



2021 Academic Plan, School Year 2021-22

[School: **Waianae Elementary School**]

Developing a collaborative Academic Plan framed by the HDOE 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.

HDOE 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 HDOE 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.

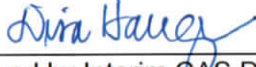
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

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

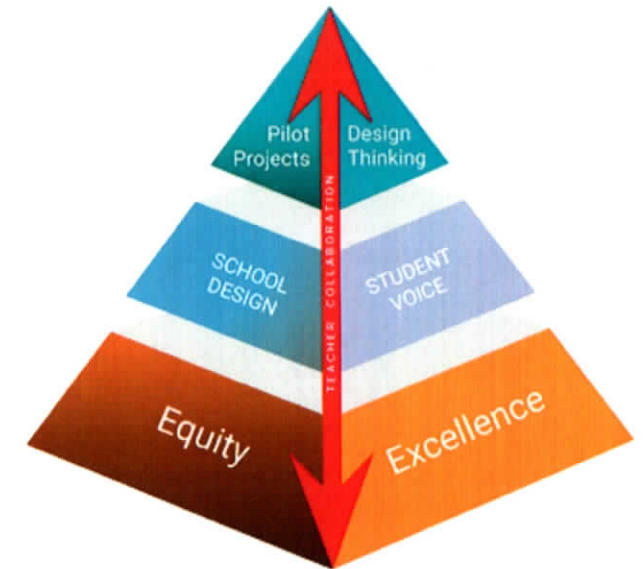
- The Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

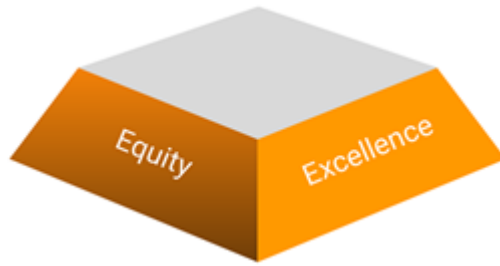

Submitted by Principal Ray Pikelnny

03-09-2021
Date


Approved by Interim CAS Disa Hauge

04.20.2021
Date



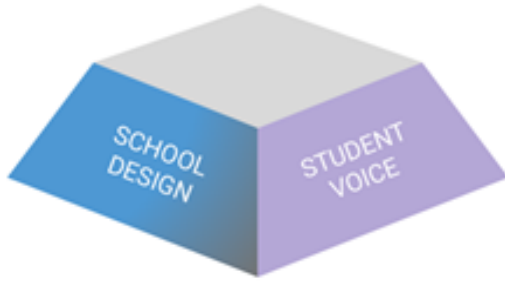


Teaching & Learning Core: Equity and Excellence

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.

Achievement Gap	Theory of Action		Enabling Activity																													
<p>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.</p> <p>SY 19-20 Strive HI Data:</p> <table><tr><th>Non-High Needs</th><th>ELA</th><th>Math</th></tr><tr><td>SY 2019-20</td><td>***</td><td>***</td></tr><tr><td>SY 2018-19</td><td>33%</td><td>24%</td></tr><tr><td>SY 2017-18</td><td>27%</td><td>41%</td></tr><tr><td>SY 2016-17</td><td>45%</td><td>50%</td></tr></table> <table><tr><th>High Needs</th><th>ELA</th><th>Math</th></tr><tr><td>SY 2019-20</td><td>***</td><td>***</td></tr><tr><td>SY 2018-19</td><td>14%</td><td>10%</td></tr><tr><td>SY 2017-18</td><td>8%</td><td>11%</td></tr><tr><td>SY 2016-17</td><td>23%</td><td>26%</td></tr></table> <p>*** No data due to the COVID-19 Pandemic Most recent Strive HI data SY 2018-19</p>	Non-High Needs	ELA	Math	SY 2019-20	***	***	SY 2018-19	33%	24%	SY 2017-18	27%	41%	SY 2016-17	45%	50%	High Needs	ELA	Math	SY 2019-20	***	***	SY 2018-19	14%	10%	SY 2017-18	8%	11%	SY 2016-17	23%	26%	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If We:</p> <ul style="list-style-type: none">provide opportunities for teacher collaborationuse data to identify student needed for both academics and behaviorsimplement school-wide assessments and use data to differentiate instruction and provide interventions as neededprovide opportunities for data cycles including review and monitoring for effectiveness <p>Then:</p> <ul style="list-style-type: none">WES staff will be able to align standards and instructional strategies in grades K- 6 to ensure Tier 1 instruction is effective.WES staff would be able to determine needs for students who are not meeting grade level standards and provide instructional strategies and support for students in Tier 2 and Tier 3.	<p>What are your Enabling Activities to improve the achievement gap?</p> <p>Program Implementation:</p> <ul style="list-style-type: none">Full implementation of Read Well for grades K-1 and Reading Wonders in grades 2-6.Utilize online learning to promote reading proficiency. myON to track student Lexile levels and number of books read (grades 1-6). iReady to provide differentiated instructional support (grades K-6).Full implementation of Everyday Math curriculum in grades K-6.Utilize program embedded reteaching or intervention for identified students in reading and mathContinue to refine pacing guides in reading and math including differentiated instruction.Continue to provide supports for identified students using:<ul style="list-style-type: none">small group instructionWonder Works/ PhonicsEnglish Language resourcesEnglish Learner strategiesAVID strategies <p>Teacher Collaboration Focus Areas:</p> <ul style="list-style-type: none">Implement Data Driven Instruction Cycle. [WASC Critical Area #2: Data teams should use assessment results to modify professional development to support teachers and improve instruction to meet student needs.]Emphasizing on Step 5:
Non-High Needs	ELA	Math																														
SY 2019-20	***	***																														
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<p><i>Achievement Gap in ELA: 19 points</i> <i>Achievement Gap in Math: 14 points</i></p> <p>ELL: 50% of English learners are on-track to English language proficiency</p> <p>Goal: Close the current achievement gap in ELA from 19 points to 15 points and Math from 14 points to 11 points.</p> <p>SW1</p>		<p>Monitoring Instructional Strategy selected and utilizing the Academic Coaches to provide feedback.</p> <ul style="list-style-type: none"> Utilize articulation meetings to ensure alignment of curriculum and skills between grade levels. [WASC Critical Area #1: The instructional staff should consistently implement a vertically aligned standards-based curriculum to ensure that students are prepared for the next grade level.] Develop common grade level assessments. [WASC Critical Area #3: All school staff need to develop and use common benchmark and formative assessments in order to provide quick feedback that will benefit teachers in guiding instruction.] Select programs and assessments to be used for reading and math instruction and differentiated support. [WASC Critical Area #7: The school leadership in consultation with the teaching staff must decide which assessments and instructional programs are most effective and abandon other assessments and programs in order to bring more focus and coherence to the instructional program.] <p>Professional Development:</p> <ul style="list-style-type: none"> Support teachers attending English Learners (EL) training and implementation of strategies with EL students. Provide professional development on AVID strategies (WICOR) w/focus on grades 4-6 Provide professional development and materials for Thinking Maps to use with students so they have tools to process, organize and visualize their thinking across content areas. Continue to provide professional development on small group instruction and provide observational feedback on guided reading group strategies. Provide professional development on differentiated instruction. Provide professional development focused on mathematical practices and curriculum supports. <p>SW6</p>
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Innovation in Support of the Core: School Design and Student Voice

<p>Describe here your complex/school contexts for School Design and Student Voice.</p> <p>Wai'anae Elementary's school design is based on Access and Opportunity for all. School staff's biggest challenge is ensuring that all students have access to the instruction, educational resources, and emotional support to be successful. In a community context that is defined by poverty, a lack of English language skills, and a high number of houseless individuals, ensuring access is the first step to successful empowerment through education.</p>	<p>Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.</p> <ul style="list-style-type: none">• Program Implementation• Teacher Collaboration on Focus Area• Professional Development	<p>Describe here your Conditions for Success for School Design and Student Voice</p> <p>In order for our programs to positively impact student success and school community, we need to ensure the following:</p> <ul style="list-style-type: none">• Monitor fidelity and effectiveness of programs and assessments.• Provide time for teacher collaboration that focus on lesson planning, instructional strategies, and data cycles.• Professional development that includes a focus on academic and behavior supports, high impact instructional strategies, social emotional learning, STEM, and 5Es integration across content areas.• Provide professional development that focuses on providing online/distance learning
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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> <p>STUDENT OUTCOMES:</p> <ul style="list-style-type: none"> • Chronic absenteeism rate will be reduced by 2% from 31% to 29%. • Third grade literacy will increase from 36% to 42%. • ELA proficiency will increase by 4% from 17% to 21% and the ELA gap will be decreased from 19 points to 16 points. • Math proficiency will increase by 6% from 12% to 18% and the math gap will be decreased from 14 points to 12 points. • Science proficiency will increase by 2% from 20% to 22%. • School climate will increase by 3% from 56% to 59%. • Parent Involver will increase family and student activities to twice a quarter. <p>STAFF OUTCOMES:</p> <ol style="list-style-type: none"> 1. Maintain current 51% of teachers with 5+ years at this school. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>Outcomes are carried over due to impacts of the COVID-19 pandemic</p> <p>STUDENT OUTCOMES:</p> <ul style="list-style-type: none"> • Chronic absenteeism rate will be reduced by 2% from 31% to 29%. • Third grade literacy will increase from 36% to 42%. • ELA proficiency will increase by 4% from 17% to 21% and the ELA gap will be decreased from 19 points to 16 points. • Math proficiency will increase by 6% from 12% to 18% and the math gap will be decreased from 14 points to 12 points. • Science proficiency will increase by 2% from 20% to 22%. • School climate will increase by 3% from 56% to 59%. • Parent Involver will increase family and student activities to twice a quarter. <p>STAFF OUTCOMES:</p> <ol style="list-style-type: none"> 1. Maintain current 51% of teachers with 5+ years at this school. 	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p>
<p><i>Why you are implementing them?</i></p> <p>To prepare our students for the 22nd century work force and to provide them skills necessary to be life-long learners who possess skills to problem-solve and to contribute positively to our community.</p> <p>Our mission is to educate the “whole child” by addressing their academic, social and emotional needs through</p>	<p><i>Why you are implementing them?</i></p> <p>To prepare our students for the 22nd century work force and to provide them skills necessary to be life-long learners who possess skills to problem-solve and to contribute positively to our community.</p> <p>Our mission is to educate the “whole child” by addressing their academic, social and emotional needs through building and</p>	<p><i>Why you are implementing them?</i></p>

building and nurturing their growth in our core values of SWIM. S Self-respect W Worth I Involved M Mindset for Success	nurturing their growth in our core values of SWIM. S Self-respect W Worth I Involved M Mindset for Success	
<i>How will you know that they are causing an improvement?</i> WES will: <ul style="list-style-type: none"> • be using formative assessments (I-ready and teacher made assessment) to track progress for reading and math during the data team meetings with all stakeholders • utilize LDS and Infinite Campus to track attendance data • WES will use HERO data to determine how many students are being rewarded for their efforts in achieving the WES core values. • Collect attendance data and feedback from family activities • provide staff climate surveys quarterly 	<i>How will you know that they are causing an improvement?</i> WES will: <ul style="list-style-type: none"> • be using formative assessments (I-ready and teacher made assessment) to track progress for reading and math during the data team meetings with all stakeholders • utilize LDS and Infinite Campus to track attendance data • WES will use HERO data to determine how many students are being rewarded for their efforts in achieving the WES core values. • Collect attendance data and feedback from family activities • provide staff climate surveys quarterly 	<i>How will you know that they are causing an improvement?</i>

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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<i>Add beginning of the year measurements here.</i> <ul style="list-style-type: none"> • Chronic absenteeism rate: 31% . • Third grade literacy: 36% • ELA proficiency: 17% • ELA gap: 19 points • Math proficiency: 12% • Math gap: 14 points • Science proficiency: 20% • School climate: 56% 	<i>Add throughout the year measurements here.</i> <p>Academic Measures:Formative assessments (I-ready and teacher created assessments)</p> <p>Attendance Measures: LDS and Infinite Campus</p> <p>School Climate for students: HERO data to determine how many students are being rewarded for their efforts in achieving the WES core values.</p>	<i>Add end of year goals here.</i> <ul style="list-style-type: none"> • Chronic absenteeism rate will be reduced to 29%. • Third grade literacy will increase to 42%. • ELA proficiency will increase to 21% and the ELA gap will be decreased to 16 points. • Math proficiency will increase to 18% and the math gap will be decreased to 12 points. • Science proficiency will increase to 22%. • School climate will increase to 59%. • Family and student activities: Twice a quarter

<ul style="list-style-type: none"> Family and student activities: Once a quarter 51% of teachers with 5+ years at this school. 	<p>Staff Climate: Staff climate surveys quarterly</p> <p>Family involvement: Attendance data from family activities</p>	<ul style="list-style-type: none"> 51% of teachers with 5+ years at this school.
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Student Outcomes (SY 2021-22)

SW6

SW3

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)
<p>Outcome 1: Chronic absenteeism rate will be reduced by 2% in order to reduce chronic absenteeism rate from 31% to 29%.</p>	<ol style="list-style-type: none"> Monitor and track attendance data (daily attendance rate and chronic absenteeism). Communicate attendance goals through newsletters and website. Provide updates on progress throughout the year. Work with families of chronically absent students to set attendance goals. Facilitate support for the student, along with the SSC, from in-school mentors, school nurse, social workers and other family support organizations in the community. <p>SW5,7</p>	Yearlong	WSF Title I	<p>School staff (teacher, counselor, social worker, admin.) will monitor student attendance data</p> <p>School will communicate attendance goals through parent letters and attendance awards</p> <p>School staff will work with social worker and Attendance Review Committee (ARC) to meet and communicate school goals and set attendance plans to support student and families identified as chronically absent.</p>	<p>Monthly</p> <p>Monthly</p> <p>Monthly</p>	
<p>Outcome 2: Third grade literacy will increase from 36% to 42%.</p>	<ol style="list-style-type: none"> Facilitate regular assessment of students to identify them for instructional grouping to meet student needs. Use student data to move students in and out of instructional groups as they 	Yearlong	WSF Title I	School will utilize universal screeners and grade level common formative assessments to group students and provide small group	Quarterly	

	<p>make progress and as needs change.</p> <ol style="list-style-type: none"> 3. Work with coaches to identify instructional strategies that can support student learning for all students. 4. Provide individual and small group instruction as intervention and advancement. 			<p>instruction to address individual student needs</p> <p>Teachers will be provided time to work with coaches to analyze monitoring data and identify instructional strategies through data teams that support student learning</p> <p>Small group instruction and data will be used to regroup students to address current need/s and/or provide enrichment</p>	<p>Weekly</p> <p>Weekly</p>	
<p>Outcome 3: ELA proficiency will increase by 4% from 17% to 21% and the ELA gap will be decreased from 19 points to 16 points.</p>	<ol style="list-style-type: none"> 1. Provide interventions and supports in PreK-2 that increase early literacy skills and academic readiness, expose students to print rich environments that build vocabulary and language acquisition, and provide social emotional supports for transitions. 2. Full implementation of Reading Wonders in grades 2-6 and use of Read Well for grades K-1. 3. Utilize program embedded reteaching or intervention for identified students. 4. Continue to refine pacing guides in reading including differentiated instruction. 	Yearlong	WSF Title 1	<p>Administrators and coaches will conduct walkthroughs and classroom observations to monitor and identify areas for additional supports or PD</p> <p>Teachers will maintain a data binder/online data resource to track delivery and outcome of small group instruction provided to students</p> <p>Administration will conduct individual data meetings with teachers to review teacher data and</p>	<p>Quarterly</p> <p>Weekly</p> <p>Winter/Spring</p>	

	<p>5. Continue to provide supports for identified students using:</p> <ul style="list-style-type: none"> a. Small group instruction b. Direct instruction c. Wonder Works/ Decoding & Phonics instruction/ ReadWell d. English Language resources e. English Learner strategies f. AVID strategies <p>6. Implement Data Driven Instruction Cycle. [WASC Critical Area #2: Data teams should use assessment results to modify professional development to support teachers and improve instruction to meet student needs.] Emphasizing on Step 5: Monitoring Instructional Strategy selected and utilizing the Academic Coaches to provide feedback.</p> <p>7. Utilize articulation meeting to ensure alignment of curriculum and skills between grade levels. [WASC Critical Area #1: The instructional staff should consistently implement a vertically aligned standards-based curriculum to ensure that students are prepared for the next grade level.]</p> <p>8. Develop common grade level assessments. [WASC Critical</p>			<p>set goals for future implementation and supports</p> <p>Grade level articulation meetings notes used to indicate work towards refining instruction and identify differentiated instructional strategies to use with identified student groups</p> <p>Data teams will implement DDIC during grade level articulation meetings to monitor effectiveness of instructional strategies</p> <p>Data teams will use common formative/summative grade level assessments created during grade level articulations to track student progress. Leadership to review.</p> <p>Teachers will implement universal screener, myON to track student lexile as a complex and provide access to reading materials and videos as determined by number of books read</p>	<p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>3x/ year</p>	
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	<p>Area #3: All school staff need to develop and use common benchmark and formative assessments in order to provide quick feedback that will benefit teachers in guiding instruction.]</p> <p>9. Select programs and assessments to be used for reading and math instruction and differentiated support. [WASC Critical Area #7: The school leadership in consultation with the teaching staff must decide which assessments and instructional programs are most effective and abandon other assessments and programs in order to bring more focus and coherence to the instructional program.]</p> <p>10. Utilize online learning to promote reading proficiency. iReady to provide differentiated instructional support (grades K-6).</p> <p>11. Support teachers in attending English Learner trainings.</p> <p>12. Implement/emphasize reading and writing AVID strategies in grades 4-6 (WICOR).</p> <p>13. Provide professional development and materials for Thinking Maps to use with students so they have tools to process, organize and visualize their thinking across content areas.</p> <p>14. Implement Thinking Maps school-wide.</p>			<p>Staff and administration to review iReady data and identify instructional supports needed</p> <p>Teachers will attend and complete EL training as indicated by PD sign in sheets</p> <p>Teachers to include in samples of student work using Thinking Maps and charts used during instruction in grade level articulation notes</p> <p>Administration/coaches to conduct walkthroughs and classroom observations to monitor implementation of thinking maps schoolwide</p> <p>Teachers will attend series of professional development as indicated by attendance sign in sheets</p>	<p>Winter/Spring</p> <p>Yearly</p> <p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p>	
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	<p>15. Continue to provide professional development on small group instruction and provide observational feedback on guided reading group strategies.</p> <p>16. Provide professional development on Differentiated instruction and decoding assessment and instruction</p>					
<p>Outcome 4: Math proficiency will increase by 6% from 12% to 18% and the math gap will be decreased from 14 points to 12 points.</p>	<ol style="list-style-type: none"> 1. Everyday Math curriculum provided in grades K-5 and Go Math in grade 6. 2. Provide intervention support to identified students. 3. Continue to refine pacing guides in math including differentiated instruction. 4. Implement Data Driven Instruction Cycle. [WASC Critical Area #2: Data teams should use assessment results to modify professional development to support teachers and improve instruction to meet student needs.] 5. Utilize articulation meeting to ensure alignment of curriculum and skills between grade levels. [WASC Critical Area #1: The instructional staff should consistently implement a vertically aligned standards-based curriculum to ensure that students are prepared for the next grade level.] 	Yearlong	WSF Title 1	<p>Administrators and coaches will conduct walkthroughs and classroom observations to monitor and identify areas for additional supports or PD</p> <p>Teachers will maintain a data binder/online data resource to track delivery and outcome of small group instruction provided to students</p> <p>Administration will conduct individual data meetings with teachers to review teacher data and set goals for future implementation and supports</p> <p>Grade level articulation meetings notes used to indicate work towards</p>	<p>Quarterly</p> <p>Weekly</p> <p>Winter/Spring</p> <p>Weekly</p>	

	<p>6. Develop common grade level assessments. [WASC Critical Area #3: All school staff need to develop and use common benchmark and formative assessments in order to provide quick feedback that will benefit teachers in guiding instruction.]</p> <p>7. Select programs and assessments to be used for reading and math instruction and differentiated support. [WASC Critical Area #7: The school leadership in consultation with the teaching staff must decide which assessments and instructional programs are most effective and abandon other assessments and programs in order to bring more focus and coherence to the instructional program.]</p> <p>8. Full implementation of Everyday Math curriculum in grades K-5.</p> <p>9. Provide professional development focused on mathematical practices and curriculum supports.</p>			<p>refining instruction and identify differentiated instructional strategies to use with identified student groups</p> <p>Data teams will implement DDIC during grade level articulation meetings to monitor effectiveness of instructional strategies</p> <p>Data teams will use common formative/summative grade level assessments created during grade level articulations to track student progress. Leadership to review.</p> <p>Teachers will implement iReady diagnostic assessment to track student quantile levels</p> <p>Staff and administration to review iReady data and identify instructional supports needed</p> <p>Teachers to include in samples of student work using Thinking Maps and charts used during</p>	<p>Weekly</p> <p>Weekly</p> <p>3x/ year</p> <p>Winter/Spring</p> <p>Quarterly</p>	
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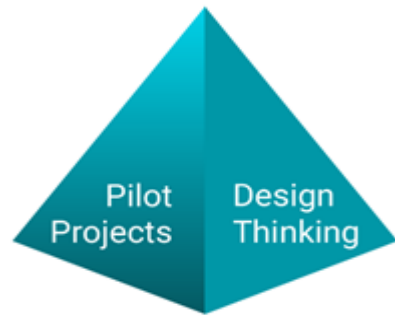
				<p>instruction in grade level articulation notes</p> <p>Administration/coaches to conduct walkthroughs and classroom observations to monitor implementation of thinking maps schoolwide</p> <p>Teachers will attend series of professional development as indicated by attendance sign in sheets</p>	<p>Quarterly</p> <p>Quarterly</p>	
<p>Outcome 5: Science proficiency will increase by 2% from 20% to 22%.</p>	<ol style="list-style-type: none"> 1. Begin to develop grade level pacing guides to include unpacking the standards. 2. Implement 4 thematic units focused on STEM concepts (1 per quarter) through resource teacher. 3. Provide professional development, equipment, and necessary materials for students to engage in project based learning where students learn through “hands-on” projects/activities and Makerspace engineering opportunities that are STEM/Science related. This will facilitate development of a “science and engineering mindset” through authentic 	Yearlong	WSF Title I	<p>Grade level articulation meetings notes used to indicate work towards refining pacing guides</p> <p>Administrators and coaches will conduct walkthroughs and classroom observations to monitor and identify areas for additional supports or PD</p> <p>Data teams will implement DDIC during grade level articulation meetings to monitor effectiveness of instructional strategies</p>	<p>Weekly</p> <p>Quarterly</p> <p>Weekly</p>	

	<p>learning and content based work.</p> <ol style="list-style-type: none"> Continue to use Mystery Science in grade K-2 and implement Stemsscopes in grades 3-6 to deliver science instruction. Provide professional development on 5E model. 					
<p>Outcome 6: School climate will increase by 3% from 56% to 59%.</p>	<ol style="list-style-type: none"> Provide professional development: School-wide SEL curriculum; Tier I, II, and III strategies/plan; Trauma-informed; Poverty; and self-care. Develop a HMTSS team to discuss needs of the school, use data to monitor our progress. Continue incentive program for students that promote positive behaviors- SWIM. Provide students with opportunities to explore arts and music to increase student engagement in school activities. Solidify a system of identifying student behaviors. Review behavior data through grade level articulation meetings. Apply DDIC process to behaviors. Consistently implement school wide initiatives. <p>[WASC Critical Area #4: Teachers and school leadership need to work</p>	Yearlong	WSF Title I	<p>School Climate Surveys</p> <p>Safe and Wellness Committee minutes</p> <p>LDS data review by leadership team</p> <p>Administrators and coaches will conduct walkthroughs and classroom observations to monitor and identify areas for additional supports or PD</p> <p>Grade level articulation meetings notes used to indicate students identified as needing additional supports including Tier II and Tier III</p>	<p>Fall/Spring</p> <p>Quarterly</p> <p>Quarterly</p> <p>Quarterly</p> <p>Bi-monthly</p>	

	<p>towards consistency in the implementation of school wide initiatives (discipline, expectations, curriculum, etc.) to give clearer expectations to all stakeholders.]</p> <p>7. Refine Tier I & II strategies and supports.</p>					
<p>Outcome 7: Parent Involver will increase family and student activities to twice a quarter.</p>	<p>1. Parent Involver will coordinate family engagement activities.</p> <p>2. Provide resources for family and community engagement activities.</p> <p>3. Present at parent and community meetings the progress on the WASC Critical Areas. [WASC Critical Area #8: WASC protocols including reporting on Critical Areas for Follow-Up and assuring parent and community involvement in the WASC process resulting in a more thorough and effective School Self-Study]</p> <p>4. Provide students with performance opportunities to showcase art and music and increase family engagement in school activities</p> <p>SW7</p>	Yearlong	WSF Title I	<p>Number of parent activities planned for the year</p> <p>Number of parents who attend family activities</p> <p>Number of parents attending coffee hour and parent teacher conferences</p> <p>Activity sign in sheets</p> <p>Parent Survey data</p> <p>Event evaluation survey</p>	<p>Monthly</p> <p>Monthly</p> <p>Bi-monthly</p> <p>Monthly</p> <p>Spring/Fall</p> <p>Spring/Fall</p>	

Staff Outcomes (SY 2021-22)		SW6		SW3		
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)
Outcome 1: Maintain current 51% of teachers with 5+ years at this school.	1. Provide ongoing support through tailored professional development, mentoring, and coaching. <ul style="list-style-type: none"> Standards based learning and instruction Data Driven Instructional Cycle Reading instruction: Decoding, Comprehension, Reading strategies Small group instruction Classroom Management Trauma Informed 	Yearlong	WSF Title I	Administrators and coaches will conduct walkthroughs and classroom observations to monitor and identify areas for additional supports or PD	Quarterly	
				Administration will conduct individual data meetings with teachers to review teacher data and set goals for future implementation and supports	Winter/Spring	
	2. Coaches and teachers will discuss school-wide effective instructional strategies in articulation. Teacher will implement strategy in class and coaches will assist in determining the effectiveness of strategy. [WASC Critical Area #5: WES teachers should continue to implement, monitor, and evaluate a repertoire of effective instructional strategies to improve student learning. (From VC Initial Report 2016)].			Grade level articulation meetings notes used to indicate work towards refining instruction and identify differentiated instructional strategies to use with identified student groups	Weekly	
	3. Provide monthly walkthrough data and feedback to teachers. Create peer-to-peer walkthrough and feedback process.			Data teams will implement DDIC during grade level articulation meetings to monitor effectiveness of instructional strategies	Weekly	
	4. Teachers will provide a professional development plan which				Weekly	

	<p>will map out their own personal learning goals for the year.</p> <p>5. Provide ongoing support through tailored professional development</p> <ul style="list-style-type: none">• Everyday Math• Thinking Maps• I-ready• Decoding and reading comprehension			<p>Data teams will use common formative/summative grade level assessments created during grade level articulations to track student progress. Leadership to review.</p> <p>Teachers to include in samples of student work using Thinking Maps and charts used during instruction in grade level articulation notes</p> <p>Teachers will attend series of professional development as indicated by attendance sign in sheets</p>	<p>Quarterly</p> <p>Quarterly</p>	
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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.

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>To provide students the opportunity with real life experiences, WES would like to create and/or enhance the following programs at the school:</p> <ol style="list-style-type: none">1. Create a federal Credit union for students and families using the "SWIM Dollars" (Hero Points account) to understand how a Saving and checking account works2. Establish a Learning Center3. Use a Garden as an alternate learning environment for students to enhance STEM standards.	<p><i>Please describe your conditions for Success:</i></p> <ol style="list-style-type: none">1. Partnerships with<ol style="list-style-type: none">a. Financial institutes<ol style="list-style-type: none">i. To teach students financial literacyb. Searider Productions at Waianae High Schoolc. Agriculture and Marine Science programs at Waianae High School