Academic Plan School Year 2021-22

School: Aikahi Elementary

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 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, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


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

<table>
<thead>
<tr>
<th>Principal (print): Keoki Fraser</th>
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<tbody>
<tr>
<td>Principal's signature and date: 05/05/2021</td>
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<tr>
<td>Complex Area Superintendent (print): Lanelle Hibbs</td>
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<td>Complex Area Superintendent's signature and date: Lanelle Hibbs 05/05/2021</td>
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Aikahi Elementary 05/05/2021
[School Name], [Version 1], [Date]
# Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
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<tbody>
<tr>
<td>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</td>
<td>What is your Theory of Action (if-then) to improve the achievement gap?</td>
<td>What are your Enabling Activities to improve the achievement gap?</td>
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<tr>
<td>Student Groups (Who is experiencing gaps)</td>
<td>If our school is intentional with the consistent implementation of a research based curriculum in ELA and math, and we design our instructional program around the Hawaii Multi-Tiered Support System (MTSS) framework, then we will decrease our achievement gap and raise performance for all students and especially our EL/RTI/SPED students..</td>
<td>Enabling activities are outlined below around the prioritized areas of Math, ELA, and HMTSS:</td>
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<tr>
<td>1. SPED students</td>
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<td>- STETSON professional development and implementation of best practices and systems for SPED Inclusion using the</td>
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<td>2. EL students have lower math proficiency</td>
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<td>- Comprehensive K-6 RTI reading intervention program</td>
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<td>3. Math performance is lower than reading performance</td>
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<td>- Consistent curriculum and instructional practices in ELA and math</td>
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<td>4. Schoolwide writing performance</td>
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<td>STRIVE HI DATA: 17-18 SY, 16-17 SY</td>
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## Math

### S.M.A.R.T. Goals

1. 80% of all ‘Aikahi students will achieve their Typical Growth goal on the End of Year (EOY) iReady diagnostic math assessment
2. 100% of special education and EL students will achieve their Stretch Growth goal on EOY iReady diagnostic math assessment
3. Students will improve their math problem skills as evidenced by a 30% gain on pre and post CFA results (August to May)
4. ‘Aikahi SBA scores will increase 5% from the ‘SY 20-21 results to the ‘SY 21-22 results
5. The Math achievement gap on SBA will decrease by 10% by the end of ’SY 21-22

<table>
<thead>
<tr>
<th>Plan</th>
<th>Do</th>
<th>Check/Act</th>
<th>Professional Development and How/When</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>Support student progress and growth in mathematics by having consistent learning experiences for students, teaching practices and curriculum for teachers and effective/targeted professional development for teachers</strong></td>
<td>1. <strong>Develop and implement school-wide common agreements in math for curriculum, assessment and instruction</strong>&lt;br&gt;2. <strong>Plan and facilitate K-6 vertical articulation meetings and professional development for teachers</strong></td>
<td>1. <strong>Evidence of Math Common Agreement document</strong>&lt;br&gt;2. <strong>Agendas, minutes and sign-in sheets for vertical articulation meetings</strong>&lt;br&gt;- Opening of year professional development on the Ready Classroom Mathematics program&lt;br&gt;  - Curriculum overview&lt;br&gt;  - Problem solving routine&lt;br&gt;  - iReady diagnostic and math online lessons and teacher toolbox&lt;br&gt;  - Schedule quarterly vertical articulation meetings using the 21 hours (6 total for the year)&lt;br&gt;    - August and September to make sure we are on the same page with key initiatives and to evaluate BOY diagnostic&lt;br&gt;    - October&lt;br&gt;    - January&lt;br&gt;    - April&lt;br&gt;    - May</td>
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<tr>
<td>2. <strong>Accurately monitor student performance and progress in math and provide differentiated learning experiences for all students using the iReady diagnostic program and iReady online math lessons.</strong></td>
<td>1. <strong>Administer iReady math 3x a year (BOY, MOY, EOY) and discuss results after each round with the math committee to determine trends, patterns and next steps</strong></td>
<td>1. <strong>Evidence of post diagnostic discussions, notes and follow up actions</strong>&lt;br&gt;- Opening of year PD to deepen understanding of iReady diagnostic and online lessons&lt;br&gt;  - Use of specific diagnostic protocol from iReady (grade level and math committee)</td>
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</table>
| 3. | Help close the "gap" in math by providing differentiated instruction. | 1. Schedule two intervention blocks per week (K-6) to allow for reteaching and specific targeted practice  
2. Use grade level articulation time to analyze student results in math and to plan for intervention  
3. Ensure school-wide use of iReady online lessons (1 lesson per week) | 1. Schedule for math intervention, track data of intervention and evidence of student work,  
2. Articulation minutes  
3. Monitor online lesson completion rates monthly to ensure students are completing their required amount of online lessons | - Opening of year planning focus for teachers (F’C Day?)  
- Minutes submitted to administration and math committee to ensure compliance and school-wide consistency  
- Monthly checks for online lessons and monthly student/grade level progress incentives |

| 4. | Strengthen student perseverance, stamina, skills and abilities as math problem solvers | 1. Develop and implement monthly grade level math problem solving Common Formative Assessments (CFAs) and use the data team process to track student results, analyze performance and determine next steps  
2. Use the Try It, Discuss It, Connect It routine to support student discourse and problem solving in math  
3. Make agreements on use of the Problem of the Day (POD) routine to further promote problem solving skills in students | 1. Evidence of CFAs, completed data team templates and examples of student work  
2. Administrative/ILT walk-thrus and peer visit observation data  
3. Agreement documents, student work samples for POD | - Professional development in at the beginning of the year on the CFA process, data team template process  
- Professional development on the Try It, Discuss It, Connect It routine  
- Administrative and peer observation records submitted to math committee |

‘Aikahi MTSS ‘SY 21-22
### S.M.A.R.T. Goals

1. 100% of special education and EL students will achieve their Stretch Growth goal on EOY iReady diagnostic math assessment
2. 100% of RTI students will achieve their specific SMART goals each round of RTI
3. 100% of formal counseling students will achieve their SMART goals according to individual support plans
4. ‘Aikahi will decrease its ELA and Math SBA Achieve Gap by 10%

<table>
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<th>Plan</th>
<th>Do</th>
<th>Check/Act</th>
<th>Professional Development and How/When</th>
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</table>
| 1. Implement an effective MTSS system to ensure support for all students’ academic and behavioral needs | 1. Clearly define the ‘Aikahi MTSS systems, supports and protocols and provide training for the faculty and staff so that everyone knows what support is available to students and how to access supports | 1. Provide training and assess faculty and staff understanding of ‘Aikahi MTSS systems, supports and protocols | - Provide at least two trainings for the faculty and staff  
  - Admin day  
  - 21 hour |
| 2. Implement an effective inclusion program for special education students. | 1. Participate in training from STETSON and use the protocols and tools to effectively plan for and support students who are in inclusion classrooms | 1. Evidence of training and follow up actions and protocols | - Two stipend days for SPED department and GEN Ed teachers who will be doing inclusion (Summer stipends in late July) |
| 3. Implement effective practices and systems to support EL students | 1. Provide faculty with an overview of the EL program  
  2. Provide EL professional development for all teachers  
  3. Provide specific EL professional development for grade level teachers who have EL students in their classrooms  
  4. Provide targeted EL supports for identified EL students | 1. Evidence of overview presentation and meetings  
  2. Evidence of EL PD plan for all faculty and staff members and for specific teachers who have EL students  
  3. Develop and monitor SMART goals for each EL student | - Two EL trainings  
  - One on admin day/opening of year  
  - One at faculty meeting or 21 hour PD |
| 4. | Provide effective Tier 1 and Tier 2 interventions for math and ELA in the classroom | 1. Identify two math intervention blocks per week (K-6), use articulation time to plan and prepare for math intervention and implement intervention starting in September of 2021  
2. Create grade level intervention plans for reading, use articulation time to plan for intervention and provide intervention in reading during ELA | 1. Evidence of math intervention schedule, articulation minutes and data and student work samples for math intervention  
2. Evidence of grade level reading intervention plans, articulation minutes and data and student work samples for reading intervention | - Professional development and planning time for teachers:  
  - Admin day to go over school-wide expectations  
  - PD hours and faculty meeting time for teachers to plan  
  - Grade level articulation time protected to work on intervention |

| 5. | Provide effective social, emotional and behavioral counseling supports for students | 1. Implement a K-6 PBS system that proactively teaches and reinforces positive behaviors (100 club, quarterly assemblies, morning messages, etc.)  
2. Provide formal and effective individual and group counseling for the following areas:  
  a. Divorce group  
  b. Social skills/friend groups  
  c. Positive coping strategies for students with anxiety  
  d. Self-management and regulation for students with attention issues  
  e. Military impacted issues  
3. Provide training and support for behaviorally challenged students  
   a. Classroom behavior support plans  
   b. Classroom positive rewards systems  
4. Provide comprehensive 504 support  
   a. Clearly articulating plans to all teachers | 1. Evidence of overview training for faculty and staff and evidence of assemblies, 100 club and morning messages  
2. Formal counseling plans will include specific targeted behaviors and SMART goals for each student to ensure focused support and measurable outcomes. Prioritize counselor roles to focus on student support first and foremost  
3. Evidence of faculty training on behavior supports and behavior support plans  
4. Monthly check ins with principal on 504 students and progress reports for each student | - Provide overview training for all faculty and staff members before school starts (admin day or PC day)  
- Document formal counseling plans in ECSSS  
- Survey teachers to determine understanding of counseling support and behavior supports and needs  
- Schedule monthly principal check ins |
S.M.A.R.T. Goals

1. 80% of all 'Aikahi students will achieve their Typical Growth goal on the End of Year (EOY) iReady diagnostic reading assessment
2. 100% of special education and EL students will achieve their Stretch Growth goal on EOY iReady diagnostic reading assessment (Is the percentage up for discussion? Is this attainable/realistic for next school year due to the impacts of COVID-19?)
3. 'Aikahi SBA scores will increase 2% from 'SY 20-21 to 'SY 21-22
4. The ELA achievement gap on SBA will decrease by 10% by the end of 'SY 21-22

Plan | Do | Check/Act | Professional Development and How/When
---|---|---|---

| 1. | Support student progress and growth in ELA by having consistent learning experiences for students, teaching practices and curriculum expectations for teachers and by having effective/targeted professional development.  
(Curriculum expectations need to be discussed ASAP so we can order materials now for next year.) | 1. Develop and implement school-wide common agreements in ELA for curriculum, assessment and instruction  
2. Plan and facilitate K-6 vertical articulation meetings and professional development for teachers | 1. Evidence of ELA common agreement document  
2. Agendas, minutes and sign-in sheets for vertical articulation meetings | - Opening of year professional development on Wonders/Springboard  
- Curriculum overview  
- iReady diagnostic and reading online lessons and teacher toolbox  
- Schedule three vertical articulation meetings for ELA using the 21 hours to discuss common agreements, school wide trends and areas of focus/need |
| 2. | Accurately monitor student performance and progress in ELA and provide differentiated learning experiences for all students using the iReady diagnostic program and iReady online ELA lessons. | 1. Administer iReady reading diagnostic 3x a year (BOY, MOY, EOY) and discuss results after each round with the ELA committee and within grade level teams to determine trends, patterns and next steps | 1. Evidence of post diagnostic discussions, notes and follow up actions from iReady protocols | - Opening of year PD to deepen understanding of iReady diagnostic and online lessons  
- Use of specific diagnostic protocol from iReady (grade level and ELA committee) |
| 3. | Help close the “gap” in ELA by providing differentiated instruction. | 1. Have an effective Tier 2/Tier 3 RTI reading pull out program that runs at least three cycles per year  
2. Use grade level articulation time to analyze student results in ELA and to plan for intervention and student support  
3. Ensure school-wide use of iReady online lessons (1 lesson per week)  
4. Classroom teachers reading differentiation in the classroom | 1. Schedule for RTI program, use of individualized SMART goals for all students in ELA  
2. Articulation minutes  
3. Monitor online lesson completion rates monthly to ensure students are completing their required amount of online lessons  
4. Provide professional development and agreements around what differentiation will look like | - Opening of year planning focus for teachers (8C day?)  
- Minutes submitted to administration and math committee to ensure compliance and school-wide consistency  
- Monthly checks for online lessons and monthly student/grade level progress incentives  
- Class/grade level intervention plans submitted to administration |
4. Evaluate student writing and determine supports, professional development and next steps with writing

   1. Create school-wide writing plan that articulates the following:
      a. Writing strands to focus on per quarter
      b. Develop a quarterly common assessment for writing and use the data team process to analyze student results and determine next steps
   2. Explore and determine next steps to address writing needs for students

   1. Documented plan that articulates school-wide writing (can be listed in the ELA common agreements)
   2. Evidence of school-wide CFA data teams process and documentation

   - ELA committee minutes and agendas
   - Have faculty meeting or 21 hour to discuss and share writing with teachers

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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 2020-21 School Design and Student Voice.
Describe here your Conditions for Success for School Design and Student Voice.

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‘Aikahi will continue to live its mission and vision by providing a holistic whole child educational program that empowers students to explore their passions, interests and talents.

The following “whole child” programs and opportunities will be afforded to students at ‘Aikahi for the 2021-2022 ‘School-Year:

Project Based Learning
- Two grade levels (Grade 4 and TBD) will take a deeper dive into PBL in working with our Windward District CTE team; doing professional development with PBL Lite and partnering with industry people to enhance real world learning experiences
- Our entire faculty will participate in PBL professional development called Project Slice and we will discuss next steps to integrate subjects and learning through PBL
- ‘Aikahi will have an unstructured and structured outdoor maker space that will allow students the opportunity to go through the engineering and design process with hands-on learning to solve problems and complete challenges.
<table>
<thead>
<tr>
<th>Art and Music Education</th>
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<tr>
<td>- Art and Music classes taught by content specialist for all students K-6</td>
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<td>- Various art programs and competitions</td>
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<td>- 'Aikahi Variety/Talent show</td>
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<td>Enrichment Programs</td>
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<tr>
<td>- Junior Police Officer (Grade 4, 5, 6)</td>
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<td>- Student council</td>
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<td>- After school enrichment</td>
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<td>- Field trips and community based learning experiences</td>
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<td>- Grade 6 and kindergarten buddy program</td>
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<td>- Annual Turkey Trot program</td>
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<td>Physical Fitness, Social Emotional and Wellness</td>
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<td>- Participation in regular recess and PE programs</td>
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<td>- 'Aina in Schools K-6 program</td>
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<td>- Participation in Windward District Fitness Meet</td>
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<td>- Participation in Keiki Great Aloha Run</td>
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<td>- Participation in district volleyball and basketball tournaments</td>
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<td>- Morning running club</td>
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<td>- Character parade</td>
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<td>- Spirit Week and Red Ribbon Week</td>
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<td>- Yellow Ribbon Assembly/Recognition</td>
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<td>Student Academic Competitions</td>
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<td>- Windward District Science Fair</td>
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<tr>
<td>- School and District/National Geography Bee</td>
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<td>- School and District/National Spelling Bee</td>
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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.

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.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
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<tbody>
<tr>
<td>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. ‘Aikahi will continue to provide innovative programs and support to our students. Innovation at our school looks like a comprehensive whole child learning experience for all students and high level academic preparation and individualised supports. The following are specific ideas that we will put into practice:</td>
<td>Please describe your Conditions for Success: These programs will be evaluated through surveys (teacher, parent, student), focus groups with teachers and school wide discussions each semester.</td>
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<tr>
<td>- Whole Child Learning- Art, music, ‘Aina/sustainability, student council, SEL learning (second step)</td>
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<td>- Rigorous Core Academics for all students K-6</td>
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<td>- Exploratory Learning Experiences (Youth Sports, History Day, Science Fair, Fitness Meet, Concert Performances, Musical Performances)</td>
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<tr>
<td>- Enrichment- During school enrichment program for students in Grades 3-6 and after school enrichment programs for all interested students</td>
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