2020 Academic Plan, School Year 2020-21

School: Shafter 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.

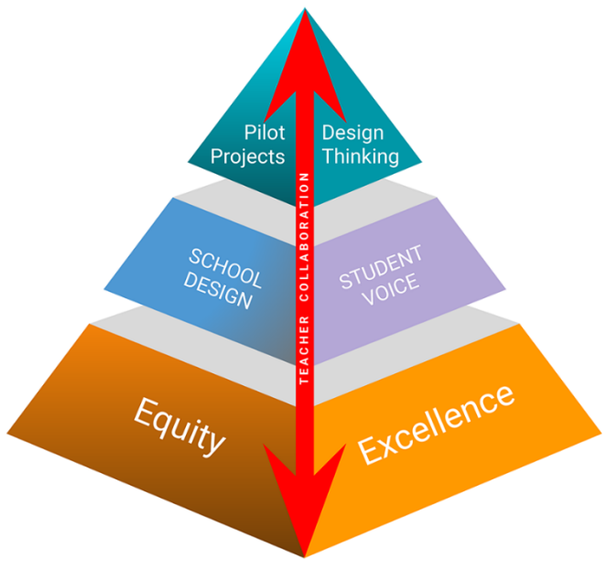
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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: 5/29/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature:	Date: 5/29/2020

2020 Academic Plan, School Year 2020-21

[**School: Shafter 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.

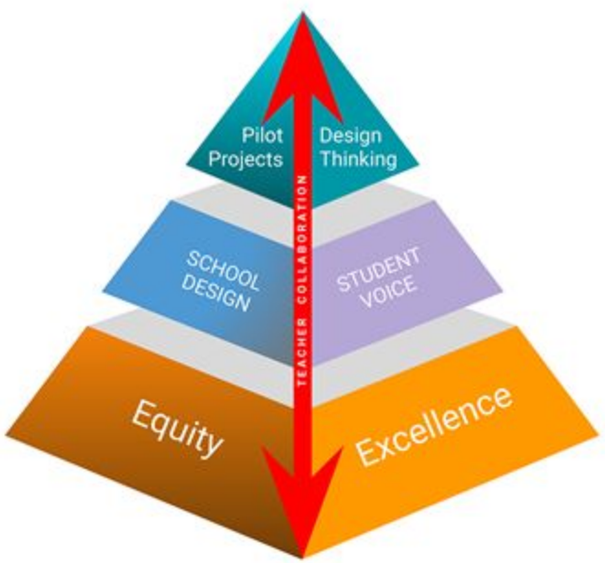
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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.

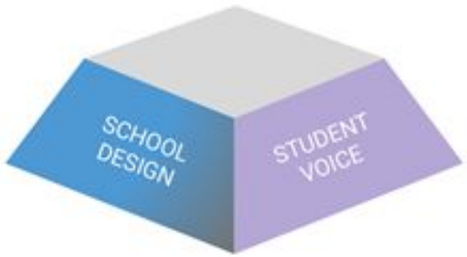
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



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
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. Current Achievement Gap in ELA - 24 points between high need and non-high need. (StriveHI 2019 Report) Current Achievement Gap in Math - 28 points between high need and non-high need. (StriveHI 2019 Report)	*What is your Theory of Action (if-then) to improve the achievement gap?* If Shafter Elementary teachers implement an effective Response to Intervention (RTI) system with an effective, differentiated core instructional program with tiered interventions, then the achievement gap will decrease over time. If Shafter Elementary teachers in each grade level use assessment data to set smart goals focused on closing achievement gaps for students not on grade level, then the achievement gap will decrease over time. If Shafter Elementary teachers increase equitable opportunities and student voice and choice in the design and implementation of daily classroom assignments, then the achievement gap will decrease over time. If Shafter Elementary includes special education students, as their abilities allow, in the general education classroom, then the achievement gap will decrease over time.	*What are your Enabling Activities to improve the achievement gap?* Shafter Elementary will implement and monitor a three tiered Response to Intervention system (RTI). (Using iReady data, walkthroughs, articulation and discussion of instructional strategies that work, and using smart goals based on data to focus and progress monitor effectiveness of instruction.) WASC Critical area 1,2,& 8. Shafter Elementary will integrate and include SPED/EL students in regular education settings. WASC Critical area 7. Shafter Elementary will conduct professional development, increase professional dialogue and implement differentiated instruction and Universal Design for Learning (UDL). WASC Critical area 7. Shafter Elementary will provide support in the class with an EA and/or PPT if funding is available. WASC critical area 6.



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

Describe here your complex/school contexts for School Design and Student Voice. Shafter Elementary is a 1:1 technology based school. Our goal is to empower all students to reach their individual potential.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. We challenge students through rigorous social studies, language arts (Wonders, vocabulary building, student showcases, problem based learning), mathematics (Singapore Math, problem solving method), Social Emotional Learning (Choose Love) and New Generation Science Standards (NGSS).

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

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? Equity: Teachers will increase effectiveness in differentiation strategies (i.e. SAMR, UDL, and inclusion) by the end SY 2020-21 as measured by surveys and walkthroughs. WASC critical area 1,2, 7 & CNA. School Design: Students will increase in Language Arts scores by 3 - 5 percentage points (2020 StiveHI baseline) by the end of SY 2020-21. WASC Critical area 2. School Design: Students will increase in Mathematical scores by 3 - 5 percentage points (2020 StiveHI baseline) by the end of the 2020-21 school year. WASC Critical area 1. School Design/Hawaii: By the end of SY 2020-21, students will participate in a minimum of three student choice, problem based/project based learning activities each year such as NGSS STEM & problem based learning student showcases: i.e. Kindergarten STEM day, 1st coral reef animal project, 2nd habitat & recycling project, 3rd animal project, 4th grade egg drop, 5th ecosystem and cells project, 6th Challenger. CNA 2019 & WASC additional area 10, 11, 12.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Equity: Teachers will increase effectiveness in differentiation strategies (i.e. SAMR, UDL, and inclusion) by the end SY 2021-22 as measured by surveys and walkthroughs. WASC critical area 1,2, 7 & CNA. School Design: Students will increase in Language Arts scores by 3 - 5 percentage points (2021 StiveHI baseline) by the end of SY 2021-22. WASC Critical area 2. School Design: Students will increase in Mathematical scores by 3 - 5 percentage points (2021 StiveHI baseline) by the end of SY 2021-22. WASC Critical area 1. School Design/Hawaii: By the end of SY 2021-22, students will participate in a minimum of four student choice, problem based/project based learning activities each year such as NGSS STEM & problem based learning student showcases: i.e. Kindergarten STEM day, 1st coral reef animal project, 2nd habitat & recycling project, 3rd animal project, 4th grade egg drop, 5th ecosystem and cells project, 6th Challenger. CNA 2019 & WASC additional area 10, 11, 12.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Equity: Teachers will increase effectiveness in differentiation strategies (i.e. SAMR, UDL, and inclusion) by the end SY 2022-23 as measured by surveys and walkthroughs. WASC critical area 1,2, 7 & CNA. School Design: Students will increase in Language Arts scores by 3 - 5 percentage points (2022 StiveHI baseline) by the end of the SY 2022-23 school year. WASC Critical area 2. School Design: Students will increase in Mathematical scores by 3 - 5 percentage points (2022 StiveHI baseline) by the end of the 2022-23 school year. WASC Critical area 1. School Design/Hawaii: By the end of SY 2022-23, students will participate in a minimum of five student choice, problem based/project based learning activities each year such as NGSS STEM & problem based learning student showcases: i.e. Kindergarten STEM day, 1st coral reef animal project, 2nd habitat & recycling project, 3rd animal project, 4th grade egg drop, 5th ecosystem and cells project, 6th Challenger.CNA 2019 & WASC additional area 10, 11, 12.

Student Voice/Innovation/Hawaii: Students will feel school is interesting, valuable, and useful (valuing of school based on the Panorama survey). Students Valuing of school will increase from 69% to 72 % by the end of SY 2020-21. BERC & WASC additional area 12. Social Emotional/School Design/Hawaii: Students will feel respected by other students. Students' respect towards others will increase on Panorama survey from 55% to 60% by the end of SY 2020-21. WASC Additional area "14" Social Emotional/School Design/Hawaii: Teachers will increase effectiveness in implementing SEL (Choose Love) to help students feel included, respected, and safe by the end of SY2020-21 as measured by Panorama Survey and school surveys. WASC Additional area "14" Equity: Teachers will increase effectiveness in implementing RTI strategies and close student learning gaps in LA and Math by the end of SY2020-21 as measured by iReady Data and StriveHI. WASC additional area "9".	Student Voice/Innovation/Hawaii: Students will feel school is interesting, valuable, and useful (valuing of school based on the Panorama survey). Students Valuing of school will increase from 72% to 75 % by the end of SY 2021-22. BERC & WASC additional area "12". Social Emotional/School Design/Hawaii: Students will feel respected by other students. Students' respect towards others will increase on Panorama survey from 60% to 65% by the end of SY 2021-22. WASC Additional area "14" Social Emotional/School Design/Hawaii: Teachers will increase effectiveness in implementing SEL (Choose Love) to help students feel included, respected, and safe by the end of SY2021-22 as measured by Panorama Survey and school surveys. WASC Additional area "14" Equity: Teachers will increase effectiveness in implementing RTI strategies and close student learning gaps in LA and Math by the end of SY2021-22 as measured by iReady Data and StriveHI. WASC additional area "9".	Student Voice/Innovation/Hawaii: Students will feel school is interesting, valuable, and useful (valuing of school based on the Panorama survey). Students Valuing of school will increase from 75% to 78 % by the end of SY 2022-23. BERC & WASC additional area "12". Social Emotional/School Design/Hawaii: Students will feel respected by other students. Students' respect towards others will increase on Panorama survey from 65% to 70% by the end of SY 2022-23. WASC Additional area "14" Social Emotional/School Design/Hawaii: Teachers will increase effectiveness in implementing SEL (Choose Love) to help students feel included, respected, and safe by the end of SY 2022-23 as measured by Panorama Survey and school surveys. WASC Additional area "14" Equity: Teachers will increase effectiveness in implementing RTI strategies and close student learning gaps in LA and Math by the end of SY2022-23 as measured by iReady Data and StriveHI. WASC additional area "9".
Why you are implementing them? These measurable objectives are based on the comprehensive needs assessment conducted in the fall of 2019.	*Why you are implementing them?* These measurable objectives are based on the comprehensive needs assessment conducted in the fall of 2019.	*Why you are implementing them?* These measurable objectives are based on the comprehensive needs assessment conducted in the fall of 2019.
How will you know that they are causing an improvement?	*How will you know that they are causing an improvement?*	*How will you know that they are causing an improvement?*

Each school year, the ART team will monitor the implementation and effectiveness of the academic plan. The ART team will collect through surveys, walkthroughs, annual reports, etc., and analyze this data to help monitor the implementation of the academic plan.	Each school year, the ART team will monitor the implementation and effectiveness of the academic plan. The ART team will collect through surveys, walkthroughs, annual reports, etc., and analyze this data to help monitor the implementation of the academic plan.	Each school year, the ART team will monitor the implementation and effectiveness of the academic plan. The ART team will collect through surveys, walkthroughs, annual reports, etc., and analyze this data to help monitor the implementation of the academic plan.

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. *strive high data*	*Add throughout the year measurements here.* *data measurements*	*Add end of year goals here.* *increase student voice*

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)**
Students will feel school is interesting, valuable, and useful (valuing of school based on the Panorama survey). Students' Valuing of school will increase from 69% to 72 % by the end of SY 2020-21.	Students will participate in: 1. Inquiry/Problem/Project based learning 2. Field trips 3. Technology Integration: Coding, SeeSaw, GoNoodle, Bloomz (kindergarten) Mystery Science, GoNoodle, Google Forms/Sheets, Google Gmail, Wonders, XtraMath, iReady (Gr. 2) Video creation and editing (gr.6), Kahoot, Quizizz 4. Performances 5. Student Showcases/Presentations 6. Career Day	Yearlong	WSF	ART Team	Quarterly and Yearly	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.

	Teachers will collaborate and reflect on how they can increase real world, problem based learning in the classroom. Teachers and students will collaborate together on how to increase student voice and choice on real world, problem based learning.					
Students will increase in Mathematical scores by 3 - 5 percentage points (2020 StiveHI baseline) by the end of the 2020-21 school year. (From 65% to 68/70%)	1. Universal Screener used K-6 WASC critical area 7, 8 a. Group identification Provide targeted interventions for "Gap Group" 2. Teachers will implement Singapore Math Program with Fidelity. WASC critical area 2, 7, 8, 12 3. Response to intervention (RTI) used K-6 WASC critical area 7, 8 4. Small Group instruction WASC critical area 2, 7, 8, 12 5. Family Math Night Critical Area 4 and 14 6. Teachers will utilize iReady Toolbox 7. Small Group instruction WASC critical area 2, 7, 8, 12	Yearlong	WSF	ART Team	Quarterly and Yearly	
Students will increase in Language Arts scores by 3 - 5 percentage points (2020 StiveHI baseline) by the end	8. Universal Screener used K-6 WASC critical area 7, 8 a. Group identification Provide targeted interventions for "Gap Group"	Yearlong	WSF	ART Team	Quarterly and Yearly	

of the 2020-21 school year. (From 70% to 73/75%)	9. Wonders program used to fidelity in grades K-6 WASC critical area 2, 7, 8, 12 10. Response to intervention (RTI) used K-6WASC critical area 7, 8 11. Small Group instruction WASC critical area 2, 7, 8, 12 12. iReady teacher toolbox activities WASC critical area 2, 7 13. Writing Instruction: Curriculum maps will be established K-6; vertical and horizontal articulation. Teachers will participate in professional development/training to increase effectiveness of Language Arts, skill based instruction. Special Education/ELL Inclusion practices and instruction will be continuously improved through PD/Training, collaboration, and data analysis. Teachers will analyze data and collaborate on instructional practices during articulation, staff, and/or grade level meetings.					
School Design: By the end of SY 2020-21, students will participate in a minimum of three student choice, problem based/project based learning activities each year such as NGSS STEM & problem based learning student showcases: i.e. Kindergarten STEM day, 1st coral reef animal	1. Each Grade level will have at minimum one Science/STEM project per year. WASC CA: #7, 10, 11, 12 2. Mystery Science curriculum WASC CA: #7, 10, 11, 12 3. Shafter will adopt a science curriculum based on NGSS. WASC CA: #7, 10, 11, 12 4. Science Fair/STEM Night. WASC CA: #7, 10, 11, 12					

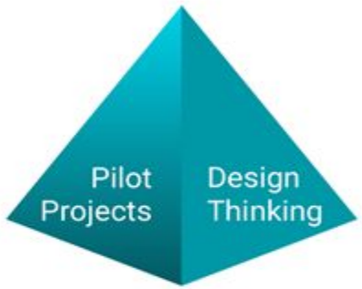
project, 2nd habitat & recycling project, 3rd animal project, 4th grade egg drop, 5th ecosystem and cells project, 6th Challenger. CNA 2019 & WASC additional area 10, 11, 12.	5. Robotics and Jr. Lego League. WASC CA: #7, 10, 11, 12 Teachers will participate in professional development/training and articulation to increase effectiveness of science/STEM instruction.					
Students will feel respected by other students. Students respect towards others will increase on Panorama survey from 55% to 60% by the end of SY 2020-21.	1. Students will participate in SEL curriculum: Choose Love. 2. Choose Love training for parents/families 3. Kindness Catchers will be given and read over the intercom. 4. Students will participate in anti-bullying lessons. 5. GLO Award Assembly 6. Service/student Groups: JPO Service Group; Aloha Ambassadors; Student Council; Buddy Classrooms; Tech Squad videos; S.O.A.R. Matrix behavior chart 7. Principal Morning Message 8. MFLC Lunch Bunch 9. Counseling and Guidance	Yearlong	WSF	ART Team	Quarterly and Yearly	

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)**
Teachers will increase effectiveness in differentiation strategies	1. Professional Development, modeling, and collaboration/articulation on	Yearlong	WSF	ART Team	Quarterly and Yearly	

(i.e. SAMR, UDL, and inclusion) by the end SY 2020-21 as measured by surveys and walkthroughs.	existing practices/programs such as UDL, Wonders instruction, Singapore Math, etc. 2. BERC learning walks and collaboration/articulation on instructional practices/STAR protocol. Learning walks at other schools. 3. PD, modeling, and articulation on inclusion/ELL and differentiation practices (UDL, SIOP). 4. Sonday/MSL training. 5. PD, modeling, and articulation on technology integration.					
Teachers will increase effectiveness in implementing RTI strategies and close student learning gaps in LA and Math as measured by iReady Data and StriveHI.	1. Schoolwide commitment 4 times a week. Set schoolwide time. (Exceptions: day of artic, field trips, week before the quarter ends; first week of the new quarter) 2. Data Teams: twice a month during articulation used to plan smart goals and analyze data for student progress. Data also used to create instructional groups for RTI to address student needs. Use of Data Wall. 3. Pre/Post CFAs and Formative assessments used to measure student growth and to close the learning gap. 4. Each class will have at least two adults in the classroom during RTI time. 5. Plan for transitioning new students who enter after the beginning of the year.	Yearlong	WSF	ART Team	Quarterly and Yearly	

Teachers will increase effectiveness in implementing SEL (Choose Love) to help students feel included, respected, and safe by the end of SY 2020-21 as measured by Panorama Survey and school surveys.	1. Teachers will implement and continuously improve the effectiveness of SEL curriculum: Choose Love. 2. MFLAC, SBBH, and Counselor will meet with students to discuss social skills, events that are going on in the students' lives, etc. 3. Having a speaker every year come to talk with the school and students about social emotional/life skills.	Yearlong	WSF	ART Team	Quarterly and Yearly	



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
Please describe your school's ideas around innovation and pilot projects. Writing across the curriculum: PD and Implementation (decrease gaps; improve logical thinking) Technology Integration: PD (Innovation/student voice) Inquiry Based Learning/Authentic Learning/Problem/Based Learning (innovation/student voice)	*Please describe your conditions for Success:* *teachers and staff must be willing and see the need to integrate writing, technology, and inquiry based learning into their learning see the positive impact*
