



2020 Academic Plan, School Year 2020-21

School: Waimalu Elementary

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.

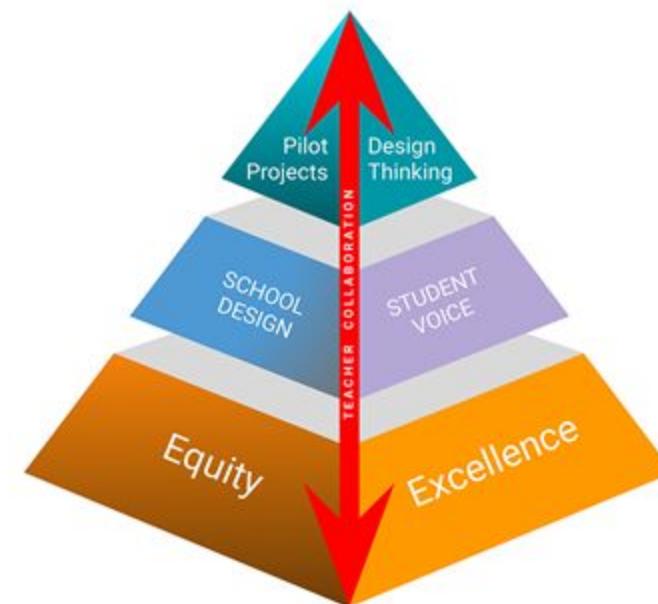
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

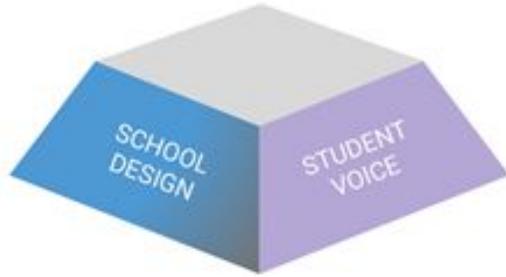




Teaching & Learning Core: Equity and Excellence

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 subgroup. 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><i>All students (overall) - 52% of all students met proficiency in ELA on the Smarter Balanced Assessment in the school year 2018-19.</i></p> <p>English Learners - 20.83% of our EL students met proficiency (Level 3 or 4) in ELA on the Smarter Balanced Assessment in the school year 2018-19 (All students 56.12%)</p> <p>Disabled - 4.76% of our IDEA students met proficiency (Level 3 or 4) in ELA on the Smarter Balanced Assessment in the school year 2018-19. (All students 57.29%)</p> <p>Disadvantaged - 45.76% of our low SES students met proficiency (Level 3 or 4) in ELA on the Smarter Balanced Assessment in the school year 2018-19 (All students 59.8%)</p> <p>(SW1)</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If we provide ALL students with personalized and relevant learning experiences, then ALL students will receive appropriate tiered instruction, and ALL students will improve on skills needed to close the achievement gap.</p> <p>If we are able to consistently implement and embrace a philosophy of inclusion and co-teaching, then all students will learn in an equitable environment.</p> <p>If all students are provided with personalized and relevant learning experiences in an equitable learning environment, then they will be successful socially. Then, students will want to be in school and there will be a reduction in chronic absenteeism and disciplinary referrals.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Project-Based Learning (PBL) promotes learning experiences that are engaging and real-life for ALL students. At Waimalu, all grade-levels (pre-K - 6) will complete a PBL project annually.</p> <p>Response to intervention (RTI) ensures that each student's personal academic needs are being met. At Waimalu, all students will receive reading intervention 4x weekly, and math intervention 2x weekly. Using i-Ready as our main diagnostic screener and instructional tool, teachers will lead small group instruction, while students will work on differentiated assignments.</p> <p>Social-Emotional Learning (SEL) At Waimalu, we believe that a successful student takes ownership of their emotions and learning. We implement the Choose Love curriculum to teach the importance of Courage, Forgiveness, Gratitude, and Compassion in Action. All students will receive instruction in SEL in their classroom, as well as through our counselors in guidance classes.</p> <p>(SW6)</p>



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

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

Our school design centers around our purpose, or our “Why”. Following the lead of the complex area, our purpose is to ensure that our students are successful not just academically, but socially and emotionally. We will accomplish this by creating a warm and welcoming environment for all of our school community. Everyone that comes on to our campus will be made to feel that they are a part of our ohana, and will be treated courteously and respectfully. Our school design graphic is linked below.

<http://bit.ly/WESschooldesign>

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. Current practices will focus around Response to Intervention, Social and Emotional Learning, and Project Based Learning.

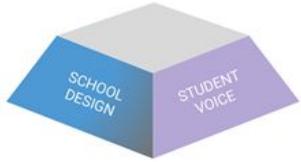
Describe here your Conditions for Success for School Design and Student Voice

In order for our programs to positively impact students, staff, and community we must provide a warm and welcoming environment that meets the needs of ALL of our students.

(SW6)

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> • All students will receive RTI tiered instruction, and instructional groups will be adjusted based on universal screening at the beginning of the school year and mid-year. Groups will be adjusted at least quarterly. • The percentage of students on or above grade level will be at 50% for Reading and 40% for Math based on the end of year diagnostic. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> • All students will receive improved RTI tiered instruction, and instructional groups will be adjusted based on universal screening at the beginning of the school year and mid-year. Groups will be adjusted at least quarterly. • The percentage of students on or above grade level will increase by 5% for Reading and Math at the end of year diagnostic. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> • All students will receive improved RTI tiered instruction, and instructional groups will be adjusted based on universal screening at the beginning of the school year and mid-year. Groups will be adjusted at least quarterly. • The percentage of students on or above grade level will increase by 7% for Reading and Math at the end of year diagnostic.
<p><i>Why are you implementing them?</i></p>	<p><i>Why you are implementing them?</i></p>	<p><i>Why you are implementing them?</i></p>

<p>By establishing a more comprehensive RTI system, we will better ensure equitable access for all students to receive consistent, personalized, small group instruction that will enable them to improve their mastery of key knowledge and skills to close the achievement gap.</p>	<p>By continuously improving a structured school-wide RTI system, we will better ensure equitable access for all students to receive consistent, personalized, small group instruction that will enable them to master key knowledge and skills to close the achievement gap.</p>	<p>By continuously improving a structured school-wide RTI system, we will better ensure equitable access for all students to receive consistent, personalized, small group instruction that will enable them to master key knowledge and skills to close the achievement gap.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● RTI Tiered 1, 2 and 3 instructional and assessment practices will improve and universal screening scores will increase based on anecdotal data. ● Perceptual survey data will record that instructional and assessment practices are improving. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● RTI Tiered 1, 2 and 3 instructional and assessment practices will improve and universal screening scores will increase based on anecdotal data. ● Perceptual survey data will record that instructional and assessment practices are improving. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● RTI Tiered 1, 2 and 3 instructional and assessment practices will improve and universal screening scores will increase based on anecdotal data. ● Perceptual survey data will record that instructional and assessment practices are improving.



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
Strive HI Data: Language Arts: 52% Math: 42% Chronic Absenteeism: 10%	i-Ready (Universal Screener) WIDA Screener and/or ACCESS for ELLs 2.0 Common formative assessments Curriculum assessments (Wonders and Stepping Stones) Panorama Survey	Students' scores improve on iReady progress monitoring and perceptual scores increase. At least 50% of our students will be above grade level for reading, and at least 40% of our students will be on grade level for math based on i-Ready diagnostic scores. At least 55% of our students will meet proficiency in reading, and at least 45% of our students will meet proficiency in math, based on Smarter Balanced Assessment. Staff continues to implement tiered instruction during RTI school-wide schedule and incorporates iterative change ideas.

Student Outcomes (SY 2020-21)

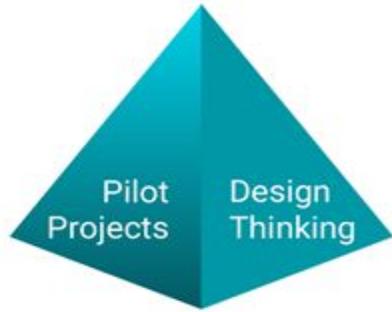
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual (SW3)	Complex Monitoring Activity (to be completed by CAS)
At least 92% of all students will be absent for less than 15 school days. PROMISES: EQUITY, SCHOOL DESIGN, HAWAII	All students will receive instruction in social and emotional learning in the classroom and through guidance lessons by counselors. Teachers and counselors monitor student attendance. Counselors meet with students and parents if needed to reflect on attendance.	Yearlong	N/A	"Choose Love" reflections, attendance data from LDS and Infinite Campus, behavioral screener data Student Support Team	Quarterly	

	<p>Morning Announcements for classrooms with 100% Attendance.</p> <p>Waimalu Bucks are awarded to students based on attendance to spend at the Waimalu Store.</p> <p>(SW5 and SW6)</p>					
<p>The percentage of students on or above grade level will be at 50% for Reading and 40% for Math based on the end of year diagnostic.</p> <p>PROMISES: EQUITY, SCHOOL DESIGN</p>	<p>All students will receive interventions in reading (4X/Wk.) and math (2X/wk). For SPED students, consider IEP goals and modifications. For EL students, consider English Language Proficiency goals.</p> <p>(SW6)</p>	Yearlong	WSF, Title I	<p>Universal Screener diagnostic testing, i-Ready growth data</p> <p>LT</p>	Three times per year	
<p>100% of all students will engage in relevant learning experiences.</p> <p>PROMISES: SCHOOL DESIGN, EMPOWERMENT, INNOVATION, HAWAII</p>	<p>All students will complete at least one Project Based Learning (PBL) project with public performance.</p> <p>All students and families will have access to distance learning tools, including devices and reliable Internet to be able to participate actively in distance learning.</p> <p>(SW6 and SW7)</p>	<p>Yearlong</p> <p>Yearlong</p>	<p>WSF, Title I</p> <p>WSF, Title I</p>	<p>Project artifacts</p> <p>Grade Level Chairpersons, (GLC), LT</p> <p>Parent distance learning surveys, usage data from distance learning program</p>	Annually	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual (SW3)	Complex Monitoring Activity (to be completed by CAS)
<p>All teachers will provide tiered instruction, and instructional groups will be adjusted based on universal screening at the beginning of the school year and mid year.</p> <p>PROMISES: EQUITY, SCHOOL DESIGN</p>	<p>All teachers will participate in i-Ready professional development.</p> <p>Review schoolwide RTI systems and procedures during extended faculty meetings, articulation sessions, and grade level meetings.</p> <p>All teachers will become familiar with effective distance learning practices</p> <p>All teachers will have access to i-Ready and i-Ready toolbox to provide personalized learning to all students (SW6)</p>	Yearlong	WSF/Title 1	<p>Articulation meeting minutes, Faculty meeting minutes.</p> <p>Grade Level Chairpersons, (GLC), Leadership Team (LT)</p>	Semester	
<p>All teachers will provide tiered instruction, and the Student achievement gap will close based on individualized instruction.</p>	<p>Continue RTI school wide instructional block: Reading: M,T, TH, F 8:10-8:45 Math: 2x weekly 10:05-10:45 (SW6)</p>	Yearlong	WSF/Title I	<p>Collect implementation and achievement data</p> <p>GLC, LT</p>	Semester	

<p>PROMISES: EQUITY, SCHOOL DESIGN</p>						
<p>All teachers will use perceptual survey data to adjust instructional and assessment practices.</p> <p>PROMISES: EQUITY, SCHOOL DESIGN, EMPOWERMENT, INNOVATION, HAWAII</p>	<p>All teachers will have opportunities at extended faculty meetings and articulation sessions to participate in vertical articulation in the focused areas of Social Emotional Learning, Project Based Learning, and Response to Intervention.</p> <p>(SW6)</p>	<p>Yearlong</p>	<p>WSF</p>	<p>Faculty meeting attendance data</p> <p>Administration</p>	<p>Quarter</p>	
<p>All teachers will provide intentional and explicit instructions. Teachers will have the opportunity to use common language (communicate, perform).</p> <p>PROMISES: HAWAII, EQUITY, SCHOOL DESIGN, EMPOWERMENT, INNOVATION</p>	<p>All teachers will have the opportunity to receive and extend upon their knowledge of PBL implementation.</p> <p>All teachers will become familiar with effective distance learning strategies, including engaging families through technology and distance learning</p> <p>All teachers will be able to use a distance learning program to effectively teach students in a distance learning setting.</p> <p>(SW5, SW6, and SW7)</p>	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p>	<p>WSF</p> <p>WSF/Title I</p> <p>WSF/Title I</p>	<p>Faculty meetings</p> <p>HTH summer institute</p> <p>Complex PC Day (Sept)</p> <p>Collect PBL implementation data</p> <p>Sign in sheets for professional development meetings</p> <p>Distance learning program data, summative assessments</p>	<p>Quarter</p> <p>Quarter</p> <p>Quarter</p>	



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>All teachers will continue to receive time for personal professional development to develop innovative teaching practices.</p> <p>Special education and general education teachers who implement co-teaching practices will be given planning time equivalent to one half school day to coordinate student needs and <i>co-teaching</i> roles one time per quarter.</p> <p>All teachers will receive information and strategies on working with students who are deaf and/or hard of hearing to create a more inclusive atmosphere on our campus, as we are the designated campus in the Leeward and Central Oahu districts for deaf and hard of hearing students.</p> <p>All teachers will receive information and strategies about our EL program and on working with EL students.</p>	<p>Please describe your conditions for Success:</p> <p>All teachers will receive appropriate professional development in teacher best practices so that they can feel empowered to innovate and improve current practices.</p> <p>Relationships between special education and general education co-teaching teams must be congenial as well as collegial.</p> <p>All special education and general education teachers who implement co-teaching practices must have the foundational knowledge of co-teaching strategies and philosophies.</p> <p>EL information and strategies can be shared through faculty presentations, handouts, emails, etc.</p>