



## Academic Plan for School Year 2022-23

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.

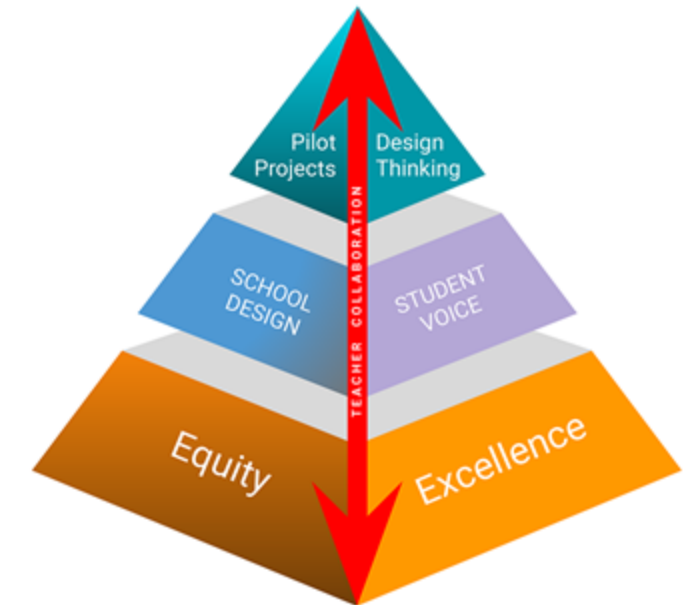
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

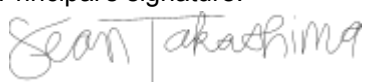

**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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): Sean Takashima - TA	
Principal's signature: 	Date: April 5, 2022
Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature:  <small>Robert Davis (Apr 12, 2022 12:02 HST)</small>	Date:  Apr 12, 2022



# ***Academic Plan, School Year 2022-23***

## **Wahiawa Elementary School**

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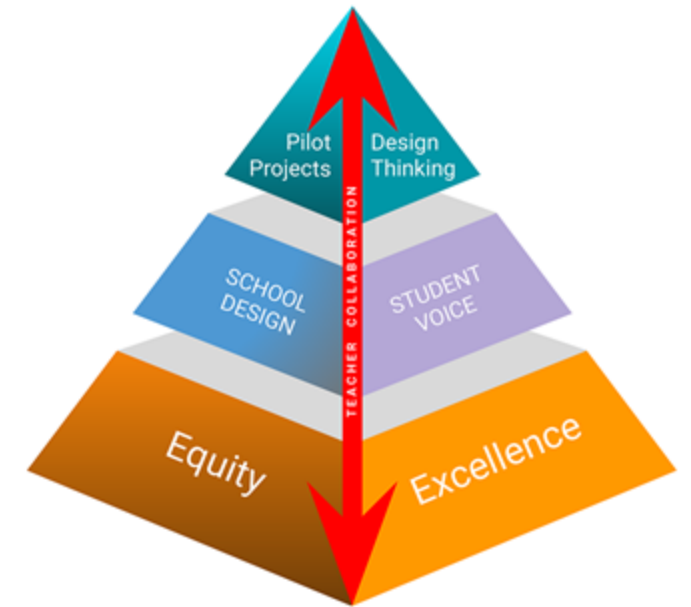
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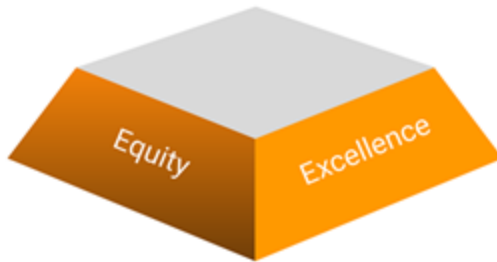
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**HDOE Promise Plan: P1 Hawaii P2 Equity, P3 School Design, P4 Empowerment, P5 Innovation**



# 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	Theory of Action	Enabling Activity																	
<p>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.</p> <p>In the 2020-2021 school year, there was a 28 point achievement gap in reading and a 16 point achievement gap in math as measured by the Smarter Balanced Assessment (SBA). In the 2018-2019 school year, there was a 27 point gap in reading and a 28 point gap in math as measured by the SBA. There is no SBA data for the 2019-2020 school year. The tables shown below identify the overall proficiency in reading and math and sub group proficiencies.</p> <p><b>Smarter Balanced Assessment</b></p> <table><tr><th colspan="3">Reading Proficiency</th></tr><tr><th>2017-2018</th><th>2018-2019</th><th>2020-2021</th></tr><tr><td>46%</td><td>51%</td><td>45%</td></tr></table> <p><b>2021-2022 Reading Proficiency by Sub Group</b></p> <table><tr><th>Overall</th><th>IDEA</th><th>ELL</th><th>SES</th></tr><tr><td>45%</td><td>9%</td><td>11%</td><td>50%</td></tr></table>	Reading Proficiency			2017-2018	2018-2019	2020-2021	46%	51%	45%	Overall	IDEA	ELL	SES	45%	9%	11%	50%	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If we implement a clearly defined Multi-Tiered System of Support (MTSS), then students will receive timely and appropriate academic interventions that increase achievement by at least 1 grade level.</p> <p>Alignment:</p> <ul style="list-style-type: none"><li>● Promise Plan: Equity, School Design</li><li>● WASC Critical Area #1: C-I-A data teams process RTI &amp; #3 Chronic Absenteeism</li><li>● SW 1: Comprehensive needs assessment</li><li>● SW 6: Addresses the needs of all students</li></ul>	<p>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</p> <p><b>MTSS Tier 1 Activities</b></p> <ul style="list-style-type: none"><li>● Curriculum<ul style="list-style-type: none"><li>○ Create/Update curriculum maps and lessons in core subjects that align to the academic standards, are challenging in nature, and have real-world connections.</li></ul></li><li>● Instruction<ul style="list-style-type: none"><li>○ Integrate elements of explicit instruction so that learning is organized through a series of scaffolds.<ul style="list-style-type: none"><li>■ Place an emphasis on learning goals, modeling (step-by-step instructions), frequent student responses, and immediate and corrective feedback.</li><li>■ Provide systematic, explicit instruction in foundational reading skills (e.g. phonological awareness, phonics) in grades kindergarten to second grade.</li></ul></li></ul></li><li>● Assessment<ul style="list-style-type: none"><li>○ Utilize a universal screener (e.g. i-Ready, Wonders Oral Fluency, Access Test) and progress monitoring system (e.g. classroom profiles) to measure student academic performance.</li><li>○ Learning teams shall meet regularly and engage in the collaborative scoring and analysis of student work (e.g. common assessments).</li></ul></li><li>● Attendance<ul style="list-style-type: none"><li>○ Implement attendance policy including attendance letters to parents, phone calls/emails, rewards program</li></ul></li></ul>
Reading Proficiency																			
2017-2018	2018-2019	2020-2021																	
46%	51%	45%																	
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	1/11	2/19	22/44
2021-2022 Achievement Gap - Reading			
Population		Proficiency	
Non High Needs		67%	
High Needs		39%	
Achievement GAP		28 Points	
Math Proficiency			
2017-2018	2018-2019	2020-2021	
40%	47%	34%	
2020-2021 Math Proficiency by Sub Group			
Overall	IDEA	ELL	SES
45%	0%	5%	43%
	0/11	1/19	19/44
2020-2021 Achievement Gap - Math			
Non High Needs		47%	
High Needs		31%	
Achievement GAP		16 Points	
Chronic Absenteeism Rate			

MTSS Tier 2 Activities

- Small Group, Differentiated Instruction
  - Organize students into **small groups based on need** so students can problem-solve and apply the strategies that have been modeled in whole-group instruction.
- English Language Learners (ELL)
  - Organize students into small groups for **targeted instruction** in reading, writing, speaking, and listening that takes into consideration student home language.
  - Assign students to paraprofessional tutors for individualized instructional support.
- RTI Plans
  - Through a peer review process, create and monitor **Academic Student Success Plans** for students who need targeted, instructional support.
- After School Tutoring
  - Invite students who need **targeted, instructional support** through a schoolwide after school tutoring program.
- Attendance
  - Conduct parent conferences and home visits

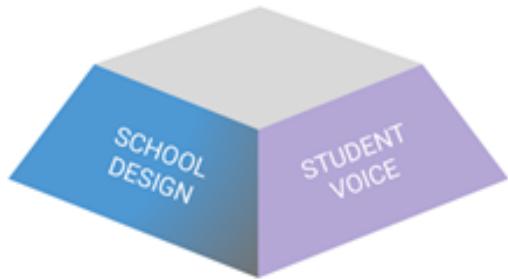
MTSS Tier 3 Activities

- Individualized, targeted instruction
  - Increase the frequency and intensity of support to students who are not making adequate progress.
  - Identify instructional strategies that need to be revised/updated or done more of.
- Referrals
  - Conduct peer reviews and student focused team meetings to determine eligibility for special education or Section 504 services.
  - Pending eligibility decisions, place students in an inclusion or resource setting so that **specialized instruction** can be provided.
- Attendance
  - Refer family for **educational neglect** through the juvenile court system and partner with school social worker to provide family interventions

Alignment:

- Promise Plan: Hawaii, Equity, School Design, Empowerment, Innovation
- WASC Critical Area #1: C-I-A data teams process & RTI
- SW 1: Comprehensive needs assessment
- SW 6: Addresses the needs of all students
- SW 7: Parent & family involvement activities

<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>		
20%	17%	26%		



# 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 envisions itself as a place Where Everyone Succeeds. Since its establishment in 1899 to serve the children of farmers and plantation workers, Wahiawa Elementary has continually adapted to the changing community. Currently, Pacific Islander (32%), Hispanic (27%), Multiple Ethnicities (19%) and Asian (14%) make up the largest ethnic groups at the school. There is also a small population of students who reside at the Helemano Military Reservation. The community has a large make up of English Language Learner needs (15%) with the majority coming from Chuukese and Marshallese backgrounds. In addition, over 62% of families are identified as having low socio-economic status and many incoming kindergarten students have no preschool experience. Achievement for reading (44%) and math (35%) is below the state average, but has been on an upward trajectory over the past four years. In view of the data, Wahiawa Elementary understands the importance of providing

an opportunity for all students, no matter their background, to be on a path towards college and career readiness. The school community can be described as dedicated, hardworking, and full of aloha. With these community characteristics in mind, the school is committed in its mission to raise achievement by at least one grade level, nurture growth in all students, and cultivate caring connections with our community.

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

To achieve our school vision and mission, the school is designed with the following in mind:

## Core Values (The Wahiawa Way)

- 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

## Curriculum and Learning

- Curriculum Maps that align to the HDOE academic standards

- Explicit Instructional practices (based on the work of Anita Archer) and Inquiry-based models of instruction
- Systematic, explicit instruction in phonological awareness and phonics (BFRS) for grades kindergarten to second grade

### Infrastructure

- Multi-tiered System of Support that includes i-Ready Universal screening and progress monitoring, common formative assessments, RTI Student Success Plans
- One-to-one digital devices (Chromebooks) for all students
- Common collaborative planning time (Learning Teams)
- Social-emotional learning (e.g. Second Step)
- Regularly scheduled meetings for the Leadership Team, Support Team, and Operations Team.
- Leveraging financial resources based on data/need (WSF funds, Title 1 funds, CLSD funds)

### Student Learning Products & Voice

- Student leadership opportunities through extra-curricular clubs (e.g. student council, JPOs, music)
- Digital showcase of student work and student voice via Seesaw

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

Student Success is contingent on:

- Reducing chronic absenteeism to 15%; increasing daily average attendance to 95%
- Learning activities that challenge students and scaffold learning
- Developing social-emotional learning and character traits

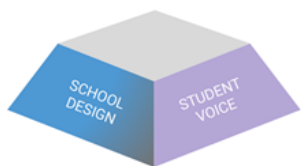
Staff Success is contingent on the ability to:

- Optimize systems
  - Managing talent and resources to maximize effective teaching and learning
- Build Culture
  - Establish shared values and vision for the school; emphasize personal and professional well-being
- Empower People
  - Distribute leadership; lead personalized and collaborative teaching and learning

SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>Students will receive a challenging curriculum that promotes growth and supports students' needs.</li> <li>Overall SBA student proficiency rate will increase by 3% for ELA and Math by the end of the school year.</li> <li>3rd grade students that read near, at, or above grade level will increase by 2%.</li> <li>Parents will be involved in parent groups, help out in school, and participate in fundraising activities.</li> <li><a href="#">Overall SQS scores</a> for these three areas will increase by 3% each year.</li> <li>Chronic absenteeism will decrease by 3% by the end of the school year.</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>Students will receive a challenging curriculum that promotes growth and supports students' needs.</li> <li>Overall SBA student proficiency rate will increase by 3% for ELA and Math by the end of the school year.</li> <li>3rd grade students that read near, at, or above grade level will increase by 2%.</li> <li>Winter iReady Diagnostic data for Reading and Math proficiency will increase by 5% for each grade level <b>(Due to no SBA Data for 18-19 SY, this measurable outcome will be used.)</b></li> <li>Parents will be involved in parent groups, help out in school, and participate in fundraising activities.</li> <li><a href="#">Overall SQS scores</a> for these three areas will increase by 3% each year.</li> <li>Chronic absenteeism will decrease by 3% by the end of the school year.</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>50% of students in grades 3 to 5 will meet proficiency on the SBA for reading.</li> <li>50% of students will perform at mid or above grade level on the i-Ready spring math diagnostic.</li> <li>15% or less of students will be marked chronically absent by the end of the school year.</li> <li>75% of students will be excited to participate in class as measured by the Panorama Classroom Engagement category.</li> <li>85% of parents surveyed in the School Quality Survey will give a favorable rating (Strongly Agree + Agree) for each of the following statements: <ul style="list-style-type: none"> <li>The school gives me opportunities to participate in important decisions about my child's education.</li> <li>The school provides parent activities (webinars, chats, social media accounts, volunteer opportunities) for parent involvement</li> <li>In the past year, I have attended virtual (or in person) activities provided by the school for parent involvement.</li> </ul> </li> </ul>
<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>Providing students with a challenging curriculum will raise student achievement, therefore more students will have opportunities to succeed in higher education and beyond.</li> <li>Increased parental involvement can positively affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation.</li> <li>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</li> </ul>	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>Providing students with a challenging curriculum will raise student achievement, therefore more students will have opportunities to succeed in higher education and beyond.</li> <li>Increased parental involvement can positively affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation.</li> <li>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</li> </ul>	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>Providing students with a challenging curriculum will raise student achievement, therefore more students will have opportunities to succeed in higher education and beyond.</li> <li>Increased parental involvement can positively affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation.</li> <li>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</li> </ul>



students are frequently absent.	students are frequently absent.	students are frequently absent.
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Overall SBA Proficiency Scores will increase.</li> <li>• Parent perceptual survey data (SQS) will increase in 3 focus areas.</li> <li>• Chronic absenteeism will decrease. We will track student attendance using LDS.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Overall SBA Proficiency Scores will increase</li> <li>• Winter iReady Diagnostic data for Reading and Math proficiency will increase</li> <li>• Parent perceptual survey data (SQS) will increase in 3 focus areas.</li> <li>• Chronic absenteeism will decrease. We will track student attendance using LDS.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Overall SBA Proficiency Scores will increase.</li> <li>• Parent perceptual survey data (SQS) will increase in 3 focus areas.</li> <li>• Chronic absenteeism will decrease. We will track student attendance using LDS.</li> </ul>



## 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>Add beginning of the year measurements here.</i>	<i>Add throughout the year measurements here.</i>	<i>Add end of year goals here.</i>																				
<table><tr><td></td><td>2018-2020</td><td>2019-2020</td><td>2020-2021</td></tr><tr><td>Reading</td><td>51%</td><td>-</td><td>45%</td></tr><tr><td>Math</td><td>46%</td><td>-</td><td>34%</td></tr><tr><td>% 3rd Grader Reading at Grade Level</td><td>77%</td><td>-</td><td>76%</td></tr><tr><td>Chronic</td><td>20%</td><td>17%</td><td>26%</td></tr></table>		2018-2020	2019-2020	2020-2021	Reading	51%	-	45%	Math	46%	-	34%	% 3rd Grader Reading at Grade Level	77%	-	76%	Chronic	20%	17%	26%	<ul style="list-style-type: none"><li>• Universal Screener (i-Ready Diagnostic Assessments) scores for ELA and Math.</li><li>• Data from Common Formative Assessments</li><li>• Analysis of student work</li><li>• Attendance data from LDS</li><li>• Daily absentee list</li><li>• Data from the Spring 2021 SQS</li><li>• Participation and surveys from Family Nights</li><li>• Number of parent check-out from the Wahiawa Educational Lending Library (WELL)</li><li>• PTA membership and fundraising data</li></ul>	<ul style="list-style-type: none"><li>• 50% of students in grades 3 to 5 will meet proficiency on the SBA for reading.</li><li>• 50% of students will perform at mid or above grade level on the i-Ready spring math diagnostic.</li><li>• 15% or less of students will be marked chronically absent by the end of the school year.</li><li>• 75% of students will be excited to participate in class as measured by the Panorama Classroom Engagement category.</li><li>• 85% of parents surveyed in the School Quality Survey will give a favorable rating (Strongly Agree + Agree) for each of the following statements:<ul style="list-style-type: none"><li>• The school gives me opportunities to participate in important decisions about my child’s education.</li></ul></li></ul>
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Chronic	20%	17%	26%																			



Absenteeism Rate			
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**2122 Winter iReady Diagnostic Proficiency Data**

Grade	Reading	Math
Kindergarten	49%	32%
1st	25%	22%
2nd	42%	22%
3rd	40%	26%
4th	36%	38%
5th	40%	37%
Overall	36%	30%

**Spring 2021 School Quality Survey (Parents)**

Statement	% Favorable
The school gives me opportunities to participate in important decisions about my child's education.	86%
The school provides parent activities (webinars, chats, social media accounts, volunteer opportunities) for parent involvement.	73%
In the past year, I have attended virtual (or in person) activities provided by the school for parent involvement.	70%

- The school provides parent activities (webinars, chats, social media accounts, volunteer opportunities) for parent involvement
- In the past year, I have attended virtual (or in person) activities provided by the school for parent involvement.

## Student Outcomes (SY 2022-2023)

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)
<p><b>READING</b></p> <p>1.1 55% of students will perform at mid or above grade level on the i-Ready spring reading diagnostic.</p> <p>1.2 55% of students in kindergarten to grade 2 will perform mid or above grade level on i-Ready spring reading diagnostic for phonics.</p> <p>1.3 55% of students in kindergarten to grade 2 will reach benchmark as measured by the Wonders Oral Fluency Spring Assessment .</p> <p>1.2 50% of students in grades 3 to 5 will meet proficiency on the SBA for reading.</p> <p>1.3 80% of 3rd grade students will read at or above grade level according to the StriveHI Report.</p> <p><b>MATH</b></p> <p>2.1 50% of students will</p>	<p><b><u>ORGANIZATION</u></b> The school will provide adequate funding to hire highly qualified staff and provide professional development to ensure high levels of student success.</p> <p><b><u>CURRICULUM</u></b> Students will engage in a curriculum that is:</p> <ul style="list-style-type: none"> <li>• <a href="#">challenging</a> (promotes complex thinking GLO #3)</li> <li>• aligned to the most recent <a href="#">academic standards</a></li> <li>• <a href="#">differentiated in content</a> when appropriate (e.g. leveled readers, adaptive curriculum from i-Ready)</li> </ul> <p><b><u>INSTRUCTION</u></b> Students will participate in explicit instructional activities which are:</p> <ul style="list-style-type: none"> <li>• aligned to a clear, <a href="#">learning goal</a></li> <li>• <a href="#">scaffolded</a> (I do, You do, We do)</li> <li>• designed to promote <a href="#">student involvement</a> (students say, do, and write)</li> <li>• designed to offer <a href="#">affirmative and corrective feedback</a></li> <li>• <a href="#">differentiated</a> (e.g. flexible groupings, small group)</li> </ul>	Yearlong	WSF: 42101, 17101, 17154 Title 1: 18902 CLSD: 52065	<ul style="list-style-type: none"> <li>• Curriculum Maps</li> <li>• Learning Team minutes</li> <li>• Academic Plan Review</li> <li>• Classroom observations</li> <li>• Student Work</li> <li>• Seesaw posts</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>• CAS Walkthroughs</li> <li>• Monthly Complex Principal Meetings</li> <li>• Quarterly Vice Principal Meetings</li> </ul>

<p>perform at mid or above grade level on the i-Ready spring math diagnostic.</p> <p>2.2 45% of students will perform at mid or above the grade level on the SBA for math.</p>	<p>Students will engage in instructional activities that support <b>decoding and language comprehension</b> (decoding x language comprehension = reading comprehension).</p> <p>Students will engage in <b>real-world experiences</b> that are based on inquiry-based approaches, problem-solving, hands-on learning, community projects, and/or co-curricular/extra curricular activities.</p> <p>Students will be given the opportunity for daily reading and writing activities.</p> <p><b><u>ASSESSMENT</u></b></p> <p>Students will have the opportunity to showcase their <b>student voice</b> by posting an artifact of learning on Seesaw and commenting on their peers' artifacts.</p> <p>Alignment</p> <ul style="list-style-type: none"> <li>● Promise Plan: Hawaii, Equity, School Design</li> <li>● Empowerment, Innovation</li> <li>● WASC Critical Area #1 - C-I-A data teams &amp; RTI</li> <li>● SW 1: Comprehensive needs assessment</li> <li>● SW 6: Addresses the needs of all students</li> </ul>					
<p>3.1 15% or less of students will be marked chronically absent by the end of the school year.</p>	<p><b><u>SCHOOL CULTURE &amp; SUPPORT</u></b></p> <p>3.1 Students shall participate in a <b>attendance program</b> that:</p> <ul style="list-style-type: none"> <li>● informs their family of the attendance policy</li> <li>● celebrates attendance through an incentive program</li> </ul>	<p>Yearlong</p>	<p>WSF: 42101</p>	<ul style="list-style-type: none"> <li>● Curriculum Maps</li> <li>● Learning Team minutes</li> <li>● Academic Plan Review</li> <li>● Classroom observations</li> <li>● Student Work</li> </ul>	<p>Monthly</p>	<ul style="list-style-type: none"> <li>● CAS Walkthroughs</li> <li>● Monthly Complex Principal Meetings</li> <li>● Quarterly Vice Principal Meetings</li> </ul>

<p>3.2a 75% of students will be excited to participate in class as measured by the Panorama Classroom Engagement category.</p> <p>3.2b 60% of students will be able to control their emotions when they need to as measured by the Panorama Emotional Regulation category.</p>	<ul style="list-style-type: none"> <li>creates attendance support plans in partnership with teacher, counselor/SBBH, administration, and social worker</li> </ul> <p>3.2a Students will engage in student involvement strategies (e.g. say, do, write) during a lesson.</p> <p>3.2b Students will learn and apply social-emotional learning strategies (e.g Second Step) that teach them how to regulate their emotions.</p> <p>Alignment</p> <ul style="list-style-type: none"> <li>Promise Plan: Hawaii, Equity, School Design, Empowerment, Innovation</li> <li>Critical Area #1: C-I-A data teams process &amp; RTI, #2 Stakeholder Input, #3 Chronic Absenteeism</li> <li>SW 6: Addresses the needs of all students</li> <li>SW 7: Parent &amp; family involvement activities</li> </ul>			<ul style="list-style-type: none"> <li>Seesaw posts</li> </ul>		
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#### Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1.1: 100% of staff have the opportunity to share feedback and voice their ideas regarding the	<p><b><u>ORGANIZATION &amp; GOVERNANCE</u></b></p> <p>1.1a: Various stakeholder groups including Support Staff, Leadership Team, Operations Team, and Learning Team, and the School Community Council shall meet on a regular basis</p>	Yearlong		<ul style="list-style-type: none"> <li>Agendas for Support Staff, Leadership Team, Operations Team, Learning Teams, School Community Council</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>CAS Walkthroughs</li> <li>Monthly Complex Principal Meetings</li> <li>Quarterly Vice Principal Meetings</li> </ul>

<p>Academic Plan and operations of the school.</p> <p>1.2: 100% of faculty participates in school sponsored professional development related to curriculum design.</p>	<p>to discuss and give input on topics related to the Academic Plan and/or operations of the school.</p> <p>1.1b The Academic Plan shall be posted on the school website for easy access to the public.</p> <p>1.2a: School leadership shall craft <a href="#">implementation plans</a> for major school initiatives and include professional development opportunities.</p> <p>1.2b Faculty shall be provided curriculum planning days on a quarterly basis and summer stipend days if needed.</p> <p>Alignment</p> <ul style="list-style-type: none"> <li>● <a href="#">Promise Plan: Hawaii, Empowerment, Innovation</a></li> <li>● <a href="#">WASC Critical Area #2 - Stakeholder Input</a></li> <li>● <a href="#">SW 2: Parent &amp; community involvement</a></li> <li>● <a href="#">SW 4: Academic Plan available to all</a></li> </ul>		<p>Title 1: 18902 CLSD: 52065</p> <p>Title 1: 18902 CLSD: 52065</p>	<ul style="list-style-type: none"> <li>● School Initiatives Implementation Plans</li> </ul>		
<p>1.1: 100% of grade levels will provide a curriculum that is designed to challenge students (promote complex thinking GLO #3).</p>	<p><b><u>CURRICULUM</u></b></p> <p>1.1a : Grade levels will develop <a href="#">curriculum maps</a> that align to the most recent academic standards for language arts, math, science, and social studies</p> <p>1.1b: Grade levels shall use evidenced based curriculum materials that challenge students and differentiated according to student needs</p> <p>Alignment</p> <ul style="list-style-type: none"> <li>● <a href="#">Promise Plan: Hawaii, Equity, School Design</a></li> <li>● <a href="#">Empowerment, Innovation</a></li> </ul>	Yearlong	<p>Title 1: 18935 CLSD: 52065 WSF: 42101</p>	<ul style="list-style-type: none"> <li>● Curriculum Maps</li> <li>● Learning Team minutes</li> <li>● Academic Plan Review</li> <li>● Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>● Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>● CAS Walkthroughs</li> <li>● Title 1 Quarterly Meetings</li> <li>● CLSD Quarterly Meetings</li> </ul>

	<ul style="list-style-type: none"> <li>WASC Critical Area #1 - C-I-A data teams &amp; RTI</li> <li>SW 1: Comprehensive needs assessment</li> <li>SW 6: Addresses the needs of all students</li> </ul>					
<p>1.1 100% of grade-levels shall deliver lessons in the core subject areas that reflect the structure of an explicit instruction lesson.</p> <p>1.2. 100% of teachers shall deliver reading instruction that aligns with the Simple View of Reading (Decoding x Language Comp = Reading Comp)</p>	<p><b>INSTRUCTION</b></p> <p>1.1a The following elements of explicit instruction shall be included during a lesson:</p> <ul style="list-style-type: none"> <li>learning goal statement of what is to be learned and why</li> <li>modeling with step-by-step demonstrations</li> <li>clear and concise language</li> <li>active participation t in which teachers ask students to say things, write things, and/or do things (student involvement).</li> <li>affirmative and immediate corrective feedback to ensure high rates of success</li> </ul> <p>1.2a Kindergarten to Grade 2 teachers shall provide systematic, explicit instruction in phonological awareness and phonics (e.g. Building Foundational Reading Skills routine)</p> <p>1.2b Faculty shall expand students' language comprehension through vocabulary instruction that:</p> <ul style="list-style-type: none"> <li>Follows the four guidelines for selecting vocabulary for explicit instruction;</li> <li>Utilizes the explicit vocabulary instructional routine (4 Steps).</li> </ul> <p>1.2c Faculty shall expand students' language comprehension by:</p>	Yearlong	<p>CLSD: 52065</p> <p>CLSD: 52065</p>	<ul style="list-style-type: none"> <li>Curriculum Maps</li> <li>Learning Team minutes</li> <li>Academic Plan Review</li> <li>Classroom observations</li> <li>Student Work</li> <li>Seesaw posts</li> </ul>	Quarterly	<ul style="list-style-type: none"> <li>CAS Walkthroughs</li> <li>Title 1 Quarterly Meetings</li> <li>CLSD Quarterly Meetings</li> </ul>

1.3 100% of grade-levels provide students real-world experiences and/or real-world connections of knowledge.	<ul style="list-style-type: none"> <li>building students' <a href="#">content knowledge</a></li> <li>teaching <a href="#">comprehension strategies</a></li> </ul> <p>1.3 a. Faculty shall offer age appropriate opportunities for real-world experiences such as inquiry-based learning, problem-solving activities, hands on learning, community projects, and/or co-curricular/extra-curricular activities.</p> <p>Alignment:</p> <ul style="list-style-type: none"> <li><a href="#">Promise Plan: Hawaii, Equity, School Design, Empowerment, Innovation</a></li> <li><a href="#">Critical Area #1: C-I-A data teams process &amp; RTI</a></li> <li><a href="#">SW 1: Comprehensive needs assessment</a></li> <li><a href="#">SW 6: Addresses the needs of all students</a></li> </ul>		WSF: 42010			
			WSF: 42101			
<p>100% of grade levels shall engage in the data teams process to monitor student proficiency of the academic standards.</p> <p>1.2 100% of classrooms shall utilize Seesaw at least once per quarter (grades 2-5) and at least once per semester (kindergarten to grade 1) as a means to</p>	<p><b><u>ASSESSMENT</u></b></p> <p>1.1 In Learning Teams, teachers shall engage in:</p> <ul style="list-style-type: none"> <li>the <a href="#">collaborative scoring</a> of student work</li> <li>development of <a href="#">clear assessment criteria</a></li> <li>design and calendaring of <a href="#">common formative assessments</a></li> </ul> <p>1.2 Teachers shall:</p> <ul style="list-style-type: none"> <li>assist students in selecting an <a href="#">artifact of student work</a> they can express their opinion about;</li> <li>demonstrate with students how to <a href="#">post their artifact on</a></li> </ul>	Yearlong		<ul style="list-style-type: none"> <li>Common assessments</li> <li>Learning Teams Minutes</li> <li>Student Work</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> </ul>	<ul style="list-style-type: none"> <li>CAS Walkthroughs</li> </ul>



solicit student voice about a learning activity.	<p><a href="#">Seesaw</a> in the form of a photo, video, and/or written statement.</p> <p>Alignment:</p> <ul style="list-style-type: none"> <li>● <a href="#">Promise Plan: Equity, School Design, Empowerment</a></li> <li>● <a href="#">Critical Area #1: C-I-A data teams process &amp; RTI</a></li> <li>● <a href="#">SW 1: Comprehensive needs assessment</a></li> <li>● <a href="#">SW 6: Addresses the needs of all students</a></li> </ul>					
<p>1.1 85% of parents surveyed in the School Quality Survey will give a favorable rating (Strongly Agree + Agree) for each of the following statements:</p> <ul style="list-style-type: none"> <li>● The school gives me opportunities to participate in important decisions about my child's education.</li> <li>● The school provides parent activities (webinars, chats, social media accounts, volunteer opportunities) for parent involvement</li> <li>● In the past year, I have attended virtual (or in person) activities provided by the school for parent involvement.</li> </ul>	<p><b><u>SCHOOL CULTURE &amp; SUPPORT</u></b></p> <p>1.1 The school will provide <a href="#">parent engagement opportunities</a> throughout the school year in the form of:</p> <ul style="list-style-type: none"> <li>● Family Literacy Events</li> <li>● Parent Literacy Trainings for ELL populations</li> <li>● Book Fairs</li> <li>● Beginning of School Year Meet and Greet</li> <li>● Parent Teacher Conferences</li> <li>● Student Recognition Assemblies</li> <li>● After School Enrichment Classes</li> <li>● Career Day Volunteers</li> <li>● School Community Council Meetings</li> <li>● PCNC sponsored activities</li> <li>● Parent Laundry Service</li> <li>● Digital Student Showcase on Seesaw</li> <li>● Digital Communication (e.g. school website/newsletter, social media, Remind App)</li> </ul>	Yearlong	Title 1: 18935 CLSD: 52065 WSF: 42114	<ul style="list-style-type: none"> <li>● Event Slide Presentations</li> <li>● Event attendance sign-in</li> <li>● Event Parent Surveys</li> <li>● Parent Teacher Conference Logs</li> <li>● Enrichment Rosters</li> </ul> <ul style="list-style-type: none"> <li>● Attendance letters</li> </ul>	<ul style="list-style-type: none"> <li>● Semester</li> <li>● Semester</li> <li>● Semester</li> <li>● Quarter 1</li> <li>● Quarterly</li> </ul>	

1.2 15% or less of students will be marked chronically absent by the end of the school year.	<p>1.2 The school shall proactively address student attendance by:</p> <ul style="list-style-type: none"> <li>• Revising the attendance policy as needed</li> <li>• Communicating the attendance policy in various formats (e.g. website, letters, in school newsletters, phone calls/texts)</li> <li>• Contacting parents via phone and letter for students with excessive absences</li> <li>• Conducting home visits</li> <li>• Partnering with school social worker to create attendance support plans</li> <li>• Implementing a quarterly attendance celebration program</li> <li>• Adhering to DOE Covid-19 attendance protocols</li> <li>• Analyzing attendance data on a weekly basis by counselors and during Learning Teams and Leadership Teams</li> </ul>			<ul style="list-style-type: none"> <li>• Attendance Support Plans</li> </ul>		
1.3 100% of students will be screened for Tier 1, Tier 2, and Tier 3 interventions and supports.	<p>1.3 The school shall utilize a clearly defined Multi-Tiered System of Support that is data-driven with evidenced-based practices (See MTSS system described in Achievement Gap section).</p> <p>Alignment:</p> <ul style="list-style-type: none"> <li>• Promise Plan: Hawaii, Equity, School Design, Empowerment, Innovation</li> <li>• Critical Area #1: C-I-A data teams process &amp; RTI, #2 Stakeholder Input, #3 Chronic Absenteeism</li> <li>• SW 7: Parent &amp; family involvement</li> </ul>					



# 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>Alignment</p> <ul style="list-style-type: none"><li>● Promise Plan: Equity, Innovation</li><li>● SW 5: Coordination and integration of other resources</li><li>● SW 6: Addresses the needs of all students</li><li>● SW 7: Parent family &amp; involvement</li></ul>	<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 2022-23**  
**School Name: Wahiawa Elementary School**  
**Date: March 14, 2022**

<b>Directions:</b> <ol style="list-style-type: none"> <li><b>All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence.</b></li> <li><b>Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7).</b></li> <li><b>On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed.</b></li> </ol>		
<b>SW Program Plan Requirements (ESSA 1114(b))</b>	<b>Location in the AcPlan where the SW Program Plan Requirement is addressed</b>	<b>Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)</b>
<b>SW 1:</b> 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
<b>SW 2:</b> 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.	Pg. 13 Organization & Governance 1.1a	SCC Assurances SCC Meeting Minutes Faculty Meeting Agenda/Minutes Leadership Team Agenda/ Minutes
<b>SW 3:</b> 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. 13 Organization & Governance 1.1a	Leadership Team Agenda/Minutes Academic Plan Monitoring Tool
<b>SW 4:</b> 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.	Pg. 13 1.1b	HIDOE School Webpage Wahiawa Elementary Website
<b>SW 5:</b> 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. 13 Organization & Governance 1.1a  Pg. 19 School Ideas for Innovation & Pilot Projects	Title I FRF

<p><b>SW 6:</b> 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"> <li>(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;</li> <li>(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);</li> <li>(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.);</li> <li>(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</li> <li>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</li> </ul>	<p>Pg. 3-4 Achievement Gap</p> <p>Pg. 10-12 Student Outcomes: Organization, Curriculum, Instruction, Assessment, School Culture &amp; Support</p> <p>Pg. 13-18 Staff Outcomes: Organization &amp; Governance - 1.1a, 1.1b, 1.2a, 1.2b, Curriculum - 1.1a, 1.1b, Instruction - 1.1a, 1.2a, 1.2b, 1.2c, 1.3a, 1.3b, Assessment - 1.1, 1.2, School Culture &amp; Support - 1.1, 1.2, 1.3</p>	<p>WASC Self Study and Mid-Cycle Report</p> <p>CNA</p>
<p><b>SW 7:</b> The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))</p>	<p>Pg. 16-17 Staff Outcomes: School Culture &amp; Support - 1.1, 1.2</p>	<p>WASC Self Study and Mid-Cycle Report</p> <p>CNA</p>