Academic Plan for School Year 2021-22

* Note WASC Recommendations in this font and red color   link to be put in

School: Lanai High and 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

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).
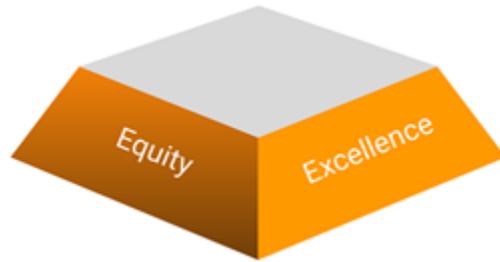
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
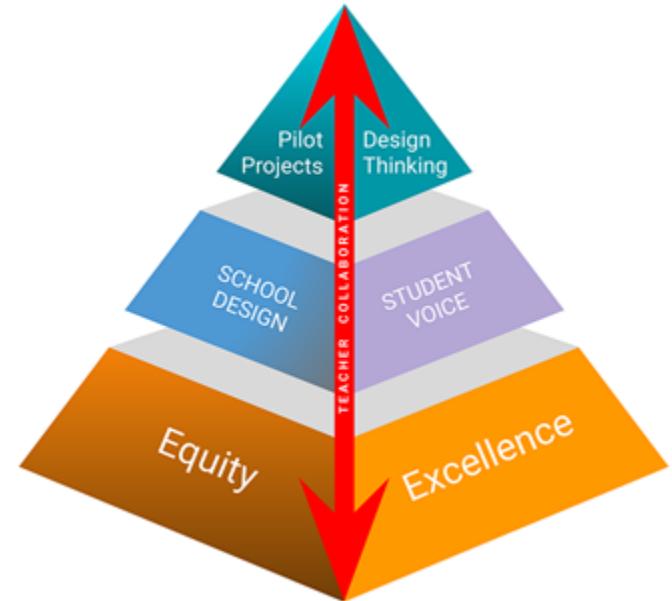
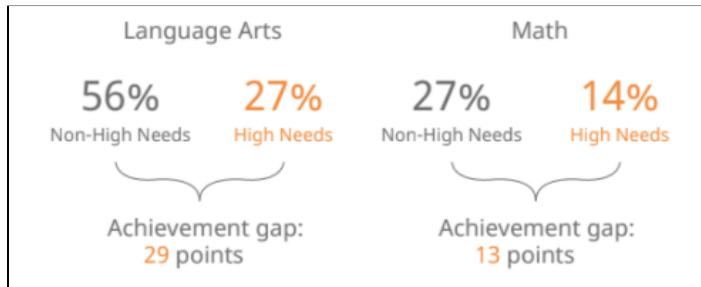| Principal (print): Elton Kinoshita	
Principal's signature: *Elton Kinoshita*	Date: **4/26/2021**

Complex Area Superintendent (print):	
Complex Area Superintendent's signature: *Rebecca Winkie*	Date: 05/07/2021

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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
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. *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.* In 2018-19, our **high needs** group was comprised of: ● students with disabilities, 14.2% of our student population ● ELL students, 15.5% of our student population Based on our Strive Hi report for *SY 18-19*, the gap between our **non-high needs** and **high needs** groups was higher in Language Arts than in MATH (29 points vs. 13 points).	*What is your Theory of Action (if-then) to improve the achievement gap?* **Focus Area 1:** If the school continues to focus on its school culture by all adults and students working on having a **Growth Mindset (GM)**, then student achievement will improve as well as students' general well-being (behavior will improve, improved self-image). **Focus Area 2:** If teachers continue to focus on developing and using **common standards-based Student Success Criteria (SSC)** (aligned horizontally and vertically) as a way to give students specific feedback, and students use these success criteria to self/peer assess and set goals, then student achievement will improve. **Focus Area 3:** If teachers continue to focus on students' application of knowledge and skills through **Project-Based Learning (PBL)** and allow for student voice and choice in this type of learning, then student engagement will increase, attendance will improve, and student achievement will improve. If the academic achievement of <u>all</u> our students increases proportionately, then the gap should remain constant while the overall percentage of students meeting proficiency will improve.	*What are your Enabling Activities to improve the achievement gap?* ● **Large-scale Professional Development on:** Grit & Growth Mindset, creating and using standards-based Student Success Criteria (Teacher Clarity Playbook), PBL (beginning of SY Admin days, sub days). **QTR. 1 QTR. 2 QTR. 3 QTR.4** ● **Monthly Focused Professional Development/ Dialogue:** time allocated for teacher conversations on implementation of things learned from large-scale PD and on-going focused PD (in Leadership Team meetings, various types of PLCs, and Staff meetings-- for horizontal & vertical articulation); evidenced by agendas/minutes, teacher/team created products (TCP Google Classroom HW); *Tuesdays are LT meetings, Wednesdays are Dept/PLC meetings, K-12 vertical articulation staff meeting, additional 21 hrs., PC days).* See specifics of focused meetings and meeting schedule document. - **QTR. 1 QTR. 2 QTR. 3 QTR.4** ● **Admin and teacher peer observations of implementation** (using a tool/checklist/rubric, notes, feedback given). 　○ EL - **QTR. 1 QTR. 2 QTR. 3 QTR.4** 　○ MS - **QTR. 1 QTR. 2 QTR. 3 QTR.4** 　○ HS - **QTR. 1 QTR. 2 QTR. 3 QTR.4**

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Language Arts — 56% Non-High Needs, 27% High Needs; Math — 27% Non-High Needs, 14% High Needs; Achievement gap: 29 points; Achievement gap: 13 points	**Systemwide connections with the 3 foci (conditions that need to be in place):**	● **Collection and ANALYSIS of student evidence in students "Digital Portfolio"** to see if the intended learning is happening or not because the teachers' instruction is working/not working (observations, conversations, products-- *surveys, online assessments, student work, etc.); multiple opportunities for students to retake an assessment and improve projects.*

However, overall, Gr. 3-8, 11 students' achievement in MATH (18% proficient) and Science (13% proficient) was lower than in ELA (36%).

Regarding student attendance, 17% of students were chronically absent (15 or more days absent) in 2018-19.

Systemwide connections with the 3 foci (conditions that need to be in place):

● If the school continues to have a <u>functioning</u> Leadership Team made up of representatives from each school level to discuss operational and instructional topics K-12, then the structures are in place for systematic growth and monitoring of initiatives (see LT Agenda/Minutes).

● If the teachers have <u>meaningful</u> PLCs to discuss, collaborate, and look at student work that integrates the 3 focus areas, then student achievement will grow steadily as teachers modify instructional practices based on PLC discussions and collaborations.

● If Leadership closely <u>monitors implementation</u> of the above focus areas through participation in PLCs, classroom observations, schoolwide surveys, and looking at teacher/student portfolios, while also offering feedback and professional development to support teachers, then teachers' instructional practices will support the steady growth of student achievement.

● If the school has an online organized system of communication (ie. Google Classrooms at each school level, matrix of information with links in a central document-- "LHES Table of Contents", then there is transparency, communication, and accountability among stakeholders (school and community).

● **Collection and ANALYSIS of student evidence in students "Digital Portfolio"** to see if the intended learning is happening or not because the teachers' instruction is working/not working (observations, conversations, products-- *surveys, online assessments, student work, etc.); multiple opportunities for students to retake an assessment and improve projects.*
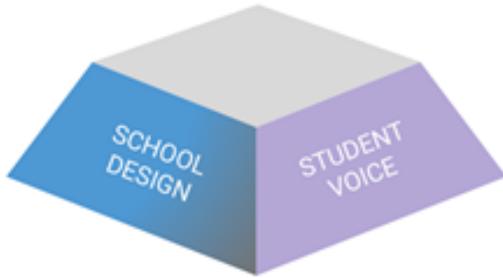
QTR. 1   QTR. 2   QTR. 3   QTR. 4

● **Collection and ANALYSIS of <u>teacher</u> evidence in teachers "Digital Portfolio"**

QTR. 1   QTR. 2   QTR. 3   QTR. 4

conduct a survey semester 1 and 2 for teachers and students on their thoughts about doing digital portfolios

School levels to create new one for SY 21-22:
● ELEM Academic Plan Timeline
● MS Academic Plan Timeline
● HS Academic Plan Timeline

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

Need evidence of Student Voice (documentation- how is student voice activated through the 3 focus areas and how will we know?)

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

● *At Lanaʻi High & Elementary School, we strive to provide authentic, meaningful learning experiences for all students. Longitudinal data shows that annually, students at LHES performed lower scores than our complex and state averages. There is also a significant achievement gap between our disadvantaged, disabled, English Language Learners and our general population. In order to address these annual issues, we are shifting our school design to increase student voice and engagement through authentic learning experiences such as project based learning, inquiry, and student driven initiatives.*

Describe here your current and continuing initiatives that will further advance your 2021-22 **School Design and Student Voice.**

● *By focusing on **Student Success Criteria (and other principles of Teacher Clarity)**, we will ensure that all students receive an equitable educational experience. Engaging students in **Project Based Learning**, that are guided by standards provides highly engaging student directed learning experiences. Our **Growth Mindset** initiative, provides staff and students the skills and dispositions necessary to thrive in our ever changing world.*

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

● *Leadership Team structure (5 reps from each level + Admin Team; continuing from 2019-2020 SY)*
● *Administrator support at each school level*
● *Complex Area Support Liaison*
● *PLCs (x2 per month - Wed.)*
● *K-12 Vertical Articulation (1x/month - Wed)*
● *3 school wide Focus Areas*
● *Google Drive Digital Portfolios (for teachers and students) & LT members piloting Student-Led Conferences (based on students sharing their digital portfolio)*
● *T.O.R.C.H. (school vision)*

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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? Strive HI Data K-12 (2018-19): ELA: 36% MATH: 18% SCI: 13% Chronic Absenteeism: 17% Hattie Effect sizes: *Teacher Clarity 0.75, Feedback 0.75, Teacher Student Relationships 0.72, Formative Evaluation 0.90* Achievement: We want our ELA proficiency to grow by 9% to bring us to 45%, Math to grow by 12% to bring us to 30%, and Science to grow by 17% to bring us to 30%. Achievement Gap: In ELA, we are striving to increase our proficiency to 45% by decreasing our achievement gap by 10 points. In Math, we will maintain or contract the current achievement gap while increasing overall proficiency to 30%. In Science, we are striving to grow our overall proficiency to 30%. We want to maintain or decrease our chronic absenteeism to 15%.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Strive HI Data K-12 (2018-19, 2019-20): ELA: 36% MATH: 18% SCI: 13% Chronic Absenteeism: 13% 	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?*
Why you are implementing them? Focusing our PLCs on **Student Success Criteria** (using the *Teacher Clarity Playbook* module principles) will increase *Teacher Clarity* (0.75) as well as set the framework for *Formative Evaluation* (0.90). As we engage students in	*Why you are implementing them?*	*Why you are implementing them?*

Success Criteria conversations, we set the context for direct timely *Feedback* (0.75) Our school wide **Growth Mindset** initiative exposes students to the skills and dispositions needed for success. Additionally, it fosters the positive teacher-student relationships (0.72) that inspire students to achieve their personal best. Finally, our **Project Based Learning** initiative provides all students with authentic engaging learning experiences. As student engagement increases we expect our chronic absenteeism to decrease.	➡️	
How will you know that they are causing an improvement? We will track student attendance, using Infinite Campus to help identify students who are chronically absent. Increased student engagement through PBL should lead to students coming to school more frequently. We will track our student achievement data in ELA, Math, and Science, using our longitudinal data system as well as our growth data for ELA and Math using iReady Assessments. As we increase proficiency, we will continually monitor the achievement gap while making adjustments to further narrow it. We will track our Growth Mindset initiative by collecting data on the number of students who choose to redo/retake assignments and assessments. The number of Ds and Fs on report cards will be monitored and should decrease.	*How will you know that they are causing an improvement?* ➡️	*How will you know that they are causing an improvement?*
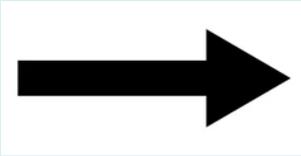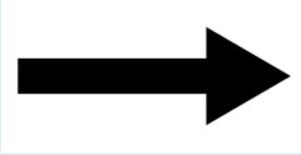
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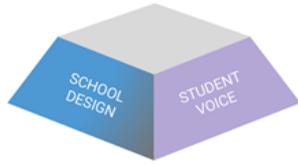
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. Same data carried over for ELA, MATH, SCI from Spring 2019 SBA & HSA SCI. Will update when 2020-21 Strive HI data is available. **Strive HI Data K-12 (2018-19, 2019-20):** **ELA: 36%** **MATH: 18%** **SCI: 13%** **Chronic Absenteeism: 13%** (2019-20 Strive HI)	*Add throughout the year measurements here.* ● i-Ready (Reading & Math) ● SBA Interim Assessments ● Students' and Teachers' Digital Portfolios ● Attendance Data in Longitudinal Data System (LDS)	*Add end of year goals here.* Increase academic achievement (as measured by Strive HI): ● ELA proficiency to grow by 9% to bring us to 45% ● Math proficiency to grow by 12% to bring us to 30% ● Science proficiency to grow by 17% to bring us to 30% ● Course Marks in LDS ● Chronic Absenteeism maintain ~~or decrease to 15%~~

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GREEN - high likelihood of success, in need of minor improvements and new thinking about how to bring to the next level	75% - 100%
YELLOW - moderate to high likelihood of success, in need of some course-corrections to get fully on track	50% - 74%
ORANGE - moderate to low likelihood of success, in need of increased attention and focus	25% - 49%
RED - low likelihood of success, in need of significant effort to turn around.	0% - 24%

Student Outcomes & Staff Outcomes (SY 2021-22)

GROWTH MINDSET Measurable Outcome(s) Who will change? What will change? How much change will be realistically achieved? By when? How the change will be measured?	Enabling Activity The periodic activities that build upon each other to achieve student and staff Measurable Outcomes. *(What will we do?)* What will students do to help themselves? What will teachers do to help students meet the outcomes?	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity *(How will we know?)* How will teachers know students are doing this? How will Admin/LT know teachers are doing this?	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS) *Note: voting was done with those teachers in attendance.*
1. Growth Mindset (GM) 100% of **students** will **create improvement goal(s)** as measured by their reflection artifact (goal-setting form, journal entry, video log, etc.).	Students will **create goals** for their standards-based learning and "soft skills" (i.e., GLOs, behavior, etc.) **based on** areas they need to strengthen in the **success criteria.**	Year long		Teacher checks students' goals periodically throughout the quarter. Teacher checks students' GM digital portfolio quarterly: **ELEM**-- each teacher checks their students' portfolios **MS**-- Advisory teacher checks their students' portfolios **HS**-- possibly Period 1 teacher checks their students' portfolios	Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color) - Qtr. 4 (color) -
1. Growth Mindset (GM) 100% of **teachers** will include **growth mindset principles/lessons** in their	Teachers will create ways to **include growth mindset principle(s) and/or lessons** in their instructional practice.	Year long		Admin Team reviews teachers' GM digital portfolios based on Dept. developed Ac Plan timelines.	Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) -

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instructional practice as measured by their GM Digital Portfolio.	Teachers will **introduce and use goal-setting with students** (schoolwide student goal-setting template or some other common format is discussed with all teachers). Teachers will **create and maintain GM Digital Portfolio** that includes their GM lessons or how they use GM principles in their instructional practice. Teachers will give students time to create and add to their individual Digital Portfolios that capture their learning.	Fall		21 hr. use form ? Admin & LT look at various goal-setting templates and decide on some common ones to be used schoolwide.		**Qtr. 2 (color) -** **Qtr. 3 (color) -** **Qtr. 4 (color) -**
2. Growth Mindset (GM) 100% of **students** will **track their growth mindset journey** as measured by their growth mindset Digital Portfolio (goals and reflection artifacts).	Students will monitor their growth mindset journey by **including goals and reflection artifacts in their GM Digital Portfolio.** Students will **create and maintain a GM Digital Portfolio** in their own school google drive shared with their teachers to place goal(s) and reflection artifacts. Students will **share their learning journey** with their parents/ an adult they trust by sharing their portfolio during **student-led conferences** 1x/yr (Jan 2022).	Year long Jan.		Teacher checks students' GM digital portfolio quarterly: **ELEM**-- each teacher checks their students' portfolios **MS**-- Advisory teacher checks their students' portfolios **HS**-- possibly Period 1 teacher checks their students' portfolios Leadership Team will schedule student-led conferences for their class (Elementary) or a class (Secondary) and collect reflection survey results from students and parents/adults about these conferences. Middle School Team will incorporate this into their already existing student-led conference.	Quarterly End of Semester 1	**Focus Plan Quarterly Monitoring:** 　　　　　**EL**　　**MS**　　　**HS** **Qtr.1 (color) -** **Qtr. 2 (color) -** **Qtr. 3 (color) -** **Qtr. 4 (color) -**

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2. Growth Mindset (GM) 100% of **teachers and staff** will **participate in training** or retraining on **Growth Mindset** as measured by their Digital Portfolio.	Teachers and staff will **participate** in ongoing Growth Mindset **professional development.** Teachers will include in their Digital Portfolio documentation of training/retraining dates, times, and reflection. **Leadership Team** members will **pilot student-led conferences (SLCs)** 1x/yr (Jan 2022). Discuss and make agreements about the format of SLCs in LT meetings.	Yearlong		Admin Team to schedule GM PD and will monitor participation in PD by sign-in. Admin Team will review student-led conference schedules and reflection survey results from Leadership Team.	Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color) - Qtr. 4 (color) -
3. Growth Mindset (GM) 100% of **students** will **take at least one additional chance to redo assignments/tasks and retake assessments** as measured by student's reflection artifact and teacher's gradebook.	Students will be given multiple chances to demonstrate their growth mindset and **will take the chance to redo assignments/ tasks and retake assessments.** Students will **document their revised work** and other attempts to improve their work/score in a GM Digital Portfolio reflection artifact.	Course long		Counselors with Admin to review Report Cards- students receiving fewer Fs and Ds, well below, etc.	Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color) - Qtr. 4 (color) -
3. Growth Mindset (GM) 100% of **teachers and staff** will **give students at least an additional chance to** redo assignments/tasks and retake assessments as measured by their gradebook and Digital Portfolio.	Teachers will **give** every student multiple chances to demonstrate their growth mindset by giving them **opportunities to redo assignments/tasks and retake assessments.** *(depending on the context, teachers need to offer students specific and descriptive feedback based on*	Year long		Counselors with Admin to review Report Cards- students receiving fewer Fs and Ds, well belows, etc.	Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color) - Qtr. 4 (color) -

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	success criteria as well as support vs. just allowing a redo/retake without any help) Teachers will **document in their gradebook and/or Digital Portfolio**: ● whether or not students took the opportunity to redo/retake assignments and/or assessments ● evidence showing student work w/written specific, descriptive teacher feedback and/or success criteria that's highlighted showing where student proficiency falls *(oral feedback is also important, however for purposes of documenting in the portfolio, examples of written feedback or highlighted success criteria is needed)* Teachers will participate in a PD on giving specific, descriptive feedback based on success criteria.	Fall		Admin to schedule descriptive feedback PD and monitor participation by sign-in.		

ST. SUCCESS CRITERIA **Measurable Outcome(s)** Who will change? What will change? How much change will be realistically achieved? By when? How the change will be measured?	**Enabling Activity** The periodic activities that build upon each other to achieve student and staff Measurable Outcomes. *(What will we do?)* *What will students do to help themselves?* *What will teachers do to help students meet the outcomes?*	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity** *(How will we know?)* *How will teachers know students are doing this?* *How will Admin/LT know teachers are doing this?*	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS) **Note: voting was done with those teachers in attendance.*
1. Student Success Criteria (SSC) 100% of **students** will **participate in standards based lessons and use Student Success Criteria** as measured by reviewing Digital Portfolios.	Students will participate in standards based lessons designed by the teacher: ● **knowing the learning intentions for the day** ● **the relevance of what they're learning** ● **the criteria for success** Students will document in their SSC Digital Portfolio a reflection artifact (i.e., how success criteria has helped them)	Yearlong		Teacher checks students' SSC digital portfolio quarterly: **ELEM**-- each teacher checks their students' portfolios **MS**-- Advisory teacher checks their students' portfolios **HS**-- possibly Period 1 teacher checks their students' portfolios Teacher checks if students understand: ● *what they are learning* ● *why it's important* ● *how they know they're successful* Admin & Peer Classroom Observation/ Conversation-- *When asked, students can answer:* ● *what they are learning (daily Learning Intention is posted or verbalized)* ● *why it's important*	Quarterly Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color) - Qtr. 4 (color) -

				(relevance is verbalized) ● *how they know they're successful (success criteria is posted or verbalized)* *-Standards based student work posted in the classroom with success criteria.* *-See students engaged in self-assessment and/or peer assessment.* *-See/hear GM principles in place.*		
1. Student Success Criteria (SSC) 100% of **teachers** will **create and implement standards based lessons with aligned Student Success Criteria** and document in their Digital Portfolios.	Teachers will select "priority" standards and create lessons using the cycle from the Teacher Clarity Playbook (use optional TCP template): ● **unpacking standards** for unit plans (Module 1) ● planning the **learning progressions** in the unit (Module 2) ● planning **daily content and language learning intentions** (Modules 3 & 5) ● creating aligned **success criteria** (Module 4) ● explaining **relevance** of learning intentions to students (Module 6) ● planning **formative checks** of understanding for the learning intentions (Module 7) ● planning the **instructional delivery** using "Gradual	Yearlong		Leadership Team with Departments to schedule peer observation. TCP Module HW collected in Teacher Clarity Google Classroom Reflections form on SSC implementation for teachers' digital portfolio. Semester 1 teacher reflections on 3 Focus Areas Admin Team reviews teachers' SSC digital portfolios based on Dept. developed Ac Plan timelines. Admin & Peer Classroom Observation/ Conversation-- *When asked, students can*	Quarterly each semester Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS **Qtr.1 (color) -** **Qtr. 2 (color) -** **Qtr. 3 (color) -** **Qtr. 4 (color) -**

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	Release of Responsibility" w/ scaffolds when necessary (Module 8) • planning **summative assessments** for each learning progression as well as the end-of-the-unit (Module 9) Teachers will create and maintain a SSC Digital Portfolio. Teachers will participate in Peer Observations. Teachers will decide in PLCs (facilitated by LT members) which "priority" standards and GLOs to focus on for **schoolwide common success criteria** (elementary start with ELA, MATH, SCI, SS and secondary by content area) -- *focus on process standards vs. content standards that are applicable across content areas.* *Teachers will participate in PD for implementing curriculum:* • *MATH PD (Ready Math, Illustrative Mathematics on LZ platform, support from CAST- Ian)*			*answer:* • *what they are learning (daily Learning Intention is posted or verbalized)* • *why it's important (relevance is verbalized)* • *how they know they're successful (success criteria is posted or verbalized)* *-Standards based student work posted in the classroom with success criteria.* *-See students engaged in self-assessment and/or peer assessment.* *-See/hear GM principles in place.* LT members will bring this information back to LT meeting to discuss and decide on which "priority" standards to focus on for schoolwide common success criteria. Admin to schedule curriculum PD and monitor participation by sign-in.		

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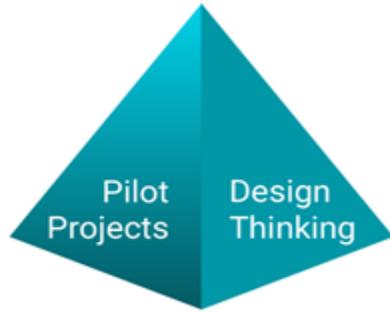|						
	• *SCIENCE PD (Amplify Science, support form CAST- Heidi)* • *ELA PD for MS on EL Education curriculum using LZ platform*					
2. Student Success Criteria (SSC) 100% of **students** will participate in discussion and **co-creation of success criteria** for standards as well as the "soft skills" (i.e., GLOs, etc.) as measured by reviewing Digital Portfolios.	Students will **co-construct success criteria** with their teacher before beginning an assignment or project. Students will **use the success criteria to self-assess**/ write a reflection. Students will document in their Digital Portfolio the co-created SSC (rubric, checklist, etc.) and their use of it to self-assess.	Yearlong		Teacher checks students' SSC portfolio for co-created success criteria (rubric, checklist, etc) which students used to self-assess/ write a reflection.	Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color) - Qtr. 4 (color) -
2. Student Success Criteria (SSC) 100% of **teachers** will utilize SSC throughout their lessons as measured by reviewing Digital Portfolios.	Teachers will **plan and implement lessons where they engage students in co-constructing** Student Success Criteria for standards as well as the "soft skills" (i.e., GLOs, etc.) by having students look at / think about good examples and coming up with success criteria. Teachers will **refer to the learning intentions and the success criteria throughout their lessons:** • Introduce SSC prior to new unit/lesson or co-create with students	Yearlong		Admin Team reviews teachers' SSC digital portfolios based on Dept. developed Ac Plan timelines. Admin & Peer Classroom Observation/ Conversation-- *When asked, students can answer:* • *what they are learning (daily Learning Intention is posted or verbalized)* • *why it's important (relevance is*	Quarterly Quarterly	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color)- Qtr. 4 (color) -

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	● Reflect on SSC with students regularly throughout unit/lesson ● Provide timely, focused feedback to students based on SSC Teachers will (at the start of the SY), have students co-construct success criteria (I cans, checklists, rubrics) about classroom and school behavior expectations. Teachers will give students time to create and add to their individual Digital Portfolios that capture their learning. Teachers will include their reflections of their use of SSC in their Digital Portfolio.			*verbalized)* ● *how they know they're successful (success criteria is posted or verbalized)* -Standards based student work posted in the classroom with success criteria. -See students engaged in self-assessment and/or peer assessment. -See/hear GM principles in place.		
3. Student Success Criteria (SSC) 100% of **students** will **create and maintain a SSC Digital Portfolio** in Google drive.	Students will **create and maintain** a **SSC digital portfolio** in their google drive and share access with teacher(s). SSC portfolio will include: ● success criteria for standards and GLOs (and other soft skills) ● self- assessments of own work (highlighting where they think they're at and explaining why using evidence from their work) ● *based on above, students*	Yearlong		Teacher checks students' SSC digital portfolio quarterly: **ELEM**-- each teacher checks their students' portfolios **MS**-- Advisory teacher checks their students' portfolios **HS**-- possibly Period 1 teacher checks their students' portfolios	Quarterly	**Focus Plan Quarterly Monitoring:** 　　　　　EL　　MS　　HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color) - Qtr. 4 (color) -

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Link to- *WASC Probationary Progress Report (March 2020)*   & *VC Probationary Report (March 2020)*   Links to: ELEM, MS, HS Academic Plan copies ; Progress Monitoring Meeting w/ CAS notes
Link to- *FINAL Copy LHES Spring 2021 ACS-WASC Mid-Cycle-Progress-Report (Feb. 2021)*   &   *VC Mid-Cycle Report (April 2020)*

	also set goals-- connected to Focus Area #1 GM ● Students in testing grades may also include a reflection on their SBA interim test and then set goals with an action plan for getting better results on the SBA summative assessment (could also do this with their iReady assessments)					
3. Student Success Criteria 100% of **teachers** will **participate in K-12 Articulation Sessions and PLCs** as measured by PLC agendas and attendance sheets. ~~100% of teachers will complete TCP Module HW~~.	*K-12 Success Criteria PD ~~and book study~~ with continued articulation on principles from the Teacher ClarityPlaybook.* Teachers will **participate in monthly K-12 Articulation Sessions** (replaces staff meeting) focused on Student Success Criteria in vertical teams: ● Elementary: PreK-K, 1-2, 3-5 ● Secondary by content area: ELA, MATH, SCI, SS with non-core joining in one of the core teams ● teachers will look at student work (LASW) based on a "priority" standard and its success criteria using a consistent LASW protocol. Teachers will **participate in bi-monthly PLCs** focused on Student Success Criteria: ● teachers share, discuss, and	*Yearlong* *Yearlong*		Admin Team to monitor participation and completion of assignments in Google Classroom: ● *K-12 monthly articulation* agendas *and attendance* ● TCP Module HW collected in Teacher Clarity Google Classroom ● PLC agendas & attendance - Leadership Team - HS - MS - EL 21 hr. use form ? and responses	1x/ month 1x/ month 2x/ month	**Focus Plan Quarterly Monitoring:** 　　　　　　　EL　　MS　　HS Qtr.1 (color) - Qtr. 2 (color) - Qtr. 3 (color) - Qtr. 4 (color) -

	get feedback on ~~their Module HW~~ • teachers will look at student work (LASW) based on a "priority" standard and its success criteria using a consistent LASW protocol. *Teachers will analyze iReady data 3x/yr for grades K-12 (build time into PLCs).* See specifics of focused meetings and meeting schedule document.					

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PROJECT BASED LEARNING **Measurable Outcome(s)** Who will change? What will change? How much change will be realistically achieved? By when? How the change will be measured?	**Enabling Activity** The periodic activities that build upon each other to achieve student and staff Measurable Outcomes. *(What will we do?)* *What will students do to help themselves?* *What will teachers do to help students meet the outcomes?*	**Duration** Fall, Spring, Yearlong	**Source of Funds** Program ID	**School Monitoring Activity** *(How will we know?)* *How will teachers know students are doing this? How will Admin/LT know teachers are doing this?*	**Frequency** Quarter, Semester, Annual	**Complex Monitoring Activity** (to be completed by CAS)
1a. PBL 90% of **secondary students** will **participate in and successfully complete at least one PBL project** during the school year as measured by the artifacts in their Digital Portfolio and their presentations.	*(More student-initiated, teacher-guided for secondary students)* Quarter 1: students survey topics of interest for PBL projects. Students begin a reflection journal. By the start of Quarter 2, students share their PBL topics. Faculty members provide input on Common Core Standards alignment and work on creating Student Success Criteria with students. Quarters 2 and 3: Students research, interview, create/build, their projects. Students define competencies (success criteria) they need for their showcase/performance. Quarter 4: students prepare their showcase/performance product, practice, and may have multiple revisions because of feedback from self, peers, and teacher based on the success criteria. Students will create and maintain a PBL digital portfolio in their google drive and share access with teacher(s).	Yearlong		Teacher conducts check-ins with students throughout the project, having discussions on their progress based on success criteria and reviews students' reflection journals. Teacher monitors students' participation in showcase/ performance demonstrations. Teacher checks students' PBL digital portfolio quarterly: **MS**-- Advisory teacher checks their students' portfolios **HS**-- possibly Period 1 teacher checks their students' portfolios	Annual	**Focus Plan Quarterly Monitoring:** EL MS HS Qtr.1 (color) - N/A Qtr. 2 (color) - N/A Qtr. 3 (color) - N/A Qtr. 4 (color) - N/A

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| **1b. PBL**
90% of **PK-5 students** will **participate in and successfully complete at least one class PBL project** as measured by the artifacts in their Digital Portfolio and their presentations. | *(More teacher-guided w/ student choices built in for elementary students)*
Teachers and students will discuss areas of interest and collaborate to select the PBL topic.

Teachers and students will discuss standards that will be addressed and work on creating Student Success Criteria together.

Students research, interview, create/build, their projects. Students begin a reflection journal.

Students define competencies (success criteria) they need for their showcase/performance.

Students prepare their showcase/performance product, practice, and may have multiple revisions because of feedback from self, peers, and teacher based on the success criteria.

Students will create and maintain a PBL digital portfolio in their google drive and share access with teacher(s). | Semester | | Teacher conducts group check-ins with students throughout the project, having discussions on their progress based on success criteria and reviews students' reflection journals.

Teacher monitors students' participation in showcase/ performance demonstrations.

Teacher checks students' PBL digital portfolio quarterly:
ELEM-- each teacher checks their students' portfolios | Semester | **Focus Plan Quarterly Monitoring:**
          EL   **MS**   **HS**
Qtr.1 (color) -   N/A   N/A

Qtr. 2 (color) -   N/A   N/A

Qtr. 3 (color) -   N/A   N/A

Qtr. 4 (color) -   N/A   N/A |

1. PBL	Teachers participate in:			Admin review:	Annual	Focus Plan Quarterly Monitoring:
90% of **teachers** will have been **trained in Project-Based Learning** and will apply what they've learned as measured by having **planned, implemented/ adjusted, and reflected upon at least one PBL experience** with students during the year.	**1) Large Scale PBL PD:** ● Completion of Creative Core training (2016-18) or Kupu Hou (June 2019) or PBL Works 101 (July 2019, July 2020, or April 2021).	1x/yr		● Sign-in sheets-- PBL 101: July 2019, July 2020, April 2021		EL MS HS **Qtr.1 (color) -** **Qtr. 2 (color) -** **Qtr. 3 (color) -** **Qtr. 4 (color) -**
	● Participation in PBL Works Sustained Support visits (February 2020, or March 3, 2021 or July 26, 2021)	1x/yr		● Draft PBL plans created during July '20 PD sessions and April '21 PD		
Teachers may have worked w/other teachers to integrate their PBL plans or may have worked alone).				● Sign-in sheets: PBL Works Sustained Support visits: February 2020, March 3, 2021, July 26, 2021		
(PBL units will show embedded Growth Mindset & Success Criteria in the projects)	**2) PBL focused PD (Professional Development//Dialog) monthly sessions using self-selected groups:** ● engage in on-going PBL PD using the Modules on the MyPBL Works website (use 21 hrs. each month if available) ● plan projects using common schoolwide template- Project Planner template	Yearlong		● EXIT pass completed at the end of PD sessions. 21 hr. use form ? and responses	2x /month	
	3) K-12 Articulation on PBL during quarterly Staff Meetings *(if there are 21 hrs, may extend the meeting time)* ● continue to build common understanding ● sharing "Bright Spots" and sharing of ideas and receiving	Yearlong (4x/yr)		Agenda/minutes Reflections form on PBL implementation for teachers' digital portfolio. Semester 1 teacher reflections on 3 Focus Areas Admin & Peer Classroom	Quarterly each semester	

| | | feedback from others
● analysis of project plans based on PBL success criteria/rubrics:
   ○ "Project Design Rubric" , see article
   ○ "Project Based Teaching Rubric", see article, web article w/videos).

Teachers will create and maintain a PBL Digital Portfolio to include:
● PBL plans using common template
● self-assessment using PBL success criteria checklists ("Project Design Rubric" and "Project Based Teaching Rubric")
● reflections

Teachers will give students time to create and add to their individual Digital Portfolios that capture their learning. | | | Observation/ Conversation--
When asked, students can answer:
   ● *what they are learning (daily Learning Intention is posted or verbalized)*
   ● *why it's important (relevance is verbalized)*
   ● *how they know they're successful (success criteria is posted or verbalized)*
-Standards based student work posted in the classroom with success criteria.
-See students engaged in self-assessment and/or peer assessment.
-See/hear GM principles in place.
-use PBL success criteria checklists ("Project Design Rubric" and "Project Based Teaching Rubric").

Admin Team reviews teachers' PBL digital portfolios based on Dept. developed Ac Plan timelines. | Quarterly | |

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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. *Interdisciplinary change in bell schedule -- pilot project based learning across content areas in MS for one year. Eventually proposing a change in bell schedule to best support PBL for students.* *Students present (share, discuss, and defend) their projects through a performance assessment, possibly in transition years (5th, 8th, and 11th?)* *Student-Led Conferences -- pilot with LT members at each school level. Middle school to incorporate digital portfolios into their student-led conferences.* *Scheduled asynchronous days - for students to get extra 1:1 or small group help; for parent-teacher meetings; for PD for teachers (no need to get substitutes on asynchronous days, helps with the shortage of substitutes)*	*Please describe your conditions for Success:*

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