



# 2020 Academic Plan, School Year 2020-21

## School: Aiea Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

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

## HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

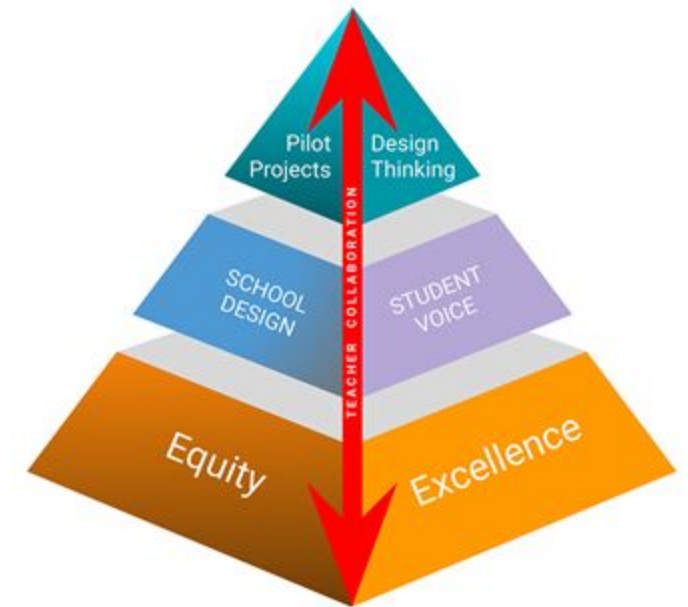
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).





## Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity						
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>In SY18-19, only 32% of EL students were on track to EL Proficiency, as evidenced by StriveHI, and only 1 student exited our EL program.</p> <p>For two years, SY 2014-16, we haven't had any proficient EL students on the Smarter Balanced Assessment for English Language Arts. We have since focused on providing more EL support and our EL SBA proficiency have improved. One student was proficient in SY 2016-17, 5 were proficient in SY 2017-18 and 7 were proficient in 2018-19.</p> <p>English Language Learner proficiency in math mirrored our ELA proficiency in 2014-16. We had no EL proficient for those two years. However, we did raise our EL math proficiency to 8.11% in 2016-17, with 3 students meeting proficiency in 2016-17 and 2017-18. Most recently, there were 8 students meeting proficiency in 2018-19.</p> <p><b>SY18-19 SBA Proficiency</b></p> <table border="0"> <tr> <td><u>ELA</u></td> <td><u>Math</u></td> </tr> <tr> <td>27.55% All Students</td> <td>24.87% All Students</td> </tr> <tr> <td>11.29% EL Subgroup</td> <td>12.70% EL Subgroup</td> </tr> </table> <p>(SW.1)</p>	<u>ELA</u>	<u>Math</u>	27.55% All Students	24.87% All Students	11.29% EL Subgroup	12.70% EL Subgroup	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If we integrate second language acquisition strategies and supports into all classes, our EL students will develop the language skills they need to achieve academically. If the language proficiency of our EL students increases, then the achievement gap will decrease.</p> <p>(PROMISE.2)</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <ul style="list-style-type: none"> <li>• Provide professional development for teachers, EAs, and PPEs on strategies that support second language acquisition.</li> <li>• Provide professional development for all staff on cultural awareness.</li> <li>• Provide collaboration time for Teachers, EL Coordinator, and EL PPEs to review student data, share strategies, and plan for instruction.</li> </ul> <p>(SW.6) (WASC.4) (PROMISE.2)</p>
<u>ELA</u>	<u>Math</u>							
27.55% All Students	24.87% All Students							
11.29% EL Subgroup	12.70% EL Subgroup							



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

Describe here your complex/school contexts for School Design and Student Voice. *Aiea Elementary is a Title I school with a high population of English Learners. Our school struggles with low academic achievement, high absenteeism, and behavioral challenges. Aiea Elementary needs to implement strategies to engage students to meet rigorous standards and to prepare them for college and career readiness. (SW.1)*

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. *Aiea Elementary will engage all students through Project Based Learning and Advancement via Individual Determination (AVID). We will continue to build systems of support, including Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS). (SW.6)*

Describe here your Conditions for Success for School Design and Student Voice *Ongoing professional development for our teachers and staff is needed to successfully implement our initiatives to meet the needs of our students. (SW.6)*

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>Academic achievement will increase by 5% as evidenced by Strive HI. Chronic absenteeism will decrease by 3%. Behavioral incidences will decrease by 10%. We will begin the work of creating a rigorous and relevant PBL curriculum that actively engages students in real-world and meaningful projects. <i>(WASC.3)</i></p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>Academic achievement will increase by 5% as evidenced by Strive HI. Expand implementation of PBL to at least half of our classes. <i>(WASC.3)</i></p>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <p>Academic achievement will increase by 5% as evidenced by Strive HI. School-wide implementation of PBL will provide all students with real-world and meaningful projects. <i>(WASC.3)</i></p>
<p><i>Why are you implementing them?</i></p> <p>PBL will foster student engagement, student voice, and motivation. In turn, student attendance and performance will increase as well. <i>(PROMISE.5)</i></p>	<p><i>Why are you implementing them?</i></p> <p>PBL will foster student engagement, student voice, and motivation. <i>(PROMISE.5)</i></p>	<p><i>Why are you implementing them?</i></p> <p>PBL will foster student engagement, student voice, and motivation. <i>(PROMISE.5)</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>Interim measures of progress include i-Ready assessment data, student engagement survey, referral data, and student attendance data using EWS.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Interim measures of progress include i-Ready assessment data, student engagement survey, referral data, and student attendance data using EWS.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Interim measures of progress include i-Ready assessment data, BERC STAR Protocols, referral data, and student attendance data using EWS. We will see an increase in student achievement data</p>



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

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i>            Language Arts: 27% (Strive HI 2019)            Math: 24% (Strive HI 2019)            Chronic Absenteeism: 15% (Strive HI 2019)            Behavior Incidences: 160 (LDS 2019)</p>	<p><i>Add throughout the year measurements here.</i>            Formative assessments (i-Ready, classroom data)            Attendance data            Referral data (quarterly)            PBIS incentive data            Student engagement survey</p>	<p><i>Add end of year goals here.</i>            Increase academic achievement (as measured by Strive HI) by 5%            Decrease chronic absenteeism by 3%            Decrease behavioral incidences by 10%            (WASC.3)</p>

## Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW.3)	Frequency Quarter, Semester, Annual (SW.3)	Complex Monitoring Activity (to be completed by CAS)
<p>Increase our Reading proficiency by 5% as evidenced by i-Ready</p> <p>Increase our on-grade level Reading Fluency to 60%</p> <p>(WASC.3)</p>	<p>1a. Teachers will provide daily instruction in foundational reading skills using curriculum resources and strategies (Wonders, i-Ready, Imagine Learning, Heggerty, Sonday, Six Minute Solution, AVID, <b>Acellus</b>, <b>Newsela</b>, <b>Scholastic</b>, etc.):</p> <ul style="list-style-type: none"> <li>● Phonemic Awareness K-1</li> <li>● Phonics K-6</li> <li>● Fluency 1-6</li> <li>● Vocabulary K-6</li> <li>● Comprehension K-6</li> </ul>	Yearlong	WSF-42101 Title I-18902 Title I-18935 (for 1d)	<p>-Data from progress monitoring sheets</p> <p>- iReady Diagnostic Assessments</p> <p>-Data Teams Intervention Sheet</p> <p>-ELA Curriculum Maps</p> <p>-Quarterly Fluency Data (by student)</p> <p>-iReady Usage Data</p> <p>-Wonders/Classroom Assessments</p> <p>-Comprehensive Literacy Plan Draft</p>	Quarter	

	<p>1b. Students will utilize i-Ready online Reading instruction for a minimum of 45 min/wk.</p> <p>1c. School will develop a Comprehensive Literacy Plan aligned to the HIDOE Literacy Plan by the end of the school year.</p> <p>1d. Host a Family Night that promotes family literacy; at least 50% of all elementary students and their families will participate.</p> <p><i>(SW.6, SW.7) (WASC.2) (PROMISE.2, PROMISE.3)</i></p>			-Acellus Reports		
<p>Increase our Math proficiency by 5% as evidenced by i-Ready</p> <p>Increase our on-grade level Math Fluency to 70%</p> <p><i>(WASC.3)</i></p>	<p>2a. Teachers will provide weekly math fluency instruction using curriculum resources and strategies (Stepping Stones K-5, Reflex Math, GoMath 6, AVID, <b>Acellus</b>, etc.):</p> <ul style="list-style-type: none"> <li>● Addition K-2</li> <li>● Multiplication 3-6</li> </ul> <p>2b. Students will utilize i-Ready online Math instruction for a minimum of 45min/wk.</p> <p>2c. Provide PD on Fluency &amp; Number Sense.</p> <p><i>(SW.6) (WASC.2) (PROMISE.3)</i></p>	Yearlong	WSF-42101 Title I-18902	<p>-Minute Math/Reflex Math Fluency Assessment</p> <p>-iReady Diagnostic Assessment</p> <p>-Math ICA Data</p> <p>-iReady Math Usage Data</p> <p>-Quarterly Fluency Data (by student)</p> <p>-Math Curriculum Maps</p> <p>-<b>Acellus Reports</b></p>	Quarter	

<p>Increase our ELA proficiency by 5% as evidenced by StriveHI</p> <p>Increase our Math proficiency by 5% as evidenced by StriveHI</p> <p>(WASC.3)</p>	<p>3a. Students will engage in deeper learning opportunities through Project Based Learning.</p> <ul style="list-style-type: none"> <li>- All grade levels will implement at least one PBL project.</li> </ul> <p>3b. School will offer a summer program to students in grades K-5.</p> <p>(SW.6) (WASC.2) (PROMISE.2, PROMISE.3, PROMISE.4, PROMISE.5)</p>	<p>Yearlong</p>	<p>WSF-42101 Title I-18902</p>	<p>-PBL Plans -Curriculum Maps, including PBL -Summer Program Plan</p>	<p>Semester</p>	
<p>Increase percentage of EL students on-track to English language proficiency from 32% to 45%</p> <p>Increase our EL ELA and Math proficiency to 15% as evidenced by Strive HI</p> <p>(WASC.3)</p>	<p>4a. Teachers will incorporate language acquisition strategies:</p> <ul style="list-style-type: none"> <li>● Activate/Bridge Prior Knowledge</li> <li>● Use Visual Tools (Thinking Maps, Anchor Charts)</li> <li>● Teach Academic Vocabulary (Word Banks, Sentence Frames)</li> </ul> <p>4b. Teachers will utilize engagement/collaborative strategies such as:</p> <ul style="list-style-type: none"> <li>● Total Participation Techniques (TPT)</li> <li>● AVID WICOR strategies</li> <li>● TRIBES strategies</li> <li>● BERC Habits</li> </ul> <p>4c. Students will have daily opportunities to develop and</p>	<p>Yearlong</p>	<p>WSF-42101 Title-18902</p>	<p>-Evidence of student work -EL Collab agenda/meeting notes -iReady Diagnostic Data - proficiency and growth -Walk through data -Teacher Survey</p>	<p>Semester</p>	

	<p>improve basic speaking and oral language skills.</p> <p>4d. Teachers, EL staff and Academic Coaches will participate in EL Collaboration meetings to analyze student data and determine appropriate instructional strategies for EL students.</p> <p><i>(SW.6) (WASC.4) (PROMISE.2)</i></p>					
<p>Reduce the percentage of students receiving Tier 3 interventions by 5% as evidenced by i-Ready Reading Diagnostic (EOY)</p> <p><i>(WASC.3)</i></p>	<p>5. Refine and implement MTSS/RTI system, including:</p> <ul style="list-style-type: none"> <li>● Universal Screening (i-Ready)</li> <li>● Targeted Interventions by teachers and PPEs through small group instruction (i-Ready, Souday, Six Minute Solution, Heggerty Phonemic Awareness)</li> <li>● Progress Monitoring</li> </ul> <p><i>(SW.6) (WASC.6) (PROMISE.2)</i></p>	Yearlong	WSF-42101 Title I-18902	<p>-iReady Diagnostic Data</p> <p>-iReady Growth Data</p> <p>-Progress Monitoring Data Sheets</p>	Quarter	
<p>Reduce chronic absenteeism by 3%</p> <p>Reduce behavior incidences by 10%</p> <p><i>(WASC.3)</i></p>	<p>6a. Implement, refine and monitor school-wide PBIS incentive program.</p> <p>6b. Research and select a behavioral screener.</p> <p>6c. Implement Choose Love SEL Program (Yr. 1)</p>	Yearlong	WSF-42101 Title I-18902	<p>-Data sheet of Jr. Na Alii dollars collected for each “Take Care”</p> <p>-LDS/Infinite Campus Data for referrals</p> <p>-Data for attendance</p> <p>-TCRS for PSAP</p> <p>-SEL Schedule for weekly lessons per teachers</p>	Quarter	

	<ul style="list-style-type: none"> <li>Students will participate in at least one Choose Love SEL lesson per week.</li> </ul> <p>6d. Continue PSAP for K students.</p> <p>6e. Continue to offer an afterschool program and co-curricular programs, such as JPO, Student Council, Library Club, etc.</p> <p>(SW.6) (WASC.7) (PROMISE.2, PROMISE.4)</p>			<ul style="list-style-type: none"> <li>PSAP referral data</li> <li>Afterschool program data (attendance count)</li> </ul>		
<p>Students will demonstrate student success skills, including GLO 1: Self-Directed Learner (increase from 56% to 70% - based on 2019 data)</p> <p>(WASC.3)</p>	<p>7a. Implement AVID Focused Note-taking in all classes; at least 80% of students will improve in Focused Note-Taking skills as evidenced by AE Assessments (pre-, mid-, post-).</p> <p>7b. Host an AVID Family Night that promotes a culture of college readiness; at least 50% of all elementary students and their families will participate.</p> <p>7c. Students in Grades 1-6 will utilize a planner as an organizational tool as well as a home-school communication tool; at least 80% of students will improve in organizational skills as evidenced by monthly binder checks.</p>	Yearlong	WSF-42101 Title I-18902 Title I-18935	<ul style="list-style-type: none"> <li>LDS data (by quarters)</li> <li>AVID Elementary Assessments (pre-, mid-, post-)</li> <li>AVID Walkthrough Data</li> <li>Student evidence of Note-Taking process</li> <li>Family Night Attendance Data (% of students)</li> <li>Family Night Agenda</li> <li>Family Night Photos</li> <li>Binder Checks</li> </ul>	Quarter	



	<p>7d. Provide AVID PD on student success skills and WICOR strategies.</p> <p><i>(SW.6, SW.7) (WASC.2) (PROMISE.2, PROMISE.3)</i></p>					
<p>Increase our IDEA subgroup SBA proficiency in ELA and Math from 0% to 6%</p> <p>Increase the percentage of IDEA students who achieve Level 2 on ELA SBA (Approaching/Nearly Met) from 6% to 15%</p> <p>Increase the percentage of IDEA students who achieve Level 2 in Math SBA (Approaching/ Nearly Met) from 0% to 10%. <i>(WASC.3)</i></p>	<p>8a. Teachers will provide increased</p> <ol style="list-style-type: none"> <li>a. student practice turns</li> <li>b. student feedback</li> </ol> <p>8b. Teachers will implement explicit and embedded vocabulary instruction.</p> <p>8c. Teachers will scaffold instruction through the use of:</p> <ul style="list-style-type: none"> <li>● Thinking Maps</li> <li>● Sentence Frames</li> <li>● Word Banks (Academic Vocabulary)</li> </ul> <p><i>(SW.6) (WASC.2) (PROMISE.2)</i></p>	Yearlong	WSF-42101 Title I-18902	<ul style="list-style-type: none"> <li>- iReady diagnostic data</li> <li>- iReady growth data</li> <li>- Progress monitoring data collection sheets</li> <li>- Progress report data</li> <li>- ICA data</li> </ul>	Quarter	
<p>Increase student access to devices and connectivity for learning in the home from 30% to 100%</p>	<p>9a. School will provide a (current/updated) technology device (on loan) to each student in need for learning at home.</p>	Yearlong	WSF-42101 Title I-18902	<ul style="list-style-type: none"> <li>-Device distribution list</li> <li>-Device loan forms</li> </ul>	Quarter	

	<p>9b. School will provide a mi-fi (on loan) to each family in need for learning at home.</p> <p>(SW.6) (PROMISE.2, PROMISE.3, PROMISE.5)</p>					
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**Staff Outcomes (SY 2020-21)**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW.3)	Frequency Quarter, Semester, Annual (SW.3)	Complex Monitoring Activity (to be completed by CAS)
<p>100% of teachers will begin lessons with a clear statement of learning goals and success criteria as evidenced by Learning Walks</p> <p>At least 80% of teachers will improve instructional practice as evidenced by Walkthrough Data</p>	<p>10a. Teachers will engage in monthly PLCs to engage in the following work:</p> <p>-Architects of Deeper Learning (Pijanowski) - All grade levels will complete four-step approach for Math and ELA, including:</p> <ol style="list-style-type: none"> <li>1) Identify Focus Standards</li> <li>2) Distinguish the skills and concepts within the Focus Standards</li> <li>3) Determine cognitive process and cognitive demand of focus standards</li> <li>4) Define learning expectations for students with learning goals and success criteria</li> </ol>	Yearlong	WSF-42101 Title I-18902	<p>-PLC Agenda/Notes</p> <p>-Evidence of learning goals and success criteria for ELA and Math</p> <p>-Walkthrough Data</p> <p>-ELA and Math Curriculum Maps</p> <p>-ICA Data</p> <p>-i-Ready Diagnostic Assessments</p> <p>-Learning Walk Schedules</p> <p>-Success indicators for instructional strategies</p>	Quarter	

	<p>10b. Teachers will refine curriculum maps in ELA and Math.</p> <p>10c. Teachers will develop success indicators for prioritized instructional strategies.</p> <p>10d. Teachers will engage in Learning Walks focused on instructional practice.</p> <p>10e. School will collect walkthrough data focused on instructional practice.</p> <p><i>(SW.6) (WASC.2, WASC.5)</i> <i>(PROMISE.2)</i></p>					
100% of teachers will provide differentiated small group instruction	<p>11. Embed PD on differentiated instruction/small group instruction into RTI Data Teams.</p> <p><i>(SW.6) (WASC.2, WASC.6)</i> <i>(PROMISE.2)</i></p>	Yearlong	WSF-42101 Title I-18902	<ul style="list-style-type: none"> <li>-PD agenda &amp; materials</li> <li>-PD sign-in sheets</li> <li>-Teacher reflection/survey following PD</li> <li>-Data teams intervention sheets</li> <li>-Progress monitoring data</li> </ul>	Quarter	
100% of teachers utilize strategies that will help develop and support second language acquisition.	<p>12a. Provide PD on Academic Language Development.</p> <p>12b. Provide ongoing Total Participation Techniques (TPT) training.</p> <p>12c. Provide PD on Culturally Responsive Teaching.</p>	Yearlong	WSF-42101 Title I-18902	<ul style="list-style-type: none"> <li>-PD agenda/Notes</li> <li>-PD sign in sheets</li> <li>-Walk through data</li> <li>-Evidence of student work</li> </ul>	Semester	

	<ul style="list-style-type: none"> <li>● Introduction/overview of Culturally Responsive Sheltered Instruction</li> <li>● Cultural Awareness</li> </ul> <p>(SW.6) (WASC.2, WASC.4) (PROMISE.1,PROMISE.2)</p>					
100% of teachers will implement SEL program with their students	<p>13. Provide PD on SEL program (Choose Love).</p> <p>(SW.6) (WASC.7) (PROMISE.2)</p>	Fall	WSF-42101 Title I-18902	<p>-Weekly schedule of SEL Choose Love program</p> <p>-Schedule of weekly SEL Choose Love topic/lesson</p>	Quarter	
100% of SPED teachers will provide specially designed instruction to students with disabilities	<p>14a. SPED PD on Specially Designed Instruction.</p> <p>14b.Track SBA by SPED subgroup - set growth targets.</p> <p>(SW.6) (WASC.2, WASC.3) (PROMISE.2)</p>	Yearlong	WSF-42101 Title I-18902	<p>-Center binders (collection of centers used in class)</p> <p>-Student data binders to monitor and track growth</p> <p>-iReady Diagnostic</p> <p>-Progress reports data (what percentage of students mastered goals?)</p> <p>-Teacher reflection binder(plans to work with students and some samples of successful instruction)</p>	Quarter	



## Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

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

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <ol style="list-style-type: none"> <li>1. Project Based Learning - PBL will foster student engagement, student voice, and motivation. In turn, student attendance and performance will increase as well. We would like to have our students engaged in authentic, deeper learning opportunities and apply their learning to solve real world problems. Students will be excited to learn and find relevance through PBL. Students will improve their communication skills as they learn from and with community partners in the field of study related to their projects.  <i>(PROMISE.4, PROMISE.5)</i></li> <li>2. Technology Integration - Our students need to develop as 21st century learners, where students not only use technology for online curricular programs, but to fully integrate technology and use it to demonstrate their knowledge in multiple, creative ways, and also blend it with critical thinking and planning skills to create and develop products or ways to use technology to help solve problems and find solutions to problems in their community and world.  <i>(PROMISE.4, PROMISE.5)</i></li> </ol>	<p><i>Please describe your conditions for Success:</i></p> <ol style="list-style-type: none"> <li>1. Project Based Learning - professional development, funding for professional development, community partners, funding for field trips, funding for project materials (as needed), time for teachers to plan  <i>(PROMISE.4, PROMISE.5)</i></li> <li>2. Technology Integration- access to current/updated technology devices, funding for current/updated technology devices, opportunities for professional development on pedagogy and technology tools, time for teachers to plan  <i>(PROMISE.5)</i></li> </ol>