

2020 Academic Plan, School Year 2020-21



School: Webling 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.

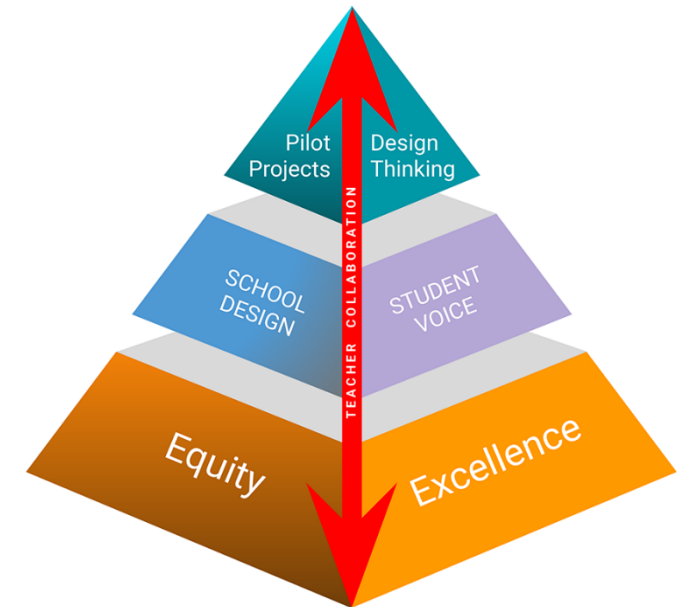
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


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: 06/02/2020
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: 	Date: 06/02/2020



2020 Academic Plan, School Year 2020-21

School: **Webbing Elementary School**

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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.

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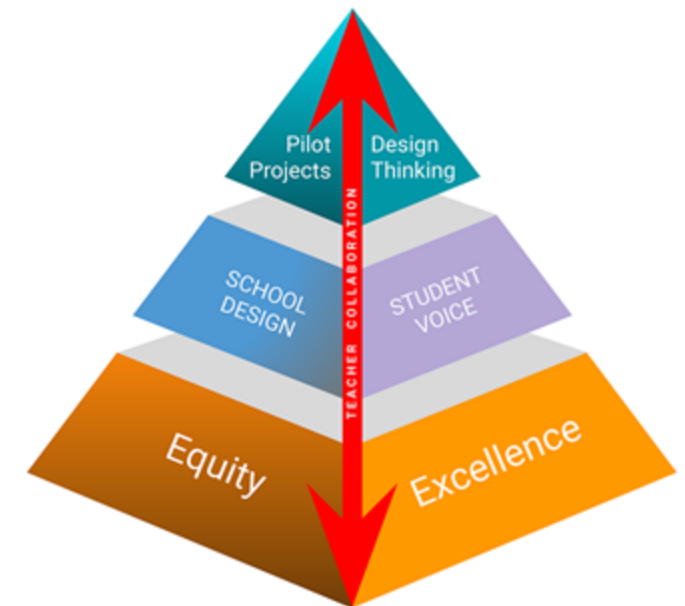
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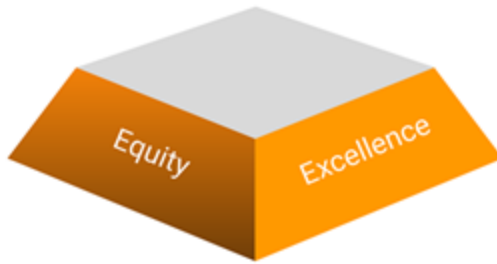
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Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Special Education</p> <ul style="list-style-type: none"> • Low proficiency and growth • SBA reading proficiency score - 29% • SBA math proficiency score - 36% 	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If there are regularly scheduled articulation meetings with the general education teachers, SPED teachers, EAs, and curriculum coaches to:</p> <ul style="list-style-type: none"> • look at SPED students data and determine students' needs and supports • align core curriculum to student goals and provide SPED teacher with appropriate material to teach • determine strategies the general education teacher can use to support SPED students in the general education classroom • plan intentionally for RTI and monitor progress • discuss each teacher/EAs' roles and responsibilities <p>then, through collaboration</p> <ul style="list-style-type: none"> • core instruction will be aligned with standards, which will be aligned to student goals • teachers will be better prepared to meet the needs of the students • students will receive instruction, through RTI, at their current level of performance • proficiency scores will increase 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Core Curriculum: All SPED Teachers and their EAs will...</p> <ul style="list-style-type: none"> - Collaborate with General Education teachers to discuss the Wonders and Ready Classroom/GoMath curriculum. <ul style="list-style-type: none"> - Review instructional strategies with General Education teachers that can be used with SPED and struggling students in all settings. - Review pacing guides, strategies, effectiveness of supports and interventions. - Will define and communicate their roles and responsibilities with the General Education teachers. <p>Data Teams: All SPED Teachers and their EAs will...</p> <ul style="list-style-type: none"> - Attend Wednesday Articulation meetings with their assigned grade levels. - Follow the Data Team Cycle for their SPED students and determine instructional strategies that

		<p>support IEP goals implemented within the Wonders and Ready Classroom/GoMath curriculum.</p> <p>RTI</p> <p>All SPED Teachers will...</p> <ul style="list-style-type: none">- collaborate and communicate with the General Education teacher for RTI and create a plan for their SPED students.- confer with their students about academic goals (ie iReady Pre, Mid, and Post and Growth Checks) and complete a goal setting sheet with students.- have an established baseline for their SPED students from iReady Diagnostic Screener and will continue to monitor student progress using Growth Monitoring and diagnostics (click for information).- Utilize the Peer Review process to review effectiveness of support or need of additional support to align with IEP goals. <p>SPED Students will...</p> <ul style="list-style-type: none">- Take iReady Diagnostic Screener at the beginning of the year and then take periodic assessments (iReady Diagnostics and/or Growth Monitoring, and curriculum assessments) to track data.- Set academic goals for themselves by completing a goal-setting sheet for either RTI or Curriculum with SPED teacher.<ul style="list-style-type: none">- RTI - With iReady (Pre, Mid, and Post)- Curriculum - grade level standards, or with RTI.- Utilize strategies from SPED classroom in General Education classroom.
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<p>EL</p> <ul style="list-style-type: none"> • Low proficiency and growth • SBA reading proficiency score - 0% • SBA math proficiency score - 44% 	<p>If, we have regularly scheduled articulation meetings with the general education teacher and the English language teacher to:</p> <ul style="list-style-type: none"> • determine need of EL students • collaborate on curriculum alignment • plan appropriate instruction for each child • plan intentionally for RTI and monitor progress • discuss each teacher/EAs' roles and responsibilities <p>Then,</p> <ul style="list-style-type: none"> • the general education teacher will have strategies to use to help the EL students • instruction in both the general education classroom and EL pull out will be aligned to curriculum and appropriate • both teachers will be accountable for helping meet the students' needs • proficiency scores will increase 	<p>EL Teacher will...</p> <ul style="list-style-type: none"> - Meet with General Education teachers at the beginning of the school year <ul style="list-style-type: none"> - to identify EL students. - to develop a schedule that allows time to meet during General Education teacher's Library or Hawaiiana blocks). - to discuss EL students goals and progress. - Collaborate and communicate with EL teacher on instructional strategies and curriculum for Tier 1 instruction and in RTI settings for the students receiving EL services. <p>All Teachers will....</p> <ul style="list-style-type: none"> - receive PD in initial EL supports in General Education Whole Group Instruction. - Be trained in what the EL report card (WIDA) means in order to understand what is needed to support EL students in the General Education classroom. <p>General Education Teacher will...</p> <ul style="list-style-type: none"> - confer with their students about academic goals (ie iReady Pre, Mid, and Post and Growth Checks) and complete a goal-setting sheet with students. <p>Students will...</p> <ul style="list-style-type: none"> - Utilize what is being learned in the EL classroom within their General Education classroom. - Set academic goals for themselves by completing a goal-setting sheet with General Education teacher. - Students will share their work with both General Education teacher and EL teacher.
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Core Curriculum Instruction

Pacific Islander

- Low proficiency and growth
- SBA reading proficiency score - 31%
- SBA math proficiency score - 44%
- Absenteeism Rate
 - Tongan - 8.13%
 - Samoan - 10.06%

Native Hawaiian

- Low proficiency and growth
- SBA reading proficiency score - 54%
- SBA math proficiency score - 33%

Disadvantaged

- Low proficiency and growth
- SBA reading proficiency score - 55%
- SBA math proficiency score - 46%

NGSS - Science

- 2017 59%
- 2018 58%
- 2019 57%

If there are regularly schedule articulation meetings with the general education teachers, SPED teachers, EAs, and curriculum coaches to:

- focus on the data team process
 - determine subgroup needs
 - plan lessons with higher DOK
- learn the standards
- focus on quality tier 1 instruction
- discuss what effective/impactful teaching is

Then teachers

- will understand the standards and curriculum better
- will have a better understanding of what effective teaching is, BERC
- can plan appropriate core instruction for all students

Then students

- proficiency scores will increase

If all teachers are utilizing the STEMScopes 5E instructional model (Engage, Explore, Explain, Elaborate, and Evaluate), with the students

- The teacher will introduce lesson
- The Science specialist will do experiments with students
- The Teacher will follow up and administer assessments
- Create and follow pacing guides.

Then

- HSA scores will improve

If we develop a new attendance policy

- Teacher to be the first line of communication with parents
- Counselors and admin to follow up
- Acknowledge perfect attendance quarterly
- Meetings with parents, for chronically absent students

Wonders

All Teachers will....

- teach all Units in the Wonders Curriculum
 - Kindergarten: Units 1-10
 - Grades 1-6: Units 1-6
- administer weekly assessments for Wonders
- Follow grade level pacing guides

All Students will set reading goals for themselves by completing a goal-setting sheet

- conference with teacher
- use Wonders weekly assessments and iReady data
- create a plan

Writing

All teachers will....

- Teach the writing process, one genre per quarter, covering all genres within the year
 - Narrative
 - Expository
 - Opinion/Argumentative
- Use inter-rater reliability to using writing rubrics

All Students will complete one writing assignment per quarter

Ready Classroom/Go Math

All K-5 Teachers will....

- Teach using the Explore, Develop, Refine Routine
- Allow for discourse using the Try, Discuss, Connect routine
- use the Ready Classroom PPT.
- Follow grade level pacing guides
- Administer end of lesson quizzes and/or math comprehension online and unit tests.

All 6 Teachers will...

- follow their established Math Pacing Guides.

- create an attendance plan for child
- Then,
- create a team effort between teacher and parents
 - reduce the number of absences of chronically absent students

- Allow for discourse using the Try, Discuss, Connect routine.
- Administer end of lesson quizzes and Module tests.

All Students will...

- Set math goals for themselves by completing a goal-setting sheet
 - conference with teacher
 - use Ready Classroom/Go Math assessments and iReady data
 - create a plan
- participate in the Explore, Develop, Refine routine
- participate in classroom discourse
 - Try, Discuss, Connect routine

BERC

All Teachers will....

- Be provided with PD to implement/participate in BERC
- Differentiate their instruction to provide students with quality Tier 1 instruction within the core curriculum.
- Create Learning Targets for their ELA and Math lessons to drive their instruction.
- Periodically reflect on their instruction based on the 4 Instructional Habits as indicated in the Instructional Habits Rubric from the BERC Group.
- Be provided with opportunities to participate in STAR Learning Walks to support their development of instruction practices.

ELA Data Teams:

All teachers will..

- Familiarize themselves with the ELA CCSS in order to be knowledgeable in the foundation and prerequisite content for their grade level standards

		<p>in order to support all students.</p> <ul style="list-style-type: none">- Attend Wednesday Articulation meetings with their assigned grade levels.- Follow the Data Team Cycle for their General Education students and input data onto the Data Team Record Sheet. <p>Math Data Teams:</p> <p>Teachers will..</p> <ul style="list-style-type: none">- Familiarize themselves with the Math CCSS in order to be knowledgeable in the foundation and prerequisite content for their grade level standards in order to support all students.- Attend Wednesday Articulation meetings with their assigned grade levels.- Follow the Data Team Cycle for their General Education students. <p>StemScopes</p> <p>All teachers/levels will collaborate to discuss grade level NGSS responsibilities to ensure all standards are covered prior to 5th grade HSA testing</p> <p>Teachers will receive StemScopes PD to improve instruction</p> <p>Each grade level will create and follow pacing guides</p> <ul style="list-style-type: none">● addressing GL selected standards● teach 2 - 45 minute classes per week● addressing the 5 Es <p>Students will complete CERs</p> <ul style="list-style-type: none">● K-3 in groups● 4 grade<ul style="list-style-type: none">○ first semester in groups○ second semester independently
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		<ul style="list-style-type: none">• 5-6<ul style="list-style-type: none">○ first quarter in groups○ 2nd-4th quarter independently <p>Science Cadre will meet regularly - twice a quarter</p> <p>All teachers, grades 3-6 will administer SBA interim assessments for Reading, Math, and Science.</p> <p>All students will complete a minimum of 2 interim assessments for Reading, Math, and Science</p> <p>PBL</p> <p>All grade levels will develop appropriate, rigorous, and relevant PBL unit (e.g., STEM, NGSS, C3 Framework, etc.) across the content areas to reduce the gap rate between our high needs population (consisting of ELL, Disadvantaged, and SPED) and our non-high needs population.</p> <ul style="list-style-type: none">• Plan and Develop 1 PBL unit• Implement PBL unit• Plan and Develop second PBL plan <p>RTI</p> <p>Reading</p> <p>All teachers will administer iReady diagnostics 3X a year</p> <p>All teachers will create an RTI plan using diagnostic data</p> <ul style="list-style-type: none">• group students by needs• plan meaningful instruction based on needs• Homeroom teachers will provide direct instruction for all tier 3 students in the first semester• tier 3 students receive direct instruction a minimum of 3 days per week• tier 2 students receive direct instruction 2 days per week
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		<ul style="list-style-type: none">• conference with administration <p>All students will complete a minimum of 45 minutes of iReady online instruction for reading and math per week.</p> <p>All tier 3 students will be growth monitored every 2 weeks. All tier 2 students will be growth monitored every 4 weeks.</p> <p>Math</p> <p>All teachers will develop a plan to implement Math RTI within their math period to where all students are provided with at least two 30 minute RTI sessions a week with a focus on providing Tier 2 and Tier 3 instruction.</p>
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Positive School Culture

- If there are more parent outreach opportunities
Then
- parents will have a better understanding of our school's
 - culture
 - curriculum
 - activites
 - they will have a better perception of the school

- If students feel safe and valued in school
Then the students will
- have a better learning environment
 - be more motivated
 - feel safe to share their thoughts and ideas
 - feel like their teachers care/support them.
 - perform better in class and on assessments
 - have a voice

School will implement school wide attendance procedures to monitor and improve attendance.

Webling Elementary will provide outreach opportunities

- Standards-Based Learning/ Brown Bag Breakfast
- Career Day
- May day/ Curriculum Fair
- Grade Level Activities/Field Trips
- PTO Events
- Pueo Pride Assembly
- Parent bulletin/School Messenger
- Parent coffee hour (quarterly)

Second Steps SEL
1st qtr - Counselors and homeroom teachers will co-teach Second Steps
2-4 quarter - All teachers will teach weekly Second Step Social Emotional Learning with counselors' support.

The counselors will teach the Second Step Bullying Lessons to grades K-6.

All faculty and staff will continue to have positive relationships within the school setting.

All faculty, staff, and students will refer to the PBE matrix (Positive Behavioral Expectations) in all settings

Teach students the school vision

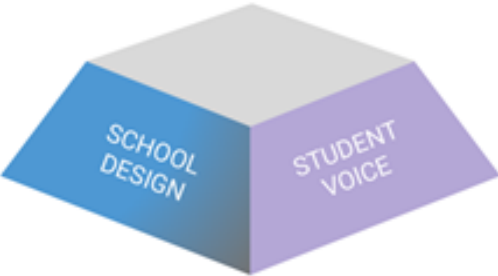
Students will:

- Know and understand the school vision
- WBC will begin each broadcast by leading the school in reciting the school vision

All staff will reinforce positive behaviors by giving students stamps for exhibiting positive behaviors.

	<p>If we build a positive school culture for all faculty and staff Then teachers will</p> <ul style="list-style-type: none"> • feel supported • feel safe sharing and contributing • be more open to doing walkthroughs for self reflection 	<p>All students will have the opportunity to earn stamps and spirit sticks for exhibiting positive behaviors.</p> <p>GLCs will organize activities outside of school to include all staff members.</p> <p>All teachers will participate in Inclusion activities at the beginning of faculty meetings</p> <p>Aloha club will host a Christmas and end of year Celebration for faculty and staff.</p> <p>Administration will provide bonding opportunities for our Webling ohana.</p>
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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.

Webling Elementary strives to close the achievement gap by raising test scores for the SPED, EL, and disadvantaged populations. So WES will focus on providing quality core instruction that is supported with RTI and Data Teams.

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

Using the Ready Classroom Curriculum to increase student voice in the math classrooms. WES teachers will provide more opportunities for discourse across other subject areas. RTI will continue for Reading and will begin for Math.

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

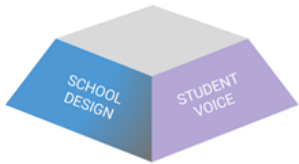
WES will receive Professional Development in differentiation, RTI, BERC, and Ready Classroom. RTI will be supported by non-classroom teachers, support staff, and PPTs.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around School Design and	What are your Measurable Outcomes around School Design and	What are your Measurable Outcomes around School Design and

<p><i>Student Voice? What are you designing?</i></p> <p>Through focused efforts in RTI and Data Teams all students at Webling, especially students in targeted subgroups will show increased proficiency in both reading and math on the SBA.</p> <p>By the end of the 2020-2021 school year</p> <ul style="list-style-type: none"> • reading proficiency scores on the standards based assessment for students in grades 3-6 <ul style="list-style-type: none"> ○ 40% - SPED ○ 40% - EL ○ 40% - Pacific Islander ○ 64% - Native Hawaiian ○ 65% - Disadvantaged ○ 72% - all students • math proficiency scores on the standards based assessment for students in grades 3-6 <ul style="list-style-type: none"> ○ 46% - SPED ○ 50% - EL ○ 50% - Pacific Islander ○ 45% - Native Hawaiian ○ 55% - Disadvantaged ○ 62% - all students • HSA science scores increase by 5% <p>Through focused efforts in RTI and Data Teams all students at Webling, especially students in targeted subgroups will show growth in both reading and math on iReady</p> <ul style="list-style-type: none"> • percentage of students on or above grade level on iReady end of year reading diagnostic assessment for students in grades K-6 <ul style="list-style-type: none"> ○ 68% - all students • math proficiency scores from iReady end of year diagnostic assessment for students in grades K-6 <ul style="list-style-type: none"> ○ 60% - all students <p>Through the development and implementation of a new attendance policy, attendance will improve for all students, especially chronically absent ones.</p> <ul style="list-style-type: none"> • chronic absenteeism rate - 5% • number of days chronically absent students are absent will 	<p><i>Student Voice? What are you designing?</i></p> <p>Through increased efforts in differentiation in core instruction, RTI, Data Teams, BERC, and Project Based Learning, StriveHi and Panorama Survey scores will increase by 2-3% and Chronic Absenteeism will stay below 6%</p>	<p><i>Student Voice? What are you designing?</i></p> <p>Through increased efforts in differentiation in core instruction, RTI, Data Teams, BERC, and Project Based Learning, StriveHi and Panorama Survey scores will increase by 2-3% and Chronic Absenteeism will stay below 6%</p>
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<p>decrease by 5%</p> <p>Positive School Culture</p> <p>Counseling and chapter 19 discipline referrals will decrease by 5%</p> <p>School Panorama Survey favorable percentages will increase from:</p> <ul style="list-style-type: none">• Gr. 3-5<ul style="list-style-type: none">○ School Belonging - 74% to 79%○ SQS - Safety Dimension - 72% to 77%○ School Safety - 70% to 75%○ Valuing of School - 71% to 76%• Gr. 6<ul style="list-style-type: none">○ School Belonging - 50% to 55%○ SQS - Safety Dimension - 62% to 67%○ School Safety - 68% to 73%○ Valuing of School - 75% - 80% <p>Classroom Panorama Survey percentages will increase from:</p> <ul style="list-style-type: none">• Gr. 3-5<ul style="list-style-type: none">○ Classroom Climate - 81% to 86%○ Classroom Engagement - 69% to 74%○ Classroom Rigorous Expectations - 79% to 84%○ Classroom Teacher-Student Relationship - 83% to 88%○ Pedagogical Effectiveness - 83% to 88%• Gr. 6<ul style="list-style-type: none">○ Classroom Climate - 65% to 70%○ Classroom Engagement - 48% to 53%○ Classroom Rigorous Expectations - 83% to 88%○ Classroom Teacher-Student Relationship - 72% to 77%○ Pedagogical Effectiveness - 75% to 80% <p>School Quality Survey percentages of positive responses will increase to:</p> <p>Safety</p>		
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<ul style="list-style-type: none"> • Students - 76% • Parents - 90% • Teachers - 74% <p>Well-Being</p> <ul style="list-style-type: none"> • Parents - 92% • Teachers - 68% <p>Satisfaction</p> <ul style="list-style-type: none"> • Parents - 90% • Teachers - 67% <p>Involvement/Engagement</p> <ul style="list-style-type: none"> • Parents - 84% • Teachers - 75% 		
<p><i>Why you are implementing them?</i></p> <p>It is important that we:</p> <ul style="list-style-type: none"> • improve instruction for all students • close the achievement gap • provide equity for all students • help teachers improve their craft • improve the school's culture 	<p><i>Why you are implementing them?</i></p> <p>It is important that we:</p> <ul style="list-style-type: none"> • improve instruction for all students • close the achievement gap • provide equity for all students • help teachers improve their craft • improve the school's culture 	<p><i>Why you are implementing them?</i></p> <p>It is important that we:</p> <ul style="list-style-type: none"> • improve instruction for all students • close the achievement gap • provide equity for all students • help teachers improve their craft • improve the school's culture
<p><i>How will you know that they are causing an improvement?</i></p> <p>We will know the enabling activities are causing an improvement if:</p> <ul style="list-style-type: none"> • SBA scores improve • HSA scores improve • School Panorama Survey scores improve • SQS scores improve • There's a decrease in absences • There's a decline in discipline referrals 	<p><i>How will you know that they are causing an improvement?</i></p> <p>Project based learning and BERC, along with already existing programs will continue to show increased scores in Strive HI and the Panorama Survey.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Project based learning and BERC, along with already existing programs will continue to show increased scores in Strive HI and the Panorama Survey.</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
<i>Add beginning of the year measurements here.</i> Strive Hi Data: Language Arts: Math: Chronic Absenteeism Panorama Data	<i>Add throughout the year measurements here.</i> Formative assessments (i-Ready) Student grades Attendance records Referral data	<i>Add end of year goals here.</i> Increase academic achievement (as measured by Strive Hi) by 3% and decrease chronic absenteeism by 1%. Panorama Data

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)
<i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i> ELA reading proficiency scores on the standards based assessment for students in grades 3-6 <ul style="list-style-type: none">• 40% - SPED• 40% - EL• 40% - Pacific Islander• 64% - Native Hawaiian• 65% - Disadvantaged	ELA All teachers, general education, Sped, EL, IRAs, will <ul style="list-style-type: none">- collaborate/plan- use the data team process to target student needs and drive instruction- receive PD to improve teaching All Teachers will.... <ul style="list-style-type: none">- teach all Units in the Wonders Curriculum- administer weekly	Yearlong	WSF	Agendas DataTeam Forms Sign in Sheets Walkthroughs Wonders assessments	Quarter Quarter	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.

<ul style="list-style-type: none"> 72% - all students percentage of students on or above grade level on iReady end of year reading diagnostic assessment for students in grades K-6 68% - all students 	<p>assessments for Wonders</p> <ul style="list-style-type: none"> Follow grade level pacing guides <p>All teachers will use the writing process to teach the different genres and students will complete a writing assignment each quarter</p>			Walkthroughs	Quarter	
	<p>All Students will set reading goals for themselves by completing a goal-setting sheet</p> <ul style="list-style-type: none"> conference with teacher use Wonders weekly assessments and iReady data create a plan 	Yearlong		Student goal sheets/plan	Quarter	
	<p>All students will complete a minimum of 2 interim assessments for Reading.</p>	Late Fall - Spring		Student writing pieces	Annual	
	<p>RTI</p> <p>All teachers will administer iReady diagnostics 3X a year</p> <p>All teachers will create an RTI plan using diagnostic data</p> <ul style="list-style-type: none"> group students by needs plan meaningful instruction based on needs Homeroom teachers will provide direct instruction for all tier 3 students in the first semester tier 3 students receive direct instruction a 	Yearlong		iReady data Walkthroughs iReady plans	Quarter	

	<p>minimum of 3 days per week</p> <ul style="list-style-type: none"> • tier 2 students receive direct instruction 2 days per week • conference with Admin <p>All students will complete a minimum of 45 minutes of iReady online instruction for reading per week.</p> <p>All tier 3 students will be growth monitored every 2 weeks. All tier 2 students will be growth monitored every 4 weeks.</p> <p>BERC All Teachers will....</p> <ul style="list-style-type: none"> - Be provided with PD to implement/participate in BERC - Differentiate their instruction to provide students with quality Tier 1 instruction within the core curriculum. - Create Learning Targets for their ELA and Math lessons to drive their instruction. - Periodically reflect on their instruction based on the 4 Instructional Habits as indicated in the Instructional Habits Rubric from the BERC Group. 	Yearlong		Walkthroughs Reflections	<p>Quarter</p> <p>Quarter</p> <p>Semester</p>	
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	<p>routine.</p> <ul style="list-style-type: none"> - Administer end of lesson quizzes and Module tests <p>All Students will...</p> <ul style="list-style-type: none"> - Set math goals for themselves by completing a goal-setting sheet - conference with teacher - use Wonders weekly assessments and iReady data - create a plan - participate in the Explore, Develop, Refine routine - participate in classroom discourse, Try, Discuss, Connect routine <p>All teachers, grades 3-6 will administer SBA interim assessments for Math.</p> <p>All students will complete a minimum of 2 interim assessments for Math.</p> <p>RTI All teachers will administer iReady diagnostics 3X a year All teachers will create an RTI plan using diagnostic data</p> <ul style="list-style-type: none"> ● group students by needs ● plan meaningful instruction based on needs 	<p>Late Fall - Spring</p> <p>Yearlong</p>		<p>iReady data Walkthroughs iReady plans</p>	<p>Quarter</p>	
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	<p>All students will complete a minimum of 45 minutes of iReady online instruction for math per week.</p> <p>All tier 3 students will be growth monitored every 2 weeks. All tier 2 students will be growth monitored every 4 weeks.</p> <p>BERC All Teachers will....</p> <ul style="list-style-type: none"> - Be provided with PD to implement/participate in BERC - Differentiate their instruction to provide students with quality Tier 1 instruction within the core curriculum. - Create Learning Targets for their ELA and Math lessons to drive their instruction. - Periodically reflect on their instruction based on the 4 Instructional Habits as indicated in the Instructional Habits Rubric from the BERC Group. - Be provided with opportunities to participate in STAR Learning Walks to support their development of instruction practices. 	Yearlong		Walkthroughs Reflections	Semester	
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<p>HSA science scores increase by 10%</p>	<p>StemScopes All teachers/levels will collaborate to discuss grade level NGSS responsibilities to ensure all standards are covered prior to 5th grade HSA testing</p> <p>Teachers will receive StemScopes PD to improve instruction</p> <p>Each grade level will create and follow pacing guides</p> <ul style="list-style-type: none"> • addressing GL selected standards • teach 2 - 45 minute classes per week • addressing the 5 Es <p>Students will complete CERs</p> <ul style="list-style-type: none"> • K-3 in groups • 4 grade <ul style="list-style-type: none"> ○ first semester in groups ○ second semester independently • 5-6 <ul style="list-style-type: none"> ○ first quarter in groups ○ 2nd-4th quarter independently <p>Science Cadre will meet regularly - twice a quarter</p> <p>All teachers, grade 5 will administer SBA interim assessments for Science.</p>	<p>Yearlong</p> <p>2nd through 4th quarter</p>	<p>WSF</p>	<p>Academic plan monitoring form</p> <p>Pacing guides walkthroughs student work</p> <p>Meeting agendas</p>	<p>Semester</p> <p>Annual Month Quarter</p> <p>Quarter</p>	
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	<p>All students will complete a minimum of 2 interim assessments for Science</p> <p>PBL All grade levels will develop appropriate, rigorous, and relevant PBL unit (e.g., STEM, NGSS, C3 Framework, etc.) across the content areas to reduce the gap rate between our high needs population (consisting of ELL, Disadvantaged, and SPED) and our non-high needs population.</p> <ul style="list-style-type: none"> • Plan and Develop 1 PBL unit • Implement PBL unit • Plan and Develop second PBL plan 	Yearlong		<p>student interim results</p> <p>Meeting agenda/notes Grade level PBL Units</p>	<p>Quarter</p> <p>Semesterly</p>	
<p>Through the development and implementation of a new attendance policy, attendance will improve for all students, especially chronically absent ones.</p> <ul style="list-style-type: none"> • chronic absenteeism rate - 5% • number of days chronically absent students are absent will decrease by 5% 	<p>School will implement school wide attendance procedures to monitor and improve attendance including:</p> <ul style="list-style-type: none"> - letters to parents informing of child's absences - phone calls to parents - conferences with parents 	Yearlong	WSF	Attendance report	Week	

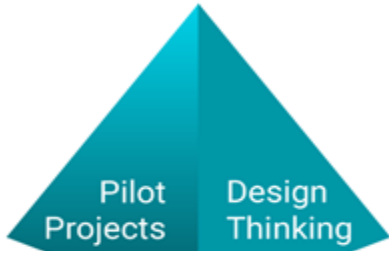
	<p>settings</p> <p>Teach students the school vision</p> <p>Students will:</p> <ul style="list-style-type: none"> - Know and understand the school vision - WBC will begin each broadcast by leading the school in reciting the school vision <p>All staff will reinforce positive behaviors by giving students stamps for exhibiting positive behaviors.</p> <p>All students will have the opportunity to earn stamps and spirit sticks for exhibiting positive behaviors.</p>					
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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)
Core Curriculum Classroom Panorama Survey percentages will increase from:	ELA All teachers, general education, Sped, EL, IRAs, will <ul style="list-style-type: none"> - collaborate/plan for instruction and RTI - use the data team process to target student needs 	Yearlong	WSF	Student Classwork Panorama Survey	Quarter Annual	

<p>Gr. 3-5</p> <ul style="list-style-type: none"> Classroom Engagement - 69% to 74% Classroom Rigorous Expectations - 79% to 84% Pedagogical Effectiveness - 83% to 88% <p>Gr. 6</p> <ul style="list-style-type: none"> Classroom Engagement - 48% to 53% Classroom Rigorous Expectations - 83% to 88% Pedagogical Effectiveness - 75% to 80% 	<p>and drive instruction</p> <ul style="list-style-type: none"> receive PD for SPED and EL students 					
	<p>Math</p> <p>All teachers, general education, Sped, EL, IRAs, will</p> <ul style="list-style-type: none"> collaborate/plan for instruction and RTI use the data team process to target student needs and drive instruction receive Ready MathPD to improve teaching receive PD for SPED and EL students 	Yearlong	WSF	Student Classwork Panorama Survey	Quarter Annual	
	<p>StemScopes</p> <ul style="list-style-type: none"> All teachers will receive StemScopes PD to improve instruction 	Yearlong	WSF	Student Classwork Panorama Survey	Quarter Annual	
<p>Positive School Culture</p> <p>Classroom Panorama Survey percentages will increase from:</p> <p>Gr. 3-5</p> <ul style="list-style-type: none"> Classroom Climate - 81% to 86% Classroom Teacher-Student Relationship - 83% 	<p>All faculty and staff will continue to have positive relationships within the school setting.</p> <p>All faculty, staff, and students will refer to the PBE matrix (Positive Behavioral Expectations) in all settings</p> <p>Teach students the school vision</p>	Yearlong		Student Classwork Panorama Survey School Quality Survey	Quarter Annual Annual	

<p>to 88%</p> <p>Gr. 6</p> <ul style="list-style-type: none">Classroom Climate - 65% to 70%Classroom Teacher-Student Relationship - 72% to 77% <p>School Quality Survey percentages of positive responses will increase to:</p> <p>Safety</p> <ul style="list-style-type: none">Students - 76%Parents - 90%Teachers - 74% <p>Well-Being</p> <ul style="list-style-type: none">Parents - 92%Teachers - 68% <p>Satisfaction</p> <ul style="list-style-type: none">Parents - 90%Teachers - 67% <p>Involvement/Engagement</p> <ul style="list-style-type: none">Parents - 84%Teachers - 75%	<p>GLCs will organize activities outside of school to include all staff members.</p> <p>All teachers will participate in Inclusion activities at the beginning of faculty meetings</p> <p>Aloha club will host a Christmas and end of year Celebration for faculty and staff.</p> <p>Administration will provide bonding opportunities for our Webling ohana.</p>					
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDEOE 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 HIDEOE 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>BERC The BERC learning walk provides a common vocabulary for our school to develop a common powerful teaching and learning. By visiting other teacher classrooms our teachers will reflect on and improve their teaching practice.</p> <p>PBL The implementation of PBL will bring an integration of core content areas that focuses on a real-world, meaningful project. Students will have the opportunity to work collaboratively on their projects for an extended period of time. As a result, students will develop content knowledge, critical thinking skills, as well as collaboration skills, creativity, and communication skills.</p> <ul style="list-style-type: none">- summer pilot program- one each semester	<p><i>Please describe your conditions for Success:</i></p> <p>Professional Development Teacher Learning Walks - twice a year Walkthroughs<ul style="list-style-type: none">- checklist- bookmarkReflections</p> <p>Professional Development Collaboration time Scheduling Materials/ Resources Developing Community partnerships for support</p>