

Academic Plan for School Year 2021-22



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.

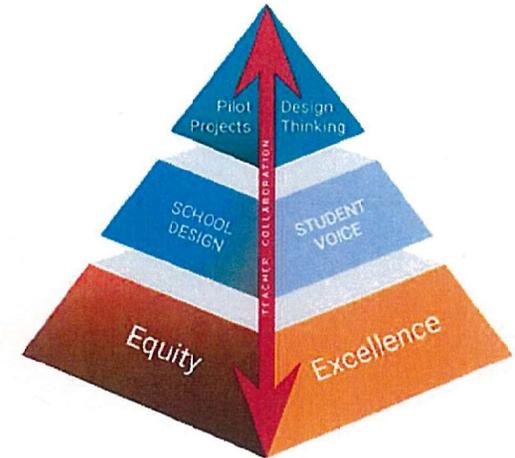
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

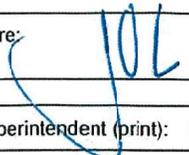
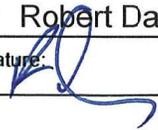
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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): Jamie Oshiro	
Principal's signature: 	Date: 4/9/21
Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature: 	Date: 4/27/2021



2021 Academic Plan, School Year 2021-22

Wahiawa 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.

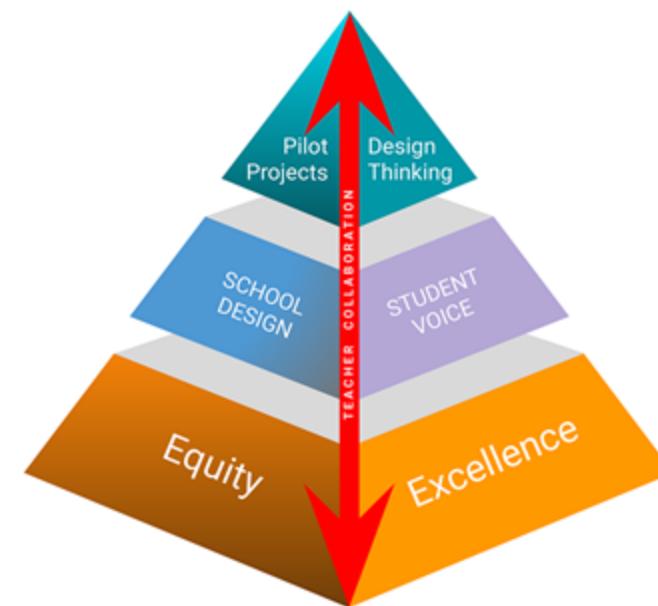
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

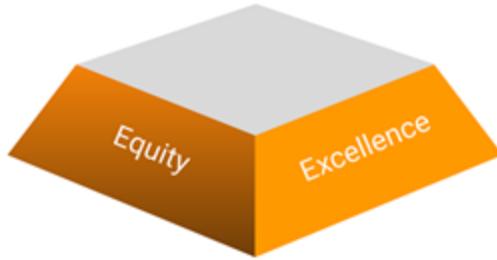
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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).



HIDOE Promise Plan: P1 Hawaii P2 Equity, P3 School Design, P4 Empowerment, P5 Innovation



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 P2	Theory of Action P2, P3	Enabling Activity P2, P3
<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 18-19 SY: SPED students are not demonstrating proficiency in Reading (8.7%, SY 16-17→ 9.5%, SY 17-18→ 0%, SY 18-19) or Math (4.8%, SY 16-17→ 9.5%, SY 17-18→ 5.6%, SY 18-19)</p> <p>Although proficiency is increasing in Reading, less than half of the following populations are meeting proficiency:</p> <ul style="list-style-type: none"> ● Disadvantaged 42.9% ● ELL 31.6% ● Black 33.3%Hispanic 29% ● Pacific Islander 38.8% <p>Although proficiency is increasing in Math, less than half of the following populations are meeting proficiency:</p> <ul style="list-style-type: none"> ● Disadvantaged 38.2% ● ELL 16.2% ● Hispanic 34.2% ● Multiple 48% ● Pacific Islander 39.1% <p>Although our SBA data shows an improvement, our 3rd grade students that read near, at, or above grade level is 77%.</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If administrators and teachers establish and implement a data team process to identify student learning targets, analyze student work, and provide individualized instruction then assessment and instructional practices will improve and therefore increase student achievement.</p> <p>2017 WASC Recommendations:</p> <ol style="list-style-type: none"> 1. <u>Curriculum, Instruction, Assessment, Data Team Process and RTI</u> <ul style="list-style-type: none"> ● implement a process to monitor and determine the effectiveness of school-wide programs ● provide students with learning targets, common grade wide criteria for proficiency, models of exemplars and non-exemplars, and descriptive feedback ● implement with fidelity, the RTI plan to ensure adequate instructional services are consistently provided for all students 2. <u>Stakeholder Involvement</u> <ul style="list-style-type: none"> ● provide multiple opportunities for stakeholders, particularly our parents, to participate and engage with school programs and services. 3. <u>Chronic Absenteeism</u> <ul style="list-style-type: none"> ● decrease chronic absenteeism 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>School Wide Curriculum and Common Practices</p> <p>1.1 Each year, increase the number of students performing at grade level in English Language Arts and Math as measured by i-Ready Diagnostic Assessments, common formative assessments, student work samples and state assessments.</p> <ul style="list-style-type: none"> ● small group instruction ● learning teams <ul style="list-style-type: none"> ○ recursive teaching ○ common formatives ● curriculum maps ● core instruction <ul style="list-style-type: none"> ○ learning targets ○ exemplars and non-exemplars of success ○ descriptive feedback ○ explicit vocabulary instruction <p style="text-align: right;">P4</p> <p>1.1a The school will continue to improve, update, replace and supplement our technology equipment, accessories, and software to remain current with changing system requirements and provide technology in line with the needs of a 21st century learner.</p> <p>1.1b Teachers will be provided professional development opportunities and/ or collaboration time to improve instructional practices and increase student achievement.</p>

iReady Diagnostic Proficiency Data SY20-21 Winter

Grade	Reading	Math
Kindergarten	31%	19%
1st	18%	14%
2nd	10%	6%
3rd	20%	5%
4th	18%	8%
5th	5%	6%

SW 1
SW 6

1.2 Explicit instruction in reading foundational skills for all students in K-2.

- daily reading to/with
- daily writing opportunities
- assessments and/or running records to assess strengths and needs

1.3 Implementation of an SEL lesson from the Second Step curriculum

- In grade K-2, counselors will provide guidance lessons to students every other week
- In Grades 3-5, teachers will work collaboratively with counselors to provide guidance lessons

SW 5
P1

1.4 Improve academic stamina, rigor and student achievement outcomes by providing students with multiple opportunities for learning

- daily writing opportunities in multiple content areas
- common formative assessments
- SBA Practice Tests and IABs

1.5 Each year, increase the number of ELL students who are on track to English proficiency as reported by StriveHI.

- PPEs, and/or PTTs assist with targeted interventions for ELL students.
- PPEs, and/or PTTs use data to provide best practices and targeted instruction for ELL students.

P1

1.6 Leadership Team will meet quarterly to ensure the successful implementation of the Academic Plan.

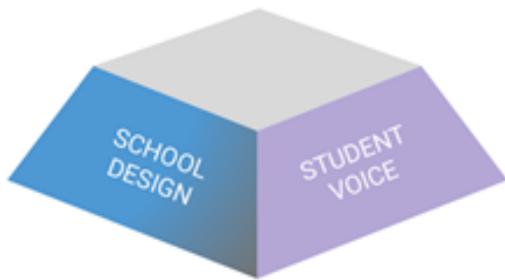
- review and analyze data
- provide feedback for next steps
- if needed, revise Academic Plan

SW 3

Stakeholder Involvement

2.1 To improve stakeholder involvement and student

		<p>achievement by providing opportunities for parents and the community to understand students' strengths and needs, school programs, and services.</p> <ul style="list-style-type: none"> ● Meet and Greet ● ELL Parent Meeting ● 1st Semester Parent Teacher Conference ● Family Night (1st and 2nd Semester) ● After school enrichment classes led by parents ● School Community Council ● PCNC led activities <p style="text-align: right;">SW 7 P1, P4</p> <p><u>Chronic Absenteeism</u></p> <p>3.1 To decrease chronic absenteeism, the Leadership Team will evaluate the implementation and effectiveness of the attendance policy and incentives semesterly.</p> <ul style="list-style-type: none"> ● review and analyze data ● provide feedback for next steps ● if needed, revise attendance policy <p style="text-align: right;">SW 6 P1</p>
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Innovation in Support of the Core: School Design and Student Voice

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

Wahiawa Elementary students and families face many challenges that affect school performance and regular school attendance. High unemployment rate, a large ELL and homeless population, and military families who relocate throughout the school year are challenges that our families face on a daily basis. To meet the needs of our students, we are committed to the 4 core beliefs of “The Wahiawa Way.”

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

Wahiawa Elementary will create structures and activities that support the 4 core beliefs of “The Wahiawa Way.” P1

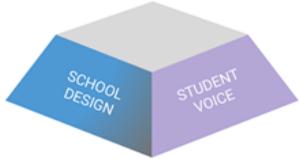
- Create opportunities for students to experience a wide variety of learning activities
- Provide students with a challenging curriculum
- Promote growth for every student
- Involve our families and community in learning activities

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

School stakeholders will work together to provide learning opportunities for students to be successful in school and in their future endeavors.

SY 2020-21 Measurable Outcomes SW 6, SW 7, P1, P2, P3, P4	SY 2021-22 Measurable Outcomes SW 6, SW 7, P1, P2, P3, P4	SY 2022-23 Measurable Outcomes SW 6, SW 7, P1, P2, P3, P4
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> • Students will receive a challenging curriculum that promotes growth and supports students' needs. • Overall SBA student proficiency rate will increase by 3% for ELA and Math by the end of the school year. • 3rd grade students that read near, at, or above grade level will increase by 2%. • Parents will be involved in parent groups, help out in school, and participate in fundraising activities. • Overall SQS scores for these three areas will increase by 3% each year. • Chronic absenteeism will decrease by 3% by the end of the school year. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> • Students will receive a challenging curriculum that promotes growth and supports students' needs. • Overall SBA student proficiency rate will increase by 3% for ELA and Math by the end of the school year. • 3rd grade students that read near, at, or above grade level will increase by 2%. • Winter iReady Diagnostic data for Reading and Math proficiency will increase by 5% for each grade level (Due to no SBA Data for 18-19 SY, this measurable outcome will be used.) • Parents will be involved in parent groups, help out in school, and participate in fundraising activities. • Overall SQS scores for these three areas will increase by 3% each year. • Chronic absenteeism will decrease by 3% by the end of the school year. 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> • Students will receive a challenging curriculum that promotes growth and supports students' needs. • Overall SBA student proficiency rate will increase by 3% for ELA and Math by the end of the school year. • 3rd grade students that read near, at, or above grade level will increase by 2%. • Parents will be involved in parent groups, help out in school, and participate in fundraising activities. • Overall SQS scores for these three areas will increase by 3% each year. • Chronic absenteeism will decrease by 3% by the end of the school year.
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing students with a challenging curriculum will raise student achievement, therefore more students will have opportunities to succeed in higher education and beyond. • Increased parental involvement can positively affect the child's attitude toward school, classroom conduct, 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing students with a challenging curriculum will raise student achievement, therefore more students will have opportunities to succeed in higher education and beyond. • Increased parental involvement can positively affect the child's attitude toward school, classroom conduct, 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> • Providing students with a challenging curriculum will raise student achievement, therefore more students will have opportunities to succeed in higher education and beyond. • Increased parental involvement can positively affect the child's attitude toward school, classroom conduct,

<p>self-esteem, absenteeism, and motivation.</p> <ul style="list-style-type: none"> School attendance is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. 	<p>self-esteem, absenteeism, and motivation.</p> <ul style="list-style-type: none"> School attendance is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. 	<p>self-esteem, absenteeism, and motivation.</p> <ul style="list-style-type: none"> School attendance is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent.
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Overall SBA Proficiency Scores will increase. Parent perceptual survey data (SQS) will increase in 3 focus areas. Chronic absenteeism will decrease. We will track student attendance using LDS. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Overall SBA Proficiency Scores will increase Winter iReady Diagnostic data for Reading and Math proficiency will increase Parent perceptual survey data (SQS) will increase in 3 focus areas. Chronic absenteeism will decrease. We will track student attendance using LDS. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> Overall SBA Proficiency Scores will increase. Parent perceptual survey data (SQS) will increase in 3 focus areas. Chronic absenteeism will decrease. We will track student attendance using LDS.



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
<p><i>Add beginning of the year measurements here.</i></p> <p>2019-20 Strive HI Data:</p> <ul style="list-style-type: none"> ELA - N/A Math - N/A Chronic Absenteeism - 17% (Does not include 4th qtr) 3rd grade students that read near, at, or above grade level - N/A. <p>2018-19 Strive HI Data:</p>	<p><i>Add throughout the year measurements here.</i></p> <ul style="list-style-type: none"> Universal Screener (i-Ready Diagnostic Assessments) scores for ELA and Math. Data from Common Formative Assessments Analysis of student work Attendance data from LDS Daily absentee list Data from the Spring 2021 SQS Participation and surveys from Family Nights 	<p><i>Add end of year goals here.</i></p> <ul style="list-style-type: none"> Overall SBA student proficiency rate will increase by 3% for ELA and Math by the end of the school year. 3rd grade students that read near, at, or above grade level will increase by 2%. Perceptual Survey Data (SQS) for parents in the focus area will increase by 3%. Chronic Absenteeism will decrease by 3%.

- ELA - 51%
- Math - 47%
- Chronic Absenteeism - 20%
- 3rd grade students that read near, at, or above grade level - 77%.

iReady Diagnostic Proficiency Data SY20-21 Winter

Grade	Reading	Math
Kindergarten	31%	19%
1st	18%	14%
2nd	10%	6%
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4th	18%	8%
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Spring 2020 [Perceptual Survey Data \(SQS\)](#)

An average of 46% responded positively to the 3 statements below. These were the lowest rated statements involving stakeholder involvement.

- I am actively involved with a parent group(s) at my child's school.
- In the past year, I have often helped out at my child's school.
- In the past year, I have been involved in fundraising efforts for my child's school.

P1

- Number of parent check-out from the Wahiawa Educational Lending Library (WELL)
- PTA membership and fundraising data

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity SW 6, P2, P3, P4	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Overall SBA student proficiency rate will increase by 3% for ELA and Math by the end of the school year.	<p>1.1 Students will:</p> <ul style="list-style-type: none"> ● receive small group instruction ● receive recursive teaching ● receive core instruction using Wonders, Stepping Stones, and other learning materials ● utilize i-Ready online instruction and other online programs ● have access to up-to-date technology equipment and digital tools to enhance and improve learning ● know learning targets ● utilize descriptive feedback and exemplars/ non-exemplars to improve their work ● receive explicit vocabulary instruction <p>1.2 Students in K-2 will receive:</p> <ul style="list-style-type: none"> ● explicit instruction in reading foundational skills ● daily reading to/with ● daily writing opportunities and ● will be given assessments and/or running records to assess strengths and needs <p>1.4 Students will be provided with:</p> <ul style="list-style-type: none"> ● daily writing opportunities in 	Yearlong	Title I - 18902 District	<ul style="list-style-type: none"> ● Admin and Coach walk-throughs ● i-Ready reports ● Running records ● Analysis of student work ● Learning Team Minutes 	<ul style="list-style-type: none"> ● Weekly ● Weekly ● Quarterly ● Weekly ● Weekly ● Semesterly 	<ul style="list-style-type: none"> ● CAS Walkthroughs

	<ul style="list-style-type: none"> multiple content areas common formative assessments SBA Practice Tests and IABs (grades 3-5) 					
<p>Overall SQS scores for these three areas will increase by 3% each year.</p> <ul style="list-style-type: none"> I am actively involved with a parent group(s) at my child's school. In the past year, I have often helped out at my child's school. In the past year, I have been involved in fundraising efforts for my child's school. 	<p>2.1 Students and families will attend and participate in:</p> <ul style="list-style-type: none"> Meet and Greet ELL Parent Meeting 1st Semester Parent Teacher Conference Family Night (1st and 2nd Semester) Use of educational resources from the Wahiawa Educational Lending library (WELL) After school enrichment classes led by parents Family events planned by the PCNC coordinators SCC and PTA meetings <p style="text-align: right;">SW 7 P1</p>	Yearlong	WSF - 42101 Title I - 18935	<ul style="list-style-type: none"> Meet and Greet Attendance ELL Parent Meeting Attendance Parent Teacher Conference Logs Attendance and surveys from Family Nights Number of parent check-outs from the Wahiawa Educational Lending Library (WELL) Rosters of Enrichment classes led by parents 	<ul style="list-style-type: none"> Annually Annually Annually Bi-Annually Yearlong Quarterly 	
Chronic absenteeism will decrease by 3% by the end of the school year.	<p>3.1 Students will:</p> <ul style="list-style-type: none"> be engaged in learning activities that encourage daily attendance <p style="text-align: right;">P1</p>	Yearlong	NA	<ul style="list-style-type: none"> Admin and Coach walk-throughs Learning Team Minutes 	<ul style="list-style-type: none"> Weekly 	
3rd grade students that read near, at, or above grade level will increase by 2%	<p>1.1 Students will:</p> <ul style="list-style-type: none"> receive small group instruction receive recursive teaching receive core instruction using Wonders, Stepping Stones, and other learning materials utilize i-Ready online 	Yearlong	Title 1: 18902	<ul style="list-style-type: none"> Admin and Coach walk-throughs i-Ready reports Running records Analysis of student work 	<ul style="list-style-type: none"> Weekly Weekly Quarterly Weekly Weekly 	

	<p>instruction and other online programs</p> <ul style="list-style-type: none"> ● have access to up-to-date technology equipment and digital tools to enhance and improve learning ● know learning targets ● utilize descriptive feedback and exemplars/ non-exemplars to improve their work ● receive explicit vocabulary instruction <p>1.2 Students in K-2 will receive:</p> <ul style="list-style-type: none"> ● explicit instruction in reading foundational skills ● daily reading to/with ● daily writing opportunities and ● will be given assessments and/or running records to assess strengths and needs <p>1.4 Students will be provided with:</p> <ul style="list-style-type: none"> ● daily writing opportunities in multiple content areas ● common formative assessments ● SBA Practice Tests and IABs (grades 3-5) 			<ul style="list-style-type: none"> ● Learning Team Minutes 		
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Staff Outcomes (SY 2021-22)

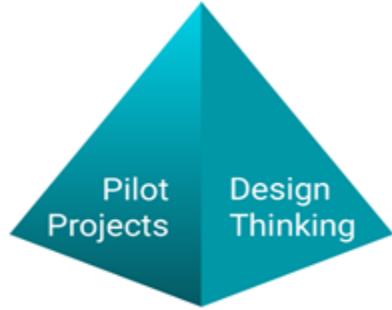
Measurable Outcome(s)	Enabling Activity SW 6, P2, P3, P4	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Overall SBA student proficiency rate will increase by 3% for ELA and Math by the end of the school year.	<p>1.1 Staff will:</p> <ul style="list-style-type: none"> ● provide small group instruction ● practice recursive teaching ● provide core instruction using Wonders, Stepping Stones, and other learning materials ● utilize common formative assessments ● incorporate i-Ready resources and other online programs ● follow curriculum maps ● review and revise, if needed, next quarter's curriculum maps ● provide learning targets ● furnish exemplars and non-exemplars of success ● implement timely and descriptive feedback ● provide explicit vocabulary instruction <p>1.1a The school will continue to improve, update, replace and supplement our technology equipment, accessories, and software to remain current with changing system requirements and provide technology in line with the needs of a 21st century learner.</p> <p>1.1b Teachers will be provided professional development opportunities and/ or collaboration time to improve instructional practices and increase student achievement.</p>	Yearlong	Title I - 18902	<ul style="list-style-type: none"> ● Admin and Coach walkthroughs ● Learning Team minutes ● i-Ready Reports ● Revise Curriculum Maps ● PPEs and PTTs meet with Coach to discuss best practices for ELL students. ● Leadership Team will monitor Academic Plan. 	<ul style="list-style-type: none"> ● Weekly ● Weekly ● Weekly ● Quarterly ● Monthly ● Semesterly ● Quarterly 	<ul style="list-style-type: none"> ● CAS Walkthroughs

	<p>1.2 K-2 Teachers will provide:</p> <ul style="list-style-type: none"> ● explicit instruction in reading foundational skills ● daily reading to/with ● daily writing opportunities ● assessments and/or running records to assess strengths and needs <p>1.3 Staff will implement SEL lessons from the Second Step curriculum</p> <ul style="list-style-type: none"> ● In grade K-2, counselors will provide guidance lessons to students every other week ● In Grades 3-5, teachers will work collaboratively with counselors to provide guidance lessons <p style="text-align: right; color: orange;">P1</p> <p>1.4 Improve academic stamina, rigor and student achievement outcomes by providing students with multiple opportunities for learning</p> <ul style="list-style-type: none"> ● daily writing opportunities in multiple content areas ● common formative assessments ● SBA Practice Tests and IABs <p>1.5 Each year, increase the number of ELL students who are on track to English proficiency as reported by StriveHI.</p> <ul style="list-style-type: none"> ● PPEs, and/or PTTs assist with targeted interventions for ELL students. ● PPEs, and/or PTTs use data to provide best practices and 					
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	<p>targeted instruction for ELL students.</p> <p style="text-align: right;">P1</p> <p>1.6 Leadership Team will meet quarterly to ensure the successful implementation of the Academic Plan.</p> <ul style="list-style-type: none"> ● review and analyze data ● provide feedback for next steps ● if needed, revise Academic Plan <p style="text-align: right;">SW 3</p>					
<p>Overall SQS scores for these three areas will increase by 3% each year.</p> <ul style="list-style-type: none"> ● I am actively involved with a parent group(s) at my child's school. ● In the past year, I have often helped out at my child's school. ● In the past year, I have been involved in fundraising efforts for my child's school. 	<p>2.1 Staff will provide and encourage participation in:</p> <ul style="list-style-type: none"> ● Meet and Greet ● ELL Parent Meeting ● 1st Semester Parent Teacher Conference ● Family Night (1st and 2nd Semester) ● After school enrichment classes led by parents ● School Community Council <p style="text-align: right;">SW 7 P1</p>	Yearlong	NA	<ul style="list-style-type: none"> ● Track Meet and Greet attendance ● Track ELL Parent Meeting attendance ● Parent Teacher Conference Logs ● Participation and surveys from Family Nights ● Enrichment rosters 	<ul style="list-style-type: none"> ● Yearly ● Yearly ● Annually ● Semesterly ● Quarterly 	
<p>Chronic absenteeism will decrease by 3% by the end of the school year.</p>	<p>3.1 The Leadership Team will:</p> <ul style="list-style-type: none"> ● review and analyze data ● provide feedback for next steps ● if needed, revise attendance policy 	Yearlong	NA	<ul style="list-style-type: none"> ● Leadership Team meeting minutes 	<ul style="list-style-type: none"> ● Quarterly 	

	P1					
3rd grade students that read near, at, or above grade level will increase by 2%	<p>1.1 Staff will:</p> <ul style="list-style-type: none"> ● provide small group instruction ● practice recursive teaching ● provide core instruction using Wonders, Stepping Stones, and other learning materials ● utilize common formative assessments ● incorporate i-Ready resources and other online programs ● follow curriculum maps ● review and revise, if needed, next quarter's curriculum maps ● provide learning targets ● furnish exemplars and non-exemplars of success ● implement timely and descriptive feedback ● provide explicit vocabulary instruction <p>1.1a The school will continue to improve, update, replace and supplement our technology equipment, accessories, and software to remain current with changing system requirements and provide technology in line with the needs of a 21st century learner.</p> <p>1.1b Teachers will be provided professional development opportunities and/ or collaboration time to improve instructional practices and increase student achievement.</p> <p>1.2 K-2 Teachers will provide:</p>	Yearlong	Title 1: 18902	<ul style="list-style-type: none"> ● Admin and Coach walkthroughs ● Learning Team minutes ● i-Ready Reports ● Revise Curriculum Maps ● PPEs and PTTs meet with Coach to discuss best practices for ELL students. ● Leadership Team will monitor Academic Plan. 	<ul style="list-style-type: none"> ● Weekly ● Weekly ● Weekly ● Quarterly ● Monthly ● Semesterly ● Quarterly 	

	<ul style="list-style-type: none"> ● explicit instruction in reading foundational skills ● daily reading to/with ● daily writing opportunities ● assessments and/or running records <p>1.3 Staff will implement SEL lessons from the Second Step curriculum</p> <ul style="list-style-type: none"> ● In grade K-2, counselors will provide guidance lessons to students every other week ● In Grades 3-5, teachers will work collaboratively with counselors to provide guidance lessons <p>1.4 Improve academic stamina, rigor and student achievement outcomes by providing students with multiple opportunities for learning</p> <ul style="list-style-type: none"> ● daily writing opportunities in multiple content areas ● common formative assessments ● SBA Practice Tests and IABs 					
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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><u>Laundry Room:</u> The laundry room will not only provide our families a safe place to wash their clothes, but it will also help make parents feel more comfortable at our school. Students have shared that they did not come to school because they feel embarrassed about how they look and smell. Additionally, parents that utilize the laundry room will be asked to volunteer or will be provided learning opportunities such as learning to read, how to type, and how to use computers which will better support their children at home. Having and parents on campus and clean clothes will in turn increase parent involvement and improve student attendance.</p> <p><u>21st Century Community Learning Center:</u> This program, led by the YMCA, helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.</p> <p><u>Ike Piliialoha:</u> To provide our civilian families with social emotional and behavioral support, we would like to reestablish a partnership with mental health professionals to provide school-based services such as individual and family counseling and medication management.</p> <p style="text-align: right;">SW 5 SW 6 P1, P2, P5</p>	<p><i>Please describe your conditions for Success:</i></p> <p><u>Laundry Room:</u> To do this, we will continue to work with the community and contractors to purchase and install 3 washers and dryers for Wahiawa Elementary parents/guardians to use at no cost.</p> <p><u>21st Century Community Learning Center:</u> To do this, we would like to partner with the YMCA upon receiving the 21st Century Community Learning Center grant. We would need to establish roles and responsibilities for implementation of the program. The YMCA would need to hire a coordinator to work collaboratively with Wahiawa Elementary to establish the program.</p> <p><u>Ike Piliialoha:</u> To do this, we need the MOU regarding the use of mental health providers to be approved. We need to select an approved provider and then establish roles and responsibilities for all parties involved.</p>

Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2021-22
School Name: Wahiawa Elementary School
Date: April 7, 2021

Directions:		
<ol style="list-style-type: none"> 1. All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence. 2. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7). 3. On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed. 		
SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Pg. 3- 4 Achievement Gap	CNA WASC Self Study and Mid-Cycle Report
SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.		SCC Assurances SCC Meeting Minutes Faculty Meeting Agenda/Minutes Leadership Team Agenda/ Minutes
SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	Pg. 4 Enabling Activity 1.6 Pg. 13-14 Staff Outcomes (EA 1.6)	Leadership Team Agenda/Minutes Academic Plan Monitoring Tool
SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.		HIDOE School Webpage Wahiawa Elementary Website
SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	Pg. 4 Enabling Activity 1.3 Pg. 17 Ideas for Innovation	Title I FRF

<p>SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <ul style="list-style-type: none"> (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; 	<p>Pg. 3-5 Achievement Gap, Enabling Activities 1.1 - 3.1</p> <p>Pg. 6-7 School Design</p> <p>Pg. 9-10 Student Outcomes Enabling Activity 1.1, 1.2, 1.4</p> <p>Pg. 11-13 Staff Outcomes Enabling Activity 1.1, 1.1a, 1.1b, 1.2, 1.3, 1.4, 1.5</p> <p>Pg. 17 Ideas for Innovation</p>	<p>WASC Self Study and Mid-Cycle Report</p> <p>CNA</p>
<p>SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HIDEOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p>Pg. 4-5 Enabling Activity 2.1</p> <p>Pg. 6-7 School Design</p> <p>Pg. 10 Student Outcomes Enabling Activity 2.1</p>	<p>WASC Self Study and Mid-Cycle Report</p> <p>CNA</p>

	Pg. 14 Staff Outcomes Enabling Activity 2.1	
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