Academic Plan for School Year 2023-24

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).


Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (page 2).

Principal (print): Ronnell Nipp
Principal’s signature: Ronnell Nipp
Date: March 15, 2023

Complex Area Superintendent (print): John Erickson
Complex Area Superintendent’s signature: John Erickson
Date:
# 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.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>What is your Theory of Action (if-then) to improve the achievement gap?</strong>&lt;br&gt; <strong>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.</strong>&lt;br&gt; <strong>If we are able to consistently implement and embrace a philosophy of inclusion, then all students will learn in an equitable environment.</strong>&lt;br&gt; <strong>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.</strong></td>
<td>What are your <a href="#">Enabling Activities</a> to improve the achievement gap? <strong>Project-Based Learning</strong> (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. <strong>MTSS ensures that each student’s personal academic, social, and emotional needs are met.</strong>&lt;br&gt; Through Response To Intervention (RTI), all students will receive reading intervention 4x weekly, and math intervention 2x weekly. Using i-Ready as our main diagnostic screeners and progress monitoring tool, teachers will lead small group instruction, while students will work on differentiated assignments. <strong>Social-Emotional Learning</strong> (SEL) 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. (SW6)</td>
</tr>
<tr>
<td>All students (overall) - 55% of all students met proficiency in ELA on the Smarter Balanced Assessment in the school year 2021-22. i-Ready - 44% of all students are on or above grade level on the mid-year reading diagnostic taken in December 2022.</td>
<td><strong>English Learners</strong> - 27% of our EL students met proficiency (Level 3 or 4) in ELA on the Smarter Balanced Assessment in the school year 2021-22 (All students 55%).</td>
<td></td>
</tr>
<tr>
<td><strong>IDEA Eligible</strong> - 17% of our IDEA students met proficiency (Level 3 or 4) in ELA on the Smarter Balanced Assessment in the school year 2021-22 (All students 55%).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Low Socioeconomic Status</strong> - 50% of our low SES students met proficiency (Level 3 or 4) in ELA on the Smarter Balanced Assessment in the school year 2021-22 (All students 55%).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Innovation in Support of the Core: School Design and Student Voice

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

Describe here your current and continuing initiatives that will further advance your 2023-24 School Design and Student Voice.

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

### SY 2022-23 Measurable Outcomes

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**
- All students will receive improved RTI tiered instruction, and instructional groups will be adjusted based on universal screening and progress monitoring quarterly.
- The percentage of students on or above grade level will be at 58% for Reading and 43% for Math based on the end of year diagnostic.

**Why you are implementing them:**
By establishing a multi-tiered system of support, we will better ensure equitable access for all students to receive consistent, personalized, differentiated instruction that will enable them to improve their mastery of key knowledge and skills to close the achievement gap.

**How will you know that they are causing an improvement?**
- RTI 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.

### SY 2023-24 Measurable Outcomes

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**
- All students will receive improved MTSS instruction, and instructional groups will be adjusted based on universal screening and quarterly progress monitoring.
- The percentage of students on or above grade level will be at 60% for Reading and 45% for Math based on the end of year diagnostic.

**Why you are implementing them:**
By continuously improving a multi-tiered system of support, we will ensure equitable access for all students to receive consistent, personalized, differentiated instruction that will enable them to master key knowledge and skills to close the achievement gap.

**How will you know that they are causing an improvement?**
- MTSS 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.

### SY 2024-25 Measurable Outcomes

**What are your Measurable Outcomes around School Design and Student Voice? What are you designing?**
- All students will receive improved MTSS tiered instruction, and instructional groups will be adjusted based on universal screening and quarterly progress monitoring.
- The percentage of students on or above grade level will be at 62% for Reading and 47% for Math based on the end of year diagnostic.

**Why you are implementing them:**
By continuously improving a multi-tiered system of support, we will ensure equitable access for all students to receive consistent, personalized, differentiated instruction that will enable them to master key knowledge and skills to close the achievement gap.

**How will you know that they are causing an improvement?**
- MTSS 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 2023-24:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

<table>
<thead>
<tr>
<th>Baseline Measurements</th>
<th>Formative Measures</th>
<th>Summative Goals</th>
</tr>
</thead>
</table>
| Add beginning of the year measurements here.  
Strive HI Data 2021-22:  
Language Arts: 55%  
Math: 43%  
Chronic Absenteeism: 38%  
i-Ready:  
  - August 2022 (fall):  
    Reading: 25% on or above grade level  
    Math: 14% on or above grade level  
  - December 2022 (winter):  
    Reading: 44% on or above grade level  
    Math: 31% on or above grade level | Add throughout the year measurements here.  
i-Ready (Universal Screener)  
WIDA Screener and/or ACCESS for ELLs 2.0  
Grade level common formative assessments  
Curriculum assessments (Wonders and Stepping Stones)  
Panorama Survey | Add end of year goals here.  
Students’ scores improve on iReady progress monitoring and perceptual scores increase. At least 55% 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 52% of our students will meet proficiency in reading, and at least 40% of our students will meet proficiency in math, based on Smarter Balanced Assessment.  
Staff continues to implement differentiated instruction during the MTSS school-wide schedule. |

**Student Outcomes (SY 2023-24)**

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At least 92% of all students will be absent for less than 15 school days.</td>
<td>All students will receive instruction in social and emotional learning. Teachers and counselors monitor student attendance. Counselors and administrators meet with students and families if needed to reflect on attendance. Referral to “Choose Love” reflections once per quarter, attendance data from LDS and Infinite Campus, behavioral screener data</td>
<td>Yearlong</td>
<td>N/A</td>
<td>“Choose Love” reflections once per quarter, attendance data from LDS and Infinite Campus, behavioral screener data</td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>PROMISES: EQUITY, SCHOOL DESIGN</td>
<td>PROMISES: SCHOOL DESIGN, EMPOWERMENT, INNOVATION, HAWAII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate agencies/resources will be made when appropriate.</td>
<td>All students will complete at least one Project Based Learning (PBL) project with a public product.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily morning announcements for classrooms with 100% attendance.</td>
<td>All students will have access to technology tools, including 1:1 devices to be able to participate actively in learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schoolwide incentive (Waimalu Bucks to spend at the school store).</td>
<td>(SW5 and SW6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families will have the opportunity to attend family engagement events to promote access to education. (SW5 and SW6)</td>
<td>(SW6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. The percentage of students on or above grade level will be at 60% for Reading and 45% for Math based on the end of year diagnostic.

| 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. | Yearlong |

*Universal Screener diagnostic testing, i-Ready growth data, and progress monitoring, Student Action Plan meetings, Resources Class Articulation (RCA), Student Support meeting minutes* At a minimum of three times per year

PROMISES: SCHOOL DESIGN, EMPOWERMENT, INNOVATION, HAWAII

| 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. | Yearlong |

*Universal Screener diagnostic testing, i-Ready growth data, and progress monitoring, Student Action Plan meetings, Resources Class Articulation (RCA), Student Support meeting minutes* Annually

### 3. 100% of all students will engage in relevant learning experiences.

| All students will complete at least one Project Based Learning (PBL) project with a public product. | Yearlong |

*PBL public product, student reflection on the process and learning* 
Grade Level Chairpersons (GLC), RCA, LT Technology inventory sheet

PROMISES: SCHOOL DESIGN, EMPOWERMENT, INNOVATION, HAWAII

| All students will complete at least one Project Based Learning (PBL) project with a public product. | Yearlong |

*PBL public product, student reflection on the process and learning* 
Grade Level Chairpersons (GLC), RCA, LT Technology inventory sheet

### At a minimum of three times per year
### Staff Outcomes (SY 2023-24)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> All teachers (except PreK) will provide differentiated instruction, and instructional groups will be adjusted based on universal screening and progress monitoring. <strong>PROMISES: EQUITY, SCHOOL DESIGN</strong></td>
<td>All teachers will participate in i-Ready professional development. Review schoolwide multi-tiered systems of support and procedures during faculty meetings, articulation sessions, and grade level meetings. All teachers will become familiar with and implement effective evidence based teaching practices. Teachers Gr. K-6 will have access to i-Ready and i-Ready toolbox to provide personalized learning to all students. <em>(SW6)</em></td>
<td>Yearlong</td>
<td>WSF, Title I - 18902</td>
<td>Attendance sheet</td>
<td>Articulation meeting minutes (RCA), Faculty meeting minutes, grade level minutes</td>
<td>Walkthroughs, i-Ready diagnostic results, Panorama perception survey, RCA minutes</td>
</tr>
<tr>
<td><strong>2.</strong> All teachers will provide differentiated instruction, and the achievement gap will close based on individualized instruction. <strong>PROMISES: EQUITY, SCHOOL DESIGN</strong></td>
<td>Continue MTSS school wide instructional block: Reading: 4x a week Math: 2x a week Ongoing support and PD in MTSS Continue to revise Student Action Plan (SAP) meetings for identified students to discuss academic, behavioral, and attendance</td>
<td>Yearlong</td>
<td>WSF, Title I - 18902</td>
<td>Universal screener and progress monitoring data, walkthroughs</td>
<td>GLC, LT, RCA</td>
<td>Attendance sheet</td>
</tr>
<tr>
<td>PROMISES: EQUITY, SCHOOL DESIGN, EMPOWERMENT, INNOVATION, HAWAII</td>
<td>All teachers will continue to reinforce The Characteristics of a Visible Learner. <strong>Teachers will continue to bring clarity to learning by creating learning intentions and success criteria for units of study. (SW6)</strong></td>
<td>Yearlong</td>
<td>WSF</td>
<td>Leadership Team Classroom visits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. All teachers will reflect on instructional and assessment practices and adjust to meet student needs.</td>
<td>All teachers will have opportunities to articulate in the focused areas of Social Emotional Learning, Project Based Learning, and Multi-Tiered System of Support. (SW6)</td>
<td>Yearlong</td>
<td>WSF</td>
<td>Meeting minutes/agenda, perception data, reflections</td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>PROMISES: HAWAII,</td>
<td>All teachers will have the opportunity to receive and extend upon their knowledge of PBL implementation, NGSS, and HCSSS. All teachers will continue to use effective instructional tools and strategies. All teachers will continue to communicate and engage families</td>
<td>Yearlong</td>
<td>WSF</td>
<td>Faculty meetings Collect PBL implementation data Complex PD opportunities Attendance sheets for professional development meetings, usage reports (Seesaw)</td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>4. All teachers will provide intentional and explicit instructions. Teachers will have the opportunity to use common language (communicate, perform).</td>
<td></td>
<td>Yearlong</td>
<td>WSF, Title I - 18902</td>
<td></td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>EQUITY, SCHOOL DESIGN, EMPOWERMENT, INNOVATION</td>
<td>through the use of technology tools (Seesaw, Google Classroom, phone calls, emails, etc.). All teachers will receive PD in SEL with ongoing support. All teachers will participate in vertical articulation. <em>(SW5, SW6, and SW7)</em></td>
<td>Yearlong</td>
<td>WSF, Title I - 18935</td>
<td>Seesaw usage report, surveys, <em>email and phone logs</em> Attendance sheets for professional development meetings Reflections Meeting minutes/agenda</td>
<td>Quarterly</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>PROMISES: EQUITY, SCHOOL DESIGN</td>
<td>All teachers will assess students and share with parents at least one time per quarter. All teachers will participate in vertical alignment to discuss GLO progression. <em>(SW6 and SW7)</em></td>
<td>Yearlong</td>
<td>WSF</td>
<td>Grade level rubrics GLO assessment record sheets</td>
<td>Quarterly</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please describe your school’s ideas around innovation and pilot projects.</td>
<td>Please describe your conditions for Success:</td>
</tr>
<tr>
<td>● All teachers will continue to receive time for personal professional development to develop innovative teaching practices.</td>
<td>● All teachers will receive appropriate professional development in teacher best practices so that they can feel empowered to innovate and improve current practices.</td>
</tr>
<tr>
<td>● 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 co-teaching roles one time per quarter.</td>
<td>● Relationships between special education and general education co-teaching teams must be congenial as well as collegial.</td>
</tr>
<tr>
<td>● 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.</td>
<td>● All special education and general education teachers who implement co-teaching practices must have the foundational knowledge of co-teaching strategies and philosophies.</td>
</tr>
<tr>
<td>● All teachers will receive information and strategies about our EL program and on working with EL students.</td>
<td>● EL information and strategies can be shared through faculty presentations, handouts, emails, etc.</td>
</tr>
<tr>
<td>● To enhance communication within the school community, we will use our school website to solicit input and feedback from all parties (e.g., “Contact Us” link on the website).</td>
<td></td>
</tr>
</tbody>
</table>
"Waimalu El. Final Academic Plan SY 23-24 04-10-23 (1)" History

Document created by 10117677@k12.hi.us
2023-04-21 - 2:40:33 AM GMT

Document emailed to john.erickson@k12.hi.us for signature
2023-04-21 - 2:41:09 AM GMT

Email viewed by john.erickson@k12.hi.us
2023-04-21 - 2:43:36 AM GMT

Signer john.erickson@k12.hi.us entered name at signing as John Erickson
2023-04-21 - 2:43:52 AM GMT

Document e-signed by John Erickson (john.erickson@k12.hi.us)
Signature Date: 2023-04-21 - 2:43:54 AM GMT - Time Source: server

Document emailed to ronnell.nipp@k12.hi.us for signature
2023-04-21 - 2:43:55 AM GMT

Email viewed by ronnell.nipp@k12.hi.us
2023-04-21 - 7:05:26 AM GMT

Signer ronnell.nipp@k12.hi.us entered name at signing as Ronnell Nipp
2023-04-21 - 9:24:27 PM GMT

Document e-signed by Ronnell Nipp (ronnell.nipp@k12.hi.us)
Signature Date: 2023-04-21 - 9:24:29 PM GMT - Time Source: server

Agreement completed.
2023-04-21 - 9:24:29 PM GMT
Names and email addresses are entered into the Acrobat Sign service by Acrobat Sign users and are unverified unless otherwise noted.