Hawaii Department of Education: 2020 Academic Plan
School Year: 2020-2021

School Name:	**Stevenson Middle School**	**Kaimuki, McKinley, Roosevelt Complex Area**
Submitted By:	**Katherine Balatico**	**Linell Dilwith, Complex Area Superintendent**

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward-focused 3-Year 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 the achievement gap; and, 3) applying contextual and community measures and assessments.

Starting from a comprehensive needs assessment, a school examines organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

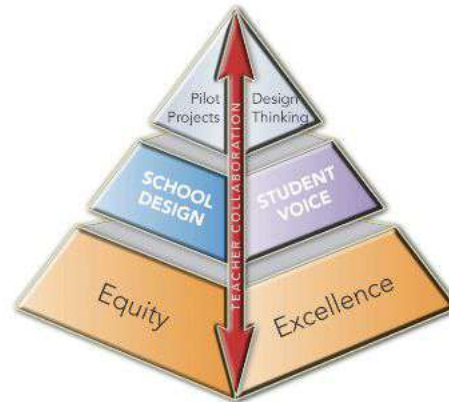## HIDOE Learning Organization

Teaching and Learning Core:
Focus: equity and excellence in core curriculum and supports.

Innovation in Support of the Core:
New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, and Student Voice.

Pipeline of Emerging Ideas:
To prepare for emerging trends, advancements, and changes that impact education, ideas are tried and

The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and is founded on the **Teaching & Learning Core** (page 7).

The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 8-14).

The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (pages 15-16).

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vetted by our schools and teams; some will advance to support the core.

A Foundation for Change

This section highlights the areas that the school/complex area identified as areas of need and presents a foundation for change, as reflected in and related to identified needs in the annual comprehensive needs assessment.

Evidence and Rationale for Change	Key Strategies to Address and Promote Change
Differentiation for All Stevenson has a diverse population of students. In the 2019-20 school year, 10% of our population was identified as EL. Similarly, our SpEd population represents 8.2% of our overall population. English Learners and Special Education students represent almost 20% of our population, and state testing indicates the majority of the students in these subgroups are not proficient in reading, math, and science.	**Differentiation for All** The data shows there is a strong need to address the achievement gap for our EL and SpEd students, while continuing to increase achievement for our general education students. One key area is providing targeted PD for teachers on differentiation for all students, with particular attention for our EL and SpEd students, as well as our general education students. This professional development will consist of training on the RtI process, including Tier 1 supports within the general education classroom, as well as Tier 2 and 3 instructional strategies. As writing and vocabulary development is a crucial piece to success in all content areas, support to teachers is needed to help build their capacity in this type of instruction. We also recognize there is a need to engage our parents, particularly our EL student parents, as partnerships with them will create a stronger bridge between school and home. Building on the work of Dr. Karen Mapp and Dr. Paul J. Kuttner, we aim to build capabilities, connections, confidence, and cognition of all stakeholders (students, faculty, and parents). In SY 2019-20, the district began providing additional support to our SpEd and inclusion teachers, including surveys, walkthroughs, follow-up debriefs, teacher-teacher relationship building. This will continue into the next school year.

	SBA ELA	SBA Math	HSA Science
All Students	54%	42.94%	39.29%
ELL	2.7%	11.36%	0%
SpEd	6%	4%	5%
High Needs	35.69%	27.29%	23.27%
Low SES	39.67%	29.41%	26.73%
Native Hawaiian	33.6%	19.2%	20.0%
TSI students	4.35%	6%	3.13%

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SBA/HSA SpEd Results	
ELA Inclusion	12%
Math Inclusion	5.88%
Science SpEd	0%

Smarter Balanced Assessment ELA claims and targets data shows that major areas of growth for all students is writing and academic vocabulary.

Further, i-Ready diagnostic data shows 78% of SpEd students and 90% of EL students are two or more grade levels behind in reading.

63% of EL students and 58% of SpEd students are two or more grade levels behind in math.

While Stevenson has traditionally had smaller numbers of EL students, in the past year our EL numbers have increased by 48% from 48 to 71. Stevenson's inclusion in the KMR CA EL Initiative is vital to the support of our EL students.

GLOs

While Stevenson has adopted SecondStep as the school's Social Emotional Learning program, implementation continues to be a challenge for some teachers. Incremental quarterly goals of 25% were set at the start of the SY. However, as of January 2020, the completion rate is 22%, which is far less than the goal of 50%. This is typically monitored by our PBIS committee. However,

Further, the ILT process will continue to support the staff through walkthroughs, PD, and professional readings.

We will continue to explore and research partnerships in order to more deeply engage with our Low SES and Native Hawaiian students.

GLOs

For the school year 2020-21, the PBIS committee must meet regularly to review the program's effectiveness and determine its impact on students and teachers. The committee is needed in order to examine ways to increase participation in our SEL program, and evaluate the effectiveness of our BUC reward system.

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with the loss of the committee's lead administrator, the committee has met infrequently to review data and determine next steps in 2019-20.

While most teachers report having the General Learner Outcomes displayed in their classes, no teachers currently have the GLOs addressed within their curriculum maps for their content classes. Teachers report addressing GLOs as a part of the Student Led Conference process in March.

The data suggests that programs such as our BUC rewards system is largely underutilized, as well, particularly in the 7th and 8th grades. The majority of all BUC rewards redeemed are from 6th graders. It is unclear if the reason for this is because 7th and 8th grade teachers do not hand them out or if 7th and 8th grade students find little value in the prizes that they can be redeemed for.

Personal Transition Plans
We do not currently have any plans in place for our general education students.

As 8th graders graduate from middle school and move to high school, they select their classes without much knowledge of the 9th grade classes available to them. There is currently no specific process or program to support 8th grade students as they make their class selections.

Roosevelt High School, the primary high school which our graduates attend, utilizes Career & Technical Education (CTE) pathways as a means to prepare their students for life beyond high school. Prior to SY 2020-21, there was no intentional program or process in place to support students as they learn about and choose their classes in regards to the CTE pathways.

Additionally, teachers need support in including the GLOs in the operational curriculum maps in order to ensure the GLOs are included in instruction.

Personal Transition Plans
Stevenson needs to develop a system that takes into account student interest and aptitude and aligns this with CTE pathways at Roosevelt High School. In doing this, students would receive the support they require to make the best decisions regarding their class selections in high school and determine their future directions (ie. CTE, early college, junior college, military, entrepreneurship, etc.).

Beginning SY 2020-21, all 7th and 8th grade students will participate in specially-designed middle-level CTE classes exposing students to different careers. Also, the classes will support students in developing a growth mindset and grit. Further, training is needed for all counselors regarding the different class options available to students in high school. Vertical articulation is needed with the high school to establish a

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common understanding of the needs of the incoming 9th grade class.

A committee to establish an 8-year plan will assist students with goal setting and decision making from 6th grade into high school. In vertical articulation with the high school, 8-year plans can assist students, teachers, and counselors with smooth middle to high school transition, and again from high school to post-high school graduation. This committee will also explore the feasibility of 3-year looping AA classes.

As we have no current system to track the performance of our students once they graduate, a system for tracking the performance of our students in 9th grade, on the high school SBA, and graduation rates is needed, as well.

Standards Based Instruction

Professional development in the following areas is needed to build capacity with our faculty:

- use of standards-based instructional practices;
- standards-based grading;
- standards-based instructional practices and grading with EL and SpEd students;
- formative assessments to inform instruction .

By providing professional development to teachers, they will be better able to make use of the standards in their instruction. Data Teams/PLC discussions and agreements should center around targeted standards, common formative assessments, formative data, adjustments in instruction, target setting, measurable outcomes, and reassessment.

Teachers will receive training in deconstructing standards in order to strengthen their understanding of the standards, what is expected of our students, and designing and/or implementing aligned and rigorous curriculum across all content areas.

Standards Based Instruction

While the DOE policy is for student grades to be based on the Hawaii Content and Performance Standards, the transition towards standards based instruction has been slow. Some content area departments report using a standard-based practice for determining grades, but this is not campus-wide. As student performance on the SBA and HSA continues to remain stagnant or decline, there is a strong need to provide professional development, monitoring, and follow-up supports to teachers and students in order to ensure curriculum and instruction is based on the standards. Stevenson has developed operational curriculum maps for all content areas and grade levels. However implementation and monitoring of the maps continues to be a challenge, as well as the implementation of the State-adopted ELA curriculum. Though a number of teachers report having received training in EL strategies, EL Success Initiative

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Leadership Team walkthrough data shows no implementation of the WIDA standards in core content classes. In order to ensure parents are able to support their children at home as much as possible, there is also a need to provide training for parents on core curriculum and standards-based grades. For our EL students to be successful, EL parent training on how they can support and become involved in their children's school (both academic and social) experiences is necessary.

HIDOE and School Initiatives

This additional table addresses key initiatives included in the plan and how the leadership team within the school is configured to support the development and implementation of the initiatives. Where appropriate the table also documents the collaborative nature of the leadership effort embedded in the plan.

Key HIDOE Initiatives Addressed in the Plan	Lead(s)
WestEd EL Initiative	Katherine Balatico; Julia Smith
School Design and Student Voice	Katherine Balatico; Robyn Tom
Five Promises	Katherine Balatico

Key School Initiatives Addressed in the Plan	Leads(s)
Standards Based Instruction	Robyn Tom; Krysta Yamamoto; Carli Akasaki; Carrie Jacobs; Brad Miller
GLOs	Wendy Okamoto; Alisha Horikami; Ray Tsuchiyama; Blaine Awana
Differentiation for All	Katherine Balatico; Abigail Palmer; Dani Hitt; Patricia Morgan
Personal Transition Plans	Christian Ellis; Noah Kawano; Blake Carrigan; Candace Kinoshita

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Teaching and Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Keep in mind that a Theory of Action statement or story is constantly being assessed, revised, and refined, as your understanding of problems of practice and learning deepens. The enabling activities in the academic plan should address the needs of the identified subgroups(s).

Targeted Subgroup(s) and Identified Needs	Identify and Describe the Achievement Gap	A Related Theory of Action	Enabling Activities to Address/Improve the Gap
Identify the targeted subgroup and their identified needs	*Identify and describe an achievement gap (not limited to any specific subgroup. Data must be provided from a CNA, WASC Self-Study, or International Baccalaureate, and may include additional local measures.*	*What is your Theory of Action (If-Then) to improve the achievement gap?*	*What are your enabling activities to improve the achievement gap?*
Special Education English Learners Native Hawaiians Special Educations students in Inclusion Low SES High Needs ● Differentiation for all students, at all levels, in all environments ● Literacy development, particularly for writing, academic vocabulary, and reading comprehension ● Key instructional strategies to support learning and achievement	Special Education: ● In school year 2018-19, the achievement gap in ELA was 48 percentage points. ● In the same school year, the achievement gap in math was 38.94 percentage points. ● In the same school year, the achievement gap for science was 34.29 percentage points. ● The achievement gap for ELA inclusion was 42 points and 37.06 points for math inclusion. ● Students in science resource classes had an achievement gap of 39.29 points. English Learners ● In school year 2018-19, the achievement gap in ELA was 51.3 percentage points. ● In the same school year, the achievement gap in math was 31.58 percentage points. ● In the same school year, the achievement gap for science was 39.29 percentage points. High Needs ● In school year 2018-19, the achievement gap in ELA was 18.31 percentage points. ● In the same school year, the achievement gap in math was 15.65 percentage points. ● In the same school year, the achievement gap for science was 16.02 percentage points. Native Hawaiians	If Stevenson provides access to ongoing high quality, ongoing professional development and implementation support in the following areas, then teachers will be able to refine their pedagogical approaches, which will help all students to achieve defined learning outcomes: teaching academic vocabulary, writing across all content areas, differentiation for all levels, Stetson training, inclusive practices, and culturally and linguistically responsive teaching. If Stevenson provides ongoing opportunities for teachers and instructional staff to engage in collaborative discussions around instructional planning and student learning, grounded in data, then teachers will be able to make appropriate adjustments to instruction to meet the needs of all students, which will help all students to attain higher levels of learning and achievement.	- Coaching with ongoing classroom support from district and complete area resource teachers that will serve to improve pedagogical practices and learning outcomes for all students. -Strengthen the RTI process schoolwide in order to modify and differentiate instruction for all students. -Ongoing PD to support teachers in the selection and implementation of instructional strategies to support learning of all students. -Consistent implementation of Social-Emotional learning programs and activities in order to improve student well being. -All 7th and 8th grade students will be enrolled in a CTE class -Professional Development on the purpose and implementation of Standards based instruction. -Participation in the EL Success Initiative as part of the five year plan to provide a framework that will improve teaching and learning across all levels of the EL spectrum, particularly in regards to writing, academic vocabulary, and reading comprehension. -Teachers will engage in professional conversations regarding student data and evidence-based instructional strategies to support student engagement, learning, and resilience. -A system will be developed to better support students in their transition to high school, and to track student achievement in high school.

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	● In school year 2018-2019, the achievement gap in ELA was 20.4 percentage points. ● In the same year, the achievement gap in math was 23.74 percentage points. ● In science, the achievement gap was 19.29 points. Low SES ● In school year 2018-2019, the achievement gap in ELA was 14.33 percentage points. ● In the same year, the achievement gap in math was 13.53 percentage points. ● In science, the achievement gap was 12.56 points. Inclusion ● In school year 2018-2019, the achievement gap for SpEd students in inclusion classes was 42 percentage points. ● In the same year, the achievement gap for SpEd students in math inclusion was 37.06 percentage points.		-Continue to build capacity of Teacher Leaders with school initiatives, implementation, and support of peers. -All teachers implementing inclusive practices will be trained and provided follow-up supports by District RT's in the Stetson Model.

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

Describe your complex/school contexts for School Design and Student Voice.	*Describe your current and continuing initiative that will further advance your 2020-21 School Design and Student Voice*	*Describe your conditions for Success for School Design and Student Voice*
-Stevenson will evaluate its efforts to ensure that all students have equitable access to a quality education.	-In order to ensure all students at Stevenson are receiving an equitable education, curriculum and instruction must be designed to include multiple means for students to access the content through evidence-based, differentiated instruction strategies, as well as appropriate supports and interventions.	-Equity will be ensured through regular and intentional review of the opportunities given to students to demonstrate their learning.
-Professional development and learning are highly valued by school staff as means to building and enhancing learning structures for all students.		-We will quarterly review and revise our plan for professional development to ensure that a range of meaningful and appropriate opportunities are present for all faculty and staff. Further, staff will receive regular, meaningful feedback regarding the implementation of strategies learned during professional development.
-Students have the opportunity to express their ideas and reflect on their learning as part of their personal growth and development.	-Ongoing professional development will be provided in order to ensure teachers have the opportunity to have professional conversations surrounding their learning.	
-Students will have the opportunity to make informed decisions regarding their high school classes.	-Coaching and job-embedded supports are expected and included as valuable components that provide evidence of improved instructional practices.	-Teachers and administration must work together to ensure students are given intentional opportunities to express their opinions in a safe environment.
	-New teachers will be trained on curriculum and school-wide initiatives. Further, returning teachers will receive ongoing support to ensure continuity.	-Teachers, counselors, and administration will be trained on the existing course offerings for 9th grade students in order to guide students through the high school registration process.

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

SY 2020-2021 Measurable Outcomes	SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes
What are your measurable outcomes around School Design and Student Voice	*What are your measurable outcomes around School Design and Student Voice*	*What are your measurable outcomes around School Design and Student Voice*
-Given a series of classroom visits through processes such as ILT, 90% of teachers will demonstrate utilization of differentiated pedagogical strategies to meet the needs of all students. (Equity and Access)	-In faculty meetings and other forums for discussion around curriculum, instruction, and assessment, 90% of the conversations will be focused on student growth and learning. (Growth Mindset)	-Teachers will use faculty meetings and other forums to have student-centered discussions relating to curriculum, instruction, and assessment. Teachers will use the RtI process to identify students with specific needs, and choose appropriate measures to support all students.
-Given a series of classroom visits or walkthroughs, 80% of teachers will be implementing best practice instructional strategies. (Capacity Building)	-Given a series of classroom visits or walkthroughs, 90% of teachers will be implementing instructional strategies from a recent professional development session. (Capacity Building)	-Given a series of classroom visits or walkthroughs, 95%+ of teachers will be implementing instructional strategies from a recent professional development session. (Capacity Building)
-Given the question "How comfortable are you asking this teacher questions about what you are learning in his/her class?" on the Panorama Survey, 80% of the students will respond favorably. (Choice, Voice, and Collaboration)	-Given the question "How comfortable are you asking this teacher questions about what you are learning in his/her class?" on the Panorama Survey, 90% of the students will respond favorably. (Choice, Voice, and Collaboration)	-Given the question "How comfortable are you asking this teacher questions about what you are learning in his/her class?" on the Panorama Survey, 95% of the students will respond favorably. (Choice, Voice, and Collaboration)
-All 8th grade students will report having been counseled by a teacher or counselor prior to participating in the high school registration process. (Choice, Voice, and Collaboration)	-All 8th grade students will report having been counseled by a teacher or counselor prior to participating in the high school registration process. (Choice, Voice, and Collaboration)	
-All new teachers will be trained on school-wide initiatives, and refresher courses will be provided for returning teachers. (Equity and Access)		
Why are you implementing them?	*Why are you implementing them?*	*Why are you implementing them?*
-Differentiation enhances access to learning for all students.	-All teachers need to believe that all students can learn. As such, teachers need to provide support to all students in order to ensure all students have access to the content.	-The intentional focus on positive learning outcomes for all students and specific supports and interventions will promote a school wide focus on equity, which will overtime become a norm.

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-Allowing teachers opportunities to practice new strategies increases pedagogical capacity. -Providing students opportunities to practice safe questioning allows the students to reflect on their own learning and fosters a positive relationship between students and teachers. -Students who are better prepared for and informed of the registration process are more likely to make a better informed decision regarding opportunities in high school, which can lead to greater success at the high school level. -Teachers trained on school-wide initiatives increases capacity throughout the school. *How will you know that they are resulting in an improvement?* -Increased achievement and learning from all students, as learning strategies support the unique needs of each student. -Teachers will collaborate more with one another as they share new strategies in departments and data teams. -Students will discover their voices and will more freely share their ideas and thoughts in a safe classroom learning environment. -Students will report feeling supported through the registration process.	-Student-centered practices that give students the confidence to use their voice can lead to more academic discourse and higher-ordered thinking. -Students better informed on the choices they are making in regards to high school registration are more likely to understand what is expected of them when they enter high school. *How will you know that they are resulting in an improvement?* -As teachers become more comfortable with implementing new and different instructional strategies, they will be more willing to engage in professional conversations surrounding best practices. -Teachers will be more willing to seek out feedback. -Students will openly discuss ideas with peers and teachers as they come to understand that the adults within the building care for them and respect their thoughts and ideas. -Roosevelt will report students are more correctly placed in their classes. Stevenson students demonstrate perseverance and determination through tough courses.	-The intentional focus on building positive relationships with students, such that each student feels there is at least one teacher on campus who cares about them promotes the feeling of belonging, which will lead to student achievement. *How will you know that they are resulting in an improvement?* -Teachers will be comfortable with and seek out opportunities to have observations of their teaching in order to receive feedback on their instruction, -Embedded in the context of design principles, student voice is at the forefront of learning, and then comprehensively creates a student-centered learning focus. -There will be more organic venues and opportunities for coaching and feedback to occur among colleagues; a new more for professional learning emerges. -Roosevelt will report students are actively engaged in CTE core and/or early college counseling/opportunities as freshmen and sophomores. Stevenson students demonstrate perseverance and determination through tough courses.

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

Part III

SY 2020-2021 Formative Measures (beginning of the year)	SY 2020-2021 Formative Measures (throughout the year)	SY 2020-2021 Summative Measures (end of the year)
In a series of of classroom visits and observations, baseline data will be to collected as to: ● The percentage of teacher use of differentiated strategies and evidence of effective student response to differentiated strategies. ● The percentage of teachers utilizing strategies presented in professional development and evidence of effective implementation of new strategies. ● Students feel they are comfortable and have the opportunity to express their ideas and/or reflect on their learning.	In a series of classroom visits and observations, formative data will be collected as to: ● Show effective teacher use of differentiated strategies and evidence of effective student response to strategies, with an increase in usage and range of strategies. ● The percentage of teachers effectively utilizing strategies presented in professional development and evidence of positive student response to strategies. ● The percentage of students who are effectively expressing their ideas and/or reflecting on their learning with evidence of greater sophistication in student responses. ● The ILT process will be used as a reflective tool to ensure implementation, as well as how students responded.	In a series of classroom visits and observations, formative and summative data will be collected as to: ● Regular use of teacher-created opportunities that allow students to select differentiated strategies and assessments, which ultimately promotes student self-awareness and self-advocacy. ● The percentage of teachers who provide a broader range of differentiated approaches to learning and assessment that reflect student choice and voice in the design learning sequence. ● The percentage of teachers who prompt evaluation and reflection as strategies for students to assess their learning and engage in processes that prompt students' understanding of their individual and collective learning needs.

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

Part IV

Student Outcomes (2020-2021 Measurable Outcomes)	**Staff Outcomes** (2020-2021 Measurable Outcomes)	**Lead**
- Effective and optimal levels of student response to a range of differentiated strategies, supports, and interventions - Students' response to a positive learning environment creates a context for learning where all students are actively engaged in all aspects of learning. - Students know that their voice is valued and thus openly express their ideas and reflect on their learning. - The collective student voice serves to create a collaborative learning environment where learning is fostered. - The collaboration begins to create a foundation for a community of learners who desire to learn together and support each other in achieving optimal learning outcomes.	- Increase in teacher use of differentiated pedagogical strategies and other supports and interventions in the classroom to address learning needs of all students. - Teachers have created a comfortable and safe learning environment where student voice is valued, students readily express themselves and accept different voices and viewpoints shared by others. - Teachers begin to value learning with colleagues through professional development, professional learning communities, data teams, and other venues to share strategies and ideas. - Teaches begin to honor and promote student voice as a positive classroom norm. - Teachers develop a focus on creating a learning environment that is student-centered. - Teachers will utilize the ILT process to reflect on their instruction, as well as how students responded.	- Katherine Balatico - Robyn Tom - Julia Smith

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

Part V: Student and Staff Outcomes (SY 2020-2021)

Enabling Activities	Measurable Outcomes	Cost and Source of Funding *(including Prog ID)*	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring *(completed by Complex Area, as appropriate)*
Professional development and work sessions regarding appropriate instructional strategies specifically for EL, SpEd, and High Needs Students.	Increase the number of students meeting grade level standards as assessed by ● SBA Language Arts ● SBA Math ● HSA Science Increase the number of students meeting grade level proficiency as assessed by ● i-Ready math ● i-Ready reading	($0 - Supports should be administered by District and State Resource Staff)	● ILT ● Data Teams	Quarterly	
Professional Development and work sessions with Anne Davies, followed by a schoolwide action plan of standards based grading systems (including follow-up support and maintenance).	100% of teachers will participate in the development and consistent implementation of a school-wide standards-based grading system.		● ILT ● Data Teams ● Curriculum Mapping w/ attached CFAs and Summative assessments	Quarterly	

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Part V: Student and Staff Outcomes (SY 2020-2021)

Enabling Activities	Measurable Outcomes	Cost and Source of Funding *(including Prog ID)*	School Monitoring Activity	Frequency of Monitoring	Complex Monitoring *(completed by Complex Area, as appropriate)*
100% of all 7th and 8th grade students will participate in CTE classes	Evidence will be based on rosters. Student-designed projects and presentations which display critical thinking in the fields of CTE. The 8th grade transition team (including AA teachers, counselors, etc) will deepen understanding of high school CTE pathways and opportunities for students through high school and beyond.		● Registrar ● CTE teachers	End of Year	
8th grade students will receive counseling in the selection of 9th grade classes prior to high school registration.	All 8th grade students will report having received counseling by teachers or counselors prior to high school registration.		● Counselors ● AA planning	Semester	

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Deconstruction of standards in all contents	Evidence of shift in teacher mindset regarding the usage of standards-based curricula	($0 - Supports should be administered by District and State Resource Staff)	- Curriculum maps - Department meetings - Data Teams - Lessons - Units - Tests - ILT Walkthroughs - PD Sign-ins	Quarterly	
Professional Development in Tier 1 & 2 level supports in the classroom	Increase the number of students meeting grade level standards as assessed by - SBA Language Arts - SBA Math - HSA Science Increase the number of students meeting grade level proficiency as assessed by - i-Ready math - i-Ready reading Decrease in the number of students referred for workshop.		- Data Teams - Department Meetings - Team Meetings - ILT walkthroughs - PD Sign-ins	Quarterly	

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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

	Teaching and Learning Core: Focus: equity and excellence in core curriculum and supports. **Innovation in Support of the Core:** New Strategies and systems for delivering teaching and learning. High-impact strategies: School Design, Teacher Collaboration, Student Voice. **Pipeline of Emerging Ideas:** To prepare for emerging trends, advancement, and changes that impact education, ideas are tried and vetted by schools and their teams; some ideas will advance to support the core.

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 the capacity to improve, and continuously advance student learning.

As the HIDOE 2020-2030 Strategic Plan is finalized, a *"Forward Focus"* Plan will be drafted to help school communities open conversations around the *Pipeline of Emerging Ideas*.

While referencing the "Forward Future Plan," please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support for the Complex Area Superintendent, parents, students, and community members, as key stakeholders.	Rationale for Emerging Ideas	Conditions for Success
<u>**Welcome Center**</u> This is being envisioned as a place within the school for new students, newcomers, students who are EL, SpEd, or High Risk. All students, and especially those from these focus subgroups, can come to receive culturally-sensitive and culturally-based wraparound services. The Welcome Center will specifically meet the needs of children with disabilities, EL children, and children not on grade level because in addition to providing training for teachers in Tier 1 instruction, the skilled center staff will also receive the same training. With the combination of professional development addressing writing and vocabulary, teachers will be given the tools and strategies needed to scaffold the learning for our high-needs population. The Welcome Center staff will be trained on the implementation of Wit & Wisdom and, acknowledging varying student schema and learning experiences,	Stevenson is a mix (nearly half-half) of affluent and disadvantaged students. Our staff is nearly all middle class. It is important for our school to have skilled staff on campus who have backgrounds similar to our students. We must ask how we are culturally responsive, and what might we do differently to provide equity for the growing number of individual students whose names come up as high needs.	From the beginning, there is a need for strong leadership. Partnerships and commitment between the school and community is needed in order to develop meaningful relationships between students, family, and the school. A commitment to design a comprehensive plan to include all stakeholders.

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classroom teachers will be invited to either pilot or boost their understanding of a knowledge-based reading and writing curriculum. One of the main focuses is that the Welcome Center will intentionally seek to support and engage parents in school life, homework, parenting training,family literacy, job and financial training and education. Parents are welcome and encouraged to volunteer throughout the school day, as well as seek guidance in developing resumes, applying for jobs, and enabling them to support their children as best as possible.		

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