2020 Academic Plan, School Year 2020-21

School: Hale`iwa 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 a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. 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.
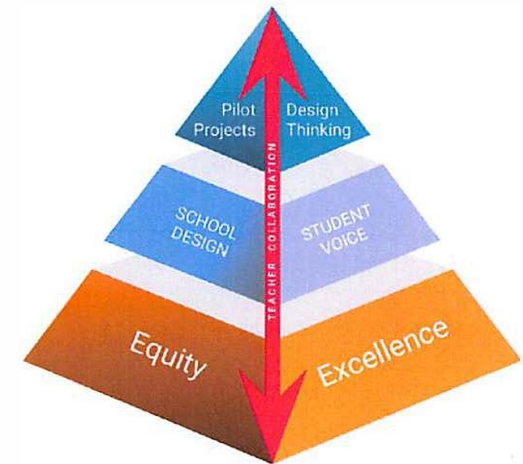
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Malaea Wetzel	
Principal's signature:	Date: 5/15/2020

Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature:	Date: 6/5/2020

Hale`iwa Elementary School
2020 Academic Plan, School Year 2020-21

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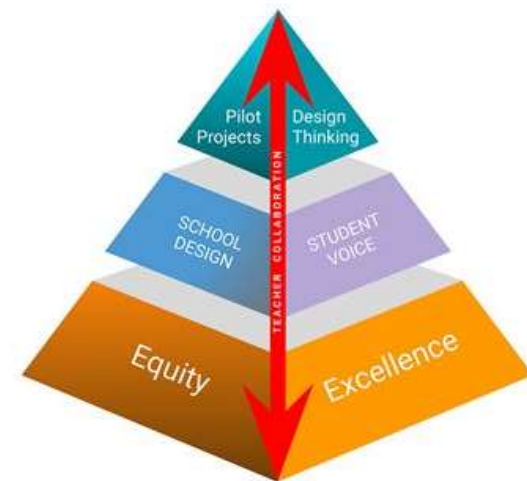- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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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 - Title 1 SW 1 and SW 6	Theory of Action	Enabling Activity - Title 1 SW 6
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. At Hale`iwa Elementary, there exists a significant achievement gap between the "high needs" student group (SPED, economically disadvantaged, EL, combined) and the non high needs group in ELA. From HES CNA 2020-2021: **Achievement Gap for ELA**	*What is your Theory of Action (if-then) to improve the achievement gap?* If "high needs" students receive: ● high quality foundational instruction in phonemic awareness, alphabetic principle, fluency with text, vocabulary and comprehension AND ● targeted interventions in the specific areas (from the 5 above) that they struggle with the most through small group instruction, the use of Sonday and I-Ready lessons Then, "high needs" students will improve in ELA and the achievement gap can be reduced	*What are your Enabling Activities to improve the achievement gap?* ● Implement targeted interventions for students who need additional assistance as measured by formative assessments (ex. I-Ready Diagnostic results) **WASC RECOMMENDATION # 1** Equity Promise ● Implement AVID strategies across all grade levels K-6 **WASC RECOMMENDATION # 2** Equity Promise ● Implement differentiated instructional strategies in ELA and math as appropriate **WASC RECOMMENDATION # 4** Equity Promise ● Implement "Afterschool Enrichment" twice a week to provide students additional academic assistance and/or enrichment opportunities as appropriate **WASC RECOMMENDATION # 1** Equity Promise ●

	SY 2016-2017	SY 2017-2018	SY 2018-2019
High needs % proficient	48	55	57
Non-high needs % proficient	78	71	87
Achievement gap	30	16	30

As of 2018-2019, In grades pre K - 6, Hale`iwa has 55 students in SPED which is 22% of the student population. There are also 140 students in the low socioeconomic status group or 60.8% of the

school's population. The school's EL population is relatively low at 6 students or 2.44%. ((HES CNA 2020-2021 p.2)
For both SPED and low SES, the number and percentage of students is significant so it is essential that the gap is reduced for these students.

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

<u>**Describe here your complex/school contexts for School Design and Student Voice.**</u>

Haleʻiwa Elementary has struggled with chronic absenteeism for the past several years. As of SY 2018-2019, it was 15%, which is very high, especially considering that the state average is 13% and the complex area is 9%. The school's SBA scores improved in SY 2018-2019 for the first time in 2 years as they had previously been stagnant and had gone down. It is essential that the school continue to improve its SBA scores to ensure that students have the skills necessary to be successful.

<u>**Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. Title 1 SW 6**</u>
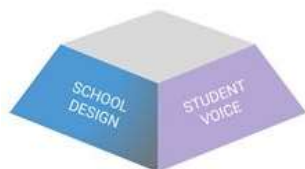
Haleʻiwa's school design centers around our ESSENCE -- Live life to the fullest with honor, respect, kindness and love to make the world a better place. The school's SEL program, PBL expectations and requirements and parental involvement are central to Haleʻiwa ensuring that our students have the skills to be successful in whatever they do.

<u>**Describe here your Conditions for Success for School Design and Student Voice**</u>

Teachers who are comfortable with technology and creating cross-disciplinary lessons and units of study to maximize instructional time; a curricular program rooted in real -world, "deep" learning opportunities (PBL); learning environments that are multi-purpose, flexible and support collaboration and problem solving.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? <mark>**Title 1 - SW 5**</mark> ● Chronic absenteeism will be reduced to 13% (down from 15%) ● SBA scores for ELA will improve to 70% (up from 68%) ● SBA scores for math will improve to 75% (up from 73%)	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● Chronic absenteeism will be reduced to 11% ● SBA scores for ELA will improve to 72% ● SBA scores for math will improve to 77% ● NGSS scores will improve to 62%	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● Chronic absenteeism will be reduced to 9% ● SBA scores for ELA will improve to 74% ● SBA scores for math will improve to 79% ● NGSS scores will improve to 64%

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• Initial NGSS scores will be at 60% proficiency (down from 100% on HSA science • 100% of students will complete a PBL project in grades K-6 Hale`iwa's school design centers around our ESSENCE -- live life to the fullest with honor, respect, kindness and love to make the world a better place. We are designing a school that emphasizes making good decisions all the time and working towards making positive contributions to the community we live in and beyond.	• 100% of students will complete a PBL project in grades K-6 Hale`iwa's school design centers around our ESSENCE -- live life to the fullest with honor, respect, kindness and love to make the world a better place. We are designing a school that emphasizes making good decisions all the time and working towards making positive contributions to the community we live in and beyond.	• 100% of students will complete a PBL project in grades K-6 Hale`iwa's school design centers around our ESSENCE -- live life to the fullest with honor, respect, kindness and love to make the world a better place. We are designing a school that emphasizes making good decisions all the time and working towards making positive contributions to the community we live in and beyond.
Why you are implementing them? The PBL projects, connected to the school's ESSENCE "to make the world a better place" will create high interest and engaging learning opportunities for all students so that they will want to come to school and will be able to make meaningful connections with what they are learning and how it can be applied to their lives **Hawaii Promise** **Equity Promise** **Innovation Promise**	*Why you are implementing them?* *Teachers will continue to improve in providing PBL projects that connect to the school's ESSENCE by incorporating, when possible, community partnerships to enhance and strengthen the creation of high interest and engaging learning opportunities* for all students so that they will want to come to school and will be able to make meaningful connections with what they are learning and how it can be applied to their lives and hopefully, in their own community.	*Why you are implementing them?* *Teachers will continue to improve in providing PBL projects that connect to the school's ESSENCE by incorporating, when possible, community partnerships to enhance and strengthen the creation of high interest and engaging learning opportunities* for all students so that they will want to come to school and will be able to make meaningful connections with what they are learning and how it can be applied to their lives and hopefully, in their own community.
How will you know that they are causing an improvement? • Quarterly tracking of chronic absenteeism by attendance cadre • I-Ready Diagnostic Scores for ELA 3 times a year • I-Ready Diagnostic Scores for Math 3 times a year • Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments	*How will you know that they are causing an improvement?* • Quarterly tracking of chronic absenteeism by attendance cadre • I-Ready Diagnostic Scores for ELA 3 times a year • I-Ready Diagnostic Scores for Math 3 times a year • Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments	*How will you know that they are causing an improvement?* • Quarterly tracking of chronic absenteeism by attendance cadre • I-Ready Diagnostic Scores for ELA 3 times a year • I-Ready Diagnostic Scores for Math 3 times a year • Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments

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
Add beginning of the year measurements here. • Chronic absenteeism = 15% • SBA ELA = 68% • SBA Math = 73% • HSA science = 100%	*Add throughout the year measurements here.* • Quarterly tracking of chronic absenteeism by attendance cadre • I-Ready diagnostic scores for ELA and math 3 times a year • Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments	*Add end of year goals here.* • Chronic absenteeism = 13% • SBA ELA = 70% • SBA math = 75% • NGSS science = 60%

Student Outcomes (SY 2020-21)

Title 1 - SW 5 and SW 6

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity Title 1 - SW 3 WASC RECOMMENDATION # 3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
100% of students will complete a PBL project **WASC RECOMMENDATION # 2** **Hawaii Promise** **Equity Promise** **School Design Promise** **Empowerment Promise** **Innovation Promise**	Schoolwide implementation of Project Based Learning (PBL) projects, rooted in a real world problem and addresses the essential question "How can we make the world a better place?"-- that shall use the Vex IQ STEM research project process to ensure students use complex thinking, multi-step problem solving, collaboration with peers	Yearlong	42101	Quarterly academic plan progress monitoring evidence folders (ex.-- every quarter, teachers are required to provide student work evidence of the enabling activity. This evidence is kept in google drive by grade level folders for each quarter of each school year. A link to the folder with the	quarterly	CAS Walkthrough

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				evidence will be created and inserted into this column for each quarter.		
100% of students will use technology to "create" student work for different class assignments <mark>WASC RECOMMENDATION # 2</mark> **Equity Promise** **Innovation Promise**	Implement a "consumer to creator" mindset by having students create projects using technology to develop effective communication and technology skills necessary for today's society	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
100% of students will receive targeted interventions in math and ELA (as deemed appropriate for each individual student) <mark>WASC RECOMMENDATION # 1</mark> **Equity Promise**	Implement targeted interventions for students who need additional assistance as measured by formative assessments (ex. I-Ready Diagnostic results)	Yearlong	42101 18902	Data trackers submitted by teachers to administration *(ex. - teachers complete a template that includes the following info: pre-intervention data that led to intervention, the intervention/re-teaching applied; the post-intervention data from formative assessment)*	approximately 3 times a quarter	
At least 60% of students will participate in After School Enrichment <mark>WASC RECOMMENDATION # 1</mark> **Equity Promise**	Implement "Afterschool Enrichment" twice a week to provide students additional academic assistance and/or enrichment opportunities as appropriate	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
Chronic absenteeism will be reduced to 13% **Equity Promise**	Implement Hale`iwa attendance procedures to reduce chronic absenteeism (ex. incentives for overall class attendance; incentives for teachers who conduct attendance lesson plans, counseling of students/families who are in danger	Yearlong	42101	Tracking of attendance by attendance cadre	quarterly	

	of being chronically absent) Schoolwide implementation of Project Based Learning (PBL) projects, rooted in a real world problem and addresses the essential question "How can we make the world a better place?" -- that shall use the Vex IQ STEM research project process to ensure students use complex thinking, multi-step problem solving, collaboration with peers (NOTE: this enabling activity was used earlier but it has a different measurable outcome and a different school monitoring activity)					
100% of students will receive Social-Emotional Learning (SEL) lessons connected and aligned to Hale`iwa's ESSENCE **Hawaii Promise** **Equity Promise**	Implement SEL program "Choose Love" and supplementary resources through grade level lessons on a weekly basis in grades K-6	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	Quarterly	

Staff Outcomes (SY 2020-21) <mark>Title 1 SW 6 and SW 7</mark>

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 use AVID strategies in their teaching <mark style="background-color:#00ff00">WASC RECOMMENDATION # 2</mark> **Equity Promise**	Implement AVID strategies across all grade levels K-6	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	

100% of teachers will use differentiated teaching strategies as appropriate <mark style="background-color:#00ff00">WASC RECOMMENDATION # 4</mark> <mark style="background-color:#ffc0cb">Equity Promise</mark>	Implement differentiated instructional strategies in ELA and math as appropriate *differentiated instructional strategies = providing assignments and modification to assignments to meet students' individual needs (example: chunking; providing modified readings to meet students' reading levels; alternative assignments to demonstrate understanding and/or mastery of concepts, etc)*	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
100% of teachers will design and implement a parent engagement activity each semester and make positive in person/phone contact with parents **Empowerment Promise**	Implement "parents as partners" activities by creating at least 1 parent engagement activity each semester and making positive in person / phone contact with parents	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	

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.
 	
Hale`iwa would like to create multi-purpose learning environments that will allow for the following:
● improved use of material resources that can be accessed by multiple grade levels instead of each grade level having "their own" supplies (example: building materials for projects, etc)
● improved use of facility resources to allow for the production of PBL projects that require space that is not always available in "traditional" classrooms
● facilitation of student collaboration for problem solving
● providing students access to "modern" learning environments that do not currently exist at Hale`iwa (example: tables on wheels that can be folded down and moved around to change the purpose/use of a classroom easily depending on the needs of the lesson; video production equipment; apple desktop computers for design and creation of multimedia projects, etc)
● redesign of the school's library to create an "information hub of innovation and collaboration"
   ○ reduce the number of hard copy books to create more room for multi-purpose spaces
   ○ create "comfortable" environments (couches, cushions, etc) for kids so that they ***want*** to be in the library "learning and doing"
   ○ add a STEM library (via partnership with STEMWORKS)
   ○ "personalize" the library by connecting the overall design to the school's ESSENCE and the community of Hale`iwa to create and foster a sense of belonging and place (example: pictures on the walls, bulletin boards, furniture, rugs, etc
 	
Hawaii Promise
	Please describe your conditions for Success:
	
	To create these multi-purpose learning environments and redesigned library, we would need:
	● funding to purchase new furniture, equipment, supplies, etc
	● input from teachers and students about what they want to have in these multi-purpose rooms and the redesigned library
	● space to relocate existing items that cannot be discarded or given away
	● time to execute the vision
	● the help of teachers, staff and other professionals to actually move things and put things in place

Equity Promise Innovation Promise	