



Waipahu Elementary School

Academic Plan 20-21

Waipahu Elementary School

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Submitted by	Date
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Academic Plan SY 2020-2021

Where are we now?	
<p>Prioritize needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment - Waipahu El CNA SY 20-21 • WASC Reports Waipahu El WASC Self-Study SY15-16 Waipahu El WASC Mid-Cycle Report <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, Instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • Other - Waipahu El Strive High Results SY18-19 Waipahu Elementary ESSA Report SY 18-19 Waipahu Elementary Trend Report SY 18-19 	<ol style="list-style-type: none"> 1. Need: Waipahu Elementary School needs to increase student proficiency in ELA, Math, and Science <ol style="list-style-type: none"> a. Contributing or Root Cause(s) which caused this Learning Need(s): Waipahu El CNA SY 20-21, CNA, page 20-22, page 12 2. Need: Reduce the Achievement Gap for Reading and Math <ul style="list-style-type: none"> • Improve tiered instructional practices to address the needs of all students, with a focus on: <ul style="list-style-type: none"> ○ Foundational reading skills, with an emphasis on decoding and comprehension skills. ○ Foundational math skills, with an emphasis on computational fluency and algebraic thinking ○ English language development a. Contributing or Root Cause(s) which caused this Learning Need(s): Waipahu El CNA SY 20-21, CNA, page 20-22, page 12 3. Need: Increase parent/community engagement to promote clear understanding of and commitment to Waipahu Elementary School's vision, mission, GLOs, school wide plan academic standards, school initiatives, and student expectations. <ol style="list-style-type: none"> a. Contributing or Root Cause(s) which caused this Learning Need(s): Waipahu El CNA SY 20-21, CNA, page 20-22, page 7, page 20 <p>WASC Critical Need Areas</p> <ul style="list-style-type: none"> • <u>WASC Critical Area 1</u>: The administration and staff continue to build a culture of trust, support, collaboration, and professionalism that will impact student and staff success. • <u>WASC Critical Area 2</u>: The administration and instructional staff develop a comprehensive action plan that helps the school create consistent schoolwide practices with appropriate accountability measures that are specific, focused and research-based to ensure that implementations will provide improved achievement for all students. • <u>WASC Critical Area 3</u>: Leadership team clarifies the roles, responsibilities, and processes of the Academic Review Team (ART) and Response to Intervention (Rtl) in order to address achievement for all students. • <u>WASC Critical Area 4</u>: The school community embraces the purpose of the General Learner Outcomes (GLOs) and ensures that they are embedded in instruction and assessment • <u>WASC Critical Area 5</u>: The school identifies and implements strategies to increase parent and community understanding of GLOs and achievement of academic standards.
Addressing Equity: Sub Group Identification	

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	<p>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.</p> <p>Waipahu EI targeted sub groups/identified needs:</p> <ol style="list-style-type: none"> 1. Disadvantaged (Low Socioeconomic Status) 2. English Language Learners 3. Special education population <p>There is a need to increase the number of targeted subgroups attaining proficiency on identified school and state assessments (reading, math and English language proficiency)</p> <p>Waipahu Elementary Trend Report SY 2018-19</p> <p>Waipahu Elementary ESSA Report SY 2018-19 (page 3-4, 7, and 11)</p>
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ORGANIZE: Identify your Complex Area priorities and leads	
Complex Area Priorities/Strategies/Initiatives	Name and Title of Complex Area Accountable Lead
PBL	Dawn Burgess (CC/Coach)
Academies	Dawn Burgess (CC/Coach)
MTSS: (Student Support in Academic/social/emotional/behavioral learning and physical safety)	Shelly Tanaka (SSC/EL Coordinator)
Curriculum Standards Rollout - Computer Science/NGSS/HCSSS	
Resource Management (I&M, EES, Title 1, Title 2, 21st Century Grant)	
WASC	Christine Matsubayashi (SAC)

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

- x **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- x **Objective 2: Whole Child** – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.
- x **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.
- x **Objective 4: Prepared and Resilient** – All students transition successfully throughout their educational experiences.

Outcome: By the end of SY 2020-2021,	Rationale:
Waipahu Elementary School (WES) students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets identified by Complex Area Schools.	Ensuring pathways extend from Kindergarten to 6th grade. PBL experiences

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Waipahu Elementary School students will participate in pre-Academies and Academies experiences.	G1, EA 1 (SD, TC, SV) WES students will explore learning activities that are aligned to real world careers and/or the complex's high school academies through 2 PBL lessons (1 per semester)	2020-2021	CC/Coach:	WSF	<ul style="list-style-type: none"> • PBL Rubrics • Planning Documents • Presentations of Learning • Etc
Waipahu Elementary School students will experience PBL.	G1, EA 2 (SD, TC) WES students will participate in deeper learning competencies through PBL experiences. 1 PBL Lesson per Semester	2020-2021	CC/Coach:	WSF	<ul style="list-style-type: none"> • Presentations of Learning • Feedback from school visits • PBL rubrics

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<p>Waipahu Elementary School students will receive rigorous, equitable, and sustainable academic instruction that is aligned to standards, in all academic areas to include</p> <ul style="list-style-type: none"> • Computer Science • Hawaii Core Standards in Social Studies • Next Generation Science Standards • ELA and Math CCSS 	<p>G1, EA 3 (SD, TC)</p> <ul style="list-style-type: none"> • WES students in grades K-6 will experience Computer Science Fundamentals. • WES students K-6 will experience a science curriculum grounded in NGSS standards. • WES students in grades K-6 will begin to be introduced to HCSSS standards in social studies courses. • WES students in grades K-6 will continue to receive effective differentiated instruction in ELA and Math 	2020-2021	CC/Coach	P20 Grant WSF Title I	<p>Based on:</p> <ul style="list-style-type: none"> • enrollment numbers • evidence of standards embedded in PBL • PBL Presentations of Learning • feedback from school visits • School Created formative and Summative Assessments • Google Planning Documents
<p>Identified Waipahu Elementary School students will receive support services through HMTSS services.</p>	<p>G1, EA 4 (SD, TC)</p> <p>Identified WES students will receive supports through RTI-A and/or RTI-B systems to address the academic, behavioral, social, emotional, and physical needs</p> <ul style="list-style-type: none"> • RTI-B: Choose Love, BEISY, Attendance, PBIS Activities • RTI-A: ELA and Math Intervention Block 	2020-2021	CC/Coach SSC Counselor	WSF Title I	<p>Based on:</p> <ul style="list-style-type: none"> • BEISY Screener Results • Discipline/Referral Data • I-Ready Data • ELA/Math grade level formative assessment (TST) • Surveys and Exit Pass Reflections • Coffee Hour parent Attendance • Participation Data • StriveHI data • Academic HMTSS survey data

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<p>Waipahu Elementary School will ensure that students will receive rigorous math instruction that is aligned to standards through the complex Math Core initiative.</p>	<p>G1, EA 5 (SD, TC)</p> <p>Students will receive instruction that provides opportunities for inquiry, real world problem solving, and increased conceptual understanding.</p> <p>Teachers will use formative assessments to guide instructional decisions, create small groups, and to provide remediation and enrichment opportunities for diverse learners.</p>	<p>2020-2021</p>	<p>Principal XX</p> <p>Campus Designee</p>	<p>Title II</p> <p>WSF</p>	<p>Based on:</p> <ul style="list-style-type: none"> • iReady diagnostics at BOY and EOY • Formative through course checks using iReady standards mastery, informal teacher checks, and/or ARA (discussion needed) • Monitoring of teacher classroom instruction and behaviors
<p>Identified Waipahu Elementary School students will receive EL and SPED support services and sustainable academic instruction that is rigorous, equitable, inclusive and sustainable and is aligned to academic standards in standards in all content areas</p>	<p>G1, EA 6 (SD,TC)</p> <p>Identified Students will be participating in Co-Teaching Teams in respective grade levels</p> <ul style="list-style-type: none"> • Based on ACCESS and I-Ready Data 	<p>2020-2021</p>	<p>EL Coordinator</p> <p>SSC</p>	<p>WSF</p> <p>Title I</p>	<p>Based on:</p> <ul style="list-style-type: none"> • ACCESS TEST • I-Ready • School made Formative and Summative Assessment

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All Waipahu Elementary School students will be nurtured in an environment that provides a sense of belonging.	G1, EA 7 (SD, TC) All WES students will experience/participate in Choose Love Students will understand school-wide learning and behavioral expectations through PBIS systemic programs offered.	2020-2021	CC/Coach VP	WSF SAF	Based on: <ul style="list-style-type: none">• Choose Love Lesson Plans• Choose Love Exit Passes,• BEISY results• Discipline/Referral Data
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Goal 2: Staff Success. Public schools have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- x **Objective 1: Focused Professional Development** – Develop and grow employees to support student success and continuous improvement.
- x **Objective 2: Timely Recruitment and Placement** – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- x **Objective 3: Expanded Professional Pipeline** - Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

Outcome: By the end of SY 2020-2021,	Rationale:
Waipahu Elementary staff will <ul style="list-style-type: none">● use highly effective research-based and evidence-based instructional techniques to effectively further student success.● examine, collaboratively, the impact of instructional beliefs and practices.	As a school we are providing initial training and professional development. We organize subs and locations. Training for coaches, and teachers, Educational Assistants, and other pertinent school staff

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Waipahu Elementary School ART in collaboration with school staff will develop capacity within WES to refine and implement the HMTSS system to support the whole child.	G2, EA 1 (SD, TC) WES will participate in professional development: <ul style="list-style-type: none"> Overview of HMTSS Team to implement and monitor roll out of HMTSS systems Choose Love implementation and monitoring of effectiveness Integrating PBL with WHS Academy foci PBIS Initiatives 	2020-2021	SSC	WSF Title I	<ul style="list-style-type: none"> Participation Data StriveHI data Academic HMTSS survey data Survey Exit pass reflections SQS Survey Panorama Screener results
Waipahu Elementary School ART in collaboration with school staff will develop capacity in the schools with strategies that address building foundational ELA and Math skills.	G2, EA 2 (SD,TC) Professional Development that address closing the gap in ELA and math from PK- 6 grade: <ul style="list-style-type: none"> PD Sessions <ul style="list-style-type: none"> AVID Strategies Focus on ELA (Reading and Writing) OG Strategies Thinking Maps Math Strategies 	2020-2021	CC/Coach	WSF Title I	<ul style="list-style-type: none"> Strive HI SBA results Universal Screening Data Other formative Assessments Feedback from reflections/survey/exit passes

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<p>Waipahu Elementary School will ensure that students will receive rigorous math instruction that is aligned to standards through the complex Math Core initiative.</p>	<p>G2, EA 3 (SD,TC)</p> <ul style="list-style-type: none"> Teachers will receive in class, real time PD in shifting instructional practices to be engaging, relevant, and differentiated to meet the needs of all learners. Teachers will use formative assessments to guide instructional decisions, create small groups, and to provide remediation and enrichment opportunities for diverse learners. 	<p>2020-2021</p>	<p>Principal XX</p> <p>Campus Designee</p>	<p>Title II</p> <p>WSF</p>	<ul style="list-style-type: none"> iReady diagnostics at BOY and EOY Formative through course checks using iReady standards mastery, informal teacher checks, and/or ARA (discussion needed) Monitoring of teacher classroom instruction and behaviors
<p>Waipahu Elementary School will continue to focus on implementing the Teaching and Learning System as a campus-wide initiative in order to address the whole child and to improve instructional practices (i.e engagement, inquiry)</p>	<p>G2, EA 4 (SD,TC)</p> <ul style="list-style-type: none"> Crosswalk TnL and CA House and individual school design for alignment of efforts Continue to focus on all levels of “comprehension skills” model across all content areas. Continue to implement school data teams and assessment systems and ensure integration with RTI in MTSS Ensure the delivery of balanced literacy in early elementary to ensure students learn to read. 	<p>2020-2021</p>	<p>Principal XX</p> <p>Campus Designee</p>	<p>Title II</p>	<ul style="list-style-type: none"> CAS school visit Progress Monitoring through the DDIC process EES Teacher behavior/instructional practices monitoring Strive HI data Schools Self assessment of TnL continuums

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Waipahu Elementary School ART in collaboration with school staff will support the complex implementation of computer science.	G2, EA 5 (SD,TC) <ul style="list-style-type: none"> WES Teachers will participate in Computer Science PD to develop the capacity to deliver Computer Science Fundamentals to all students grades k-6, leading to the delivery of CS instruction to all 	2020-2021	CC/Coach	WSF Title I	<ul style="list-style-type: none"> PDE3 Registration Sign-in Sheet Formative Monitoring Tool (TBD) School made formative and summative assessments
Waipahu Elementary School ART in collaboration with Teachers will implement HCSSS curricula.	G2, EA 6 (SD,TC) <ul style="list-style-type: none"> WES Teachers will participate in HCSSS PD (report card implementation in 2 yrs) 	2020-2021	CC/Coach	WSF Title I	<ul style="list-style-type: none"> PDE3 Registration Sign-in sheets Formative Monitoring Tool (TBD) Surveys
Waipahu Elementary School ART in collaboration with Teachers will implement the NGSS.	G2, EA 7 (SD,TC) <ul style="list-style-type: none"> WES Teachers will participate in NGSS PD 	2020-2021	CC/Coach	WSF Title I	<ul style="list-style-type: none"> PDE3 Registration Sign-in sheets Formative Monitoring Tool (TBD) Surveys
Waipahu Elementary School ART in collaboration with Teachers will provide support to teachers in their planning and monitoring of PBL implementation	G2, EA 8 (SD,TC) <ul style="list-style-type: none"> 100% of WES Teachers will be PBL trained. WES teachers will participate in PD on Gold Standard PBL projects 	2020-2021	CC/Coach	WSF Title I	<ul style="list-style-type: none"> PDE3 Registration Sign-in sheets Formative Monitoring Tool (TBD) PBL Implementation Pulse Survey Results (2X year)
All Waipahu Elementary School Staff will participate in professional development activities that support EL	G2, EA 9 (SD,TC) <ul style="list-style-type: none"> WES teachers will participate in PD that support EL students <ul style="list-style-type: none"> TESOL, Etc 	2020-2021	CC/Coach EL Coordinator	WSF Title III	<ul style="list-style-type: none"> WIDA Assessment Sign In Sheets

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students					
Waipahu Elementary School will continue to support beginning teachers to improve retention rates.	G2, EA10 (SD,TC) Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program. <ul style="list-style-type: none"> • Beginning Teacher PD • Mentor PD • Induction and Mentoring Forums • NHQT 	2020 - 2021	Coach/CC	WSF	<ul style="list-style-type: none"> • NHQT Data • Teacher PD Survey Data • Participation Data • Mentor/Beginning Teacher Survey

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Goal 3: Successful Systems of Support. The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- x **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- x **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- x **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Outcome: By the end of SY 2020-2021,	Rationale:
Waipahu Elementary School will work with financial, human, and community based resources to strengthen the system for student success.	Training WES staff to learn and grow.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Waipahu Elementary School stakeholders will participate in the Western Association of Schools and Colleges (WASC) accreditation process.	G3, EA 1 (SD,TC) WES will continue and complete the accreditation process <ul style="list-style-type: none"> Revisit schoolwide core beliefs and values Revisit schoolwide mission Revisit schoolwide vision Self Study Due: <ul style="list-style-type: none"> SY 20-21 and visit will be in March 2021 	2020-2021	SAC	WSF	<ul style="list-style-type: none"> Components of the WASC process Final WASC report
UHCOE and Waipahu Elementary School will continue to implement the Professional Development School (PDS) process and partnership	G3, EA 2 (SD,TC) <ul style="list-style-type: none"> Teacher candidate placements in complex schools Recruitment of candidates through the teacher ed pathway Participate in PDS liaison meetings to sustain trajectory of partnership Participate in PDS advisory committee meetings to sustain the trajectory of the partnership Deliver professional development to develop substitute teachers 	2020-2021	Principal XX Campus Designee		<ul style="list-style-type: none"> Professional development opportunities and attendance Enrollment of candidates in UHCOE and retention as Waipahu Complex teacher Mentor and candidate survey results Monitor candidate placements within Waipahu Complex Memorandum of Agreement

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Waipahu Elementary School will cultivate student interest in the education career field.	<p>G3, EA 3 (SD)</p> <ul style="list-style-type: none"> Elementary schools will feature a teacher monthly to increase media presence Elementary schools will feature teachers during career fairs. Elementary teachers will visit the Teacher Education academy. 	2020-2021	Principal XX Campus Designee	P20 Title II	<ul style="list-style-type: none"> Increased enrollment in Teacher Ed pathway Increased enrollment in University program of study Teacher as career choice media presence Exit surveys Number of students involved in tutoring or mentoring Substitute certifications
Waipahu Elementary School will utilize parent engagement to meet the needs of the 21st Century Learner	<p>G3, EA 4 (SD,TC)</p> <p>Waipahu Elementary will continue to provide opportunities for parent engagement in order to develop communication channels, to support the teaching and learning of state standards and GLOs, and to help meet the needs of a 21st Century Learner</p> <ul style="list-style-type: none"> School-wide & Grade Level Parent Engagement Activities Parent Meetings/Workshops Regular communication between school and parents 	2020-21	Principal PCNC	WSF Title I	<ul style="list-style-type: none"> Distribution of Monthly Parent Bulletin, Home-School Connection Newsletter School website & social media Student planners Agenda/sign ins: Parent workshops/meetings, Parent engagement activities, parent teacher conference Parent Surveys SQS survey data

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<p>Waipahu Elementary School will utilize organizational resources to meet the needs of the whole child.</p>	<p>G3, EA 5 (SD, SV)</p> <p>WES will continue to participate in School and Complex extracurricular activities</p> <ul style="list-style-type: none"> • Waipahu Elementary School will provide Intramurals - Basketball, Volleyball, Track & Field, and Football • Waipahu Elementary School will provide after school enrichment activities such as Art, Music, Sewing, Japanese Language, etc) • Waipahu Elementary School will provide after school academic support in ELA and Math 	2020-2021	Principal	<p>18902 registration fees for flag football</p> <p>21st Century Grant</p>	<p>Based on</p> <ul style="list-style-type: none"> • (2020-2021) Extra Curricular Activities • Extra-curricular programs meeting minimum attendance requirements and show overall positive feedback from participants (measured through survey) • Student Participation Data • Flag Football- school attendance and grade check • I-Ready ELA and Math Assessments • Strive HI Data