2023-2024 Academic Plan

Iroquois Point Elementary School

5553 Cormorant Ave.
Ewa Beach, HI 96706

Phone: (808)499-6500

https://iroquois.k12.hi.us/

Submitted by Principal Ofelia Reed

Date

Ofelia Reed

4/14/2023

Approved by Complex Area Superintendent Sean Tajima

Date

APR 14 2023
Academic Plan SY 2023-2024

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5553 Cormorant Avenue
Ewa Beach, HI 96706
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Where are we now?
### Academic Plan SY 2023-2024

**Prioritize school’s needs as identified in one or more of the following needs assessments:**
- **ESSER: Action Oriented Decision Making**

**WASC Self Study completed March 2023**
- Standards Based Student Learning: Curriculum
- Standards Based Student Learning: Instruction
- Standards Based Student Learning: Assessment and Accountability

<table>
<thead>
<tr>
<th>Other</th>
<th>Academic Data: (Student: ESSER: Action Oriented Decision Making)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>iReady: Mid SY 22-23 Scores:</td>
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<tr>
<td></td>
<td><strong>Reading</strong></td>
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<td></td>
<td>• Disadvantaged (% Proficient) - 30%</td>
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<td></td>
<td>• SpEd (% Proficient) - 7%</td>
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<tr>
<td></td>
<td>• EL (% Proficient) - 18%</td>
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<tr>
<td></td>
<td><strong>Math</strong></td>
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<tr>
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<td>• Disadvantaged (% Proficient) - 18%</td>
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<td>• SpEd (% Proficient) - 4%</td>
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<td></td>
<td>• EL (% Proficient) - 9%</td>
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<td></td>
<td>SBA: SY 21-22 Scores</td>
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<tr>
<td></td>
<td>• <strong>ELA</strong> School Average: 46% proficiency</td>
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<td>• Non High Needs: 56%</td>
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<td></td>
<td>• High Needs: 33%</td>
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<td></td>
<td>• <strong>Math</strong> School Average: 32%</td>
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<tr>
<td></td>
<td>• Non High Needs: 42%</td>
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<td></td>
<td>• High Needs: 20%</td>
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#### 1. Need
- **Increase staff collective efficacy in implementing HMTSS to improve instructional outcomes for all students.**
  - **(Staff: ESSER: Responsive Capacity Building)**
    - Share schoolwide data at the beginning, middle and end of the school year to determine areas of focus, decide on intervention priorities, and monitor effectiveness.
      - **Tier 1: (Students: ESSER: Effective Academic Practices)**
        - Staff commit to follow a new math and ELA curriculum the way it is presented, with fidelity in SY23-24, SY24-25, SY25-26.
        - Research and review high-impact instructional strategies which directly support academic growth:
          - ECRI (K-3),
          - Learning Intention/Success Criteria (K-6)
            - Commitment from staff to utilize these strategies to be utilized in daily lessons.
        - **System of Accountability**
          - Staff participate in classroom walkthroughs using a checklist.
          - Leadership team to conduct classroom walkthroughs to provide feedback on strategies.

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Inclusive Practices: Differentiated instruction must consistently occur in all grade levels for all students throughout the school day.
   • Whole class, small group and individual instruction utilizing scaffolding, manipulatives and visuals.
   • Tier 2: (Students: ESSER: Responsive Capacity Building)
     • Response to Intervention (RtI) blocks should be utilized effectively.
       • RtI blocks must be planned during data driven instructional cycles
         ○ Schoolwide template must be completed
         ○ Intervention blocks must occur outside of new core instructional blocks
         ○ Data must be collected over a period of time and analyzed for effectiveness.
   • School administration and staff implement a consistent data team (DDIC) protocol to include common formative assessments in core content areas in order to effectively analyze student outcome data.

2. Need: Social Emotional Learning (SEL) program to help students acquire emotional intelligence, develop empathy for others, and learn problem-solving skills. (Students: ESSER: Healthy Habits, Healthy Schools)
   • Areas of Focus: Emotional Regulation, Self-Efficacy, and Growth Mindset
     • SY22-23 Panorama Survey Data indicates students are expressing needs in the SEL
       Core Competencies of Self-Efficacy, Emotional Regulation and Growth Mindset
       • Grades K-2:
         ○ Grit: 42%
         ○ Self-Efficacy: 43%
       • Grades 3-5:
         ○ Emotional Regulation: 52%
         ○ Growth Mindset: 54%
       • Grade 6:
         ○ Self-Efficacy: 45%
         ○ Growth Mindset: 50%
   • Consistent Schoolwide Approach to ensure consistency in our approaches to positive behavior and disciplinary issues.
Academic Plan SY 2023-2024

- Continue with positive systems of behavior interventions. The discipline and behavior management system currently addresses students' needs but needs to be implemented with consistency.
  - Utilize one schoolwide SEL program (Choose Love) to streamline messaging to students
    - Train staff on Choose Love Program.
    - Monitor the implementation of Choose Love to maintain consistency and accountability of all staff.
  - Continue use of ABC matrix and incentive systems
    - ABC Cards for positive behaviors
    - ABC Cart
  - Review Discipline Matrix with staff and students at beginning of school year
    - The average daily attendance is 90.2%, which is below the state goal of 95%
      - Continue implementation of Attendance Intervention Flowchart
      - Utilize positive, school wide SEL messaging to create welcoming environment for students

3. Staff Success: Professional Development: (Staff: ESSER: Effective Academic Practices, Responsive Capacity Building)
   - Improve the implementation and monitoring of staff training and teacher PD.
     - PD should be determined based on student data
     - Leadership Team should conduct walkthroughs to monitor the implementation of new strategies and its impact on student learning
   - Behavior training opportunities open to EAs, PPTs, and PTTs for the caseloads they are assigned so teams can be successful.
   - Staff Well-Being (Staff: ESSER: Healthy Habits, Healthy Schools)
     - Started the ABCD Care awards to recognize staff weekly for their service
     - Donut Fridays were popular
     - Wellness days were scheduled, but due to unforeseen needs during the year were redesignated for other purposes.

ORGANIZE: Identify your Academic Review Team Accountable Leads.
## Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Responsible for implementation of the school’s strategies and initiatives</th>
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</thead>
<tbody>
<tr>
<td>5. Tammy Silao</td>
<td>5. Student Success: Technology in the Curriculum (ESSER: Effective Academic Practices)</td>
</tr>
</tbody>
</table>

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
Students' understanding of self-awareness, self-management, social awareness, relationship skills and responsible decision-making is a need based on student surveys and data from school referrals. Currently, teachers have the option to select from any SEL curriculum which creates inconsistencies and confusion among staff and students.

IPES has a discipline and behavior management system in place, but there is limited and inconsistency in the follow through regarding implementation and accountability. Per the WASC visiting committee, they observed inconsistency throughout the school with regard to student behavior expectations and responses. Teachers also currently have the freedom to select whatever SEL curriculum they would like to implement, which makes the school wide messaging more difficult to implement.

Panorama Student Survey: Baseline data
# Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Define the relevant data used to regularly assess and monitor progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Outcome:</strong> 100% of staff will utilize RTI blocks to provide targeted intervention to students. <strong>100% of new hires will be trained in DDIC, new curriculum, and ECRI (if applicable).</strong> <strong>100% of teachers will implement high impact strategies (e.g: Enhanced Core Reading Instruction (ECRI), Learning Intentions and Success Criteria.</strong> Student reading proficiency targets for SY23-24 will be: K: 70% 1: 60% 2: 60% 3: 60% 4: 60% 5: 60%</td>
<td><strong>Implement MTSS</strong>  - Regular Data Team Meetings for all members of grade level teams to analyze student data and plan targeted instruction around learning intentions and success criteria.  - Strengthen Tier 1 instruction through re-emphasizing instructional best practices and updated curriculums  - ECRI (K-2)  - Wonders resources  - Go Math</td>
<td>2023-2024 2024-2025</td>
<td>Daniel Kamiya (RTI Lead / Coach) Thomasina Simmons (Curriculum and Instruction)</td>
<td>X WSF □ Title I □ Title II □ Title III □ IDEA □ Homeless □ CTE □ Other (Literacy Grant-CLSD) □ N/A</td>
<td><strong>Implement MTSS:</strong>  - Walkthroughs  - DDIC, Core Meeting, and SST Meeting minutes  - RTI-A and RTI-B Intervention plans  - Formative assessment data  - Tri-annual Universal Screening  - iReady (reading and math)  - DIBELS (K-2)  - Go Math Growth Measure (Math Diagnostic Assessments)  - On-boarding and Training agenda and Sign-in:  - DDIC  - ECRI (K-3)  - Literacy and Mathematics training</td>
</tr>
</tbody>
</table>
### Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>6: 50%</th>
<th>Disad: 50%</th>
<th>SpEd: 20%</th>
<th>EL: 40%</th>
</tr>
</thead>
</table>

**Baseline Data:**
- **iReady: Mid SY 22-23 Scores:**
  - Reading Proficiency
    - K: 43%
    - 1: 41%
    - 2: 46%
    - 3: 54%
    - 4: 41%
    - 5: 27%
    - 6: 43%
- **Disadv: 30%**
- **SpEd: 7%**
- **EL: 18%**
- **SBA ELA SY21-22 Scores:**
  - 50% at level 3 or above in Gr. 3-6

**Desired Outcome**
- Student math proficiency targets will be:
  - K: 70%
  - 1: 50%
  - 2: 50%
  - 3: 50%
  - 4: 50%
  - 5: 50%
  - 6: 50%
  - Disad: 25%

**Implement MTSS**
- Routinely review school wide data with the staff to determine targeted areas of need
- Regular Data Team Meetings for all members of grade level teams to analyze student data and plan targeted instruction around learning intentions and success criteria.
- Strengthen Tier 1 instruction through re-emphasizing instructional best practices
- Train staff on use of new curriculum
  - Go Math
- Grade level Intervention Cycles will focus on math needs for the first semester

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*Commented [1]: When end of year data is available, it will be added to this column.*
## Academic Plan SY 2023-2024

| SpEd: 20% |  |  |  |
| EL: 20% |  |  |  |

**SY 22-23 Baseline Data:** iReady Mid Year Scores:

| Math Proficiency | K: 27% | 1: 21% | 2: 10% | 3: 19% |
| Disad: 18% | 4: 30% | 5: 30% | 6: 31% |
| SpEd: 4% | EL: 9% |

**Commented [2]:** Should we break down K-3 sub groups in each of these subgroups.

**Commented [3]:** Yes break it down as K-2 and 3-6. Reason is that grades 3-6 are testing grades. We can analyze SBA and iReady data.
Goal 2: Staff Success. Iroquois Point Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,

Rationale:
Academic Plan SY 2023-2024

**Staff: ESSER: Effective Academic Practices; Responsive Capacity Building**

**Student: ESSER: Effective Academic Practices, Healthy Habits, Healthy Schools**

**Standardized School Practices**
- Dedicated time for collaboration and planning to make sure that all standards are covered and grading is uniform across grade level teams.
- Have a system of accountability (PD, instructional practices): What gets monitored gets done. There needs to be consistent follow up for teacher **professional development** to track its impact on student learning. We have piloted using teacher surveys and linking walk data this year to guide teacher PD meetings, but it is not yet an effective system. Based on this data, we would also like to provide more opportunities for teachers to share their best practices with others - teacher efficacy.
- Work towards collective efficacy amongst staff by following the Response to Intervention (RTI) process and understanding appropriateness of referrals for suspicion of a disability. IPES should also strive towards sharing schoolwide data more frequently during the school year to determine and monitor area(s) of focus.
- New teachers should be provided with walk-throughs and peer observation time in order to gain a better understanding and ideas of programs, curriculum and classrooms in action. This would also provide a plethora of ideas for new teacher classrooms, strategies, and daily routines.

**Equity & Inclusion Training: Differentiation**
- Provide PD on differentiation and provide teachers the resources and supports they need to implement these effectively. IPES needs differentiated instruction in all grade levels which include small group instruction during

Our WASC Visiting Committee recognized that IPES has pockets of strong practice and good systems in place to support students. They noticed that the faculty and staff need to recommit to implementing these strategies with fidelity.

IPES has also seen a sudden shift in our school demographics. In order to meet students where they are and best serve them, the staff would benefit from training on effective RTI, differentiation, and trauma informed practices. The staff also needs to consistently follow through on the current RTI practices that are in place.
### Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>Planning</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
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*core academic areas (e.g., learning centers, learning groups based on needs). This includes differentiation for students that are above grade level.*
<table>
<thead>
<tr>
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</table>
| Implement a system of accountability for PD, instructional practices  
  • Consistent follow up for teacher professional development to track its impact on student learning | Staff training on DDIC and RTI process  
  Staff training on differentiation. Walk throughs to collect evidence of implementation  
  Continued refinement of PBIS strategies in place (ABC behavior matrix, ABC cards, Discipline matrix, Aloha Center, transition center)  
  School wide SEL Curriculum implementation (Choose Love) | 2023-2024  
  Daniel Kamiya (RTI/EL)  
  Brandy Maydon (SEL Lead) | WSF  
  □ Title I  
  □ Title II  
  □ Title III  
  □ IDEA  
  □ Homeless  
  □ CTE  
  □ ESSER  
  □ Other (eg: SAF, Community Partner Donations)  
  □ N/A | • Staff attendance during training and DDIC Meetings.  
  • DDIC meeting minutes and/or documentation  
  • Teacher Led/District Led PD sessions  
  • Walk through data  
  • Student work from SEL lessons  
  • Student sign in sheets from Aloha Center |
**Academic Plan SY 2023-2024**

<table>
<thead>
<tr>
<th>the systems in place at IPES to support students</th>
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<tbody>
<tr>
<td>• 100% of staff will be trained in differentiation best practices</td>
</tr>
<tr>
<td>• 100% of staff will be trained in SEL/Mental Health best practices in order to best serve students</td>
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</tbody>
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**Goal 3: Successful Systems of Support.** The system and culture of Iroquois Point Elementary School works to effectively organize financial, human, and community resources in support of student success.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale:</th>
</tr>
</thead>
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ESSER: Action Oriented Decision Making
Staff: ESSER: Responsive Capacity Building; Healthy Habits, Healthy Schools

- IPES will have a strong system of community partnerships to support students’ engagement with real world experiences
- IPES will prioritize funding and personnel to address the need for differentiated instruction (i.e. resources for instruction, funding for training, support personnel in classrooms, etc.)
- IPES will continue to utilize our RTI system for student support to be in alignment with the MTSS.
- IPES will create a committee to plan for activities targeting staff well-being in order to address staff burnout

Students benefit from a healthy, engaged school community. IPES has been putting forth a herculean effort to bring parents and community members back on campus. The response has not reached our desired level, so we want to continue to reach out to families to engage them with their students’ academic journey.

Data shows that students at IPES fall in a broad range of both academic achievement and social emotional self-regulation.

There is a need to address staff well-being based on Panorama survey data conducted in Spring 2023.
<table>
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</tr>
</thead>
</table>
| IPES will prioritize funding and personnel to address the need for differentiated instruction:  
- IPES will have 4 full time specialist teachers to enable grade level teams to meet weekly |  
- Hire certified teachers to conduct P.E., Music, CTE, and Computer Science classes to allow teams time to meet | 2023-2024  
2024-2025  
2025-2026 | Ofelia Reed | WSF  
Title I  
Title II  
Title III  
IDEA  
Homeless  
CTE  
ESSER  
Other (e.g: SAF, Community Partner Donations)  
N/A |  
- Teacher Sign Ins  
- Budget Allocations for teaching lines |
| 100% of support staff is trained and assigned strategically to implement tiered instruction during the school year and summer sessions. |  
- Hire PTTs and PPTs to assist with the EL, SpEd, and RTI programming at our school  
- Ensure that all hired staff are trained to handle their assigned case loads (i.e. behavior support training, data collection, etc.) | 2023-2024  
2024-2025  
2025-2026 | Ofelia Reed  
Thomasina Simmons | WSF  
Title I  
Title II  
Title III  
IDEA  
Homeless  
CTE  
ESSER  
Other (e.g: SAF, Community Partner Donations)  
N/A |  
- Hiring reports  
- Teacher Sign Ins |
### Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Student Success</th>
<th>Staff Success</th>
<th>Successful Systems of Support</th>
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**IPES wellness committee will plan for activities targeting staff well-being**
- Reinstate the Wellness committee
- Hold quarterly wellness days that are focused on addressing teachers' mental and physical health
- Ensure the necessary supports are provided to teachers in the classroom

| Ofelia Reed | □ WSF □ Title I □ Title II □ Title III □ IDEA □ Homeless □ CTE □ ESSER □ Other (eg: SAF, Community Partner Donations) □ N/A |

- Meeting sign ins
- Staff Panorama survey results

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