

Academic Plan for School Year 2022-23

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.

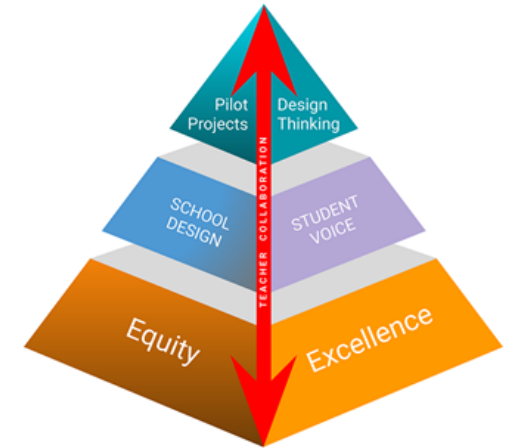
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Douglas Boyer	
Principal's signature: 	Date: 4-8-2022

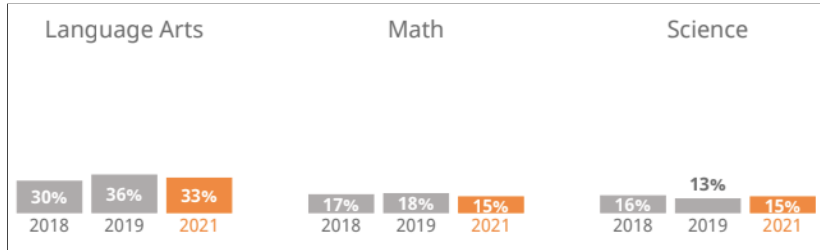
Complex Area Superintendent (print):	Complex Area Superintendent's signature:	Date: 04-15-22
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Teaching & Learning Core: **Equity and Excellence**

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

Achievement Gap	Theory of Action	Enabling Activity												
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>In 2020-21, our high needs group was comprised of:</p> <ul style="list-style-type: none"> • students with disabilities, 14% of our student population • ELL students, 15% of our student population • economically disadvantaged, 51% of our student population <p>Based on our Strive HI report for SY 20-21, the ACADEMIC LEARNING gap between our non-high needs and high needs groups was slightly higher in ELA than in MATH (28 pt.s vs. 26 pts).</p> <div data-bbox="112 1019 935 1372" data-label="Figure"> <p>How are student subgroups performing? High Needs: English learners, economically disadvantaged, and students receiving special education services. Non-High Needs: All other students.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Non-High Needs</th> <th>High Needs</th> <th>Achievement Gap</th> </tr> </thead> <tbody> <tr> <td>Language Arts</td> <td>54%</td> <td>26%</td> <td>28 points</td> </tr> <tr> <td>Math</td> <td>34%</td> <td>8%</td> <td>26 points</td> </tr> </tbody> </table> <p>31% of students learning English are on-track to English language proficiency</p> </div> <p>However, students' achievement in MATH (15% proficient) and SCI</p>	Subject	Non-High Needs	High Needs	Achievement Gap	Language Arts	54%	26%	28 points	Math	34%	8%	26 points	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Visible Learning - High Effect Size Strategies/Systems</p> <ul style="list-style-type: none"> • Focus Area 1 - SEL <ul style="list-style-type: none"> ○ Growth Mindset & (school-level chosen topic area in Panorama) • Focus Area 2 - ACADEMICS: Research-based best instructional strategies <ul style="list-style-type: none"> ○ SIOP, Math, Reading, PBL, SCC (St. Success Criteria) • Focus Area 3 - Developing HMTSS (Hawaii Multi-Tiered System of Support) <p>If the school focuses on fostering students' SEL competencies which are critical to school, career, and life success, then students' academics and behavior/social interactions will also improve.</p> <p>If the school focuses on implementing research-based high effect size instructional strategies, then all students will be supported in their academic achievement.</p> <p>If the school develops a HMTSS, then systems will be in place for supporting the whole child with students' ACADEMIC, BEHAVIOR, SEL, and PHYSICAL needs being met - see link to LHES HMTSS School Blueprint (<i>work in progress</i>).</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ul style="list-style-type: none"> • Professional Development on: <ul style="list-style-type: none"> ○ Visible Learning Strategies (<i>Corwin</i>) ○ SIOP (<i>Chris Roe</i>) ○ Math Strategies (<i>Continue the Complex Area Math Project- Judy, Ian, Heidi</i>) ○ Reading Strategies (<i>Complex Area LETRS Project- tbd</i>) ○ PBIS ○ SEL implementation (use of Panorama Playbook strategies) • Admin and teacher “learning walks” to see how ideas learned in PD are being implemented • Weekly Tuesday Leadership Team Meetings to help guide and monitor the work laid out in the Academic Plan (<i>representatives from Admin, K-12 Gen Ed/SPED teachers, other educators</i>) • Weekly Wednesday Teacher Meetings for collaboration and PLC work: <ul style="list-style-type: none"> ○ Department (<i>by school level</i>) ○ K-12 Vertical Articulation PLCs by similar content area/focus (<i>Elementary & Secondary</i>) See specifics of focused meetings and meeting schedule document - revise for SY22-23
Subject	Non-High Needs	High Needs	Achievement Gap											
Language Arts	54%	26%	28 points											
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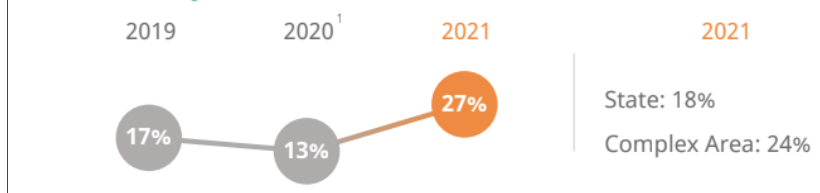
(15% proficient) was lower than ELA (33%).



Other factors that contribute to student achievement:

- Regarding student **ATTENDANCE**, 27% of students were chronically absent (15 or more days absent) in 2020-21, which was a pandemic year with students doing online instruction from home.

How many students missed 15 or more days of school this year?



- Regarding students' self-reported **SEL** competencies - SY'21-'22 was the first year the school implemented the state's Panorama SEL Student Survey (3x/yr). **insert school-wide data here after receiving data from the third survey given in May**

If the school focuses on developing a stronger **CTE system**, then more students will be able to complete a CTE program by 12th grade.

Past focus areas that should be embedded in the new focus areas:

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 - focusing on content neutral transfer standards) 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.

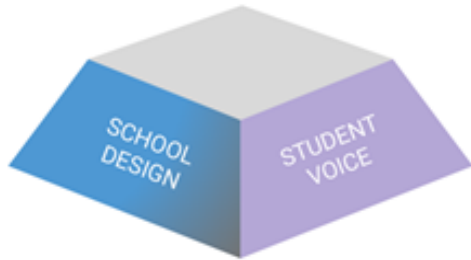
Focus Area 3:

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.

Another area to focus on is **clear, transparent communication** through multiple means:

- LHES **"Table of Contents"** - revise for SY22-23
- LHES Staff Google Classroom - revise for SY22-23
- Agenda/Minutes Documents of all meetings (LT, Department, PLCs) - revise for SY22-23
- Staff email

- Collection and review of teacher and student evidence in teachers' and students' "Digital Portfolio"**
- Analysis and discussion of data from SEL surveys and academic screeners leading towards next steps to better support students**



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

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

- *At Lana'i 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.

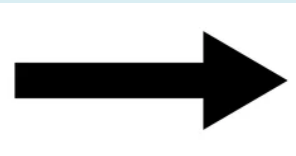
Describe here your current and continuing initiatives that will further advance your **2022-23 School Design and Student Voice**.

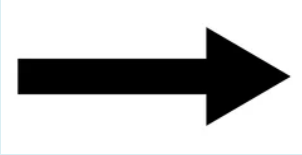
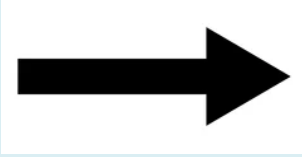
- **Student portfolios and student-led conferences (1x/yr)**
- **Participating in the Panorama SEL Student Surveys (3x/yr)**
- **Project-Based Learning**

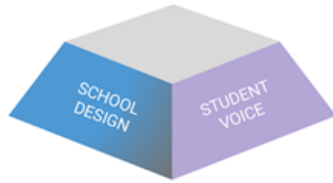
Describe here your Conditions for Success for **School Design and Student Voice**.

- Teachers need to set aside time each quarter for students to select which artifacts they want to include in their portfolio and reflect on why they chose them.
- LT members who piloted the student-led conferences in SY21-22 can share with colleagues any insights gained and materials/resources used to help support SLCs.
- Teachers need to prepare students for conducting their student-led conferences.
- LT looks at school-wide Panorama SEL Survey data for patterns and trends; Counselors can help teachers with looking at grade level specific data (by creating gr. level spreadsheets of the data) to drive data-analysis discussions during Wed school-level meetings.
- Teacher collaboration time on integrated projects for planning and giving/receiving feedback needs to happen, along with having a public showcase towards the end of the school year.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>Strive HI Data K-12 (2018-19):</u> ELA: 36% MATH: 18% SCI: 13%</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p><u>Strive HI Data K-12 (2018-19, 2019-20; 2020-21):</u> ELA: 36% MATH: 18% SCI: 13%</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Focus Area 1 (SEL):</p> <p>1. 80% of students in grades:</p>

<p>Chronic Absenteeism: 17%</p> <p>Hattie Effect sizes: <i>Teacher Clarity 0.75, Feedback 0.75, Teacher Student Relationships 0.72, Formative Evaluation 0.90</i></p> <p><u>Achievement:</u></p> <p>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%.</p> <p><u>Achievement Gap:</u></p> <p>In ELA, we are striving to increase our proficiency to 45% by decreasing our achievement gap by 10 points.</p> <p>In Math, we will maintain or contract the current achievement gap while increasing overall proficiency to 30%.</p> <p>In Science, we are striving to grow our overall proficiency to 30%.</p> <p>We want to maintain or decrease our chronic absenteeism to 15%.</p>	<p>Chronic Absenteeism: 13%</p> 	<p>a) 3-5 a) 6-8 b) 9-12</p> <p>will increase their baseline strength score in the area of <u>Growth Mindset</u> on the 2022-2023 State Panorama SEL Survey from fall-winter-spring.</p> <p>Each school-level selected an additional area to focus on:</p> <p>2. 80% of students in grades:</p> <p>a) K-2 (Grit) b) 3-5 (Self-Management) c) 6-8 (Self-efficacy) d) 9-12 (Emotion Regulation)</p> <p>will increase their baseline strength score on the 2022-2023 State Panorama SEL Survey from fall-winter-spring.</p> <p>Focus Area 2 (Academics):</p> <p>1. 50% of K-8 students will meet their annual typical growth as assessed by iReady for Reading.</p> <p>2. 30% of K-8 students will meet their annual stretch growth target as assessed by iReady for Reading.</p> <p>3. 50% of K-8 students will meet their annual typical growth as assessed by iReady for Math.</p> <p>4. 30% of K-8 students will meet their annual stretch growth target as assessed by iReady for Math.</p> <p>5. 50% of 9-12 students will meet/exceed their RIT growth target as assessed by NWEA Map for Reading and Math.</p> <p>6a. 100% of teachers will have planned and implemented at least one “Gold Standard” PBL by the end of the SY.</p> <p>6b. A cohort of teachers will have planned and implemented at least one <i>interdisciplinary</i> “Gold Standard” PBL by the end of the SY as a pilot.</p> <p>Focus Area 3 (HMTSS): 100% of LHES staff will implement the developed RTI system for academic, behavior, and SEL throughout the '22-'23 school year.</p>
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<p><i>Why you are implementing them?</i></p> <p>Focusing our PLCs on Student Success Criteria (using the <i>Teacher Clarity Playbook</i> module principles) will increase <i>Teacher Clarity</i> (0.75) as well as set the framework for <i>Formative Evaluation</i> (0.90). As we engage students in Success Criteria conversations, we set the context for direct timely <i>Feedback</i> (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.</p>	<p><i>Why you are implementing them?</i></p> 	<p><i>Why you are implementing them?</i></p> <p>If the school focuses on fostering students' SEL competencies which are critical to school, career, and life success, then students' academics and behavior/social interactions will also improve.</p> <p>If the school focuses on implementing research-based high effect size instructional strategies, then all students will be supported in their academic achievement.</p> <p>If the school develops a HMTSS, then systems will be in place for supporting the whole child with students' ACADEMIC, BEHAVIOR, SEL, and PHYSICAL needs being met - see link to LHES HMTSS School Blueprint (<i>work in progress</i>).</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><i>How will you know that they are causing an improvement?</i></p>  <p>Use data from the Panorama SEL Survey (3x/yr) for students' perspective.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p><u>Data Sources to be monitored throughout the year:</u></p> <ul style="list-style-type: none"> • iReady / NWEA Assessment (Fall, Winter, Spring) • Panorama SEL Survey (Fall, Winter, Spring) • School-developed interim SEL "Check-In" Survey (Oct, March) • Quarterly Attendance (see reports in LEI) • Quarterly Behavior (see reports in LEI) • Quarterly Grades (see reports in LEI or Infinite Campus) <p>SAMPLE DATA COLLECTION EVIDENCE</p> <p>Strive HI Report for SY: 21-'22 (to be added in Sept 2022)</p>



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

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals																														
<p>Add beginning of the year measurements here. <i>Same data carried over for ELA, MATH, SCI from Spring 2019 SBA & HSA SCI. Will update when 2021-22 Strive HI data is available.</i></p> <p>Strive HI Data K-12 (2018-19, 2019-20, 2020-21, 2021-22):</p> <table border="1"> <thead> <tr> <th></th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>ELA:</td> <td>30%</td> <td>36%</td> <td>33%</td> <td></td> </tr> <tr> <td>MATH:</td> <td>17%</td> <td>18%</td> <td>15%</td> <td></td> </tr> <tr> <td>SCI:</td> <td>16%</td> <td>13%</td> <td>15%</td> <td></td> </tr> <tr> <td>Chronic Absenteeism:</td> <td>17%</td> <td>13%</td> <td>27%</td> <td></td> </tr> <tr> <td>WIDA (Growth to Target report)</td> <td></td> <td></td> <td>31%</td> <td></td> </tr> </tbody> </table>		2018-19	2019-20	2020-21	2021-22	ELA:	30%	36%	33%		MATH:	17%	18%	15%		SCI:	16%	13%	15%		Chronic Absenteeism:	17%	13%	27%		WIDA (Growth to Target report)			31%		<p>Add throughout the year measurements here.</p> <p><u>ACADEMICS:</u></p> <ul style="list-style-type: none"> i-Ready/NWEA MAP (Reading & Math) - (looking at “growth” between Fall/Winter/Spring) SBA Interim Assessments Students’ and Teachers’ Digital Portfolios <p><u>SEL:</u></p> <ul style="list-style-type: none"> School Generated Panorama SEL “Check-In” Survey. (in between the state survey - Oct & March before breaks) <p><u>ATTENDANCE:</u></p> <ul style="list-style-type: none"> Attendance Data in the LEI Kulia database 	<p>Add end of year goals here.</p> <p>Increase academic achievement (as measured by Strive HI):</p> <ul style="list-style-type: none"> SBA ELA proficiency to grow from 33% to ___% SBA MATH proficiency to grow from 15% to ___% HSA SCIENCE proficiency to grow from 15% to ___% <p>WIDA proficiency to grow from ___ to 56%</p> <p>Decrease Chronic Absenteeism from 27% to ___%</p> <p><u>SEL:</u></p> <ul style="list-style-type: none"> State Panorama SEL Survey (looking at “growth” between Fall/Winter/Spring) <p>Grades (number of Ds and Fs decreasing in Secondary from qtr to qtr?)</p>
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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 - low to moderate 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 & Staff Outcomes (SY 2022-23)

“Cliff Notes” version of Academic Plan-- [Prezi link](#)

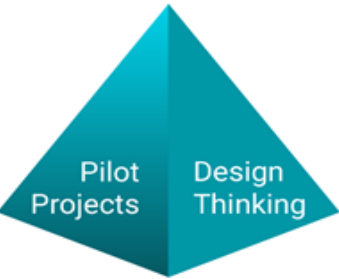
Focus Area 1: SEL Measurable Outcome(s) Who will change? What will change? How much change will be realistically achieved? By when? How the change will be measured? SAMPLE DATA COLLECTION EVIDENCE	Enabling Activity The periodic activities that build upon each other to achieve student and staff Measurable Outcomes. <i>(What will we do?)</i> Quarterly Monitoring of Plan (color code “Enabling Activities”)	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity <i>(How will we know?)</i> <i>How will Admin/LT know teachers are doing this?</i>	Who	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS) <i>*Note: voting was done with those teachers in attendance.</i> Quarterly Monitoring of Plan (color code “Measurable Outcomes”)																																								
Growth Mindset 1. 80% of students in grades: a) 3-5 b) 6-8 c) 9-12 will increase their baseline strength score in the area of <u>Growth Mindset</u> on the 2022-2023 <u>State Panorama SEL Survey</u> from fall-winter-spring. Each school-level selected an additional	1. Counselors/Teachers will administer the Gr. 3-12 School Generated Panorama SEL “Check-In” Survey. <u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u> 1. n/a color color n/a 2. 80% of students in grades: a) 3-5 b) 6-8 c) 9-12 will increase their baseline strength score in the area of <u>Growth Mindset</u> & <u>school-level selected</u>	Yearlong		School Generated SEL “Check-In” Survey - response rate School can use the Panorama platform to create “Check-in” survey questions to go out to all Gr. 3-12 students so that student responses will all be in one database (individual teachers could use this too) -- see information about creating “Check-ins”, the bank of questions , and this slide presentation	Created & Monitored by: Counselors	(Oct & March before breaks)	<table border="1"> <thead> <tr> <th></th> <th><u>QTR1</u></th> <th><u>QTR2</u></th> <th><u>QTR3</u></th> <th><u>QTR4</u></th> </tr> </thead> <tbody> <tr> <td>1a.</td> <td>color</td> <td>n/a</td> <td>color</td> <td>color</td> </tr> <tr> <td>1b.</td> <td>color</td> <td>n/a</td> <td>color</td> <td>color</td> </tr> <tr> <td>1c.</td> <td>color</td> <td>n/a</td> <td>color</td> <td>color</td> </tr> <tr> <td>2a.</td> <td>color</td> <td>n/a</td> <td>color</td> <td>color</td> </tr> <tr> <td>2b.</td> <td>color</td> <td>n/a</td> <td>color</td> <td>color</td> </tr> <tr> <td>2c.</td> <td>color</td> <td>n/a</td> <td>color</td> <td>color</td> </tr> <tr> <td>2d.</td> <td>color</td> <td>n/a</td> <td>color</td> <td>color</td> </tr> </tbody> </table> Notes:		<u>QTR1</u>	<u>QTR2</u>	<u>QTR3</u>	<u>QTR4</u>	1a.	color	n/a	color	color	1b.	color	n/a	color	color	1c.	color	n/a	color	color	2a.	color	n/a	color	color	2b.	color	n/a	color	color	2c.	color	n/a	color	color	2d.	color	n/a	color	color
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2d.	color	n/a	color	color																																											
		Yearlong		Counselor-created school “Check-in”	Monitored																																										

<p>area:</p> <p>2. 80% of students in grades:</p> <p>a) K-2 (Grit)</p> <p>b) 3-5 (Self-Management)</p> <p>c) 6-8 (Self-efficacy)</p> <p>d) 9-12 (Emotion Regulation)</p> <p>will increase their baseline strength score on the 2022-2023 State Panorama SEL Survey from fall-winter-spring.</p>	<p>area on the 2022-2023 School Generated Panorama SEL “Check-In” Survey.</p> <p style="text-align: center;"><u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u></p> <p>2. n/a color color n/a</p> <hr/> <p>3. Teachers will administer the State Panorama SEL Survey in Gr. 3-12 and in Gr. K-2 they will take the survey.</p> <p style="text-align: center;"><u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u></p> <p>3. color n/a color color</p> <hr/> <p>4. Counselors will pull Panorama SEL data and create spreadsheets for teachers that will drive data-analysis discussions during Wed school-level meetings.</p> <p style="text-align: center;"><u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u></p> <p>4. n/a color color color</p> <hr/> <p>5. Teachers will analyze the Panorama SEL data and come up with action steps (documented where? how monitored?) to support students’ growth in the area of Growth Mindset and school-level selected area.</p> <p style="text-align: center;"><u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u></p> <p>5. n/a color color color</p> <hr/>	<p>Yearlong</p> <hr/> <p>Yearlong</p> <hr/> <p>Beg. of Yr.</p> <hr/>		<p>survey spreadsheets for the various school levels to analyze.</p> <hr/> <p>State Panorama SEL Survey - response rate</p> <hr/> <p>Counselor-created state survey spreadsheets for the various school levels to analyze.</p> <hr/> <p>Data Analysis of the above two types of surveys (school generated “check-in” and state) with action steps using a data-analysis tool/protocol. Leadership Team can analyze school-wide data using these protocols for data-analysis.</p> <hr/> <p>LT, Dept, and PLC meeting agenda/minutes.</p> <hr/>	<p>by: Admin</p> <hr/> <p>Monitored by: Counselors and Admin</p> <hr/> <p>Monitored by: Admin</p> <hr/>	<p>(Oct & March after breaks to look at the data)</p> <hr/> <p>Fall (end of Aug - end of Sept), Winter (month of Jan), Spring (mid April to mid May)</p> <hr/> <p>Quarterly</p> <hr/>	
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<p>assessed by iReady for Reading.</p> <p>3. 50% of K-8 students will meet their annual typical growth as assessed by iReady for Math.</p> <p>4. 30% of K-8 students will meet their annual stretch growth target as assessed by iReady for Math.</p> <p>5. 50% of 9-12 students will meet/exceed their RIT growth target as assessed by NWEA Map for Reading and Math.</p> <p>6a. 100% of teachers will have planned and implemented at least one “Gold Standard” PBL by the end of the SY.</p> <p>6b. A cohort of teachers will have planned and implemented at least one interdisciplinary “Gold Standard” PBL by the end of the SY as a pilot.</p>	<ul style="list-style-type: none"> PBL <p><u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u></p> <p>1. color color color color</p> <hr/> <p>2. Teachers will implement strategies learned in PD to help support all students.</p> <p><u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u></p> <p>2. color color color color</p> <hr/> <p>3. Leadership Team (during LT meetings) and teachers (in PLCs and on their own) will analyze their universal screener data (see <i>iReady “Diagnostic Growth Reports”, NWEA</i>) and other data points to drive instructional best strategies in all content areas.</p> <p><u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u></p> <p>3. color color color color</p> <hr/> <p>4. During PLCs, teachers may also analyze student work from their classroom formative assessments based on success criteria and discuss next instructional steps to support students’ growth in the area of ELA, MATH, SCI, SS, and other content areas.</p>	<p>Yearlong</p> <hr/> <p>Yearlong</p> <hr/> <p>Yearlong</p>		<p>Learning Walks based on specific look fors of strategy implementation.</p> <p><u>Q1</u> <u>Q2</u> <u>Q3</u> <u>Q4</u></p> <p>Admin color color color color</p> <p>Notes:</p> <hr/> <p>Data Analysis of iReady/NWEA universal screener data with action steps using a data-analysis tool/protocol:</p> <ul style="list-style-type: none"> iReady Data-Analysis Guide NWEA <p>LT, Dept, PLC meeting agenda/minutes.</p> <hr/> <p>Data Analysis of classroom formative assessments with action steps using a common data-analysis tool/protocol.</p> <hr/> <p>PLC meeting agenda/minutes.</p>	<p>Monitored by: Admin</p> <hr/> <p>Monitored by: LT</p> <hr/> <p>Monitored by: Admin</p> <hr/> <p>Monitored by: LT</p> <hr/> <p>Monitored by: Admin</p>	<p>Quarterly</p> <hr/> <p>Fall (Aug/Sept) Winter (Dec/Jan) Spring (May)</p> <hr/> <p>Quarterly</p>	<p>Notes:</p>
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	<p>Q1 Q2 Q3 Q4 4. color color color color</p> <hr/> <p>5. During PLCs, teachers will collaborate to develop success criteria based on standards.</p> <p>Q1 Q2 Q3 Q4 5. color color color color</p> <hr/> <p>6. Teachers will self/peer-assess their projects using PBL success criteria checklists for:</p> <ul style="list-style-type: none"> • “Project Design Rubric” (Gold Standard PBL: Essential Project Design Elements) • “Project Based Teaching Rubric” (Gold Standard PBL: Teaching Practices) <p>Q1 Q2 Q3 Q4 6. n/a color color color</p> <hr/> <p>7. Students w/teacher guidance will set goals (sample tips & tools) based on their iReady or NWEA growth targets and add these to their portfolio; this can be shared w/parents during student-led conferences.</p> <p>Q1 Q2 Q3 Q4 7. color n/a color color</p>	<p>Yearlong</p> <hr/> <p>Yearlong</p> <hr/> <p>Yearlong</p>		<p>Students and teachers will submit success criteria that they’ve created/used from the classroom to the student’s and teacher’s digital portfolio.</p> <p>PLC meeting agenda/minutes.</p> <hr/> <p>School-wide PBL Tracker (teachers input their PBL information on this document).</p> <p>Students and teachers will submit evidence of PBL from the classroom to the student’s and teacher’s digital portfolio.</p> <hr/> <p>Students will submit evidence of goal-setting into their digital portfolio.</p>	<p>Monitored by: Teachers</p> <hr/> <p>Monitored by: Admin</p> <hr/> <p>Monitored by: Admin</p> <hr/> <p>Monitored by: Teachers</p>	<p>Quarterly</p> <hr/> <p>Quarterly</p> <hr/> <p>Quarterly</p> <hr/> <p>Fall, Winter, Spring</p>	
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<p>Focus Area 3: Developing HMTSS (Hawaii Multi Tiered System of Support) Measurable Outcome(s)</p> <p>Who will change? What will change? How much change will be realistically achieved? By when? How the change will be measured?</p>	<p>Enabling Activity</p> <p>The periodic activities that build upon each other to achieve student and staff Measurable Outcomes. <i>(What will we do?)</i></p> <p>Quarterly Monitoring of Plan (color code "Enabling Activities")</p>	<p>Duration</p> <p>Fall, Spring, Yearlong</p>	<p>Source of Funds</p> <p>Program ID</p>	<p>School Monitoring Activity <i>(How will we know?)</i></p> <p><i>How will <u>Admin/LT</u> know teachers are doing this?</i></p>	<p>Who</p>	<p>Frequency</p> <p>Quarter, Semester, Annual</p>	<p>Complex Monitoring Activity (to be completed by CAS)</p> <p><i>*Note: voting was done with those teachers in attendance.</i></p> <p>Quarterly Monitoring of Plan (color code "Measurable Outcomes")</p>
<p>Schoolwide:</p> <p>100% of LHES staff will implement the developed RTI system for academic, behavior, and SEL throughout the '22-'23 school year.</p>	<p>See link to LHES HMTSS School Blueprint (<i>work in progress</i>)</p> <p>Staff discussion and implementation of setting up the "system":</p> <ul style="list-style-type: none"> • teacher/staff identification for who will provide the support • time set aside in the day/week for this support • student identification for more support based on iReady or NWEA diagnostic, Panorama SEL Survey, teacher/counselor/admin recommendation, • progress monitoring of how the support is working • Academic Structure of Elementary vs Secondary • Behavior - PBIS 	<p>Yearlong</p>		<p>Scheduled collaboration and RTI time to develop:</p> <ul style="list-style-type: none"> - RTI block - student data analysis, data collection & identification systems - i-Ready PD 	<p>Monitored by: Admin, LT</p>	<p>Quarter</p>	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDEOE 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 HIDEOE 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
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <ul style="list-style-type: none">• Cohort of teachers to pilot “interdisciplinary” PBL projects.	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none">• Dedicated planning and collaboration time for teachers in the cohort: possible Asynchronous Days (1x/qtr.), revamping schedules to allow for on-going during the day collaboration time, possible weekend time w/ PTT pay.