



2020 Academic Plan, School Year 2020-21

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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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.

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.

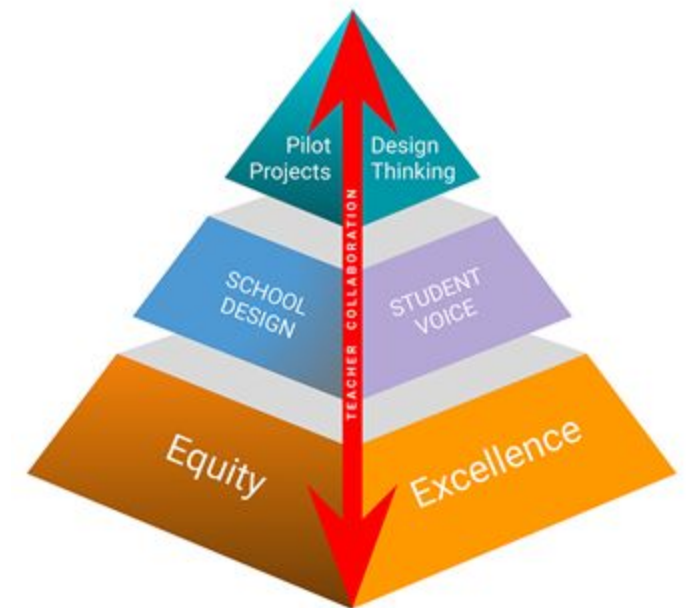
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).



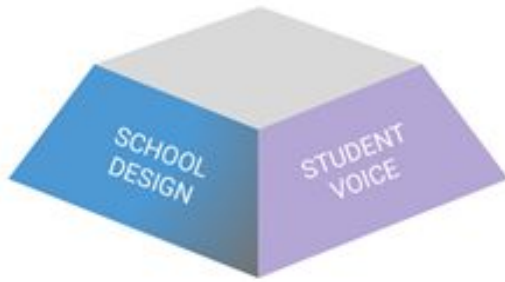


Teaching & Learning Core: Equity and Excellence

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
<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>	<i>What is your Theory of Action (if-then) to improve the achievement gap?</i>	<i>What are your Enabling Activities to improve the achievement gap?</i>
<p>The gap between Non-High Needs and High Needs students increased in both ELA & Math (Strive HI 2018-2019.)</p> <ul style="list-style-type: none"> • ELA Non-High Needs 79% +10, High Needs 53% +1 • Math Non-High Needs 64% +9, High Needs 48% +2 • Subgroups: Native Hawaiians <p>SW1</p>	<p>If we use data to identify and target student needs then we can provide interventions that will target and support student growth.</p> <ul style="list-style-type: none"> • Data Wall Analysis • Data Team Process • Grade Level Articulation & Collaboration 	<p>6. Grade Level Articulation/Data Teams continue to use and analyze formative and summative assessments, including student work and other school data, to drive classroom instruction. (Need #1,2,3,4) (E, SD)</p> <p>SW6</p> <p>9. Continue to coordinate school-wide intervention efforts in ELA and Math to close the achievement gap. (Need #1,2,5) (E, SD)</p> <ul style="list-style-type: none"> • English Learner (EL) Program • Tutorial Support • Extended Learning Opportunities <p>SW6</p>
<p>Proficiency rate and Growth for the EL population is lower than the Proficiency Rate and Growth for all students.</p> <ul style="list-style-type: none"> • Subgroups: Pacific Islander <p>SW1</p>	<p>If we use instructional strategies that support all learners, then our students will be able to access and connect with core instruction in ELA and Math.</p> <ul style="list-style-type: none"> • Data Wall Analysis • Data Team Process 	<p>4. Implement the EL Program where students will receive language supports within the general education classroom and/or EL services. (Need #1,2,3) (E, SD)</p> <p>SW 6</p>

	<ul style="list-style-type: none"> Grade Level Articulation & Collaboration 	9. Continue to coordinate school-wide intervention efforts in ELA and Math to close the achievement gap. (Need #1,2,5) (E, SD) <ul style="list-style-type: none"> English Learner (EL) Program Tutorial Support Extended Learning Opportunities SW6
Proficiency rate and Growth for Disabled (SPED) students are lower than the other subgroups (Disadvantaged, EL, Pacific Islanders) in ELA and Math (ESSA Data Fall 2019). SW1	If we use instructional strategies that support all learners, then our students will be able to access and connect with core instruction in ELA and Math. <ul style="list-style-type: none"> Data Wall Analysis Data Team Process Grade Level Articulation & Collaboration 	7. Continue SPED (Disabled Students) Data Teams to use and analyze formative and summative assessments. (Need # 1,2,3,4,TSI) (E) SW6 9. Continue to coordinate school-wide intervention efforts in ELA and Math to close the achievement gap. (Need #1,2,5) (E, SD) <ul style="list-style-type: none"> English Learner (EL) Program Tutorial Support Extended Learning Opportunities SW6
On average only 50% of students feel safe from the “mean” kids at school. (SQS 2018) SW1	If we continue to implement a schoolwide SEL Program then we will help our students understand and manage emotions, build and maintain positive relationships, and social awareness.	13. Continue to implement a Social Emotional Learning (SEL) program. (Need #5) (E, SD) <ul style="list-style-type: none"> Counselors will continue with 2 lessons per quarter to their assigned grade levels. Provide SEL training to the Positive Behavioral Intervention and Support group. SW 6



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

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

Our teachers and students are dedicated and committed to making the school a safer, kinder and better place to learn.

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

SLES has a Positive Behavior Intervention & Support Focus group that meets monthly to plan, monitor and implement SEL initiatives. To foster our SLES community students have buddy classes and kick start the year with our school wide Wellness Day to engage in student focused activities that foster a sense of belonging and community with our students, staff and community members.

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

Continue to plan, monitor and implement our school wide initiatives that foster a sense of belonging and community to include check in points for student and teacher feedback. Teacher professional development, articulation and planning days are necessary elements for success.

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> <ul style="list-style-type: none"> ● Counselors will model and support implementation of an SEL Program using the Gradual Release of Responsibility model: <ul style="list-style-type: none"> ○ Semester 1 - Counselor led lessons (2 per quarter) ○ Semester 2 - Co-teach w/counselor (2 per quarter) ● The counselors and teachers will plan for lesson implementation and develop quarterly pacing guides during grade level articulation ● The counselors and teachers will develop and pilot assessments, surveys and feedback cards to measure effectiveness during grade level articulation 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> ● Counselors and teachers will plan and continue implementation of an SEL Program: <ul style="list-style-type: none"> ○ Semester 1 - Co-teach w/counselor (1 per quarter) ○ Semester 2 - Counselor to support and provide feedback of teacher led lessons (1 per quarter) ● The counselors and teachers will implement and refine the quarterly pacing guides during grade level articulation ● The counselors and teachers will administer and refine assessments, surveys and feedback cards to measure effectiveness during grade level articulation 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> ● Full implementation of an SEL Program <ul style="list-style-type: none"> ○ Counselors and teachers to deliver SEL Lessons using the quarterly pacing guides ○ Counselors and teachers to plan and debrief during grade level articulation to refine pacing guides, lesson implementation and assessments ○ Analyze student data to determine effectiveness
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● To increase the number of students who feel safe on 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● To increase the number of students who feel safe on 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> ● To increase the number of students who feel safe on

<p>campus and increase student well-being as indicated on the SQS Survey and Panorama Student Perception Survey by 1%.</p> <p>SW 1</p>	<p>campus and increase student well-being as indicated on the SQS Survey and Panorama Student Perception Survey by 1%.</p> <p>SW 1</p>	<p>campus and increase student well-being as indicated on the SQS Survey and Panorama Student Perception Survey by 1%.</p> <p>SW 1</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • SQS Survey and Panorama Student Perception Survey data 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • SQS Survey and Panorama Student Perception Survey data will increase by at least 1% • Decrease in incident referrals • Student assessments, surveys and feedback cards 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • SQS Survey and Panorama Student Perception Survey data will increase by at least 1% • Decrease in incident referrals • Student assessments, surveys and feedback cards



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>Add beginning of the year measurements here:</p> <ul style="list-style-type: none"> • <i>i-Ready Diagnostic Reading & Math Grades K-6</i> • <i>DIBELS Grades K-3</i> • <i>SBA Data ELA & Math Grades 3-6</i> • <i>WIDA Access for ELLs Grades K-6</i> • <i>SQS Data Grades 3-6</i> 	<p>Add throughout the year measurements here.</p> <ul style="list-style-type: none"> • <i>i-Ready Diagnostic Reading & Math Grades K-6</i> • <i>DIBELS Grades K-3</i> • <i>SBA Interim Assessment Blocks</i> • <i>Grade Level Formative Assessments</i> • <i>Teacher Created Assessments</i> 	<p>Add end of year goals here.</p> <ul style="list-style-type: none"> • <i>Decrease achievement gap by 2%</i> • <i>Increase student achievement by 3%</i> • <i>Increase the percentage of students who feel positively about their school by 1%</i> • <i>Decrease chronic absenteeism by 1%</i> • <i>Decrease the number of referrals</i>

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual SW3	Complex Monitoring Activity (to be completed by CAS)
<ul style="list-style-type: none"> • Decrease achievement gap by 2% • Increase student achievement by 3% 	1. Consistently implement a standards-based English Language Arts Program. (Need #1,2,3) (HI, E, SD) a. CCSS ELA Content Standards <div>SW 6</div>	Yearlong	42101 18902	<ul style="list-style-type: none"> • Grade Level Articulation • Faculty Meetings • Focus Group Meetings • Leadership Team Meetings • ART Meetings 	Quarterly	
<ul style="list-style-type: none"> • Decrease achievement gap by 2% 	2. Consistently implement a standards-based Math Program and initiatives. (Need #1,2,3) (HI, E, SD)	Yearlong	42101 18902	<ul style="list-style-type: none"> • Grade Level Articulation • Faculty Meetings • Focus Group Meetings 	Quarterly	

<ul style="list-style-type: none"> ● Increase student achievement by 3% 	a. CCSS Math Content Standards b. CCSS Mathematical Practices SW 6			<ul style="list-style-type: none"> ● Leadership Team Meetings ● ART Meetings 		
<ul style="list-style-type: none"> ● Decrease achievement gap by 2% ● Increase student achievement by 3% 	3. Implement the technology plan and revise to incorporate the CSTA CS K-12 Standards. (Need #1,2,3) (HI, E, SD) SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings ● Leadership Team Meetings ● ART Meetings 	Quarterly	
<ul style="list-style-type: none"> ● Increase EL Growth to target by 1% 	4. Implement the EL Program where students will receive language supports within the general education classroom and/or EL services. (Need #1,2,3) (HI, E, SD) SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings ● Leadership Team Meetings ● ART Meetings 	Quarterly	
<ul style="list-style-type: none"> ● Decrease achievement gap by 2% ● Increase student achievement by 3% 	5. Refine and revise a clear and consistent assessment system that includes school-wide/grade level formative, summative, and student grading. (Need #1,2,3,4) (E, SD) SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings ● Leadership Team Meetings ● ART Meetings 	Quarterly	
<ul style="list-style-type: none"> ● Decrease achievement gap by 2% ● Increase student achievement by 3% 	6. Grade Level Articulation/Data Teams continue to use and analyze formative and summative assessments, including student work and	Yearlong	42101 18902	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings 	Quarterly	

	other school data, to drive classroom instruction. <i>(Need #1,2,3,4)</i> (E, SD) SW 6			<ul style="list-style-type: none"> • Leadership Team Meetings • ART Meetings 		
<ul style="list-style-type: none"> • Increase proficiency rate and growth for Disabled Students by 1% 	7. Continue SPED (Disabled Students) Data Teams to use and analyze formative and summative assessments. <i>(Need # 1,2,3,4,TSI)</i> (E, SD) SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> • Grade Level Articulation • Faculty Meetings • Focus Group Meetings • Leadership Team Meetings • ART Meetings 	Quarterly	
<ul style="list-style-type: none"> • Decrease achievement gap by 2% • Increase student achievement by 3% 	8. Explore the possible ways in which the instructional staff will be able to articulate vertically for curriculum and GLOs. <i>(Need # 1,2,3,4,6)</i> (H, E, SD) SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> • Grade Level Articulation • Faculty Meetings • Focus Group Meetings • Leadership Team Meetings • ART Meetings 	Quarterly	
<ul style="list-style-type: none"> • Decrease achievement gap by 2% • Increase student achievement by 3% • Increase EL Growth to Target by 1% • Increase proficiency rate and growth for Disabled Students by 1% 	9. Continue to coordinate school-wide intervention efforts in ELA and Math to close the achievement gap. <i>(Need #1,2,5)</i> (E, SD) <ul style="list-style-type: none"> a. English Learner (EL) Program b. Tutorial Support c. Extended Learning Opportunities SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> • Grade Level Articulation • Faculty Meetings • Focus Group Meetings • Leadership Team Meetings • ART Meetings 	Quarterly	

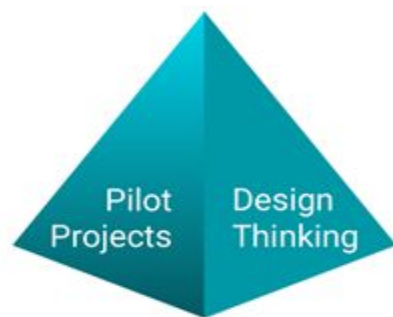
<ul style="list-style-type: none"> ● Decrease achievement gap by 2% ● Increase student achievement by 3% 	<p>10. Routinely evaluate and revise the Multi-Tiered Systems of Support Framework and Implementation Plan by looking at instruction on schoolwide student improvement. <i>(Need #1,2,5)</i> (E, SD)</p> <p>SW 6</p>	Yearlong	42101 18902	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings ● Leadership Team Meetings ● ART Meetings 	Quarterly	
<ul style="list-style-type: none"> ● Decrease achievement gap by 2% ● Increase student achievement by 3% ● Increase the percentage of students who feel positively about their school by 1% ● Decrease chronic absenteeism by 1% ● Decrease the number of referrals 	<p>11. Continue to implement, evaluate and refine the school-wide Comprehensive Student Support System to ensure student safety and well-being (Parent Engagement Activities). <i>(Need #5)</i> (E, SD)</p> <p>SW 6, 7</p>	Yearlong	42101 18902 18935	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings ● Leadership Team Meetings ● ART Meetings 	Quarterly	
<ul style="list-style-type: none"> ● Decrease achievement gap by 2% ● Increase student achievement by 3% ● Increase the percentage of students who feel positively about their school by 1% 	<p>12. Identify additional ways to inform parents of their child's progress. <i>(Need #1,2,3 & *WASC IV)</i> (E, SD)</p> <p>SW 6, 7</p> <p><i>* WASC IV – WASC Initial Visit Recommendation</i></p>	Yearlong	42101 18902 18935	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings ● Leadership Team Meetings ● ART Meetings 	Quarterly	

<ul style="list-style-type: none"> ● Decrease chronic absenteeism by 1% ● Decrease the number of referrals 						
<ul style="list-style-type: none"> ● Decrease achievement gap by 2% ● Increase student achievement by 3% ● Increase the percentage of students who feel positively about their school by 1% ● Decrease chronic absenteeism by 1% ● Decrease the number of referrals 	13. Continue to implement a Social Emotional Learning (SEL) program. <i>(Need #5)</i> (H, E, SD) <ul style="list-style-type: none"> a. Counselors will continue with 2 lessons per quarter to their assigned grade levels. b. Provide SEL training to the Positive Behavioral Intervention and Support group. SW 6, SW 7	Yearlong	42101 18902 18935	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings ● Leadership Team Meetings ● ART Meetings 	Quarterly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity SW3	Frequency Quarter, Semester, Annual SW3	Complex Monitoring Activity (to be completed by CAS)
<ul style="list-style-type: none"> ● Decrease achievement gap by 2% ● Increase student achievement by 3% ● Increase the percentage of students who feel 	1. Provide school-wide professional development opportunities to address the prioritized needs. Implement new learning in the classroom and/or share with colleagues. <i>(Need #1,2,3,4,5)</i> (H, E, SD) SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> ● Grade Level Articulation ● Faculty Meetings ● Focus Group Meetings ● Leadership Team Meetings ● ART Meetings 	Quarterly	

positively about their school by 1%						
<ul style="list-style-type: none"> Decrease achievement gap by 2% Increase student achievement by 3% 	2. Fully implement the NGSS. <i>(Need #2)</i> (E, SD) SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> Grade Level Articulation Faculty Meetings Focus Group Meetings Leadership Team Meetings ART Meetings 	Quarterly	
<ul style="list-style-type: none"> Decrease achievement gap by 2% Increase student achievement by 3% 	3. Explore the possible ways in which the instructional staff will be able to articulate vertically for curriculum and GLOs. <i>(Need # 1,2,3,4,6)</i> (E, SD) SW 6	Yearlong	42101 18902	<ul style="list-style-type: none"> Grade Level Articulation Faculty Meetings Focus Group Meetings Leadership Team Meetings ART Meetings 	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.

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
<i>Please describe your school's ideas around innovation and pilot projects.</i> <ul style="list-style-type: none"> School visitations and professional development on Problem Based Learning 	<i>Please describe your conditions for Success:</i> SLES would investigate Problem Based Learning and Aina based learning as possible

<ul style="list-style-type: none">● School visitations and professional development on Aina based Learning for Social Studies● Professional development, teacher articulation and planning for implementation of the Next Generation Science Standards● Professional development, teacher articulation and planning to update the Singapore Math Curriculum and Instruction	<p>components of school design through visitations, professional development, teacher articulation and collaboration to develop implementation plans and measurable outcomes.</p> <p>Planning stages:</p> <ul style="list-style-type: none">● Visitations● Professional Development● Develop Implementation Plans● Measurable Outcomes● Next Steps
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