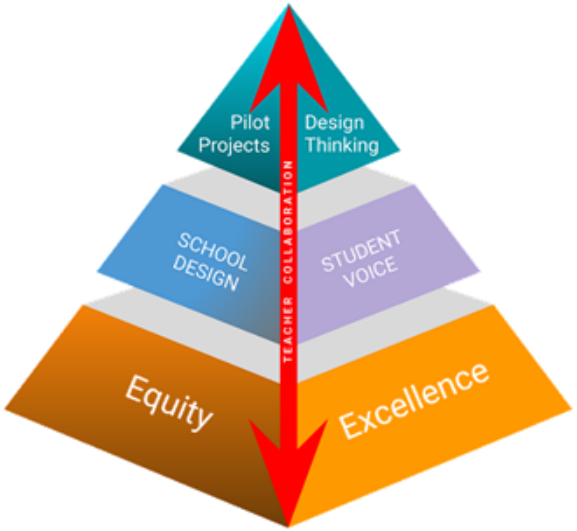
Wheeler Middle School: Academic Plan

School Year 2020 - 23



Equity and Excellence:

Essential Questions: Are we closing the achievement gap?

- Special Needs population
- Disparity (growth) between grade levels
- and content areas - Math, Science, ELA

Are students prepared to be contributors of a global community?

- Computer Science Learning opportunities

School Design and Student Voice:

Essential Questions: Are we truly "student Centered?"

Are Students:

- given voice and choice in learning?
- engaged in authentic and relevant learning experiences?
- designing learning products and taking action based on their learning
- learning in an environment that is collaborative and supportive

Principal (print): Brenda Vierra-Chun	
Principal's signature:	Date: 6/8/2020
Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature:	Date: 6/8/2020

Wheeler Middle School Academic Plan
School Year 2020-21

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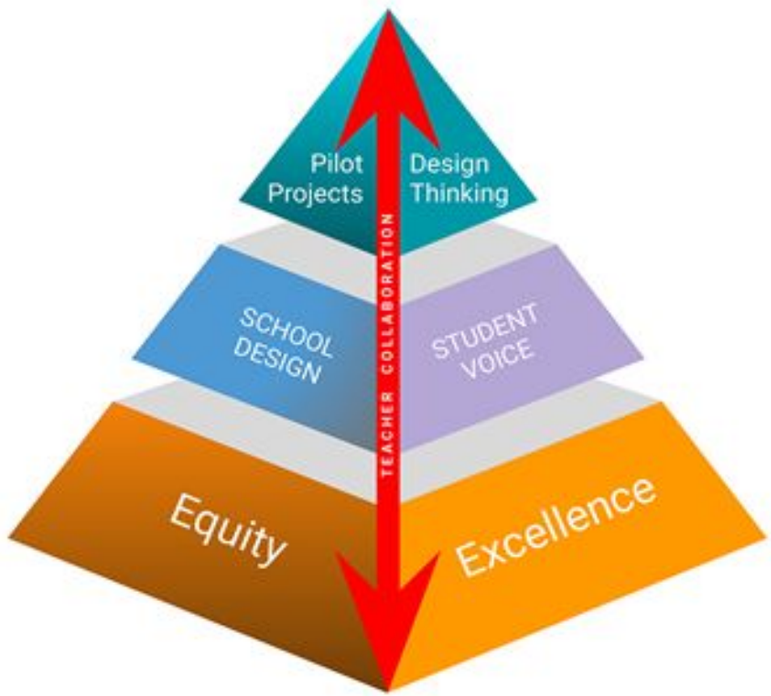


Teaching & Learning Core: Equity and Excellence

Achievement Gap	Theory of Action	Enabling Activity
Special Education (WASC 2016) Continue efforts to ensure that the entire special needs population has equitable access to content, standards-aligned curriculum and teaching strategies that address students' specific learning needs	If we believe that ALL students can achieve then we must focus on identifying individual needs that support each student's potential (equity) If we provide learning environments where students with identified learning disabilities participate in rigorous, grade level curriculum, instruction and assessments with non- disbled peers, then we will close the achievement gap (access)	Continue to provide common grade level Curriculum, Instruction, and Assessments with differentiated supports to students with identified learning disabilities Increase opportunities for students with identified learning disabilities to participate with non-disabled peers Increase teacher capacity by having all special education teachers share modifications during STPT on a regular basis Provide opportunities for students with identified learning disabilities to connect their learning by establishing community partnerships

	2017-2018	2018-2019	2019-2020
STRIVE HI ELA Gap	20%	19%	
STRIVE HI MATH Gap	20%	20%	
Inclusion Rate	41%	40%	

Student Growth (between subjects)

	2017-2018	2018-2019	2019-2020
STRIVE HI ELA	63%	68%	
STRIVE HI MATH	77%	74%	

Student Growth (between grades)

Student Growth 2017-2018	6th	7th	8th
ELA School-wide MGP=63	65	65	59
Math School-wide MGP = 77	80	70	78

Student Growth 2018-2019	6th	7th	8th
ELA School-wide MGP=67	70	73	55
Math School-wide MGP = 74	83	74	58

- ➔ (WASC 2016) Provide professional development that increases expertise and use of differentiated strategies across all content areas to meet the needs of all students
- ➔ (WASC 2016) Implement a process to assess the effectiveness of STPT and its impact on student performance to ensure consistency and quality in their data analysis and corrective instruction

If we are **consistently** (across grade levels) designing and delivering rigorous and progressive curriculum aligned to national standards, then student growth will increase.

If we improve the vertical articulation of academic expectations, then our students will demonstrate consistent growth across grade levels.

If we develop and implement a process to identify and support individual student learning gaps in a timely manner, student growth will increase.

If we support teachers with academic-based professional development, then student growth will increase in all grade levels and content areas.

If STPT time is used effectively, then student growth and teacher MGP will increase.

Revise curriculum, instruction, and assessments aligned to grade-appropriate expectations by analyzing learning progressions with teachers.

Align academic expectations across all grade levels via school-wide data tracker analysis during monthly department meetings.

Implement a Response To Intervention (RTI) system that identifies students' learning deficits and provides individualized intervention(s) in a timely manner

Provide professional development opportunities (during STPT and department meetings) for teachers in areas such as:

- Differentiated strategies
- High-impact instructional strategies
- Content knowledge
- Peer Observations/Learning Walks
- Lesson Study
- Instructional Coaching and Feedback Cycles
- Teacher Leadership

Demystify differentiation by intentional focus on implementation of a single strategy school wide.

- Small group instruction: All students will receive small group instruction at least one time per week
- Identified struggling (Tier 2-3) students will receive small group instruction from teacher

School Climate

	2017-2018	2018-2019	2019-2020
STRIVE HI Positive Responses	65%	75%	
Panorama - School Safety	How often are people disrespectful to others at your school?		25% Favorable
Panorama - Sense of Belonging	How well do people at your school understand you as a person		41% Favorable
	How connected do you feel to the adults at your school?		41% Favorable

➔ (WASC 2016) Implement professional development to support teachers' repertoire of behavior interventions, setting targets to measure the effectiveness of the intervention and clear criteria for fading and/or removing interventions

If we believe that Emotional Intelligence is necessary for the development of resilient, respectful and prepared global contributors, then we will intentionally teach and develop EI skills for our school community

If students feel safe and connected at school, then they will feel positive about the school community and their learning environment

If students are empowered to contribute to their school community, then they will report a higher sense of belonging.

If we partner with families and the community to expand extracurricular opportunities, then students will report a higher sense of belonging.

Intentionally use Advisory to develop skills that lead to Emotional Intelligence:

- Self-Awareness
- Self-regulation
- Motivation
- Empathy
- Social Skills

Revise school-community-wide RESPECT campaign that incorporates student voice and choice in order to enhances student safety and sense of belonging as well as community partnerships

Provide leadership opportunities for all students aligned with their strengths and interests. Increase extracurricular clubs and/or organizations during school as well as after school by partnering with families and community organizations.

Computer Science

	2018-2019	2019-2020
Master Schedule (# of CS courses offered)	0	1

➔ Hawaii DOE - There are more than a half-million open computing jobs nationwide, but last year only 49,291 computer science students graduated into the workforce. In Hawaii there are 1800 open computing jobs, but only 155 students graduated with a CS degree

If we provide access to students to explore computer science components, they will be able to make informed decisions about their future learning experiences

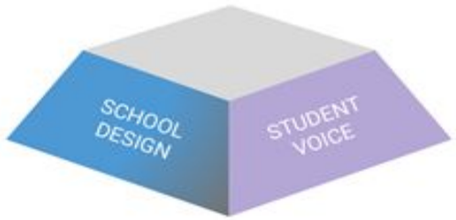
If we are to adequately prepare our students for college and/or career success, Computer Science learning and opportunities must be provided

Revise currents course offering to provide equitable access to Computer Science learning opportunities to all students (ie. Computer Science Wheel)

- Computing Systems
- Networks and the Internet
- Data and Analysis
- Algorithms and Programming
- Impacts of Computing

Engage community/business leaders as guest speakers and lecturers to share outlook and needs for their fields

Provide professional development on Computer Science



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

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
Measurable Outcomes around School Design and Student Voice? Academic achievement in ELA, math and science will increase by 3% as reported in Strive HI Student classroom engagement will increase by 3% as reported on Panorama Student Survey **What are you designing?** Designing a learning environment that engage students in rigorous and meaningful learning where they can apply their learning, test their ideas, think critically, and design creatively and collaboratively	**Measurable Outcomes around School Design and Student Voice?** Academic achievement in ELA, math and science will increase by 3% as reported in Strive HI Student classroom engagement will increase by 3% as reported on Panorama Student Survey **What are you designing?** Designing a learning environment that engage students in rigorous and meaningful learning where they can apply their learning, test their ideas, think critically, and design creatively and collaboratively	**Measurable Outcomes around School Design and Student Voice?** Academic achievement in ELA, math and science will increase by 3% as reported in Strive HI Student classroom engagement will increase by 3% as reported on Panorama Student Survey **What are you designing?** Designing a learning environment that engage students in rigorous and meaningful learning where they can apply their learning, test their ideas, think critically, and design creatively and collaboratively
Why you are implementing them? *To inspire curiosity and anchor learning in skills that will be essential to our students' lives.* ➔ (WASC 2016) Establish a meaningful purpose for student attainment of the GLOs, thereby driving implementation of a coherent, intentional process for teaching, measuring, monitoring and reporting the extent to which students are demonstrating the GLOs	**Why you are implementing them?** *To inspire curiosity and anchor learning in skills that will be essential to our students' lives.* ➔ (WASC 2016) Establish a meaningful purpose for student attainment of the GLOs, thereby driving implementation of a coherent, intentional process for teaching, measuring, monitoring and reporting the extent to which students are demonstrating the GLOs	**Why you are implementing them?** *To empower young citizens to be prepared contributors of a global community* ➔ (WASC 2016) Establish a meaningful purpose for student attainment of the GLOs, thereby driving implementation of a coherent, intentional process for teaching, measuring, monitoring and reporting the extent to which students are demonstrating the GLOs

How will you know that they are causing an improvement?

- ➔ Increased student learning as measured by Strive HI
  - ◆ ELA
  - ◆ Math
  - ◆ Science
- ➔ Increased student satisfaction as measured by Panorama
  - ◆ Classroom Engagement

Student Academic Achievement 2020 - 2021	
Strive HI	**% Proficient**
ELA	
Math	
Science	

Student Satisfaction	
Panorama	**2020 - 2021 % Favorable Response**
Classroom Engagement	46% (2019 - 2020)

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Student Academic Achievement 2021 - 2022	
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ELA	
Math	
Science	

Student Satisfaction	
Panorama	**2021 - 2022 % Favorable Responses**
Classroom Engagement	

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Student Academic Achievement 2022 - 2023	
Strive HI	**% Proficient**
ELA	
Math	
Science	

Student Satisfaction	
Panorama	**2022 - 2023 % Favorable Responses**
Classroom Engagement	

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

Baseline Measurements	Formative Measures	Summative Goals
Strive HI Data: Language Arts: ___% Math: ___% Science: ___% Panorama Data: Classroom Engagement: 46% (2019)	i-REady Diagnostic: Beginning Middle End Panorama SEL Data: Beginning Middle End	Increase academic achievement (as measured by Strive HI) by 3% in Language Arts, Math, and Science 3% increase in classroom engagement (as measured by Panorama)

Student Outcomes (SY 2020-21)

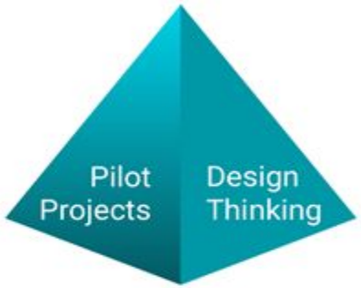
Measurable Outcome(s)	**Enabling Activity**	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity**	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** **(to be completed by CAS)**
Student Classroom Engagement will increase by 3% as measured by the 2020 - 2021 Panorama Student Classroom Survey	Create opportunities for students to connect content standards based learning to current challenges and problems • Students will engage in learning experiences that explore phenomenon(NGSS) • Students will explore current and historical events in order to take informed action (C3 Framework.)	Yearlong	WSF	STPT Minutes, Walkthroughs Schoolwide Data Tracker	Once per end of unit	

	Provide “learning journeys” for students that will take the classroom outdoors and bring the community into the classroom ● Students will be provided with place-based applied learning opportunities once per quarter Provide opportunities for students to ask questions/discuss ● Collect data on teacher talk vs. student talk ● Develop and implement a discussion protocol that students can follow when they discuss	Yearlong Yearlong		STPT Minutes, Walkthroughs Schoolwide Data Tracker STPT Minutes, Walkthroughs Schoolwide Data Tracker	Multiple times per unit Weekly	

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)**
Student Achievement will increase 3% in Language Arts, Math, and Science as measured by the 2020 - 2021 Smarter Balanced Assessments	Design and implement a process for students to provide feedback on curriculum, instruction and assessment practices ● Teachers will deconstruct standards and learning criteria with students at the beginning of each unit ● Teachers will provide students with choices to demonstrate their learning ● Teachers will integrate student feedback to plan for subsequent units	Yearlong	WSF	STPT Minutes, Walkthroughs Schoolwide Data Tracker	Per Unit	
	Revise current lesson structure to minimize whole group instruction and increase small group corrective instruction ● All units to include formative (leading) data checks	Yearlong	WSF	STPT Minutes, Walkthroughs Schoolwide Data Tracker	Daily	
	Invest students in their progress by sharing student/school learning data and teaching them how to use it ● GLM's will develop a common plan of action for sharing student data (who, what, when, where how)	Yearlong	WSF	STPT Minutes, Walkthroughs Schoolwide Data Tracker, Parent sign-in sheets	Per Quarterly	

	• Teachers will share student diagnostic results (iReady) and identified supports with families • Teachers will provide feedback on student GLO attainment and have them set goals					
	Partner with organizations that are stewards of the ʻaina to provide students with place-based learning experiences • Develop curriculum that identify projects students can work on in school and in the community	Yearlong	WSF	STPT Minutes, Walkthroughs Student Reflections		
	Participate in Professional Development • Routines and Procedures • Discussion and questioning techniques • Small Group Interventions	Yearlong	WSF	DOE OHR 300-001 Teacher Reflections Walkthrough		
	Monitor effectiveness of Professional Development by change in practice: • Curriculum • Quality of Teaching • Amount of Teaching Instruction	Yearlong	WSF	Walkthroughs Schoolwide Data Tracker Student Survey		



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

School Ideas for Innovation and Pilot Projects	Conditions for Success
Please describe your school's ideas around innovation and pilot projects. ● **Responsive & Continuous Support: Convert Counselors to Student Success Advisors (SSAs) by taking on SSC roles and responsibilities** ● **Interdisciplinary Learning: Use social studies & science as the core of instruction** ● **Fine Arts Integration: Career Day should NOT be an event...making real world connections through partnerships a priority** ● **Reflect, Respond, Revise, Renew: Rethink the Vice Principal work schedule** ○ **Leader vs Manager: Reflect, Respond, Revise, Renew** ○ **12 month, or** ○ **Revise/ reschedule three week recall**	*Please describe your conditions for Success:*