Academic Plan SY 2023-2024

Hale'iwa Elementary School
66-505 Haleiwa Rd.
Haleiwa, HI 96712

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Hale`iwa Elementary School

Academic Plan SY 2023-2024

Achievement Gap - Title 1 SW 1 and SW 6	Theory of Action	Enabling Activity - Title 1 SW 6
[SBA ELA Gap Rate between High Needs and Non High Needs](#) *(see table below)*	*What is your Theory of Action (if-then) to improve the achievement gap?* **ELA** **IF high needs students are identified** • using data from I-Ready universal screener, SBA data from prior years and formative and summative classroom assessment data to target students' greatest needs **And if high needs students receive** • **Integration of comprehensive literacy instruction by:** ○ providing explicit instruction in phonemic awareness, phonics and fluency to improve vocabulary and comprehension for all students • **targeted support** ○ during an intervention block and during core instructional time,through small group instruction ○ **Then, "high needs" students will improve in ELA and the achievement gap can be reduced** **Math** **IF high needs students are identified** • using data from I-Ready universal screener, SBA data from	*What are your [Enabling Activities](#) to improve the achievement gap?* 1. Implement explicit instruction in ELA and Math in all grade levels to reduce the achievement gap between high needs and non-high needs students 2. Implement targeted supports for students who need additional assistance. • I-Ready diagnostic assessment to serve as the baseline • Formative assessments to provide additional data 3. Implement "Extended School Day Program" to help students keep up with demands • PTTs for tutoring – Hale`iwa teachers 12. Implement differentiated instructional strategies in ELA and math as appropriate

SBA ELA Gap Rate between High Needs and Non High Needs

	SY 2018-19	SY 2020-21	SY 2021-22	SY 2022-2023
All students proficiency	68%	50%	50%	
Non-High Needs proficiency	87%	82%	62%	
High Needs proficiency	57%	36%	42%	
Achievement Gap	30 points	46 points	20 points	
Low SES proficiency	56.9%	33.3%	41%	
IDEA proficiency	40%	9.52%	14%	
ELL proficiency	NA	NA	20%	

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Hale`iwa's gap rate in ELA was at a high of 46 points in SY 2020-21. It went down to 20 points in SY 2021-2022.

SBA MATH Gap Rate between High Needs and NON high needs

	SY 2018-19	SY 2020-21	SY 2021-22	SY 2022-23
All students proficiency	73%	50%	53%	
High needs % proficieny	69	35%	69%	
Non-high needs % proficiency	82	85%	44%	
Achievement gap	13 points	50 points	25 points	
Low SES proficiency	73.50%	33.3%	39%	
IDEA proficiency	60%	14.29%	23%	
ELL proficiency	NA	NA	60%	

Traditionally, Hale`iwa has always fared better in math than in ELA. During SY 20-21, Hale`iwa scored the same in ELA and math at 50% proficient. For SY 21-22, Hale`iwa improved slightly in math to 53% for all students. The gap rate was also cut in half to 25 points.

prior years and formative and formative and summative classroom assessment data to target students' greatest needs

And if high needs students receive
- instruction using the mathematical practices to enhance students' conceptual understanding of the algorithms of four operations
- targeted support
  - with understanding skills and concepts related to quantitative reasoning and representation

Then, "high needs" students will improve in Math and the achievement gap can be reduced

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[Hale`iwa CNA documents from CLIO system:](#) ==Title 1 SW 1==		

Hale`iwa Academic Plan – 3 year plan

Student Outcomes ==Title 1 - SW 5 and SW 6==

Measurable Outcome(s) CLIO - goal description ==Title 1 SW 5 - ESSA requirements==	Enabling Activity CLIO - objective CLIO - progress monitoring data source	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity ==Title 1 - SW 3== CLIO - strategy description	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1. After Diagnostic 2 in I-Ready: --35% of HIGH NEEDS students will be "on grade level" --40% of NON high needs students will be "on grade level" in both ELA and Math	1. Implement explicit instruction in ELA and Math in all grade levels to reduce the achievement gap between high needs and non-high needs students	All year	52063 42101 18902	Academic Plan progress monitoring ● analysis of diagnostic scores by student groups after each diagnostic by curriculum coordinator	After each diagnostic Classroom observations weekly	CAS Walkthrough

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After Diagnostic 3 in I-Ready: --40% of HIGH NEEDS students will be "on grade level" --45% of NON high needs students will be "on grade level" in both ELA and Math CLSD Literacy Grant WASC 2022 recommendation # 2: - measure impact of instructional practices on student achievement				Classroom observations by admin team Student voice and perception survey WASC 2022 recommendation # 3- conduct systematic and consistent classroom observations and follow up discussions to better support teachers and the instructional program to meet the needs of all students	At the end of each q uarter	
2. 100% of students will receive targeted support in vocabulary and the relationships between models and algorithms in math. WASC 2022 recommendation # 2: - measure impact of instructional practices on student achievement CLSD Literacy Grant	2. Implement targeted supports for students who need additional assistance. ● I-Ready diagnostic assessment to serve as the baseline ● Formative assessments to provide additional data	Yearlong	42101 18902 Literacy grant 2 PTTs for reading interventions (literacy grant) 1 PPE for reading interventions (title 1)	Vocab Data trackers submitted by teachers to administration throughout the quarter Math data trackers submitted by teachers to administration throughout the quarter Classroom observations by admin team Student voice and perception survey	approximately 3 times a quarter	

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				WASC 2022 - 4 - conduct systematic and consistent classroom observations and follow up discussions to better support teachers and the instructional program to meet the needs of all students		
3. At least 50% of students will participate in Hale`iwa's Monday Funday Program and Extended School Day Program before school Title 1	3. Implement "Extended School Day Program" to help students keep up with demands • PTTs for tutoring -- Hale`iwa teachers	Yearlong	42101 18902	Quarterly academic plan progress monitoring	quarterly	
4. Chronic absenteeism will be reduced to 15% WASC 2022 recommendation # 1: The school leadership and staff should continue to focus attention on attendance to ensure all students are able to maximize their learning opportunities	4. Implement Hale`iwa attendance procedures to reduce chronic absenteeism • attendance cadre to work with families • provide incentives for overall class attendance • counseling of students/families who are in danger of being chronically absent	Yearlong	42101	Tracking of attendance by attendance cadre	quarterly	CAS Walkthrough

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5. 100% of students will receive Social-Emotional Learning (SEL) lessons connected and aligned to Hale`iwa's ESSENCE, Sense of Belonging, GRIT and Growth Mindset WASC 2022 recommendation # 2: - measure impact of instructional practices on student achievement	5. Implement the Hale`iwa SEL program which is a combination of Choose Love, Sense of Belongng, GRIT and Growth Mindset	Yearlong	42101 18902	Panorama SEL survey results	Beginning of year, middle of year, end of year	CAS Walkthrough	
6. 100% of EL students will make growth to target progress as measured by ACCESS test	6. Implement academic supports in ELA and math for English Language Learners as appropriate	Yearlong	42101 EL PPE	WIDA scores	At the end of the school year	Report for SY 2021-2022	
7. 100% of students in grades K-6 will participate in Hawaiian Studies lessons CLSD Literacy Grant	7. Implement Hawaiian Studies program with support of Kumu to promote cultural literacy	Yearlong	Literacy grant PPE- Kumu	Student work	Quarterly	CAS Walkthrough	
8. 100% of students will be provided "real world" learning opportunities through Hale`iwa's "Aina program WASC 2022 recommendation # 2: - measure impact of	8. Implement modified `Aina program to support : ● LMW Ag collaborative ● NGSS standards	Yearlong	42101	Quarterly academic plan progress monitoring			

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instructional practices on student achievement					
9. 80% of students will be in Behavior Tier 1 or Behavior Tier 2 as measured by Hale`iwa's UBS screener each quarter. WASC 2022 recommendation # 2: - measure impact of instructional practices on student achievement	9. Implement the school's Universal Behavior Screener to have teachers rate students on 9 behavior traits to determine if SEL supports and the school's behavior matrix are making a positive impact.	Yearlong		Quarterly UBS results	quarterly
10. 100% of students will be provided computer science lessons	10. Implement computer science lessons K-1: VEX 1-2-3 3/4/6: computer science 5: robotics	yearlong		Quarterly academic plan progress monitoring	
11. 85% of incoming kindergarteners will attend KinderCamp during the summer to aid in transition to elementary school. Title 1 - SW 6	11. Implement KinderCamp transition program during the summer.	summer		Attendance percentages for KinderCamp	

Staff Outcomes Title 1 SW 6 and SW 7

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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)
12. 100% of staff will be informed of school procedures and decision-making processes.. WASC 2022 recommendation # 4: The school leadership should begin to document school level procedures that define operational practices and decision-making processes	12. The school leadership will create a faculty handbook that documents school level procedures that define operational practices and decision-making processes.	Yearlong	NA	Quarterly academic plan progress monitoring	quarterly	
13 100% of teachers will use differentiated teaching strategies as appropriate WASC 2022 recommendation # 2: - measure impact of instructional practices on student achievement, including differentiation and modification of strategies based on data assessment in order to	13. 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 google survey	quarterly	

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improve student achievement						
14. 100% of teachers will design and implement a parent engagement activity each semester to enhance parents understanding of students' literacy needs CLSD Literacy Grant Title 1	14. Create learning opportunities for parents by providing parent engagement activities each semester to help parents understand how to support their child's literacy learning needs	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence google survey Parent invitations to activities Parent evaluations from activities	quarterly	
15. 100% of parents are engaged with their child's learning CLSD Literacy Grant Title I	15. Provide multiple opportunities for parents to learn about supporting their child's literacy development through school coordinated parent engagement activities	Yearlong	Literacy grant 52063 PCNC for family literacy	Parent invitations to activities Parent evaluations from activities	quarterly	
16. 100% of families will participate in culture based activities to increase understanding and appreciation of the Hawaiian culture CLSD Literacy Grant	16. Provide multiple opportunities for families to learn about the Hawaiian culture and Hale`iwa's history through family events	Yearlong	Literacy grant 52063 Kumu for cultural literacy	Parent evaluations from activities Agendas from culture activities	quarterly	
17. 100% of teachers will use different technology tools / resources as part of their array of instructional resources and strategies	17. Implement the use of different technology tools to assist with providing online instruction as needed technology tools / resources = Stepping Stones digital	As needed	18902	Quarterly academic plan progress monitoring evidence folders	quarterly	

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	I-Ready Ready Math SeeSaw Go Guardian Teacher Brain Pop						
Title I							
18. 100% of teachers will have time to collaborate with their colleagues during faculty meetings WASC 2022 recommendation # 5: The school leadership should explore ways to incorporate regular opportunities for teacher collaboration to promote alignment through vertical articulation	178 Provide collaboration time for teachers (details to be determined)	Quarterly	42101 52062	Quarterly academic plan progress monitoring	quarterly		

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