School: Na'alehu Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effecti school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providin forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement ga 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 supp 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.
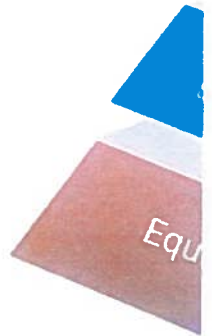
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Darlene Javar	
Principal's signature:	Date: 4/30/21

Complex Area Superintendent (print): Chad Farias	
Complex Area Superintendent's signature:	Date: 4/30/21

[School Name], [Version 1], [Date]

Academic Plan, School Year 2021-22

Na'alehu Elementary School (3.29 & beyond updates in purple w/beige highlights

NES Academic Plan Process:
- Stakeholder development and review of CNA. CNA is organized by Victoria Bernhardts' 4 types of data- demographic, perceptual, student learning and school processes. Implications from the CNA were used to build the academic plan.
- Late fall, NES began analyzing the HIDOE School Design Matrix using various school level tools/activities to learn the matrix and to begin determining our NES Implementation Phase. This work is used to develop the NES academic plan. Regardless of the phase NES determined itself to be in, Enabling Activity reflects efforts toward Full Implementation
- Because of 2 different frameworks, Bernhardt & School Design, NES attempts to merge and crosswalk the CNA Academic Plan implications and the School Design self-study work. For school year 20-21, NES will be reformatting the CNA to use School Design as the primary organizer, and Bernhardts' data types embedded.
- Color coding is based on School Design Principles. Design Principle 1 **(P1)** Core Values and mindset: Blue. Design Principle 2 **(P2)** Curriculum and Learning Design: Red Design Principle 3 **(P3)** Infrastructure: Green Design Principle 4 **(P4)** Student Learning Products and Voice: Purple. **WASC** Focus Areas: Pink .Title I Crosswalk: Pink Highlight. Q4 & SY21.22 Priority per leadership team: Yellow Highlight. CLSD: Purple

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments. Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
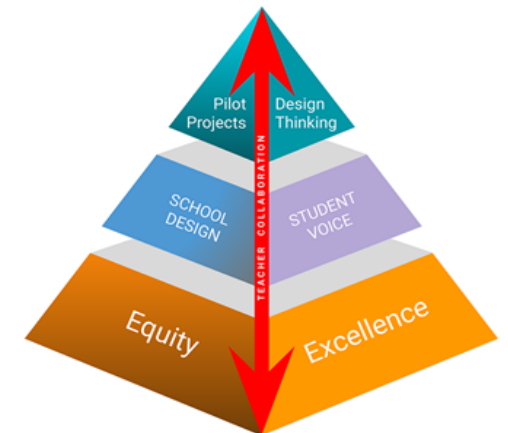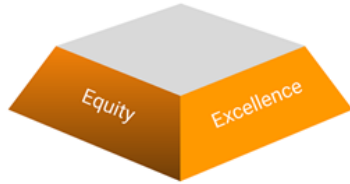- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2)

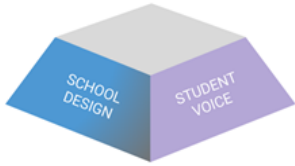[Na'alehu Elementary School], [Version 1], [5.16.20]

Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying <u>enabling activities</u> in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity . (SW6)
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. Median Growth Percentiles (Source: ESSA Report)	*What is your Theory of Action (if-then) to improve the achievement gap?* <u>If</u> all staff, through professional development, are able to target the needs of low socio-economic students (academic, socio-emotional, behavioral, physical needs) and intentionally implement Response To Intervention (RTI) <u>Then</u>	*What are your <u>Enabling Activities</u> to improve the achievement gap?* 1. <u>Per WASC</u>, continue to focus on implementing <u>clearly defined, high leverage, research based school wide instructional practices</u> that address students' learning needs. (SW1) 2. <u>Per WASC</u>, use objective measures, such as rubrics and indicators, to determine the student's performance on the <u>GLOs and the alignment and integration of them to the standards</u> during instruction will have more impact on the common understanding of them and will allow students to reflect upon their own learning and behavior. (SW1)

<table>
<tr><td colspan="3">SY 18-19</td><td>ELA/Literacy</td><td>Math</td></tr>
</table>

SY 18-19	ELA/Literacy	Math
All Students	53	53
English Learner (EL) + EL Exits TSI-CU	44	51
Pacific Islander TSI-CU	50	52
Disadvantaged TSI-CU(P)	52	53
Native Hawaiian (TSI-CU(P)	52	53

Theory of Action (continued):
- NES will provide a safe and nurturing learning environment where all students want to come to school.
- All students will have equitable access to quality education.
- All students will achieve and demonstrate excellence, therefore decreasing the achievement gap.

Enabling Activity (continued):
3. Utilize the <u>Early Warning System (or similar)</u> to track and progress monitor low socio-economic students for academic, socio-economic, behavioral, and physical needs. Provide RTI as appropriate.
4. Build capacity in need areas by providing pertinent <u>professional development:</u>
   a. Social Emotional Learning, to include Positive Action and school wide PBIS.
   b. Poverty and other related issues such as "trauma" to become a 'trauma informed school'.
   c. Strengthened differentiated instruction school wide
   d. Evidence based distance learning strategies (DP3.MTSS)
5. Continue to focus on <u>equitable access to quality education for all students</u> with special emphasis on <u>ELL population</u>. Maintain high quality staff development for research-based ELL strategies and differentiated instruction. (DP3.MTSS)
6. <u>Per WASC</u> recommendations, maintain and continue to examine strategies to <u>reduce student absenteeism</u> by reviewing local, state and national policies, resources and programs. (SW1)
   a. Need to develop a "never-tried" approach to chronic absenteeism population inclusive of a parent component.
7. Provide strategic support for Migrant Education students who struggle in ELA and/or math. (DP3.MTSS)
8. Maintain and enhance <u>preschool opportunities</u> to our community. (DP3.MTSS)
9. Continue to develop and progress monitor <u>RTI-B</u> utilizing behavioral screener and supports for Tier 1, Tier 2, and Tier 3 to <u>strengthen social emotional learning initiatives</u> for all students so that they feel welcome and safe. Provide professional development and support of "Zones Room." (DP3.MTSS)

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

https://docs.google.com/document/d/1VL0wDQ13lqZrRJgElV4QvEDW_mvNbsA_vXtspvg0qHY/edit

(Color Coding: RTI- A Academics, RTI-B Behavior, RTI-C Chronic Absenteeism, RTI-SEL, RTI-T Teacher/Staff)

Note: This portion completed prior to "COVID."	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
Core Values and Mindset:	NES is committed to equitable access to quality education for all students through continuous progress monitoring and self-evaluation based on achievement data. Both students and staff emphasize a growth mindset. Administration, teachers and staff work as a team to deliver on a shared, student-centered vision. Collaborative networking is used to share effective practices and develop collective efficacy. ● NES has a mission and vision statement. ● Need to determine how to measure growth in mission/vision ● Measures may include: GLOs, Observation Data, PBIS observations, ● Staff members see themselves as learners ● School is committed to equitable access to quality education for all students. ● School continuously self-evaluates its efforts based on achievement data. ● Principal, teachers and staff work as a team to deliver on a shared, student-centered vision. ● Collaborative networking to share effective and best practices	● See NES Academic Plan Process above ● Development of grade level NES rubrics ● Collection and analysis of PBIS data, Strive High plans/data, ● Collaborative networking: PLC, Instructional Showcase, Staff PD, Leadership/ART team, stipend days for special projects, student council, SCC	● Sufficient funding from the state ● Sufficient staffing ● Increased parent involvement (SW7) ● Marshallese liaison ● Input and actual perception data from stakeholders

Curriculum and learning	Instructional framework is informed by clearly defined content standards, utilizing core curriculum with embedded assessments. Through learning targets, success criteria, multiple means of differentiation, and cognitive engagement strategies, students work collaboratively with peers on relevant meaningful tasks which include collaborative conversation, small group work, and presentations. Data informs RTI at 3 Tiers and is used to evaluate system and student progress.. Teachers collaborate through PLC sessions. NES partners with Kamehameha Schools to expand the curriculum. Social emotional learning supports are fully embedded into the design of the school.	• GLO's: emphasized and monitored • School wide Standards-Based Core Curriculum: Wonders Reading, Stepping Stones, FOSS Science • Ongoing unpacking ELA, Math & NGSS and creating learning targets and success criteria • SEL: Schoolwide PBIS, SEL Room, Zones of Regulation, Positive Action, Behavior screener/BEISY with action steps, supported at 3 Tiers • Professional development: PLC, NTA, 'NES' PDE3 courses, Coaching, "21 Wednesdays", "Friday" PD, Stipend days, substitute days, targeted KKP or HIDOE conference/training topics • RTI-A: "School wide morning", ELT, 3 Tiers • Data & Progress monitoring: DIBELS, CFA, SHSH	• Full implementation of core curriculum • Implement strategies from professional development • Follow Plan-Do-Check-Act cycle for HMTSS (academic, behavior, socio-emotional, physical) at all 3 tiers
Infrastructure	Technology is used to support standards based core curriculum with some research projects. Shared google drive is used for collaborative initiatives among staff. NES is transitioning from CSSS to MTSS. RTI initiatives (Academic, Behavior, Chronic Absenteeism and Teacher) are continuously refined. Core curriculum is used for ELA, math, science and character education. Teachers individually supplement the curriculum. Adjustments to the curriculum are made by grade level teams at PLC. HA and culture is infused into the core. Teachers adjust curriculum and pacing guides via grade level PLCs.	Technology to Design • 1:1 devices: Chromebooks grades 3 - 6; mini-iPads Pre-2. Computer Specials. All classrooms have Bright Links. "Go to" online tools used by staff: Goalbook, Stetson Associates, Class Dojo, Kahoot, Freckle, Prodigy, Sum Dog, etc. Equitable student access (SPED, ELL, RTI) MTSS • RTI-Academic: Evidence-based practices, ELT, small groups, Walk to Math (2nd grade), Family Reading Nights, DIBELS, eValuate, ICA, WIDA, IEPs, Finish Line. RTI-Behavior: Rainbow Rubrics; Zones of Regulation; Ask Me, Kindness Bugs, IEPs, BEISY groups. RTI- Chronic Absenteeism: AttenDANCE, Saturday School. Friendraiser • Ongoing data analysis Learning Materials: • Wonders, Stepping Stones, FOSS Science, Positive Action. Instructional materials- rich, complex text • Teacher created materials-- peer reviewed	• Teacher skills in how to effectively use provided technology and all it has to offer • Teacher skills (confidence) to implement provided technology with their students in the classroom • Teacher knowledge of all components (including digital aspects) of core curriculum • Teacher skill to 'extend the capabilities of students to engage in higher sophistication of design, research, interaction, sharing, and creating. • Utilization early risk indicators in all areas of MTSS, to expedite RTI. • Focus on reduction of chronic absenteeism
Student Learning	Teachers provide students with opportunities to explore and develop student voice through the use of standards based core curriculum. Goal setting is used in different ways, academically and behaviorally. Staff capacity building is	• Teachers provide students with opportunities through the use of Wonders, Stepping stones, and Fossweb-- student created questions and problems	• Common understanding and practices of "student voice and choice" • Teacher skills (confidence) to allow students to

|		
Products and Voice	intentional and data-driven through PD, coaching, and job-embedded support. Student agency is promoted through the student council.	• Students set their own goals, • Teacher-student one on one conference/student-teacher collaboration • Bell to bell instruction • Panorama used for student voice and teacher reflection • Elected by students, Student's Council collaborate, reflect, and implement the needs of the entire school community • May Day Court; student elected	increase responsibility in their own learning. • Common understanding and language for student agency and student's voices. • Teacher skill to develop our "own" student feedback • Academics showcases beyond outside the school campus (robotics, speech festival, lego, geography bee)

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?
 	
Core Values & Mindset
1. Decrease in chronic absenteeism from 37% (SY18-19) to 19% by the end of school year 2022-2023
   a. Chronic absenteeism will decrease from 37% (SY18-19) to 31% (SY20-21).
2. 10% increase per year in students demonstrating the 6 GLOs consistently by 4th quarter
   a. Self-directed learner 37% (SY18-19) to 47% (SY20-21)
   b. Community Contributor 44% (SY18-19) to 54% (SY20-21)
   c. Complex Thinker 30% (SY18-19) to 40% (SY20-21)
   d. Quality Producer 37% (SY18-19) to 47% (SY20-21)
   e. Effective Communicator 38% (SY18-19) to 48% (SY20-21)
   f. Ethical User of Technology 62% (SY18-19) to 72% (SY20-21)
3. 25% increase in favorable response in the end of semester survey aligned with the school quality data.
4. SQS/Student survey
	What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
	
	Core Values & Mindset
	1. Decrease in chronic absenteeism from 37% (SY18-19) to 19% by the end of school year 2022-2023
	   a. Chronic absenteeism will decrease from 31% to 25%
	2. 10% increase per year in students demonstrating the 6 GLOs consistently by 4th quarter
	   a. Self-directed learner 47% to 57%
	   b. Community Contributor 54% to 64%
	   c. Complex Thinker 40% to 50%
	   d. Quality Producer 37% to 47%
	   e. Effective Communicator 48% to 58%
	   f. Ethical User of Technology 72% to 82%
	5. 25% increase in favorable response in 'end of semester' survey aligned designed to align with SQS data.
	
	Curriculum & Learning
	Na'alehu Elementary will increase student achievement by 10% on
		What are your Measurable Outcomes around School Design and Student
		*V*Core Values & Mindset
		
		Core Values & Mindset
		1. Decrease in chronic absenteeism from 37% (SY18-19) to 19% by the end of school year 2022-2023
		   a. Chronic absenteeism will decrease from 25% to 19%
		2. 10% increase per year in students demonstrating the 6 GLOs consistently by 4th quarter
		   a. Self-directed learner 57% to 67%
		   b. Community Contributor 64% to 74%
		   c. Complex Thinker 50% to 60%
		   d. Quality Producer 47% to 57%
		   e. Effective Communicator 58% to 68%
		   f. Ethical User of Technology 82% to 92%
		3. 25% increase in favorable response in end of semester survey aligned in the school quality data.
		
		Curriculum & Learning
		Na'alehu Elementary will increase student achievement by 10% on

Curriculum & Learning	ELA and Math Smarter Balanced Assessments in grades 3-6 by the end of school year 2021-2022	ELA and Math Smarter Balanced Assessments in grades 3-6 by the end of school year 2022-2023
Na'alehu Elementary will increase student achievement by 10% on ELA and Math Smarter Balanced Assessments in grades 3-6 by the end of school year 2022-2023	● SBA ELA proficiency will increase from 40% to 50% ● SBA Math proficiency will increase from 39% to 49%	SBA ELA proficiency will increase from 50% to 60% SBA Math proficiency will increase from 49% to 59%
● SBA ELA proficiency will increase from 30% (SY18-19) to 40% (SY20-21). ● SBA Math proficiency will increase from 29% (SY18-19) to 39% (SY20-21).	Na'alehu Elementary will have a percentile increase of 5 points in the area of growth by the end of the school year 2020-2021 as measured by the state Strive HI report.	Na'alehu Elementary will have a percentile increase of 5 points in the area of growth by the end of the school year 2020-2021 as measured by the state Strive HI report.
Na'alehu Elementary will have a percentile increase of 12 in the area of growth by the end of the school year 2020-2021 as measured by the state Strive HI report.	● Strive High Math MGP will increase from 65 to 70 ● Strive High ELA/Literacy Growth MGP from 65 to 70	● Strive High Math MGP will increase from 70 to 75 ● Strive High ELA/Literacy Growth MGP from 75 to 80
● Strive High Math MGP will increase from 53 (SY18-19) to 65 (SY20-21). ● Strive High ELA/Literacy Growth MGP from 53 (SY18-19) to 65 (SY20-21).		

Why you are implementing them?	*Why you are implementing them?*	*Why you are implementing them?*
NES serves a population of students with challenging demographics. Student demographics signifies a more urgent need to meet the needs of the whole child. We must meet the academic needs because education is the tool to break the cycle of poverty, improve long- term quality of life, and build continuous learners. NES strives to be mindful of strategies used to motivate all stakeholders, build perseverance, encourage resiliency, and a growth mindset. To achieve these student outcomes, NES staff must build capacity of staff and partnerships between all stakeholders. NES implements intentional actions because we love our students. We care about our families.	*NES serves a population of students with challenging demographics. These demographics signifies a more urgent need to meet the needs of the whole child. We must meet the academic needs because education is the tool to break the cycle of poverty, improve long term quality of life, and build continuous learners. NES has to be mindful of strategies used to motivate all stakeholders, build perseverance, encourage resiliency, and a growth mindset. To achieve these student outcomes, NES staff must build capacity of staff and partnerships between all stakeholders. NES implements intentional actions because we love our students. We care about our families.*	*NES serves a population of students with challenging demographics. These demographics signifies a more urgent need to meet the needs of the whole child. We must meet the academic needs because education is the tool to break the cycle of poverty, improve long term quality of life, and build continuous learners. NES has to be mindful of strategies used to motivate all stakeholders, build perseverance, encourage resiliency, and a growth mindset. To achieve these student outcomes, NES staff must build capacity of staff and partnerships between all stakeholders. NES implements intentional actions because we love our students. We care about our families.*

How will you know that they are causing an improvement?	*How will you know that they are causing an improvement?*	*How will you know that they are causing an improvement?*
● NES will achieve identified measurable goals and outcomes ● NES students will begin to be empowered to inform other stakeholders of the methods and strategies in which students	● NES will achieve identified measurable goals and outcomes ● NES students will be empowered to inform other stakeholders of the methods and strategies in which students collectively and	● NES will achieve identified measurable goals and outcomes ● NES students will be empowered to inform other stakeholders of the methods and strategies in which students collectively and

collectively and individually learn, thrive, and teach best.	individually learn, thrive, and teach best.	individually learn, thrive, and teach best.
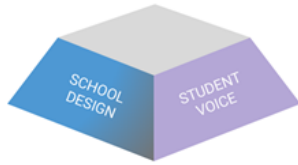
Innovation in Support of the Core: School Design and Student Voice

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

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. The following will be used by <u>grade levels</u> to create PDCAs in NES tailored processes 1. NES Start High, Strive Higher 2. School Climate Survey 3. DIBELS (If & how to implement to be determined) 4. CFA; ELA/Math assessments (to replace eValuate) to be determined 5. ART baseline measures to be determined Summer 2020 6. Tiered Fidelity Inventory (TFI)	*Add throughout the year measurements here.* 1. Monthly ELA/Math assessments 2. Monthly progress monitoring 3. ART formative measures executed throughout the year 4. Parent/Teacher/Student monthly surveys 5. MTSS (BEISY, LDS; RTI process/review)	*Add end of year goals here.* 1. *Strive High Math MGP will increase from 53 (SY18-19) to 65 (SY20-21).* 2. *Strive High ELA/Literacy Growth MGP from 53 (SY18-19) to 65 (SY20-21).* 3. *Increased participation of student choice/voice in curriculum* 4. *Increased percentage of positive student responses in Panorama, School Climate surveys*

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)
Focus: Equity and Access From Above						
See Measurable Outcomes under Equity and Access above • Based 2020-21 ACCESS scores: By May 2021, at least 75% of ELL students will be on their Growth To	2. Per WASC, continue to focus on implementing clearly defined, high leverage, research based school wide instructional practices that address students' learning needs. (CLSD 1.2) 3. Per WASC, use objective measures, such as rubrics and indicators, to determine the student's performance on the GLOs and the alignment and integration of them to the	Yearlong	WSF Title I Migrant Funds (7) EOEL (8)	Academic Review Team to address 1- 8 as scheduled monthly with reports from ● TIPS/Literacy Coach: 1, 2, 4 ● SCC: 3 ● Counseling Cadre: 8 ● ELL DH: 5	Monthly	

[Na'alehu Elementary School], [Version 1], [5.16.20]

Target trajectory
● Other measures integrated with CLSD grant; grant and measures still in development
 	
(SW6, SW1)
● SBA ELA proficiency will increase from 40% to 50%
● SBA Math proficiency will increase from 39% to 49%
 	
25% increase in favorable response in 'end of semester' survey aligned designed to align with SQS data.
	standards during instruction will have more impact on the common understanding of them and will allow students to reflect upon their own learning and behavior.
	4. Utilize the Early Warning System (or similar) to track and progress monitor low socio-economic students for academic, socio-economic, behavioral, and physical needs. Provide RTI as appropriate; monitored by Achievement Teams and PLCs. (DP3.MTSS)
	  a. Strengthen core with implementation of ECRI for grades K-2 during ELA word work.
	  b. Expand RTI-A interventions to include Haggerty and Third Quest
	5. Build capacity in need areas by providing pertinent professional development:
	a. Social Emotional Learning, to include Positive Action and school wide PBIS.
	b. Poverty and other related issues such as "trauma" to become a 'trauma informed school'
	c. Strengthened differentiated instruction school wide.(CLSD 1.2 CLSD 1.5)
	d. Evidence based distance learning strategies (DP3.MTSS) (CLSD 1.2 CLSD 1.5)
	6. D3 Continue to focus on equitable access to quality education for all students with special emphasis on ELL population. (DP3.MTSS) (CLSD 1.5)
	  a. Maintain high quality staff development for research-based ELL strategies and differentiated instruction. (CLSD 1.2, CLSD 1.2, CLSD 1.5)
	  b. Ensure adequate resources- time, personnel, supplies
			● Migrant Coordinator
			● SPED DH
			● VP/Attendance Committee: 6
			● Parent Community Network Coordinator: 7	

Decrease in chronic absenteeism from 37% (SY18-19) to 19% by the end of school year 2022-2023 a. Chronic absenteeism will decrease from 31% to 25%	7. Per WASC recommendations, maintain and continue to examine strategies to reduce student absenteeism by reviewing local, state and national policies, resources and programs. a. Need to develop a "never-tried" approach to chronic absenteeism population inclusive of a parent component. (SW7) 8. Provide strategic support for Migrant Education students who struggle in ELA and/or math. (CLSD 1.2, CLSD 1.5) 9. Maintain and enhance preschool opportunities to our community. (CLSD 1.2) 10. Continue to develop and progress monitor RTI-B utilizing behavioral screener and supports for Tier 1, Tier 2, and Tier 3 to strengthen social emotional learning initiatives for all students so that they feel welcome and safe. Provide professional development and support of "Zones Room."				

Focus: School Design (Matrix Driven)

By May 20-21, NES will implement identified practices which reflect vision & mission at 85% goal achievement by targeted stakeholders. By May 20-21, 85% of students will be able to articulate the school mission and vision, in language appropriate to grade level.	1. Refine school practices, systems and structures to reflect core values of community and are well articulated through a measurable mission and vision. (DP1.CVV) (CLSD 1.7) a. Identify MV committee b. Explore strategies to ensure school mission and vision is clear and adopted by all stakeholders. (CNA.P2) (CLSD 1.7) c. Gather community business and organization mission and vision d. Utilize a process to integrate all stakeholders (including parents) core values in crafting a unified vision & mission statement (SW7) (CLSD 1.7) e. Adopt/readopt school vision and mission	Yearlong	WSF Title 1	MV Committee notes and records per activity/action	Monthly Annual	

	f. Develop measures and goals for vision and mission statement g. Ensure all staff have appropriate PD and resources to support continuous improvement in both direct and indirect support of student learning. (CLSD1.2)					
By August 2020, NES will have documented routines, system and calendar for continuous self-evaluation with 100% completion, By the end of SY 20-21, students will demonstrate 10% progress in targeted areas as measured through schoolwide monthly assessments	2 Continuously self-evaluates its efforts based on achievement data to determine if all students are being provided with quality curriculum, instruction, engagement, and differentiated support within a rigorous teaching and learning environment. (DP2.EA) (CLSD 1.3, CLSD 1.5) a. Continue and refine NES PDCA processes such as monthly progress monitoring, academic review, CNA, CFAs, SHSH, Counseling Cadre student review, BEISY review, peer review (CNA. SP21) (CLSD 1.2) b. Leadership team to establish and document a comprehensive system/routines of academic (ART) and monthly progress monitoring review (CLSD 1.2) c. Systematically implement ART and MPM framework to ensure student progress in targeted areas. (CLSD 1.2) d. Refine PLCs to align with Hattie Achievement Team strategies/processes	Year	WSF Title I	Completion of documented NES system/routines and calendar for ART and MP, to include a simplified graphic for clarifying and building common understanding. Minutes of monthly ART and Monthly PM PLC/Achievement teams data	Summer development Monthly	
By May 2021, 100% of pacing guides will be revised to include interdisciplinary standards, and college/career pathways. Strive High Math MGP will	3 Refine **Instructional framework** to ensure it is informed by clearly defined content **standards,** interdisciplinary standards and college/career pathways with embedded assessments that provide **meaningful feedback to students** about their learning progress. (DP2.SB)	Year	WSF Title I	Academic Review Team quarterly pacing guide review Monthly Progress Monitoring feedback indicator trends Showcase of student college/career activities	Quarterly Monthly Annual	

increase from 53 (SY18-19) to 65 (SY20-21). Strive High ELA/Literacy Growth MGP from 53 (SY18-19) to 65 (SY20-21).	a. Continue building school-wide, common understanding and vertical alignment by continued focus: (CLSD 1.2, CLSD 1.5)
	  i. Standards-based core curriculum (Wonders, Stepping Stones, Foss Science (CLSD 1.5)
	  ii. Visible Learning, John Hattie (CLSD 1.5)
	  iii. Explicit Instruction, Anita Archer (CLSD 1.5)
	  iv. SIOP (CLSD 1.5)
	b. Revise pacing guides to include standards, interdisciplinary standards, college/career pathways. (CLSD 1.5)
	c. D6 Explore age appropriate opportunities to understand career pathways (ie., career interest inventories, career fair/day, UH career day for 6th graders, invitation to alumni to share stories and careers, future stories, GLO connections to post high school training/education, etc) (CNA. D60) (CLSD 1.5, CLSD 1.7)
	d. Provide meaningful feedback to students on learning progress (CLSD 1.5)
	e. Ensure Literacy coach refines systems to progress monitor CLSD initiatives. (CLSD)
				Administration & TIPS/Literacy Coach weekly meeting meeting records		

100% of students will have opportunity to meet competencies using individualized preferences at least once a quarter	4 Develop evidence based practices to have student **voice and choice** in curriculum, and are encouraged to explore new concepts. (DP2.CVC) a. Explore how student choice, voice, collaboration, and individualization, per School Design, may be infused into NES structures and core curriculum. (CNA.SL10) b. Develop school level understanding of "student voice" under the umbrella of HIDOE expectations. structures and core curriculum. (SP12)	Yearlong	WSF Title I	PLC record review Documentation of school level understanding, exemplars and c	Quarterly	

Provide opportunities for 100% of families to engage in distance learning either online or non-online Increase family engagement from boy baseline (?) to 90% by end of SY 20-21	5 Develop strategies which ensure **Teachers, students and parents work as partners** to support struggling students, and this is a valued and supported part of a continuous improvement cycle. (DP2.ATD) (SW7) (CLSD 1.6, CLSD 1.7) a. Explore and utilize supports via Hawaii Statewide Family Engagement Center b. Explore new ways to partner, both via online distance learning and non-internet access means (CLSD 1.7) c. Develop agreements to meet both HIDOE requirements and realities of the range of 'in the home' instruction. d. Provide training for parents on identified strategies (SW7) e. Work as partners per individualized family agreements (CLSD 1.7) f.	Yearlong	WSF Title 1	Documentation of participation in learning Family Engagement Sign-in sheets Bi Monthly PCNC & Administration meeting minutes	Monthly	

By end of SY 21-22 NES MTSS plan will be developed.
 	
By end of SY 21-22 100% of staff will receive training on NES MTSS
 	
100% of staff will continue to implement RTI through SY 21-22
	6 The school embraces a **continuous school improvement mindset r**eflected in a comprehensive **multi-tiered system of support** that includes an actionable data system, evidence-based practices, and family engagement. (DP3.MTSS) (CLSD 1.6, CLSD 1.7)
	a. Create one document to encompass existing academic, socio-emotional, behavioral, and physical tiered system (consider CiT3 document format) (CLSD 1.2)
	b. Continue building school-wide, common understanding and vertical alignment by continued focus:
	   i. SEL Curriculum, Positive Action
	   ii. Executive Functioning, Strosnider-Sharpe
	   iii. Social Thinking, Maria Garcia Winner
	c. Expand supports/interventions to include supports needed when education is offered via
		Yearlong	WSF
			Title 1
				Academic Review Team to address 1- 8 as scheduled monthly with reports from
				● TIPS: 1, 2, 4
				● SCC: 3
				● Counseling Cadre: 8
				● ELL DH: 5
				● SPED DH
				● VP/Attendance Committee: 6
				● Parent Community Network Coordinator: 7
				● Migrant Coordinator
					Monthly	

	distance learning and to address family engagement (CLSD 1.2) d. Include and expand actionable data system					
Strive High Math MGP will increase from 53 (SY18-19) to 65 (SY20-21). Strive High ELA/Literacy Growth MGP from 53 (SY18-19) to 65 (SY20-21)	7 Per WASC, expand RtI-A interventions that will enable students to receive more individualized instruction in need areas providing students increased opportunities for academic growth. Add intense Tier II and Tier III reading and math interventions throughout the day, in all grade levels. a. Explore evidence based strategies which could be delivered via distance learning (CLSD 1.2) b. Provide training for targeted strategies (CLSD 1.2)	Yearlong	WSF Title 1	Academic Review Team monthly school wide trend review Monthly Progress Monitoring of data Grade Level PLC minutes	Monthly	
By the end of SY 20-21, students will demonstrate 10% progress in targeted areas as measured through schoolwide monthly assessments	8 Per WASC, consistently use classroom formative assessment practices on a daily basis that will enable teachers to receive more timely feedback on student performance, providing for quick and effective adjustments of instruction. To include both traditional and online learning spaces. a. Determine grade level/school wide evidence-based/appropriate formative assessments for distance learning or traditional learning. (CLSD 1.2) b. Provide PD on formative assessments (CLSD 1.2) c. Implement grade level/school wide evidence-based/appropriate formative assessments for distance learning or traditional learning. (CLSD 1.2) d. Adjust instruction based on feedback from formative assessments. (CLSD 1.2)	Yearlong	WSF Title 1	Academic Review Team monthly school wide trend review Monthly Progress Monitoring of data Grade level PLC minutes	Monthly	

Measurable Outcome(s)	Enabling Activity	Duration	Source of Funds	School Monitoring Activity	Frequency	Complex Monitoring Activity
100% of students will have opportunity to meet competencies using individualized preferences at least once a quarter	9 Explore how student choice, voice, collaboration, and individualization, per School Design, may be infused into NES structures and core curriculum. CNA.10 DP2 a, Research voice and choice to develop a common understanding student voice and choice in curriculum b. Identify and design structures and protocols for student voice and choice in curriculum. c. Provide flexible opportunities for students to have voice and choice in curriculum	Yearlong	WSF Title 1	Grade level PLC minutes Parent/Teacher/Student Survey results	Quarterly	
10% increase per year in students demonstrating the 6 GLOs consistently by 4th quarter a. Self-directed learner 37% (SY18-19) to 47% (SY20-21) b. Effective Communicator 38% (SY18-19) to 48% (SY20-21) 100% of students will reflect on their learning and performance and set personal goals at least quarterly	10 Develop practices to ensure **Students learn how to take responsibility for their learning outcomes** and can make connections along the way to personal future aspirations. (DP4. SA) a. Create student friendly rubrics on Self-Directed Learner, Effective Communicator (CLSD 1.2) b. Work with students on age appropriate goal setting (CLSD 1.2) c. Utilize rubrics/success criteria for students to reflect on their learning and performance (CLSD 1.2)	Yearlong	WSF Title 1	Quarterly report card	Quarterly	

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)

[Na'alehu Elementary School], [Version 1], [5.16.20]

100% of teachers will deliver effective and rigorous instruction as measured by student progress in targeted areas 100% of teachers receive PD on targeted topics: choice & voice; standards & core curriculum as measured by sign in sheets 100% of staff will demonstrate proficiency in area of responsibility	1. Differentiated staff support (CLSD 1.3) a. Ensure all teachers demonstrate effectiveness on all indicators of the Framework for Teaching and NES initiatives through ongoing support and professional development in order to ensure all students meet and/or exceed proficiency on school wide and State assessment targets b. Ensure all staff demonstrate effectiveness in area of responsibility by providing professional development opportunities	Yearlong	WSF Title 1	Monthly Progress Monitoring meeting Monthly Assessments Grade Level PLC record review (SW6)	Monthly	
100% of staff will receive PD to be effective, ethical users of technology	2 The school's instructional technology design is driven by the pedagogical approach and the learning deliverables of the school design components. (20-21) Teachers use technology to extend the capabilities of students to engage in higher sophistication of design, research, interaction, sharing, and creating. (20-21) a. Continue development of technology plan to ensure infrastructure (hardware, software, online programs, connectivity, HIDOE Acceptable Use Policy, etc) is available to implement the range of core programs, intervention programs, data tracking, and professional development for all staff b. Explore an instructional technology design, to include distance learning plan as part of technology plan	Yearlong	WSF Title 1	Monthly Progress Monitoring meeting Monthly Assessments Grade Level PLC record review (SW6)		

|						
	c. Adopt an instructional technology design to meet all students needs d. Provide PD and opportunities for teachers to access Open Educational Resources (OER) (CLSD 1.3) e. Provide PD and appropriate resources for all staff (CLSD 1.3)					
100% of teachers will provide students the opportunity to meet competencies using individualized preferences at least once a quarter	3 Ensure teachers provide students with opportunities to engage with learning through pedagogical practices tailored to **student's interests and passions,** while maintaining a high level of **alignment with quality standards**. Students have the opportunity to **meet competencies using individualized preferences.** The school recognizes and **celebrates students as bringing to the classroom different learning styles** and experiences (DP4.PL) a. Explore how to provide students with opportunities to engage with learning through pedagogical practices tailored to students' interest while, creating alignment with quality standards b. Engage in knowledge sharing about how the students' personal interests can be used as a motivator for higher skill development. c. Provide students with opportunities to meet individualized preferences	Quarterly	WSF Title 1	Grade level PLC minutes Parent/Teacher/Student Survey results	Monthly	
100% of staff will receive PD and support in HA	4 HĀ designers Convening Process Guide to develop partnerships with family and community members to engage and empower their roles in literacy needs (CLSD 1.7, 7.3) a. PD will be provided as needed around building relationships from a cultural standpoint to help support the school's		WSF	Convening process notes and action plan PD records Family Engagement records	Quarterly	

	literacy efforts. (3.1)					

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.
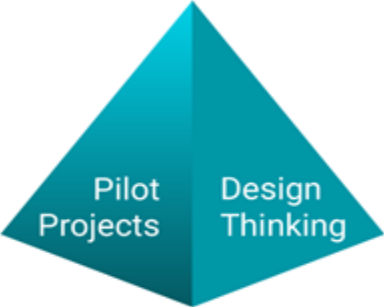
School Ideas for Innovation and Pilot Projects	Conditions for Success

Please describe your school's ideas around innovation and pilot projects.	Please describe your conditions for Success:

• Per WASC recommendations, continue to expand the New Teacher Academy to provide on-going support and mentoring to assure teacher efficacy.
  ○ Revamp NTA topics to include all teachers in the new instruction and learning environment of distance learning. This includes online delivery of core programs.
  ○ Reexamine, assess, and prioritize new learning for teachers.
  ○ Provide professional development on targeted prioritized list.
  ○ Provide support for implementation and progress monitoring of new practices, systems and protocols.
• Develop Gifted and Talented program, and supplemental subjects such as Hawaiiana, art, music classes, etc. (DP3.MTSS)
  ○ Continue research by GT committee to develop GT plan based on August 2019 HIDOE guidance
  ○ Implement GT plan
• No CAP: Resolving issues related to both Connectivity and Power for distance learning.
	• New Teacher Academy
	  ○ Adequate funding for school level complex academic officer and coaches
	  ○ Continued capacity development and professional development of CAO, coaches, and administration to reflect School Design initiatives
	  ○ Adequate funding for stipends and substitutes to have intentional, targeted professional development
	  ○ Adequate funding for instructional resources for professional development
	• Gifted and Talented Program
	  ○ Continuance of gifted and talented committee
	  ○ Professional development of GT committee members, CAO, coaches, SCC and administration to ensure effective, evidence based GT program and strategies
	  ○ Adequate funding to implement PD
	  ○ Adequate funding for student resources to implement GT program
	• No CAP: Resolving issues related to both Connectivity and Power
	  ○ Understanding and approval from upper levels of HIDOE
	  ○ Home data for NES students as primary focus. Secondary focus: inclusion of all students in household-- HIDOE/non-HIDOE
	  ○ Funding.
	  ○ System development

Comments & Suggestions: