Academic Plan for School Year 2021-22

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).
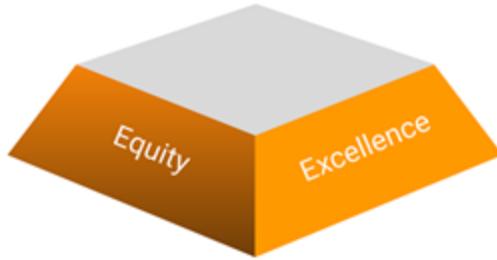
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
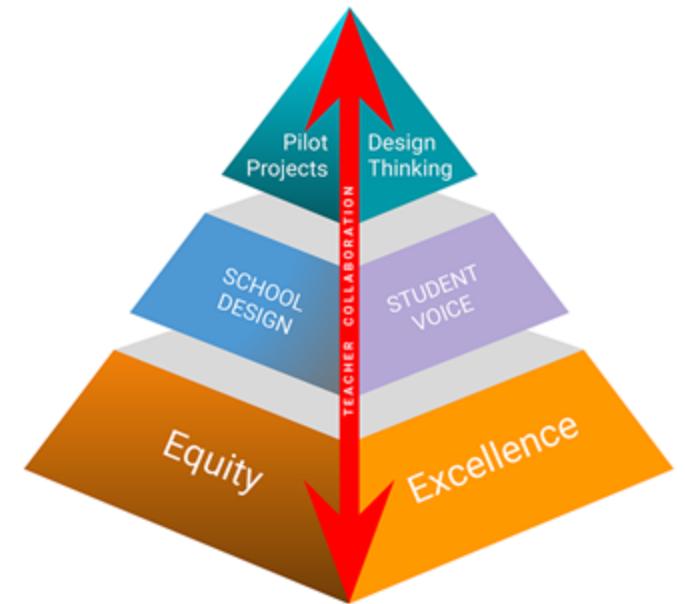
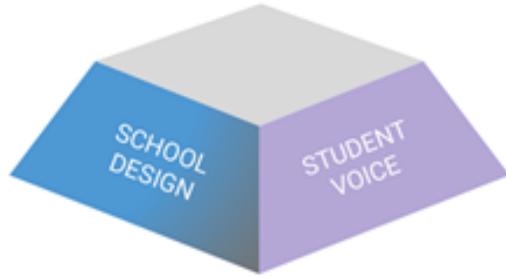| Principal (print): James Kau	
Principal's signature: (signature on file)	Date: 4-30-21

Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature:	Date: 4/30/2021

Aiea Elementary School, Version 2, 04.30.21

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
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. Over the past 4 years there has been an 11% increase in our English Learner (EL) population. In SY 2016-17, 25%, or 91 students were enrolled in our EL program. The percentage increased slightly to 26% in SY 2017-18, then jumped 6% to almost 33%, in SY 2018-19. In SY 2019-20, 116 were enrolled, almost 37% of our student population. Note: There is a large overlap between our Pacific Islander subgroup and our EL subgroup. In SY19-20, only 35% of EL students were on track to EL Proficiency, as evidenced by StriveHI, and 5 students exited our EL program. We have focused on providing more EL support and our EL SBA proficiency has started to improve a little. In ELA, 1 student was proficient in SY 2016-17, 5 were proficient in SY 2017-18 and 7 were proficient in 2018-19. In Math, 3 students were proficient in 2016-17 and 2017-18, and 8 students were proficient in 2018-19. **SY18-19 SBA Proficiency** <u>*ELA*</u> <u>*Math*</u> *27.55% All Students* *24.87% All Students* *11.29% EL Subgroup* *12.70% EL Subgroup* *(SW.1)*	*What is your Theory of Action (if-then) to improve the achievement gap?* 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. *(PROMISE.2)*	*What are your Enabling Activities to improve the achievement gap?* ● Provide professional development for teachers, EAs, and PPEs on strategies that support second language acquisition. ● Provide collaboration time for Teachers, EL Coordinator, and EL PPEs to review student data, share strategies, and plan for instruction. ● Utilize engagement/collaborative strategies ● Provide daily opportunities to develop and improve basic speaking and oral language skills; post and refer to language targets during instruction in all content areas *(SW.6)* *(WASC.4)* *(PROMISE.2)*

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 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Academic achievement will increase by 5% as evidenced by Strive HI. Chronic absenteeism will decrease by 3%. We will begin the work of creating a rigorous and relevant PBL curriculum that actively engages students in real-world and meaningful projects. *(WASC.3)*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Academic achievement will increase by 5% as evidenced by Strive HI. Expand implementation of PBL to at least half of our classes. *(WASC.3)*	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 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. *(WASC.3)*
Why you are implementing them? PBL will foster student engagement, student voice, and motivation. In turn, student attendance and performance will increase as well. **(PROMISE.5)**	*Why you are implementing them?* PBL will foster student engagement, student voice, and motivation. **(PROMISE.5)**	*Why you are implementing them?* PBL will foster student engagement, student voice, and motivation. **(PROMISE.5)**
How will you know that they are causing an improvement? Interim measures of progress include i-Ready assessment data, student perception survey, and student attendance data using EWS.	*How will you know that they are causing an improvement?* Interim measures of progress include i-Ready assessment data, student perception survey, and student attendance data using EWS.	*How will you know that they are causing an improvement?* Interim measures of progress include i-Ready assessment data, student perception survey, and student attendance data using EWS. We will see an increase in student achievement data.
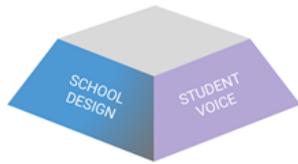
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Language Arts: 27% (Strive HI 2019) Math: 24% (Strive HI 2019) 3rd Grade Reading on Grade Level: 53% (Strive HI 2019) i-Ready Reading: 26% (Winter 2020) i-Ready Math: 18% (Winter 2020) Reading Fluency: 46% (Winter 2019) Math Fluency: 53% (March 2019) Tier 3 Reading: 29% (iReady, Winter 2019) Chronic Absenteeism: 15% (Strive HI 2020) Behavior Incidences: 177 (LDS 2020) English Language Proficiency/Exits: 4% (WIDA ACCESS 2020)	Universal Screener data (i-Ready) Classroom data Attendance data Referral data (quarterly) PBIS incentive data Student perception survey (Panorama)	Increase academic achievement by 5% (as measured by Strive HI) Decrease chronic absenteeism by 3% Decrease behavioral incidences by 10% *(WASC.3)*

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Increase our Reading proficiency by 5% as evidenced by i-Ready Increase our on-grade level Reading Fluency to 55% Maintain our 3rd Grade Reading on Grade Level	1a. Teachers will provide daily instruction in foundational reading skills using curriculum resources and strategies (Wonders, i-Ready, Imagine Learning, Heggerty, Sonday, REWARDS, Six Minute Solution, AVID, Newsela, Scholastic, etc.): ● Phonemic Awareness K-1 ● Phonics K-6 ● Fluency 1-6	Yearlong	WSF-42101 Title I-18902	- iReady Diagnostic Assessments -iReady Usage Data -Progress Monitoring Data -Imagine Learning Data -Quarterly Fluency Data (by student) -ELA ICA Data -ELA Curriculum Maps -ELA Block Schedule (per teacher)	Quarter	

at 53% *(WASC.3)*	• Vocabulary K-6 • Comprehension K-6 1b. Students will utilize i-Ready online Reading instruction for a minimum of 45 min/wk. 1c. Host a Family Night that promotes family literacy; at least 50% of all elementary students and their families will participate. *(SW.6, SW.7)* *(WASC.2)* **(PROMISE.2, PROMISE.3)**			-Walkthrough Data		
Increase our Math proficiency by 5% as evidenced by i-Ready Increase our on-grade level Math Fluency to 60% *(WASC.3)*	2a. Teachers will provide weekly math fluency instruction using curriculum resources and strategies (Stepping Stones K-5, Reflex Math, GoMath 6, AVID, etc.): • Addition K-2 • Multiplication 3-6 2b. Students will utilize i-Ready online Math instruction for a minimum of 45min/wk. *(SW.6)* *(WASC.2)* **(PROMISE.3)**	Yearlong	WSF-42101 Title I-18902	-iReady Diagnostic Assessment -iReady Math Usage Data -Reflex Math Fluency Data -Quarterly Fluency Data (by student) -Math ICA Data -Math Curriculum Maps -Math Block Schedule (per teacher) -Walkthrough Data	Quarter	
Increase our ELA proficiency by 5% as evidenced by StriveHI Increase our Math proficiency by 5% as	3a. Students will engage in deeper learning opportunities through Project Based Learning. - All grade levels will implement at least one PBL project.	Yearlong	WSF-42101 Title I-18902	-PBL Plans -Curriculum Maps, including PBL	Semester	

evidenced by StriveHI (WASC.3)	(SW.6) (WASC.2) (PROMISE.2, PROMISE.3, PROMISE.4, PROMISE.5)					
Increase percentage of EL students on-track to English language proficiency from 35% to 40% Increase our EL ELA and Math proficiency to 15% as evidenced by Strive HI Increase the percentage of EL students who obtain English Proficiency (5.0) and exit the EL program from 4% to 8%. (WASC.3)	4a. Teachers will incorporate language acquisition strategies: ● Activate/Bridge Prior Knowledge ● Use Visual Tools (Thinking Maps, Anchor Charts) ● Teach Academic Vocabulary (Word Banks, Sentence Frames) 4b. Teachers will utilize engagement/collaborative strategies such as: ● Total Participation Techniques (TPT) ● AVID WICOR strategies ● TRIBES strategies ● BERC Habits 4c. Students will have daily opportunities to develop and improve basic speaking and oral language skills. ● Teachers will post and refer to language targets during instruction in all content areas. (CSSS Language Standards)	Yearlong	WSF-42101 Title I-18902	-Evidence of student work -EL Collab agenda/meeting notes -iReady Diagnostic Data - proficiency and growth -Walkthrough data	Semester	

	4d. Teachers, EL Coordinator, EL staff, and Academic Coach will participate in EL Collaboration meetings to analyze student data and determine appropriate instructional strategies for EL students. *(SW.6)* *(WASC.4)* **(PROMISE.2)**				
Reduce the percentage of students in need of Tier 3 interventions by 5% as evidenced by i-Ready Reading Diagnostic (EOY) *(WASC.3)*	5a. Assemble and train an MTSS Team to facilitate implementation and provide support related to HMTSS. 5b. Refine and implement MTSS (RTI System), including: ● Universal Screening (i-Ready) ● Core Instruction ● Targeted Interventions by teachers and PPEs through small group instruction (i-Ready, Sonday, Six Minute Solution, Heggerty Phonemic Awareness) ● Progress Monitoring 5c. Continue to expand MTSS (RTI System) to include the domains of behavior, social and emotional health, and physical health. *(SW.6)* *(WASC.6)* **(PROMISE.2)**	Yearlong	WSF-42101 Title I-18902	-i-Ready Diagnostic data -MTSS Meeting Agenda/Notes -MTSS Flow Chart	Quarterly	

|						
Reduce chronic absenteeism by 3% Reduce behavior incidences by 10% *(WASC.3)*	6a. Implement, refine and monitor school-wide PBIS incentive program 6b. Continue implementing Choose Love SEL program (Yr. 2) ● Students will participate in at least one Choose Love lesson per week. *(SW.6) (WASC.7)* **(PROMISE.2, PROMISE.4)**	Yearlong	WSF-42101 Title I-18902	-Data sheet of Jr. Na Alii dollars collected for each "Take Care" -PBIS Committee agenda and notes -LDS/Infinite Campus -Data for referrals -Data for attendance -SEL Block Schedule (per teacher)	Quarterly	
Students will demonstrate student success skills, including GLO 1: Self-Directed Learner (increase from 61% to 70% - based on 2020 Q3 data)	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-). 7b. Students in Grades 1-6 will utilize a planner and binder 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. 7c. Students in Grades 3-6 will independently use WICOR strategies and AVID Success Skills. 7d. Staff will brainstorm ideas to build culture and student	Yearlong	WSF-42101 Title I-18902 Title I-18935	- LDS data (by quarters) -AVID Elementary Assessments (pre-, mid-, post-) -AVID Walkthrough Data -Student evidence of Note-Taking process -Binder Checks -Student reflections	Quarterly	

	ownership. Implement ideas in the second semester. *(SW.6, SW.7)* *(WASC.2)* **(PROMISE.2, PROMISE.3)**						

Increase our IDEA subgroup SBA proficiency in ELA and Math from 0% to 6%
 	
Increase the percentage of IDEA students who achieve Level 2 on ELA SBA (Approaching/Nearly Met) from 6% to 15%
 	
Increase the percentage of IDEA students who achieve Level 2 in Math SBA (Approaching/ Nearly Met) from 0% to 10%.
	8a. Teachers will provide increased
	   a. student practice turns
	   b. student feedback
	
	8b. Teachers will implement explicit and embedded vocabulary instruction.
	
	8c. Teachers will scaffold instruction through the use of:
	
	● Thinking Maps
	● Sentence Frames
	● Word Banks (Academic Vocabulary)
	
	(SW.6) *(WASC.2)* **(PROMISE.2)**
		Yearlong	WSF-42101
			Title I-18902
				- iReady diagnostic data
				- iReady growth data
				- Progress monitoring data collection sheets
				- Progress report data
				- ICA data
					Quarterly	

Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of teachers will provide differentiated small group instruction	9a. Provide MTSS Training for MTSS Committee and teachers.	Fall	WSF-42101 Title I-18902	-PD agenda & materials -PD sign-in sheets -Teacher reflection/survey following PD	Annual	

				-Intervention group sheet -Progress monitoring data -Walkthrough data		
100% of teachers utilize strategies that will help develop and support second language acquisition.	10a. Provide Sheltered Instruction Training for teachers and EL staff 10b. Provide ongoing Total Participation Techniques (TPT) training.	Yearlong	WSF-42101 Title I-18902	-PD agenda/Notes -PD sign in sheets -Walkthrough data -Evidence of student work	Annual	
100% of staff members will demonstrate an understanding of trauma-related concepts.	11a. Provide PD on Trauma-Informed Schools	Yearlong	WSF-42101 Title I-18902	-PD agenda/Notes -PD sign in sheets -Staff reflection/survey following PD	Annual	
PBIS Committee will demonstrate an understanding of Tier 2 PBIS strategies and interventions.	12a. Provide PBIS Committee training on Tier 2 PBIS.	Yearlong	WSF-42101 Title I-18902	-PD agenda/notes -PD sign in sheets -PBIS Committee agenda/notes -MTSS Team agenda/notes	Annual	
100% of SPED teachers will provide specially designed instruction to students with disabilities	13a. PD for all teachers on Specially Designed Instruction. 13b.Track SBA by SPED subgroup - set growth targets.	Yearlong	WSF-42101 Title I-18902	-Center binders (collection of centers used in class) -Student data binders to monitor and track growth -iReady Diagnostic -Progress reports data (what percentage of students mastered goals?) -Teacher reflection binder(plans to work with students and some samples of successful instruction)	Annual	

| 100% of teachers will implement at least one PBL project. | 14a. Provide PBL training to all teachers. | Yearlong | WSF-42101 Title I-18902 | -PBL Plans -Curriculum Maps, including PBL | Annual | |
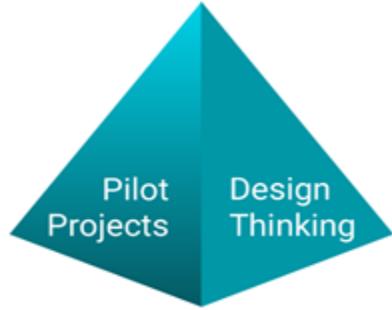
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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
Please describe your school's ideas around innovation and pilot projects. 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. **(PROMISE.4, PROMISE.5)** 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. **(PROMISE.4, PROMISE.5)**	*Please describe your conditions for Success:* 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 **(PROMISE.4, PROMISE.5)** 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 **(PROMISE.5)**