

# Academic Plan - School Year 2022-2023

## Waialua Elementary School

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles, and systemized by leading indicators.

## HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan.

**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 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core**.

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

- The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core**.

Principal (print): Varissa Pata

Principal's signature:

Varissa Pata  
Varissa Pata (Apr 12, 2022 11:37 HST)

Date:

Apr 12, 2022

Complex Area Superintendent (print): Bob Davis

Complex Area Superintendent's signature:

Robert Davis  
Robert Davis (Apr 12, 2022 11:54 HST)

Date:

Apr 12, 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.

Achievement Gap	Theory of Action	Enabling Activity
<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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>From Title I CNA, Fall 2020</p> <p>According to our most recent Strive HI results, from Spring 2019, our achievement gap for ELA on the SBA was 17 points, with our Non-High Needs students reaching proficiency at a rate of 83% and our High Needs students having a proficiency rate of 66%. While this achievement gap is <b>half</b> of the state average, it is greater than our achievement gap for math and represents the achievement gap that affects the most students, since our disadvantaged sub group is more than 40% of our enrollment.</p>	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p><b>If</b> we do the following things:</p> <ul style="list-style-type: none"> <li>• Monitor and screen disadvantaged students for ELA learning gaps in the areas of phonological awareness, phonics, high frequency words, vocabulary, comprehension for literature and comprehension for informational text.</li> <li>• Use Explicit Instruction strategies (learning targets) during lessons.</li> <li>• Provide enhanced interventions for identified gaps through an RTI framework that is supported by classroom teachers (Tiers 1 and 2) and pull out tutors (Tier 3).</li> <li>• Further enhance the effectiveness of interventions through professional development of teaching and tutoring staff on Explicit Instruction strategies.</li> <li>• Set aside time - by scheduling a weekly, school wide RTI instructional block for grades 1-6 - to ensure the RTI interventions are consistently implemented.</li> </ul> <p><b>then</b> the achievement gap of disadvantaged students for ELA should be reduced.</p>	<p>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</p> <p>Use of iReady as a universal screener (three times per year) for all students with a special emphasis on identifying learning gaps in ELA for the areas of phonological awareness, phonics, high frequency words, vocabulary, comprehension for literature and comprehension for informational text among disadvantaged students. Note - iReady has consolidated data collection and is our current ELA and Math universal screener.</p> <p>Implement targeted (differentiated by need) interventions for students who need additional assistance as indicated by the iReady assessment data. Interventions will be planned and coordinated by teachers and RTI coordinator and may include</p> <ul style="list-style-type: none"> <li>• Tier 1 and Tier 2 interventions in the classroom that are differentiated by need and focus on individuals or small groups. These classroom interventions may occur during the regular school day, during special instructional blocks or after school.</li> <li>• Pull out tutoring for Tier 3 interventions provided by EAs, PPEs, PPTs, or support staff like counselors or the curriculum coach with formative data collected to assess student progress and the success of the interventions provided.</li> <li>• Classroom teachers and designated RTI tutors will</li> </ul>

		<p>receive professional development training PD via stipends, meeting time or additional paid time after school. The PD will center around Explicit Instruction strategies, with special emphasis on:</p> <ul style="list-style-type: none"><li>○ Learning Targets</li><li>○ Reviewing Prior Knowledge</li><li>○ Requiring Frequent Responses</li></ul> <ul style="list-style-type: none"><li>● Implementation of an RTI instructional block each week to ensure effective implementation of student support and correct application of RTI strategies learned through professional development.</li></ul> <p>WASC - p. 19, 25 and 50. Sustaining strength root cause: PTTs and PPTs supplement teachers' ability to use small group, differentiated and direct instruction to support student needs..." WASC - Category C: Standards-based Student Learning Instruction. Differentiated Instruction. p. 29. "Web based curriculum also supports the differentiation of instruction."</p>
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# Innovation in Support of the Core: School Design and Student Voice

## ***Waialua Elementary Core Values and Mindset:***

Waialua Elementary is about building students' personal competence and agency through rigorous academic instruction and teaching leadership and life skills through a combination of accountability, support, opportunity and compassion. Our programs balance academic achievement and personal development.

## ***Describe here your school contexts for School Design and Student Voice.***

School design and student voice are captured through the afternoon academies and our Leader in Me program. Students are able to choose project based learning academies with mixed grades and display the leadership skills that are explicitly taught through our Leader in Me weekly lessons. Clubs both in school and after school (when possible) also allow for students to explore interest areas.

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

- The Leader in Me social emotional learning program (SEL) based on The 7 Habits of Highly Effective People is a means to develop student voice, competence and leadership.
- Academies: Mixed age (when allowed), interest based, and project based afternoon electives for students in grades 4-6 is also a means to develop student voice, competence and leadership. Academy offerings have included Hydroponics, Drama/Dance, Media, Leadership, and Woodworking.
- Lucy Calkins Units of Study for Writing: a program designed to instill a love of writing as a means of creativity and personal expression through authorship.
- Ongoing program to identify learning gaps and provide interventions - Tiers 1, 2 and 3 - using the iReady assessment tool and a variety of targeted and effective intervention strategies.
- Explicit Instruction Strategies will be implemented via a staggered approach. During SY21-22 teachers will focus on learning targets. Vocabulary instruction targeted in SY22-23.

## ***Describe here your Conditions for Success for School Design and Student Voice.***

Our conditions for success will be met when our students consistently and independently demonstrate effective learning behaviors and personal/interpersonal leadership that are reflected in academic growth and achievement, quality writing and project based learning. Our conditions for success will be met when school and staff are able to reduce learning gaps in an effective and systematic way - through formative assessments and applied interventions - that is reflected in academic growth and achievement. Due to safety guidelines regarding COVID-19 student academies may be limited to homeroom groups, and if necessary teachers and students will determine academies that will meet the needs of the required bubble.

SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>	SY 2023-24 <a href="#">Measurable Outcomes</a>
<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> <li>1. On the Leader in Me “Measurable Results Assessment” (MRA) Staff and Student survey results will improve from 73% to 74% overall. Data on our Wildly Important Goal (WIG) will improve over the term of the WIG.</li> <li>2. On the annual student survey regarding their experience in academies, the average positive response will be at least 86%.</li> <li>3. For the assessment component of the Lucy Calkins Units of study for Writing, the baseline data for the school is: 15% Met or Exceeded end of year grade level expectations; 55% are Developing Proficiency towards end of year grade level expectations and 30% are below current grade level expectations. For 2020-2021 these will improve to: <ul style="list-style-type: none"> <li>• 20% Met or Exceed EOY grade level expectations</li> <li>• 55% Developing Proficiency towards EOY expectations.</li> </ul> </li> <li>4. As a result of our enabling activities described above to address our achievement gap, we expect to see changes for both our SBA and iReady data. On the SBA assessment, our ELA proficiency rate will improve from 74% to 75% and our Achievement Gap will be reduced from 17% to 15%. For iReady, the following goals for disadvantaged students are in place <b>in terms of growth from the pre assessment in August to the post assessment in May</b>. Each year: <ul style="list-style-type: none"> <li>• The percentage of disadvantaged students who are Well Below proficiency will be cut in half.</li> </ul> </li> </ol>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> <li>1. On the Leader in Me “Measurable Results Assessment” (MRA) Staff survey results will improve from 74% to 75% overall. Data on our Wildly Important Goal (WIG) will improve over the term of the WIG.</li> <li>2. On the annual student survey regarding their experience in academies, the average positive response will be at least 87%</li> <li>3. For the Lucy Calkins Units of Study for Writing assessment components, school wide proficiency rates will improve to: <ul style="list-style-type: none"> <li>• 25% Met or Exceed EOY grade level expectations</li> <li>• 55% Developing Proficiency towards EOY expectations.</li> </ul> </li> <li>4. On the SBA exam, our ELA proficiency rate will improve to 76% and our Achievement Gap will be reduced to 14%. The growth from pre assessment to post assessment for disadvantaged students on iReady - described in the first column - will be maintained.</li> </ol>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> <li>1. On the Leader in Me “Measurable Results Assessment” (MRA) Staff survey results will improve from 75% to 76% overall. Data on our Wildly Important Goal (WIG) will improve over the term of the WIG.</li> <li>2. On the annual student survey regarding their experience in academies, the average positive response will be at least 88%.</li> <li>3. For the Lucy Calkins Units of Study for Writing assessment component, school wide proficiency rates will improve to: <ul style="list-style-type: none"> <li>• 30% Met or Exceed</li> <li>• 50% Developing Proficiency</li> </ul> </li> <li>4. On the SBA exam, our ELA proficiency rate will improve to 77% and our Achievement Gap will be reduced to 13%. The growth from pre assessment to post assessment for disadvantaged students on iReady - described in the first column - will be maintained.</li> </ol>

<ul style="list-style-type: none"> <li>• The percentage of disadvantaged students who are Meeting proficiency will double.</li> <li>• 75% of disadvantaged students will experience Annual Typical Growth as defined by the iReady data.</li> <li>• 50% of disadvantaged students will experience Annual Stretch Growth as defined by the iReady data.</li> </ul> <p>(SW1, SW6)</p>		
<p><i>Why are you implementing them?</i></p> <p>We believe that staff, student and school improvement on the indicators described in our SEL program, <i>The Leader in Me</i>, assessment will correspond with improvement in student competence and life skills as well as our staff's effectiveness in teaching these concepts and behaviors at our school.</p> <p>We believe that student feedback regarding our implementation of the Academies and their experience in these interest based and project based activities will be the best indicator of their effectiveness and meaningfulness to students. We believe the Academies are a platform for students to exercise agency and develop personal competence.</p> <p>We believe that improved outcomes on our writing assessment - part of the Lucy Calkins writing program - will be an indicator of more empowered and academically successful students.</p> <p>We believe that an improvement in our school's SBA ELA scores and a reduction in our achievement gap for ELA - along with the growth of disadvantaged students between pre and post iReady assessments - will be accurate indicators that our efforts at RTI are creating positive outcomes for our students.</p>	<p><i>Why are you implementing them?</i></p> <p>We believe that staff, student and school improvement on the indicators described in our SEL program, <i>The Leader in Me</i>, assessment will correspond with improvement in student competence and life skills as well as our staff's effectiveness in teaching these concepts and behaviors at our school.</p> <p>We believe that student feedback regarding our implementation of the Academies and their experience in these interest based and project based activities will be the best indicator of their effectiveness and meaningfulness to students. We believe the Academies are a platform for students to exercise agency and develop personal competence.</p> <p>We believe that improved outcomes on our writing assessment - part of the Lucy Calkins writing program - will be an indicator of more empowered and academically successful students.</p> <p>We believe that an improvement in our school's SBA ELA scores and a reduction in our achievement gap for ELA - along with the growth of disadvantaged students between pre and post iReady assessments - will be accurate indicators that our efforts at RTI are creating positive outcomes for our students.</p>	<p><i>Why are you implementing them?</i></p> <p>We believe that staff, student and school improvement on the indicators described in our SEL program, <i>The Leader in Me</i>, assessment will correspond with improvement in student competence and life skills as well as our staff's effectiveness in teaching these concepts and behaviors at our school.</p> <p>We believe that student feedback regarding our implementation of the Academies and their experience in these interest based and project based activities will be the best indicator of their effectiveness and meaningfulness to students. We believe the Academies are a platform for students to exercise agency and develop personal competence.</p> <p>We believe that improved outcomes on our writing assessment - part of the Lucy Calkins writing program - will be an indicator of more empowered and academically successful students.</p> <p>We believe that an improvement in our school's SBA ELA scores and a reduction in our achievement gap for ELA - along with the growth of disadvantaged students between pre and post iReady assessments - will be accurate indicators that our efforts at RTI are creating positive outcomes for our students.</p>

<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Weekly Posting of WIG data</li> <li>• Academy Report Card Data</li> <li>• iReady data</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Weekly Posting of WIG data</li> <li>• Academy Report Card Data</li> <li>• iReady data</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Weekly Posting of WIG data</li> <li>• Academy Report Card Data</li> <li>• iReady data</li> </ul>
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## Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2020-21:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p>On the Leader in Me “Measurable Results Assessment” (MRA) Staff and Student survey results composite score is 73% overall. Baseline student survey data for afternoon Academies is 85% positive (average for the six survey questions).</p> <p>For the assessment component of the Lucy Calkins Units of study for Writing, the baseline data for the school is: 15% Met or Exceeded end of year grade level expectations; 55% are Developing Proficiency towards end of year grade level expectations and 30% are below current grade level</p> <p>Baseline Data for SBA ELA (fall 2019) is 74% proficiency with an achievement gap of 17 points. Baseline data on</p>	<p><i>The Leader in Me</i> program will focus on a Wildly Important Goal with weekly data taken school wide. This formative data will help to lead to the necessary changes to our SEL program and growth in our overall composite score.</p> <p>During the 2020-2021 school year, Waialua Elementary will use The Leader in Me curriculum and professional development resources and activities to improve leading indicators for staff and students.</p> <p>Once the indicators are selected, weekly data for improvement will be collected for students and monthly data for staff.</p> <p>Administration monitors the process for afternoon Academies throughout the year, including the Academies offered, the student selection process and the projects and activities that occur in the different academies.</p>	<p>Overall composite score will improve from 73% to 74% in one year’s time.</p> <p>End of year student survey for afternoon academies will show an average positive response rate of 87%.</p> <p>Assessment data on the final writing assessment will show an improvement in student writing. Met or Exceeded will improve by 5% to 20% and the percentage of students below current grade level expectations will be reduced to 25%.</p> <ul style="list-style-type: none"> <li>• 20% Met or Exceeded</li> <li>• 55% Approaching</li> </ul>

iReady assessments will be revealed on each year's pre assessment. The iReady formative data describes disadvantaged students' improvements within the school year. Tracking improvements for both summative and formative data will show we are on the right track.	<p>Students in each grade will complete three units of study, one for each of the three main genres of writing - narrative, informative and persuasive. Pre and Post assessments will be done for each unit of writing to verify students are showing improvement over the course of each unit and during the school year.</p> <p>iReady assessments will be given to all students from grades K-6 three times per year. Data will be reviewed by administration, curriculum coach and teachers to identify learning gaps that will be addressed with targeted interventions. For students with significant gaps, more intensive supports will be provided. There are growth goals set for disadvantaged students within each school year.</p>	ELA proficiency rate for students will improve to 75% and the achievement gap will fall to 15%. Each year, on the iReady assessment, our disadvantaged students will experience the percentage of students well below proficiency cut in half, percentage of students meeting proficiency doubling, 75% of disadvantaged students meeting expected annual growth and 50% of students demonstrating stretch growth.
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**Student Outcomes (SY 2022-2023)**

<b>Measurable Outcome(s)</b>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> Program ID	<b>School Monitoring Activity</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)
100% of students will receive instruction in the Leader in Me curriculum, Waialua's SEL program, which will include The 7 Habits of Highly Effective People and lessons on a weekly basis. (SW1, SW6)	School wide implementation of Leader in Me curriculum for SEL learning and activities.	year long	18902	Grade level planning time for LIM, meeting notes  Administration walkthrough observations.	Quarterly	
100% of students in grades 4-6 will have the opportunity to select and participate in an afternoon Academy (one of their top three	School wide implementation of afternoon Academies, which are interest based, project based, mixed age (if safety guidelines permit),	October through April	42101	Student Academy surveys Student Academy report cards	Quarterly	

choices), four days a week from October through April. (SW1, SW6)	settings for students to apply learning and demonstrate personal competence.			Administration walkthrough observations.		
100% of students will receive writing instruction and practice using the Lucy Calkins Units of Study for writing. (SW1, SW6)	School wide implementation of the Lucy Calkins Units of Study for Writing - narrative, informational and persuasive writing.	Year Long	42101	Pre and Post data for each unit  Administration walkthrough observations.	Quarterly	
100% of students will be assessed for ELA and math proficiency using the iReady assessment tool.  100% of students identified with learning gaps will receive targeted interventions to address these gaps. (SW1, SW6)	Use of iReady as a universal screening tool to identify learning gaps for students.  Application of targeted interventions (differentiated by need) for students who need additional assistance as indicated by the iReady assessment data. Interventions will be planned and coordinated by teachers and curriculum coordinator and may include pull out tutoring, after school tutoring, individual and small group instruction within the classroom by teacher, PPT or PPEs, and access to the targeted instruction on the iReady program.	Year Long	18902	Data from Pre, Mid and Post assessments. Quarterly monitoring of data and the application of interventions provided to students showing learning gaps.  Direct observation by administration.  Reports by curriculum coach, RTI tutors and classroom teachers.	Quarterly	

#### Staff 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)
100% of teachers will incorporate the language and concepts of our SEL program, The Leader in Me,	Implement the Leader in Me program school wide, including the ideas and language of The 7 Habits	year long	18902	Wednesday grade level meeting notes PD day notes	Quarterly	

into their teaching and provide WIG data weekly. (SW1, SW6)	of Highly Effective People.			classroom observations WIG data		
100% of teachers will review assessment data to inform implementation of differentiated instruction and application of targeted interventions for students with learning gaps. (SW1, SW6)	Implementation of RTI strategies, including use of iReady as a screener to identify learning gaps and providing students with differentiation and targeted interventions as needed along all three “Tiers of Intervention.”	year long	18902	PLC meeting notes  Pre-mid-post data collection  Curriculum Coach support	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.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” 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><b><i>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects.</i></b></p> <p><b>Family Literacy and Cultural Outreach that Bridges School and Family Culture.</b></p> <p><b>Goals -</b></p> <ol style="list-style-type: none"> <li>1. Inform families regarding the key elements of literacy, get parents engaged in supporting and monitoring their child’s academic growth in ELA and create a sense of community that provides social support to students and parents alike.</li> </ol>	<p><i>Please describe your Conditions for Success:</i></p> <p>Our conditions of success would depend on funding, along with motivated and competent staff and volunteers.</p> <p>If we were to create a level of social connectedness among grade level cohorts - students and families - that could be self sustaining to some degree, that would be a powerful indicator of success.</p>

<p>2. Bridge the school based Social Emotional Learning (SEL) program, <i>The Leader in Me</i> and based on <i>The 7 Habits of Highly Effective People</i> establishing a culture of leadership that exists both in school and at home.</p> <p>We will reach out to families and have special family nights by grade level. We will use the family nights for family outreach, parent training and to create a sense of community among the students and families of that cohort of students. (If safety guidelines do not allow for grade level family nights we will focus on homeroom bubble groups and work with parents during the school day).</p> <p>During these family nights, we would bring students and parents in during the early evening - around 5:00 p.m. Flex time or additional pay would be offered to get teachers to give up their evenings and participate in this process. We would also seek participation from community volunteers (if allowed due to safety guidelines).</p> <p>Upon arrival, children and adults would go to designated areas, with students being sent to participate in a read aloud activity or some other literacy based activity. Parents would receive a brief training on the <i>7 Habits of Effective People</i> and parent strategies that support family literacy. Waialua Elementary already teaches the students the concepts of the <i>Leader in Me</i> and <i>The 7 Habits of Highly Effective People</i>. We would incorporate these ideas into the Family Night gatherings along with opportunities for students and families to share their cultural values and examine how the 7 Habits/leadership can be applied to their own family dynamics. We will build and share a LIM family library where families can check out books based on the 7 habits to read and do activities together as a family outside of school.</p> <p>One activity that would go along with this is to have each family articulate their values and develop a family mission statement or priorities.</p> <p>Through this process, families would be able to identify how literacy and student achievement can be incorporated into their cultural values. Parents would then be put in groups and be given discussion topics or activities designed to build social connections. If allowed (due to safety guidelines), parents, children, school staff and community volunteers would enjoy a potluck meal together.</p> <p>We would hold these nights quarterly and highlight student and family success. We would like this group to feel more like a “club” experience by developing some fun bonding activities for them at school and a name that unifies the group.</p>	<p>Fortunately, Waialua Elementary is part of a complex that has received a multi-year grant called the <b><i>Comprehensive Literacy State Development</i></b> grant. This will allow us to implement this program and bring the goals to fruition during the 2020-2021 school year.</p>
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These activities would be coordinated by our Waialua Elementary School PCNC (Parent Community Network Coordinator).

**Accountability and Monitoring**

In addition to following through on the implementation plan described above. The school will collect qualitative survey data from parents and students - pre and post - to get a sense of how well the strategies were implemented and how beneficial they were.  
(SW7)