

Wahiawa Middle School

2020 Academic Plan, School Year 2020-21

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year 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 the 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, Study, Act (PDSA) cycles, and systemized by leading indicators.

HDOE 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.

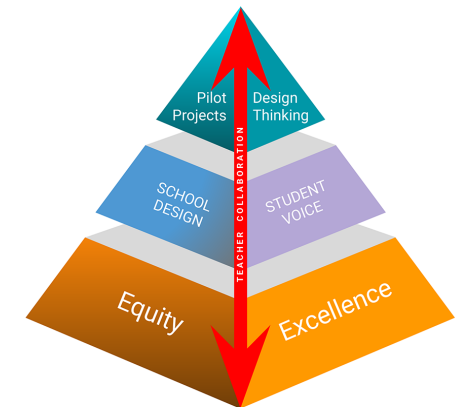
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

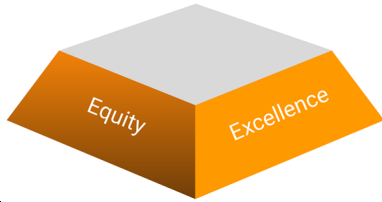
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year 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 3-Year Academic Plan is structured by the HDOE 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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>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>They are:</p> <ul style="list-style-type: none"> • iterative; • aligned to funding; and, • monitored. <p>Enabling Activities can be considered a “recipe” to implement the Academic Plan.</p>
<p><u>LITERACY</u></p> <p><u>Reading</u></p> <p>SBA ELA/Literacy proficiency</p> <ul style="list-style-type: none"> • ALL • Disadvantaged • ELL • SPED <p>ACHIEVE Level Set Assessment (Grades 6 & 7)</p> <ul style="list-style-type: none"> • Beginning of Year • Mid-Year • End of Year <p>iReady Data</p> <ul style="list-style-type: none"> • Diagnostic Assessments (Beginning, Mid, End of Year) • Growth Monitoring (monthly) <p><i>HOTS/LOTS Walkthrough Data</i></p> <p>Smarter Balanced Assessment--ELA Data:</p>	<p>If students are engaged in learning with the updated <u>2021 SpringBoard curriculum</u> in their classes, then they will be more engaged in 21st century literacies.</p> <p>If all students are explicitly learning <u>academic and discipline specific vocabulary</u>, then their reading comprehension will improve.</p> <p>If all students are taught <u>reading comprehension strategies through explicit instruction aligned to respective content areas</u>, then their reading comprehension and content knowledge will improve.</p> <p>If all students continue to practice <u>close reading</u>, then students will continue to improve critical reading skills.</p> <p>If all students engage in <u>collaborative conversations</u>, then higher order thinking skills will improve.</p> <p>If students consistently engage in <u>frequent short writing tasks</u>, then reading comprehension and writing will improve.</p> <p>If all teachers routinely engage in <u>Data Teams</u> which allows them dedicated time with their content peers to analyze formative data, and collectively select alternate high leverage or differentiated strategies, then student achievement will</p>	<p>PD to implement the new 2021 edition of <i>SpringBoard</i> (ELA)</p> <p>Teachers will develop common grade level content pacing guides with</p> <ul style="list-style-type: none"> • clear learning targets and success criteria • common formative and summative assessments <p>Through <u>quarterly professional learning cycles</u>,</p> <ul style="list-style-type: none"> • the ILT will engage in classroom <u>learning walks</u> to collect formative data that will inform the focus of professional development to support literacy in all content areas (e.g reading, writing and speaking) • provide <u>PD</u> based on identified <u>powerful instructional practices (PIPs)</u> and formative learning walks data <p>On a <u>monthly</u> basis, the Academic Review Team (ART) will monitor:</p> <ul style="list-style-type: none"> • student progress in the Tier 2 workshop setting, using iReady data (e.g. general education, SPED, ELL) • student data on Imagine Learning • students performance on Achieve <p>On a <u>weekly</u> basis, teachers will engage in the <u>data team cycle</u> to monitor learning of essential standards (e.g., analyzing student work, reviewing formative data on student performance performance).</p>

<div></div> <div>8th: 18-19</div> <div>exceed 18% at near 49%</div> <div>exceed 16% at near 57%</div> <div>exceed 16% at near 63%</div> <div>exceed 23% at near 48%</div>	<p>improve.</p> <p>Reading Workshop-Tier 2: If students participate in Reading Workshop, they will improve their fluency, vocabulary, reading comprehension, and ability to respond to complex performance tasks.</p> <p>ELL: If students participate in the general education curriculum and receive direct instruction in language objectives with supplemental materials in ESOL electives, then language proficiency scores should increase by 0.5 on the ACCESS for ELL.</p>	<p>Teachers will participate in Professional Development through various sources including: LMW Complex Area, WMS</p> <p>All students will participate in universal screening for reading at the beginning of the year, mid-year and at the end of the year.</p> <p>All reading workshop students will be assessed and monitored for reading fluency.</p> <p>All reading workshop students will be assessed monthly for Growth monitoring in workshops (i-Ready).</p> <p>Progress on instructional paths in workshops will be reviewed bi-monthly. (i-Ready “My Path”)</p> <p>Teachers will monitor acquisition of language objectives monthly.</p>
---	---	---

WASC Critical Area for Follow-up (2015): Each learning area should ensure that higher order thinking skills are integrated into the curriculum so that all students can optimize their learning potential.																																																						
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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.	What is your Theory of Action (if-then) to improve the achievement gap?	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. They are: <ul style="list-style-type: none">iterative;aligned to funding; and,monitored. Enabling Activities can be considered a “recipe” to implement the Academic Plan.																																																				
<div>MATH</div> <div><table><tr><th colspan="7">Math SBA Results</th></tr><tr><th></th><th>SY14-15*</th><th>SY15-16</th><th>SY16-17**</th><th>SY17-18</th><th>SY18-19</th><th>%age chng 2014 and 2019</th></tr><tr><td>Grade 6</td><td>25%</td><td>19%</td><td>21%</td><td>23%</td><td>28%</td><td>12% increase</td></tr><tr><td>Grade 7</td><td>28%</td><td>38%</td><td>23%</td><td>22%</td><td>28%</td><td>0% increase</td></tr><tr><td>Grade 8</td><td>36%</td><td></td><td>32%</td><td>30%</td><td>25%</td><td>30.55% decrease</td></tr><tr><td>Overall Proficiency</td><td>31%</td><td>34%</td><td>27%</td><td>25%</td><td>27%</td><td>19% decrease</td></tr><tr><td>MGP</td><td></td><td>35</td><td>44</td><td>39</td><td>41</td><td></td></tr></table></div> <div>Source: HIDOE Strive HI Data (FSY data)</div> <div>SBA Math Data:</div> <table><tr><td>SY 17-18</td><td>SY 18-19</td><td>SY 19-20</td></tr></table>	Math SBA Results								SY14-15*	SY15-16	SY16-17**	SY17-18	SY18-19	%age chng 2014 and 2019	Grade 6	25%	19%	21%	23%	28%	12% increase	Grade 7	28%	38%	23%	22%	28%	0% increase	Grade 8	36%		32%	30%	25%	30.55% decrease	Overall Proficiency	31%	34%	27%	25%	27%	19% decrease	MGP		35	44	39	41		SY 17-18	SY 18-19	SY 19-20	<p>If the math department implements the Carnegie blended curriculum in their classes, then students will be more engaged in mathematical discourse which will develop their conceptual understanding so that they can more consistently demonstrate their learning.</p> <p>If students are consistently engaged in learning that promotes the mathematical practices and builds conceptual understanding, then student achievement will improve.</p> <p>If students participate in a math workshop (tier 2), then they will build the skills, behaviors and attitudes that will allow them to be</p>	<ul style="list-style-type: none">Weekly Common Planning Time- Data Teams- PDDevelopment of a common grade level pacing guide and common assessmentsParticipation in Professional Development through various sources including: Carnegie, LMW Complex Area, CRDG, WMSPlanning for learning using the “5 Practices” Smith and Stein <ul style="list-style-type: none">Implementation of Carnegie curriculumImplementation of CRDG curriculum (7,8)Weekly Common Planning Time- Data Teams- PDTargeted small group instructionPlanning for learning using the “5 Practices” Smith and Stein <ul style="list-style-type: none">Implementation of CRDG curriculum (7,8)Targeted small group instructioni-Ready “My Path” Lessons
Math SBA Results																																																						
	SY14-15*	SY15-16	SY16-17**	SY17-18	SY18-19	%age chng 2014 and 2019																																																
Grade 6	25%	19%	21%	23%	28%	12% increase																																																
Grade 7	28%	38%	23%	22%	28%	0% increase																																																
Grade 8	36%		32%	30%	25%	30.55% decrease																																																
Overall Proficiency	31%	34%	27%	25%	27%	19% decrease																																																
MGP		35	44	39	41																																																	
SY 17-18	SY 18-19	SY 19-20																																																				

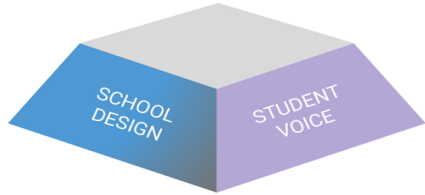
<div></div> <div>8th: 17-18</div> <div> <div>exceed 17% at near 55%</div> <div>exceed 14% at near 56%</div> <div>exceed 11% at near 74%</div> </div>	<p>more successful in a tier one setting.</p> <p>If the math department focuses on students <u>ability to problem solve (GLO #3) and to effectively communicate (GLO #5)</u> then students will be more prepared to engage in the <u>mathematical practices</u>.</p> <p>If all teachers are routinely engaged in <u>Data Teams</u> which allows them dedicated time with their content peers to analyze formative data, and collaboratively reflect on instructional strategies and student progress, then student achievement will improve.</p>	<ul style="list-style-type: none"> Development of common understandings and department agreements around mathematical discourse. <p>Note: <u>Data Teams</u>-- Analyzing student work, reviewing formative data on student performance (data source: i-Ready, Mathia, Common Assessments)</p>
--	--	---



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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.	What is your Theory of Action (if-then) to improve the achievement gap?	What are your Enabling Activities 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. They are: <ul style="list-style-type: none">iterative;aligned to funding; and,monitored. Enabling Activities can be considered a “recipe” to implement the Academic Plan.														
<div>Science</div> <div>HSA Science Data:<table><tr><td></td><td>SY 17-18</td><td>SY 18-19</td><td>SY 19-20</td></tr><tr><td>Proficiency</td><td>44.59%</td><td>39%</td><td>COVID</td></tr></table><div>School Walkthrough Data: March 2020<table><tr><td></td><td>Percentage</td></tr><tr><td>HOTS</td><td>21.5%</td></tr><tr><td>LOTS</td><td>78.5%</td></tr></table></div></div>		SY 17-18	SY 18-19	SY 19-20	Proficiency	44.59%	39%	COVID		Percentage	HOTS	21.5%	LOTS	78.5%	<div>If students are engaged in an integrated NGSS curriculum that promotes 3-Dimensional learning, then student achievement will improve.</div> <div>If the science department focuses on students ability to problem solve (GLO #3) and to effectively communicate (GLO #5) then students will be more prepared to engage in the Science and Engineering Practices (SEP).</div>	<div><ul style="list-style-type: none">Weekly Common Planning Time- Data Teams- PDDevelopment of a common grade level pacing guide and common assessments</div> <div><ul style="list-style-type: none">Development of common understandings and department agreements around the SEPs.</div>
	SY 17-18	SY 18-19	SY 19-20													
Proficiency	44.59%	39%	COVID													
	Percentage															
HOTS	21.5%															
LOTS	78.5%															

WASC Critical Area for Follow-up (2015): Each learning area should ensure that higher order thinking skills are integrated into the curriculum so that all students can optimize their learning potential.								
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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.	What is your Theory of Action (if-then) to improve the achievement gap?	What are your Enabling Activities 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. They are: <ul style="list-style-type: none">iterative;aligned to funding; and,monitored. Enabling Activities can be considered a “recipe” to implement the Academic Plan.						
<div><div>Social Studies</div><div>School Walkthrough Data: March 2020<table><tr><td></td><td>Percentage</td></tr><tr><td>HOTS</td><td>21.5%</td></tr><tr><td>LOTS</td><td>78.5%</td></tr></table><div>WASC Critical Area for Follow-up (2015): Each learning area should ensure that higher order thinking skills are integrated into the curriculum so that all students can optimize their learning potential.</div><div>iReady/SBA data for ELA/Literacy</div></div></div> <td><div>If the social studies department consistently implements HC3S with a focus on inquiry, then all students will develop higher order thinking skills allowing them to access disciplinary sources to explore the compelling question, build content expertise, and develop the disciplinary skills to successfully support and defend their ideas.</div><div>If students are engaged with complex texts through schoolwide instructional strategies including close reading, text dependent questions (TDQ), and collaborative conversations, then all students will have the skills required to perform successfully in a tier one setting.</div></td> <td><div><ul style="list-style-type: none">PD to continue implementation of HCSSSTeachers will develop common grade level content pacing guides with<ul style="list-style-type: none">clear learning targets and success criteriacommon formative and summative assessments<ul style="list-style-type: none">Weekly Data TeamsDevelopment of common grade level pacing guides and common assessments<div><ul style="list-style-type: none">Weekly Data Teams-PDDevelopment of a common grade level pacing guide and common assessmentsDevelopment of Classroom Libraries to include: student atlases, primary source materials, programs to help with research and citations</div><ul style="list-style-type: none">To build background knowledge, EL students will use</div></td>		Percentage	HOTS	21.5%	LOTS	78.5%	<div>If the social studies department consistently implements HC3S with a focus on inquiry, then all students will develop higher order thinking skills allowing them to access disciplinary sources to explore the compelling question, build content expertise, and develop the disciplinary skills to successfully support and defend their ideas.</div> <div>If students are engaged with complex texts through schoolwide instructional strategies including close reading, text dependent questions (TDQ), and collaborative conversations, then all students will have the skills required to perform successfully in a tier one setting.</div>	<div><ul style="list-style-type: none">PD to continue implementation of HCSSSTeachers will develop common grade level content pacing guides with<ul style="list-style-type: none">clear learning targets and success criteriacommon formative and summative assessments<ul style="list-style-type: none">Weekly Data TeamsDevelopment of common grade level pacing guides and common assessments<div><ul style="list-style-type: none">Weekly Data Teams-PDDevelopment of a common grade level pacing guide and common assessmentsDevelopment of Classroom Libraries to include: student atlases, primary source materials, programs to help with research and citations</div><ul style="list-style-type: none">To build background knowledge, EL students will use</div>
	Percentage							
HOTS	21.5%							
LOTS	78.5%							

		<p>Achieve 3000 and Brainpop EL</p> <p>Teachers will develop common grade level content pacing guides with</p> <ul style="list-style-type: none">• clear learning targets and success criteria• common formative and summative assessments <p>Through <u>quarterly professional learning cycles</u>,</p> <ul style="list-style-type: none">• the ILT will engage in classroom <u>learning walks</u> to collect formative data that will inform the focus of professional development to support literacy in all content areas (e.g reading, writing and speaking)• provide <u>PD</u> based on identified <u>powerful instructional practices (PIPs)</u> and formative learning walks data <p>On a <u>monthly</u> basis, the Academic Review Team (ART) will monitor:</p> <ul style="list-style-type: none">• student progress in the Tier 2 workshop setting, using iReady data (e.g. general education, SPED, ELL)• student data on Imagine Learning• students performance on Achieve <p>On a <u>weekly</u> basis, teachers will engage in the <u>data team cycle</u> to monitor learning of essential standards (e.g., analyzing student work, reviewing formative data on student performance performance).</p> <p>Teachers will participate in Professional Development through various sources including: LMW Complex Area, WMS</p> <p>All students will participate in universal screening for reading at the beginning of the year, mid-year and at the end of the year.</p> <p>All reading workshop students will be assessed and monitored for reading fluency.</p> <p>All reading workshop students will be assessed monthly for Growth monitoring in workshops (i-Ready).</p> <p>Progress on instructional paths in workshops will be reviewed bi-monthly. (i-Ready “My Path”)</p> <p>Teachers will monitor acquisition of language objectives monthly.</p>
--	--	---



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

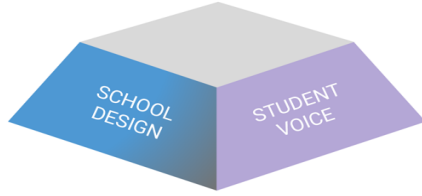
Describe here your complex/school contexts for School Design and Student Voice.
 Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.
 Describe here your Conditions for Success for School Design and Student Voice.

- Measurable Outcomes should include (SMART goals):
- Who will change - the [people] who are improving
 - What will change - the knowledge, attitudes, and skills expected to change
 - By how much - how much change will be realistically achieved?
 - By when - the timeframe to see change
 - How the change will be measured - the surveys, tests, interviews, or other methods that will be used to measure

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p><u>MATHEMATICS</u></p> <p><u>Teacher Outcomes</u></p> <ul style="list-style-type: none"> • By the end of SY 20-21, grade level content partners in the math department will collaborate to develop a pacing guide based on the Carnegie Blended Learning curriculum. • Quarterly, grade level content partners in the math department will collaborate, develop and administer common assessments. • By the end of SY 20-21, math teachers will develop common understandings and agreements regarding mathematical discourse and mathematical language. • By the end of SY 20-21, teachers will begin incorporating the 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p><u>MATHEMATICS</u></p> <p><u>Teacher Outcomes</u></p> <ul style="list-style-type: none"> • By the end of SY 21-22, grade level content partners in the math department will refine their pacing guides to include common assessments. • By the end of SY 21-22, the math department work to build more consistent experiences in all math classrooms (including academic language, math “rules”, group work expectations). • By the end of SY 21-22, teachers will incorporate mathematical practices and student discourse in their classrooms. 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p><u>MATHEMATICS</u></p> <p><u>Teacher Outcomes</u></p> <ul style="list-style-type: none"> • By the end of SY 22-23, the math department will have a consistent math workshop curriculum (grades 6-8) which emphasizes problem solving, and mathematical discourse. • By the end of SY 22-23, the math department will have consistent experiences in all math classrooms (including academic language, math “rules”, group work, practices). • By the end of SY 22-23, students in every math class will be engaged in instruction that promotes discourse and emphasizes mathematical practices.

<p><i>mathematical practices and promoting discourse in their classrooms.</i></p> <p>Student Outcomes</p> <ul style="list-style-type: none"> Based on iReady Math results, by the end of SY 2020-21 student proficiency at the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 1 setting. Based on iReady Math results, by the end of SY 2020-21 students GROWTH at the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 2 (workshop/PDG) setting utilizing student goal setting and personalized student support. Based on Learning Walks data collected in SY 2019-20, through the continued implementation of professional learning cycles focused on the implementation of discipline specific literacy (e.g. reading, writing, and speaking appropriate to that discipline) observations of higher order thinking skills (HOTS) will increase by 10 percentage points for each subsequent quarter. 	<p>Student Outcomes</p> <ul style="list-style-type: none"> Based on iReady Math results, by the end of SY 2021-22 student proficiency at the end of year universal screening will increase by 5 percentage points over the baseline set at the beginning of the school year in the Tier 1 setting. Based on iReady Math results, by the end of SY 2021-22 students GROWTH at the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 2 (workshop/PDG) setting utilizing student goal setting and personalized student support. Based on Learning Walks data, 80% of classrooms visited will demonstrate evidence of collaborative conversations to increase equity and rigor for all learners in a tier I setting. Based on data teams data (student work), students will demonstrate higher order thinking skills (analysis, inferencing, synthesizing, problem solving etc.) 2 times per quarter. <ul style="list-style-type: none"> Of that student work, 70% of students will show proficiency. 	<p>Student Outcomes</p> <ul style="list-style-type: none"> Based on iReady Math results, by the end of SY 2022-23 student proficiency at the end of year universal screening will increase by 5 percentage points over the baseline set at the beginning of the school year in the Tier 1 setting. Based on iReady Math results, by the end of SY 2022-23 students GROWTH at the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 2 (workshop/PDG) setting utilizing student goal setting and personalized student support. Based on Learning Walks data, 80% of classrooms visited will demonstrate evidence of student-led collaborative conversations to increase equity and rigor for all learners in a tier I setting. Based on data teams data (student work), students will demonstrate higher order thinking skills (analysis, inferencing, synthesizing, problem solving etc.) 3 times per quarter. <ul style="list-style-type: none"> Of that student work, 75% of students will show proficiency.
<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> To improve student learning in mathematics and build conceptual understanding. Smarter Balanced Assessment Claims data indicates a trend that students demonstrate a lower proficiency in conceptual and procedures. 	<p><i>Why are you implementing them?</i></p> <p>To improve student learning in mathematics and build conceptual understanding.</p> <p>Smarter Balanced Assessment Claims data indicates a trend that students demonstrate a lower proficiency in conceptual and procedures.</p>	<p><i>Why are you implementing them?</i></p> <p>To improve student learning in mathematics and build conceptual understanding.</p> <p>Smarter Balanced Assessment Claims data indicates a trend that students demonstrate a lower proficiency in conceptual and procedures.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>Improved Growth on SBA Improved Growth on Diagnostics including iReady Module Assessment Data Analysis of student work during data teams</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Improved Growth on SBA Improved Growth on Diagnostics including iReady Module Assessment Data Analysis of student work during data teams</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Improved Growth on SBA Improved Growth on Diagnostics including iReady Module Assessment Data Analysis of student work during data teams</p>

--	--	--



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

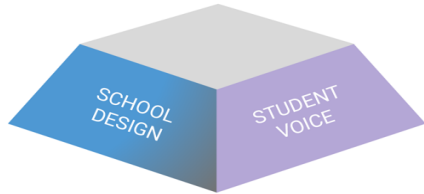
Describe here your complex/school contexts for School Design and Student Voice.

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

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

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p><u>SCIENCE</u></p> <ul style="list-style-type: none"> By the end of SY 20-21, grade level content partners in the science department will collaborate to develop a pacing guide that includes an integrated three dimensional approach to science learning. Quarterly, grade level content partners in the science department will collaborate, develop and administer common three dimensional performance tasks. By the end of SY 20-21, science teachers will develop common understandings and agreements regarding the science and engineering practices. By the end of SY 20-21, teachers in the science department will begin the process of developing working definitions based on disciplinary core ideas outlined in the 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p><u>SCIENCE</u></p> <ul style="list-style-type: none"> By the end of SY 21-22, grade level content partners in the science department will refine their pacing guide to include common assessments. By the end of SY 21-22, the science department will be working to build more consistent experiences in all classrooms (including academic language, SEP expectations). By the end of SY 21-22, teachers in the science department will begin the process of developing working definitions based on disciplinary core ideas outlined in the NGSS. Based on Learning Walks data, 80% of classrooms visited will demonstrate evidence of collaborative 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p><u>SCIENCE</u></p> <ul style="list-style-type: none"> By the end of SY 22-23, all students will be engaged in 3D learning. By the end of SY 22-23, the science department will have consistent experiences in all classrooms(including academic language,group work, SEP expectations). By the end of SY 22-23, teachers in the science department will work together to develop working definitions about academic language based on the disciplinary core ideas outlined in the NGSS. Based on Learning Walks data, 80% of classrooms visited will demonstrate evidence of student led collaborative conversations to increase equity for all learners in a tier I setting.

<p>NGSS.</p> <ul style="list-style-type: none"> Based on Learning Walks data collected in SY 2019-20, through the continued implementation of professional learning cycles focused on the implementation of discipline specific literacy (e.g. reading, writing, and speaking appropriate to that discipline) observations of higher order thinking skills (HOTS) will increase by 10 percentage points for each subsequent quarter. 	<p>conversations to increase equity for all learners in a tier I setting.</p> <ul style="list-style-type: none"> Based on data teams data (student work), students will demonstrate higher order thinking skills (analysis, inferencing, synthesizing, problem solving etc.) 2 times per quarter. <ul style="list-style-type: none"> Of that student work, 70% of students will show proficiency. 	<ul style="list-style-type: none"> Based on data teams data (student work), students will demonstrate higher order thinking skills (analysis, inferencing, synthesizing, problem solving etc.) 3 times per quarter. <ul style="list-style-type: none"> Of that student work, 75% of students will show proficiency.
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> To address the achievement gaps of higher order thinking (HOT) and performance on the HSA. 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> To address the achievement gaps of higher order thinking (HOT) and performance on the HSA. To address areas of deficiency as identified in baseline data results of the new NGSS aligned state assessment. 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> To address the achievement gaps of higher order thinking (HOT) and performance on the HSA. To address areas of deficiency as identified in baseline data results of the new NGSS aligned state assessment.
<p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> Improved growth on the HSA Common assessment data learning walk data 	<p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> Improved growth on the HSA Common assessment data learning walk data 	<p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> Improved growth on the HSA Common assessment data learning walk data



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

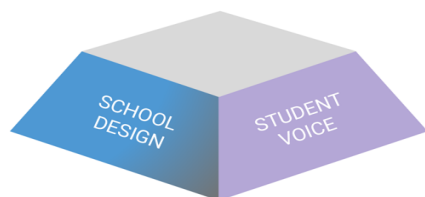
Describe here your complex/school contexts for School Design and Student Voice.

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

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
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>LANGUAGE ARTS / LITERACY</u></p> <ul style="list-style-type: none"> Based on iReady Reading results, by the end of SY2020-21 student proficiency at the end of year universal screening will increase by 10 percentage points (percentage change) over the baseline set at the beginning of the school year in the Tier 1 setting. Based on iReady Reading results, by the end of SY 2020-21 students GROWTH at the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 2 (workshop/PDG) setting utilizing student goal setting and personalized student support. (GLO#1) Based on Learning Walks data collected in SY 2019-20, through the continued implementation of professional learning cycles focused on the implementation of discipline 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>LANGUAGE ARTS / LITERACY</u></p> <ul style="list-style-type: none"> Based on iReady Reading results, by the end of SY 2021-22 student proficiency at the end of year universal screening will increase by 10 percentage points (percentage change) over the baseline set at the beginning of the school year in the Tier 1 setting. Based on iReady Reading results, by the end of SY 2021-22 students GROWTH at the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 2 (workshop/PDG) setting utilizing student goal setting and personalized student support. (GLO#1) Based on Learning Walks data collected in SY 2020-21, through the continued implementation of professional learning cycles focused on the implementation of discipline 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>LANGUAGE ARTS / LITERACY</u></p> <ul style="list-style-type: none"> Based on iReady Reading results, by the end of SY 2022-23 student proficiency at the end of year universal screening will increase by 10 percentage points (percentage change) over the baseline set at the beginning of the school year in the Tier 1 setting. Based on iReady Reading results, by the end of SY 2022-23 students GROWTH at the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 2 (workshop/PDG) setting utilizing student goal setting and personalized student support. (GLO#1) Based on Learning Walks data collected in SY 2021-22, through the continued implementation of professional learning cycles focused on the implementation of discipline

specific literacy (e.g. reading, writing, and speaking appropriate to that discipline) observations of higher order thinking skills (HOTS) will increase by 10 percentage points for each subsequent quarter.	specific literacy (e.g. reading, writing, and speaking appropriate to that discipline) observations of higher order thinking skills (HOTS) will increase by 5 percentage points for each subsequent quarter.	specific literacy (e.g. reading, writing, and speaking appropriate to that discipline) observations of higher order thinking skills (HOTS) will increase by 5 percentage points for each subsequent quarter.
<p><i>Why are you implementing them?</i></p> <p>Smarter Balanced Assessment Language Arts CLAIMS results indicate a trend that Wahiawa Middle student achievement in READING is consistently lower than writing, listening and research/inquiry.</p> <p>Based on data collected during Learning Walks, observations revealed questions posed in the classroom were more often less rigorous thus requiring only lower thinking skills (LOTS), therefore the school will focus on ensuring there is an increase of rigorous collaborative discussions involving teachers and students and between students (collaborative conversations).</p>	<p><i>Why are you implementing them?</i></p> <p>Smarter Balanced Assessment Language Arts CLAIMS results indicate a trend that Wahiawa Middle student achievement in READING is consistently lower than writing, listening and research/inquiry.</p> <p>Based on data collected during Learning Walks, observations revealed questions posed in the classroom were more often less rigorous thus requiring only lower thinking skills (LOTS), therefore the school will focus on ensuring there is an increase of rigorous collaborative discussions involving teachers and students and between students (collaborative conversations).</p>	<p><i>Why are you implementing them?</i></p> <p>Smarter Balanced Assessment Language Arts CLAIMS results indicate a trend that Wahiawa Middle student achievement in READING is consistently lower than writing, listening and research/inquiry.</p> <p>Based on data collected during Learning Walks, observations revealed questions posed in the classroom were more often less rigorous thus requiring only lower thinking skills (LOTS), therefore the school will focus on ensuring there is an increase of rigorous collaborative discussions involving teachers and students and between students (collaborative conversations).</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>Through weekly data teams and monthly ART data chats, the school will engage in data routines to monitor student progress using:</p> <ul style="list-style-type: none"> ● iReady universal screening results (BOY, Mid, EOY) ● iReady growth monitoring ● Analysis of student work (formative instructional cycle/Data Teams) ● Achieve data (grades 6 and 7) ● Professional Learning Cycle (PLC) data ● Learning Walks conducted by school administration team 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Through weekly data teams and monthly ART data chats, the school will engage in data routines to monitor student progress using:</p> <ul style="list-style-type: none"> ● iReady universal screening results (BOY, Mid, EOY) ● iReady growth monitoring ● Analysis of student work (formative instructional cycle/Data Teams) ● Achieve data (grades 6 and 7) ● Professional Learning Cycle (PLC) data ● Learning Walks conducted by school administration team 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Through weekly data teams and monthly ART data chats, the school will engage in data routines to monitor student progress using:</p> <ul style="list-style-type: none"> ● iReady universal screening results (BOY, Mid, EOY) ● iReady growth monitoring ● Analysis of student work (formative instructional cycle/Data Teams) ● Achieve data (grades 6 and 7) ● Professional Learning Cycle (PLC) data ● Learning Walks conducted by school administration team



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

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

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

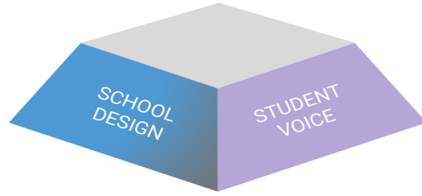
Describe here your Conditions for Success for School Design and Student Voice.

- Measurable Outcomes should include:
 - Who will change - the [people] who are improving
 - What will change - the knowledge, attitudes, and skills expected to change
 - By how much - how much change will be realistically achieved?
 - By when - the timeframe to see change
 - How the change will be measured - the surveys, tests, interviews, or other methods that will be used to measure

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p><u>SOCIAL STUDIES</u></p> <p><u>Part 1 Implementation of HCSSS</u> (Year 2 of professional development) SY 2020-2021</p> <p><i>By the end of SY 2020-21, grade level content partners in the Social Studies department will collaborate to develop a pacing</i></p>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p><u>SOCIAL STUDIES</u></p> <p><u>Part 2 Implementation of HCSSS</u> (Year 3 of professional development) SY 2021-2022</p> <p><i>By the end of SY 2020-21, grade level content partners in the Social Studies department will collaborate to develop a pacing</i></p>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p><u>SOCIAL STUDIES</u></p> <p><u>Full implementation of HCSSS</u> : SY 2022-2023</p> <p>By the end of SY 2022-23, social studies teachers will implement the full HCSSS for all grade levels.</p>

<p><i>guide that includes the HC3S with a focus on inquiry.</i></p> <p><i>Quarterly in SY 2020-21, the social studies department will analyze student work reflecting close reading of complex texts, primary sources and constructed responses to text dependent questions.</i></p>	<p><i>guide that includes more than 50% of HC3S with a focus on inquiry.</i></p> <p><i>Quarterly in SY 2020-21, the social studies department will analyze student work reflecting close reading of complex texts , primary sources, and constructed responses to text dependent questions.</i></p>	
<p><i>Why are you implementing them?</i></p> <p><i>To address the achievement gaps of higher order thinking (HOT) and literacy.</i></p>	<p><i>Why are you implementing them?</i></p> <p><i>To address the achievement gaps of higher order thinking (HOT) and literacy.</i></p>	<p><i>Why are you implementing them?</i></p> <p><i>To address the achievement gaps of higher order thinking (HOT) and literacy.</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Increased evidence of higher order thinking over the course of the school year through quarterly data analysis, walkthrough and observation data.</i></p> <p><i>Increased evidence of students using the close reading strategy to comprehend and analyze complex texts and primary sources through data team analysis of student work.</i></p> <p><i>Increased evidence of students engaging in Inquiry Design Model (IDM) HCSSS units over the course of the year through weekly data team analysis of student work, revised pacing guides.</i></p> <p>Through weekly data teams, the social studies department will engage in data routines to monitor student progress using:</p> <ul style="list-style-type: none"> ● formative and summative assessments ● performance tasks ● essential and supporting questions framework ● i-Ready diagnostic and diagnostic growth assessments ● observations and learning walk data 	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Increased evidence of higher order thinking over the course of the school year through quarterly data analysis, walkthrough and observation data.</i></p> <p><i>Increased evidence of students using the close reading strategy to comprehend and analyze complex texts and primary sources through data team analysis of student work.</i></p> <p><i>Increased evidence of students engaging in Inquiry Design Model (IDM) HCSSS units over the course of the year through weekly data team analysis of student work, revised pacing guides.</i></p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Increased evidence of higher order thinking over the course of the school year through quarterly data analysis, walkthrough and observation data.</i></p> <p><i>Increased evidence of students using the close reading strategy to comprehend and analyze complex texts and primary sources through data team analysis of student work.</i></p> <p><i>Increased evidence of students engaging in Inquiry Design Model (IDM) HCSSS units over the course of the year through weekly data team analysis of student work, revised pacing guides.</i></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.

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)
MATH By the end of SY 2020-21, students in every math class will be engaged in instruction that promotes discourse and emphasizes mathematical practices.	Participation in Professional Development Opportunities Including those offered by: Carnegie, LMW CA, CRDG, iReady, WMS	Yearlong	Title I (18902)	<ul style="list-style-type: none"> Learning Walk Data 	Bi-Weekly (2x per month)	
	Implementation of Carnegie (tier I) CRDG Algebra Readiness (tier II) curriculum	Yearlong	Title I (18902)	<ul style="list-style-type: none"> Learning Walk Data Student Work Samples Module Assessment Data 	Bi-Weekly (2x per month)	
	Participation in Data Teams during Common Planning Time-- analysis of formative data through iReady, student work samples, CFA	Yearlong	NA	<ul style="list-style-type: none"> Data Team (Minutes/Student Work Samples) Growth Monitoring/Diagnostic Data 	Weekly	

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)
<p><u>LANGUAGE ARTS / LITERACY</u></p> <ul style="list-style-type: none"> Based on iReady Reading results, by the end of SY 2020-21 student proficiency at the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 1 setting. Based on iReady Reading results, by the end of SY2020-21 students GROWTH on the end of year universal screening will increase by 10 percentage points over the baseline set at the beginning of the school year in the Tier 2 (workshop/PDG) setting utilizing student goal setting and personalized student support. Based on Learning Walks data collected in SY 2019-20, through the continued implementation of professional learning cycles focused on the implementation of discipline specific literacy (e.g. reading, writing, and speaking appropriate to that discipline) observations of higher order thinking skills (HOTS) will increase by 10 percentage 	Participation in professional development opportunities during 21 hours and common planning time	Yearlong	Title I (18902)	<ul style="list-style-type: none"> Learning Walk Data 	Bi-Weekly (2x per month)	
	<p><u>Tier 1</u> Implementation of updated 2021 Springboard curriculum</p> <p><u>Tier 2 (Workshop/PDG)</u> Implementation of</p> <ul style="list-style-type: none"> iReady REWARDS curr ACT (Fisher & Frey) 	Yearlong	Title I (18902)	<ul style="list-style-type: none"> Learning Walk Data Analysis of student work 	Bi-Weekly (2x per month)	
	Participation in Data Teams during Common Planning Time-- analysis of formative data through iReady, student work samples, CFA	Yearlong	NA	<p>Through weekly data team meetings and monthly ART data chats, the school will engage in data routines to monitor student progress using:</p> <ul style="list-style-type: none"> iReady universal screening results (BOY, Mid, EOY) iReady growth monitoring Analysis of student work (formative instructional cycle/Data Teams) Achieve data (grades 6 and 7) Professional Learning Cycle (PLC) data Learning Walks conducted by school administration team 	Weekly	

points for each subsequent quarter.						
-------------------------------------	--	--	--	--	--	--

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.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” 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>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p><u>Agriculture Technology</u> The school is currently working collaboratively with the Leilehua Alumni & Community Association and district staff to develop a more robust course of study that incorporates technology and agriculture to develop these understandings;</p> <ul style="list-style-type: none">• the relationship between technology and modern agriculture• learners must develop an understanding of the environmental and economic impacts of agricultural practices• agriculture is a science that contributes to the development, improvement and sustainability of living things	<p><i>Please describe your Conditions for Success:</i></p> <p>Students will be engaged in real-world learning in modern agriculture practices while learning how to grow plants in a shade house environment while learning how to maximize growth through the use of technology tools.</p>