



Academic Plan for School Year 2021-22

School: **EWA BEACH ELEMENTARY SCHOOL**

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.

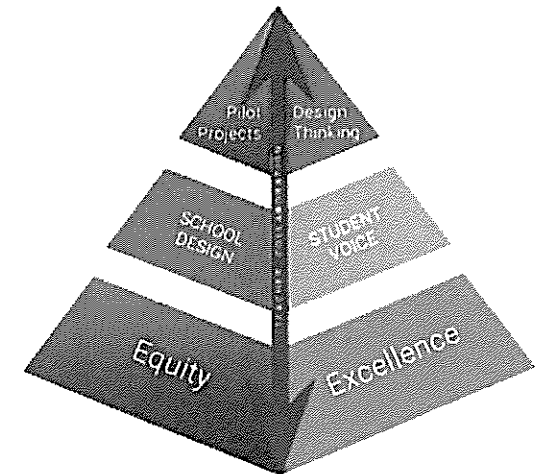
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


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.

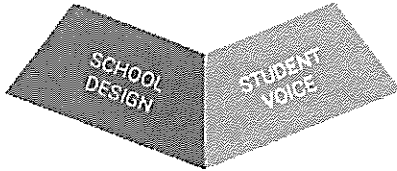
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Shayne Greenland	
Principal's signature: 	Date: 5/3/21

Complex Area Superintendent (print): Sean Tajima	
Complex Area Superintendent's signature: 	Date: MAY - 7 2021

		<p>will demonstrate the use of the following. (WCA #3) AVID</p> <ul style="list-style-type: none"> • Student Work (Focus Note Taking) • Marking of the text • Organizational Tools (Planners, Binders, Folders) <p>During planning and collaboration designated time(s), teachers will be involved in a systematic process (Plan, Do Check, Act) to address strategies for the whole child (academic, behavior, SEL, health, and safety) of the student's individual needs (WCA #3)</p> <ul style="list-style-type: none"> • All teachers (classroom and non-classroom) provide targeted instruction to address and meet the needs of mixed abilities students (WCA #3) MTSS • Implement the workshop model to support and meet the diverse needs of identified students (WCA #3) MTSS • All teachers will be provided professional development to gain a common understanding of Tier I intervention strategies, so that they will be able to provide evidence-based intervention for students with targeted needs (academic, behavior, SEL, health, and safety) (WCA #3) MTSS
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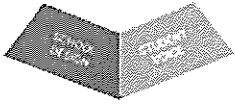
Innovation in Support of the Core: School Design and Student Voice

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

Describe here your current and continuing initiatives that will further advance your 2021-2022 School Design and Student Voice.

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

SY 2021-2022 Measurable Outcomes	SY 2022-2023 Measurable Outcomes	SY 2023-2024 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"> EBES students will make a minimum gain of 10% compared to the statewide proficiency rate for Reading, Math and Science. All students will make 5% personal growth in Reading, Math and Science. There will be a 3-point decrease in the achievement gap for Reading and Math 	<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"> EBES students will make a minimum gain of 10% compared to the statewide proficiency rate for Reading, Math and Science. All students will make 5% personal growth in Reading, Math and Science. There will be a 3-point decrease in the achievement gap for Reading and Math. 	<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"> EBES students will make a minimum gain of 10% compared to the statewide proficiency rate for Reading, Math and Science All students will make 5% personal growth in Reading, Math and Science There will be a 3-point decrease in the achievement gap for Reading and Math
<p>Why are you implementing them?</p> <p>To increase proficiency scores in iReady, Diagnostic Reading Assessment (Grades K-3), Interim Block Assessments (Grades 3-5), and SBA results throughout the 2021-2022 school year.</p>	<p>Why are you implementing them?</p> <p>To increase proficiency scores in iReady, Diagnostic Reading Assessment (Grades K-3), Interim Block Assessments (Grades 3-5), and SBA results throughout the 2022-2023 school year</p>	<p>Why are you implementing them?</p> <p>To increase proficiency scores in iReady, Diagnostic Reading Assessment (Grades K-3), Interim Block Assessments (Grades 3-5), and SBA results throughout the 2023-2024 school year</p>
<p>How will you know that they are causing an improvement?</p> <p>Pre, Mid & Post iReady Assessment Results Diagnostic Reading Assessment (DRA) Results Teacher Developed Formative & Summative Assessment Results Quarterly Report Card Marks Interim & Yearly SBA Assessment Results</p>	<p>How will you know that they are causing an improvement?</p> <p>Pre, Mid & Post iReady Assessment Results Diagnostic Reading Assessment (DRA) Results Teacher Developed Formative & Summative Assessment Results Quarterly Report Card Marks Interim & Yearly SBA Assessment Results</p>	<p>How will you know that they are causing an improvement?</p> <p>Pre, Mid & Post iReady Assessment Results Diagnostic Reading Assessment (DRA) Results Teacher Developed Formative & Summative Assessment Results Quarterly Report Card Marks Interim & Yearly SBA Assessment Results</p>



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

FOCUS ON SY 2021-2022: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals																																										
<p>Add beginning of the year measurements here.</p> <p>Student Proficiency: Though ELA SBA scores continue to fluctuate, Math SBA scores continue to increase</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">ELA SBA Scores</th> <th style="text-align: center;">Math SBA Scores</th> </tr> </thead> <tbody> <tr> <td>2018 - 2019</td> <td style="text-align: center;">57.50%</td> <td style="text-align: center;">50.72%</td> </tr> <tr> <td>2019 - 2020</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>2020 - 2021</td> <td style="text-align: center;">?</td> <td style="text-align: center;">?</td> </tr> </tbody> </table> <p>iReady: Though there has been an increase in Math SBA scores, there was a slight decrease in both iReady Reading and Math results</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="2" style="text-align: center;">Reading Scores</th> <th colspan="2" style="text-align: center;">Math Scores</th> </tr> <tr> <th></th> <th style="text-align: center;">Pre:</th> <th style="text-align: center;">Post:</th> <th style="text-align: center;">Pre:</th> <th style="text-align: center;">Post:</th> </tr> </thead> <tbody> <tr> <td>2018 - 2019</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">59%</td> </tr> <tr> <td>2019 - 2020</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">52%</td> </tr> <tr> <td>2020 - 2021</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">?</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">?</td> </tr> <tr> <td>2021 - 2022</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		ELA SBA Scores	Math SBA Scores	2018 - 2019	57.50%	50.72%	2019 - 2020	NA	NA	2020 - 2021	?	?		Reading Scores		Math Scores			Pre:	Post:	Pre:	Post:	2018 - 2019	34%	62%	23%	59%	2019 - 2020	34%	62%	20%	52%	2020 - 2021	50%	?	33%	?	2021 - 2022					<p>Add throughout the year measurements here.</p>	<p>Add end of year goals here.</p>
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Student Outcomes (SY 2021-2022)

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)
WASC Critical Area of Follow Up	Through planning and collaboration designated time(s), teachers will be involved in a systematic process (Plan,		WSF Title II	All grade levels will have evidence of • Common assessments	Quarterly	

<p>EBES students will make a minimum gain of 10% compared to the statewide proficiency rate for Reading, Math and Science.</p> <p>All students will make 5% personal growth in Reading, Math and Science</p> <p>There will be a 3-point decrease in the achievement gap for Reading and Math</p> <p>EBES students will receive rigorous academic instruction in all academic areas to include</p> <ul style="list-style-type: none"> • Computer Science • HCSSS • NGSS <p>Identified EBES students will receive support services through HMTSS services.</p> <p>All EBES students will be nurtured in an environment that provides a sense of belonging</p>	<p>Do Check, Act) to collect, analyze, and drive action to support the heterogeneous population of students (WCA #3) DDIC</p> <ul style="list-style-type: none"> • All grade levels develop a common understanding of essential standards within the content areas of Reading, Math, and Science (WCA #3) DDIC • During grade level articulation, teachers will bear in mind academic and GLO vertical alignment in a K- 5 construct and awareness of K - 12 construct (WCA #5) DDIC • Teachers will be able to articulate the purpose of Learning Intentions and Success Criteria for identified priority standards (WCA #2) DDIC • During grade level articulation grade level teachers are to engage in discussion to review, analyze, and triangulate student data in order to determine how to support student success. (WCA #4) DDIC <p>All staff will be more intentional with the implementation of AVID strategies to provide targeted instruction to meet the needs of the diverse learners (WCA #2) AVID</p> <p>Through classroom walkthroughs and teacher reflections, all students will demonstrate the use of the following: (WCA #2)</p> <ul style="list-style-type: none"> • Student Work (Focus Note Taking) • Marking of the text • Organizational Tools (Planners, Binders, Folders) AVID <p>During planning and collaboration designated time(s), teachers will be involved in a systematic process (Plan, Do Check, Act) to address strategies for</p>			<p>(Formative and Summative)</p> <ul style="list-style-type: none"> • Curriculum maps • Learning intention • Success criteria <p>Grade Level Articulation agenda and minutes to show conversations how data is utilized to target individual student needs</p> <p>Increase in proficiency scores in iReady, Diagnostic Reading Assessment (Grades K-3), Interim Block Assessments (Grades 3-5), and SBA results throughout the school year.</p> <p>Through classroom walkthroughs, more purposeful intent of students taking accountability of their own learning will be observed</p> <ul style="list-style-type: none"> • Panorama Survey • StriveHI data • Attendance Data • Suspension Data • SEL survey for student, parent, and staff 		
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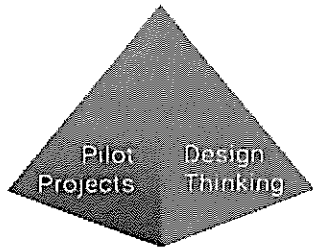
	<p>the whole child (academic, behavior, SEL, health, and safety) of the student's individual needs (WCA 03)</p> <ul style="list-style-type: none"> • All teachers (classroom and non-classroom) provide targeted instruction to address and meet the needs of mixed abilities students (WCA 03) MTSS • Implement the workshop model to support and meet the diverse needs of identified students (WCA 03) MTSS • All students will experience Computer Science Fundamentals <ul style="list-style-type: none"> ▪ All students will experience a science curriculum grounded in NGSS standards • All teachers will develop and implement one in-depth NGSS unit per quarter • All students will begin to be introduced to HCSSS standards in social studies courses • Identified EBES students will receive support through RTI-A and/or RTI-B systems to address the academic, behavioral, social, emotional, and physical needs • All students will continue to be identified and monitored through the Universal screener and grade level articulation. • Identified students will be provided behavioral and social-emotional support based on individual needs. 					
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	All students will experience/participate in social emotional learning opportunities. (SEL) • All teachers will implement School-wide Choose Love					
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Staff Outcomes (SY 2021-2022)

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)
Once per quarter, a group discussion will reflect on evidence and data gathered from learning walks and walk-throughs	<ul style="list-style-type: none"> • Articulation Time for ALL Teachers. • AVID training for instructional strategies (Campbell Complex Aligned • Complex Area/State Level PD National Conferences • Teacher-Led PD opportunities during selected 21 hours. • Support teacher collaboration to implement (PBL) opportunities for students • Focused PD on teacher clarity, learning targets and standards based data-driven instructional cycles (Learning Targets & Success Criteria) • All teachers will be provided professional development to gain a common understanding of Tier 1 intervention strategies, so that they will be able to provide evidence-based intervention for students with targeted 	Yearlong	WSF Title II	<p>School Activities will have evidence of.</p> <ul style="list-style-type: none"> • Planning Document(s) • Planning Minute(s) • Activity Agenda • Sign in Sheet(s) • Picture(s) • Participant Evaluation/Feedback <p>Curriculum maps linked to learning targets and success criteria of standards</p> <p>Grade Level Team Meetings Articulation meeting agendas and minutes</p>	Quarterly	

	needs (academic, behavior, SEL, health, and safety) <small>(WCA #1)</small> MTSS					
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p>Through collaboration with middle/high school programs and community partners; students will be given exposure and opportunity to a variety of interests/careers and post-secondary options in order to develop individuality within themselves.</p> <p>All students will participate in the EBES Annual Career Day (WCA #5)</p> <p>All students will be provided an opportunity to hear about the importance of literacy in different careers from community partners through EBES Community Read Aloud Day (WCA #5)</p> <p>During second and third quarter, all students will be able to select iChoose Academies of interests (WCA #5)</p> <p>Each grade level will select a service project that students will build student awareness on how they might be able to be a community contributor (WCA #5)</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Exposure and opportunity to a variety of interests/careers and post secondary options improves students' knowledge of career options. It is also an important tool to help guide students in making positive and well informed educational and career decisions; and build student awareness on how they might be able to contribute to their community</p> <p>School Activities will have evidence of</p> <ul style="list-style-type: none"> • Planning Document(s) • Planning Minute(s) • Activity Agenda • Sign in Sheet(s) • Picture(s) • Participant Evaluation/Feedback <p>iChoose Academies will be assessed through:</p> <ul style="list-style-type: none"> • Student Interest Questionnaires • Student Survey/Feedback <p>Grade Level Service Projects will have evidence of:</p> <ul style="list-style-type: none"> • Service Project List • Advertisement • Calendar of when event(s) will take place • Student Survey/Feedback