



Academic Plan for School Year 2022-23



School: **C.W. Nimitz Elementary School**

Developing a collaborative Academic Plan framed by the HDOE 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.

HDOE 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.

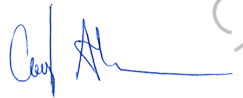
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).


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

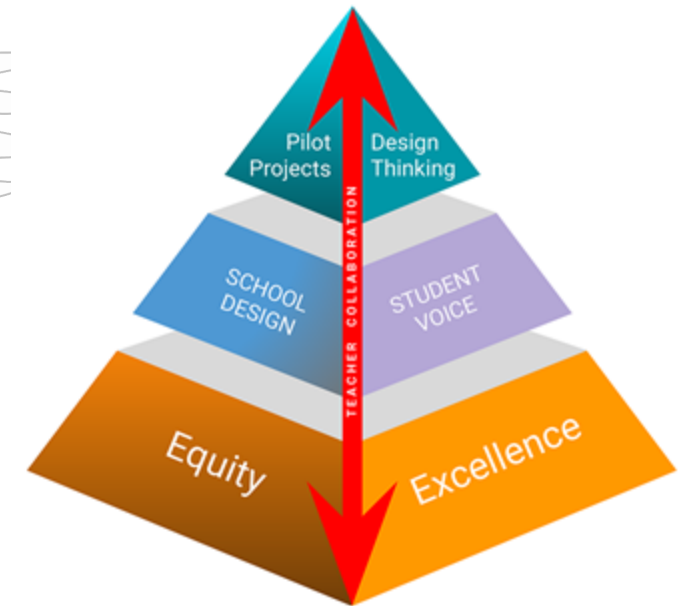
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

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

Principal (print): Corey Allen		
Principal's signature:		Date: 4/8/2022

Complex Area Superintendent (print): John Erickson		
Complex Area Superintendent's signature:		Date: 04/08/2022

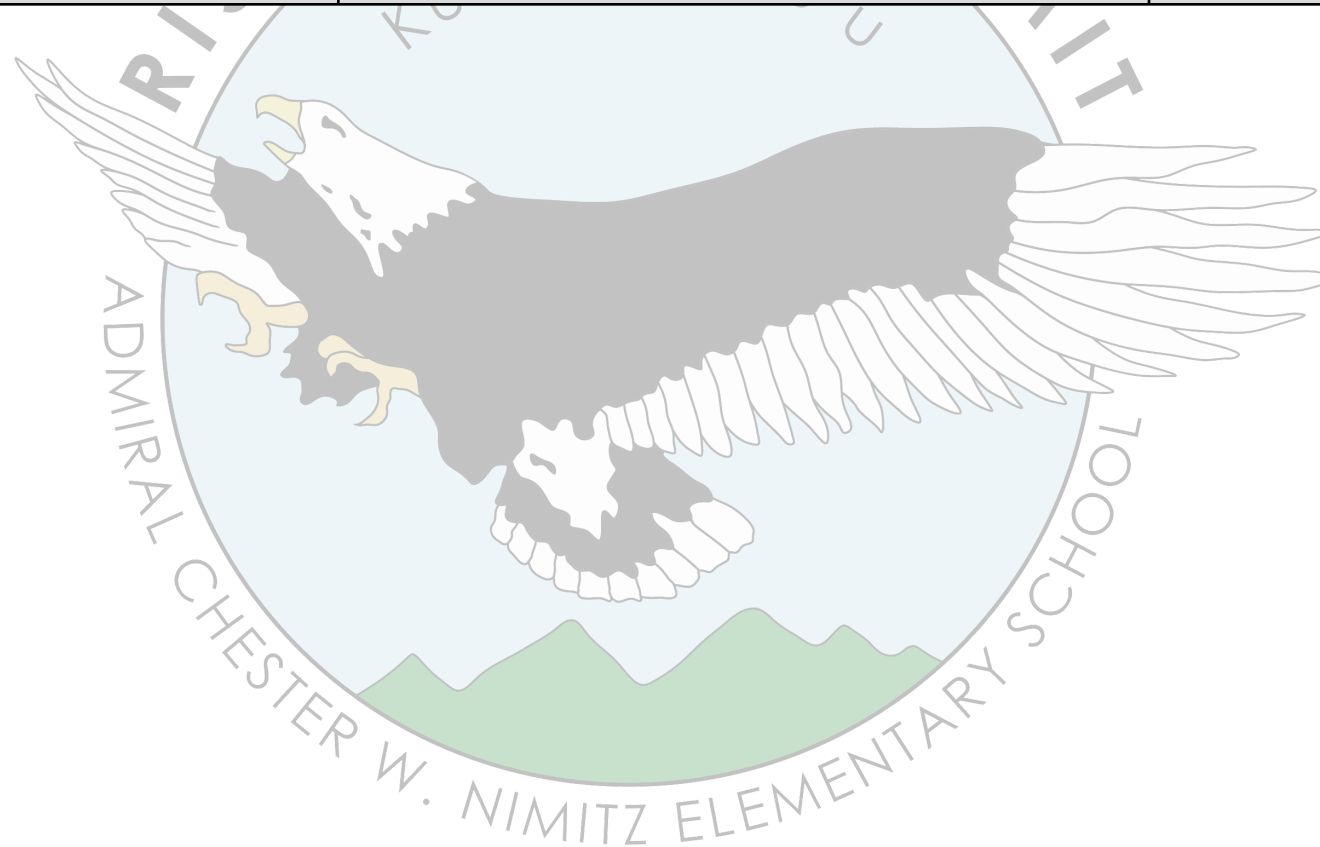




Teaching & Learning Core: Equity and Excellence

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.

Gap	Achievement	Action	Theory of	Activity	Enabling
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Nimitz Elementary will be focusing on the achievement gap identified in the Kindergarten and First Grade years of SY20-21 and SY21-22. Upon analysis of iReady screener data, achievement in the Fall and Winter Reading scores of 21-22 fell below the scores identified in the baseline year of 2019-20*. Additionally, teachers of Kindergarten and 1st grade notice a significant decrease in reading abilities given the developmental challenges that pandemic created.

Kinder	Fall Reading	Winter Reading
SY19-20	Tier 1- 29% Tier 2- 72%	Tier 1- 65% Tier 2- 35%
SY21-22	Tier 1- 27% (-2%) Tier 2- 73% (+1%)	Tier 1- 56% (-9%) Tier 2- 44% (+9%)

1st Grade	Fall Reading	Winter Reading
SY19-20	Tier 1- 18% Tier 2- 79% Tier 3- 3%	Tier 1- 48% Tier 2- 51% Tier 3- 1%
SY21-22	Tier 1- 18% (0%) Tier 2- 73% (-6%) Tier 3- 9% (+6)	Tier 1- 44% (-4%) Tier 2- 50% (-1%) Tier 3- 6% (+5%)

* 20-21 Data not used due to home involvement on diagnostic

Nimitz Elementary aims to target phonics development in K-2 students in SY22-23, in order to jumpstart lower grade reading abilities.

If NES K-2 teachers give expanded focus on phonics development by using additional screeners for phonics development, using leveled readers, and collaborating on enhanced phonics interventions

...then reading achievement will return and/or surpass 2019 levels of Reading achievement.

K-2 Teachers will utilize resources from [Reading A-Z](#), funded by additional Allotment WSF (SY21-22), for the next 3 years in order to...

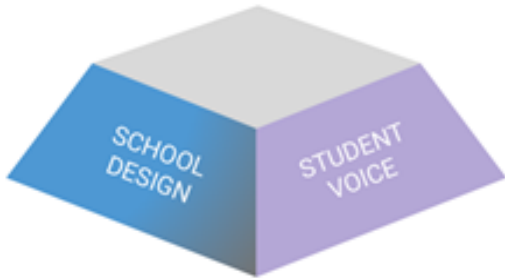
- Screen K-2 students in phonics development
- Apply leveled readers to appropriate differentiated groups in reading
- Design targeted phonics interventions that will increase student achievement in Reading

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

Describe here your complex/school contexts for School Design and Student Voice.

Nimitz Elementary works predominantly with a military community. This creates the need for flexibility in the school's design. Teachers and staff must be aware that students with a wide range of needs can come through the campus at any moment throughout the school year. Therefore, student voice can be a challenge as students transition to understand Nimitz in the context of their previous base stations and schools.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.



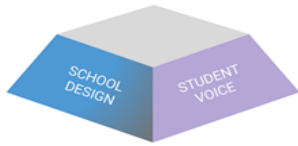
Nimitz Elementary focuses a lot of energy on its Transition Program and Student Support Process to respectively ensure smooth transitions of the Nimitz student to the Nimitz campus and provide research based and data driven support for students with specialized needs.

Describe here your Conditions for Success for School Design and Student Voice

A student of Nimitz Elementary will feel welcome and a part of the Nimitz Ohana when they come to Nimitz, and after they leave. Students will get the necessary support throughout their time at Nimitz given to ensure their success as they move to another school.

SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes	SY 2024-25 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student Transition Program- By embedding routines around student welcoming to campus and monitoring behind new students and their needs with the Student Support team, students will not only build solid academic achievement but a stable social emotional mindset and a sense of belonging at Nimitz Elementary School.</p> <p>Enhanced Parent Outreach- Utilizing online messengers and website updates, families will become more readily aware of events, PTO meetings, and SCC Meetings.</p> <p>Professional Development on Small Group and Student Voice Instruction- Teachers will know how to implement instructional practices that move away from whole group instruction and allow students to choose their path to success on CCSS.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student Transition Program- A routine for the Student Transition program will be established and a part of typical practice for teachers, counselors, and PCNC.</p> <p>Enhanced Parent Outreach- Participation in the PTO and SCC will have increased. Members of the SCC will begin to reflect more individuals that are not employees of the school.</p> <p>Professional Development on Small Group and Student Voice Instruction- Teachers will begin implementing practices around small groups and student voice in the classroom more consistently.</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>Student Transition Program- The Student Transition Program will be almost completely student driven, like models seen in secondary schools.</p> <p>Professional Development on Small Group and Student Voice Instruction from Peer to Peer Observation- In addition to implementing small group and student voice instruction, teachers will enhance their skills by observing</p>
<p>Why you are implementing them?</p> <p>Due to our military population, tracking the social emotional status of our students upon arrival is important. This can extend to the families in order to ensure their trust with their children. Enhancing that in the classroom is possible through giving students the choice to determine their learning</p>	<p>Why you are implementing them?</p>	<p>Why you are implementing them?</p> <p>Enhancing the student choice strategy with peer to peer teacher observation will build a better culture of collaboration and self sufficiency within the faculty.</p>

through student voice strategies.		
<p><i>How will you know that they are causing an improvement?</i></p> <p>SQS Survey Data- Parent Participation > 20%</p> <p>PTO Participation- More participants outside of board members</p> <p>Panorama Survey Data</p> <ul style="list-style-type: none">- School Belonging > 63%	<p><i>How will you know that they are causing an improvement?</i></p> <p>SQS Survey Data- Parent Participation > 40%</p> <p>PTO Participation- More participants outside of board members</p> <p>Panorama Survey Data</p> <ul style="list-style-type: none">- School Belonging matching or above state average (currently 70%)	<p><i>How will you know that they are causing an improvement?</i></p> <p>SQS Survey Data- Parent Participation > 75%</p> <p>PTO Participation- More participants outside of board members</p> <p>Panorama Survey Data</p> <ul style="list-style-type: none">- School Belonging > 75%



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

FOCUS ON SY 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<i>iReady Screener Data</i> - <i>Fall Diagnostics</i> <i>SY21-22 SQS Survey</i> <i>First PTO Meeting</i> <i>Panorama Data</i> - <i>Student Perception Data 20-21</i> - <i>Fall SEL Survey</i>	<i>iReady Screener Data</i> - <i>Winter Diagnostics</i> <i>PTO/SCC Participation</i> <i>Panorama Data</i> - <i>Winter SEL Survey</i>	<i>iReady Screener Data</i> - <i>Spring Diagnostics</i> <i>SY22-23 SQS Survey</i> - <i>33%+ Participation from Parents</i> - <i>> 64.8% Involvement/Engagement</i> <i>SBA Scores</i> - <i>Growth from SY21-22 Scores</i> <i>Panorama Data</i> - <i>Growth in School Belonging Component for School Perception Survey</i> - <i>School Belonging</i> - <i>Grades 3-5 > 67%</i> - <i>Grade 6 >37%</i> <i>GLO Data</i> - <i>Build Consistently a Complex Thinker to >44%</i>

Student Outcomes (SY 2022-23)

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)
Math Achievement- NES has identified Math Achievement as its greatest academic need. Currently SBA achievement for Math sits at 57%. NES would like to see that proficiency score improve in SY22-23.	Implement Savvas Envision Math- NES has invested in the new curriculum for the next 5 years. This new curriculum utilizes digital technology greatly, and has tools built in that previously were previously serviced by other programs.	Yearlong	WSF	Curriculum Coordinator will coordinate the implementation of the curriculum and measure its success by hosting collaboration on <ul style="list-style-type: none"> - iReady screener diagnostics - Embedded Chapter Assessments 	Fall, Winter, Spring Bi-quarterly	
	Professional Development on Envision Math- Provide professional development in learning acceleration approaches and strategies as well as increasing student engagement in learning with a focus on training for casual hires and classified staff.	Yearlong	WSF/ESSER	Curriculum Coordinator and Principal will utilize Waiver Days, school day Collaboration/Articulation sessions to contract Savvas to teach implementation of new curriculum and build common horizontal strategies	Quarterly Bi-quarterly	
	Math Achievement FOL Team- In order to build more vertical articulation in math expectations, each grade level will have a representative to contribute to a math focus on learning	Yearlong	WSF	Curriculum Coordinator will be the leader of this FOL team, and aim to build a set of expectations for each previous grade level to follow in accordance with the curriculum mapping of Envision Math and Grade Level meetings.	Quarterly	

<p>Student Voice and Differentiation- NES students need more engagement and instruction that is targeted to their wide range of needs. Should students be more engaged we will see higher scores in our Panorama data, less behavior referrals, and less student support team referrals</p>	<p>Small Group and Student Voice Professional Development- NES will prioritize professional develop for faculty and staff towards small group instruction and student voice (example: Choiceboards).</p>	Yearlong	WSF	Curriculum Coordinator, RTI Coach, and Principal will collaborate on what types of PD will be utilized and document efforts through meeting notes and agenda.	Quarterly	
	<p>AVID- NES continues to be an AVID skills to not only build high level thinking in our students, but to also ensure that the school is aligned to college and career success.</p>	Yearlong	WSF	The AVID Coordinator will keep Nimitz aligned with the AVID certification process and ensure items such as the AVID Banner, WICOR, Focused Note-Taking, Levels of Thinking and Questioning, and SLANT are maintained across campus.	Quarterly	
<p>School Belonging- NES students and families must feel a stronger connection to their school, especially in the context of a military population. Through the following enabling activities, students and families should report higher senses of belonging and involvement on the respective Panorama and SQS surveys in SY22-23.</p>	<p>Anchored 4 Life- The Anchored 4 Life program is designed to build smooth transitions for military students into new schools. This program not only sets a framework for introducing students to the campus, but build student-student relationships to enhance positive experiences for new students.</p>	Yearlong	WSF	Counselors and PCNC will coordinate new student welcomes to classrooms with teacher along with hosting small group sessions between A4L leaders and targeted students.	Monthly	
	<p>PTO Communication and Participation- NES will bolster its outreach to its families to ensure more participation in school wide events and involvement from parents in school-level decision making.</p>	Yearlong	WSF	Principal and PCNC will work together to create weekly messages to encourage more participation.	Weekly/Quarterly	
	<p>Aina Aloha Mural Creation- Utilizing funds designated by the</p>	Spring	Aina Aloha ProglD16807	Curriculum Coordinator will work with coordinators at	Semesterly	

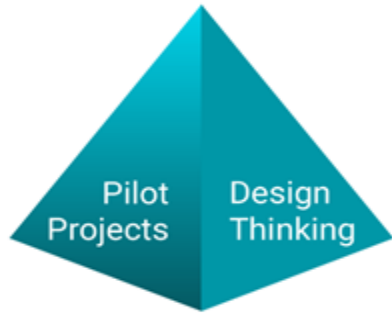
	Aina Aloha program, Nimitz Elementary will involve all students in the creation of a mural that aligns with Na Hopena A'o and the culture of Nimitz Elementary.			District and State level to create this mural by 2nd semester.		
	<p>Choose Love- NES will Provide support to enhance schools' multi-tiered system of support, behavior and social-emotional domains (e.g. effective Tier 1/core instruction, Tier 2 and 3 interventions, etc.), including but not limited to:</p> <ul style="list-style-type: none"> - Purchasing of tiered intervention resources and materials - Professional development in tiered intervention 	Yearlong	ESSER	<p>Counselors will facilitate the implementation of the Choose Love SEL curriculum within the SOAR PBIS model through</p> <ul style="list-style-type: none"> - Guidance Lessons during teacher collaboration - Organization of thematic months - Delivery of CL lesson plans to teachers for weekly lessons 	Monthly	
Defeating Learning Loss Gap- As stated above, NES is prioritizing reading in grades K-2 as the subject of most concern in lower grades affected by the COVID pandemic. However, in general, emboldening our supports for students with Tier 2 and 3 needs is a goal in itself for our HTMSS and Student Support Process and hope to see success in increased iReady	<p>Reading A-Z- K-2 Teachers will utilize resources from Reading A-Z, funded by additional Allotment WSF (SY21-22), for the next 3 years in order to...</p> <ul style="list-style-type: none"> - Screen K-2 students in phonics, phonemic awareness, and basic reading development - Apply leveled readers to appropriate differentiated groups in reading - Design targeted interventions that will increase student achievement in Reading 	Yearlong	WSF	Curriculum Coordinator and RTI Coach will monitor this process and host collaboration sessions for lower grade teachers. RTI Coach may also supplement teacher support with 1:1 tutoring	Quarterly	

<p>screener achievement and decreased referrals to the student support team over time.</p>	<p>Extra Tutoring and After School Programs- NES will hire After School Tutoring & Additional Tutors to provide support to enhance schools multi-tiered system of support, academic domain (e.g. effective Tier 1/core instruction, Tier 2 and 3 interventions, etc.) to address learning loss and accelerate learning, including but not limited to:</p> <ul style="list-style-type: none"> - Hiring of additional personnel to provide tiered academic support 	<p>Yearlong</p>	<p>WSF</p>	<p>Curriculum Coordinator and RTI Coach will coordinate PPE tutors and allocate them appropriately based on student need. Teachers will also be solicited for interest regarding After School programs in order to prioritize best programs for student engagement.</p>	<p>As needed</p>	
	<p>Student Support Team- The NES Student support team will continue to meet on a weekly basis to collaborate on implementation of interventions of students with needs. While identified as an enabling activity for Learning Loss, this team will also be a general support for students with Tier 2 and 3 needs.</p>	<p>Yearlong</p>	<p>WSF</p>	<p>SSC and Principal will host and coordinate student support teams meetings. Meeting agendas and notes will be documented.</p>	<p>Weekly</p>	

Staff Outcomes (SY 2022-23)

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)
FOL Vertical Alignment- Highlighted by the NES Visiting Committee in 2016, Nimitz has struggled with building structures of vertical alignment across grade levels. Utilizing the FOL process, teachers across grade levels will build expectations for subjects identified by administration and the ARTeam, thus decreasing confusion between grade levels and the expectations they have for incoming students.	In continuation of the WASC FOL process, NES vertical alignment groups will be created for the following initiatives or subjects... <ul style="list-style-type: none"> - Grade Level Leadership - Math Achievement - Common Assessment Data Tracking - Culture/Events - AVID 	Yearlong	WSF	Principal/Curriculum Coordinator/RTI Coach/Librarian/PCNC/AVID> Coach- These vertically aligned groups will meet at least once a quarter and submit notes and action items to respective stakeholder groups such as grade levels.	Quarterly	
Additional Collaboration and PD Time- With the SCC and CAS approved proposals for additional Waiver Days, teachers and staff will be given a significant amount of time outside of the typical school day to analyze data, collaborate with	Utilizing the approved additional Waiver Days for SY22-23, teacher collaboration will focus greatly on... <ul style="list-style-type: none"> - Data Analysis - Collaboration on Targeted Interventions - Math Curriculum Professional Development - Small Group and Student Voice instruction 	Yearlong	WSF	Curriculum Coordinator and Principal- Meeting agendas and coordination with contracted services will be solicited by the Curriculum Coordinator in collaboration with the Principal	Quarterly	

peers and professionally develop under new initiatives. Ideally, the success of these measures will show in decreased student support referrals, and increased achievement scores in iReady and SBA.						
Student Support Team- This team has proven to be successful in facilitating assistance for teachers in the classroom when approaching Tier 2 and 3 needs for students. We hope to lessen the amount of students forwarded to special education services through the interventions targeted by the student support team.	NES will continue to use the Student Support Team to support teachers in the classroom with developing Tier 2 interventions and to assist decision making on referrals to Tier 3 interventions.	Yearlong	WSF	Principal will be the final decision maker in assigning student support team members to Tier 2 or Tier 3 cases in the classroom.	Weekly	
Staff Safety- Despite the decrease of COVID cases, staff safety remains a high priority, and NES plans to maintain that safety in accordance to the mitigation strategies determined by the Hawaii DOE.	NES will secure additional equipment and supplies to provide a safe and healthy small group learning environment.	Yearlong	ESSER PROG ID: 39699	Principal/VP/SASA- Vice Principal will solicit Safety Concerns through the Safety Committee and forward concerns that can be solved with supplies and equipment to Principal and SASA for necessary purchases and allocations.	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
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p><i>Peer to Peer Observations-</i> In order to bolster peer to peer professional development, the Nimitz ES administration looks to implementing peer to peer observation time in school day collaboration sessions. Instead of focusing on the discussion of Tier 1 and 2 strategies, teachers can see their peers implementing Tier 1 and 2 strategies and use the experiences as a self reflection point.</p> <p><i>Admin Announcements/Greetings-</i> In order to foster deeper connections for students, staff, and administration, the Nimitz administration is looking into building feasible ways to update classrooms through virtual or intercom announcements.</p> <p><i>Student Assemblies-</i> Even before the pandemic, school assemblies were a rare occurrence at Nimitz Elementary. While school events did happen, they were specialized towards specific subjects or holidays, and not typical routine.</p> <p><i>Flexible Learning Spaces-</i> In alignment with our drive to build student choice in the classroom, Nimitz teachers and admin are looking into modernizing the Nimitz classroom with flexible furniture. This will approach the initiative of student choice from a physical perspective, while adding an element of student ownership in the choices of environment they make for themselves.</p>	<p><i>Please describe your conditions for Success:</i></p> <ul style="list-style-type: none"> - NES teachers will build better instructional strategies centered around student choice, and also build a better culture of collaboration between classrooms. - Teachers and Students will be updated on weekly events in the same way to foster discussion around campus culture - Students will be more exposed to school-wide activities and build more of a community with students across grades levels. - Students will be more comfortable in their classroom environments, and ideally be more engaged with instructional materials.