

2020 Academic Plan, School Year 2020-21



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.

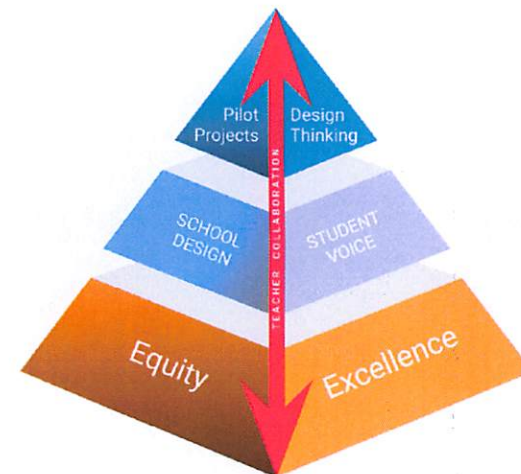
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

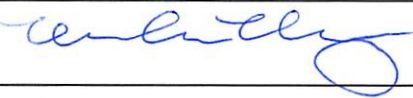
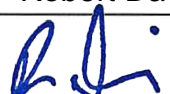
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

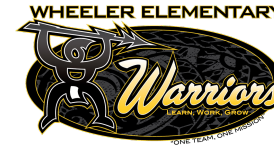
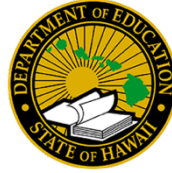
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

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



Principal: Kendrick Kakazu	
Principal's signature: 	Date: May 21, 2020
Complex Area Superintendent: Bob Davis Robert Davis, CAS-LMW	
Complex Area Superintendent's signature: 	Date: May 21, 2020

Wheeler Elementary School, 05/15/2020



Major Sheldon Wheeler Elementary 2020-21 Academic Plan

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.

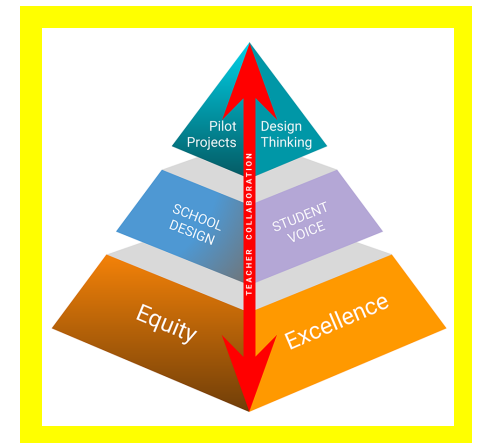
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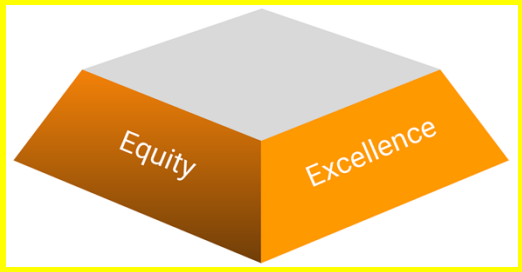
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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).



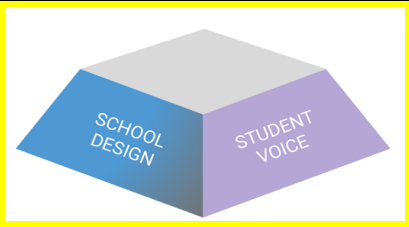


Teaching & Learning Core: Equity and Excellence

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>The gaps here are defined by the STRIVEHI 2018-2019 Report.</p> <p>ELA Non High Needs 69% ELA High Needs (Low SES, SpEd, ELL) 48% Gap 20 points</p> <p>Math Non High Needs 66% Math High Needs 48% Gap 18%</p> <p>ELL 55%</p> <p>Nearly half (48%) of our students fall under the category of low socioeconomic status (SES). Of the current 415 students that are considered “high risk” as measured by academic marks, attendance, assessments and universal screeners, 71% of these have low SES.</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>1) If WE accurately assesses students academically and behaviourally upon entrance then growth plans can be developed to support student growth and achievement.</p> <p>2) If WE provides a safe, fun, engaging student centered learning environment then student attendance, achievement and social emotional well being will improve.</p> <p>3) If we align curricular and instructional materials to Common Core State Standards and the NGSS in both general education and special education programming then all students will have the opportunity to achieve equitably.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>WASC Critical Area (WCA) WASC Growth Goal (WGG)</p> <p>1a) WE will use universal screening assessments for academics (iReady) and social emotional skills (Panorama) as a schoolwide system to develop and monitor whole child student growth.</p> <p>1b) WE will implement research based intervention strategies for academics and behavior in class on a regular basis. (WCA #2, WGG #9)</p> <p>1c) WE will provide targeted academic interventions to high risk and at risk students after school.</p> <p>2a) WE will increase student engagement and foster student voice by setting clear learning targets and co-constructing success criteria with students. (WGG #6, #8)</p> <p>2b) WE will be consistent in using the AVID WICOR framework (Writing, Inquiry, Collaboration, Organization and Reading) in delivering engaging and rigorous learning</p>

<p>Students enter WE from a variety of social, economic and academic backgrounds. Nearly 90% of our students will have experienced a change of school at least twice before exiting 5th grade. Gaps in achievement often occur because these transitions can lead to: 1) lost instructional time 2) a change of curriculum and academic expectations and 3) social and emotional disconnect to the school community.</p>		<p>activities. (WGG #5, #7)</p> <p>2c) WE will provide a wide range of learning experiences through its bimonthly electives and after school high interest clubs. (WGG #12)</p> <p>3a) WE will have common expectations, performance criteria and assessments to improve consistency in the delivery of CCSS and NGSS in the general education and special education settings. (WCA #2)</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.

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.

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

Wheeler Elementary (WE) serves both a civilian and military population. WE is currently a Title 1 school, however, with redistricting this SES demographic is projected to change and in 2020-2021 school year, WE will no longer qualify as a Title 1 School. WE focuses on creating a community of learners which include students, families and community partners. WE makes intentional connections to our Beliefs, Mission and Vision by “Living the Words.” These values guide our decision making and are reflected in our curriculum, schoolwide initiatives and infrastructure.

Core Values and Mindset: “With open hearts and a love for learning - (WE are) A caring community where we learn, work and grow together. It is important for our school to provide a sense of belonging and identity to its students and families because of the high transiency of our population.

Curriculum and Learning Design: Curriculum is aligned to the Common Core State Standards and Next Generation Science Standards. WE are designing our instruction using AVID’s WICOR (Writing, Inquiry, Collaboration, Organization, Reading) rigor and engagement framework). Learning design focuses on Learning Targets, Work - Success Criteria and Growth goals.

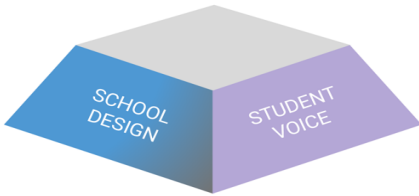
Student Voice: Students are given opportunities to make choices that affect their learning activities and environment. Through collaborative teaching and learning strategies, students work together to create solutions; by co-constructing success criteria, having students goal set and assess themselves, students will become engaged and empowered learners.

Infrastructure: WE is focused on updating and renovating building structures. WE are also redesigning our Learning Spaces to reflect current education theories and practices. WE’s infrastructure (physical space) will reflect our Core Values, Growth Mindset, Student Voice and Product. Students’ and teachers’ schedules will reflect the importance of continual growth and whole child development.

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>Core Values and Mindset: By the end of the 2020-2021 school year, 75% of teachers and students will utilize a school wide system of assessing GLO's and social emotional skills as measured by surveys and walkthrough look-fors.</p> <p>Curriculum and Learning Design: By the end of the 2020-2021 school year, 75% of teachers will utilize instructional strategies that develop authentic literacy across all academic domains.</p> <p>By the end of the 2020-2021 school year, 100% of students will have academic intervention plans (AIP) to be implemented in a school wide growth block. 85% of these students will meet their annual growth goals as measured by iReady (or other universal screener).</p> <p>By the end of the 2020-2021 school year, 100% of students will have participated in at least 1 AVID activity which includes goal setting (academic, social, emotional and physical) and career exploration.</p> <p>Student Voice: By the end of the 2020-2021 school year, 75% of teachers and students will participate in developing co-constructed success criteria and students will use this criteria to assess and self-assess as measured by shared curriculum maps, pacing guides, and lesson plans.</p> <p>Infrastructure: By the end of the 2020-2021 school year, school schedule, curriculum maps, and course offerings will begin to reflect the integration of STREAM-Hawaii, WE's core values, Student Voice.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Core Values and Mindset: By the end of the 2022-2023 school year, 85% of teachers and students will utilize a school wide system of assessing GLO's and social emotional skills as measured by surveys and walkthrough look-fors.</p> <p>Curriculum and Learning Design: By the end of the 2022-2023 school year, 85% of teachers will utilize instructional strategies that develop authentic literacy across all academic domains.</p> <p>By the end of the 2021-2022 school year, 100% of students will have academic intervention plans (AIP) to be implemented in a school wide growth block. 88% of these students will meet their annual growth goals as measured by iReady (or other universal screener).</p> <p>By the end of the 2021-2022 school year, 100% of students will have participated in at least 1 AVID activity which includes goal setting (academic, social, emotional and physical) and career exploration.</p> <p>Student Voice:By the end of the 2022-2023 school year, 85% of teachers and students will participate in developing co-constructed success criteria and students will use this criteria to assess and self-assess as measured by shared curriculum maps, pacing guides, and lesson plans.</p> <p>Infrastructure: By the end of the 2021-2022 school year, school schedule, curriculum maps, and course offerings will have explicit connections to STREAM-Hawaii, WE's core values, and Student Voice.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Core Values and Mindset: By the end of the 2022-2023 school year, 100% of teachers and students will utilize a school wide system of assessing GLO's and social emotional skills as measured by surveys and walkthrough look-fors.</p> <p>Curriculum and Learning Design: By the end of the 2022-2023 school year, 100% of teachers will utilize instructional strategies that develop authentic literacy across all academic domains.</p> <p>By the end of the 2022-2023 school year, 100% of students will have academic intervention plans (AIP) to be implemented in a school wide growth block. 91% of these students will meet their annual growth goals as measured by iReady (or other universal screener).</p> <p>By the end of the 2022-2023 school year, 100% of students will have participated in at least 1 AVID activity which includes goal setting (academic, social, emotional and physical) and career exploration.</p> <p>Student Voice: By the end of the 2022-2023 school year, 100% of teachers and students will participate in developing co-constructed success criteria and students will use this criteria to assess and self-assess as measured by shared curriculum maps, pacing guides, and lesson plans.</p> <p>Infrastructure: By the end of the 2022-2023 school year, STREAM-Hawaii, WE's core values, and Student Voice will be fully integrated into the school's schedule, curriculum maps, and course offerings.</p>

Why are you implementing them?
By focusing the school efforts into specific research based, “high impact” strategies across academic domains, instruction becomes more consistent and collective teacher efficacy increases; therefore student engagement and achievement should also increase.

How will you know that they are causing an improvement?
We will know that these efforts are causing an improvement with sustained low absenteeism and positive growth as measured by iReady and Panorama. Data team conversations around common assessments that lead to the adjustment in instruction will also indicate improvement. We should also see consistency in instructional strategies as measured by peer and administrative walkthroughs data collection sheets.



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>Core Values and Mindset: 2019-2020 Panorama SEL Mid-Year Survey and 2020-2021 Panorama SEL Opening Survey 2019-2020 SQS Survey</p> <p>Curriculum and Learning Design: 2018-2019 SBA averages 2020-2021 iReady Fall</p> <p>Student Voice: 2019-2020 Panorama (Tripod) Survey Averages 2019-2020 SQS Survey</p> <p>Infrastructure: 2019-2020 Schedule, Course Offerings, Curriculum Maps</p>	<p>Core Values and Mindset: 2020-2021 Panorama SEL Mid-Year Survey</p> <p>Curriculum and Learning Design: iReady monitoring data team</p> <p>Student Voice: Student Council Reports, School created surveys</p> <p>Infrastructure: Meeting notes: PLC, Grade level, WASC, SSC, Leadership</p>	<p>Core Values and Mindset: Panorama SEL End of Year survey +10% from baseline SQS 85% positive responses in aligned questions and responses.</p> <p>Curriculum and Learning Design: SBA averages + 5% iReady 85% meets end of year growth goals</p> <p>Student Voice: Panorama (Tripod) Survey Averages 80% positive responses SQS 85% positive responses in aligned questions and responses.</p> <p>Infrastructure: Updated integrated ELA and Math Curriculum Maps. Formal course offerings and descriptions</p>

Student Outcomes (SY 2020-21)

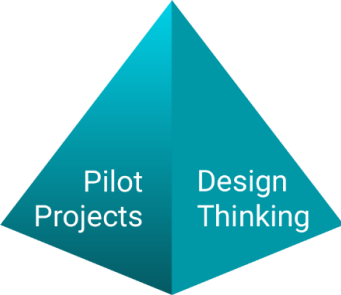
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Core Values and Mindset: Student responses in the Panorama SEL End of Year survey will increase 10% from baseline survey.	Consistent implementation of schoolwide PBIS. Consistent implementation of Second Step and Panorama lessons.	Yearlong	42101	Grade Level, PLC and Leadership Team meeting minutes. School generated student surveys.	Quarterly	
Curriculum and Learning Design: SBA achievement averages for ELA and Math will increase by 5% from last recorded testing. 60% of the students tested in the new Next Generation Science assessment will meet proficiency. 85% of the students will meet iReady end of year growth goals.	Data teams and formative instruction. Consistent and structured use of instructional growth block (RTI) Teachers and administrators will participate in learning walks. We will monitor iReady usage and student academic growth.	Yearlong	42101	Grade Level, PLC and Leadership Team meeting minutes. Learning Walks, Academic Intervention Plans Learning walk data collection. Grade Level, PLC, ART	Bi-Monthly Quarterly, Semester Quarterly Quarterly	
Student Voice: Panorama (Tripod) Survey Averages of 80% positive responses.	Consistent implementation of schoolwide PBIS. Consistent implementation of Second Step and Panorama lessons.	Yearlong	42101	Grade Level, PLC and Leadership Team meeting minutes. School generated student surveys.	Quarterly	
Infrastructure:	We will provide extra curricular programs that reflect the interest	Yearlong	42101	Attendance, ART	Quarterly	

70% of all students will participate in at least one extra curricular activity.	of our students, community and core values.					
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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 Values and Mindset: 75% of teachers implement school wide PBIS and use common GLO assessments.	Develop formal PBIS processes. Develop common GLO assessments and grading system.	Fall	42101	Grade Level, PLC, Leadership Team, and ART meeting minutes. Learning walk data collection.	Quarterly	
Curriculum and Learning Design: 75% of teachers will utilize WICOR instructional strategies. 75% of teachers will utilize literacy strategies across all academic domains.	Teachers will use the school developed WICOR lesson plan format. Professional development in literacy strategies. Professional development in integration and interdisciplinary unit planning.	Yearlong	42101	Grade Level, PLC, Leadership Team, and ART meeting minutes. Mater Calendar, PD documentation	Quarterly	
Student Voice: 75% of teachers will co-constructed success criteria with each other and their students.	We will create Common Learning Targets, Success Criteria and Assessments for both teacher and student use.	Yearlong	42101	Grade Level, PLC, Leadership Team, and ART meeting minutes. Curriculum and Pacing Maps.	Quarterly	

				Teacher's Lessons Learning walk data collection.		
Infrastructure: ELA and Math curriculum maps reflect the integration of STREAM-Hawaii, WE's core values, Student Voice.	Prioritization of grade level standards. Professional development in creating interdisciplinary units.	Yearlong	42101	Grade Level, PLC, Leadership Team, and ART meeting minutes. Mater Calendar, PD documentation	Quarterly	



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>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.</p> <p>WE is working toward an integrated learning experience that aligns with LWM’s focus on Agricultural Technology and Cyber Security and the Promise of Hawaii through the creation of STREAM Hawaii learning centers. The vision is to blend the traditional Hawaiian values toward the aina and kama`aina (each other) with the thinking and technological skills that will be necessary in the future.</p> <p>In conjunction with these projects, WE is also developing itself into becoming a “teaching” school where our teachers teach others about the craft of teaching. As a learning center for</p>	<p>Please describe your Conditions for Success:</p> <p>To be able to make this vision a reality we would need:</p> <ul style="list-style-type: none"> • funding to purchase new equipment, furniture, supplies... • funding for professional development in interdisciplinary unit design and AVID strategies. • help with infrastructure design - landscaping, gardening, murals... • partnership with universities, military, schools and other educational agencies • time

teaching, WE has partnered with many universities, the military and Leilehua high school to place interested and future teachers in our classrooms. WE will also become an AVID Elementary Showcase school, where teachers can view our teachers using AVID strategies.

WE are doing this by transforming our infrastructure to reflect these concepts. Through our Hawaiian Studies program, STREAM Studio and Literacy Center (library) we are already beginning this process. Our Hawaiian garden is being revitalized and updated with hydro and aquaponic systems. The exterior of our buildings are being painted with murals that reflect our Learn, Work, Grow vision of a learning community. Schedules need to be reviewed to build in times for students, teachers and community partners to collaborate, explore, and learn.