Academic Plan for School Year 2022-23

School: Pearl Ridge 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 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).
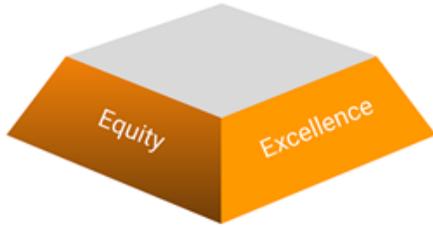
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
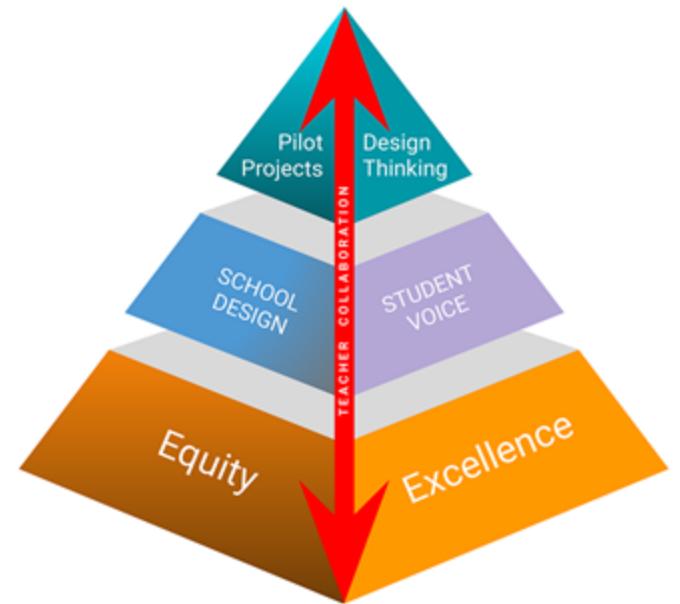
Principal (print): Blaine Takeguchi	
Principal's signature: (Signature on file)	Date: February 18, 2022

Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature:	Date: 04/08/2022

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.

Links to WASC Growth Areas, Map to Success, AP 2021-22, WASC Visiting Committee Recommendations

Achievement Gap	Theory of Action	Enabling Activity
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.	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your Enabling Activities to improve the achievement gap?*

Achievement Gap

English Learners			
Source: CNA	17-18	18-19	20-21
SBA - ELA proficiency	46%	56%	25%
SBA - ELA *gap	34	18	56
SBA - Math proficiency	46%	59%	31%
SBA - Math *gap	34	20	42

achievement gap is the difference between the Non-High Needs and this sub group's proficiency on the SBA

Special Education

Theory of Action

If	Then
we know English Learner needs and effective instructional practices	our EL students will receive the instruction, interventions, and support they need in order to be successful our staff will clearly understand their role & our school's vision for its students.
we have a SpEd policy in place	our SpEd students will receive the instruction, interventions, and support they need in order to be successful our staff will clearly understand their role & our school's vision for its students.
we provide multi-tiered support	our Low SES students will receive targeted instruction

Enabling Activity

Corresponding Enabling Activities
EL coordinator to organize EL student support, facilitate school-wide EL instructional strategies, monitor EL student progress, manage EL staff, and engage EL families. [CODE: WASC], [CODE: AMR- Achievement Gap]
Provide staff with professional development in support of English Learners. Topics may include but are not limited to *Who are our English Learners?, What is P.R.E.'s service delivery model?, What are effective strategies and practices for our English Learners?, What are student action plans and how will they be used?* [CODE: WASC], [CODE: AMR- Achievement Gap]
Implement our SpEd policy that includes logistical expectations (schedule, settings, data collection and analysis, grading, roles and responsibilities, etc), fortifies dynamic relationships between adults who provide these services (mentoring, collaboration, planning, service delivery model), and determines effective teaching and grading practices.

Source: CNA	17-18	18-19	20-21
SBA - ELA proficiency	18%	14%	3%
SBA - ELA *gap	62	60	78
SBA - Math proficiency	18%	14%	6%
SBA - Math *gap	62	65	67

*achievement gap is the difference between the Non-High Needs and this sub group's proficiency on the SBA

Low SES			
Source: CNA	17-18	18-19	20-21
SBA - ELA proficiency	52%	55%	51%
SBA - ELA *gap	28	20	30
SBA - Math proficiency	52%	56%	46%
SBA - Math *gap	28	23	27

*achievement gap is the difference between the Non-High Needs and this sub group's proficiency on the SBA

Due to the global pandemic, students did not take the SBA in SY 2019-20. Most recent data is reflected.

and interventions they need to be successful

[CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-School Design]

Provide staff with professional development in support of SpEd students. Topics may include but are not limited to: *Who are our SpEd students?, What are effective strategies and practices for our SpEd students?, How to write, read, and execute an Individualized Education Program? Inclusive practices and programming provided by all staff.*

[CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-School Design]

Implement a Multi-Tiered System of Support that includes quality core academic instruction for all students and formal Response to Intervention - Academic for Tier 2 and 3 targeted needs in Reading.

[CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-School Design], [CODE: AMR-MTSS]
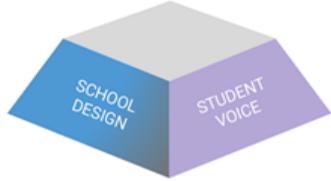
Innovation in Support of the Core: School Design and Student Voice

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

   a. **Growth:** Based on Strive HI 2021, the Median Growth Percentile (MGP) for students in grades 3-6 was 46 for English Language Arts, and 40 for Math. [CODE: WASC]

   b. **Engagement:** In alignment with the Aiea Complex, PRE is committed to using Project Based Learning to promote engagement, student voice, and multidisciplinary integration. [CODE: WASC], [CODE: AMR-School Design]

2. Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice.

   a. **MTSS:** We will implement a Multi-Tiered System of Support that encompasses both Academics and Behaviors, and includes formal schoolwide Response to Intervention to meet the learning and behavior needs of all students. [CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-School Design]

   b. **Curriculum-Instruction-Assessment (CIA) and Project Based Learning (PBL)**
      i. PBL: We will train instructional staff and implement one PBL unit. [CODE: WASC], [CODE: AMR-School Design]
      ii. CIA: We will conduct grade level Professional Learning Communities with a focus on completing curriculum plans that incorporate learning targets, instructional strategies, assessment, and multidisciplinary integration. [CODE: WASC], [CODE: AMR-School Design]

3. Describe here your Conditions for Success for School Design and Student Voice. Accountable Leads: Administration

   a. **School culture**
      i. Staff:
         1. Culture: The culture is shaped by a common vision of a graduating PRE 6th grader. Conversations and decisions reflect the school's Vision, Mission, and Values. School initiatives are clearly linked to these guiding principles as well as school data sources and analysis. Initiatives are prioritized and expectations are laid out for all role groups. [CODE: WASC]
         2. Climate: The climate is shaped by sustaining relationships to promote intrinsic dedication to the work that needs to be done for our school and students. We strive to all be stewards and models of a positive climate inclusive of mutual respect and appreciation for one another. [CODE: WASC]
      ii. Students: opportunities to speak up & be heard, opportunities to be engaged, and opportunities to apply academic and 'soft' skills in relevant contexts [CODE: WASC]
      iii. Parents/Families: opportunities to engage parents/families in school initiatives (ex: coffee hour topics, grade level family involvement activities, informative parent sessions, etc) [CODE: WASC]

   b. **Master Schedule:** Schoolwide master schedule based on student needs, optimal use of human resources, and sanctioned opportunities like RtI, Enrichment, and PBL. [CODE: AMR-School Design]

   c. **Extracurricular:** Most school activities, clubs, and events were affected by the pandemic. PRE will reinstate exploratory, extracurricular, and celebratory programs and activities that were put on hold for the 2020-2021 and 2021-2022 school years. These diverse opportunities include but are not limited to: The Squad, PRE25Live, Robotics, Tech Club, Garden Club, Library Club, grade level field trips, in person assemblies, etc. [CODE: WASC]

SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes	SY 2024-25 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*
MTSS - Academic 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction (Reading and Math) 75% of students in grades K-6 will meet their annual typical growth in i-Ready (Reading and Math) based on the i-Ready Diagnostic Assessment (Fall, Winter, Spring).	**MTSS - Academic** 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction (Reading and Math) 80% of students in grades K-6 will meet their annual typical growth in i-Ready (Reading and Math) based on the i-Ready Diagnostic Assessment (Fall, Winter, Spring).	**MTSS - Academic** 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction (Reading and Math) 80% of students in grades K-6 will meet their annual typical growth in i-Ready (Reading and Math) based on the i-Ready Diagnostic Assessment (Fall, Winter, Spring).
MTSS - Behavior Tier 1 (all students): 100% of students will participate in Choose Love lessons Tier 2 & 3 (targeted students): 80% of identified Tier 2 & 3 students will show a decrease in elevated scores on the Spring Universal Screener.	**MTSS - Behavior** Tier 1 (all students): 100% of students will participate in Choose Love lessons Tier 2 & 3 (targeted students): 80% of identified Tier 2 & 3 students will show a decrease in elevated scores on the Spring Universal Screener.	**MTSS - Behavior** Tier 1 (all students): 100% of students will participate in Choose Love lessons Tier 2 & 3 (targeted students): 80% of identified Tier 2 & 3 students will show a decrease in elevated scores on the Spring Universal Screener.
Project-Based Learning (PBL) 100% of students in grades K-6 will participate in a Project Based Learning unit. 100% of classroom teachers will receive PBL training.	**Project-Based Learning (PBL)** 100% of students in grades K-6 will participate in 2 Project Based Learning units annually. 100% of new teachers will receive PBL training.	**Project-Based Learning (PBL)** 100% of students in grades K-6 will participate in 2 Project Based Learning units annually. 100% of new teachers will receive PBL training.
Curriculum-Instruction-Assessment 100% of teachers will participate in Professional Learning Communities with a focus on completing curriculum plans that incorporate the design of multidisciplinary units.	**Curriculum-Instruction-Assessment** 100% of teachers will participate in Professional Learning Communities to review and revise curriculum plans, and focus on the use of evidence-based instructional strategies.	**Curriculum-Instruction-Assessment** 100% of teachers will participate in Professional Learning Communities to review and revise curriculum plans, and focus on assessment best practices (ex: variety of assessments, use of rubrics, teacher feedback, and student reflection)

Why are you implementing them?	Why are you implementing them?	Why are you implementing them?
MTSS - Academic - State benchmarks in Reading and Math, the academic growth across grades 3-6 in both areas has been a challenge in recent years. - Significant decline in PRE's Median Growth Percentile [CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-MTSS]	**MTSS - Academic** - State benchmarks in Reading and Math, the academic growth across grades 3-6 in both areas has been a challenge in recent years. - Significant decline in PRE's Median Growth Percentile [CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-MTSS]	**MTSS - Academic** - State benchmarks in Reading and Math, the academic growth across grades 3-6 in both areas has been a challenge in recent years. - Significant decline in PRE's Median Growth Percentile [CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-MTSS]
MTSS - Behavior - To ensure every student receives the appropriate level of support to be successful, not just academically, but also in the realm of behavior and social-emotional development [CODE: WASC], [CODE: 3-1-1 SEL], [CODE: AMR- MTSS]	**MTSS - Behavior** - To ensure every student receives the appropriate level of support to be successful, not just academically, but also in the realm of behavior and social-emotional development [CODE: WASC], [CODE: 3-1-1 SEL], [CODE: AMR- MTSS]	**MTSS - Behavior** - To ensure every student receives the appropriate level of support to be successful, not just academically, but also in the realm of behavior and social-emotional development [CODE: WASC], [CODE: 3-1-1 SEL], [CODE: AMR- MTSS]
Project-Based Learning (PBL) - Aligned with Aiea Complex, PRE is committed to using Project Based Learning as a means to promote student engagement, student voice, and multidisciplinary integration. - PBL will cultivate "soft skills" such as: teamwork, leadership, communication, and work ethic to be successful in the 21st century. [CODE: AMR-School Design], [CODE: WASC]	**Project-Based Learning (PBL)** - Aligned with Aiea Complex, PRE is committed to using Project Based Learning as a means to promote student engagement, student voice, and multidisciplinary integration. - PBL will cultivate "soft skills" such as: teamwork, leadership, communication, and work ethic to be successful in the 21st century. [CODE: AMR-School Design], [CODE: WASC]	**Project-Based Learning (PBL)** - Aligned with Aiea Complex, PRE is committed to using Project Based Learning as a means to promote student engagement, student voice, and multidisciplinary integration. - PBL will cultivate "soft skills" such as: teamwork, leadership, communication, and work ethic to be successful in the 21st century. [CODE: AMR-School Design], [CODE: WASC]
Curriculum-Instruction-Assessment - Continue to implement effective core instructional practices that impact all students. These include: curriculum review, planning, and pacing, multi-disciplinary integration, learning targets, evidence-based instructional strategies, using a variety of assessments, developing and using rubrics across all core content areas, and providing opportunities for student reflection (standards and GLOs). [CODE: WASC], [CODE: 3-1-1 Academics]	**Curriculum-Instruction-Assessment** - Continue to implement effective core instructional practices that impact all students. These include: curriculum review, planning, and pacing, multi-disciplinary integration, learning targets, evidence-based instructional strategies, using a variety of assessments, developing and using rubrics across all core content areas, and providing opportunities for student reflection (standards and GLOs). [CODE: WASC], [CODE: 3-1-1 Academics]	**Curriculum-Instruction-Assessment** - Continue to implement effective core instructional practices that impact all students. These include: curriculum review, planning, and pacing, multi-disciplinary integration, learning targets, evidence-based instructional strategies, using a variety of assessments, developing and using rubrics across all core content areas, and providing opportunities for student reflection (standards and GLOs). [CODE: WASC], [CODE: 3-1-1 Academics]

How will you know they are causing an improvement?	How will you know they are causing an improvement?	How will you know they are causing an improvement?
Strive HI ● Decreased gap rate between Non-High Needs and High Needs students ● Increased Median Growth Percentile in ELA & Math ● Increased English Learner Growth to Target ● Increased special education inclusion rate Panorama ● Increased favorable student reporting in Classroom Engagement School Quality Survey ● Increased teacher satisfaction ● Maintain/increase parent satisfaction	Strive HI ● Decreased gap rate between Non-High Needs and High Needs students ● Increased Median Growth Percentile in ELA & Math ● Increased English Learner Growth to Target ● Increased special education inclusion rate Panorama ● Increased favorable student reporting in Classroom Engagement School Quality Survey ● Increased teacher satisfaction ● Maintain/increase parent satisfaction	Strive HI ● Decreased gap rate between Non-High Needs and High Needs students ● Increased Median Growth Percentile in ELA & Math ● Increased English Learner Growth to Target ● Increased special education inclusion rate Panorama ● Increased favorable student reporting in Classroom Engagement School Quality Survey ● Increased teacher satisfaction ● Maintain/increase parent satisfaction

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

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements *beginning of the year measurements*	Formative Measures *throughout the year measurements*	Summative Goals *end of year goals*

Baseline Measurements

Strive HI

Fall 2021	Fall 2022
• ELA MGP: 46 • Math MGP: 40 • ELA proficiency: 68% • Math proficiency: 61% • ELA Gap rate: 37 • Math Gap rate: 33 • Chronic Absenteeism rate: 5%	• ELA MGP: • Math MGP: • ELA proficiency: % • Math proficiency: % • ELA Gap rate: • Math Gap rate: • Chronic Absenteeism rate: %

Fall 2022 data will be inputted upon receipt of the Strive HI report.

i-Ready Universal Screener placement level

Fall 2022 Reading	Fall 2022 Math
Green (Tier 1): % Yellow (Tier 2): % Red (Tier 3): %	Green (Tier 1): % Yellow (Tier 2): % Red (Tier 3): %

Report end of year view to be consistent for entire school year

Formative Measures

i-Ready Universal Screener placement level

Winter 2022 Reading	Winter 2022 Math
Green (Tier 1): % Yellow (Tier 2): % Red (Tier 3): %	Green (Tier 1): % Yellow (Tier 2): % Red (Tier 3): %

Report end of year view to be consistent for entire school year

i-Ready Annual Typical Growth

Winter 2022	
Reading: %	Math: %

i-Ready Annual Typical Growth (median student)

Winter 2022		
	Reading	Math
K	%	%
1	%	%
2	%	%

Summative Goals

Strive HI 2023 *GOALS*

- ELA MGP: 46
- Math MGP: 40
- ELA proficiency: 69%
- Math proficiency: 62%
- ELA Gap rate: 35
- Math Gap rate: 32
- Chronic Absenteeism rate: 5%

i-Ready Universal Screener *GOALS*

- Spring Reading: 70% of students in grades K-6 will meet their annual typical growth
- Spring Math: 70% of students in grades K-6 will meet their annual typical growth
- Placement Level: attain "mid" or "late" chronological grade level status
- Challenge Goal: 25% of students will meet their stretch growth in i-Ready

i-Ready Annual Typical Growth

Spring 2023	
Reading: %	Math: %

3	%	%
4	%	%
5	%	%
6	%	%

i-Ready Online Instruction percent of students who pass 70-100% of their "my path" lessons		
Winter 2022		
	Reading	Math
K	%	%
1	%	%
2	%	%
3	%	%
4	%	%
5	%	%
6	%	%
Goal: at least 80% of students passing 70-100% of their lessons		

i-Ready Universal Screener placement level	
Spring 2023 Reading	Spring 2023 Math
Green (Tier 1): % Yellow (Tier 2): % Red (Tier 3): %	Green (Tier 1): % Yellow (Tier 2): % Red (Tier 3): %

Report end of year view to be consistent for entire school year

Student Outcomes (SY 2022-23)

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)
Decrease the EL achievement gap rate of 56 in ELA by 5 points. [Source: SBA - ELA] EL students will meet the annual projected Growth To Target rate. [Source: Strive HI and LDS] 50% of EL students in grades K-6 will meet their i-Ready annual **stretch** growth in Reading. [Source: i-Ready]	1. EL coordinator to organize EL student support, facilitate school-wide EL instructional strategies, monitor EL student progress, manage EL staff, and engage EL families. [CODE: WASC], [CODE: AMR- Achievement Gap]	Yearlong	WSF Title II	Strive HI i-Ready Hawaii State Assessment data EL HQT monitoring Classroom Walkthroughs EL Self-study report Standards-based grading policy Faculty Meeting Presentation(s) Accountable Lead: EL Coordinator	Annually	Link to PRE's Academic Plan Progress Report
Decrease the EL achievement gap rate of 56 in ELA by 5 points. [Source: SBA - ELA] EL students will meet the annual projected Growth To Target rate. [Source: Strive HI and LDS] 50% of EL students in grades K-6 will meet their i-Ready annual **stretch** growth in Reading. [Source: i-Ready]	2. Provide instructional staff with professional development in support of English Learners. Topics may include but are not limited to: *Who are our English Learners?, What is P.R.E.'s service delivery model?, What are effective strategies and practices for our English Learners?, What are student action plans and how will they be used?* [CODE: WASC], [CODE: AMR- Achievement Gap]	Yearlong	WSF Title II	Strive HI i-Ready Hawaii State Assessment data EL HQT monitoring Classroom Walkthroughs EL Self-study report Standards-based grading policy Faculty Meeting Presentation(s) Accountable Lead: EL Coordinator	Annually	Link to PRE's Academic Plan Progress Report
Decrease the SpEd ELA achievement gap rate of 78 by 5 points. [Source: SBA - ELA] Decrease the SpEd Math achievement gap rate of 67 by 5 points. [Source: SBA - Math] 40% of SpEd students in grades K-6 will meet their i-Ready annual typical growth in Reading. 40% of SpEd students in grades K-6 will meet their i-Ready annual typical growth in Math.	3. Implement our SpEd policy that includes logistical expectations (schedule, settings, data collection and analysis, grading, roles and responsibilities, etc), fortifies dynamic relationships between adults who provide these services (mentoring, collaboration, planning, service delivery model), and determines effective teaching and grading practices. [CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-School Design]	Yearlong	WSF SPAA SAF	Strive HI i-Ready Hawaii State Assessment data Classroom Walkthroughs Faculty Meeting Presentation(s) Standards-based grading policy SpEd PLCs Quarterly Peer Reviews Initial Line of Inquiry Requests for Evaluation Accountable Lead: Student Services Coordinator	Quarterly	Link to PRE's Academic Plan Progress Report

Decrease the SpEd ELA achievement gap rate of 78 by 5 points. [Source: SBA - ELA] Decrease the SpEd Math achievement gap rate of 67 by 5 points. [Source: SBA - Math] 40% of SpEd students in grades K-6 will meet their i-Ready annual typical growth in Reading. 40% of SpEd students in grades K-6 will meet their i-Ready annual typical growth in Math.	4. Provide instructional staff with professional development in support of SpEd students. Topics may include but are not limited to: *Who are our SpEd students?, What are effective strategies and practices for our SpEd students?, How to write, read, and execute an Individualized Education Program? Inclusive practices and programming provided by all staff.* [CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-School Design]	Yearlong	WSF SPAA SAF	Strive HI i-Ready Hawaii State Assessment data Classroom Walkthroughs Faculty Meeting Presentation(s) Standards-based grading policy SpEd PLCs Quarterly Peer Reviews Initial Line of Inquiry Requests for Evaluation Accountable Lead: Student Services Coordinator	Quarterly	Link to PRE's Academic Plan Progress Report
Academic 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Reading. 75% of students in grades K-6 will meet their i-Ready annual typical growth in Reading. Decrease the Low SES achievement gap rate of 30 by 5 points. [Source: SBA - ELA]	5. Implement a Multi-Tiered System of Support that includes quality core academic instruction for all students and formal Response to Intervention - Academic for Tier 2 and 3 targeted needs in Reading. [CODE: WASC], [CODE: AMR- Achievement Gap], [CODE: AMR-School Design], [CODE: AMR-MTSS]	Yearlong	WSF SAF	MTSS Handbook RtI Handbook i-Ready Master Schedule Classroom Walkthroughs Faculty Meeting Presentation(s) Data Dives Triage Accountable Lead: Data Coach	Monthly	Link to PRE's Academic Plan Progress Report
Behavior Tier 1 (all students): 100% of students will participate in Choose Love lessons. Tier 2 & 3 (targeted students): 80% of identified Tier 2 & 3 students will show a decrease in elevated scores on the Spring Universal Screener.	6. Implement a Multi-Tiered System of Support that includes quality core behavior instruction for all students and formal Response to Intervention - Behavior for Tier 2 and 3 targeted needs. [CODE: WASC], [CODE: AMR-School Design], [CODE: AMR-MTSS]	Yearlong	WSF	MTSS Handbook SRSS Faculty Meeting Presentation(s) Triage Accountable Lead: Counselors	Monthly	Link to PRE's Academic Plan Progress Report

Staff Outcomes (SY 2022-23)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of teachers will participate in Professional Learning Communities.	7. Conduct grade level Professional Learning Communities with a focus on completing curriculum plans that incorporate learning targets, instructional strategies, assessment, and multidisciplinary integration. [CODE: WASC], [CODE: AMR-School Design]	Yearlong	WSF	PLC agenda/minutes Curriculum Plans (ELA, Science, Social Studies) Classroom Walkthroughs Accountable Lead: Academic Coach	Semester	Link to PRE's Academic Plan Progress Report
100% of grade levels will have a completed curriculum plan for ELA, Science, and Social Studies. 100% of students will receive instruction based on the ELA, Science, and Social Studies curriculum plans.	8. Revisit, fine tune, and implement grade level ELA, Science, and Social Studies (Q1 & 2) curriculum plans. Continue to develop and implement Social Studies curriculum plans for quarters 3 and 4. [CODE: WASC], [CODE: AMR-School Design]			PLC agenda/minutes Curriculum Plans (ELA, Science, Social Studies) Classroom Walkthroughs Accountable Lead: Academic Coach		Link to PRE's Academic Plan Progress Report
100% of classroom teachers will receive PBL training. 100% of classroom teachers will create & implement a PBL unit. 100% of students will participate in a PBL unit.	9. Create and implement a project-based learning unit. [CODE: WASC], [CODE: AMR-School Design].	Yearlong	WSF SAF PTA	PBL Training PBL unit Faculty Meeting planning time Classroom Walkthroughs Student Projects or Showcases Accountable Lead: Librarian and Technology Coach	Quarterly	Link to PRE's Academic Plan Progress Report
100% of adults who work with SpEd students will participate in regularly scheduled formal articulation meetings. 100% of adults who work with EL students will participate in regularly scheduled formal articulation meetings.	10. Conduct formal articulation between the adults who provide support and/or services for identified students (i.e., SpEd, EL). To include but not limited to: General Education Teachers, Special Education Teachers, Educational Assistants, English Learner staff, and Counselors. [CODE: WASC]			Master Schedule SpEd Policy EL Plan Faculty Meeting time Accountable Lead: Student Services Coordinator		Link to PRE's Academic Plan Progress Report
100% of the staff (Teachers, EAs, Counselors, and Support Team) will participate in faculty meeting sessions that focus on reviewing components of our MTSS handbook.	11. Update our Multi-tiered Systems of Support (MTSS) to include Social Emotional Learning and parent engagement components. Provide on-going review of our MTSS throughout the year.	Yearlong		MTSS Handbook Triage Panorama SEL Faculty Meeting Presentation(s)	Quarterly	Link to PRE's Academic Plan Progress Report

	[CODE: WASC], [CODE: AMR-School Design], [3-1-1: SEL]			Accountable Lead: Student Services Coordinator	
100% of the staff will receive information on the process for monitoring implementation and effectiveness of professional development. 100% of professional development opportunities will be driven by the school's Academic Plan and/or Vision & Mission. 100% of staff will complete exit passes for professional development provided by the school.	12. Create a process for monitoring implementation and effectiveness of staff professional development. Conduct professional development for new and returning staff in the areas of ● PBL: all teachers ● Thinking Maps: new staff ● Total Participation Techniques: new staff ● EL (see enabling activity 2) ● SpEd (see enabling activity 4) [CODE: WASC]			PD monitoring process PD sign in/out sheets Accountable Lead: Vice Principal	Link to PRE's Academic Plan Progress Report
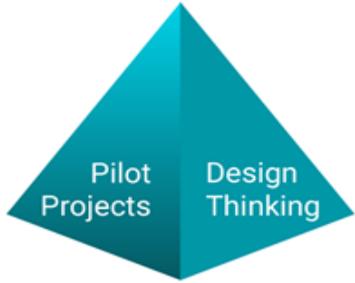
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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
Please describe your school's ideas around innovation and pilot projects.	*Please describe your conditions for Success:*
A Hub for Innovation - ● To provide authentic learning experiences, space for students to think critically, apply, and expand their knowledge ● Create entrepreneurial learning spaces for students to explore, design and create to solve real-world problems. ● Student choice/ voice (surveys) determine the focus to increase engagement and deepen learning	1. Learning spaces, Makerspaces, resources, equipment 2. Collaboration with Industry partners (provide guidance/support - learning spaces, job skills/knowledge, programs, experiences) 3. Exposure to various post secondary careers for students 4. Community and industry partnerships (e.g., teacher externships) 5. Teacher training: PBLs and/or multidisciplinary units
School-Based App for smartphone, tablets ● Assist with communication to our families and staff ● Quickly access school resources - calendar, menu, schedules, events ● Access to social media and online resources	1. Designing of app to make it user-friendly for families, community, and staff 2. Publishing/Hosting fees on various platforms for download - IOS, Android

Links to WASC Growth Areas, Map to Success, AP 2021-22, WASC Visiting Committee Recommendations