

2020 Academic Plan, School Year 2020-21



School: Mililani Waena Elementary School

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

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

HIDOE Learning Organization

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

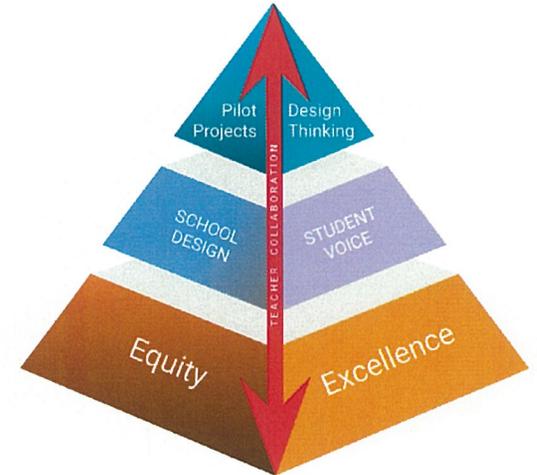
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

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

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

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



Principal (print): Troy Tamura	
Principal's signature: 	Date: 06/09/2020

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



2020 Academic Plan, School Year 2020-21

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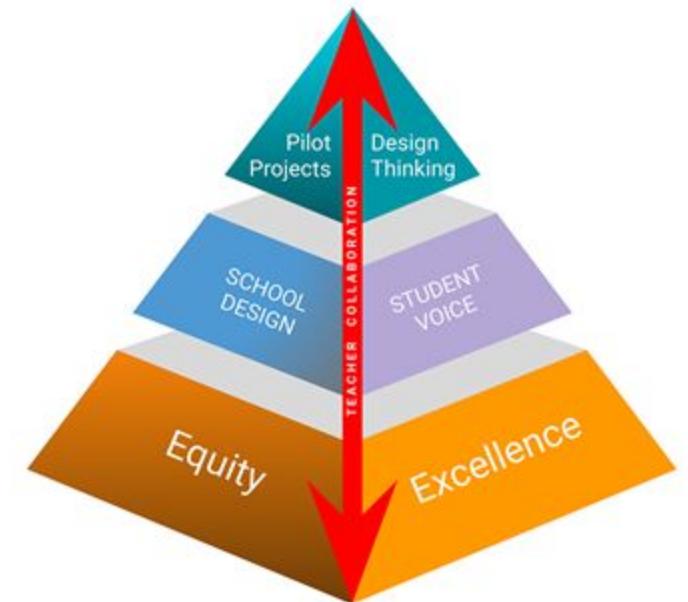
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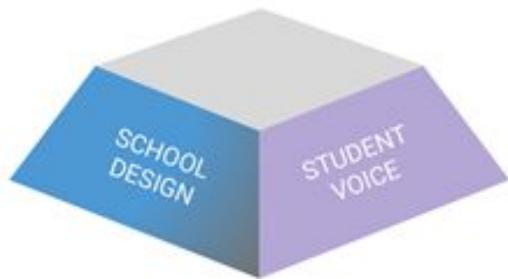


& Learning Core: Equity and Excellence

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.

Gap	Achievement	Action	Theory of	Activity	Enabling
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Our school currently enrolls approximately 800 students. The “all students” group data on our 2019 Smarter Balanced Assessment (SBA) was 71% proficiency in reading and 63% proficiency in math.</p> <p>The SBA shows we have an achievement gap in special education Currently, our special education subgroup comprises 11% (88 students) of the student population. According to our 2019 SBA, 8% of special education students met proficiency in reading and 8% of special education students met proficiency for math. The data shows our special education students are not performing as well as the “all group” data on the SBA.</p> <p>The SBA also shows we have an achievement gap in economically disadvantaged students. Currently, our economically disadvantaged subgroup makes up 25% (200 students) of the student population. According to our 2019 SBA, 53% of this subgroup met proficiency in reading while</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If we implement a clearly defined multi-tiered system of support for academic and behavior/socio-emotional learning with fidelity, then our students will receive targeted, differentiated instruction that will lead to increased achievement.</p>	<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <p>Tier 1</p> <ul style="list-style-type: none"> ● Universal screener (e.g. iReady) and progress monitoring system (e.g. Classroom Profiles) to identify how students are performing according to the academic standards. ● iReady online instructional activities for students. ● Student Focused Planning Time for teachers to: 1) Collect and chart formative assessment data aligned to the standards, 2) Analyze to prioritize, 3) Set SMART goals, 4) Select strategies and interventions, 5) Determine results indicators, and 6) Monitor and evaluate results. ● Systematic, explicit instruction in phonics (e.g. Souday Essentials) for students in grades K - 3. ● Evidenced-based instruction <p>Tier 2</p> <ul style="list-style-type: none"> ● Language Arts and Math interventions during the Wednesday RTI blocks for identified Tier 2 students. ● Targeted, after school tutoring for identified Tier 2 students in the subjects of Language Arts and Math. 			

<p>48% of this subgroup met proficiency in math. The data shows our economically disadvantaged students are not performing as well as the “all group” data on the SBA.</p>		<ul style="list-style-type: none"> • Targeted, systematic, explicit instruction in phonics (e.g. Soliday Intervention) from the Literacy Center. • Bi-weekly peer reviews of students who need social-emotional/behavior interventions conducted by Administration, Counselors, SSC, school social worker, and school psychologist (as needed). <p>Tier 3</p> <ul style="list-style-type: none"> • Continuum of special education program and placement supports which take into account least restrictive environment settings. • Professional development for inclusion staff on creating learning environments that address the unique needs of students with disabilities. • Systematic, explicit instruction in phonics (e.g. Soliday Intervention) for special education students from educational assistants.
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Innovation in Support of the Core: School Design and Student Voice

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

Our school is designed with empowerment in mind. We empower students to take action with their learning. Through active learning, we strive to cultivate Motivated, Well-Rounded, Engaged, and Self-directed students who are poised to transition into college and career. Active learning enables staff to be creative and flexible in how they develop skills and knowledge in all learners. We believe students need the opportunity to learn in multiple ways and teachers need to draw from a pedagogical repertoire derived from various learning theories. Active learning can be incorporated into a variety of instructional modalities including inquiry-based learning, direct instruction, and problem-based learning.

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

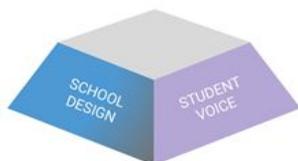
Our new math curriculum, Ready Math, deepens mathematical understanding through student discourse. We will continue to develop student discourse via questioning that promotes higher-order thinking in all core subjects. Whether it’s a science lesson where students investigate phenomenon, a social studies activity where students take informed action, or shared reading in language arts where essential questions are explored, students are expected to think critically and exchange ideas. By engaging in critical thinking through discourse, we design learning experiences in which students are better equipped to take action with their learning.

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

Our school’s core values describe the collaborative work we engage in to empower students. First, we set high expectations for students and staff to reach our greatest potential. Second, we learn together and support each other to reach our goals. Third, the TRRFCC traits guide the behavior dispositions we aspire to demonstrate. As these values guide our decision-making, we create a positive, safe school environment that students and staff can thrive in.

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> 1) By May 30, 2021, our reading achievement will increase by 5% and our math achievement will increase by 5 % as measured by the Smarter Balanced Assessment and iReady Spring Diagnostic. 2) By January 2021, 75% of students will give a favorable rating on School Engagement as measured by the Panorama Survey. 3) 100% of faculty will demonstrate a shared understanding of what a discourse-driven classrooms and effective questioning practices is by May, 2021. 	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> 1) By May 30, 2022, our reading achievement will increase by 5% and our math achievement will increase by 5% as measured by the Smarter Balanced Assessment and iReady Spring Diagnostic. 2) By January 2022, 80% of students will give a favorable rating on School Engagement as measured by the Panorama Survey. 3) 100% of classrooms will demonstrate student discourse through open-ended questioning that promotes complex thinking in math and language arts by May 2022. 	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <ol style="list-style-type: none"> 1) By May 30, 2023, our reading achievement will increase by 5% and our math achievement will increase by 5% as measured by the Smarter Balanced Assessment and iReady Spring. 2) By January 2023, 85% of students will give a favorable rating on School Engagement as measured by the Panorama Survey. 3) 100% of classrooms will demonstrate student-driven discourse through open-ended questioning that promotes complex thinking in all core subjects by May 2023.
<p><i>Why you are implementing them?</i></p> <ol style="list-style-type: none"> 1) We strive to ensure all students demonstrate they are on a path toward success in college, career and citizenship. 2) The extent to which students are engaged in school signals whether we are successful in utilizing active learning strategies. 3) A common vision for discourse enables us to collaboratively establish agreements on what discourse means and how we can consistently apply discourse strategies across grade-levels. 	<p><i>Why you are implementing them?</i></p> <ol style="list-style-type: none"> 1) We strive to ensure all students demonstrate they are on a path toward success in college, career and citizenship. 2) The extent to which students are engaged in school signals whether we are successful in utilizing active learning strategies. 3) We will continually reflect to what extent our faculty are able to promote discourse. The expectation is not for faculty to be perfect, but that they TRY and make adjustments. We acknowledge that in this early 	<p><i>Why you are implementing them?</i></p> <ol style="list-style-type: none"> 1) We strive to ensure all students demonstrate they are on a path toward success in college, career and citizenship. 2) The extent to which students are engaged in school signals whether we are successful in utilizing active learning strategies. 3) We expect to see discourse in all core disciplines to promote active learning throughout the day. Student conversations which are characterized by complex thinking (e.g. depth of knowledge levels 3 and/or 4.)

	phase of implementation, discourse practices may be uneven in quality across the core disciplines.	are essential for the preparation of civic life.
<p><i>How will you know that they are causing an improvement?</i></p> <p>Our progress monitoring system using iReady, formative and summative curricular assessments, the SBA, and teacher observations will indicate the number of students who are moving towards proficiency as the year progresses. The data will inform teachers will students require Tier 2 and 3 interventions.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Our progress monitoring system using iReady, formative and summative curricular assessments, the SBA, and teacher observations will indicate the number of students who are moving towards proficiency as the year progresses. The data will inform teachers will students require Tier 2 and 3 interventions.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Our progress monitoring system using iReady, formative and summative curricular assessments, the SBA, and teacher observations will indicate the number of students who are moving towards proficiency as the year progresses. The data will inform teachers will students require Tier 2 and 3 interventions.</p>



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

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>2019 Smarter Balanced Assessment Reading - 71% 2019 Smarter Balanced Assessment Reading - 63%</p>	<p><i>Add throughout the year measurements here.</i></p> <p>iReady Fall, Winter, Spring Diagnostic Common formative assessments by grade-level Course Marks</p>	<p><i>Add end of year goals here.</i></p> <p>Increase reading achievement to 5% and math achievement by 5% as measured by the Smarter Balanced Assessment.</p>

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)
80% of students will reach proficiency in reading as measured by the iReady Spring Diagnostic and Classroom Profiles.	<p>Decoding</p> <ul style="list-style-type: none"> In order to be accurate and fluent readers, students will: <ol style="list-style-type: none"> receive <u>explicit, systematic instruction in phonics</u> (e.g. Souday System) with opportunities for practice and reinforcement; and have <u>lots of practice</u> with varied texts (fiction and nonfiction). <p>Direct instruction in phonics instruction in grades 4 and 5 will occur as needed.</p> <p>Language Comprehension</p> <ul style="list-style-type: none"> In order to understand the meaning of texts, students will build up <u>knowledge of content</u> 		Yearlong		iReady Diagnostic Reports Classroom Profiles	Fall, Winter, Spring Quarterly	

	<p><u>and vocabulary.</u></p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> In order to understand the meaning of texts, students will learn and apply essential reading strategies (e.g. generating questions, summarization, graphic and semantic organizers) 						
<p>75% of students will reach proficiency in math as measured by the iReady Spring Diagnostic and Classroom Profiles.</p>	<p>Students will engage in mathematics learning activities that develop conceptual understanding and procedural fluency through the following models:</p> <p>Direct Instruction</p> <ul style="list-style-type: none"> Watch clear, complete demonstrations of how to solve problems, with accompanying explanations and accurate definitions Practice similar problems sequenced according to difficulty Receive immediate, corrective feedback <p>Dialogic model</p> <ul style="list-style-type: none"> Actively engage in mathematics, persevering to solve novel problems Participate in discourse, conjecture, explanation, 				<p>iReady Diagnostic Reports</p> <p>Classroom Profiles</p>	<p>Fall, Winter, Spring</p> <p>Quarterly</p>	

	<ul style="list-style-type: none"> and argumentation Engage in generalization and abstraction, developing efficient problem-solving strategies and relating their ideas to conventional procedures; To achieve fluency with these skills, engage in some amount of practice. 						
100% of students will be screened and monitored for academic progress as part of the school's Multi-Tiered System of Support (MTSS)	<p>Students will:</p> <ul style="list-style-type: none"> Take the <u>iReady diagnostic</u> in the fall, winter and spring to determine attainment of the Common Core State Standards for reading and math. Receive more frequent, intensive <u>small group</u> or <u>individualized</u> instruction on a need basis (About 10-15% of students). Be selected on a need basis for after school <u>targeted tutoring</u> (Gr. 3-5) or <u>homework club</u>. 		Yearlong		iReady diagnostic reports	Fall, Winter, Spring	
100% of students will be provided Positive Behavior Intervention and Supports as part of the school's	Students will participate in formal and informal lessons that instill the <u>6 Pillars of Character</u> (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship).		Yearlong		PBIS Lesson Plans STIRfry minutes.	Monthly	

<p>Multi-Tiered System of Support.</p> <p>WASC Critical Area 3 (PBIS Continuum)</p>	<p>Students will utilize the 4 Steps to Problem Solving to resolve conflict the TRRFCC way.</p> <p>Students requiring Tier 2 and 3 interventions will engage in activities such as: social skills group, individual and group counseling, lunch bunches, learning activities that promote the TRRFCC traits (e.g. presentations, school service, research and writing)</p> <p>Students requiring Tier 2 and 3 interventions might receive (depending on the severity of need), an action or counseling plan that describes behavior goals, strategies, and positive reinforcement procedures.</p>						
<p>100% of students will capture their learning progress and performance through a digital portfolio on a quarterly basis.</p>	<p>As active learners engaged in self assessment, students will use <u>digital portfolios</u> to:</p> <ol style="list-style-type: none"> 1) <u>Showcase</u> meaningful learning artifacts 2) <u>Reflect</u> on their learning journey (e.g. where they were / where they are now / 		<p>Yearlong</p>		<p>Teachers provide descriptive feedback or comments on students' digital portfolios.</p> <p>Kindergarten</p> <ul style="list-style-type: none"> • By end of Quarter 2 - A minimum of one (1) 	<p>Quarter 1: A minimum of (2) new entries into a student's digital portfolio.</p> <p>Quarter 2: A minimum of (2) new</p>	

	<p>where they are headed)</p> <p>3) <u>Give feedback to peers, teachers, parents about their artifacts</u></p> <p>4) <u>Be empowered by what they accomplished.</u></p> <p>A range of learning artifacts captured through photos, videos, and written description will be posted on their portfolios.</p>				<p>comment,</p> <ul style="list-style-type: none"> Quarter 3 and 4 - A minimum of one (1) comment per quarter <p>Grades 1 to 5</p> <ul style="list-style-type: none"> Quarter 1 and 2 - A minimum of one (1) comment Quarter 3 - A minimum of two (2) comments Quarter 4 - A minimum of two (2) comments 	<p>entries into a student's digital portfolio.</p> <p>Quarter 3 A minimum of (3) new entries into a student's digital portfolio.</p> <p>Quarter 4 A minimum of (3) new entries into a student's digital portfolio</p>	
<p>Students will have an opportunity to pursue interests outside the regular classroom (e.g. extra curricular and co-curricular) to promote engagement and belonging to school.</p>	<p>Students will have the opportunity to participate in the following student groups:</p> <ul style="list-style-type: none"> Color Guard (Gr. 4-5) Cross Country (Gr. 3-5) Gifted & Talented (Gr. 3-5) Hui 'O Menehune (Gr. 4 & 5) Hula Club (Gr. 1) Japanese Club (Gr. 2-5) JPO (Gr. 4 & 5) Junior Library Club (Gr. K-3) 		Yearlong		<p>Student reflections on their experiences.</p>		

	<ul style="list-style-type: none"> • MakerSpace (Gr. 2-5) • Na Leo 'O Menehune (Gr. 3-5) • Robotics (Gr. 4 - 5) • Student Council (Gr. 3-3-) • Track (Gr. 3-5) 						
To create meaningful learning experiences for all students, we will increase opportunities for students to share their voice on a range of topics (e.g. school safety, engagement, teacher-student relationships)	Student Council and the Principal's Advisory will meet on a regular basis to solicit student voice and make recommendations to administration on topics of great interest to the students.		Yearlong		Minutes	Quarterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of teachers will implement standards-based curriculum across all core disciplines.	When developing curriculum maps, grade-levels will collaboratively: a) unpack standards; b) identify priority standards; c) create learning targets and success criteria; d) determine length of instructional & assessment cycle	Yearlong		Curriculum maps will be updated on a quarterly basis in SFPT.	Quarter	

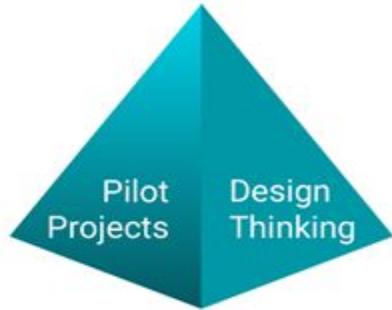
	(pacing); and e) describe resources/materials needed for instruction.					
100% of teachers will integrate disciplinary instructional models to promote active learning.	<p>Teachers will design lessons based on the following instructional models:</p> <ul style="list-style-type: none"> • Science - <u>NGSS 3 Dimensional Learning</u> (Science & Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas) • Social Studies - <u>C3 Framework</u> (Inquiry Skills and Disciplinary Concepts) • Math - <u>Discourse-based Instruction</u> via Ready Classroom Mathematics (“Try It, Discuss It, Connect It”) • Reading - “The Big 5” of Reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, Exposure to rich literature Comprehension). 	Yearlong		<p>Grade-level unit plans, curriculum maps and assessments.</p> <p>Monthly walkthroughs by Administration.</p>		
100% of teachers will facilitate discourse-rich classroom discussions to promote active learning.	<p>Teachers will facilitate student discourse with <u>questions</u> that:</p> <ul style="list-style-type: none"> • are open-ended • stimulate student discourse at higher cognitive levels (e.g. apply, analyze, evaluate, create), 	Yearlong		Monthly walkthroughs by Administration.		

	<ul style="list-style-type: none"> engage students personally and emotionally. 					
<p>100% of teachers will differentiate instruction to meet the individual needs of students.</p> <p><i>(WASC Critical Area 5: Establish Agreements on Schoolwide Programs)</i></p>	<p>Teachers will <u>adapt instruction</u> to meet individual student learning needs by varying:</p> <ul style="list-style-type: none"> content processes products and/or learning environment. 	Yearlong		Monthly walkthroughs by Administration.	Monthly	
<p>100% of grade-levels will utilize common formative assessments in reading, writing, and math to monitor student attainment of essential learning targets throughout the instructional process.</p> <p><i>(WASC Critical Area 5: Establish Agreements on Schoolwide Programs)</i></p>	<p>Common formative assessments will:</p> <ul style="list-style-type: none"> be team designed match learning targets (smaller skills & concepts) provide diagnostic information on what students are currently learning be <u>scored collaboratively</u> amongst the grade-level inform grade level of effective instructional strategies to use. 	Yearlong		Grade-levels will chart assessment data in their SFPT minutes in Google slides.	Monthly	
<p>100% of grade-levels participate in common collaborative planning time on a regular, weekly basis.</p> <p><i>(WASC Critical Area 5: Establish Agreements on Schoolwide Programs)</i></p>	<p><u>Student Focused Planning Time</u> will occur every three days for 80 minutes during school hours so grade-levels can make agreements on: a) what to teach; b) how to teach; c) how to meet the needs of individual students based on the analysis of student work.</p>	Yearlong		Grade-levels will document their planning, data, decisions, and next steps in their SFPT minutes in Google Slides.	Monthly	

<p><i>(WASC Critical Area 6: School Improvement Strategies Implemented Consistently)</i></p>	<p><u>Planning Day</u> - Grade Levels will be provided with a planning day, once per Semester for the purposes of:</p> <ul style="list-style-type: none"> • Designing/updating curriculum, instruction, and assessments 					
<p>100% of teachers will implement MWES's Progress Monitoring System to provide early identification and intervention with students.</p>	<p>Teachers will engage in the following progress monitoring actions individually and collaboratively in SFPT:</p> <p><u>Diagnose</u></p> <ul style="list-style-type: none"> • Update At-Glance sheets with student performance data. • Establish classroom proficiency targets based on data from the At-Glance sheets • Create a profile of learners on the Classroom Profile. <p><u>Intervene</u></p> <ul style="list-style-type: none"> • Plan and implement an instructional program that targets student needs. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Identify student proficiency levels at the set schoolwide data points. • Analyze the effectiveness of instruction and make necessary adjustments. 	<p>Quarterly</p>				

<p>100% of parents will be invited to volunteer for school service projects or events coordinated by the PCNC, School Community Council, Administration, and club/project leaders.</p> <p><i>(WASC Critical Area 7: Strategies to Further Engage Parents/Further Expansion of SCC)</i></p>	<ul style="list-style-type: none"> ● Parent volunteer surveys will be provided to all parents ● PCNC will coordinate volunteer activities with parents ● Club/project leaders will invite parents to volunteer for their event (e.g. Fitness Fun Day, Gingerbread decorating, field trips) on an as needed basis. 	<p>Yearlong</p>		<p>School Community Council will give status updates that describe: Parent Volunteer Activities for each quarter, Number of Volunteers</p>	<p>Quarterly</p>	
<p>100% of faculty will engage in professional development that improves teacher craft, knowledge, and repertoire.</p> <p><i>(WASC Critical Area 1: PD Plan)</i></p> <p><i>(WASC Critical Area 5: Establish Agreements on Schoolwide Programs)</i></p> <p><i>(WASC Critical Area 6: School Improvement Strategies Implemented Consistently)</i></p>	<p>Professional development will be provided to faculty in the following areas:</p> <ul style="list-style-type: none"> ● Social Studies C3 Framework ● NGSS 3 Dimensions ● Ready Math discourse-driven classrooms ● Vocabulary? Strategic reading? Reading assessment? ● Active learning that can be applied to all content areas <ul style="list-style-type: none"> ○ Questioning ● Digital learning tools (e.g. Seesaw, iReady) ● Social Emotional Learning strategies <p>A written professional development plan will be developed with staff input.</p>	<p>Yearlong</p>		<p>Teachers will be surveyed on their implementation of PD to determine successes, challenges, next steps.</p> <p>Achievement data will be analyzed to determine correlations between PD and student learning.</p>	<p>Yearly</p>	

<p>Staff will be organized so leadership is distributed amongst various stakeholder groups to encourage ownership and decision-making at the local level.</p>	<p>Staff will sign up for committees on the Organizational Chart.</p> <p>A monthly leadership meeting consisting of Grade-level Chairs, Support Staff and Administration will occur. This leadership body will engage in school improvement topics such as curricular initiatives, operational procedures, questions/concerns from grade-levels.</p> <p>A quarterly Curriculum Council meeting will consist of members from all grade-levels/departments in order to focus on vertical articulation.</p>	<p>Yearlong</p>		<p>Organizational Chart</p> <p>Minutes</p>		
<p>All staff and community stakeholders such as parents will be invited to engage in the WASC Self-Study process through FOL meetings, presentations, and/or interviews.</p> <p>WASC Critical Area #4: Self-Study Process that Engages All Stakeholders</p>	<p>Focus on Learning meetings will be scheduled throughout the school year and consist of the following stakeholders: Administration, Teachers, Educational Assistants, Para-professionals and Part-Time teachers, Classified staff (e.g. office, custodial); students representatives, parent representatives</p>			<p>Minutes</p>	<p>Quarterly</p>	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>A spring Academic Showcase, on non-May Day years, will allow students to curate their student work for parents.</p> <p>A semester digital portfolio showcase will occur on a designated day for students to peruse and give feedback on the learning of their peers in other classes and grades.</p>	<p><i>Please describe your conditions for Success:</i></p> <p>These two events are driven by the goal of increasing parent engagement and parent ownership of their child’s progress in school. For these two events to be successful, we will need to set clear criteria from the beginning of the school year on what learning artifacts are most beneficial for students to reflect on and provide time within the schedule for students and teachers to prepare and publish these artifacts.</p>