Three-Year Academic Plan 2017-2020

[Waialua Elementary School]

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Submitted by [**Scott B. Moore**]	Date
Note – **second year revisions in blue**; **third year revisions in red**.	5/3/2019

Approved by [**Bob Davis, CAS Central District North**]	Date

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments:	1. Need: Continue to develop and improve instruction of Common Core State Standards (CCSS); empowering students to demonstrate and sustain high levels of academic achievement.
	2. Need: Continue to monitor student success and provide supports and interventions for students to prevent achievement gaps from occurring and/or help to reduce those that do occur.
• Strive HI results 2015-2016 school year	3. Need: Support the behavioral aspect of learning through a social emotional learning program.
	4. Need: Give students appropriate access to technology to enhance their learning in the classroom.
• Comprehensive Needs Assessment (Title I Schools)	5. Need: Improve systems for communication, planning and teamwork in regards to implementing school initiatives and strategies as well as consistently aligned teaching and curriculum practices.
• WASC Self Study completed 2015-2016 school year - seven recommendations.	6. Need: Provide students the opportunity to participate in interest based and project based learning.
	Addressing Equity: Sub Group Identification
	In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.
	Disadvantaged Students – need differentiated small group instruction and interventions should gaps appear.
	Enabling activities - #3, #4 and #8

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	**Responsible for implementation of the school's strategies and initiatives**
1. Scott Moore, Principal	1. Scott Moore, Principal: **Evidence-Based Practices**
2. Varissa Pata, Vice Principal	2. Varissa Pata: **Transitions & Inclusive Practices**
3. Deeanna Calabrese, SCC	3. Deeanna Calabrese, SCC: **Social Emotional & Inclusive Practices**
4. Summer Yonamine, Curriculum Coach	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

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<u>Goal 1:</u> **Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- ☐ *Objective 1: Empowered -* *All students are empowered in their learning to set and achieve their aspirations for the future.*
- ☐ *Objective 2: Whole Child* - *All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*
- ☐ *Objective 3: Well Rounded* - *All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.*
- ☐ *Objective 4: Prepared and Resilient* - *All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	**Rationale:**

Three Year Data Goals
 	
- ELA proficiency will improve from 62% to 76%
- Math proficiency will improve from 59% to 72%
- ~~Science proficiency will improve from 80% to 86%~~
- Science proficiency will hold at 80%, pending a new baseline based on NGSS for the 2019-20 school year.
- Chronic Absenteeism will improve from 11% to 9%
- All gaps will be reduced by 20% percent.   For example, a 20% gap rate would be reduced to 16% at the end of three years.
- Positive response for school climate will improve from 80 to 86%.
- We will average 80% positive response rates for the following Internal School Surveys:
    o Effective Systems Survey (staff)
    o Effective Instruction Survey (staff)
    o Covey Implementation & Practice Survey (staff)
    o Technology Access and Effective Use Survey (Staff/Students)
    o Covey 7 Habits Understanding and Practice Survey (Students)
    o Academy Participation Satisfaction Survey (Students)
- WES will continue to offer interest and project based cross grade level afternoon "academies" for students for 100% of students in grades 4-6.
	The goals listed to the left cover outcomes that are consistent with the four objectives listed above and the needs identified on page two.
	
	We will not be able to raise test scores, lower achievement gaps and improve student & staff evaluation of our systems, quality of instruction and programs without successfully addressing the aforementioned objectives and needs.
	
	Two programs address the "Whole Child" and "Well Rounded" particularly well. WES has a Social Emotional Learning program called "The Leader in Me," which is based on Stephen Covey's 7 Habits of Highly Effective People. WES also provides students the opportunity to select interest based and project based academies each year in grades 4-6. Offerings include astronomy, hydroponics, coding, Hawaiian dance, media and so on.
	
	These are summative, big picture goals. To reach them, we will need to employ concrete strategies – enabling activities - that will follow later in the plan.

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Planning				Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Define the relevant data used to regularly assess and monitor progress**
In three years, ELA proficiency rates will increase from 62% to 76%. **2017-2018 - 69%** **2018-2019 - 72%** **2019-2020 - 76%** *2018 new text inserted in blue.*	**1.** Focus on "Close Reading" of academic text, with written response, for CCSS ELA. For teachers: PD on effective ELA instruction during articulation, PLCs and **quarterly pull out days**. For students: school wide use of the "close reading strategy, which includes: • Use of academic text – science & social studies. • Use of annotation & note taking • Identification of ideas and supporting details • Identification of text structure • Questioning the text • Response to inference and text dependent questions. • Written summaries, information and opinion pieces.	**2017-2018** **2018-2019** **2019-2020**	**Academic coach** **Summer Yonamine**	~~Each month, students in grades 1 to 6, will complete school generated reading/written response assessments using the "Close Reading" attributes listed to the left. Student performance and use of "Close Reading" strategies will be tracked throughout the year. Baseline data will be collected in August. Each month thereafter, an additional 5% of students will demonstrate proficiency on the assessments with a goal that 65% of students will meet proficiency by the end of the year. The evidence of this activity will include samples of student work and assessments along with student performance data, monitored quarterly.~~ ~~During bi-weekly PLCs, starting second quarter, grade level teachers will share student work and assessment data, discussing instructional strategies along with student progress and challenges. If data indicates a persistent lack of progress on this measure, grade levels will be expected to develop and document additional instructional strategies as evidenced through grade level PLC notes. This will be documented through PLC schedules, agendas and notes, monitored quarterly.~~ Students in grades 1-6 will be assessed with iReady for ELA three times per year. iReady gives student scores for reading comprehension for *Narrative* and *Informational* texts. iReady also provides students with SBAC aligned "close reading" assignments. By the end of the Mid Year (MOY) assessment, at least 35% of

				students will met the iReady criteria for proficiency for comprehension of Narrative and Informational text. By the end of year assessment (EOY), at least 75% of students will do so. By the MOY assessment, at least 40% of students will score at the next grade level higher than their pretest. By EOY, at least 75% of students will do so. Teachers will monitor student performance assigning intervention activities in addition to regular instruction as needed. During quarterly pull out days, teachers will received PD regarding effective ELA instruction and effective Tier 2 interventions. At least 80% of students will have passed two iReady "close reading" assessments by the end of third quarter.
In three years, Math proficiency rates will improve from 59% to 72%. 2017-2018 - 64% 2018-2019 - 67% 2019-2020 - 72%	**2** Effective implementation of CCSS for math by supplementing school's math curriculum with structured and differentiated math practice through the Accelerated Math program, along with the Star Math assessment, which are aligned to Common Core standards. • Star Math assessment allows teachers to ascertain students' general math level and areas of need. Accelerated Math allows teachers to assign students	2017-2018 2018-2019 2019-2020	Academic coach Summer Yonamine	1) 100% of students in grades 1-6 will take the Star Math assessment to ascertain their general math proficiency as well as areas of strength or need as confirmed and documented by Star Math assessment reports. 2) 100% of students will be assigned quarterly math objectives through the Accelerated Math program that provide them individualized and differentiated practice for their areas of need. Students and teachers will track completion of these objectives through planners or math logs as documented by logs and program records and monitored quarterly. 3) As measured by STAR Math (math universal screener, grades 1-6) and monitored by ART team member: • 55% of 1-6 students will score in the 40th percentile or above on BOY test • 65% of 1-6 students will score in the 40th percentile or above

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<table>
<tr>
<td></td>
<td>~~CCSS objectives to practice based on the areas of need and level of proficiency. Teacher can assign advanced or remedial objectives as well as objectives that target a specific topic—like place value, for example.~~</td>
<td></td>
<td></td>
<td>~~on MOY test~~
• ~~70% of 1-6 students will score in the 40th percentile or above on EOY test~~
• ~~The average percentile ranking for students in grade 1-6 will exceed 55%.~~

~~Kindergarten students will be assessed using Envision MOY and EOY assessment. At least 65% of students will show proficiency by mid-year and 75% by the end of year as documented by assessment records and monitored by ART members.~~</td>
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<tr>
<td>In three years, Math proficiency rates will improve from 59% to 72%.

2017-2018 - 64%
2018-2019 - 67%
2019-2020 - 72%</td>
<td>**2**
Effective implementation of CCSS for math with efforts to improve instruction and learning through:
1) Formative data that tracks students progress towards mastery of math standards.
2) Supplementing math curriculum with digital programs that provide modeling and differentiated practice.
3) Dedicated teacher time (quarterly pull out days and monthly PLC opportunities) for professional development and instructional planning informed by student data and work.</td>
<td>**2017-2018**
2018-2019
2019-2020</td>
<td>**Academic coach**
Summer Yonamine</td>
<td>1) 100% of students in grades 1-6 will take the ~~Star Math~~ iReady Math assessment to ascertain their general math proficiency as well as areas of strength or need as confirmed and documented by ~~Star Math~~ iReady Math assessment reports.

2) 100% of students in grades 1-6 will be provided opportunities for digital and differentiated math practice to supplement classroom instruction as documented by logs and program records and monitored quarterly.

3) As measured by iReady Math assessment (universal screener) ~~STAR Math (math universal screener, grades 1-6)~~ and monitored by ART team member:
• ~~55% of 1-6 students will score in the 40th percentile or above on BOY test~~
• ~~65% of 1-6 students will score in the 40th percentile or above on MOY test~~
• ~~70% of 1-6 students will score in the 40th percentile or above on EOY test~~</td>
</tr>
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	Programs that provide formative assessment data or differentiated, individualized math practice: Accelerated Math Star Math IXL Math Evaluate Math enVision 2.0 Digital Math iReady			• ~~The average percentile ranking for students in grade 1-6 will exceed 55%.~~ • By the MOY assessment, at least 50% of students will meet the iReady grade level proficiency mark for two out of the four math strands. Additionally, by the MOY assessment, at least 40% of students will score at the next grade level above their pretest score. • By the EOY assessment, at least 70% of students will meet the overall target for proficiency at their grade level. Additionally, at least 80% of students will score at the next grade level higher than their pretest score. Kindergarten students will be assessed using Envision MOY and EOY assessment. At least 65% of students will show proficiency by mid-year and 75% by the end of year as documented by assessment records and monitored by ART members.

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In three years, ELA proficiency from 62% to 76%. (69%,72%,76%) In three years, Math proficiency rates from 59% to 72%. (64%,67%,72%) Reduce all gaps by 20%. For example, a 20% gap rate would be reduced to 16% at the end of three years. **2017-2018: 6% reduced** **2018-2019: 13% reduced** **2019-2020: 20% reduced**	**3** Use DIBELS, STAR Reading, ~~STAR Math~~ iReady and Envision Assessments (for Kinder) to provide universal screening for reading and math.	**2017-2018** **2018-2019** **2019-2020**	SCC Deeanna Calabrese	Within the first five full weeks of school, all students will be universally screened for reading fluency (DIBELS) and general math competency (~~STAR Math~~ iReady/Envision), while students in grades 1-6 will also be screened for reading comprehension (STAR Reading and iReady for reading). Assessment data will be used to distinguish students making sufficient progress from those that may need additional support or interventions. This will be documented by the data collected and reports generated from the assessments done. Note – new students will also be screened as they enter the school. Follow up screening done MOY and EOY to make certain that students previously identified as making sufficient progress have not fallen behind grade level expectations. This will also be documented by assessment results and reports.
In three years, ELA proficiency from 62% to 76%. (69%,72%,76%) In three years, Math proficiency rates from 59% to 72%. (64%,67%,72%) Reduce all gaps by 20%. For example, a 20% gap rate would be reduced to 16% at the end of three	**4** Provide appropriate interventions for students who do NOT meet established grade level targets for DIBELS, STAR Reading, ~~STAR~~ iReady Math and Envision for Kindergarten. **Interventions may occur during school day, after school or during the summer.**	**2017-2018** **2018-2019** **2019-2020**	SCC Deeanna Calabrese	100% of students who are NOT meeting the prescribed targets in DIELS, STAR Reading, ~~STAR~~ iReady Math and at the 3 intervals (BOY, MOY, EOY) will receive appropriate support/interventions developed by teachers, support staff and administration. These will be multi-tiered, based on the level of need. They will include: • Progress Monitoring • Targeted small group and or individual instruction in class • Counseling • Differentiated practice/instruction • Behavior Plans • **Tutoring (after school or pull out)** • Growth target goals Documentation artifacts can include "support and intervention" logs

years. **2017-2018: 6% reduced** **2018-2019: 13% reduced** **2019-2020: 20% reduced**				created for affected students, tutoring schedules, meeting notes, teacher reports, student work and classroom observations. As a result of receiving appropriate support or interventions, 75% of students will show growth in whatever area was in deficit – reading fluency, reading comprehension or math proficiency – as documented by student work and assessment data and support and intervention logs - within seven weeks of supports or interventions being provided. Note: "growth" goals will be set for each child depending on individual circumstances and cannot be articulated ahead of time
Science proficiency will hold at 80% pending new baseline data for new assessment based on NGSS **2017-2018 - 82%** **2018-2019 - 84%** ~~**2019-2020 - 86%**~~ **2019-2020 – New baseline from first assessment based on NGSS.**	**5** Focus on improving students' background knowledge of science concepts and vocabulary to address science and STEM standards through carefully selected readings and assessments aligned to grade level science standards and topics. ❑ Emphasis in grade 4 to prepare for HSA science Achieve 3000 – Kidbiz – will be the source for many of the science readings.	**2017-2018** **2018-2019** **2019-2020**	**Academic coach** **Summer Yonamine**	Each grade level will develop and refine packet of science readings and assessments that align to grade level science standards and topics and scaffold science vocabulary and concepts from K-6, but with a special emphasis for student success on the fourth grade assessment. Achieve 3000 (Kidbiz) will be the source for many of these readings, since it allows for grade level differentiation and is CCSS aligned. Each quarter, students in grades K-6 will complete the science readings and assessments assigned for that quarter and their grade level. (In the lower grades, the readings may be done in "read aloud" fashion, since this goal is oriented towards improving background knowledge and vocabulary for science and not reading comprehension.) Completion of the science readings will be documented through assessments and monitored by the ART team member through bi-weekly PLCs. 1. 55% of students will be proficient on HSA science after the first round of testing. 2. 70% of students will be proficient on HSA science after the second round of testing. 3. 80% of students will be proficiency on HSA science after the third round of testing. This will be monitored after each round of testing by ART members.

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We will average 80% positive response rates for the following Internal School Surveys: Covey Implementation & Practice Survey (staff) Covey 7 Habits Understanding and Practice Survey (Students) **2017-2018: 60% positive** **2018-2019: 70% positive** **2019-2020: 80% positive**	School will implement "The Leader in Me" program based on the Stephen Covey's 7 Habits of Highly Effective People. Program includes: • Instruction, reflection and student product based on Covey's 7 habits • An emphasis on student goal setting and tracking Creating opportunities for students to exercise personal leadership.	**2017-2018** **2018-2019** **2019-2020**	VP Varissa Pata	100% of students in grades K-6 will receive instruction on The 7 Habits of Highly Effective People as documented by sample lesson plans, student work, classroom observations or student surveys. 100% of students in grades 1-6 will maintain "personal leadership" logs throughout the school year as evidenced by sample logs and monthly checks conducted by ART team member, counselor or administrator. 100% of classroom teachers will provide support and feedback to students in terms of maintaining their logs, setting and tracking their goals and adhering to the 7 Habits as evidenced by sample teacher reports and quarterly log checks done by ART team member, counselor or administrator.
	7			
We will average 80% positive response rates for the following Internal School Surveys: Academy Participation Satisfaction Survey (Students) **2017-2018: 60% positive** **2018-2019: 70% positive** **2019-2020: 80% positive**	WES will develop well-rounded students by providing mixed age, interest based, project based academies for grades 4-6. Academies offer enrichment experience in subjects like: Hydroponics, Tahitian Dance, Green Thumb, Coding, etc. For grades K-3, students will have intra-grade level academies during the afternoon block.	**2017-2018** **2018-2019** **2019-2020**	Principal Scott Moore	100% of students in grades 4-6 will participate in cross grade level academies that are interest based and project based. This is intended to give students the experience of extra curricular activities, which research shows build practical competencies and increase engagement among students. Academies will last two quarters long and emphasize project based learning and application of academic learning. Students will be provided a choice from up to a dozen academies and select their top three preferences. Assignments will then be made based on students' selections.

Reduce all gaps by 20%. For example, a 20% gap rate would be reduced to 16% at the end of three years. **2017-2018: 6% reduced** **2018-2019: 13% reduced** **2019-2020: 20% reduced**	**8** As part of a system of student support, regular education classroom teachers will continue to use small group, differentiated, and direct instruction to support student needs. Based on student data, classroom teachers will use formative instruction to provide appropriate interventions to support student needs. In these efforts, as listed above, teachers will receive support provided by PPTs and PTTs.	**2017-2018** **2018-2019** **2019-2020**	SCC Deanna Calabrese	100% of students will receive interventions, as needed, to prevent learning gaps from developing as evidenced by student data, support and intervention logs, classroom observations, student work and teacher and student dialogue.
Positive response for school climate indicator will improve from 80 to 86%.	**9** Implement/maintain effective communication with parents to increase stakeholder support for school initiatives and student achievement, as well as promoting parent participation. This will be done through: parent conferences; parent nights, principal's coffees, parent bulletins and so on.	**2017-2018** **2018-2019** **2019-2020**	Principal Scott Moore	100% of student families will be invited to parent conferences, parent nights and parent coffees, with at least 90% of families participating in at least one of these events. 100% of student families will receive a monthly school bulletin.

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Goal 2: Staff Success. Waialua Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:

Three Year Data Goals
 	
• ELA proficiency will improve from 62% to 76%
• Math proficiency will improve from 59% to 72%
• Science proficiency will improve from 80% to 86%
• Chronic Absenteeism will improve from 11% to 9%
• All gaps will be reduced by 20% percent.   For example, a 20% gap rate would be reduced to 16% at the end of three years.
• Positive response for school climate indicator will improve from 80 to 86%.
• We will average 80% positive response rates for the following Internal School Surveys:
    o Effective Systems Survey (staff)
    o Effective Instruction Survey (staff)
    o Covey Implementation & Practice Survey (staff)
    o Technology Access and Effective Use Survey (Staff/Students)
    o Covey 7 Habits Understanding and Practice Survey (Students)
    o Academy Participation Satisfaction Survey (Students)
• WES will continue to offer interest and project based cross grade level afternoon "academies" for students for 100% of students in grades 4-6.
	The goals listed to the left cover outcomes that are consistent with the Criteria for Goal #2: Staff Success.
	
	We will not be able to raise test scores, lower achievement gaps and improve student & staff evaluation of our systems, quality of instruction and programs without a high-performing culture and successfully addressing the support and development of our employees and school systems.
	
	These are summative, big picture goals. To reach them, we will need to employ concrete strategies – enabling activities - that will follow later in the plan.

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Planning				Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Define the relevant data used to regularly assess and monitor progress**
We will average 80% positive response rates for the following Internal School Surveys: Effective Systems Survey (staff) Effective Instruction Survey (staff) ELA proficiency will improve from 62% to 76% Math proficiency will improve from 59% to 72% Science proficiency will improve from 80% to 86%	**1** In accordance with the strategy of "formative instruction" and the results of WES WASC self study and recommendations – WES will focus on more effective and consistent use of 5 Effective Teaching Practices: • Lessons and activities are routinely linked to daily and long term learning targets • Guided practice or exemplars & examples precede independent or group work • Teachers confirm understanding and address misunderstandings through "catch and release." • Teachers use "no opt out" and "cold call" for student accountability • Debriefs are used at the end of lessons to strengthen learning connections WASC #2	**2017-2018** **2018-2019** **2019-2020**	Principal Scott Moore VP Varissa Pata **Academic coaches** **Aimee Kumura** **Summer Yonamine**	Administrative and Peer walkthrough observation sheets will be calibrated to the five practices. First, quarter, 100% of teachers will receive PD and criteria for what these practices should "look like" in the classroom. 100% of classroom teachers will be observed in a walkthrough and receive feedback at least once per quarter. Baseline data on for the rate of observation for the 5 practices will be gathered through admin and peer walkthrough observations during the first quarter. To capture the use of the practices outside of walkthrough periods, a student survey will be developed and administered to students quarterly. Baseline data will be gathered from the survey for first quarter. Examining the baseline data gathered first quarter, the ART, in conjunction with the school leadership team, will set improvement targets for these criteria for quarters 2, 3 and 4 which will be shared and monitored throughout the school and with our School Community Council.

	2			
We will average 80% positive response rates for the following Internal School Surveys: Effective Systems Survey (staff) Effective Instruction Survey (staff) ELA proficiency will improve from 62% to 76% Math proficiency will improve from 59% to 72% Science proficiency will improve from 80% to 86%	Initial implementation an of a "user friendly, school specific" long-range plan to support development, implementation and sustainability of school wide strategies and initiatives as well as effective systems for communication, planning and teamwork among the staff. Note: WASC understands the role of DOE mandated annual school academic plans for planning, accountability and compliance. The long-term plan is intended as an internal organizational and communication tool for the school and not for external compliance. WASC #1	**2017-2018** **2018-2019** **2019-2020**	Principal Scott Moore	100% of staff will be aware of and review the 5 year plan developed by staff members during the 2016-2017 school year. The plan will take affect during the 2017-18 school year. Throughout the school year, admin and the Art Team will monitor implementation of the plan. Progress reports and recommendations for adjustments shared to the staff and SCC quarterly. An updated plan will be shared and reviewed at the start of each year going forward, so the staff as a whole can monitor progress made and ongoing initiatives.

| We will average 80% positive response rates for the following Internal School Surveys:

Effective Systems Survey (staff)

Effective Instruction Survey (staff)

Covey Implementation & Practice Survey (staff)

Technology Access and Effective Use Survey (Staff/Students)

Covey 7 Habits Understanding and Practice Survey (Students) | **3**
As a system/organization component, WES will have three standing committees, in addition to grade level Data Teams/PLCs, for each of our three strategic initiatives.

• ILT committee will continue to be responsible for development and implementation of aligned and consistent instructional practices.
• The Covey Committee will support the continued development and implementation of WES "The Leader in Me" program such that the 7 Habits become embedded into our school culture and student behaviors.
• The Tech Committee will support the continued development and implementation of Future Ready concepts at WES so that students use technology in effective and creative ways to meet academic goals, do worthwhile projects and work together with synergy and teamwork. | 2017-2018
2018-2019
2019-2020 | VP
Varissa Pata | 100% of teachers will be on one of the three standing committees and each grade level will have representation on each committee as documented by committee rosters, agendas and minutes.

Each committee will be responsible for the development, implementation, coordination and oversight of goals, strategies, activities (like PD) and events for their school initiative. Committees will meet monthly and report out after each meeting. Reports will include progress reports on big picture and short-term goals/projects, school wide progress, requests for support, invitations for feedback and celebration of attained goals. This will be documented through committee agendas and minutes as well as the school's long term plan. |

	4			
We will average 80% positive response rates for the following Internal School Surveys: Effective Systems Survey (staff) Effective Instruction Survey (staff)	As a system/organization component, WES will create an organizational matrix showing the various lessons, readings, activities, resources and assessments that are used to meet HCCPS science and social studies standards in grades K-6. WASC #6	**2017-2018** **2018-2019** **2019-2020**	VP Varissa Pata	Throughout the period of this plan, 100% of grade levels – K to 6 - will continue the process of posting and revising sample lessons, readings, activities, assessments and cite resources that are used to address the HCCPs science and social studies standards to Google Docs folders that will be shared among all staff members and interested stakeholders. At the end of the year, the ART and grade level chairs will sort through the folders and update our K-6 matrix that gives and overview of how the school addresses the science and social studies standards. This matrix will be shared among staff members and interested stakeholders. Note: this activity could involve a change over to new standards for science and social studies that are pending.