%</td><td>28%</td><td>34 points</td></tr></table>		Non-High Needs	High Needs	Achievement Gap	Language Arts	63%	28%	34 points	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If teachers implement and monitor the following then gap rates should decrease.</p> <p>Decrease student gap rates and increasing student achievement scores in ELA and Math.</p> <p>Improving student achievement school wide effort include;</p> <ol style="list-style-type: none">1) Continue implementing iReady K-62) Continue implementing Wonders K-63) Continue implementing Go Math K-64) Continue to identifying individual student needs through iReady and remediating through RTI5) Concentrated Professional Development on specific strategies to improve instruction of identified individual student needs in iReady, Wonders, Go Math and increase student engagement strategies.6) Curriculum Coordinators to assist teachers in identification of students, RTI, monitoring, mentoring and online instruction.7) ART/Leadership team monitors the universal screener data from iReady data identifying individual student needs, teacher staff development and strategies to meet those needs.	<p>What are your <u>Enabling Activities</u> to improve the achievement gap? Enabling Activities maintain a focus on continuous improvement and the Theory of Action for the complex or school. They identify periodic initiatives that build upon each other to achieve student and staff Measurable Outcomes.</p> <p>All students will be given opportunities to participate in PBL activities K-6.</p> <p>Annual Panorama Survey: By measuring student perceptions, the Panorama Student Survey gathers feedback from students about their classroom experience.</p> <ol style="list-style-type: none">1) iReady implementation. Staff development is ongoing and monitored by ART/Leadership2) Go Math implementation. Staff development is ongoing and monitored by ART/Leadership3) iReady is the Universal Screener that identifies and Tiers students for RTI/HMTSS. Curriculum Coordinators track student growth and meet with grade levels bimonthly. Staff development is ongoing. HMTSS tools survey was discussed with total faculty.4) Concentrated PD on iReady, Eric Sheninger and WASC process/recommendations.5) Curriculum Coordinator monitors and assist with RTI/HTMSS by working with and identifying individual student needs and growth as monitored by ART/Leadership.
	Non-High Needs	High Needs	Achievement Gap							
Language Arts	63%	28%	34 points							

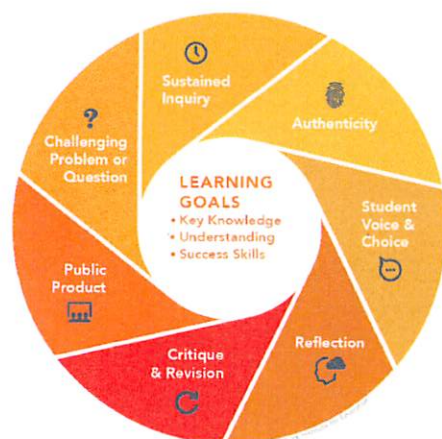
Math	50%	29%	21 points
49% of students learning English are on-track to English language proficiency.			
	2018	2019	2021
English	57%	47%	42%
Math	48%	35%	37%
<p>8) Increased monitoring absenteeism through data analysis of location, low SES, Geographic Exemption or MVA.</p> <p>9) Continue monthly vertical articulation allows teachers to share their findings with other grade levels in attempts to close gaps and improve curriculum transitions.</p> <p>10) Quarterly Gallery Walks are held to share grade level data schoolwide.</p> <p>11) Bimonthly Data Team meetings allow teachers move student work through the data team process.</p> <p>Data Team minutes are posted in google docs and shared with the faculty. Leadership members attend grade level data team meetings to assist in the process. Curriculum Coordinators can provide modeling, peer observations, coaching, resources, trainings, district and program representatives as resources.</p> <p>By pin pointing student need areas ASE can align teacher development, give teachers training, give teachers diagnostic and remediation tools strategies, this alignment will strengthen our RTI/HTMSS and improve student achievement while closing the achievement gap.</p> <p>ASE has adjusted its pacing guides to reflect an April to April schedule in order for students to have the skills needed for the Hawaii State A assessment.</p>			
<p>6) ART meets bimonthly to analyze data and plan strategically.</p> <p>7) Continue to lower absentee rate. Counselor monitors students, conducts home visits. Teachers call home when students are not at school.</p> <p>School Wide Family Engagement Opportunities; SCC Meetings, Coffee Hour, Community Meetings, Kindergarten Orientation, Meet & Greet, Family Fun Fair, May Day, Curriculum Fair, Book Fair, Movie Night, Bingo Night, Fall Festival, Read Together, 6th Grade Graduation, Career Day, Winter Fair and Fall Parade.</p> <p>Monthly meeting minutes are posted on Google Docs and shared with the school and School Community Council.</p> <p>SQS, Panorama, Referrals, GLO Report Card Grades, Peer Review, and Teacher Recommendation data will be used to monitor how safe students feel at school. Teachers will monitor student participation in TRIBES, GLOs, citizenship and class behavior.</p> <p>SQS scores will increase 5% from 74% to 79%.</p>			

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

Describe here your complex/school contexts for School Design and Student Voice: The Aiea Complex engages in Project Based Learning (PBL). PBL is a teaching method in which students learn by actively engaging in real world and personally meaningful project. PBL naturally lends itself to inspire student voice since the choose what they are interested in to investigate. Professional development and Professional Learning Communities will focus on higher levels of engagement, including raising opportunities for student voice within our school design.

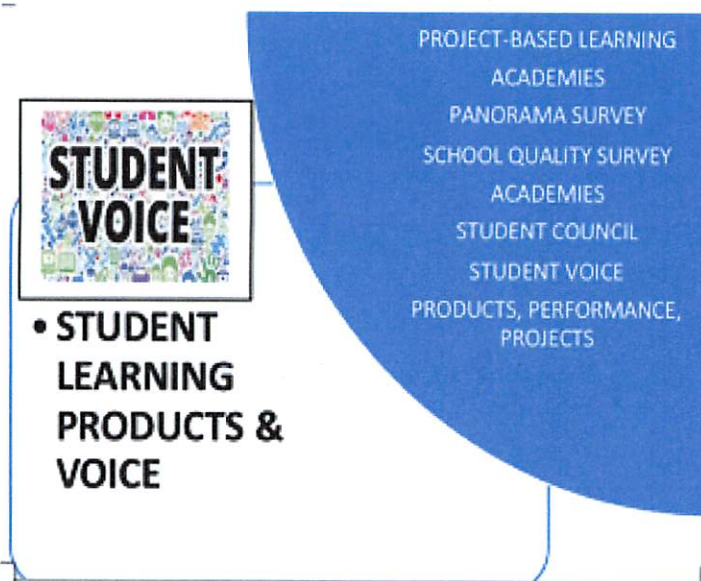
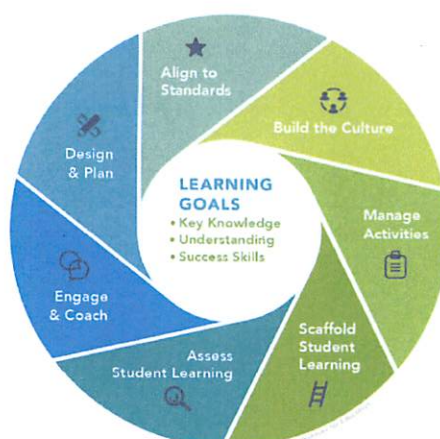
Gold Standard PBL

Seven Essential Project Design Elements



Gold Standard PBL

Seven Project Based Teaching Practices

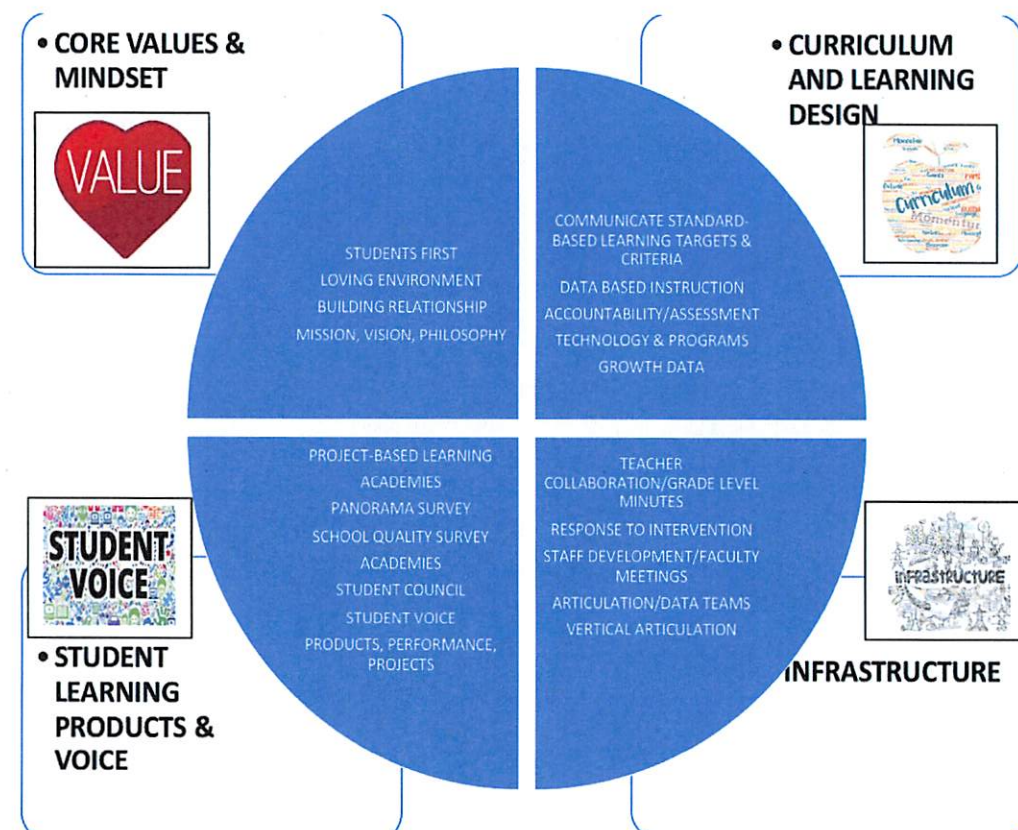


Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice:

The Aiea Complex elementary schools have planned a common waiver day dedicated to PBL and the staff development of all elementary teachers complex wide. All teachers will participate in the PBL teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. All school recently participated in the Aiea PBL Summit. Faculty and staff from the seven Aiea Complex schools participated virtually in the successful event.

All faculty and staff will participate in Professional Learning Communities focused on Personal Learning Networks (PLNs), Instructional Coaching, Ownership of Learning, Vertical Collaboration and Outcome-based Accountability.

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



Core Values & Mindset, Curriculum and Learning Design, Student Voice and Infrastructure work in concert with each other. When done well the four quadrants will seamlessly work together as a web of supports for each student and faculty member. It all begins with Core Values and Mindset. Each school community member must believe that they make a difference in the lives of each student and put the student in the center of all decision making.

Once teacher believe and practice the Core Values and Mindset the other quadrants will fall in place to create Alvah Scott as an ideal learning environment.

Measurable Conditions for Success (*StriveHI Index*)

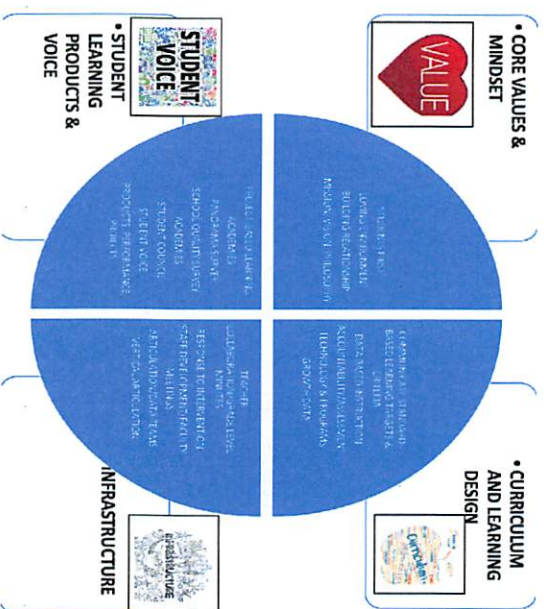
- 5% gains or higher in ELA
- 5% gains or higher in Math
- 5% gains or higher in Science
- 5% decrease in the ELA achievement gap
- 5% decrease in the Math achievement gap
- 5% gain in the number of students learning English are on-track to English language proficiency
- 5% gain in the number of 3rd grades reading on grade level
- 5% gain in the percent of students reporting positive school climate

SY 2020-21 [Measurable Outcomes](#)

SY 2021-22 [Measurable Outcomes](#)

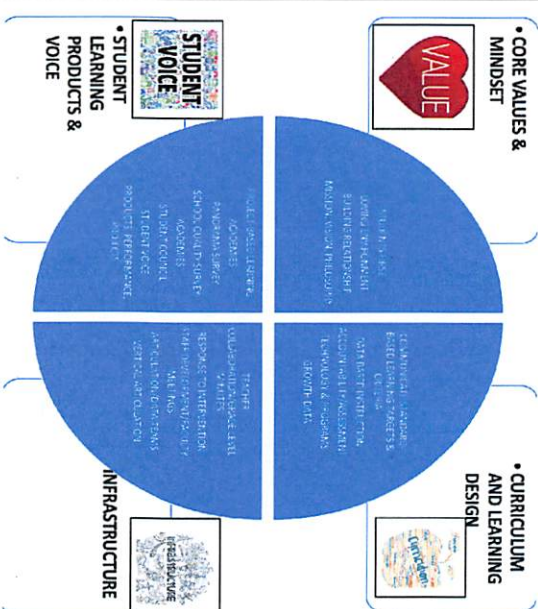
SY 2022-23 [Measurable Outcomes](#)

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?



Due to pandemic conditions plans will remain in effect

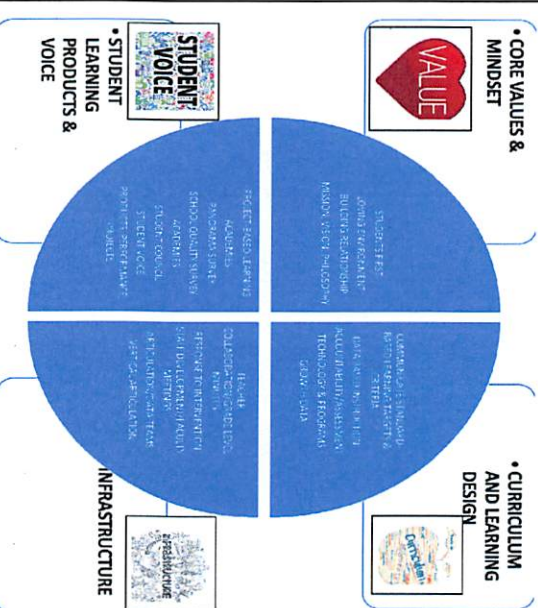
What are your Measurable Outcomes around School Design and Student Voice? What are you designing?



Students returned to campus for in person learning. Collaborative group work was adapted to allow for social distancing and minimize spread of the COVID virus.

Measures: School Quality Survey, Student Council minutes, Video Academy products on school events, Guidance classes, GLOs, After school academy participation.

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?



Honoring student voice and allowing them to have a say during the learning process is a central tenet of student agency. It can be defined as authentic student input or leadership in instruction, school structures, or education policies that can promote meaningful change in Alvah Scott students. (*Eric Sheninger, Disruptive Thinking in Our Classrooms*)

Professional development through PLC on Eric Sheninger's book, Disruptive Thinking is currently being developed. The focus is raising student achievement through higher levels of engagement that includes voice, choice, path, pace and place. This will be developed and monitored by ART/Leadership team.

Measures: School Quality Survey, Student Council minutes, Video Academy products on school events, Guidance classes, GLOs,

Measurable Outcomes for **Core Values & Mindset**

• CORE VALUES & MINDSET



STUDENTS FIRST
LOVING ENVIRONMENT
BUILDING RELATIONSHIP
MISSION, VISION, PHILOSOPHY

1. Decisions are based on **Students First** at all school levels as measured by analyzing student data (Data Teams) to inform instruction and funding toward identified student needs. Data Team and Grade Level minutes are posted on Google Docs along with monthly iReady reports and assessments.
2. **Loving School Environments** are created for students in classes, tutoring, clubs, and the school as measured by the SQS, observations and records.
3. Evidence of **Strong Relationship** building strategies through;
 - TRIBES,
 - Habits of Mind,
 - Eric Sheninger,
 - Choose Love,
 - and partnership with UHM psychology department as measured by SQS, observations, and records.
4. School community understands that our ideal learning environment lives in our Mission, Vision

Continue to Measure Outcomes for Core Values & Mindset

• CORE VALUES & MINDSET



STUDENTS FIRST
LOVING ENVIRONMENT
BUILDING RELATIONSHIP
MISSION, VISION, PHILOSOPHY

Though still under pandemic conditions most students have returned to campus for in person learning. 43 families have elected to receive distance learning due to infant or elderly care.

1. Decisions are based on **Students First** at all school levels as measured by analyzing student data (Data Teams) to inform instruction and funding toward identified student needs. Data Team and Grade Level minutes are posted on Google Docs along with monthly iReady reports and assessments.
2. **Loving School Environments** are created for students in classes, tutoring, clubs, and the school as measured by the SQS, observations and records.
3. Evidence of **Strong Relationship** building strategies through;
 - TRIBES,
 - Habits of Mind,
 - Eric Sheninger,
 - Choose Love,

After school academy participation.

• CORE VALUES & MINDSET



STUDENTS FIRST
LOVING ENVIRONMENT
BUILDING RELATIONSHIP
MISSION, VISION, PHILOSOPHY

and Philosophy.

OUR MISSION

We will support each child's educational journey by providing opportunities for success.

OUR VISION

We envision the students of Alvah Scott Elementary School as responsible, productive citizens who will become life-long learners.

OUR PHILOSOPHY

At Alvah Scott Elementary School, we believe that all children can become critical thinkers and responsible citizens through partnership between home and school.

4. School community understands that our ideal learning environment lives in our Mission, Vision and Philosophy.

OUR MISSION

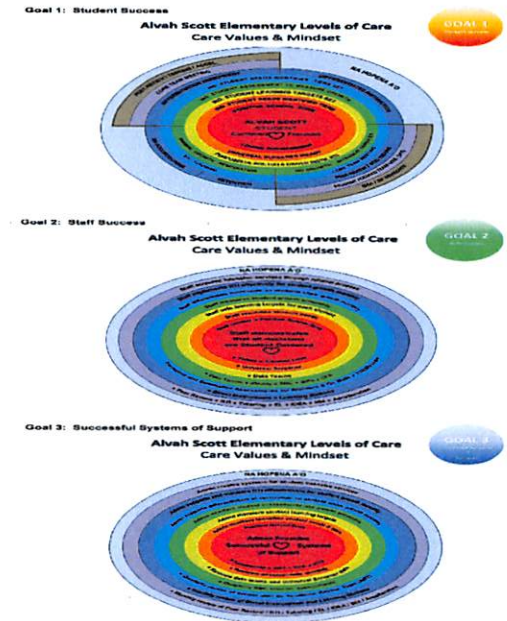
We are committed to each child's education by providing equitable opportunities for personal success and inspiring passion for life-long learning.

OUR VISION

We envision the students of Alvah Scott Elementary as responsible, productive citizens who will be lifelong learners.

OUR PHILOSOPHY

At Alvah Scott Elementary we believe that all children can become complex thinkers and responsible, respectful citizens, thereby creating a better global society.



Revisit our Mission, Vision and Philosophy yearly to ensure relevance

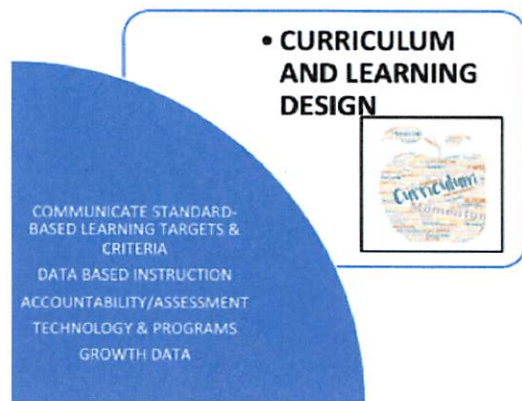
OUR MISSION

We are committed to each child's education by providing equitable opportunities for personal success and inspiring passion for life-long learning.

OUR VISION

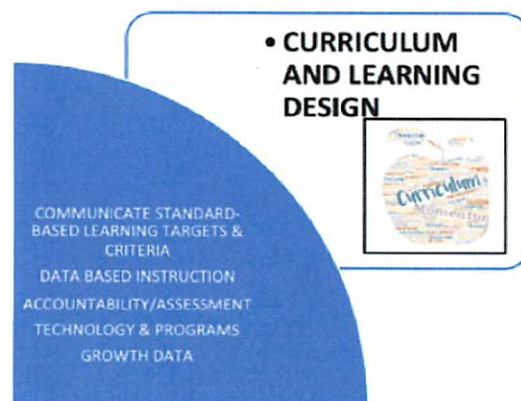
We envision the students of Alvah Scott Elementary as responsible, productive citizens who will be lifelong

Measurable Outcomes for Curriculum and learning Design



1. **Communicate standard-based learning targets & criteria** to students daily, at bimonthly grade level articulations, faculty meetings and professional development days as measured by grade level minutes, walk throughs, observations and records.
2. **Assessments** drive instruction according to individual student needs as measured by grade level data team minutes, iReady and Acellus assessments (3x year showing individual students growth), HSA (5% increase yearly), teacher made tests, observations and records.
3. **Accountability/Assessments** are given in a timely manner to give students enough learning time between assessments. Effective instruction is monitored through data teams, iReady, Acellus, HSA, observations and records.
4. **Technology** is infused in daily instructional work for enrichment, remediation, performances, presentations

Measurable Outcomes for Curriculum and learning Design



1. **Communicate standard-based learning targets & criteria** to students daily, at bimonthly grade level articulations, faculty meetings and professional development days as measured by grade level minutes, walk throughs, observations and records.
2. **Assessments** drive instruction according to individual student needs as measured by grade level data team minutes, iReady assessments (3x year showing individual students growth), HSA (5% increase yearly), teacher made tests, observations and records.
3. **Accountability/Assessments** are given in a timely manner to give students enough learning time between assessments. Effective instruction is monitored through data teams, iReady, HSA,

learners.

OUR PHILOSOPHY

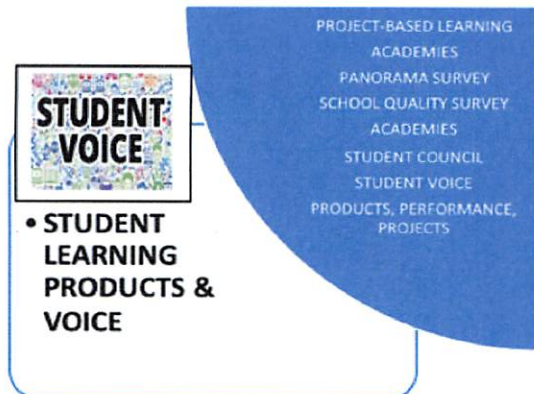
At Alvah Scott Elementary we believe that all children can become complex thinkers and responsible, respectful citizens, thereby creating a better global society.

Measurable Outcomes for Curriculum and learning Design

and projects as measured by teacher lessons, data team minutes, observations, iReady data, Acellus data and records.

5. **Growth Data** is monitored through weekly iReady and Acellus lessons, assessments and remediation as well as Wonders, Go Math and HSA. Students are tracked through tier levels and the monitoring of individual growth. Response to Intervention is delivered to meet individual student needs.

Measurable Outcomes for Student Learning Products & Voice

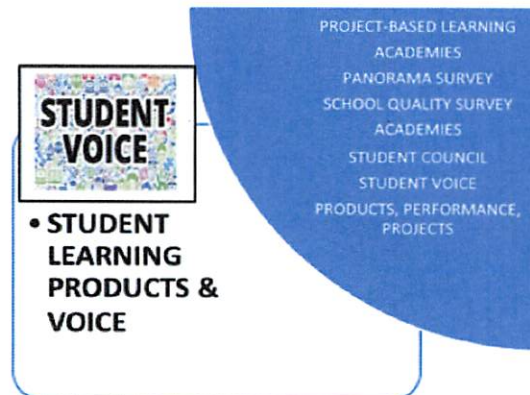


1. **Project-Based Learning Academies** as measured by teacher lesson plans, observations, data team minutes, student records.
2. **Panorama Survey** as measured by student participation.
3. **School Quality Survey** as measured by school community participation.

observations and records.

4. **Technology** is infused in daily instructional work for enrichment, remediation, performances, presentations and projects as measured by teacher lessons, data team minutes, observations, iReady data and records.
5. **Growth Data** is monitored through weekly iReady assessments and remediation as well as Wonders, Go Math, Achieve3000 and HSA. Students are tracked through tier levels and the monitoring of individual growth. Response to Intervention is delivered to meet individual student needs.

Measurable Outcomes for Student Learning Products & Voice



8. **Project-Based Learning Academies** as measured by teacher lesson plans, observations, data team minutes, student records.

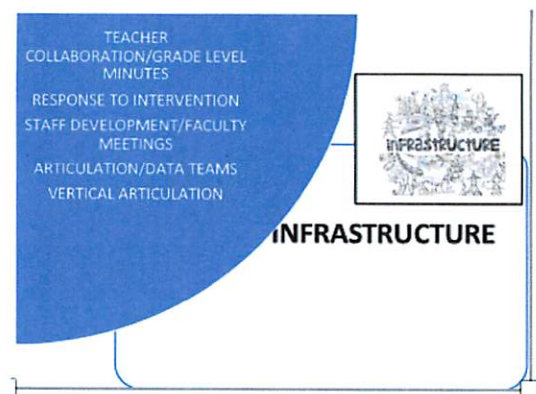
• CURRICULUM AND LEARNING DESIGN



COMMUNICATE STANDARD-BASED LEARNING TARGETS & CRITERIA
DATA BASED INSTRUCTION
ACCOUNTABILITY/ASSESSMENT
TECHNOLOGY & PROGRAMS
GROWTH DATA

4. **Academies** Afterschool (Vex Robotics, Video Production, Writers Club and Tutoring) as measured by student participation, observations and records.
5. **Student Council** (meetings, projects, school activities, assemblies, partnerships) as measured by meeting minutes, observations and records.
6. **Products, Performance and Projects** (Curriculum Fair, May Day, Competitions, Complex Participation, Partnerships, Alvah Scott Sentinal (newspaper) as measured by student participation, observations and records
7. GLOs Report Cards as measured by report cards and SQS survey.

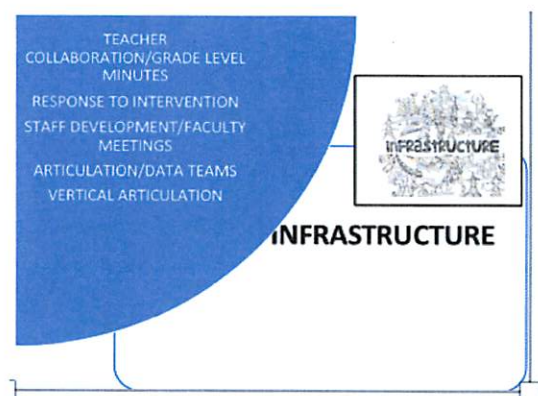
Measurable Outcomes for Infrastructure



1. **Teacher Collaboration/Grade Level Minutes** (120min bimonthly, faculty meetings, Professional Development days posted on Google Docs) as measured by sign in sheets, meeting minutes, observation and records.

9. **Panorama Survey** as measured by student participation.
10. **School Quality Survey** as measured by school community participation.
11. **Academies** Afterschool (Vex Robotics, Video Production, Writers Club and Tutoring) as measured by student participation, observations and records.
12. **Student Council** (meetings, projects, school activities, assemblies, partnerships) as measured by meeting minutes, observations and records.
13. **Products, Performance and Projects** (Curriculum Fair, May Day, Competitions, Complex Participation, Partnerships, Alvah Scott Sentinal (newspaper) as measured by student participation, observations and records
14. GLOs Report Cards as measured by report cards and SQS survey.

Measurable Outcomes for Infrastructure



6. **Teacher Collaboration/Grade Level Minutes**

<ol style="list-style-type: none"> 2. Response to Intervention conducted as a grade level at least three times a week as monitored by tier growth as measured by Acellus, iReady tier grouping, lesson plans, walk throughs, observation and records. 3. Staff Development/Faculty Meetings held weekly as measured by attendance, participation, student achievement, evaluations) 4. Articulation Data Teams as measured by minutes posted in Goggle Docs, observations and records. 5. Vertical Articulation as measured by minutes posted in Goggle Docs, curriculum and pacing guides, student performance. 	<p>(120min bimonthly, faculty meetings, Professional Development days posted on Google Docs) as measured by sign in sheets, meeting minutes, observation and records.</p> <ol style="list-style-type: none"> 7. Response to Intervention conducted as a grade level at least three times a week as monitored by tier growth as measured by iReady tier grouping, lesson plans, walk throughs, observation and records. 8. Staff Development/Faculty Meetings held weekly as measured by attendance, participation, student achievement, evaluations) 9. Articulation Data Teams as measured by minutes posted in Goggle Docs, observations and records. <p>Vertical Articulation as measured by minutes posted in Goggle Docs, curriculum and pacing guides, student performance.</p>	<p>Continue to monitor our Measurable Outcomes for Student Learning Products & Voice</p>
--	--	--

<p>Why you are implementing them?</p> <p>To Improve Student Achievement gains in ELA, Math and Science yearly, and create our ideal school as identified by our Vision, Mission and Philosophy.</p> <p><u>8 Keys to Designing Tomorrow's Schools. Today</u></p> <ol style="list-style-type: none"> 1. To establish a strong school culture of learning. 2. To personalize learning. 3. Decisions are grounded in evidence and driven by a return on instruction. 4. Learning spaces become learner-centered. 5. Professional learning must be relevant, engaging, ongoing and made personal. 6. Technology must be leveraged and used as an accelerant for student learning. 7. Community collaboration and engagement must be woven into the fabric of a school's culture. 8. Schools that transform learning are built to last as financial, political, and pedagogical sustainability ensure long-term success. <i>(Learning Transformed Eric C, Sheninger/Thomas C. Murray)8 Keys to Designing Tomorrow's Schools, Today.)</i> <p>At Alvah Scott Elementary School, we believe that all children can become critical thinkers and responsible</p>	<p>Why you are implementing them?</p> <p>Due to the pandemic closing schools last year we will continue to improve Student Achievement gains in ELA, Math and Science yearly, and create our ideal school as identified by our Vision, Mission and Philosophy.</p> <p><u>8 Keys to Designing Tomorrow's Schools. Today</u></p> <ol style="list-style-type: none"> 1. To establish a strong school culture of learning. 2. To personalize learning. 3. Decisions are grounded in evidence and driven by a return on instruction. 4. Learning spaces become learner-centered. 5. Professional learning must be relevant, engaging, ongoing and made personal. 6. Technology must be leveraged and used as an accelerant for student learning. 7. Community collaboration and engagement must be woven into the fabric of a school's culture. 8. Schools that transform learning are built to last as financial, political, and pedagogical sustainability ensure long-term success. <i>(Learning Transformed Eric C, Sheninger/Thomas C. Murray)8 Keys to Designing Tomorrow's Schools, Today.)</i> <p>At Alvah Scott Elementary School, we believe that all children can become critical thinkers and responsible</p>	<p>Why you are implementing them?</p> <p>Continue to improve Student Achievement gains in ELA, Math and Science yearly, and create our ideal school as identified by our Vision, Mission and Philosophy.</p> <p><u>8 Keys to Designing Tomorrow's Schools. Today</u></p> <ol style="list-style-type: none"> 1. To establish a strong school culture of learning. 2. To personalize learning. 3. Decisions are grounded in evidence and driven by a return on instruction. 4. Learning spaces become learner-centered. 5. Professional learning must be relevant, engaging, ongoing and made personal. 6. Technology must be leveraged and used as an accelerant for student learning. 7. Community collaboration and engagement must be woven into the fabric of a school's culture. 8. Schools that transform learning are built to last as financial, political, and pedagogical sustainability ensure long-term success. <i>(Learning Transformed Eric C, Sheninger/Thomas C. Murray)8 Keys to Designing Tomorrow's Schools, Today.)</i> <p>At Alvah Scott Elementary School, we believe that all children can become critical thinkers and responsible</p>

How will you know that they are causing an improvement?

StriveHI Measures will improve by 5% in ELA, Math and Science while closing the achievement gap by 5% in ELA and Math.

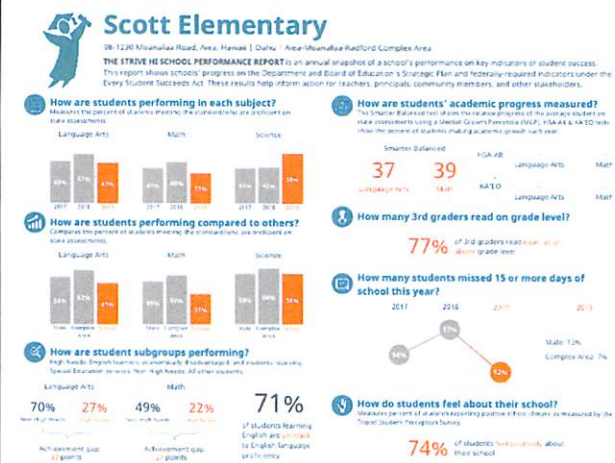
ELA from 47% to 52% Science from 58% to 63%

Math from 35% to 40%

Close the Achievement Gap

ELA from 43 points to 38 points

Math from 27 points to 22 points



As well as Panorama and SQS data.

Event evaluations by students, parents, teachers and school

How will you know that they are causing an improvement?

StriveHI Measures will improve by 5% in ELA, Math and Science while closing the achievement gap by 5% in ELA and Math.

ELA from 52% to 57% Science from 63% to 68%

Math from 40% to 45%

Close the Achievement Gap

ELA from 38 points to 33 points

Math from 22 points to 17 points

Due to the unusual circumstances of the COVID-19 pandemic, HIDOE, along with many other states, received a waiver from federally required standardized testing, associated accountability, school identification, and reporting requirements for the school year 2019-20. As a result, academic proficiency, achievement gap,

How will you know that they are causing an improvement?

StriveHI Measures will improve by 5% in ELA, Math and Science while closing the achievement gap by 5% in ELA and Math.

ELA from 57% to 62% Science from 68% to 73%

Math from 45% to 50%

Close the Achievement Gap

ELA from 33 points to 28 points

Math from 17 points to 12 points


community.	academic growth and third and eighth grade literacy data were not reported in this year's annual Strive HI update. The waiver does not apply to this current school year.	
------------	---	--



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

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p>Add beginning of the year measurements here.</p> <p>(Due to State Assessment waiver for school year 2019-2020 baseline data will be determined once first quarter assessments are administered. Strive HI Data for ELA & Math, Chronic Absenteeism. Panorama Data)</p> <p>Student Voice is part of our School Design that works in concert with the other three quadrants as each area supports the others.</p>	<p>Add throughout the year measurements here.</p> <ul style="list-style-type: none"> Weekly iReady reports measuring individual student growth. Students are responsible for their own learning and tracking their progress as teachers monitor, remediate and adapt the program to individual student progress. Monthly iReady reports measuring individual student growth. Students are responsible for their own learning and tracking their progress as teachers monitor, remediate and adapt the program to individual student progress. 	<p>Add end of year goals here.</p> <p>Increase Strive HI achievement levels yearly.</p> <ul style="list-style-type: none"> Monthly iReady individual student growth as measured by reports. Growth as measured by Report Card grades Growth as measured by GLO Report Card grades <p>General Learner Outcomes (GLO)</p> <ol style="list-style-type: none"> Self-directed Learner (The ability to be responsible for one's own learning)

 <p>Baseline measures for student voice will contain;</p> <ul style="list-style-type: none"> • Project Based Learning grades; Students have a voice in the PBL research choices. • Panorama Survey report • School Quality Survey report • Student Council minutes • School Activity sign in sheets and evaluations 	<ul style="list-style-type: none"> • Monthly Wonders and Go Math teacher reports individual student reports and teacher made assessments, observations and records. • Quarterly Report Cards to measure Project Based Learning grades • Annual Panorama Survey report • Annual School Quality Survey report • Monthly Student Council minutes • Monthly School Activity sign in sheets and evaluations • Daily Attendance Records 	<ol style="list-style-type: none"> 2. Community Contributor (The understanding that it is essential for human beings to work together) 3. Complex Thinker (The ability to demonstrate critical thinking and problem solving) 4. Quality Producer (The ability to recognize and produce quality performance and quality products) 5. Effective Communicator (The ability to communicate effectively) 6. Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)
---	--	---

Student Outcomes

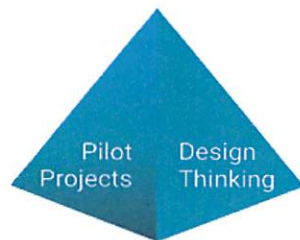
Measurable Outcome(s) <i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i>	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual SW3	Complex Monitoring Activity (to be completed by CAS)
Project Based Learning (PBL) implementation through lesson plans, student participation, student presentations.	All students will be given opportunities to participate in PBL activities K-6 (SW6)	Annual	WSF Title I	Lesson Plans, Curriculum Guides, Grade Level Minutes, Faculty Meetings, Professional Development observation and records.	Quarterly	Grade Level Curriculum Leaders Administration Curriculum Coordinators Leadership Academic Review Team

Panorama Survey improvements in scores to increase school design, student voice and community perceptions to grow the ASE culture.	Faculty reviews and analyzes Annual Panorama Survey: By measuring student perceptions, the Panorama Student Survey gathers feedback from students about their classroom experience. Faculty strategizes ways to improve scores. (SW6)	Annual	State	Panorama results are shared with the school community.	Annual	Semester academic plan progress reports submitted to CAS. CESSA with CAS
School Quality Survey improvements in scores	Faculty reviews and analyzes HIDOE annual School Quality Survey (SQS) important feedback from student council, students, parents/guardians and staff about our public schools is used to strategize ways to improve scores. (SW6, SW7)	Annual	State	The survey provides information on how schools are doing with respect to school culture, satisfaction, safety and engagement.	Annual	Semester academic plan progress reports submitted to CAS. CESSA with CAS
Student Achievement on Strive HI improves in ELA and Math by at least 3%	<ol style="list-style-type: none"> 1) Second year of iReady and Go Math implementation. Staff development is ongoing. 2) Continue implementation of state approved ELA Wonders program. 3) iReady is the Universal Screener that identifies and Tiers students for RTI. Curriculum Coordinators track student growth and 					Discussed with CAS during Academic Review

	<p>meet with grade levels bimonthly. Staff development is ongoing.</p> <p>4) Concentrated PD on iReady, Strengthfinders and WASC process/recommendations.</p> <p>5) Curriculum Coordinators also monitor and assist with RTI by working with and identifying individual student needs and growth.</p> <p>6) ART meets bimonthly to analyze data and plan strategically.</p> <p>7) Continue to lower absentee rate. Counselor monitors students, conducts home visits. Teachers call home when students are not at school.</p> <p>8) Continue student let Family Engagement of reading to their parents (book of student choice that the family gets to keep).</p> <p>Grade Level meetings are conducted in the library so that vertical articulation is easily accessible.</p> <p>(SW6, SW7)</p>					
--	--	--	--	--	--	--

Staff Outcomes

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual SW3	Complex Monitoring Activity (to be completed by CAS)
Articulation/Data Teams Notes posted monthly on Goggle documents	Bimonthly grade level meetings reviewing student work, Acellus, iReady reports, observations and student records that track individual student growth and implementing RTI to improve student growths. (SW6)	Bimonthly	WSF	Minutes posted on google docs. Individual data student reports, RTI reports and teacher observations	Bimonthly	Grade Level Curriculum Leaders Administration Curriculum Coordinators Leadership Team Academic Review Team
School Activities show high degree of success on evaluations	Various school activities as; Coffee Hour, Community Meetings, Kindergarten Orientation, Meet & Greet, Family Fun Fair, May Day, Curriculum Fair, Book Fair, Movie Night, Bingo Night, Fall Festival, etc. (SW7)	Monthly	WSF Title I	Sign In and evaluation records	Monthly Quarterly Annually	



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.

The HDOE 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>Project Based Learning for the Aiea Complex The seven schools in the Aiea Complex are working together to increase the opportunities for students to demonstrate applied learning skills through solving community issues. Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.</p> <p>As measured by grade level lessons, semester projects, presentations, performances at Curriculum Fairs.</p> <p>iReady as the Universal Screener for Aiea Complex Curriculum Associates' i-Ready is an adaptive diagnostic and individualized instructional tool that is starting to be used in the Aiea Complex. iReady is also a predictive model which uses the students' outcomes on the Fall and Winter iReady diagnostic testing as well as the schoolwide percentages of students scoring proficient on the previous year's Hawaii State Assessment.</p> <p>As measured by student growth monthly reports (reduction in tiers 1 and 2, growth tier 3), data team minutes, report cards (rise in grades) and HSA (5% rise in ELA and Math)</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Project Based Learning Conditions for Success in the Aiea Complex As we create a common K-12 construct in the Aiea Complex all students will have had multiple opportunities to engage in solving real-world problems or answering complex questions. Aiea students will demonstrate their knowledge and skills by creating a public product or presentation for a real audience. As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills. Project Based Learning unleashes a contagious, creative energy among students and teachers. www.pblworks.org</p> <p>iReady as the Universal Screener for Aiea Complex Conditions for Success Through the use of a common Universal Screener the Aiea educational staff will be able to use common language, descriptors and data points to track individual student growth K-12. This impressive collaboration increases student success since each phase tracking student growth is within the same parameters and correlated with 100% accuracy instead of "approximating" between various programs. K-12 data tracking through a common program will improve student achievement in the Aiea Complex.</p>

<p>Blended Learning</p> <p>Alvah Scott Elementary will be working with Eric Sheninger in providing authentic learning experiences that provide relevance, value, and tangible skills in an unpredictable world. Alvah Scott will examine our technology practices to make sure that technology is used so that it actually improves learning and achievement through instruction, learning and leadership.</p> <p>As measured by grade level lessons, semester projects, presentations, performances at Curriculum Fairs.</p> <p>2020 Distance Learning Due to the Pandemic</p> <p><u>2021 Community Covid Testing Facility</u></p> <p>In order to assist the state in efforts to control and identify the covid disease, Alvah Scott has volunteered to offer free covid testing. We are currently working with the Department of Health to offer covid testing to all faculty and staff. The process involves working with a laboratory in California.</p> <p>Alvah Scott is also working with the Aiea Complex to secure a local laboratory for testing processing. This will shorten the turn-around time for test results excluding the need for shipping to California.</p>	<p>Blended Learning Conditions for Success</p> <p>Alvah Scotts' Professional Learning Community is embracing change in the fast pace changing world of technology. To meet the high frequency of changes and support Aiea Complex initiatives in Project Based Learning and iReady we will be working with a senior fellow and thought leader on digital leadership with the International Center for Leadership in Education, Eric Sheninger. Topics to address;</p> <ol style="list-style-type: none"> 1. To establish a strong school culture of learning. 2. To personalize learning. 3. Decisions are grounded in evidence and riven by a return on instruction. 4. Learning spaces become learner-centered. 5. Professional learning must be relevant, engaging, ongoing and made personal. 6. Technology must be leveraged and used as an accelerant for student learning. 7. Community collaboration and engagement must be woven into the fabric of a school's culture. 8. Schools that transform learning are built to last as financial, political, and pedagogical sustainability ensure long-term success. <i>(Learning Transformed Eric C. Sheninger/Thomas C. Murray)8 Keys to Designing Tomorrow's Schools, Today.)</i> <p><u>Community Covid Testing Facility</u></p> <p>Alvah Scott will offer free covid testing to the community.</p>
--	---