2020 Academic Plan, School Year 2020-21

School: **Princess Nahi'ena'ena Elementary**

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).
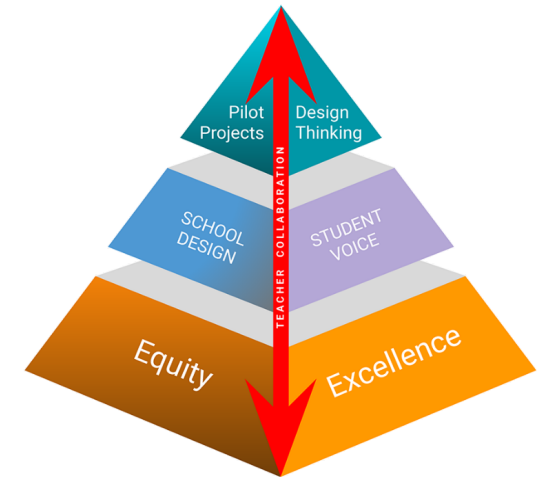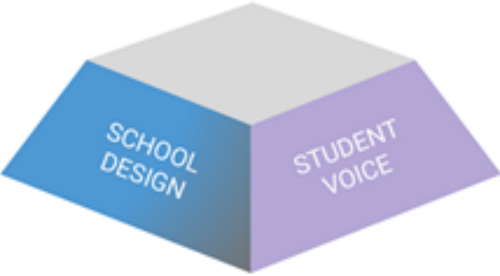
Principal (print): Rebecca S. Winkie, PhD	
Principal's signature: *Rebecca S. Winkie*	Date: 06/02/2020

Complex Area Superintendent (print): Lindsay Ball, CAS	
Complex Area Superintendent's signature:	Date: 06/04/2020

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?
As indicated by our SY2018-19 Strive HI results, the achievement gap between "Non High-Needs" and "High-Needs" students is 21 points in ELA and 13 points in Math. While the achievement gap has narrowed, it is likely because the overall proficiency for non-high needs students has decreased. Reading proficiency: All students 37%; Non High-Needs 50%; High-Needs 29% (Disadvantaged 27%; EL 21%; SPED 5%). Math proficiency: All students 26%; Non High-Needs 34%; High-Needs 21% (Disadvantaged 21%; EL 17%; SPED 10%). Achievement Gap: 21 points in Language Arts and 13 points in Math. Of our total student population, the economically disadvantaged subgroup makes up 51%, the English learners subgroup makes up 20%, and the special education subgroup makes up 7%. These three subgroups are not performing as well as "all students" as indicated in our SY2018-19 Strive HI results.	If we provide differentiated instruction and supports tailored to our students' needs, the academic achievement of our "High-Needs" subgroups will increase. If the academic achievement of our "High Needs" students increases, then the achievement gap will decrease. If we increase opportunities for students to have a voice and ownership in their own learning through self-assessment, goal setting and progress monitoring, student engagement will increase. If student engagement increases, then academic achievement will increase.	**Professional development, coaching, teacher collaboration, and peer observations to support the following**: 1. Virtual/Distance/Hybrid Learning 2. PLC/Data Teams/RTI 3. Essential Standards, Vertical/Horizontal Articulation 4. Data tracking, assessments, progress monitoring, differentiated instruction 5. K-2 foundational reading skills (ECRI)/3-5 FlipBook aligned with Wonders 6. ELA / Math Instructional Strategies 7. Eureka Math Curriculum/Mathematical Practices 8. Student Voice & Engagement (self-assessment, goal setting, progress monitoring) 9. Student Inquiry, Academic Rigor, Applied Problem Solving, Problem/Place Based Learning. 10. School Improvement Process, WASC **Curriculum Materials & Other Expenses** (print and digital) 1. iReady technology access/Teacher Toolbox 2. Imagine Learning 3. Wonders curriculum/on-line access/decodable texts 4. Eureka Math curriculum/on-line access/ manipulatives 5. Fees - WASC Accreditation 6. Online Supplemental Platforms: SeeSaw, MobyMax, ESGI, Google Classroom, Achieve 3000, Learning A-Z Digital Library, Etc. 7. Parent Engagement Activities **Staffing** 1. PTT and PPT instructional support 2. Parent Involvement Coordinator 3. Preschool General Education Teacher 4. STEM Teacher/Coach

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

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

As indicated on our 2018-19 Strive Hi Report, our High-Needs students (Disadvantaged, EL and SPED) are not performing as well as Non-High Needs students on state assessments.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.
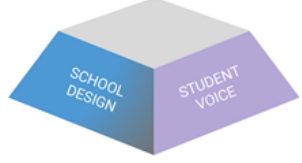
Ensuring high levels of learning for all students: PNES strives for equity and excellence through foundational reading skills, response to intervention, and inclusive practices.

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

Highly qualified teachers; appropriate classroom facilities; and an aligned educational program with differentiated standards-based instruction and opportunities for 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? ● The percentage of 3rd grade students reading near, at or on grade level will increase by 5 points. ● The percentage of 3-5 students meeting proficiency in ELA will increase by 5 points. ● The percentage of 3-5 students meeting proficiency in Math will increase by 5 points. ● 100% of students will have a voice in their own learning through self-assessment, goal setting and progress monitoring. ● 100% of K-2 classroom teachers will implement a foundational reading skills program (ECRI). ● 100% of K-5 classroom teachers will be engaged in school-wide RTI (data tracking, progress monitoring; differentiated instruction). ● 100% of K-5 classroom teachers will participate in a system for horizontal and vertical alignment to build schoolwide cohesiveness among and between grade levels.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● The percentage of 3rd grade students reading near, at or on grade level will increase by 5 points. ● The percentage of 3-5 students meeting proficiency in ELA will increase by 5 points. ● The percentage of 3-5 students meeting proficiency in Math will increase by 5 points. ● 100% of students will have a voice in their own learning through self-assessment, goal setting and progress monitoring. ● 100% of K-2 classroom teachers will implement a foundational reading skills program (ECRI). ● 100% of K-5 classroom teachers will be engaged in school-wide RTI (data tracking, progress monitoring; differentiated instruction). ● 100% of K-5 classroom teachers will participate in a system for horizontal and vertical alignment to build schoolwide cohesiveness among and between grade levels.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● The percentage of 3rd grade students reading near, at or on grade level will increase by 5 points. ● The percentage of 3-5 students meeting proficiency in ELA will increase by 5 points. ● The percentage of 3-5 students meeting proficiency in Math will increase by 5 points. ● 100% of students will have a voice in their own learning through self-assessment, goal setting and progress monitoring. ● 100% of K-2 classroom teachers will implement a foundational reading skills program (ECRI). ● 100% of K-5 classroom teachers will be engaged in school-wide RTI (data tracking, progress monitoring; differentiated instruction). ● 100% of K-5 classroom teachers will participate in a system for horizontal and vertical alignment to build schoolwide cohesiveness among and between grade levels.
Why are you implementing them? To increase academic achievement overall and to close the achievement gap.	*Why are you implementing them?* To increase academic achievement overall and to close the achievement gap.	*Why are you implementing them?* To increase academic achievement overall and to close the achievement gap.

Princess Nahienaena Elementary, Version 1, June 1, 2020

How will you know that they are causing an improvement?	*How will you know that they are causing an improvement?*	*How will you know that they are causing an improvement?*
The measurable outcomes will be achieved.	The measurable outcomes will be achieved.	The measurable outcomes will be achieved.
● Students reading near, at or on 3rd grade reading level will increase by 5 percentage points. ● Students meeting proficiency in ELA will increase by 5 percentage points ● Students meeting proficiency in Math will increase by 5 percentage points ● 100% of students will have a voice in their own learning.	● Students reading near, at or on 3rd grade reading level will increase by 5 percentage points. ● Students meeting proficiency in ELA will increase by 5 percentage points ● Students meeting proficiency in Math will increase by 5 percentage points ● 100% of students will have a voice in their own learning.	● Students reading near, at or on 3rd grade reading level will increase by 5 percentage points. ● Students meeting proficiency in ELA will increase by 5 percentage points ● Students meeting proficiency in Math will increase by 5 percentage points ● 100% of students will have a voice in their own learning.
● 100% of K-2 teachers will implement ECRI. ● 100% of K-5 teachers will be engaged in a school-wide RTI process. ● 100% of K-5 classroom teachers will participate in system for horizontal and vertical alignment	● 100% of K-2 teachers will implement ECRI. ● 100% of K-5 teachers will be engaged in a school-wide RTI process. ● 100% of K-5 classroom teachers will participate in system for horizontal and vertical alignment	● 100% of K-2 teachers will implement ECRI. ● 100% of K-5 teachers will be engaged in a school-wide RTI process. ● 100% of K-5 classroom teachers will participate in system for horizontal and vertical alignment

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 2018-19 Strive HI Data: Percentage of students meeting proficiency: ELA 37%; Math 26%; 3rd GR Reading 68% 2019-20 iReady Data: Reading-8% Tier 1 (Fall); Math-2% Tier 1 (Fall)	*Add throughout the year measurements here.* ● *Dibels Assessments* ● *iReady Data* ● *Course Marks* ● *Attendance Data* ● *Performance Tasks*	*Add end of year goals here.* 2019-20 Strive HI Data: Increase proficiency scores in ELA, Math & 3rd grade reading by 5 percentage points. 2019-20 iReady Data: Reading-26% Tier 1 (Spring), Math-19% Tier 1 (Spring)

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)
The percentage of 3rd grade students reading near, at or on grade level will increase by 5 points.	Professional development/coaching on ECRI (K-2) and PLC/Data Teams/RTI (K-5). Teacher collaboration time Peer Observations iReady technology access/Teacher Toolbox Imagine Learning Wonders curriculum PTT instructional support	Y	18902	iReady Universal Screener Dibels Assessments SBA Walkthroughs	Fall/Winter/Spring Fall/Winter/Spring Annual Quarter	
The percentage of 3-5 students meeting proficiency in ELA on SBAC will increase by 5 points.	Professional development/coaching on FlipBook (3-5) teachers; and PLC/Data Teams/RTI (K-5). Teacher collaboration time Peer Observations iReady technology access/Teacher Toolbox Imagine Learning Wonders curriculum	Y	18902	iReady Universal Screener Dibels Assessments SBA Walkthroughs	Fall/Winter/Spring Fall/Winter/Spring Annual Quarter	

	PTT instructional support					
The percentage of 3-5 students meeting proficiency in Math on SBAC will increase by 5 points.	Professional development/coaching on Eureka Math curriculum; math practices/strategies; and PLC/Data Teams/RTI (K-5). Teacher collaboration time Peer Observations iReady technology access/Teacher Toolbox Eureka Math curriculum/on-line access/ manipulatives PTT instructional support	Y	18902	iReady Universal Screener SBA Walkthroughs	Fall/Winter/Spring Annual Quarter	
100% of students will have a voice in their own learning through self-assessment, goal setting and progress monitoring.	Professional development/coaching on Student Voice & Engagement, Student Inquiry, Academic Rigor, Applied Problem Solving, Problem/Place Based Learning. Teacher collaboration time	Y	18902	Student Growth Portfolios (Evidence Binders)	Quarter	

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)
100% of K-2 classroom teachers will implement a foundational reading skills program (ECRI).	Professional development/coaching on foundational reading skills (ECRI). Teacher collaboration time. Peer observations.	Y	18902	Walkthroughs	Quarter	
100% of K-5 classroom teachers will be engaged in school-wide RTI (data tracking, progress monitoring; differentiated instruction).	Professional development/coaching on PLC/Data Teams/RTI for K-5 teachers. Performance Tasks. Teacher collaboration time. Peer observations.	Y	18902	Data Team Cycle Documentation CFAs, CSAs	Quarter	
100% of K-5 classroom teachers will participate in a system for horizontal and vertical alignment to build schoolwide cohesiveness among and between grade levels.	Professional development/coaching on PLC/Data Teams/RTI for K-5 teachers. Teacher collaboration time. Peer observations.	Y	18902	Meeting agenda/minutes	Semester	

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
Please describe your school's ideas around innovation and pilot projects.	*Please describe your conditions for Success:*
1. Title I Summer Start Transition to Kindergarten to help close the achievement gap (*postponed until 2021 due to COVID-19*) 2. Title I Preschool Inclusion Class to help close the achievement gap (*postponed until SY 2021-22 due to COVID-19*). 3. STEM Education to increase student engagement and empowerment through relevant, rigorous learning that incorporates applied problem solving opportunities. 4. Parent and Community Engagement in learning outcomes and in support of school and community-based plans for student success.	• Qualified PTTs and PPTs for instruction. Participation by up to 20 rising kindergarten students with no preschool experience. Early learning curriculum materials (text and on-line). • Qualified general education preschool teacher and special education preschool teacher, classroom space, playground space and equipment, and enrollment of up to eighteen 3 and 4-year-old students. Early learning curriculum materials (text and on-line). • Qualified STEM education teacher, classroom space, and schoolwide schedule. • High interest activities with high levels of parent and community participation. Parent Involvement Coordinator.