

## 2020 Academic Plan, School Year 2020-21



### School: Waimanalo Elementary and Intermediate School

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 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 the study of organizational, instructional, and student support systems. 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.

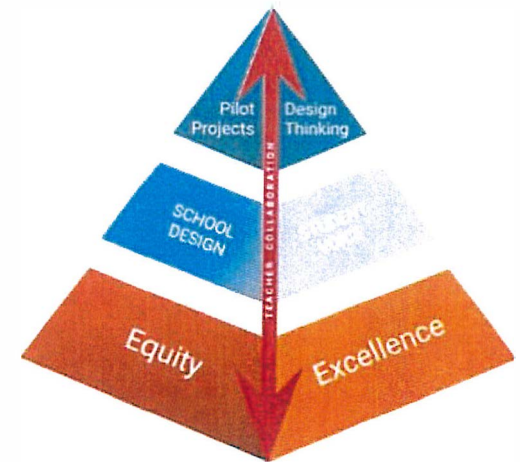
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).



**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): Noel Richardson	
Principal's signature: 	Date: 6/2/2020
Complex Area Superintendent (print): Lanelle Hibbs	
Complex Area Superintendent's signature: 	Date: 06/03/2020

\* Complex Area will monitor progress through quarterly sharing of School Level ART reports



## 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 Activities																								
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.	What is your Theory of Action (if-then) to improve the achievement gap?	What are your Enabling Activities to improve the achievement gap?																								
<div>Academic Achievement/GAP: Non-High Needs -High Needs- Gap Points (Promise Plan:Academic Performance)</div> <table><tr><td>Overall Gap</td><td>ELA</td><td>Math</td><td>Science</td></tr><tr><td>NHN</td><td>52%</td><td>29%</td><td>48%*</td></tr><tr><td>High Needs</td><td>32%</td><td>20%</td><td>19%</td></tr><tr><td>Gap</td><td>20 points</td><td>10 points</td><td>29 points</td></tr></table> <div>*cannot separate out non-high needs in any report.</div> <div>Academic Growth</div> <table><tr><td>Language Arts</td><td>46</td></tr><tr><td>Math</td><td>49</td></tr></table> <div>Grade 3 and 8 literacy</div> <table><tr><td>Grade 3 literacy</td><td>44%</td></tr><tr><td>Grade 8 literacy</td><td>65%</td></tr></table>	Overall Gap	ELA	Math	Science	NHN	52%	29%	48%*	High Needs	32%	20%	19%	Gap	20 points	10 points	29 points	Language Arts	46	Math	49	Grade 3 literacy	44%	Grade 8 literacy	65%	<div>Academic Performance</div> <p>School transformation is crucial to maintaining a competent and competitive workforce. Transformation happens when we commit to best teaching practices that engage students at a high level of rigor and allow them to master the knowledge and skills necessary for postsecondary education and workforce competency.</p> <ul style="list-style-type: none"><li>If we commit to developing and implementing AVID WICOR strategies, then we will transform the instructional capacity of our teachers and improve the academic outcomes for all students</li><li>If we create a more inclusive classroom environment, all students would benefit academically.</li></ul> <p>If we provide differentiated instruction and supports (academic, social-emotional, behavioral, physical) tailored to our students’ needs, our students will develop the skills they need to achieve academically. If the academic achievement of our high needs students increases, the achievement gap will decrease.</p>	<div>Academic Performance</div> <p>All teachers receive PD on AVID WICOR strategies.</p> <p>All teachers will use articulation time to discuss AVID strategies learned, ways to implement them into lessons, and debrief lesson outcomes.</p> <p>All teachers will use AVID WICOR strategies during instruction as appropriate.</p> <p>All teachers will ensure learning targets and success criteria are posted and communicated to the students.</p> <p>All ELA, Math and Science Teachers will use the SBA Interim Assessments.</p> <p>All ELA and Math Teachers will use the iReady system in the classroom.</p> <p>All students will use AVID WICOR strategies during learning as appropriate.</p> <p>All students will know the learning target, as well as the success criteria for achieving the learning target.</p> <p>All teachers receive PD on learning targets and success criteria.</p> <p>All teachers will ensure learning targets and success criteria are posted and communicated to the students.</p> <p>All students will use iReady to help support reaching their grade level GE. All teachers will receive PD on inclusive practices.</p> <p>The school’s RtI process will be followed to address student needs.</p> <p>All Teachers will use articulation times to analyze student data, determine a next step action plan to address intervention needs for students, and</p>
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		<p>implement action plan during scheduled intervention blocks, including the use of the iReady system.</p> <p>All students will set goals and use iReady to help support reaching their grade level GE.</p> <p>All Teachers will provide quality Tier I and Tier II instruction, using differentiated instruction as appropriate.</p> <p>ELA and Math Teachers will receive PD on how to effectively use the iReady Assessment system.</p> <p>ELA and Math Teachers will provide class time for iReady to help support students reaching their grade level GE.</p> <p>All students will use iReady to help support reaching their grade level GE.</p> <p>All general education teachers and special education teachers will use instructional/personal support tool. (Stetson form 2) to support inclusive practices discussion.</p> <p>All teachers will receive PD on inclusive practices.</p> <p>All teachers will implement inclusive practices to increase student proficiency.</p> <p>All teachers will use differentiated instructional strategies to increase learning opportunities and academic achievement for students. (Such as: AVID EL, Sheltered Instruction, Project GLAD strategies, apply WIDA standards to instruction )</p> <p>All teachers receive PD on a data team process. (Process includes how, when and collection method.)</p> <p>All teachers will be provided articulation blocks of time to utilize a data teams process.</p> <p>All teachers will develop team meeting agendas that include the use of a data team process to support implementation of MTSS, learning targets and success criteria as it relates to academic areas, and the process to analyze student iReady Scores and develop next step action plans.</p>
	<p><b>College, Career and Community Readiness</b></p> <p>School transformation requires systemic dedication, implementation with integrity and fidelity and disciplined instructional leadership.</p> <ul style="list-style-type: none"> <li>• If we implement AVID Components of Excellence with fidelity,</li> </ul>	<p><b>College, Career and Community Readiness</b></p> <p>All students will use AVID WICOR strategies during learning as appropriate.</p> <p>All teachers will use AVID WICOR strategies during instruction as</p>

	<p>then we will ensure that all of our students have the skill-sets necessary for college, career and community readiness.</p> <ul style="list-style-type: none"><li>• If our after school programs that we provide to our students give them exposure to career pathways, then our students will have greater connections to the CTE programs offered at the high school.</li><li>• If we create a clear understanding of how teachers are to instruct and evaluate GLOs, then our students will gain ownership and will have the necessary career readiness skills needed to be successful.</li><li>• If we implement project based learning opportunities, then our students will see a greater connection to what they are learning in the classroom to real life application. (Connection to service learning)</li></ul>	<p>appropriate.</p> <p>School will provide extended learning opportunities around career pathways for students after school through UPLINK / PAF.</p> <p>Teachers will develop and implement a schoolwide plan to instruct, reinforce and evaluate the GLOs.</p> <p>Teachers will use schoolwide GLO rubrics as reference when addressing, instructing, and evaluating the GLOs.</p> <p>Students will self-assess their progress with GLO attainment.</p> <p>Students will participate in creating a campus environment that reinforces the GLOs.</p> <p>All teachers will receive professional development on project based learning to assist with completing at least one project based learning project for the year.</p> <p>All teachers will use articulation planning time to discuss and develop project-based learning opportunities and real-world curriculum for students.</p> <p>All teachers will complete, at minimum, one project-based learning opportunity with students.</p> <p>All students will participate in and reflect on, at minimum, one project-based learning opportunity.</p> <p>All teachers will provide students with connections to real world applications</p> <p>All students will participate in and reflect on real world learning opportunities.</p>
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<b>Chronic Absenteeism</b> (Promise Plan: Learning Environment)	
Chronic Absenteeism	21%

**School Climate Data:** % of students reporting a positive school climate. (Promise Plan: Learning Environment)

Positive School Climate	68%
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**Inclusion Rate**  
(Promise Plan: Learning Environment)

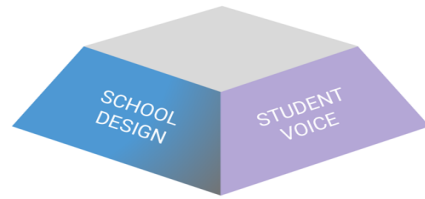
Students receiving Special education Services in a general education class for most of the day.	60%
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**Family Engagement: Favorable Responses**

2017-18 Involvement Engagement	68.5%
2018-19 Involvement Engagement	64.6%

| **Learning Environment**  - If we provide a campus and classrooms that are a safe place where there are no put-downs and no comments intended to belittle, undermine, negate, devalue or ridicule and if within this place, the group accepts virtually any question or comment, so long as it is respectful of the other members, then students will be able to learn in an environment that mitigates the disempowering differences of our students and allows them to successfully navigate through our educational system. - If we provide intentional structure and instruction that addresses the academic, behavioral, social emotional and physical needs of our students, then students will demonstrate standards proficiency, improve their school attendance rate and report favorably on the positive school climate survey. - If we engage our parents in the three areas of parent engagement: Involvement, Education and Feedback, then we will be able to increase the number of parents reporting positive on the involvement/engagement portion of the school climate survey. | | **Learning Environment** All teachers will receive PD on inclusive practices.  All general education teachers and special education teachers will use instructional/personal support tool. (Stetson form 2) to support inclusive practices discussion.  All teachers will implement inclusive practices to increase student proficiency.  All teachers will receive professional development on trauma informed awareness, practices and creating a restorative culture monthly.  All teachers will implement Tier 1 attendance plan.  The Counseling Department will implement Tier 2 and 3 attendance plan.  All teachers will apply what is learned through professional development on trauma informed awareness, practices and creating a restorative culture.  Provide student voice through surveys, Student Council and SCC to collect student perception and suggestions for addressing how students view school.  The MTSS committee will communicate schoolwide expectations with staff, students and family through opportunities such as a weekly SEL reminder in the school bulletin, an “SEL corner” message for the monthly newsletter, and information included on the school’s social media/webpage.  All teachers will teach an SEL lesson at least a minimum of once a week: Elementary will teach Choose Love. Middle School will do an SEL lesson for the first 30 minutes of advisory, the remaining time can be team building activities at the teacher’s discretion.  All teachers will conduct a “meet and greet” at the beginning of each class and after transitional times such as recess/lunch.  Use website, social media, and other digital media to showcase and inform parents of schoolwide expectations, school foci (AVID, Learning Targets and Success Criteria, SEL) school activities, successes, and student progress.  Use parent surveys to determine needs from parents to determine future engagement activities.  Plan and implement parent engagement activities at the school |

LINKS TO DATA/CNA Information	FINANCIAL PLAN INFORMATION	NOTES
<a href="#">WASC Self-Study Report</a> <a href="#">WASC Mid-Year Report</a> <a href="#">WEIS CNA</a> <a href="#">Stetson Learning Walk Data</a> <a href="#">Special education needs assessment</a> <a href="#">MTSS Belief Survey Baseline Data</a> <a href="#">AVID implementation Baseline Data</a> <a href="#">Classroom and School Panorama Survey Results</a> <a href="#">Monitoring Dashboard</a> (Need to update for new year)	TBD	<b>Link Financials to a Financials Data sheet for transparency (Admin Task)</b>



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

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and monitoring.

Baseline Measurements	Formative Measures	Summative Goals																
STRIVE Hi Student Performance) SBA 2018-2019 Scores  ELA: 35% Math: 21% Science: 44%	Walkthroughs Data, Student Work Samples, iReady Reports	G1.MO1 By May of 2021, increase Language Arts, Math and Science Smarter Balanced Assessment Scores by 5% over the 2018-2019 scores. <b>(STRIVE HI)</b> .																
(STRIVE Hi Student Performance) SBA 2018-2019 Scores <b>Academic Achievement/GAP:</b> Non-High Needs -High Needs- Gap Points (Promise Plan:Academic Performance) <table><tr><td>Overall Gap</td><td>ELA</td><td>Math</td><td>Science</td></tr><tr><td>NHN</td><td>52%</td><td>29%</td><td>48%*</td></tr><tr><td>High Needs</td><td>32%</td><td>20%</td><td>19%</td></tr><tr><td>Gap</td><td>20 points</td><td>10 points</td><td>29 points</td></tr></table>	Overall Gap	ELA	Math	Science	NHN	52%	29%	48%*	High Needs	32%	20%	19%	Gap	20 points	10 points	29 points	Rtl Intervention Monitoring Data Collection Sheets, Articulation Minutes, iReady Reports, Interim SBA assessments, Student Goal Sheets	G1.MO2 By May of 2021, decrease the achievement gap between non-high needs students and high needs students in Language Arts and Math by..... points. <b>(STRIVE HI)</b>
Overall Gap	ELA	Math	Science															
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(STRIVE Hi Student Performance) SBA 2018-2019 Scores <b>Grade 3 and 8 literacy</b> <table><tr><td>Grade 3 literacy</td><td>44%</td></tr><tr><td>Grade 8 literacy</td><td>65%</td></tr></table>	Grade 3 literacy	44%	Grade 8 literacy	65%	Pacing Guides, Walkthrough Data, iReady Reports	G1.MO3 By May of 2021, increase the number of students reading near, at or above by the following: <b>(STRIVE HI)</b> 3rd grade from 44% to..... % 8th grade from 65% to .....%												
Grade 3 literacy	44%																	
Grade 8 literacy	65%																	
(STRIVE Hi Student Performance) 2018-2019 Students receiving special education services in the general education classes most of the day: 60%	Walkthrough Data, Special Education Reports	G1.MO4 By May of 2021, increase the number of special education students who are receiving special education services in the general education classes most of the day by 5% over the 2019-2020																

		percentage. (TBD) <b>(STRIVE HI)</b>
(STRIVE Hi Student Performance) 2018-2019 EL on Track: 64%	Walkthroughs	G1.MO5 By May of 2021, increase the number of EL students who are on track to English Language Proficiency by 5% over the 2019-2020 percentage. (TBD) <b>(STRIVE HI)</b>
(STRIVE Hi Student Performance) 2018-2019 Chronic Absenteeism: 21%	LDS quarter reports, Teacher Reports/Logs, Counselor reports on implementation	G1.MO6 By May of 2021, decrease the number of students who missed 15 or more school days by 5% over the 2018-2019 percentage. (TBD) <b>(STRIVE HI)</b>
PBL submissions	Pacing Guides, Sample student projects, Student reflections	G1.MO7 By May of 2021, all students will have the opportunity to participate in Project-Based-Learning.
Real World Opportunities Log	Pacing Guides Walkthroughs Student reflections	G1.MO8 By May of 2021, students will have increased opportunities and experiences to connect classroom learning with real world applications. <b>(Accreditation)</b> (Crew B)
(STRIVE Hi Student Performance) 2018-2019 Positive School Climate: 68%	Walkthroughs, Student Survey, Sign-In Sheet, UPLINK/PAF programs reports, Bulletin copies, School Newsletters, Media / Webpage log, project logs	G1.MO9 By May of 2021, increase the number of students who feel positive about their school by 5% over the 2019-2020 percentage. (TBD) <b>(STRIVE HI)</b>
Walkthrough Form to collect baseline data at the start of the school year	PD Log, Walkthroughs, collection of student work samples, Team minutes	G2.MO1 100% of teachers will utilize AVID WICOR strategies as appropriate.
Walkthrough Form to collect baseline data at the start of the school year	PD Log, Walkthroughs	G2.MO2 100% of teachers will display learning targets and success criteria in the classroom.
iReady Usage Data	PD Log, Data team review form (need to create based on PD) , iReady Reports	G2.MO3 100% of Language Arts and Math teachers will use iReady Assessment system.
Walkthrough Form to collect baseline data at the start of the school year	PD Log, Exit Slips, Walkthroughs, SEL Lesson Log	G2.MO4 100% of teacher classrooms will exhibit intellectual safety.
Data team minutes	PD Log, Master Weekly Articulation Schedule, Data Team Agenda/Minutes	G2.MO5 By May of 2021, teachers will use the data team process. Regular time for data teams to meet is scheduled and the data team process is implemented with fidelity. <b>(Accreditation)</b> (Crew D)
PBL/Real World Opportunities Data	PD Log, Project based learning evidence submission, Pacing Guide, Data Team Agenda/Minutes	G2.MO6 By May of 2021, all teachers will provide students with project-based and real-world curriculum. <b>(Accreditation)</b> (Crew B)
Need an assessment to measure consistency	Schoolwide GLO Plan, Lesson Plans, Grading Record Book,	G2.MO7 By May of 2021, GLOs will be consistently taught and



	Student Self-Assessment Sheets	evaluated by all teachers across the school. <b>(Accreditation)</b> (Crew A) Part C <b>MTSS</b>
SQS parent survey results 2019-2020	Postings on website/social media, Parent Surveys, Parent Sign in and other evidence (photos, etc)	G2.MO8 By May of 2021, improve parent and community involvement as indicated by an increase in parent SQS survey area..... <b>(Accreditation)</b> (Crew E)

Academic Review team consist of the Department Heads and Grade Level Chairs (Team will use monitoring dashboard to monitor academic plan progress)	
Noel Richardson	Principal
Jodi Beaty	K-1-2
Veronica Perreira	3-4-5
Meg Takahama	Special Education Elementary
Makoa Young	Special Education Middle
Kai'ihilei Ho'okano	Math
Ilikea Handley	Specials
Suzanne Hamil	Science
Kimberly Gingrich	English
Brigitte Tahauri	Social Studies
Nardine Murai	NCT

**GOAL 1: 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	AREA of accountability
G1.MO1 By May of 2021, increase Language Arts, Math and Science Smarter Balanced Assessment Scores by 5% over the 2018-2019 scores.	1.1.1 All Teachers will provide quality Tier I and Tier II instruction, using differentiated instruction as appropriate.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	Walkthroughs Data <ul style="list-style-type: none"> <li>Admin</li> <li>ILT</li> <li>Peer</li> </ul> <p><b>(need to link all monitoring items to dashboard or evidence file)</b></p> <p>Student Work Samples</p> <p>SBA Interim Assessment Reports</p> <p>iReady Reports</p>	Quarterly	STRIVE HI/Local Monitoring Tool  <u><b>Theory of Action Section</b></u> <ul style="list-style-type: none"> <li>Academic Performance</li> <li>College, Career and Community Readiness</li> </ul>
	1.1.2 All Teachers will use AVID WICOR strategies during instruction as appropriate.					
	1.1.3 All teachers will ensure learning targets and success criteria are posted and communicated to the students.					
	1.1.4 All ELA, Math and Science Teachers will use the SBA Interim Assessments.					
	1.1.5 All ELA and Math Teachers will use the iReady system in the classroom.					
	1.1.6 All students will use AVID WICOR strategies during learning as appropriate.					
	1.1.7 All students will know the learning target, as well as the success criteria for achieving the learning target.					
	1.1.8 All students will use iReady to help support reaching their grade level GE.					
G1.MO2 By May of 2021, decrease the achievement gap between non-high needs students and high needs students in Language Arts and Math by..... points.	1.2.1 The school's RtI process will be followed to address student needs.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	RtI Intervention Monitoring Data Collection Sheets  Articulation Minutes  iReady Reports  Student Goal Sheets	Weekly	STRIVE HI/Local Monitoring Tool Academic Performance  <u><b>Theory of Action Section</b></u> <ul style="list-style-type: none"> <li>Academic Performance</li> <li>College, Career and Community Readiness</li> </ul>
	1.2.2 All Teachers will use articulation times to analyze student data, determine a next step action plan to address intervention needs for students, and implement action plan during scheduled intervention blocks, including the use of the iReady system.					
	1.2.3 All students will set goals and use iReady to help support reaching their grade level GE.				Quarterly	

**GOAL 1: 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	AREA of accountability
G1.MO3 By May of 2021, increase the number of students reading near, at or above by the following:  3rd grade from 44% to..... % 8th grade from 65% to .....%	1.3.1 All Teachers will provide quality Tier I and Tier II instruction, using differentiated instruction as appropriate.	Yearlong	Title I (See FRF for amount)	Pacing Guides	Quarterly	STRIVE HI/Local Monitoring Tool <u><b>Theory of Action Section</b></u> <ul style="list-style-type: none"> <li>Academic Performance</li> </ul>
	1.3.2 All students will use iReady to help support reaching their grade level GE.			Walkthrough Data  iReady Reports	Quarterly	
G1.MO4 By May of 2021, increase the number of <i>special education students who are receiving special education services in the general education classes</i> most of the day by 5% over the 2018-2019 percentage.	1.4.1 All general education teachers and special education teachers will use instructional/personal support tool. (Stetson form 2) to support inclusive practices discussion.	Yearlong	Stetson?	PD Log	Quarterly	STRIVE HI/Local Monitoring Tool <u><b>Theory of Action Section</b></u> <ul style="list-style-type: none"> <li>Academic Performance</li> <li>Learning Environment</li> </ul>
	1.4.2 All teachers will receive PD on inclusive practices.			Stetson Walkthrough Data  Admin Walkthrough		
	1.4.3 All teachers will implement inclusive practices to increase student proficiency.			Special Education Reports		
G1.MO5 By May of 2021, increase the number of <i>EL students who are on track to English Language Proficiency</i> by 5% over the 2018-2019 percentage.	1.5.1 All teachers will use differentiated instructional strategies to increase learning opportunities and academic achievement for students. (Such as: AVID EL, Sheltered Instruction, Project GLAD strategies, apply WIDA standards to instruction )	Yearlong	WSF (TBD)  Title I (See FRF for amount)	Walkthrough Data	Quarterly	STRIVE HI/Local Monitoring Tool Academic Performance <u><b>Theory of Action Section</b></u> <ul style="list-style-type: none"> <li>Academic Performance</li> </ul>
G1.MO6 By May of 2021, decrease the number of <i>students who missed 15 or more school days</i> by 5% over the 2018-2019 percentage.	1.6.1 All teachers will implement Tier 1 attendance plan.	Yearlong	WSF (TBD)	LDS Reports	Quarterly	STRIVE HI/Local Monitoring Tool <u><b>Theory of Action Section</b></u> <ul style="list-style-type: none"> <li>Learning Environment</li> </ul>
	1.6.2 The Counseling department will implement Tier 2 and 3 attendance plan.			Teacher Reports/Logs Counselor reports on implementation		
G1.MO7 By May of 2021, all students will have the opportunity to participate in Project-Based-Learning.	1.7.1 All teachers will complete, at minimum, one project-based learning opportunity with students.	Yearlong	WSF (TBD)	Pacing Guides	Quarterly	Accreditation/Local Monitoring Tool <u><b>Theory of Action Section</b></u> <ul style="list-style-type: none"> <li>College, Career and Community Readiness</li> </ul>
	1.7.2 All students will participate in and reflect on, at minimum, one project-based learning opportunity.			Project Based Learning Project submission samples  Student Reflections		

**GOAL 1: 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	AREA of accountability
G1.MO8 By May of 2021, students will have increased opportunities and experiences to connect classroom learning with real world applications	1.8.1 All teachers will provide students with connections to real world applications including but not limited to the following: <ul style="list-style-type: none"> <li>Bring in guest speakers</li> <li>Use primary sources (bring history alive)</li> <li>Practice "real world research" (ie. planning for a purchase or planning a vacation)</li> <li>Use the news</li> <li>Make assignments look "Real World" (ie. write a business letter)</li> </ul>	Yearlong	WSF (TBD)	Pacing Guides Walkthroughs Student Reflections	Quarterly Quarterly	Accreditation/Local Monitoring Tool  <b><u>Theory of Action Section</u></b> <ul style="list-style-type: none"> <li>College, Career and Community Readiness</li> </ul>
	1.8.2 All students will participate in and reflect on real world learning opportunities.		WSF (TBD)	Pacing Guides Walkthroughs Student Reflections		
G1.MO9 By May of 2021, <i>increase the number of students who feel positive about their school</i> by 5% over the 2018-2019 percentage.	1.9.1 All teachers will apply what is learned through professional development on trauma informed awareness, practices and creating a restorative culture.	Yearlong	N/A Possible TSI funds?(TBD)	Walkthroughs Student Survey	Quarterly	STRIVE HI/Local Monitoring Tool  <b><u>Theory of Action Section</u></b> <ul style="list-style-type: none"> <li>Learning Environment</li> </ul>
	1.9.2 Provide student voice through surveys, Student Council and SCC to collect student perception and suggestions for addressing how students view school.			Sign-In Sheet Student Survey		
	1.9.2 School will provide extended learning opportunities around career pathways for students after school through UPLINK / PAF.		UPLINK(TBD) PAF(TBD)	UPLINK/PAF programs reports		

GOAL 1: 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	AREA of accountability
	1.9.3 The MTSS committee will communicate schoolwide expectations with staff, students and family through opportunities such as a weekly SEL reminder in the school bulletin, an “SEL Corner” message for the monthly newsletter, and information included on the school’s social media/webpage.	Yearlong	WSF (TBD) Title I (See FRF for amount) (Webpage)	Bulletin copies School Newsletters Media / Webpage log	Weekly Monthly	
	1.9.4 All teachers will conduct a “meet and greet” at the beginning of each class and after transitional times such as recess/lunch. Students are to line up. Teacher sets classroom expectations. Students enter rooms and get started on a “bell work” or other quick activity.	Yearlylong	N/A	Admin Walkthrough	Weekly	STRIVE HI/Local Monitoring Tool  <u>Theory of Action Section</u> <ul style="list-style-type: none"><li>Learning Environment</li><li>College, Career and Community Readiness</li></ul>
	1.9.5 Students will participate in creating a campus environment that reinforces the GLOs (visuals around campus through art)	Yearlong	WSF (TBD)	Project logs	Quarterly	

**GOAL 2: 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	AREA of accountability
G2.MO1 By May of 2021, 100% of teachers will utilize AVID WICOR strategies as appropriate.	2.1.1. All teachers receive PD on AVID WICOR strategies.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	PD Log Walkthroughs <ul style="list-style-type: none"> <li>Admin</li> <li>ILT</li> <li>Peer</li> </ul> Team Minutes  Sample Student Work	Quarterly	Accreditation/Local Monitoring Tool Academic Performance  <u>Theory of Action Section</u> <ul style="list-style-type: none"> <li>Academic Performance</li> <li>College, Career and Community Readiness</li> </ul>
	2.1.2 All teachers will use articulation time to discuss AVID strategies learned, ways to implement them into lessons, and debrief lesson outcomes.					
G2.MO2 By May of 2021, 100% of teachers will display learning targets and success criteria in the classroom.	2.2.1 All teachers receive PD on learning targets and success criteria.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	PD Log Walkthroughs <ul style="list-style-type: none"> <li>Admin</li> <li>ILT</li> <li>Peer</li> </ul>	Monthly	Accreditation/Local Monitoring Tool Academic Performance  <u>Theory of Action Section</u> <ul style="list-style-type: none"> <li>Academic Performance</li> <li>College, Career and Community Readiness</li> </ul>
	2.2.2 All teachers will ensure learning targets and success criteria are posted and communicated to the students.					
G2.MO3 By May of 2021, 100% of Language Arts and Math teachers will use iReady Assessment system.	2.3.1 ELA and Math Teachers will receive PD on how to effectively use the iReady Assessment system.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	PD Log Data team review form (need to create based on PD) iReady Reports	Monthly	STRIVE HI/Local Monitoring Tool  <u>Theory of Action Section</u> <ul style="list-style-type: none"> <li>Academic Performance</li> </ul>
	2.3.2 ELA and Math Teachers will provide class time for iReady to help support students reaching their grade level GE.					
G2.MO4 By May of 2021, 100% of teacher classrooms will exhibit intellectual safety.	2.4.1 All teachers will receive professional development on trauma informed awareness, practices and creating a restorative culture monthly.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	PD Log Exit Slips	Quarterly	STRIVE HI/Local Monitoring Tool  <u>Theory of Action Section</u> <ul style="list-style-type: none"> <li>Learning Environment</li> </ul>
	2.4.2 All teachers will teach an SEL lesson at least a minimum of once a week: Elementary will teach Choose Love. Middle School will do an SEL lesson for the first 30 minutes of advisory, the remaining time can be team building activities at the teacher's discretion.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	SEL lesson log Walkthroughs <ul style="list-style-type: none"> <li>Admin</li> <li>ILT</li> <li>Peer</li> </ul>	Monthly	

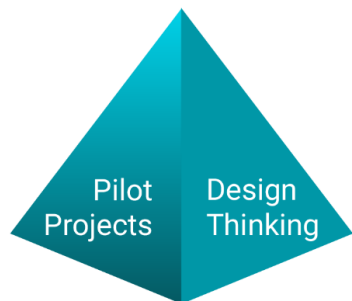
**GOAL 2: Staff Outcomes (SY 2020-21)**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	AREA of accountability
G2.MO5 By May of 2021, teachers will use a data team process with fidelity.	2.5.1 All teachers receive PD on a data team process. (Process includes how, when and collection method.)	Yearlong	WSF (TBD)  Title I (See FRF for amount)	PD Log	Quarterly	Accreditation/Local Monitoring Tool  <u><b>Theory of Action Section</b></u>  <ul style="list-style-type: none"> <li>Academic Performance</li> </ul>
	2.5.2 All teachers will be provided articulation blocks of time to utilize a data teams process to analyze student data, share instructional strategies and make changes to instruction.			Master weekly articulation schedule	Annually	
	2.5.2 All teachers will develop team meeting agendas that include the use of a data team process to support implementation of MTSS, learning targets and success criteria as it relates to academic areas, and the process to analyze student iReady Scores and develop next step action plans.			Data Team Agenda/Minutes	Weekly	
G2.MO6 By May of 2021, all teachers will provide students with project-based and real-world curriculum.	2.6.1 All teachers will receive professional development on project based learning to assist with completing at least one project based learning project for the year.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	PD Log Project based learning evidence submission	Quarterly	Accreditation/Local Monitoring Tool  <u><b>Theory of Action Section</b></u>  <ul style="list-style-type: none"> <li>College, Career and Community Readiness</li> </ul>
	2.6.2 All teachers will use articulation planning time to discuss and develop project-based learning opportunities and real-world curriculum for students.			Team Agenda/Minutes Pacing Guides		
G2.MO7 By May of 2021, GLOs will be consistently taught and evaluated by all teachers across the school.	2.7.1 Teachers will develop and implement a schoolwide plan to instruct, reinforce and evaluate the GLOs	Yearlong		Schoolwide GLO plan	Quarterly	Accreditation/Local Monitoring Tool  <u><b>Theory of Action Section</b></u>  <ul style="list-style-type: none"> <li>College, Career and Community Readiness</li> </ul>
	2.7.2 Teachers will use schoolwide GLO rubrics as reference when instructing, addressing, and evaluating the GLOs.			Lesson Plans Grading Record Book		
	2.7.3 Students will self-assess their progress with GLO attainment.			Student Self-Assessment Sheets		



GOAL 2: 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	AREA of accountability
G2.MO8 By May of 2021, improve <i>parent and community involvement</i> as indicated by an increase in parent SQS survey area.	2.8 1 Use website, social media, and other digital media to showcase and inform parents of schoolwide expectations, school foci (AVID, Learning Targets and Success Criteria, SEL), school activities, successes, and student progress.	Yearlong	WSF (TBD)  Title I (See FRF for amount)	Social Media Checks	Monthly	Accreditation/Local Monitoring Tool  <u>Theory of Action Section</u> <ul style="list-style-type: none"><li>Learning Environment</li></ul>
	2.8.2 Use parent surveys to determine needs from parents to determine future engagement activities.			Parent Surveys		
	2.8.3 Plan and implement parent engagement activities at the school.			Parent Sign in and other evidence (photos, etc)		



## 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
At WEIS we would like to develop a K-8 CTE pathway for our students to explore. Currently elementary students only have access to Library and Music. Expanding pathways to other areas such as STEM, makerspace, computer science, robotics, graphic arts etc. Then expanding on these pathways at the middle school would be ideal for our students.	Would need additional staffing or reorganization of the master elementary schedule to make this happen. Possible reorganization of specials for elementary. Partnerships for STEAM. Allocation of space. Professional development for those interested in teaching these pathways.