2020 Academic Plan, School Year 2020-21

School: Enchanted Lake Elementary

Developing a collaborative Academic Plan rramed by the HIDOE Leaming Organization is lhe roundalion for a forward rocused 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 lo explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from lhe study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (POCA) 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.

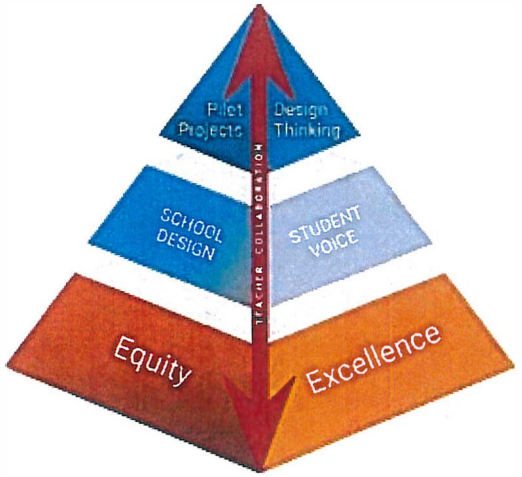
- The Plpellne of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

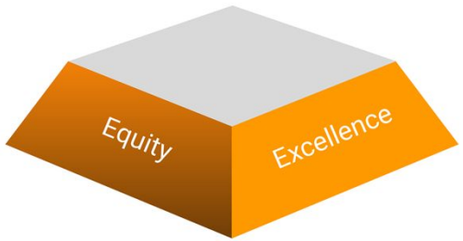
- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (pages 3-4).

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

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



Principal (print):
Principal's signature and date: Paula McElhaney May 28, 2020
Complex Area Superintendent (print): Lanelle Hibbs
Complex Area Superintendent's signature and date: 06/03/2020

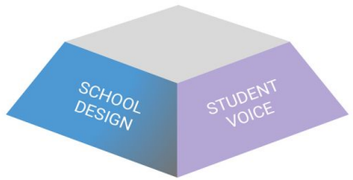


Teaching & Learning Core: Equity and Excellence

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
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements. There is a need to reduce the achievement gap. Achievement Gap Strive HI / ELA / Math 2018-19: 37 / 32 2017-18: 32 / 32 2016-17: 32 / 35 In 2018-2019 SY, our non-high needs students scored 86% in LA and our high needs students scored 48% in ELA. The ELA achievement gap is 37 points.	*What is your Theory of Action (if-then) to improve the achievement gap?* 1. If we focus on intentionally implementing inclusionary practices, then teachers will be able to provide differentiated instruction through co-teaching and other teaching strategies (Stetson PD), and students will be learning in the most appropriate environments and have opportunities to achieve the standards to their best potential. 2. If the school provides a multi-tiered system of support including data-driven response to intervention and enrichment to all students, then teachers will be able to meet the academic and behavioral needs of all students, and students will be able to learn with instructional strategies that best support them. In reviewing our achievement gap data for both ELA and Math, our high needs subgroups which include EL, disadvantaged, and SpEd students are showing marked improvement and our non-high needs students	*What are your Enabling Activities to improve the achievement gap?* 1. a. Provide administration and teachers with professional development on inclusionary practices (Stetson) including differentiated instruction and co-teaching. b. Utilize team meetings more effectively to address student needs to narrow the achievement gap in ELA and Math. 2. a. Provide administration and teachers professional development on MTSS. b. Implement and monitor schoolwide multi-tiered system of support to provide structure and coherence for both student academic performance and behavior c. Use professional learning communities and data teams to provide response to intervention through a MTSS.

In 2018-2019 SY, our non-high needs students scored 73% in Math and our high needs students scored 41% in Math. The Math achievement gap is 32 points. Our school must narrow the achievement gap between high needs and non-high needs students. Currently, the inclusion rate is 39.53% of students with IEPs in general education 80% or more of the day.	performed even higher SBA scores with 86% in LA and 73% in Math. However the points in both the LA and Math achievement gap must be narrower. Teachers review students SBA data and plan instructional strategies, review assessment data and rubrics and agree on next steps in grade level PLCs. Teachers utilize CFA and implement progress monitoring. Teachers communicate findings through the school shared google drive. Teachers identify needs - complex texts, vocabulary, lexile bands, etc.	d. Continue to utilize i-Ready (universal screener) in ELA and Math to significantly narrow the achievement gap. e. Continue to provide PD on positive behavior support for Tier 1, 2 and 3 students.. Monitor growth through ART committee
	3. If the school focuses on learning targets and success criteria, then teachers will be able to unpack standards, put them into student friendly language and establish learning expectations, and students will be able to self assess their learning.	3. a. Establish learning targets and success criteria as the school's powerful instructional practice. b. Create a Cycle of Professional Learning by providing PD on learning targets and success criteria, giving time for safe practice, have learning walks and using data to provide more PD and go through the cycle again.
	4. If the school uses Philosophy for Children (p4c) and HĀ components throughout the curriculum and instruction, then teachers will be able to create a caring community, and each student will have a voice and feel belonging in the classroom.	4. a. Continue to provide p4c PD to all teachers and educational assistants b. Continue to incorporate HĀ components throughout the curriculum and instruction in the classroom. c. Continue to partner with Kailua High School's PhiloSurfers to conduct p4c lessons.

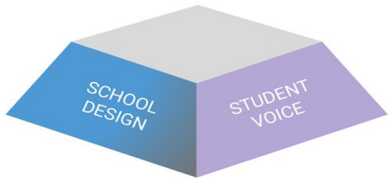


Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.
Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.
Describe here your Conditions for Success for School Design and Student Voice.

SY 2020-21 Measurable Outcomes	**SY 2021-22 Measurable Outcomes**	**SY 2022-23 Measurable Outcomes**
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Classroom climate, classroom engagement, and the School Quality Survey (safety dimension) will increase by 2% on the Panorama survey. The school will adopt a social emotional learning curriculum to create a safe, welcoming and engaging learning environment. Increase math and ELA proficiency by 3% each year. Decrease the achievement gap by 2% each year. Increase HSA Science Scores by 3% each year Increase the inclusion rate by 3% annually. Decrease chronic absenteeism by 2% annually.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Classroom climate, classroom engagement, and the School Quality Survey (safety dimension) will increase by 3% on the Panorama survey. The school will adopt a social emotional learning curriculum to create a safe, welcoming and engaging learning environment. Increase math and ELA proficiency by 3% each year. Decrease the achievement gap by 2% each year. Increase HSA Science Scores by 3% each year Increase the inclusion rate by 3% annually. Decrease chronic absenteeism by 2% annually.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Classroom climate, classroom engagement, and the School Quality Survey (safety dimension) will increase by 4% on the Panorama survey. The school will adopt a social emotional learning curriculum to create a safe, welcoming and engaging learning environment. Increase math and ELA proficiency by 3% each year. Decrease the achievement gap by 2% each year. Increase HSA Science Scores by 3% each year Increase the inclusion rate by 3% annually. Decrease chronic absenteeism by 2% annually.

Why are you are implementing them? It is important to provide all students with the best learning environment to have success in school.	*Why are you are implementing them?* Providing students with social emotional learning will support student academic, social and emotional growth. Students will understand and manage emotions, set positive goals, show empathy for others, establish and maintain positive relationships and make responsible decisions.	*Why are you are implementing them?* Increasing HSA science scores is important because it indicates the students achievement in meeting NGSS. It will provide students with engineering and technology skills to prepare them for college, career and citizenship..
How will you know that they are causing an improvement? We will track the inclusion and chronic absenteeism rate using the Longitudinal Data System (LDS). If students are engaged, they are more likely to attend school. We will track math proficiency using the universal screener (i-Ready) diagnostic and growth monitoring data, common formative assessments, Smarter Balanced Assessment (SBA) data including interim block and summative assessments. We will track the achievement gap by using the i-Ready diagnostic and growth monitoring data and SBA data. We will track classroom climate, classroom engagement, and the School Quality Survey (safety dimension) using the Panorama Student and Classroom surveys and referral data using the LDS. We will track HSA science scores through HSA Science assessment data and student products.	*How will you know that they are causing an improvement?* We will track the inclusion and chronic absenteeism rate using the Longitudinal Data System (LDS). If students are engaged, they are more likely to attend school. We will track math proficiency using the universal screener (i-Ready) diagnostic and growth monitoring data, common formative assessments, Smarter Balanced Assessment (SBA) data including interim block and summative assessments. We will track the achievement gap by using the i-Ready diagnostic and growth monitoring data and SBA data. We will track classroom climate, classroom engagement, and the School Quality Survey (safety dimension) using the Panorama Student and Classroom surveys and referral data using the LDS. We will track HSA science scores through HSA Science assessment data and student products.	*How will you know that they are causing an improvement?* We will track the inclusion and chronic absenteeism rate using the Longitudinal Data System (LDS). If students are engaged, they are more likely to attend school. We will track math proficiency using the universal screener (i-Ready) diagnostic and growth monitoring data, common formative assessments, Smarter Balanced Assessment (SBA) data including interim block and summative assessments. We will track the achievement gap by using the i-Ready diagnostic and growth monitoring data and SBA data. We will track classroom climate, classroom engagement, and the School Quality Survey (safety dimension) using the Panorama Student and Classroom surveys and referral data using the LDS. We will track HSA science scores through HSA Science assessment data and student products.



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

School Year	2016 -2017	2017-2018	2018-2019
ELA Proficiency	71%	65%	68%
Math Proficiency	56%	58%	58%
ELA Gap	32 pts.	32 pts.	37 pts.
Math Gap	35 pts.	32 pts.	31 pts.
ELA MGP	64	55	42
Math MGP	52	51	48
Science Achievement .	79%	67%	69%
Chronic Absenteeism	7%	10%	10%
Inclusion Rate	29%	40%	37%

- Vertical Articulation utilizing the p4c processes
- Student Community Conversations
- Student Work
- Smarter Balanced Assessment Interim Assessment Block and Summative Assessments
- Common Formative Assessments
- Universal Screener (i-Ready) Diagnostic Assessments
- Student Attendance Data
- Inclusion Rate Data

- Increase ELA Proficiency by 2% every year
- Increase Math Proficiency by 2% every year
- Reduce the ELA Achievement Gap by 1 point per year
- Reduce the Math Achievement Gap by 1 point per year
- Reduce the Chronic Absenteeism Rate by 2% per year
- Increase the inclusion rate by 3% per year

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)
Increase Math and ELA proficiency by 3% every year	Strengthen the Response to Intervention program focusing on the components of a schoolwide multi-tiered system of support. Teachers administer standards-based common formative assessments (CFA), and use data to group students into RTI groups. Students receive RTI instruction to support them in meeting or exceeding the standards and/or skills of the CFA.	Yearlong	WSF	• iReady reading and math • Interim assessment (SBA) • ART Committee Data	Minimum of 3 times per week for 30 minutes	Monitored through quarterly sharing of School Level ART reports
	Students receive after school tutoring based on assessment data.	Yearlong	WSF	• iReady reading and math • Interim assessment (SBA) • ART Committee Data	3 times per week for 45 minutes	Monitored through quarterly sharing of School Level ART reports
	Students use learning targets and success criteria to become assessment capable learners.	Yearlong	WSF	• iReady Diagnostic and Growth		Monitored through quarterly sharing of School Level ART reports

	Teachers post and discuss with students the learning targets and success criteria to support students in identifying and understanding what they are expected to learn and provide the tools for students to monitor their progress toward achieving the learning targets.			monitoring assessments ● Common Formative Assessments		Monitored through quarterly sharing of School Level ART reports

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)
Decrease the achievement gap by 2% each year.	Faculty and staff receive professional development in inclusionary practices (Stetson) and implement strategies learned.	Yearlong	WSF	● iReady reading and math ● Interim assessment (SBA) ● Common Formative Assessments ● ART Committee Data	Daily	Monitored through quarterly sharing of School Level ART reports
	Strengthen the Response to Intervention program focusing on the components of a schoolwide	Yearlong	WSF	● iReady reading and math	3 times per week for 30 minutes	Monitored through quarterly sharing of School Level ART reports

	multi-tiered system of support. Teachers administer standards-based common formative assessments (CFA), and use data to group students into RTI groups. Students receive RTI instruction to support them in meeting or exceeding the standards and/or skills of the CFA.			• Interim assessment (SBA) • Common Formative Assessments • ART Committee Data		
	Students receive after school tutoring based on assessment data.	Yearlong	WSF	• iReady Diagnostic and Growth Monitoring Assessments • Interim assessment (SBA) • ART Committee Data	3 times per week for 45 minutes	Monitored through quarterly sharing of School Level ART reports

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)
Increase HSA (NGSS) Science Scores by 3% each year	Teachers implement a school wide NGSS curriculum.	Yearlong	WSF	• Curriculum assessments, HSA Science Practice Assessments	Weekly	Monitored through quarterly sharing of School Level ART reports

				• ART Committee Data		
	Teachers implement Engineer Design lessons.	Yearlong	WSF	• Google forms	Semester	Monitored through quarterly sharing of School Level ART reports

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)
Increase the inclusion rate by 3% annually.	Faculty and staff receive professional development in inclusionary practices (Stetson) and implement strategies learned.	Yearlong	WSF	• ECSSS • ART Committee Data	Daily	Monitored through quarterly sharing of School Level ART reports

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)
Decrease chronic absenteeism by 2% annually	At the beginning of year, a notice will be sent to all parents informing them of what chronic absenteeism is, all absences are counted, and the school goal of decreasing chronic absenteeism by 2%.	Fall	WSF		once	Monitored through quarterly sharing of School Level ART reports
	The counselor contacts the	Fall	WSF	Roster and checklist	once	Monitored through quarterly sharing of School Level ART reports

	parent within the first month of the new school year for students with chronic absenteeism the prior school year.					
	A parent notice regarding trips will be sent to all parents at the beginning of the school year.	Fall	WSF		once	Monitored through quarterly sharing of School Level ART reports
	A parent letter will be sent after 5 absences. A contact by phone, letter, and/or email after 10 absences. A meeting with administration after 15 absences.	Yearlong	WSF	Longitudinal Data System Roster of letters sent	As qualifies	Monitored through quarterly sharing of School Level ART reports

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)
Classroom climate, classroom engagement, and the School Quality Survey (safety dimension) will increase by 3%	The school adopts a social emotional learning curriculum to create a safe, welcoming and engaging learning environment.	Yearlong	WSF	• Panorama Survey • Collaborative Conversations • ART Committee Data • Office referrals	Daily	Monitored through quarterly sharing of School Level ART reports
	Students experience a certain aspect of HA each month.	Yearlong	WSF	Observations	Sept.-Belonging Oct.-Responsibility Nov.-Excellence Jan.-Aloha Feb.-Total Well Being Apr.-Hawai'i	Monitored through quarterly sharing of School Level ART reports
	Students continue to participate in Playworks.	Yearlong	WSF	• Yard Duty Schedule • Conversations • Observations • Student Surveys	Daily at recess	Monitored through quarterly sharing of School Level ART reports
	Students continue to participate in Philosophy for Children. Classes	Yearlong	WSF	• Observations • Student conversations	Weekly	Monitored through quarterly sharing of School Level ART reports

	will partner with Kailua High School Philosurfers.					

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)
100% of faculty and staff will be trained and implement inclusionary practices	Faculty and staff receive professional development in inclusionary practices (Stetson) and implement strategies learned.	Yearlong	WSF	• Surveys, • Classroom Walkthroughs, • Learning Walks • CAST visits	Quarterly	Monitored through quarterly sharing of School Level ART reports

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)
100% of teachers will implement RTI focusing on the components of a schoolwide MTSS to provide structure and coherence for student academic performance	• Teachers use the data team process to provide RTI. • Teachers map out Math standards and curriculum to provide consistent instruction across the grade level. • Teachers use a common formative assessment to determine if students need intervention or enrichment lessons/activities. Students are grouped according to their needs. • Teachers provide	Yearlong	WSF	• PLC minutes • Academic Coach notes • Common Formative Assessments • Student Data from Common Formative Assessments • Student RTI Grouping Rosters • Pre and Post assessments from RTI	Weekly	Monitored through quarterly sharing of School Level ART reports

	intervention or enrichment based on CFA data 3 times a week for 30 minutes. ● Teachers reassess students in the intervention group to measure growth.			● ART Committee Data ● iReady growth monitoring and diagnostic data		
	Teachers collaborate and discuss research-based teaching strategies that best meet the needs of their students.	Yearlong	WSF	● PLC Minutes ● PLC Conversations ● Classroom observations	Weekly	Monitored through quarterly sharing of School Level ART reports
	Teachers will participate in professional learning communities (PLC) to improve teaching skills and knowledge through collaborative study and professional dialogue, and to improve the achievement of students through stronger leadership and teaching.	Yearlong	WSF	● PLC Minutes ● PLC Conversations	Weekly	Monitored through quarterly sharing of School Level ART reports

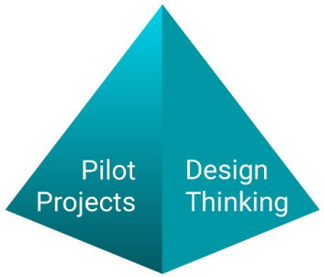
Staff Outcomes (SY 2020-21)

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)
100% of students will achieve their typical growth targets in i-Ready before the end of the academic year (SMARTE goal).	There is an Instructional Leadership Team (ILT) that includes a grade level representative, administrator and academic coach that meets monthly.	Yearlong	WSF	• Surveys, • Classroom Walkthroughs, • Learning Walks • CAST visits	Monthly	Monitored through quarterly sharing of School Level ART reports
	The team works toward achieving the school's SMARTE goal by supporting the implementation of a schoolwide Powerful Instructional Practice. The school goes through 4 cycles of professional development.	Yearlong	WSF	• iReady Diagnostic Assessments • Learning Walk observations • PLC discussions	Quarterly	Monitored through quarterly sharing of School Level ART reports

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)
100% of teachers will implement RTI focusing on the components of a schoolwide MTSS to provide structure and coherence for student behavior.	The school strengthens Tier I by adopting a social emotional learning curriculum to create a safe, welcoming and engaging learning environment.	Yearlong	WSF	Panorama Survey Collaborative Conversations Office referrals	Daily	Monitored through quarterly sharing of School Level ART reports

	Students experience a certain aspect of HA each month.	Yearlong	WSF	Padlet artifacts	Sept.-Belonging Oct.-Responsibility Nov.-Excellence Jan.-Aloha Feb.-Total Well Being Apr.-Hawai'i	
	The school defines a structured process to address academic and student behavior that includes collaboration norms to make the process safe and inviting. The process includes defining student concerns, identifying and implementing tiered interventions and supports, tracking the progress of the interventions, and collaborating on the next steps.	Fall	WSF	Norms of Collaboration Process timeline Conversations	every meeting	Monitored through quarterly sharing of School Level ART reports
	The school will strengthen Tier I by focusing on the Kolea Code.	Yearlong	WSF	Kolea Code Observations Conversations	As needed	Monitored through quarterly sharing of School Level ART reports



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

As the HIDOE 2030 Promise Plan is finalized, a "Forward Focused" Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
While referencing the "Forward Focused" Plan, ***please describe your school's ideas around innovation and pilot projects.*** *Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.*	*Please describe your Conditions for Success:*
1. Merge inclusionary practices with the school's multi-tiered and RTI system of support	1. Choose and implement a Social Emotional Learning curriculum based on the students' needs.
2. Immerse students in Na Hopena A'o (HA)	2. Students participate in monthly HA themed lessons and activities. The school partners with Hawaii Zero Waste to promote responsibility by reducing waste.
3. Increase STEM and NGSS learning throughout the school.	3. Choose and implement NGSS curriculum, continue STEM Family Night, continue to implement at least one engineering design lesson per semester.
4. Engage in Harwood to bring the three schools around Enchanted Lake together to foster a sense of common purpose, ownership and belonging to improve the lives of children in the community.	4. A shared understanding of our strengths, needs and common purpose as a community. Execute parent survey, student interviews, conversations within the three schools, students, teachers, parents and community. Strengthen school, family and community partnerships. Continue to empower students and families by elevating their voices through listening sessions and

5. Increase family and community engagement at the school 6. Increase community support at the school 7. Provide community and family education	opportunities for them to contribute to school improvement. Continue to provide students and staff with opportunities to engage in HA aligned activities. 5. Solicit help from parents on volunteer survey in first day packets for school events such as library helpers, Take Home Tuesday folder helpers, room parents, PTA fundraisers, teachers appreciation day, Family Fun Nights, book fairs. Send home flyers in Take Home Tuesday folders and on Sign Up Genius. 6. Solicit support form various military branches, Kailua Intermediate and High School, AVID students, community businesses to volunteer at school activities such as Fun Fair, Jog a thon, Fun Day, Halloween Hustle and book reading and signings. Solicit donations from community businesses and families. Partner with United Cerebral Palsy (UCP) donation drive and Fellowship Wave Church. 7. Send out flyers to local preschools and elementary schools for Kindergarten Preparedness by Kathy Bentley Education. Train parents in helping in the library. Provide opportunities for parents to learn about universal screener and online learning through iReady. Provide a Kolea Camp to assist with transition for incoming kindergartners and families.