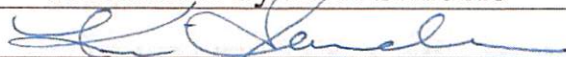



2020-2021 Academic Plan

Ewa Makai Middle School

91-6291 Kapolei Parkway
Ewa Beach, Hawai'i 96706
808-687-9500

Submitted by Kim Sanders	Date
	June 1, 2020

Approved by CAS Sean Tajima	Date
	June 2, 2020



2020 Academic Plan, School Year 2020-21

School: Ewa Makai Middle 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).



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> <ul style="list-style-type: none"> • Special Education (IDEA) <p>Achievement GAP 2018-19 SBA Claims (% Meeting or Exceeding Proficiency) Source: Hawaii Longitudinal Data Systems ELA</p> <table border="1" data-bbox="108 1133 917 1398"> <thead> <tr> <th>Group</th> <th>Listening/ Speaking</th> <th>Reading</th> <th>Research/ Inquiry</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>IDEA</td> <td>41.67</td> <td>31.25</td> <td>37.50</td> <td>35.42</td> </tr> <tr> <td>ALL STUDE</td> <td>84.65</td> <td>74.88</td> <td>78.84</td> <td>82.91</td> </tr> </tbody> </table>	Group	Listening/ Speaking	Reading	Research/ Inquiry	Writing	IDEA	41.67	31.25	37.50	35.42	ALL STUDE	84.65	74.88	78.84	82.91	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <ul style="list-style-type: none"> • <i>If we focus on meeting the needs of each individual student through RTI, Visible Learning, Social-Emotional Learning and AVID, then we will see increases in our Special Education student performance to help close the achievement gap.</i> 	<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <ul style="list-style-type: none"> • Achieve 3000 <ul style="list-style-type: none"> ○ A focused effort for the Special Education Department to use Achieve 3000, with fidelity, to improve Lexile Levels for Special Education students. ○ Will be used in advisory by all Special Education teachers for both their Special Education and General Education students. • Response to Intervention (RTI) <ul style="list-style-type: none"> ○ Schoolwide focus on Tier 1 RTI ○ Develop and implement an effective schoolwide system for monitoring RTI services ○ Create a schoolwide tracker for teacher/team RTI ○ Professional development, support and resources for in-class
Group	Listening/ Speaking	Reading	Research/ Inquiry	Writing													
IDEA	41.67	31.25	37.50	35.42													
ALL STUDE	84.65	74.88	78.84	82.91													

NTS				
GAP	42.98	43.63	41.34	47.49

MATH

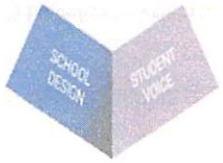
Group	Problem Solving	Concepts/ Procedures	Comm. Reasoning
IDEA	32.09	16.00	40.00
ALL STUDENTS	71.43	57.72	77.19
GAP	39.34	41.72	37.19

WASC Recommendations from Mid-Visit Report:

- Ewa Makai Leadership continue to refine a common understanding amongst all staff members about the mission and vision of the school, and a long-term plan for student achievement in order to address effectiveness of programs and initiatives to support all learners such as those in inclusion.
- The school has identified the four needs areas for a streamlined professional development plan. Continued professional development on differentiation and Visible Learning will allow teachers to fully support learner needs at all levels. Setting clear classroom expectations and supporting the range of student learning needs will help address the level of student engagement. Levels of student engagement currently varies in the classrooms.
- Refinement of the school's RTI process. There is a desire on the part of the teachers to accommodate all learners. The school would benefit in reflecting on its

- Tier I interventions
- Differentiated Instruction and assessment training and support provided to staff
- Create an online resource site dedicated to RTI
- Develop an RTI-handbook
- **Data Teams**
 - Create course-alike common curriculum maps
 - Create course-alike common assessments
 - Increase course-alike time for in-depth data discussions
 - Conduct curriculum map and assessment audits to ensure alignment of instruction and assessment to priority standards.
 - Focus on narrowing the achievement gap through data analysis.
- **Visible Learning Activities (ADD)**
 - Focus on schoolwide implementation of Learning intention and success criteria
 - Incorporating Learning Intentions and Success Criteria into the curriculum maps
 - Conduct classroom walkthroughs to support Visible Learning best practices
- **SEL Activities (Middle School Philosophy/Whole Child)**
 - Focused on building relationships with all students and improving
- **Advisory**
 - Aligned with GLO and HA
 - Incorporate SEL activities

<p>current RTI structure and differentiation strategies being implemented at all tiers.</p>		<p>(Choose Love Curriculum 2020)</p> <ul style="list-style-type: none"> ○ school climate and culture. ● Instructional Leadership Team <ul style="list-style-type: none"> ○ Focus on collecting and analyzing schoolwide data to help improve overall student achievement and close the achievement gap. ● AVID <ul style="list-style-type: none"> ○ Promote schoolwide strategies to increase organization and critical reading strategies.
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Innovation in Support of the Core: School Design and Student Voice

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

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

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

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>School Design</p> <p>RTI</p> <ul style="list-style-type: none"> ○ Who will change - all teachers and students ○ What will change - 1) teachers will understand their role in implementing Tier 1 strategies 	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>What are your Measurable Outcomes around School Design and Student Voice?</p> <p>School Design</p> <p>RTI</p> <ul style="list-style-type: none"> ○ Who will change - all teachers and students 	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p> <p>What are your Measurable Outcomes around School Design and Student Voice?</p> <p>School Design</p> <p>RTI</p> <ul style="list-style-type: none"> ○ Who will change - all teachers and students

within the classroom and be provided with support and training to do so.

- 2) Teachers will design common formative assessments and use this data to adjust instruction and design appropriate interventions.
- 3) Teams and teachers will improve documentation and monitoring practices through the use of an online RTI tracker.
- 4) Teachers will improve their alignment of Tier 1 academic and behavioral interventions to the student need.
- 5) Establish an RTI-problem solving team tasked with helping teachers and teams navigate through every step of the RTI process.
- 6) Design culturally-responsive tools and practices within the RTI framework.
- 7) Develop a systematic way for measuring student strengths and needs.
 - **By how much - how much change will be realistically achieved?**

ELA (Decrease in Gap Rate)		
	Original Gap	2021 (5%)
Listening/ Speaking	42.98	40.83
Reading	43.63	41.45

- **What will change 1) Continue implementing Tier 1 in-class strategies with efficacy and fidelity.**
- 2) Review and revise RTI tracking and documentation system
 - 3) Review and refine common formative assessments to improve data team practices.
 - 4) Review and revise common curriculum maps to improve alignment between standards and instruction to improve intervention alignment to student need.
 - 5) Provide training, support, and resources to help teachers implement Tier 2 interventions and groupings.
 - 6) Provide training and support on designing differentiated assessments.
 - 7) Review and refine the RTI problem-solving team practices.
 - 8) Review and revise culturally-responsive RTI practices.
 - 9) Reduce the time students wait to receive necessary instruction and intervention.
 - **By how much - how much change will be realistically achieved?**

ELA (Decrease in Gap Rate)	
	2022 (5%)
Listening/ Speaking	38.79

- **What will change 1) Review and revise RTI tracking and documentation improving the effectiveness of Tier 1 and Tier 2 interventions.**
- 2) Conduct a thorough curriculum map and assessment audit focusing on standards alignment, interventions, and enrichments.
 - 3) Provide additional training, support, and resources to help teachers improve Tier 1 and Tier 2 interventions.
 - 4) Review and revise the schoolwide RTI referral and support system.
 - 5) Review and refine the RTI problem-solving team practices.
 - 6) Review and refine culturally-responsive RTI practices.
 - 7) Improve close monitoring and documentation of student responses to research-based instruction in all classroom settings.
 - **By how much - how much change will be realistically achieved?**

ELA (Decrease in Gap Rate)	
	2023 (5%)
Listening/ Speaking	36.85
Reading	37.41
Research/ Inquiry	35.44

Research/ Inquiry	41.34	39.27
Writing	47.49	45.12

Math (Decrease in Gap Rate)		
	Original Gap	2021 (5%)
Problem Solving	39.34	37.37
Concepts/ Procedures	41.72	39.63
Comm. Reasoning	37.19	35.33

- **By when - May 2021**
- **How the change will be measured**
 - 1) 5% decrease in ELA and Math SBA claims gap rates between IDEA and all students.

Supporting Data:

RTi Professional Development and Training Notes/Agendas
 Teacher/Team support Logs by RTI Coordinator
 RTI Tracker Data
 RTI Problem-Solving Team Documents
 Common Course-Alike Curriculum Maps

Reading	39.38
Research/ Inquiry	37.31
Writing	42.86

Math (Decrease in Gap Rate)	
	2022 (5%)
Problem Solving	35.50
Concepts/Procedures	37.65
Comm. Reasoning	33.56

- **By when - May 2022**
- **How the change will be measured**
 - 1) 5% decrease in ELA and Math SBA

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Supporting Data:

- 1) RTi Professional Development and Training Notes/Agendas
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- 5) Common Course-Alike Curriculum Maps
- 6) Common Formative Assessment Results
- 7) Course-alike data team minutes

Writing	40.72
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Math(Decrease in Gap Rate)	
	2023 (5%)
Problem Solving	33.73
Concepts/Procedures	35.77
Comm. Reasoning	31.88

- **By when - May 2023**
- **How the change will be measured**
 - 1) 5% decrease in ELA and Math SBA claims gap rates between IDEA and all students.

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- 3) RTI Tracker Data
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- 6) Common Formative Assessment Results
- 7) Course-alike data team minutes
- 8) ELA/Math SBA IAB

Common Formative Assessment Results

Course-alike data team minutes

ELA/Math SBA IAB

Achieve 3000 Lexile changes over time

iReady screener reports

Visible Learning

- Who will change - Teachers and Students
- What will change - Teachers will learn strategies to improve Teacher Clarity through setting clear Learning Intentions and Success Criteria (LISC). Students will become more aware of their learning intentions, where they are in relation to the success criteria, and will set goals to achieve them.
- By how much - how much change will be realistically achieved?
 - 95% of courses will have LISC built into the curriculum maps
 - 90% of students know what they're learning and where they are in their learning
- By when - May 2021

8) ELA/Math SBA IAB

9) Achieve 3000 Lexile changes over time

10) iReady screener reports

Visible Learning

- Who will change - Teachers and Students
- What will change - Teachers will learn strategies to improve Teacher Clarity through setting clear Learning Intentions and Success Criteria (LISC) and by giving useful Feedback. Students will become more aware of their learning intentions, where they are in relation to the success criteria, and will set goals to achieve them.
- By how much - how much change will be realistically achieved? Maintain:
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- By when - May 2023

- How the change will be measured - Curriculum maps, student walkthroughs, and surveys.

AVID

- Who will change - teacher and students
- What will change - teacher will understand that effective strategies helps students be more College and Career ready
- By how much - how much change will be realistically achieved?
 - 90% of teachers using WICOR strategies
- By when - end of the year
- How the change will be measured - surveys, teacher evidence that will go in to the CCI, student samples, WICOR share party

Student Voice:

Social-emotional Learning

Who will change

- Teachers

What will change -
(Knowledge)

- How the change will be measured - Curriculum maps, student walkthroughs, and surveys.

AVID

- Who will change - teacher and students
- What will change - teacher will use the effective strategies that helps students to be more College and Career ready
- By how much - how much change will be realistically achieved?
 - 95% of teachers using WICOR strategies
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Student Voice:

Social-emotional Learning

Who will change

- Teachers & students

What will change -

- How the change will be measured - Curriculum maps, student walkthroughs, and surveys.

AVID

- Who will change - teacher and students
- What will change - teachers will evaluate the effective use of the school wide strategies about WICOR and Critical Reading.
- By how much - how much change will be realistically achieved?
 - 100% of teachers using WICOR strategies
- By when - end of the year
- How the change will be measured - surveys, teacher evidence that will go in to the CCI, student samples, WICOR share party

Student Voice:

Social-emotional Learning

Who will change

- Teachers & students

<ul style="list-style-type: none"> By the end of the school year, 70% of teachers will be able to explain (1) how SEL can enhance student academic success and (2) at least one specific SEL best practice that they believe can make a difference in the academic and personal growth of their students. <p>Attitudes</p> <ul style="list-style-type: none"> By the end of the school year, when surveyed on their mindsets and attitudes toward SEL, at least 70% of all teachers at EMMS will agree that SEL is a “high priority.” <p>Skills:</p> <ul style="list-style-type: none"> By the end of the school year, 70% of all teachers will (1) agree that SEL should be a central purpose of the EMMS Advisory period, (2) name at least one example of how they have elevated SEL within their own Advisory periods. <p>By how much - how much change will be realistically achieved?</p> <ul style="list-style-type: none"> See above <p>By when - the timeframe to see change</p> <ul style="list-style-type: none"> See above <p>How the change will be measured - the surveys, tests, interviews, or other methods that will be used to measure</p> <ul style="list-style-type: none"> See above 	<p>(Knowledge)</p> <ul style="list-style-type: none"> By the end of the school year, 80% of teachers will be able to explain (1) how SEL can enhance student academic success, (2) how SEL can enhance student personal development, and (3) at least two specific SEL best practices that they believe can make a difference in the academic and personal growth of their students. By the end of the school year, 50% of students will be able to explain (1) how SEL can enhance student academic success and (2) at least one specific SEL best practice that they believe can make a difference in the academic and personal growth. <p>Attitudes</p> <ul style="list-style-type: none"> By the end of the school year, when surveyed on their mindsets and attitudes toward SEL, at least 80% of all teachers at EMMS will agree that SEL is a “high priority,” and that SEL can have a “substantial impact” on the academic success and personal development of students. By the end of the school year, when surveyed on their mindsets and attitudes toward SEL, at least 50% of all students at EMMS will agree that SEL is a “high priority.” <p>Skills:</p> <ul style="list-style-type: none"> By the end of the school year, 80% of teachers at EMMS will (1) agree that SEL should be a central purpose of the EMMS Advisory period, (2) name at least two examples of how they have elevated SEL within their own Advisory periods, and (3) articulate a 	<p>What will change -</p> <p>(Knowledge)</p> <ul style="list-style-type: none"> By the end of the school year, 90% of teachers will be able to explain (1) how SEL can enhance student academic success, (2) how SEL can enhance student personal development, and (3) at least three specific SEL best practices that they believe can make a difference in the academic and personal growth of their students. By the end of the school year, 70% of students will be able to explain (1) how SEL can enhance student academic success and (2) at least two specific SEL best practices that they believe can make a difference in the academic and personal growth. <p>Attitudes</p> <ul style="list-style-type: none"> By the end of the school year, when surveyed on their mindsets and attitudes toward SEL, at least 90% of all teachers at EMMS will agree that SEL is a “high priority,” and that SEL can have a “substantial impact” on the academic success and personal development of students. By the end of the school year, when surveyed on their mindsets and attitudes toward SEL, at least 70% of all students at EMMS will agree that SEL is a “high priority.” <p>Skills:</p> <ul style="list-style-type: none"> By the end of the school year, 90% of teachers at EMMS will (1) agree that SEL should be a central purpose of the EMMS Advisory period, (2) name at
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	<p>personal vision for elevating SEL within their Advisory periods for the next school year.</p> <ul style="list-style-type: none"> • By the end of the school year, 50% of students at EMMS will (1) agree that SEL should be a central purpose of the EMMS Advisory period, (2) name at least one example of how SEL activities impacted their identity within their own Advisory periods. • By how much - how much change will be realistically achieved? <ul style="list-style-type: none"> ◦ See above • By when - the timeframe to see change <ul style="list-style-type: none"> ◦ See above • How the change will be measured - the surveys, tests, interviews, or other methods that will be used to measure <ul style="list-style-type: none"> ◦ See above 	<p>least three examples of how they have elevated SEL within their own Advisory periods, and (3) articulate a personal vision for elevating SEL within their Advisory periods for the next school year.</p> <ul style="list-style-type: none"> • By the end of the school year, 70% of students at EMMS will (1) agree that SEL should be a central purpose of the EMMS Advisory period, (2) name at least two examples of how SEL activities impacted their identity within their own Advisory periods. • By how much - how much change will be realistically achieved? <ul style="list-style-type: none"> ◦ See above • By when - the timeframe to see change <ul style="list-style-type: none"> ◦ See above • How the change will be measured - the surveys, tests, interviews, or other methods that will be used to measure <ul style="list-style-type: none"> ◦ See above
<p>Why you are implementing them?</p> <p>School Design</p> <p>RTI</p> <ul style="list-style-type: none"> ◦ To close the gap between IDEA and General Education students in Math and ELA. ◦ To provide a practice that integrates assessment and intervention within a schoolwide, multi-tiered prevention system to maximize student achievement. 	<p><i>Why you are implementing them?</i></p> <p>School Design</p> <p>RTI</p> <ul style="list-style-type: none"> ◦ To close the gap between IDEA and General Education students in Math and ELA. ◦ To provide a practice that integrates assessment and intervention within a 	<p><i>Why you are implementing them?</i></p> <p>School Design</p> <p>RTI</p> <ul style="list-style-type: none"> ◦ To close the gap between IDEA and General Education students in Math and ELA. ◦ To provide a practice that integrates assessment and intervention within a

- To improve data-driven decision making and progress monitoring at the student, class, and schoolwide level.
- To screen students receiving core instruction and provide more intensive, targeted supports to identified students.
- To design and implement culturally-responsive RTI tools.

Visible Learning

- Implementing VL is a district-wide initiative
- Based on the research of John Hattie, practices that have a calculated effect size of greater than 0.40 (one year's growth in one year's time) are shown to be very effective for student learning
 - Teacher Clarity 0.75 - clearly defined learning intentions and success criteria
 - Learning Goals 0.68 - students setting goals for their learning
 - Self-efficacy 0.92 - students believe that they can be successful in their learning
 - Collective teacher efficacy 1.57 - The common belief by teachers that our students can learn

AVID

- To close the gap between IDEA and General Education students
- To provide students with WICOR strategies school-wide
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Student Voice:

Social-emotional Learning

- Social and Emotional Learning (SEL) empowers educators and students with the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ~CASEL.org
- Promote a culture of SEL throughout the entire school.
- Rather than dictating “how to do SEL,” we will learn more about the students interests, mindsets, and needs, and then will develop thoughtful plans for providing whatever support will be most helpful for students.

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How will you know that they are causing an improvement?

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School Design

RTI

- SBA performance will increase for both General Education and IDEA students.
- Student course marks will improve.
- Student behavioral instances will decrease.
- Teachers will engage in deeper, more effective data-decision making practices.
- Interventions will more effectively align with student needs

Visible Learning

- SBA performance will increase for both General Education and IDEA students.
- Student course marks will improve.
- Teachers will have clear curriculum maps in which standards are unwrapped and broken down into Learning Intentions and Success Criteria.

AVID

- SBA performance will increase for both General, EL and IDEA Students
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- Interventions will more effectively align with student needs.

Visible Learning

- SBA performance will increase for both General Education and IDEA students.
- Student course marks will improve.
- Teachers will have clear curriculum maps in which standards are unwrapped and broken down into Learning Intentions and Success Criteria.

AVID

- SBA performance will increase for both General, EL and IDEA Students
- Student course marks will improve
- Student behavior will decrease
- Teachers and students will engage in rigorous curriculum

Student Voice:

Social-emotional Learning

- Student course marks will improve.
- Student behavioral instances will decrease.

<ul style="list-style-type: none"> Teachers will engage in deeper, more effective data-decision making practices. Interventions will more effectively align with student needs. 	<ul style="list-style-type: none"> Teachers will engage in deeper, more effective data-decision making practices. Interventions will more effectively align with student needs. 	<ul style="list-style-type: none"> Teachers will engage in deeper, more effective data-decision making practices. Interventions will more effectively align with student needs.
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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
<p><i>Add beginning of the year measurements here.</i></p> <ul style="list-style-type: none"> Universal Screener Data Achieve 3000 Lexile Scores SBA HSA 	<p><i>Add throughout the year measurements here.</i></p> <ul style="list-style-type: none"> Course-alike Common Formative Assessment Universal Screener Mid Year Assessment Achieve 3000 Lexile Scores HSA Interim SBA Interim 	<p><i>Add end of year goals here.</i></p> <ul style="list-style-type: none"> Course-alike Summative Assessments Universal Screener Year End Assessment Achieve 3000 Lexile Scores SBA HSA

Student Outcomes (SY 2020-21)

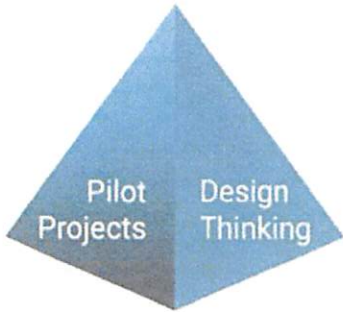
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
10% gain in schoolwide Lexile scores by the end of the year.	<ul style="list-style-type: none"> Achieve 3000/Newsela Vocabulary.com 	Yearlong		Instructional Leadership Team/ Visible Learning & AVID Focus Groups	Quarterly	

	<ul style="list-style-type: none"> • Monitor student performance on Universal screeners. 					
10% decrease in number of Ds and Fs in Course Marks for Core Subjects	<ul style="list-style-type: none"> • Teacher frequently check ins with Advisory classes • Support Staff monitor student progress 	Yearlong		Instructional Leadership Team/RTI Focus Group/Counselors	Quarterly	
5% decrease in behavioral instances	<ul style="list-style-type: none"> • Check ups on Targeted students and ISS students after infractions 	Yearlong		Operational Leadership Team/RTI & SEL Focus Groups	Quarterly	

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 courses have common course-alike curriculum maps	<ul style="list-style-type: none"> • Common Planning Time • Use of templates for CM 	Yearlong		Curriculum Team/Admin Team	Quarterly	
100% of teachers screen, monitor, and track RTI Tier 1 interventions in all classes.	<ul style="list-style-type: none"> • Common RTI trackers for Tier ½ interventions • Use during Team meetings 	Yearlong		Curriculum Team/RTI Focus Group	Quarterly	

	<ul style="list-style-type: none"> ● iReady Universal Screener Analysis 					
100% of teachers actively participate in data team meetings	<ul style="list-style-type: none"> ● Revising schoolwide data team protocols. ● Creating effective common formative assessments. 	Yearlong		Curriculum Team/Admin Team	Quarterly	



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"> ● Four Focus Groups (RTI, VL, SEL, AVID) <ul style="list-style-type: none"> ○ Opportunities for teacher leaders ○ Focus groups drive the school’s PD, Academic plan, etc. ○ Streamlines the school’s initiatives ● Two School Leadership Teams (OLT, ILT) <ul style="list-style-type: none"> ○ More opportunities for school leadership positions ○ Streamlines the school decision-making process ● Electives based on Student Choice (Culinary, Computer Art, STEM, etc) <ul style="list-style-type: none"> ○ Incorporates student voice and student choice in school design ● New Student Transition Center <ul style="list-style-type: none"> ○ To help new students acclimate to EMMS ● Genius Hour <ul style="list-style-type: none"> ○ Incorporated in advisory classes to provide students an opportunity to explore their interests and passions. ● Maker Space <ul style="list-style-type: none"> ○ Provides opportunities for students to participate in the design-thinking cycle. ○ Allows students an opportunity to creatively explore various crafts 	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"> ● Improved culture and climate <ul style="list-style-type: none"> ○ Improved scores for schoolwide Panorama Survey ● Increased in school attendance rates ● Decreased number of D/Fs ● Decreased in school behavioral issues

and STEM-related activities.