



2021 Academic Plan, School Year 2021-22

School: *Ewa Elementary School*

Developing a collaborative Academic Plan framed by the HDOE 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 an 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, Study, Act (PDSA) cycles, and systemized by leading indicators.

Submitted by Stan Tamashiro	Date
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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.

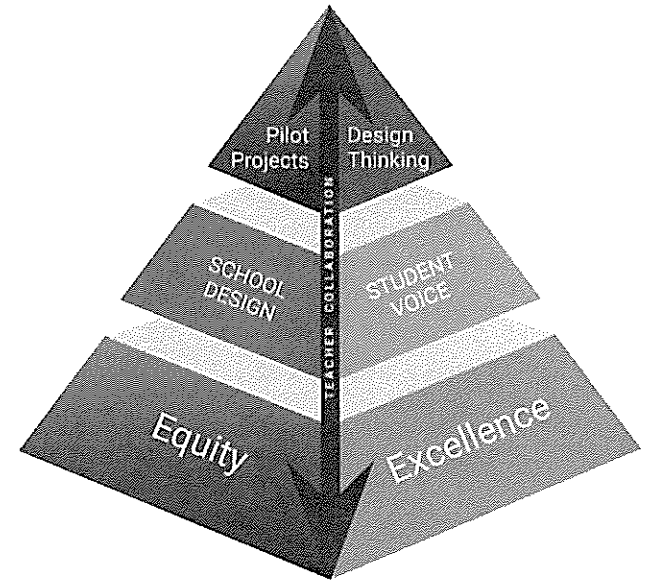
The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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

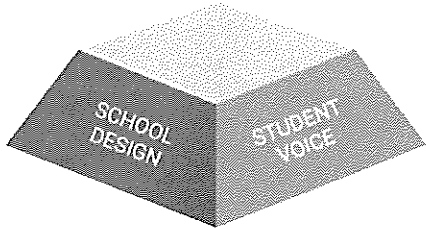
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



<p>4. <i>Early math and reading skills hinder student growth.</i></p> <p>5. <i>Gap points are low- 20% range between high needs and low needs. (Gap relates to overall rigor)</i></p> <p>6. <i>Growth/Positive Increase in Strive HI Grade 3 Reading near, at or above grade level 63%, English Learner on Track 72%</i></p> <p>7. <i>No EOY data for SY 2019-2020 due to school closures.</i> <i>a. Strive HI, iReady, Skills Benchmark, Report Card</i></p> <p>8. <i>SY 2020-2021 due to distance learning and remote administration of assessments, the validity of student evidence and student performance on assessments questionable.</i></p> <p><u>Ewa School Reports and Data Links SY 2020-2021</u></p>		<p>Schoolwide monitoring of social-emotional needs through BEISY, Panorama and student surveys will be used to determine differentiated supports for students. [SW1] [SW3] [SW6ii]</p> <p>Teachers/students will integrate STEM with other content areas utilizing Ewa computer science resources. [SW2]</p> <p>Provide professional development to support teaching and integration of content areas. [SW2] [SW6iii]</p> <p>Purchase instructional materials to support teaching and learning. -Curriculum resources, teacher and student materials, digital resources -Computers, digital tools, hardware and software</p> <p>Provide families/community opportunities to be involved in student learning. [SW2][SW7]</p> <p>Maintain AVID Certification [SW2]</p> <p>Provide mentoring to new to Ewa/beginning teachers.</p> <p>Participate in National Educational Conferences to support teacher Kaizen, develop teachers as leaders, refine teaching practices and innovative school design. [SW2]</p> <p>Provide support, professional development, and plan for increasing enrollment of SpEd preschool.</p> <p>Students need digital access to education for distance learning. Students need to learn to use digital tools and platforms for learning. [SW1]</p> <p>Students need social emotional support, including addressing the challenges of distance learning and the many impacts of the Covid pandemic. [SW1] [SW6iii]</p> <p>Additional classroom teacher positions needed to accommodate class sizes with social distancing limitations.</p> <p>Teachers need digital tools, programs and training and support to connect with students and provide high quality instruction. [SW2] [SW6iii]</p>
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		<p>SY 2020-2021 Ewa will utilize the EL Flex Curriculum for ELA and Ready Classroom Mathematics with remote guidance. [SW1] [SW6ii]</p> <ul style="list-style-type: none"> -The curriculums identify critical standards and focus instruction to address some of the time constraints and remote learning challenges. -Teachers are at the center of student learning, building relationships and implementing high quality curriculum. -Students will be complex thinkers developing discourse in ELA and Math through the instructional practices in EL Education and Ready Classroom Mathematics -Students need equitable opportunities to be engaged and empowered to access grade level core curriculum. Tier 2 and 3 students need additional support. -Students need access to all grade level standards to be proficient in reading and math. -K-3 students will be proficient in early reading skills <p>Families need device and digital training and support for distance learning. [SW1] [SW7]</p>
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Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice. Students need equitable opportunities to be engaged and empowered. Students need rigorous, high quality core instruction.

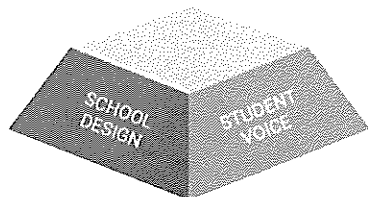
Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. We will continue to implement new curriculums EL Education and Read Classroom Mathematics, improving on high-leverage instructional practices to support tier 2 students. We will continue to plan Ewa Viable curriculum to ensure students are engaged, empowered and learn the early literacy and math skills that are critical for future academic success.

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

Professional Development and teacher collaboration are essential in implementing curriculum and ensuring students are proficient in essential grade level standards each year.

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> All students, families and teachers will have digital access and training for distance learning. Students social-emotional needs will be supported by teachers and counselors. Students will feel connected to school- teachers, staff and students. Parents/community will be provided opportunities to engage in students learning. Through engaging in high quality/core curriculum, students will be engaged in learning. Classroom rigor will increase by 5% as reported on the annual Panorama Report. K-3 students will be proficient in early reading skills. Grades K-3 teachers will implement explicit skills instruction using EL Flex Skills curriculum component. Grade level literacy skills will increase by 10% as reported on school Skills Benchmark data. 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ol style="list-style-type: none"> Ewa school will have a viable curriculum plan and student profile data system to monitor students, developed by grade levels and used to determine differentiated supports. Student Profile Data System - Data tool that organizes and tracks students learning of grade level standards through EL Education and iReady Mathematics curriculums evidence. The data tool will support determining prerequisites and providing timely interventions to address learning gaps. Students proficient in math will increase by ___% (beginning, middle and end of year targets will be set) in iReady math data and curriculum profile 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p>TBD using SY 2021-22 school data</p>

<p>6. By the end of the school year, 40% of students will be on-grade level as reported through iReady Reading and Math reports. (Target last report MOY SY 2019-2020)</p>	<p><i>data of major standards.</i></p> <ol style="list-style-type: none"> 3. <i>K-3 students proficient in early reading skills will increase by ____% (beginning, middle and end of year targets will be set) in EL Skills Benchmark assessments.</i> 4. <i>Students positive responses and data in Panorama and BEISY will increase.</i> <ol style="list-style-type: none"> a. <i>Social-emotional needs</i> b. <i>Engagement, Rigor</i> 	
<p><i>Why you are implementing them?</i></p> <p><i>If students are provided equitable opportunities to be engaged and empowered, and live 'The Ewa Way is Kaizen, Kina'ole and Komunidad, then students can be college ready, career ready, community contributors.</i></p> <p><i>There are significant challenges due to Covid 19 school closures, delayed re-opening, distance learning and schedule changes. Our focus in priority order for this school year are to address students, teachers and families safety, digital, social-emotional, and most critical academic needs.</i></p>	<p><i>Why you are implementing them?</i></p> <ol style="list-style-type: none"> 1. <i>Students need equitable opportunities to be engaged and empowered, access to high quality core, access to essential standards in each grade level to prevent achievement gaps. Tier 2 and 3 students need support to access core instruction.</i> 2. <i>Students need to be proficient in early reading and math standards..</i> 	<p><i>Why you are implementing them?</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Student evidence will demonstrate growth in:</i></p> <ol style="list-style-type: none"> 1. <i>Student/Staff Survey- The safety and well-being of students and teachers needs are met.</i> 2. <i>Reading and math through iReady screeners.</i> 	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Student evidence will demonstrate growth in:</i></p> <ol style="list-style-type: none"> 1. <i>-students proficiency in math and language arts</i> 2. <i>-students increased engagement and empowerment in learning</i> 	<p><i>How will you know that they are causing an improvement?</i></p> <p><i>Student evidence will demonstrate growth in:</i></p>



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 [SW3]	Formative Measures[SW3]	Summative Goals[SW3]
<p>Add beginning of the year measurements here.</p> <ol style="list-style-type: none"> 1. Viable curriculum is planned and student curriculum profile data points are determined. (Use baseline to set goals) 2. K-3 Early Reading Skills <ol style="list-style-type: none"> a. EL Benchmark Skills 3. iReady Math and Reading Screeners 4. Panorama Survey 5. BEISY 	<p>Add throughout the year measurements here.</p> <ol style="list-style-type: none"> 1. K-3 Early Reading Skills <ol style="list-style-type: none"> a. EL Benchmark Skills b. RF Report card grades 2. iReady Math and Reading Screeners 3. Students curriculum profile data will show increase in number of students proficient in ELA and Math 	<p>Add end of year goals here</p> <ol style="list-style-type: none"> 1. K-3 Early Reading Skills <ol style="list-style-type: none"> a. Students will progress through EL Microphases to make at least a year's growth. b. Grade 3 Literacy (Strive HI) will increase by 8% annually 2. Students proficient iReady screeners will increase by _____% in Reading and _____% in Math. 3. _____% of students will be proficient in ELA profile data, and _____% of students will be proficient in Math profile data.

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual[SW3]	Complex Monitoring Activity (to be completed by CAS)
All students will be offered/provided digital access tools and training for learning to continue.	Students need digital access to education for distance learning. Students need to learn to use digital tools and platforms for learning.	Yearlong	17101 18902 42112	School staff will monitor student needs through communication with teachers and parents, and tech support requests.	Daily	
Students will feel socially-emotionally supported and connected as reported in increased survey percentages in Panorama Student Survey	Students need social emotional support, including addressing the challenges of distance learning and the many impacts of the	Yearlong	17101 18902	School staff will monitor students needs through interactions with	Daily, Weekly, Quarterly, Annual	

[Ewa Elementary], [Version 3], [April 26, 2021]

Classroom Climate, and Ewa How Are You? student survey.	Covid pandemic.		42112	teachers and counselors, quarterly student survey, and annual Panorama Survey		
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Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual[SW3]	Complex Monitoring Activity (to be completed by CAS)
All teachers will be provided with professional development, training, devices and programs to provide high quality instruction. -Purchases - devices, digital tools, software -Support - professional development, set-up, trouble-shooting	Teachers need digital tools, programs and training and support to connect with students and provide high quality instruction.	Yearlong	17101 18902 42112	School staff will monitor teacher needs through KLM grade level meetings, School LT meetings, Staff Survey, and tech support requests.	2 times a month, Monthly, Annual	
Curriculum Planning -KLM notes, feedback -PC Day agenda and Notes -Core Curriculum Pacing Spreadsheet -Teacher Survey of leadership support and communication	SY 2020-2021 Ewa will utilize the EL Flex Curriculum for ELA and Ready Classroom Mathematics with remote guidance. Teachers will create a viable curriculum, plan, integrate and prioritize all content areas in quarterly/year plans to ensure students have access to essential grade level standards.	Yearlong, Annual	17101 18902 42112	School staff will monitor teacher needs through KLM grade level meetings, School LT meetings, and Staff Survey.	2 times a month, Monthly, Annual	

Family Outcomes (SY 2020-21) [SW7]

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual[SW3]	Complex Monitoring Activity (to be completed by CAS)
All families will be provided with training and support so students can have digital access for distance learning. -Device deployment plan and data. -Ewa Tech Support data	Families need device and digital training and support for distance learning.	Yearlong	17101 18902 42112	School staff will monitor family needs through communication with tech support staff	Daily	
SeeSaw Usage Report will show an increase in school/home interaction and communication.	Provide families/community opportunities to be involved in student learning.	Yearlong	17101 18902 42112	School staff with monitor usage reports, and feedback from teachers and families	Semester	

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual[SW3]	Complex Monitoring Activity (to be completed by CAS)
<i>Students proficient in math will increase by ___% (beginning, middle and end of year targets will be set) in iReady math data and curriculum profile data of major standards.</i>	Teachers will create a viable curriculum, plan, integrate and prioritize all content areas in quarterly/year plans to ensure students have access to essential grade level standards. Grade level teachers will determine student profile data system to monitor students,	YR	17101 18902 42112	iReady, student profiles	Semester Annual Annual	
<i>K-3 students proficient in early reading skills will increase by ___% (beginning, middle and end of year targets will be set) in EL Skills Benchmark assessments.</i>	determine differentiated supports and set targets to increase the number of students proficient in ELA and Math. [SW1][SW2][SW6ii] [SW6iii] Schoolwide monitoring of proficiency through iReady Math data, EL Benchmark Microphase, and curriculum profile data of major standards will be used to determine differentiated supports for students. [SW1]	YR	17101 18902 42112	EL Skills Benchmark Assessments, Microphase Progress	Quarter	
<i>Students positive responses and data in Panorama and BEISY will increase.</i> <ul style="list-style-type: none"> • Social-emotional needs • Engagement, Rigor 	Schoolwide monitoring of social-emotional needs through BEISY, Panorama and student surveys will be used to determine differentiated supports for students. [SW1] [SW6ii]	YR	17101 18902 42112	BEISY, Panorama, Referrals	Semester	

Staff Outcomes (SY 2021-22)

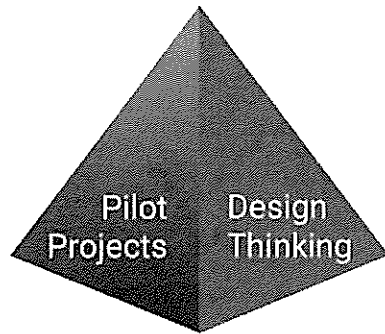
Measurable Outcome(s)	Enabling Activity [SW6]	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity[SW3]	Frequency Quarter, Semester, Annual[SW3]	Complex Monitoring Activity (to be completed by CAS)
<i>Ewa school will have a viable curriculum plan and student profile data system to monitor students, developed by grade levels and used to determine differentiated supports.</i>	Teachers will create a viable curriculum, plan, integrate and prioritize all content areas in quarterly/year plans to ensure students have access to essential grade level standards. Grade level teachers will determine student profile data system to monitor students, determine differentiated supports and set targets to increase the number of students	YR	17101 18902 42112	Schoolwide student profile data system	Semester	

[Ewa Elementary], [Version 3], [April 26, 2021]

	<p>proficient in ELA and Math. [SW1] [SW2] [SW6ii] [SW6iii]</p> <p>Provide professional development for teachers to deepen understanding and implementation of high-leverage instructional practices in the curriculums. Teachers will Implement core curriculums EL Education and iReady Classroom Mathematics with integrity. [SW6iii]</p> <p>Provide professional development for teachers in using curriculum data to monitor students and provide differentiated supports to address the achievement gaps. Teachers will differentiate instruction for tier 2/3 students using EL Education and iReady Classroom Mathematics instructional practices and curriculum resources. [SW1] [SW6ii] [SW6iii]</p>					
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Family Outcomes (SY 2021-22) [SW7]

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual[SW3]	Complex Monitoring Activity (to be completed by CAS)
Increase opportunities for parents to be involved. -SeeSaw, school events, school website, Ewa Komunidad Hub, live streaming	Provide parents/community opportunities to be involved in student learning.[SW2] [SW7]	YR	17101 18902 42112	SeeSaw Usage Reports, Parent surveys and feedback	Semester	



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><i>While referencing the "Forward Focused" Plan, please describe your school's ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p>Ewa Komunidad Hub - Community/Multipurpose Space, Library, Maker-Space Project Area, Welcome/Transition Center [SW7]</p> <p>Community Engagement - Live Video Streaming of Ewa School Events [SW7]</p> <p><i>Core Values and Mindset</i> <i>The Ewa Way is Kaizen, Kina'ole and Komunidad</i></p> <p>Ewa Viable Curriculum Plan <i>Plan, integrate and prioritize all content areas in quarterly/year plans to ensure students have access to essential grade level standards. (Students are college, career and community ready.)</i> <i>Set a master school schedule to ensure students have access to essential grade level standards and tiered instructional support.</i></p> <p><i>Place-based learning plan - Begin to integrate and plan units.</i> <i>Ewa Plantation history, Ewa history, plantation, immigration in Hawaii, community resources and partnerships, Lincoln Day Program and Lincoln statue</i></p> <p>Infrastructure <i>All students need equitable opportunities to be engaged and empowered.</i> Ewa Komunidad Hub - Community/Multipurpose Space, Library, Maker-Space Project Area, Welcome/Transition Center [SW7]</p> <p>Student Learning, Product and Voice <i>All students need equitable opportunities to be engaged and empowered.</i> <i>High quality core instructions</i> <i>Celebrations and Journey of Learning</i> <i>Academic Competitions</i> <i>Co-curricular Experiences</i> <i>Lincoln Day Program</i> <i>Service Groups</i> <i>Sports Teams</i></p> <p>Parent Engagement [SW7] <i>SeeSaw for Schools</i> <i>Parent Involved Experiences</i> <i>Live Streaming of student events</i> Ewa Komunidad Hub- Community/Multipurpose Space, Library, Maker-Space Project Area, Welcome/Transition Center</p>	<p><i>Please describe your conditions for Success:</i></p> <p><i>Professional Development for Teachers is essential for successful implementation of new high quality, rigorous curriculum in ELA and Math, and NGSS lessons, and integrate all other content.</i> <i>Professional Collaboration Days (PC Days)</i> <i>Administrative Meetings (Professional Development)</i> <i>Kaizen Learning Meetings (after school professional development)</i> <i>School Day Kaizen Learning Meetings (substitutes provided for teachers to participate in professional development during the school day)</i> <i>Participation in National Conference professional development</i> <i>HCSSS professional development and integration</i> <i>Computer Science professional development and integration planning</i></p> <p><i>Refinement and structuring of schedules/time to ensure access to essential standards in each grade level to prevent achievement gaps.</i></p> <p>Ewa Viable Curriculum Planning <i>Professional Development and Planning (on-going, quarterly) to create meaningful, viable curriculum plans.</i> <i>Placed based learning plan - Begin to integrate and plan units.</i> <i>Ewa Plantation history, Ewa history, plantation, immigration in Hawaii, community resources and partnerships</i></p>