

# 2021-2022 Academic Plan

Iroquois Point Elementary School

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Submitted by Principal Ofelia Reed	Date
<i>Ofelia Reed</i>	5/03/2021

Approved by Complex Area Superintendent Sean Tajima	Date
<i>Sean Tajima</i>	MAY - 6 2021



*2020 Academic Plan, School Year 2021-22*

Developing a collaborative Academic Plan framed by the HDOE 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.

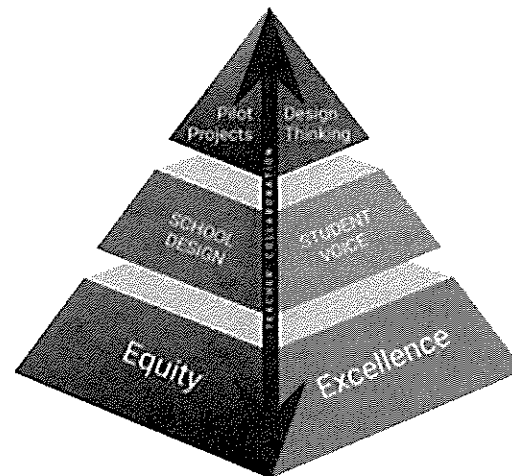
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

**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).

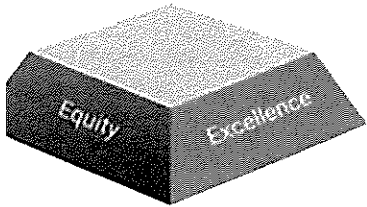
**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the 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.

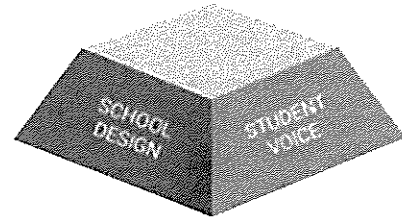


Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>Assessment results in school years 2016-2019 show our scores are stagnant. Our students are not making gains over time in reading and math.</p> <p><b>iReady:</b></p> <ul style="list-style-type: none"> <li>● data shows 21% - 32% of our students are at risk at each grade level</li> <li>● students are struggling with basic literacy skill development in the early grades.</li> </ul> <p><b>Smarter Balanced Assessment (SBA):</b></p> <ul style="list-style-type: none"> <li>● SBA Reading scores over the last 3 years show 47% of students in grade 3-6 are not proficient.             <ul style="list-style-type: none"> <li>○ EL population:                 <ul style="list-style-type: none"> <li>■ 61% did not meet proficiency in SY 18-19 as compared to 88% in SY 17-18.</li> </ul> </li> <li>○ Disadvantaged population                 <ul style="list-style-type: none"> <li>■ 56% did not meet proficiency in SY 18-19 as compared to 61% in SY 17-18.</li> </ul> </li> <li>○ SpEd/IDEA Population: (12% of our student population)                 <ul style="list-style-type: none"> <li>■ 88% did not meet proficiency in SY 18-19 as</li> </ul> </li> </ul> </li> </ul>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If we develop and maintain a school wide systematic approach when teaching literacy (<i>K-2-foundational skills /3-6 reading comprehension</i>), then <u>all</u> (SpEd, EL, 504, Disadvantaged, general education) of our students will increase their reading achievement and the gap will decrease.</p> <p>If we consistently maintain and monitor schoolwide research based initiatives; tailoring our efforts to the needs of all our students, then all students will improve in academic, behavior, social and emotional performance areas.</p>	<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>● Schoolwide Literacy Routines/Practices</li> <li>● ECRI Training             <ul style="list-style-type: none"> <li>○ All Teachers in K-2, EAs, PPT, EL staff.</li> </ul> </li> <li>● Inclusive Practices Training             <ul style="list-style-type: none"> <li>○ All teachers and EAs (CK District: M. Suzuki)</li> </ul> </li> <li>● Universal Design Learning (UDL)             <ul style="list-style-type: none"> <li>○ Train teachers and EAs                 <ul style="list-style-type: none"> <li>■ Representation (Engagement)</li> <li>■ Action and Expression (student voice)</li> <li>■ Engagement (Equity and Student Voice)</li> </ul> </li> </ul> </li> </ul> <p><b>Implement New Schoolwide Practices</b></p> <ul style="list-style-type: none"> <li>● Systematic, explicit, and intentional teaching practices for grades K-2             <ul style="list-style-type: none"> <li>○ Structured Literacy Routines</li> <li>○ Workshop Model</li> <li>○ Read Aloud</li> <li>○ Silent Reading</li> <li>○ Gradual Release of Responsibility</li> </ul> </li> <li>● Promote literacy in the community             <ul style="list-style-type: none"> <li>○ Bookmobile</li> </ul> </li> </ul>

<p>compared to 88% in SY 17-18.</p> <ul style="list-style-type: none"><li>○ EL (5%) and IDEA (12%) populations are not large, but there is a need to address the low SBA reading proficiency rates for these learners (EL - 38.89% and IDEA - 11.63%).</li><li>● SBA Math scores over the last 3 years show 61% of students in grade 3-6 are not proficient.<ul style="list-style-type: none"><li>○ EL population:<ul style="list-style-type: none"><li>■ 58% did not meet proficiency in SY 18-19 as compared to 87% in SY 17-18.</li></ul></li><li>○ Disadvantaged population<ul style="list-style-type: none"><li>■ 71% did not meet proficiency in SY 18-19 as compared to 70% in SY 17-18.</li></ul></li><li>○ SpEd/IDEA Population: <i>(12% of our student population)</i><ul style="list-style-type: none"><li>■ 95% did not meet proficiency in SY 18-19 as compared to 91% in SY 17-18.</li></ul></li></ul></li><li>● HSA Science scores SY 19-20 not available.</li><li>● HSA Science scores SY 18-19 show 53% of Grade 4 students are not proficient as compared to 50% in SY 17-18.</li></ul>		<ul style="list-style-type: none"><li>○ Parent workshops</li></ul> <p><b>Continued Schoolwide Practices</b></p> <ul style="list-style-type: none"><li>● Achievement Teams (previously aka DDIC)<ul style="list-style-type: none"><li>○ CCSS Study-Identifying priority standards</li><li>○ Refine and tighten structure of data analysis</li></ul></li><li>● Schoolwide Intervention Blocks<ul style="list-style-type: none"><li>○ Action plans created and implemented<ul style="list-style-type: none"><li>■ academic interventions</li><li>■ progress monitoring</li><li>■ enrichment for high IPES RTI Flow Chart utilized to provide guidance on systems of support</li></ul></li></ul></li><li>● Visible Learning<ul style="list-style-type: none"><li>○ CCSS</li><li>○ LISC</li><li>○ Learner Powers</li><li>○ Teacher Efficacy</li></ul></li><li>● RTI System<ul style="list-style-type: none"><li>○ Focus on Tier 1 via (UDL/VL Strategies)</li><li>○ Universal Screeners (iReady, BEISY)</li><li>○ Intervention Blocks</li><li>○ Student Recognition<ul style="list-style-type: none"><li>■ Awards for meeting academic and behavior growth and achievement.</li></ul></li><li>○ SEL (Social Emotional Learning)<ul style="list-style-type: none"><li>■ Second Step</li><li>■ Choose Love</li><li>■ Aloha Center and Mindfulness Center</li></ul></li></ul></li></ul>
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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.



- LISC: (Student Engagement)
  - students are aware of what they are learning (where they are going)
  - have reference on how to guide themselves as they are learning new concept/skill (how to get there)
  - increases student engagement
- Workshop Model: Students use critical thinking skills and peer feedback
- Student Council:
- UDL (representation-how information/learning is shared/displayed-Student Voice)

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- STEAM/PLTW (Student engagement and voice)
  - Inquiry based
  - Project/Problem Based
  - Hands On
  - Collaborative
- Intent: Make connections for students to understand how learning is related to their life. They are our most important stakeholders!

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

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice</i></p> <p><i>What are you designing?</i></p> <p>Student Centered Multi-Tiered Systems of Support:</p> <ul style="list-style-type: none"> <li>● school wide systematic approach to teaching                             <ul style="list-style-type: none"> <li>○ improved teaching practices/instructional (Tier 1)</li> <li>○ increased student engagement (Student Voice)</li> </ul> </li> <li>● RTI academic (Tier 2)</li> <li>● RTI behavior (Tier 2)</li> <li>● EL support (Tier 2)</li> <li>● SpEd and 504</li> </ul>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice?</i></p> <p><i>What are you designing?</i></p> <p>Student Centered Multi-Tiered Systems of Support:</p> <ul style="list-style-type: none"> <li>● school wide systematic approach to teaching                             <ul style="list-style-type: none"> <li>○ improved teaching practices/instructional (Tier 1)</li> <li>○ increased student engagement (Student Voice)</li> </ul> </li> <li>● RTI academic (Tier 2)</li> <li>● RTI behavior (Tier 2)</li> <li>● EL support (Tier 2)</li> <li>● SpEd and 504</li> </ul>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice?</i></p> <p><i>What are you designing?</i></p> <p>Student Centered Multi-Tiered Systems of Support:</p> <ul style="list-style-type: none"> <li>● school wide systematic approach to teaching                             <ul style="list-style-type: none"> <li>○ improved teaching practices/instructional (Tier 1)</li> <li>○ increased student engagement (Student Voice)</li> </ul> </li> <li>● RTI academic (Tier 2)</li> <li>● RTI behavior (Tier 2)</li> <li>● EL support (Tier 2)</li> <li>● SpEd and 504</li> </ul>

<p><i>Why are we implementing them?</i></p> <p>If we stress the importance of Tier 1 instruction and address the diverse needs of all our students, we can positively impact their engagement, motivation and investment in their education.</p>	<p><i>Why are we implementing them?</i></p> <p>If we stress the importance of Tier 1 instruction and address the diverse needs of all our students, we can positively impact their engagement, motivation and investment in their education.</p>	<p><i>Why are we implementing them?</i></p> <p>If we stress the importance of Tier 1 instruction and address the diverse needs of all our students, we can positively impact their engagement, motivation and investment in their education.</p>
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*How will you know that they are causing an improvement?*

MTSS - Measurable data such Universal Screener (iReady) data, SBA scores, Data Team/Intervention progress monitoring, and referral rates

SBA Proficiency Targets 2020-2023

School Year Rdg (EL/Dis) Math

15-16 58.2 50.8  
 16-17 49.7 43.4  
 17-18 51.8 (12/39) 40.7  
 18-19 53.0 (39/44) 39.0 (= iready)

COVID/NO SBA Data

SY19-20 Targets 75% 70% (lowered to 60)

SBA SY 20-21 Proficiency Targets

ELA / Math

**All students** 60 / 50  
**EL** 44 / 50  
**Disad** 50 / 36  
**SpEd** 25 / 15

All students in Gr. K-6 will show an increase in their iReady suggested scaled score growth (one year's growth) using iReady Diagnostic tests three times per year.

All students in grades 4 - 6 will show an increase in their SBA proficiency scores when compared to previous years' scores. (Grade 3 is baseline)

All classroom teachers will show an increase in usage of school wide initiatives that focus on best teaching practices and strategies (VL-Learning Intentions, Success Criteria, Student Voice and Engagement, AVID-WICOR) as measured by the Visible Learning Classroom Linking Walk Tools to be conducted by colleagues and administrators on a quarterly basis.

Measurable Outcomes:

*How will you know that they are causing an improvement?*

MTSS - Measurable data such as Universal Screener (iReady) data, SBA scores, Achievement Teams/Intervention progress monitoring, and referral rates

SBA Proficiency Targets 2020-2023

SBA SY 21-22 Proficiency Targets

ELA / Math

**All students** 65 / 55  
**EL** 49 / 55  
**Disad** 55 / 41  
**SpEd** 30 / 20

All students in Gr. K-6 will show an increase in their iReady suggested scaled score growth (one year's growth) using iReady Diagnostic tests three times per year.

iReady Base line: 2018-2019 Percentage of Students Who Achieved Growth Goals

Grade	Reading (Typical)	Math (Typical)	Reading (Stretch)	Math (Stretch)
K	48%	46%	23%	21%
1	42%	41%	22%	26%
2	75%	68%	50%	45%
3	48%	48%	21%	20%
4	51%	41%	22%	13%
5	59%	71%	20%	29%
6	58%	65%	33%	32%

i-Ready SY21-22 Growth Targets

Grade	Reading (Typical)	Math (Typical)	Reading (Stretch)	Math (Stretch)

*How will you know that they are causing an improvement?*

MTSS - Measurable data such as Universal Screener (iReady) data, SBA scores, Achievement Teams/Intervention progress monitoring, and referral rates

SBA Proficiency Targets 2020-2023

SBA SY 22-23 Proficiency Targets

ELA / Math

**All students** 70 / 60  
**EL** 54 / 60  
**Disad** 60 / 46  
**SpEd** 35 / 25

All students in Gr. K-6 will show an increase in their iReady suggested scaled score growth (one year's growth) using iReady Diagnostic tests three times per year.

All students in grades 4 - 6 will show an increase in their SBA proficiency scores when compared to previous years' scores. (Grade 3 is baseline)

All classroom teachers will show an increase in usage of school wide initiatives that focus on best teaching practices and strategies (VL-Learning Intentions, Success Criteria, Student Voice and Engagement, AVID-WICOR) as measured by the Visible Learning Classroom Linking Walk Tools to be conducted by colleagues and administrators on a quarterly basis.

Measurable Outcomes:

- o Who will change - All students
- o What will change - Academic and behavior achievement will improve....How about what will teachers change/do differently? (measurable by walkthrough)
- o By how much - how much change will be realistically achieved?
- o By when - quarterly check ups
- o How the change will be measured - iReady

K	53%	51%	25%	26%
1	47%	46%	27%	31%
2	80%	73%	55%	50%
3	53%	53%	26%	25%
4	56%	46%	27%	15%
5	64%	76%	25%	34%
6	63%	70%	38%	37%

All students in grades 4 - 6 will show an increase in their SBA proficiency scores when compared to 2020-2021 scores. (Grade 3 is baseline).

All classroom teachers will show an increase in usage of school wide initiatives that focus on best teaching practices and strategies (VL-Learning Intentions, Success Criteria, Student Voice and Engagement, AVID-WICOR) as measured by the Visible Learning Classroom Linking Walk Tools to be conducted by colleagues and administrators on a quarterly basis.

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<ul style="list-style-type: none"> <li>o Who will change - All students</li> <li>o What will change - Academic and behavior achievement will improve....How about what will teachers change/do differently? (measurable by walkthrough)</li> <li>o By how much - how much change will be realistically achieved?</li> <li>o By when - quarterly check ups</li> <li>o How the change will be measured - iReady</li> </ul>		
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**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>i-Ready Beginning of Year Diagnostic August 2020</p> <ul style="list-style-type: none"> <li>• <i>Individual student diagnostic scores</i></li> </ul> <p><b>SY 18-19:</b></p> <p><b>IPES i-Ready Reading Final Diagnostic - 42% Proficient (End of Year View)</b></p> <p><u>Proficiency by Grade Level</u></p> <p>Grade K - 61%</p> <p>Grade 1 - 36%</p> <p>Grade 2 - 59%</p> <p>Grade 3 - 36%</p> <p>Grade 4 - 35%</p> <p>Grade 5 - 22%</p> <p>Grade 6 - 33%</p> <p><b>IPES i-Ready Math Final Diagnostic - 44% Proficient (End of Year View)</b></p> <p><u>Proficiency by Grade Level</u></p> <p>Grade K - 64%</p>	<p><b>iReady Diagnostic SY 2020-21</b></p> <ul style="list-style-type: none"> <li>• Frequency: three times per year (beginning, mid, end of year)</li> <li>• 65% of Grade K-6 students show an increase in their iReady suggested scaled score growth (one year's growth)</li> </ul>	<p><b>iReady Reading Final Diagnostic - 65% Proficient (End of Year View)</b></p> <ul style="list-style-type: none"> <li>• <u>Proficiency by Grade Level</u></li> <li>• Grade K - 70%</li> <li>• Grade 1 - 65%</li> <li>• Grade 2 - 65%</li> <li>• Grade 3 - 65%</li> <li>• Grade 4 - 65%</li> <li>• Grade 5 - 65%</li> <li>• Grade 6 - 65%</li> </ul> <p><b>i-Ready Math Final Diagnostic - 55% Proficient (End of Year View)</b></p> <p><u>Proficiency by Grade Level</u></p> <ul style="list-style-type: none"> <li>• Grade K - 70%</li> <li>• Grade 1 - 55%</li> <li>• Grade 2 - 55%</li> <li>• Grade 3 - 55%</li> <li>• Grade 4 - 55%</li> <li>• Grade 5 - 55%</li> </ul>

<p>Grade 1 - 33%                  Grade 2 - 44%                  Grade 3 - 38%                  Grade 4 - 41%                  Grade 5 - 37%                  Grade 6 - 38%</p> <p><b>Linking Walks (2018-19):</b></p> <ul style="list-style-type: none"> <li>• Learner/Learner Dispositions: 65% of students able to use learner power language</li> <li>• Learning Intentions &amp; Success Criteria: 42% of <b>students</b> were able to tell why they were learning "it" (skill/concept)</li> <li>• Learning Intentions &amp; Success Criteria: 88% of <b>teachers</b> clearly stating and using learning intentions in the classroom</li> <li>• Success Criteria: 63% of <b>teachers</b> are using the Success Criteria at level 3</li> <li>• <b>Student Engagement</b> - Based lined to be determined SY 2020-2021</li> </ul> <p><b>RTI Data:</b></p> <ul style="list-style-type: none"> <li>• Data Team/Intervention progress monitoring: Weekly minutes in IPES database</li> <li>• Referral rates - SY 2020-2021 establish baseline (Data for SY 2019-20 is incomplete due to the COVID-19 pandemic)</li> </ul> <p><b>SBA</b>  <u>School Year Rdg (EL/Dis) Math</u>                  15-16 58.2 50.8                  16-17 49.7 43.4                  17-18 51.8 (12/39) 40.7                  18-19 53.0 (39/44) 39.0 (= iready)</p>	<p><b>Linking Walks (2020-21):</b></p> <ul style="list-style-type: none"> <li>• Frequency: Quarterly (Q1, Q2, Q3, Q4)</li> </ul> <p><b>RTI Data:</b></p> <ul style="list-style-type: none"> <li>• <b>Data Team:</b> weekly/bi-monthly minutes                         <ul style="list-style-type: none"> <li>◦ Intervention progress monitoring data</li> <li>◦ Quarterly RTI referral rate - baseline</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Grade 6 - 55%</li> </ul> <p><b>Linking Walks (2020-21):</b></p> <ul style="list-style-type: none"> <li>• Learner/Learner Dispositions: 75% of students able to use learner power language</li> <li>• Learning Intentions &amp; Success Criteria: 52% of <b>students</b> were able to tell why they were learning "it" (skill/concept)</li> <li>• Learning Intentions &amp; Success Criteria: 90% of <b>teachers</b> clearly stating and using learning intentions in the classroom</li> <li>• Success Criteria: 75% of <b>teachers</b> are using the Success Criteria at level 3</li> <li>• <b>Student Engagement</b> - Based lined to be determined SY 2020-2021</li> </ul> <p><b>RTI Baseline Data:</b></p> <ul style="list-style-type: none"> <li>• <b>Data Team:</b> weekly/bi-monthly minutes                         <ul style="list-style-type: none"> <li>◦ Intervention progress monitoring data</li> <li>◦ Quarterly RTI referral rate - baseline</li> </ul> </li> </ul> <p><b>SBA SY 21-22 Proficiency Targets</b>  <u>ELA Math</u>  <b>All students</b> 70 60  <b>EL</b> 54 60  <b>Disad</b> 60 46  <b>SpEd</b> 35 25</p>
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**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)
RTI-B decreases in 5th and 6th grade <ul style="list-style-type: none"> <li>• Class walkthroughs</li> <li>• Cafeteria walkthrough</li> </ul>	<ul style="list-style-type: none"> <li>• Pono Crew</li> <li>• Aloha Center</li> <li>• Enrichment Center</li> <li>• Blue Zone Project</li> <li>• Ali'i Ambassadors</li> </ul>	Yearlong		Counselors Admin	Monthly	
Walk Through tools Student interviews Student surveys?	Structured Routines <ul style="list-style-type: none"> <li>• Read Alouds</li> <li>• DEAR (SSR)</li> <li>• VL: LISC</li> <li>• VL: Learner Powers</li> </ul>	Yearlong		Coaches Admin Guiding Coalition	Quarterly	
iReady	Diagnostic Assessment	Yearlong	n/a	Teachers	Pre, Mid, Post	
Intervention Data (including progress monitoring using standards mastery, CFA, IAB)	Semester Long Intervention (Tier 2)	Yearlong	n/a	Teachers Coaches	Bi-Monthly (2-4 Week Progress Monitoring)	

**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)

Attendance Sheets Walkthroughs	Professional Development Activities • <u>Inclusive Practices</u> ..Yr 1 <ul style="list-style-type: none"> <li>• UDL..Yr 1</li> <li>• Workshop model..Yr 2, 3</li> <li>• Visible Learning</li> <li>• ECRI Training - dependent on scheduling</li> <li>• RTI</li> <li>• Webinar: Anita Archer</li> </ul>	Yearlong	WSF CK Grant	Coaches Admin	Quarterly	
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Data from LW Assessment Tools (GC)  <u>Learner Dispositions</u> Student Voice	Linking Walks	Yearlong	n/a	Coaches Admin VL Guiding Coalition	Quarterly	
Data from LW Assessment Tools (During Achievement Team/Feedback to teachers visited)	Teachers VL classroom walks (provide feedback) during AT (Achievement Team)	Yearlong	n/a	Teachers	Monthly	
Surveys Faculty Meetings	Blue Zone Culture Checks	Yearlong	BZP Wellness	Health & Wellness Committee	Quarterly	

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**Pipeline of Emerging Ideas: Pilot Projects and Design Thinking**

When HDOE 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 HDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p><b>Promote greater sense of teacher responsibility for increasing student success and meeting school goals.</b></p> <p><u>Guided Achievement Team Structure</u></p> <ul style="list-style-type: none"> <li>● Use current resources (personnel, curriculum, programs, past training) and support</li> <li>● Tighten schoolwide expectations <ul style="list-style-type: none"> <li>&gt; Promote collaboration where sharing of ideas and resources are focused on student learning and how to teach to be inclusive and address different learning styles.</li> <li>&gt; Include standards study to increase teacher understanding of what is to be taught and assessed</li> <li>&gt; Expect consistency from all staff regarding school expectations of student centered classrooms.</li> </ul> </li> </ul> <p><u>School Initiatives, Programs, and Curriculum</u></p> <ul style="list-style-type: none"> <li>● Visible Learning</li> <li>● AVID</li> <li>● PLTW</li> <li>● Wonders/Springboard, Stepping Stones/GoMath!</li> <li>● Intervention Blocks</li> </ul> <p>Outcome: Teachers work <u>collaboratively</u> together to use research based instructional and assessment methods yielding high impact on student learning, allowing students to drive their own learning and share their understanding of a skill or concept in a way that is meaningful to them.</p>	<p><i>Please describe your conditions for success:</i></p> <p>Who: Administrators, Coaches, and all teachers  What: Include teachers in classroom linking walks and in providing feedback to colleagues  When: Pilot to begin at start of SY 2021-2022  How will the district provide support? Training</p>
<p><b>Increase foundational literacy skills and reading achievement.</b>  <u>CK Book Mobile</u></p>	<p>Who: CK, Hawaii Literacy, IPES staff, community members  What: Increase access books/literature</p>

<ul style="list-style-type: none"> <li>● travels through various neighborhoods in the Complex</li> <li>● loans books to students</li> <li>● engages students in literacy activities</li> <li>● provide parents with simple ideas to support literacy at home</li> <li>● includes a variety of literature, including ones that are culturally relevant</li> </ul> <p>Outcome: Students taking this opportunity to have choice, be self directed, and learn to love reading/books.</p> <p><u>After School On Site Tutoring</u></p> <ul style="list-style-type: none"> <li>● target identified students</li> <li>● paid tutors from the community (UHWO, JCHS, KHS, local community organizations, teachers) <ul style="list-style-type: none"> <li>○ recruit and train tutors who speak different languages of our students</li> </ul> </li> </ul>	<p>When: SY 2020-2021 (begin implementation) How: Literacy Grant</p>
<p><b>Promote healthy lifestyle choices: Home, School, Community, State</b> <u>Blue Zone Project-Changes In Culture</u></p> <ul style="list-style-type: none"> <li>● Students <ul style="list-style-type: none"> <li>○ Enrichment Garden</li> <li>○ Promote Healthy Eating and Wellness with Family Nights</li> </ul> </li> <li>● Staff <ul style="list-style-type: none"> <li>○ Health/Wellness Meetings promoting exercise and a culture of respect</li> <li>○ Meditation minutes</li> </ul> </li> </ul>	<p>Who: Vice Principal - Blue Zone Project Staff What: Form and support groups that engage in and educate others about healthy habits When: Continue in SY 2021-2022 How: Funding provided by the Blue Zone Project, IPES Ohana</p>
<p><b>Promote student centered awareness of accountability in academic, social and emotional achievement. Pono Crew:</b> Student Engagement, Student Voice/Choice</p> <ul style="list-style-type: none"> <li>● Pono Crew- Utilizing sixth graders to model leadership behaviors and manage behavior of lowerclassmen and perform simple cafeteria duties. Promoting righteousness and balance in their lives and with other people in their lives.(6th graders/Groups of 5 working with adult staff)</li> <li>● Aloha and Mindfulness Center- The Aloha Center was created to assist students as they transition into IPES and helps to develop student social skills. The Mindfulness Center uses the restorative practice approach and provides a space for students to reflect and gain skills so they can positively interact with one another and build friendships. To utilize Choose Love and focus on Restorative Practices and building friendships.</li> <li>● Enrichment Center-Piloted in 2019-2020, students in grades 3, 4, 6 explored individual curiosities and using an inquiry based approach, were encouraged to research and present ideas learned.</li> </ul>	<p>Who: Thomasina S, Adult Supervisors What:Promoting leadership behaviors and community efforts to maintain a positive school culture. When: Yearlong - continue initiatives from SY 2019-20 How: No funding needed. Train students.</p> <p>Who: PPT an Aloha Ambassadors (students) What:Promoting leadership behaviors and community efforts to maintain a positive school culture. When: Yearlong - continue initiatives from SY 2019-20 How: \$12,000/WSF (pending funding) Training of students: No funding needed.</p> <p>Who: PTT What:Providing enrichment opportunities and activities for students. When: Yearlong - continue initiatives from SY 2019-20 How: \$14,000/WSF (pending funding)</p>

Outcome: Increase positive school culture by allowing students to model and lead by example, making appropriate choices, and seek support based on their needs. We are hopeful this will lead to a decrease in problem behaviors in the classroom and on campus.	