2020 Academic Plan, School Year 2020-21

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.

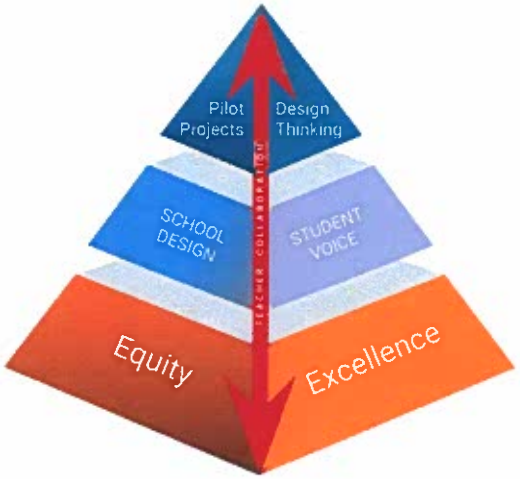
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Stacy Bookland	
Principal's signature: Stacy Bookland	Date: 05/29/2020

Complex Area Superintendent (print): Lindsay Ball	
Complex Area Superintendent's signature:	Date: 5.29.2020

[Lahaina Intermediate School], [Version 1], [05-29/2020]

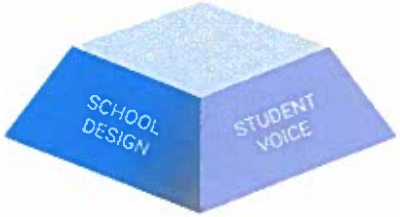
Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, 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?*
The Achievement Gap refers to how our school is meeting the needs of our at-risk learning populations as compared to the non-high needs group. High Risk Groups: EL, IDEA(Sped), SES Schoolwide data on LDS (SBA, Universal Screener /iReady, Achieve3000) and StriveHi indicator for Literacy reveal need for Reading Intervention for Students all students as well as those who are High Risk While SGP shows high needs populations are improving, SBA scores show achievement gaps among high needs versus non high needs student populations. Of our current high risk sub-populations the SES group is the highest performing.	Continue use of iReady as the school-wide universal screener Continue providing differentiated instruction across content through schoolwide plan using achieve3000 Teachers continue development of best practices for differentiation RTI, and SEL instructional practices through the use of the 21 -hours Continue school wide plan for RTI	Tier I & II skills based interventions identified through iReady specified in curriculum/ unit/ lesson/ department/house plans monitored three times a year *(Team Meeting Agendas, minutes, and notes, department curriculum plans and maps on all-staff, lesson and unit plans)* Provide a school wide schedule for use of achieve3000 in all content areas to utilize individualized differentiated support for high risk learners *(achieve3000 dashboard data, achieve3000 school calendar, lesson plans, agendas and minutes, LDS)* Teachers share best practices targeting high-risk learner needs as well as enrichment for all learners through in-house professional development *(21 hour agendas and minutes)* The RTI coalition will continue to meet, plan and guide teacher teams for skills-based interventions *(RTI Coalition agendas and minutes)*

	Continue to provide academic and skill attainment support for SES needsl learners, providing additional time, access, resources, opportunities, and support for high risk student populations)	Provide technology access and support, academic support and enrichment before, during and after school through Learning Lab, computer and career courses, STEMworks, MathCounts, Robotics; Teacher teams continue to elect to provide academic/communication tools to monitor strategies for academic support (*Title I program records and events, records and sign-ins, Infinite Campus data, class grades)*
	Continue schoolwide literacy practices of collaborative conversations, close reading, CER	Department and House teams will continue to address, utilize, and monitor instructional practices for schoolwide literacy needs through instructional practices (T*eam meeting Agendas & Minutes; notes)*
	Support Equity and excellence through planning for rigor in department and grade level curriculum teams (benchmark standards, common formative assessments, vertical alignment), monitoring achievement of high risk students	Benchmark standards, curriculum plans, common formative assessments, alignments, student achievement scores (iReady, achieve3000, WIDA) and student work *(all-staff drive folders; team meeting agendas & minutes; student work; LDS)*
	Continue data team practices with support from complex area leaders and looking at student work through department and house teams	Department and house teams will continue to plan for and monitor achievement gap growth through looking at student achievement data and student work *(Departments and House, data team, agenda & minutes)*
	Continue SEL and academic support such as goal setting and self- monitoring through Laulima and character education, Renaissance, TRIBES	All teachers new to LIS will be trained in TRIBES (site-based certified trainer); continue the use of Second Step for SEL curriculum, continue homeroom-based character education; continue quarterly TRIBES grade -level activities (*school calendar, Team agendas & minutes)*
	Continue established parental involvement activities and plan for increasing parental involvement and for high-risk learners	Continue established parental involvement activities (Open House, 6th grade Parent Night, Renaissance volunteer opportunities, Ke Alii Night) ; offer Parent School-wide literacy night through achieve3000 representation to increase awareness of parent support for literacy; teacher-initiated committee will be formed to plan for increased parental involvement for EL's

		(parent engagement sign ins, meeting agendas, minutes, reflections, and notes)
	Continue co- teaching best practices to support IDEA students in their Inclusion classes	Each quarter SPED teachers lead general education teachers to plan, implement, and monitor Stetson and Associates-based best teaching strategies *(Co-teaching plans and reflections in all staff drive)*
	Support EL students through individualized/ differentiated instruction (Imagine Learning)	EL students use Imagine Learning program in Language Acquisition class; EL teachers plan, modify instruction, and assess progress of students through ongoing practice and site-based benchmark assessments three times per year *(Imagine Learning data)*
	Support engagement of high needs learners through brain-based learning and STAR protocol learning walks	Continue Learning Walks/ STAR protocol though department and ILT support; staff led professional development as needed *(team agendas and minutes; learning walk forms)*



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

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

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

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

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?
 	
Student Voice:
 	
- **Students will increase their knowledge of what is meant by student voice and choice**
- **Teachers will increase student voice and choice opportunities in their practice**
- **begin conducting student focus groups based on survey responses**
 	
School Design: What are we aiming to accomplish by the end of the school year with our School Design initiative?
 	
• **Quality Curriculum:**
  ○ There is a disconnect with rigor and assessment score; how can we address this?
  ○ Identify people to hold us accountable for what we are teaching in our classes
  ○ Rigor:vertical alignments need to be done
  ○ Gather a baseline on what students know or need;
  ○ Alternative learning programs designed to support learners in smaller, personalized context (RTI, Laulima, ELL)
• **Secondary instructional Design: Need time to work on and complete a project from inception to completion:**
  ○ IDUs are being planned, making sure there is continuity, making sure everyone is supporting one anothers content
  ○ Master calendar of assignments (teacher will be able to see what is going on in other classes so that they can help support one another), consistent expectations
  ○ Pre/Post for entire course, share with teams for transparency; allows for collaborative opportunities
  ○ Cross curricular literacy is important
  ○ Library can support the flexible schedule, self-directed study
	What are your Measurable Outcomes around School Design and Student Voice? What are you designing?	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*

• **Family and Community Engagement:**
  ○ Student showcase (Ke Ali'i Night) projects on re-designed criteria
  ○ Chorus and Band Concerts
  ○ REACH sporting events		

Why are you implementing them?
 	
Student Voice:
 	
- **Students need to know what is meant by student voice if they are to use their voice**
- **When students have a voice in what they learn, they are more interested in their classes and enjoy being in school.**
- **Creating student focus groups around their responses to survey questions will provide insight as to the causes and solutions from students' perspectives and inform how we take action to improve ratings**
 	
School Design: Why is it important to achieve these outcomes?
 	
• **Quality Curriculum:**
  ○ WHY: To help create productive members of society. The better the curriculum the better opportunities for college and career readiness.
• **Secondary instructional Design: Need time to work on and complete a project from inception to completion:**
  ○ WHY: To create access to support college and career readiness. Engage students in learning using research design and innovation.
• **Family and Community Engagement:**
  ○ WHY: Engagement of family and community members allows for a healthy and proud transference of the spirit of aloha while integrating transparency of curriculum and success within our community. This promotes student success and allows our sons and daughters to feel confident in
	Why are you implementing them?	*Why are you implementing them?*

where they come from and supported by the adults they interact with in their life. Additionally, this reinforces the framework of Hā.		

How will you know that they are causing an improvement?
 	
Student Voice:
 	
- **Positive responses on student perception surveys will increase**
 	
School Design:
 	
• **Quality Curriculum:**
  ○ **SMART Goal:** For the 2020-2021 school year, LIS will improve rigor by having bi-monthly department meetings on Wednesday to work on horizontal and vertical alignment of curriculum. Success will be measured using i-Ready scores: growth from 1st assessment to the 3rd.
• **Secondary Instructional Design: Need time to work on and complete a project from inception to completion:**
  ○ **SMART Goal:** For the 2020-2021 school year, each house will create a master schedule of assignments (start with major projects then build to daily work). The success of this will be determined by calendar completion. Calendar will be shared through the school website to parents and students. Possip feedback will help determine the effectiveness of the calendar.
• **Family and Community Engagement:**
  ○ **SMART Goal:** For the 2020-2021 school year, LIS will host a Ke Ali'i Night to showcase student projects and performances. The success of Ke Ali'i Night will be measured by representation of each department and numbers of parents per sign in sheet.
	How will you know that they are causing an improvement?	*How will you know that they are causing an improvement?*

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.
 	
Student Voice:
- **Panorama Survey Results (School Wide)**
  - **Panorama Survey: Classroom Engagement: Overall, how interested are you in this class? 58%**
  - **Panorama Survey: Classroom Engagement: When you are not in class, how often do you talk about ideas from class? 24%**
- **Quaglia Student Voice Survey Results (School Wide)**
  - **Quaglia Student Voice Survey: Question #39: I use my voice to express my thoughts and ideas. 53%**
 	
School Design:
• **Quality Curriculum:**
  ○ Use November 2019 data from second round of iReady diagnostic testing
 	
• **Secondary Instructional Design:**
  ○ Currently, only 8th grade teachers are using a master calendar of assignments; introduction of master calendar for assignments to all staff.
 	
• **Family and Community Engagement:**
  ○ Most elective teachers, English Language Learner teachers, PTSA/SCC, Renaissance, Craft Club, Wrestling Club, STEM, 6th grade ELA and 7th grade science, librarian, and school health nurse participated in Ke Ali'i Night presentations.
	Add throughout the year measurements here.
	
	Student Voice:
	-
	
	School Design:
	• Measurement of curricular rigor and its quality will be determined through i-Ready scores (1st assessment to the 3rd), planning and reflecting on this in bimonthly department meetings.
	
	• The formative measures of this master assignment calendar will be determined through Possip feedback as well as the opinions of our faculty.
	
	• Lastly, the success of Ke Ali'i Night will be measured through representation of each department, the numbers of parents per sign in sheet, and the response of this evening from our keiki.
		Add end of year goals here.
		
		Student Voice:
		
		School Design:
		• One of our goals for the end of the year is to have improved the rigor of content across all departments and provide quality curriculum through focussing on horizontal and vertical alignment of our curriculum, preparing this in bi-monthly department meetings and measuring this through i-Ready scores (1st assessment to the 3rd).
		
		• Another one of our goals for the end of the year is to create a master calendar of assignments (starting with major projects) that will be available on the school website and the LIS Google Drive to provide transparency, organization, and communication for students, parents, and faculty.
		
		• Our last goal for the end of the school year is to engage our LIS ohana and community through hosting a Ke Ali'i Night to showcase the efforts and growth of our keiki through public performance and displaying academic projects.

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Increased scores on the iReady tests	Completing correlating content and assignments in class.	Yearlong	None	i-Ready diagnostic testing	3 times a year	
Increased utilization of master assignment calendar.	Checking the calendar to be more proactive with assignments and more organized with the course load.	Yearlong	None	Being more aware of assignments, increase in student organization, and providing feedback to faculty of how useful this resource is.	Once a quarter (Possip feedback)	
Participation in Ke Ali'i Night.	Providing quality and diverse projects and performances to the community.	Spring	Title I	Parent sign in sheet and student participation at the event.	Annual	
Improved scores on school-created student survey	Provide student voice education via broadcast media	Yearlong	None	School-created student survey	Quarterly	
Percentage of students participating in student focus groups will increase from 0%	Conduct student focus groups	Yearlong	None	Focus group documents	Weekly/ Bi-weekly	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)

Increased scores on the iReady tests	Bi-monthly department meetings to work on horizontal and vertical alignment of curriculum.	Yearlong	None	iReady diagnostic testing	3 times a year	
Teacher completion of master assignment calendar	Completion of master assignment calendar to be done on staff's own time and then monitored in bi weekly House meetings -add to the House agenda.	Yearlong	None	Calendar will be shared on school website; Possip feedback	Possip feedback once a quarter	
Have at least one staff from each department participate in Ke Ali'i Night.	Assisting students in providing quality and diverse projects and performances to the community as well as determining what will be showcased.	Spring	Title I	Teacher participation list.	Annually	
4 Student Voice PDs	Continue Student Voice staff PD	Yearlong	None	Staff sign-in sheet	Quarterly	
Each house will implement at least one SV practice in their classroom and share	Google folders by house with evidence of student voice opportunities provided in the classroom	Yearlong	None	Teacher submissions to Google house folder / House agenda minutes	Bi-Weekly	

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. ***Pilot Projects*** *The school already has several pilot projects in place or being discussed.* *Some overriding philosophies are:* • *Providing students more voice/choice* • *Providing differentiated learning opportunities* • *Reviewing programs/policies for efficacy and relevance* *The Pilot Projects for next year are:* • *Continue and possibly expand Genius Hour across grade levels. Changing the name to E Hoonui 'Ike* • *Implementing an academic component to the REACH program for sports.* • *Free Dress Friday in conjunction with other schools in our Complex* • *Development of a School Uniform Design challenge.* • *Working with the RTI team to standardize our intervention/enrichment program during Laulima period utilizing the model developed by the 6th grade Blue team SY 2019-20.i* • *Reviewing current policies related to discipline and technology for efficacy & relevance. This would entail a review of our existing policies with an eye towards deletion or amendment of existing policies.* • *Development of a Digital Citizen program utilizing the Digital Compass program from Common Sense media*	*Please describe your conditions for Success:* *Whole school voice* *We found out that for our school to be successful in these Pilot Projects that it is an umbrella effect. If we succeed in the other areas of focus (Achievement Gap,School Design, and Student Voice) it will allow for the pilot programs to succeed.* *ex. Our first year program of Open Study (Engel) has Student Voice, Achievement Gap, and Design Thinking. It has shown growth by having 3 of the test students re-enroll in the class for the second semester.*

Design Thinking and Innovation JP/MW Leaders *Things to re-examine:* 1. *How do we set-up our classroom for student engagement and teacher facilitation (seating arrangements)?* 2. *Use of Google Classroom vs. making hard copies* 3. *Striving for authentic learning* a. *problem-based learning using real-world and community connections* 4. *Mindset and how to shift in learning- learning vs. the grade; learning that failure is ok that we learn from failure.*	1. *student engagement where they have voice and choice* 2. *teachers collaborative problem-based projects* 3. *success in other areas of focus (Achievement Gap,School Design, and Student Voice* 4. *Ways to use design thinking-* a. *visualizing your problem-visualization reveals key themes and patterns* b. *challenge common assumptions* c. *reverse your thinking (backwards mapping design)* d. *empathize with your audience* e. *embrace risk and failure*
Non-negotiable: *Training for adults (teachers, staff, parents) and students on the Google Suite technology and set class online protocols and expectations.* *Physical/ face-to-face (i.e. field trips) till we know about social distancing protocols and school days schedules.* *We need to invest in technological instruction, savvy, and depth being deeper with kids, and ourselves. We have to focus on what is an email, vs a WebEx meeting worthy.* *Digital Citizenship will be CRITICAL from now on. Roll out a* ***digital citizenship*** *piece.*	*Investing in professional development technological training for Teachers, and specialized training for students and parents to ensure remote online learning success* *Emphasis in practicing Digital Citizenship to ensure remote learning culture of caring and academic success*
Design Thinking and Innovation CB-JB CO-Teachers (Science) ***More integrated PBL lessons and planning in teams. Standard protocols for teams/teachers across the school for communication with parents and students. (i.e. Weekly emails with assignments and issues, all using Google Suite/classroom, etc.)*** ***Design Thinking and Innovation Seth-Di- Hugo (Carper/Ignnacio/Diaz)*** • ***Have teachers utilize tools in https://nepris.com/*** • ***Keep CTE, STEMWORKS keep as priority***	***Teams have to set who is grading what section of the IDU project, and then it's reported out like usual in the gradebook.*** ***Grades based upon a common rubric created in line with the content standard. It will be reported through Infinite Campus per teacher/class. (CB/JB)*** ***We will use CER on this as well for the kids to establish a strong Claim show Evidence and Reasoning for their PBL and also add in a Counterclaim to this. (CB/JB)***

• ***Internships w/local business or conservation groups as an elective*** • ***Problem & Project based learning assignments across teams and classrooms*** • ***Use Student voice as to what kinds of classes or electives we try to offer*** • ***More off-campus field trips!*** ***Design Thinking and Innovation KK/KD (Kartchner/Dunn)*** • ***Have class meetings and groups like you do in college that meet up on campus at diff*** o ***It's possible we could have Department based team help with some of these groups so kids meet and know teachers from all grade levels.*** ***Virtual Fieldtrips - students go on them or create their own using available tech (arcgis)*** ***Design Thinking and Innovation ASC/JSV ELL (Cabatic/Valenzuela)*** ***Consider providing Differentiated (DI) Instructions, modifications and accommodations for ELs schoolwide.*** ***Design Thinking and Innovation FA/LS: Science (Ancheta/Sakamoto)*** • ***NGSS Project/Problem-based Learning*** • ***Make GRC Lessons/Activities a common practice in science classrooms.*** ***https://sites.google.com/3d-grcscience.org/going3d/grc-lesson-resources***	***Industrial, Commercial and Community Business Partnerships to offer internships and career pathways support.*** ***Create more We.org like service learning projects-- at least this way they get credit from the college-board on transcripts as well!*** • ***Consider electives with production (shop, 3d printing) that could lead to Ke Ali'i Store. Or Ke Ali'i Store could be implemented as an elective through buying and selling inventory.*** • ***Consider whole school design thinking elective (part of/similar to how Laulima is). School examples: Waipahu Inter, and Waianae Inter Neighborhood partnerships with businesses that allow us to have kids do internship work for projects.*** ***Small lab groups, project and/or activity groups that meet in rooms or areas separately at times with teachers. This could facilitate project and problem based learning and flip the schools culture some (this comes into branding in a way.)*** *Provide extra support systems and professional development for teachers and staff in classes in which ELL students need the most help.* ***RTI (schoolwide)*** • ***School-wide setting: In order to measure the success as a result of implementing RTI, we need to collect baseline data during the start of School Year using the Universal Screener iReady, then administer iReady testing during the middle part and end of the School Year. Data can now be used to calculate student growth.*** • ***Smaller group setting (Classroom setting): In smaller group settings such as in the classroom, we need to collect baseline information by administering a pre-test of a unit and post-test for summative assessment.***