

2020 Academic Plan, School Year 2021-22



School:

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing a forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps and 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 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): <i>Wilma Reddy</i>	
Principal's signature: <i>Wilma Reddy</i>	Date: <i>04/20/2021</i>
Complex Area Superintendent (print):	
Complex Area Superintendent's signature: <i>Chad. Jones</i>	Date: <i>4/26/2021</i>





2020 Academic Plan, School Year 2021-22

School: Mountain View Elementary 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 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

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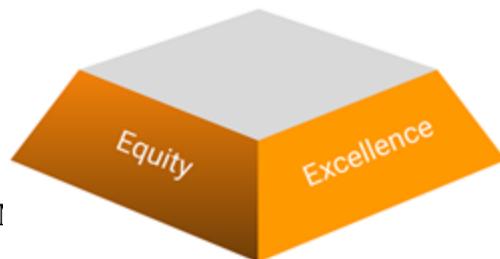
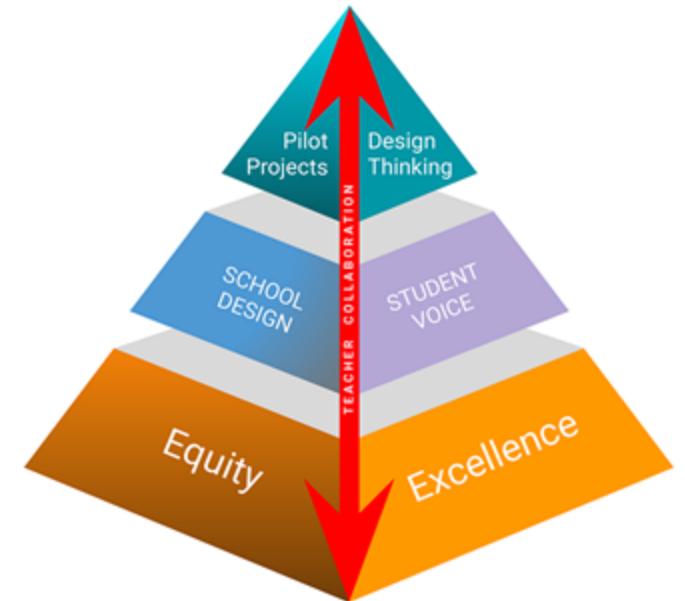
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Teaching & Learning Core: Equity and Excellence

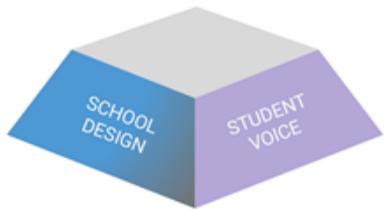
In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

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>SY 18-19 Strive HI data indicates that our English Learners, economically disadvantaged students and students receiving Special education services have lower proficiency rates in both ELA and Math.</p> <p>MVES' SPED subgroup was identified as a Targeted support and Improvement-Continuously Underperforming (TSI-CU) in Fall 2019. Students with disabilities make up 15% of our student population. 100% are not proficient in ELA and approximately 92% not proficient in Math on Statewide assessments and have lower growth as compared to their peers. (SW1)</p> <p>In order to improve outcomes for students with disabilities we will continue to use evidenced-based interventions such as Beginning Foundational Reading Skills (BFRS), Enhanced Core Reading Instruction (ECRI) components during English Language Arts time as well as during specially designed instruction time, Rule of 3 + Fluency (Rule of 3 + Fluency). For math, we will continue to use Stepping Stones curriculum, strategies and interventions component, TouchMath (multi-sensory learning), Handwriting Without Tears (math component), small group instruction.</p> <table border="1" data-bbox="120 1235 935 1422"> <thead> <tr> <th>Non-High Needs</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>52%</td> <td>45%</td> </tr> <tr> <td>2017-18</td> <td>54%</td> <td>54%</td> </tr> </tbody> </table>	Non-High Needs	ELA	Math	2018-19	52%	45%	2017-18	54%	54%	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p><u>If we:</u> continue to build strong relationships with all stakeholders <u>Then,</u> we will strengthen our sense of Belonging, Responsibility, Excellence, Aloha, and Total Well-being (HĀ) <u>And,</u> our culture will help drive Academic excellence.</p> <p><u>If we:</u> build collective efficacy, maximize professional collaboration and development opportunities (through our PLCs & Professional Development) for educators that focus on meeting the needs of all students <u>Then,</u> we will refine and implement current efforts to address the four identified priority areas from the school's comprehensive needs assessment which include attendance, behavior, growth, and achievement <u>And,</u> promote equity and excellence.</p> <p><u>If we:</u> enhance the curricula and instruction, ensuring alignment to CCSS, plan for and implement Visible Learning components: learning intentions, learning progressions and success criteria, and organize the system infrastructure to support our work <u>Then,</u> we will consistently implement evidence based best instructional practices in every classroom, <u>And,</u> this will facilitate learning for all students.</p> <p><u>If we:</u> continue with targeted small group instruction during Core and Tier II, 3x/week and specially designed instruction (SDI) with integrity,</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <p>Professional development for all faculty and educational assistants on student engagement practices, and training on how to effectively deliver student supports identified in IEPs.</p> <p>Targeted Tier 2: small group instruction school wide (grades K-5)</p> <p>SpEd PLCs will meet monthly to analyze progress of IDEA students: (SW7)</p> <ul style="list-style-type: none"> All Sped teachers will bring student work samples and data on meeting students goals and objectives as referenced in the students' IEPs. Review LRE data to evaluate how many students with IEPs are participating in the general education setting and what percent of the time. <p>SpEd teachers will review IEPs regularly once a month with support staff EAs, Reg Ed Inclusion teachers and team Service Providers (review Progress Reports with Administration during data conferences) to ensure fidelity of implementation by progress monitoring the IEP goals, using a variety of sources (DIBELS, iReady, observations, etc.).</p> <p>SpEd teachers will provide Deliberate, Intentional, Targeted, and Strategic (DITS) SDI to meet the goals and objectives of IDEA students with fidelity to close achievement gaps and communicate with all stakeholders. (SW6, SW7)</p>
Non-High Needs	ELA	Math									
2018-19	52%	45%									
2017-18	54%	54%									

2016-17	44%	48%	<p><u>Then</u>, the equitability and intentionality to standards-based instruction will occur <u>And</u>, therefore the achievement gaps will be reduced.</p> <p>If teachers utilize literacy strategies in all content areas, students in the high needs subgroup will develop the literacy skills needed to access the grade level standards through Tier 1 instruction.</p> <p>If we provide intensive instruction of literacy skills through Tier 2 classes, students currently reading at multiple levels below their age appropriate grade level will develop literacy skills increasing their reading level and reducing the reading gap.</p>
High Needs	ELA	Math	
2018-19	34%	33%	
2017-18	35%	35%	
2016-17	33%	35%	
Sped Subgroup	ELA	Math	
2018-19	0%	8%	
2017-18	0%	4%	
2016-17	0%	8%	

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

[MVES School Design](#)



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

Mountain View Elementary (MVES) is a PreK to Grade 5 school with 500+ students. With less than half of our students meeting proficiency in SBA, we are committed to being Deliberate, Intentional, Targeted, and Strategic (DITS) by enhancing and aligning our Core Instruction to CCSS, fidelity to small group instruction, and embedding Visible Learning strategies-Learning Progressions, Learning Intentions and Success Criteria. In addition, we are committed to

building a stronger sense of place, belonging and relationships through HĀ using the Nā Hopena A'o Framework with the help of our partners Kamehameha Schools Kealapono. In addition to the core curricula, students will participate in Culture Based Education, Physical Education, Art and Gardening, and (SEL) Mind Up classes. MVES is committed to establishing a protocol to include student voice of all school wide activities and incentives by including student council representatives in the planning. Teachers will continue to participate in weekly PLCs to build collective efficacy, engage in collective inquiry, plan rigorous lessons, share best practice strategies and use data to make informed decisions. MVES will continue to embed PBIS, teach Second Steps (SEL) weekly, and TSS practices to ensure we are supporting and meeting the needs of all students. With a focus on DITS practices, PBIS, TSS and HĀ for all students we will be able to build optimal learning experiences that empower them with the skills, aptitudes and attitudes necessary for the future. (SW5, SW6)

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

The Core curricula utilized at MVES include Reading Wonders for ELA, and Stepping Stones for Math. Grade level Professional Learning Community meetings are held weekly to collaboratively discuss the academics and behavior impacting students learning, and use key data points to make informed decisions. The five guiding principles for our PLC discussions are: What do we want our students to learn? How will we know when they have learned it? How will we respond when some students don't learn? How will we respond when students already know it? Do you believe your students can do it? Grade levels continue to focus on our common formative assessments (CFAs), determine priority and focus, for the CFAs, based on CCSS and baseline data. In an effort to make the gains more systematized and consistent, our school implements the Enhanced Core Reading Instruction (ECRI), in grades K-2 to teach the foundational skills of reading. Grades 3-5 are also incorporating Flipbooks in order to explicitly teach vocabulary and the spelling-focused phonics components, each week, for the Wonders curriculum. Fidelity to the curricula is a school wide expectation, and vertical alignment in practice and process is facilitated through the PLC process, with academic coaches and administration. All teachers are expected to deliver small group intervention and progress monitor students on a regular basis. Students who need intensive support also receive Tier 3 interventions. We use the same RTI process for behavior and will be looking to enhance our current practices to meet the needs of our at-risk students. MVES staff (certificated and classified) will continue to participate in professional development that will help us enhance student learning opportunities, experiences, engagement, student empowerment and achievement for all students in a safe, positive and nurturing learning environment. (SW6)

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

To positively impact students, staff, and school community, MVES needs to be DITS and:

- Establish, implement, monitor, and evaluate a framework for school improvement that focuses on a system level that focuses on continuous improvement across all classrooms that meet the academic and non-academic needs of all students (HMTSS).
- Implement evidence based instructional strategies and approaches with fidelity to promote student engagement
- Develop/Refine meeting processes for school teams to follow.
- Refine the process to analyze data at the school, grade, and individual student level.
- Develop a communication system school to home, home to school, and between school staff

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>School Design</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>School Design</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>School Design</p>

<ol style="list-style-type: none"> 1. Increase proficiency rates in ELA and Math for high-needs students on SBA by 5% 2. 100% of students will achieve 1 years+ worth of growth per school year in DIBELS and i-Ready 3. 100% of teachers will participate in data team PLCS. 4. 100% of our faculty will implement student engagement practices. 5. 100% of teachers will participate in at least 1 BERC group (Learning Walks) observation. (SW5) 6. 100% of teachers will participate in HĀ PD and incorporate HĀ in their classrooms. <p><u>Student Voice</u></p> <ol style="list-style-type: none"> 1. Increase positive student perceptions of school climate will meet or exceed state percentage as measured by SBA and Panorama survey. 2. Increase positive student perceptions of school climate by pre and post survey data (baseline to be set 2020-2021 SY). 3. 100% of grade levels will use a common (beyond planner) school to home communication tool (monthly, then bi-weekly, and then weekly over 3 years). (SW7) 4. Chronic absenteeism will decrease by 5%. 	<ol style="list-style-type: none"> 1. Increase proficiency rates in ELA and Math for high-needs students on SBA by 5% 2. 100% of students will achieve 1 years+ worth of growth per school year in DIBELS and i-Ready 3. 100% of teachers will participate in data team PLCS. 4. 100% of our faculty will implement a student engagement practice. 5. 100% of teachers will participate in 2 BERC group (Learning Walks) observations. 6. 100% of teachers will participate in HĀ PD and incorporate HĀ in their classrooms. <p><u>Student Voice</u></p> <ol style="list-style-type: none"> 1. Increase positive student perceptions of school climate will meet or exceed state percentage as measured by SBA and Panorama survey. 2. Increase positive student perceptions of school climate by pre and post survey data (will input data from SY2020-21) 3. 100% of grade levels will use a common (in addition to the planner) school to home communication tool bi-weekly. 4. Chronic absenteeism will decrease by 5% from SY 2020-21 	<ol style="list-style-type: none"> 1. Increase proficiency rates in ELA and Math for high-needs students on SBA by 5% 2. 100% of students will achieve 1 years+ worth of growth per school year in DIBELS and i-Ready 3. 100% of teachers will participate in data team PLCS. 4. 100% of our faculty will implement a student engagement practice. 5. 100% of teachers will participate in 3 BERC group (Learning Walks) observations. 6. 100% of teachers will participate in HĀ PD and incorporate HĀ in their classrooms. <p><u>Student Voice</u></p> <ol style="list-style-type: none"> 1. Increase positive student perceptions of school climate will meet or exceed state percentage as measured by SBA and Panorama survey. 2. Increase positive student perceptions of school climate by pre and post survey data (input data from SY 2021-22). 3. 100% of grade levels will use a common (beyond planner) school to home communication tool weekly. 4. Chronic absenteeism will decrease by 5% from SY 2021-22.
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Why are you implementing them?

By continuing to build a culture that strengthens HĀ, we will see ourselves and others as active participants in the learning process, make good decisions with moral courage and integrity in every action, share the responsibility for collective work, engage in positive social interactions and continue to build positive relationships with all stakeholders.

By establishing a continuous cycle of school improvement and evaluating our implementation of the Hawaii Multi-Tiered System of Support (HMTSS) framework, we will better ensure equitable access for all students to receive consistent and targeted supports that will enable them to master essential standards.

By creating high quality and engaging lessons that support students academically, socially, emotionally and behaviorally through the incorporation of trauma sensitive practices, positive behavior interventions and supports, and restorative justice, we will be able to meet the needs of all students.

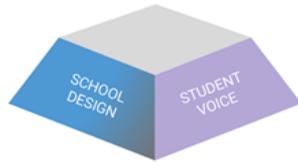
By continuing to enhance implementation of evidence based instructional strategies, teachers will acquire the necessary skills and knowledge to support all students and help them achieve excellence.

By improving our communication systems and supporting students who are chronically absent, we will increase students' engagement and increase positive perception of school by students' and families.

How will you know that they are causing an improvement?

We will know our measurable outcomes are causing an improvement by:

- Seeing an increase in proficiency scores on school level assessments (CFA, Iready, DIBELS), state assessments: Smarter Balanced Assessments (SBA), School Quality Survey (SQS)
- Seeing an increase in program status implementation ratings
- Seeing a decrease in student behavioral referrals and repeat offenders
- Seeing an increase in positive perception data of our school by students, families and teachers
- Seeing an increase in engagement and decrease in chronic absenteeism



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>Add beginning of the year measurements here.</i> Strive HI 2018-19 ELA 37% Math 35% Chronic Absenteeism: 23% School Climate 67%</p>	<p><i>Add throughout the year measurements here.</i> DIBELS Screener (iREADY) Common Formative Assessments BIESY Referral data LDS/average daily attendance</p>	<p><i>Add end of year goals here.</i> ELA/Math Achievement: Increase the number of students who are meeting or exceeding proficiency in ELA and Math by 5 percentage points, per year, for the next 3 years. Growth: ELA and Math median growth (MGP) will be 50 or more. Behavior: Reduce the number of students with 3 or more offenses by 2 percentage points, per year, over the next 3 years. School Climate: The percentage of students who feel positively about school will meet or exceed the State percentage. Chronic Absenteeism: Reduce the percentage of students who are chronically absent by 25% over 3 years.</p>

Priority Performance Challenges (PPCs as referred to in AcPlan):

PPC1 - Students are achieving below grade level standards in ELA and Math

PPC2 - A small population of students who are referred for behavior supports are impacting the learning environment for others

PPC3 - Too many of our students are chronically absent and do not attend school regularly/on time

Student Outcomes (SY 2020-21)

Measurable Outcome(s)		Enabling Activity (SW6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID (SW5)	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>PPC 1 (Academics & Growth)</p> <p>Increase proficiency rates in ELA and Math for high-needs students on SBA by 5%</p> <p>Increase the number of students who are meeting or exceeding proficiency in ELA and math by 6 percentage points per year for the next 3 years.</p> <p>Growth(SBA): ELA and math median growth percentile (MGP) will be 50 or more.</p>		<p>HMTSS Establish, implement, monitor, and evaluate a framework for school improvement that focuses on a system level continuous improvement across all classrooms that meet the academic and non-academic needs of all students, including those with disabilities, ELL students, and disadvantaged students (HMTSS) (SW5)(CLSD 1.2).</p>	Yearlong	Title I WSF	<p>Grade Level Agendas & Minutes</p> <p>HMTSS MVES Tool</p> <p>100% of students identified as “at-risk” will be provided interventions and support.</p> <p>Team will report on the # of students serviced, interventions provided (frequency) to stakeholders and documented into Infinite Campus/eCSSS.</p>	Monthly	
		<p>Tiered Academic Services Students will receive tiered academic services: Tier 1- Strong Core, High Quality, DITS-deliberate, intentional, targeted and strategic intervention instruction Tier 2- Students will receive timely, DITS intervention instruction (ie-small group instruction) Tier 3-Students who are making low or no growth will receive DITS interventions (determined after 2- 6 to 8 week rounds)</p>	Yearlong	Title I WSF	Visible Learning: Learning Intentions Learner Progression Success Criteria Learner Dispositions	Monthly	

		Interventions delivered will be documented in datasheets to determine next instructional steps. (CLSD 1.2)					
		SpEd teachers will review IEPs regularly once a month with support staff EAs, Reg Ed Inclusion teachers and team Service providers (review Progress Reports with Administration during data conferences) to ensure fidelity of implementation by progress monitoring the IEP goals, using a variety of data sources (DIBELs, i-Ready, observations, etc.). (CLSD 1.2)		Title I WSF	Leadership Agendas & Minutes Progress monitoring Spreadsheet	Monthly	
		SpEd teachers will provide (DITS) Specially Designed Instruction (SDI) to meet the goals and objectives of IDEA students with fidelity to close achievement gaps and communicate with all stakeholders (including families). (CLSD 1.6)		Title I WSF	Leadership Agendas & Minutes Progress monitoring Spreadsheet		
		Small Group & Targeted Instruction Targeted Tier 1 and Tier 2 Small group interventions in classrooms grades K-5 (CLSD 1.2)	Yearlong	Title I WSF	Visible Learning: Learning Intentions Learner Progression Success Criteria Learner Dispositions Instructional Schedules	Monthly Quarterly	
		Teachers will adjust pacing guide dates in accordance to students' needs during PLCs. (Depth)	Yearlong	Title I WSF	"Pacing Guides"	Weekly	
		Vertical Alignment: School will identify a school wide vertical alignment process. Teachers will engage in vertical alignment (progression) of essential content area standards in ELA across grade levels two to four times a year. (CLSD 1.2)	Yearlong	Title I WSF	<u>Common Core Vertical Alignment for ELA & Math</u> Visible Learning: Learning Intentions Learner Progression Success Criteria Learner Dispositions	Quarterly	

		<p>PLC & CFAs Time will be devoted to:</p> <ul style="list-style-type: none"> • Creating CFAs/Summative Assessments that are aligned to and accurately measure standards. • Creating or adjusting lessons that utilize the information obtained from the assessments that match the rigor of the standard. • Embedding and implementing Visible Learning components; Including: Learning intentions, Learning progressions, and Success criteria • Previewing and discussing upcoming lessons/content in order to know the learning intentions • Analyzing data from student work and assessments to identify where students are in their learning progressions. • Creating lessons that are differentiated based on where students are in their learning progressions to meet the standard. • Creating a bank of strategies for students with SEL needs during ELA & Math instruction • Creating and discussing strategies and interventions in order to engage students <p>(CLSD 1.2, 1.3, 1.5)</p> <p>Sped PLC</p> <ul style="list-style-type: none"> • SpEd PLCs will meet monthly to analyze progress of IDEA students • Discuss vertical articulation and progress towards students IEP goals using a variety of data sources. 	Yearlong	Title I WSF	<p>PLCs Agendas & Minutes Including:</p> <p>CFA/Summative Spreadsheet: -Progress towards CFA SMART goal -Strategies for those who are not meeting</p> <p>Visible Learning: Learning Intentions Learner Progression Success Criteria Learner Dispositions</p>	Weekly	
					<p>PLCs Agendas & Minutes Including:</p> <p>Analyze IDEA Students CFA/Summative Results</p> <p>Visible Learning: Learning Intentions</p>	Monthly	

		<ul style="list-style-type: none"> All Sped teachers will bring student work samples and data on meeting students goals and objectives as referenced in the students' IEPs. Discuss grade level standards and create a bank of ideas on how to differentiate so students meet the standard. Review LRE data to evaluate how many students with IEPs are participating in the general education setting and what percent of the time. SpEd teachers will review IEPs regularly once a month with support staff EAs, Reg Ed Inclusion Teachers and team Service providers (review Progress Reports with Administration during data conferences) to ensure fidelity of implementation by progress monitoring the IEP goals, using a variety of sources (DIBELS, iReady, observations, etc.). SpEd teachers will provide (DITS) Specially Designed Instruction (SDI) to meet the goals and objectives of IDEA students with fidelity to close achievement gaps and communicate with all stakeholders. <p>(CLSD 1.2, 1.3, 1.5)</p>			<p>Learner Progression Success Criteria Learner Dispositions</p> <p>SDI Intervention Logs to include: dates, attendance, services provided, work samples</p>		
100% of students will achieve 1 years+ worth of growth per school year in DIBELS and iReady		<p>Universal Screening & Diagnostics</p> <p>Students will participate in universal screening 3x/year to identify targeted needs for students in reading, math, and behavior.</p> <p>-Identify tool/s school will use for universal screening in reading and math by (date)</p>	Yearlong	Title I WSF	<p>3x/year Universal Screening & Diagnostics Results</p> <p>2x/year student growth</p>	<p>3x/year</p> <p>2x/year growth</p>	

		<p>-Identify and utilize diagnostic assessments school will use to provide targeted interventions</p> <p>- Document the process for conducting the screening including setting windows and standardized implementation</p> <p>-Identify cut scores or decision points for specific tools to identify students at risk (CLSD 1.2, 1.3, 1.5)</p>					
<p>PPC 2 (Behavior)</p> <p>Reduce the number of students with 3 or more offenses by 2 percentage points, per year, over the next 3 years.</p> <p>Reduce the number of office referrals</p> <p>Reduce the number of students out of class</p> <p>Increase positive student perceptions of school climate will meet or exceed state percentage as measured by SBA and Panorama survey.</p> <p>Increase positive student perceptions of school climate by pre and post survey data (baseline to be set 2020-2021 SY).</p>		<p>Communication of Response To Intervention (RTI)</p> <p>System Level: What is our RTI system?</p> <p>Student Level: Who are they? Where are they at in the system?</p> <p>Streamline an Intervention database for the small group of repeat offenders.</p> <p>Develop a communication plan for the RTI system that defines who communicates to whom, what, how (method) and how often information is exchanged.</p> <p>Build time for collaboration between teacher, student, counselors, Administration and families. (CLSD 1.6)</p>	Yearlong	Title I WSF	<p><u>HMTSS MVES Tool</u></p> <p>100% of students identified as “at-risk” will be provided interventions and support.</p> <p>Team will report on the # of students serviced, interventions provided (frequency) to stakeholders and documented into Infinite Campus/eCSSS.</p> <p>100% repeat offenders (referred students) will have an intervention that matches.</p> <p>Counseling logs documenting dates and interventions for referred students.</p> <p>Heads Up documents: what classroom teacher tried</p> <p>Behavior tracking sheet</p>	<p>Bi-weekly in PLCs</p> <p>Monthly at Leadership</p>	

		<p>RTI & Student Intervention Matching Form (SIMS) Professional Development of identified areas.</p> <p>Tier 1: Application of: Visible Learning (disposition), MindUp Curriculum (SEL), Second Step Curriculum (SEL), DBW 17 PS, HĀ, PLC Time, Hawk Pride Program (quarterly value lessons, hawk pride tokens, Hawk Pride Store) BEISY- 3x/year (CLSD 1.7)</p>	Yearlong	WSF	<p>Tier 1: Instructional Schedules to include SEL instruction weekly.</p> <p>100% of instructional schedules include time for brain breaks, mindfulness, and calming activities</p> <p>Visible Learning Dispositions</p> <p>100% of teachers will utilize PBIS as outlined in PBIS action plan Analyze BEISY 3x/year</p>	Monthly	
		Tier 2: Use S.I.M.S.-help to identify strategies for students		WSF	Tier 2: Review & Analyze S.I.M.S.	Bi-weekly in PLCs	
		Tier 3: Referral Generated (including all documented data of interventions and strategies tried)		WSF	Tier 3: Review & Analyze Tier 3 Spreadsheet	Bi-weekly in PLCs	
PPC 3 (Attendance) Chronic absenteeism will decrease by 5%.		<p>Chronic Absenteeism 100% of students who are at risk of becoming chronically absent will be monitored weekly and communication of their progress to all stakeholders (including families) will be implemented. (CLSD 1.6)</p> <p>Student Engagement Schoolwide implementation of student engagement practices.</p>	Yearlong	Title I WSF	<p>Attendance Tracking sheet Tier 1 Tier 2 Tier 3</p> <p>Visible Learning: Learning Intentions Learner Progression Success Criteria Learner Dispositions</p>	Bi-weekly Monthly	
Increase our average		<p>PBIS Students will participate in PBIS systems</p>	Yearlong	WSF	Grade levels report out on PBIS action plan	Monthly	

daily attendance from 92% to 95%.		including the school store, schoolwide token system, end-of-the-quarter award celebrations, quarterly awards, incentives/rewards and more (families will be invited to these celebrations/awards) (CLSD 1.6)					
Increase the number of students who will extend their learning into relevant contexts from pre to post BERC group observations.		Student Voice & Choice Schoolwide protocol to include student voice in the planning of all schoolwide activities and incentives. (ie: include student council representatives in the planning) Schoolwide rubric & agreements for General Learner Outcomes (GLOs)	Yearlong	Title I WSF	Student Survey Planning Meeting Minutes	1x/per semester Monthly	

Staff Outcomes (SY 2020-21)

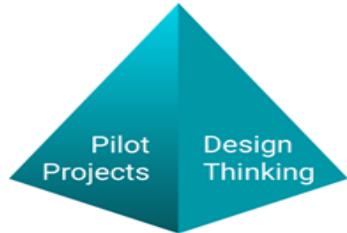
Measurable Outcome(s)		Enabling Activity (SW6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID (SW5)	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
PPC1 100% of teachers will participate in data team PLCs.		PLC -Build time into the master calendar for teams to meet regularly. -Develop/Refine meeting processes for school teams to follow. -Refine the process to analyze data at the school, grade, and individual student level. (CLSD 1.2,1.3,1.5)	Yearlong	Title I WSF	PLC Agendas and Minutes	Weekly	
100% of the PLC team will follow working agreements		Identify professional development needed to support the implementation of effective PLCs -Data Driven Conversations -Understanding Common Core	Develop Beginning of year Continue Yearlong	Title I WSF	PLC Agendas and Minutes	Weekly	

		<p>State Standards -Planning for engaging, rigorous, standards-based instruction -Common Formative Assessments -Collective Efficacy</p> <p>Develop and define roles and responsibilities. -Create expected behaviors (ie enter data prior to PLC) -Develop working agreements grounded in HĀ.</p>					
100% of the PLC team will follow the 7 norms of collaboration.		<p>Provide PD on the 7 norms of collaboration (Adaptive schools, Culturize)</p> <p>-Review and reflect at least once a month on the 7 norms.</p>	Yearlong	Title I WSF	PLC Agendas and Minutes	Weekly	
100% of our faculty will implement a student engagement practice.		<p>PD & Visible Learning Professional development for all faculty and education assistants on student engagement practices.</p> <p>Implement Visible Learning Components during PLC planning time Include: Learning intentions, Learning progressions, and Success criteria (SW5)</p>	Yearlong	Title I WSF	<p>PLC Agendas and Minutes</p> <p>Visible Learning: Learning Intentions Learner Progression Success Criteria Learner Dispositions</p>	Weekly	
100% of teachers will participate in HĀ PD and incorporate HĀ in their classrooms.		<p>HĀ PD to strengthen BREATH and student engagement practices. (CLSD 1.7)</p>	Yearlong	Title I WSF	PD Sign in Sheets and Agendas Teacher lessons, reflections, etc.	Monthly	
PPC2 100% of staff will follow		<p>RTI 100% of stakeholders will be knowledgeable of the RTI</p>	Yearlong	Title I WSF	PD Sign in Sheets PD Agenda	Monthly	

the RTI system for referring students.		System. (Admin, Teachers, PPT/PPEs, EAs, Adult Supervisors, etc.) Provide PD on the RTI System.			Office Referral Data/tracking sheet		
Reduce the number of referrals coming from the classroom.		Provide PD on the RTI System. (17 proactive strategies, PROMPT, TSS, Restorative Practices, etc.) All Teachers will use RTI-B time in PLCs to discuss strategies. All teachers/staff will be trained to use S.I.M.S. ("can't do vs won't do") All teachers will have an understanding of S.I.M.S. interventions and what it entails.	Yearlong	Title I WSF	PD Sign in and Agenda Office Referral Data/tracking sheet	Monthly	
				Title I WSF	Visible Learning classroom tool	Monthly	
100% of teachers will participate in BERG group observations.		Learning Walks All Teachers/Staff will take part in Learning Walks and self reflection/partner sharing	Yearlong	Title I WSF	Learning Walk Data & Self reflections	Quarterly	
PPC3 100% of our faculty will implement student engagement practices.		Student Engagement PD Professional development on student engagement practices (ie. Visible Learning, Learning Walks)	Yearlong	Title I WSF	PD Sign in and Agenda Visible Learning classroom tool	Monthly	
100% of grade levels will use a common (beyond planner) school to home communication tool (monthly, then		Family/School Communication School will Opt in to a communication method to reach out to families (SW7) (CLSD 1.6)	Yearlong	Title I WSF	Grade level report out and provide samples at leadership	Monthly	

bi-weekly, and then weekly over 3 years).							
Increase faculty participation to family engagement nights.		<p>Family Engagement Faculty will plan and participate in family nights and/or grade level engagement day (SW7). (CLSD 1.6)</p> <p>Each grade level to sign up for at least one Ohana day or night. (CLSD 1.6)</p>	Yearlong	Title I WSF	Ohana Night Planning Documentation (to include student voice, student and ohana survey)	Monthly	

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



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

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

**This is where we think big...please add your ideas as well. Mahalo Teachers!*

School Ideas for Innovation and Pilot Projects	Conditions for Success
<i>Please describe your school's ideas around innovation and pilot projects.</i> MVES School Bus	<i>Please describe your conditions for Success:</i> Funding, driver, maintenance
<i>More Enrichment Classes offered (based on student interests) and funding for materials, curriculum, etc</i>	Funding, Personnel
<i>More opportunities for family engagement activities during the school day and afterschool hours</i>	Community partner, Funding, Personnel
<i>STEM Building, New Classroom Buildings (replace portables), Infrastructure updates (bathrooms, parking lot)</i>	Infrastructure, Funding, Personnel
<i>More opportunities for Co-teaching to happen (Sped, Art, CBE, ukulele, dance, STEAM)</i>	Funding, Personnel, collaboration, community partners

<i>2nd Covered Court & New Playground equipment</i>	Infrastructure, Funding
<i>Laptop, iPads-technology devices and mobile hotspot for every child</i>	Infrastructure, Funding
<i>Cultural-Based Education Learning Hale</i>	Community partner, Funding, Infrastructure
<i>Covered Walkway for all areas of campus</i>	Infrastructure, Funding
<i>Community Center for `Ohana: Family Pantry Washer/Dryers and showers</i>	Community partner, Funding, Infrastructure
<i>Air Conditioning for all classrooms</i>	Funding, Infrastructure
<i>Student Activity Opportunities and networking with other schools</i>	Collaboration, funding, transportation