





## He'eia Elementary School 2021 Academic Plan, School Year 2021-22



Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

School Principal (print): Joy Kuraoka	
School Principal's Signature:  <small>Joy Kuraoka (Apr 26, 2021 20:39 HST)</small>	Date: Apr 26, 2021
Complex Area Superintendent (print): Matt Ho	
Complex Area Superintendent's Signature:  <small>Matthew C.W. Ho (Apr 30, 2021 14:34 HST)</small>	Date: Apr 30, 2021

# HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

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

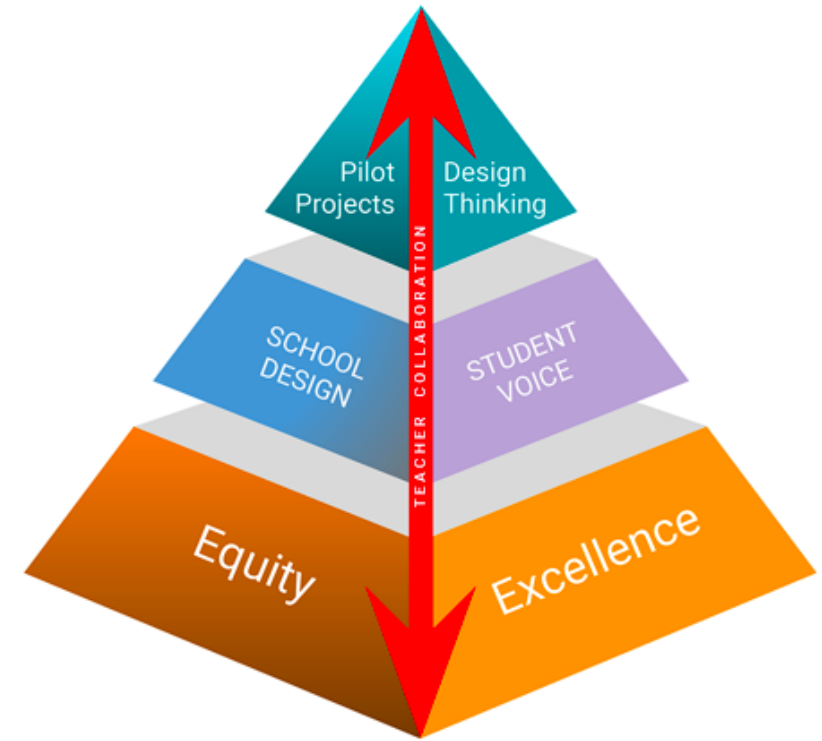
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning.

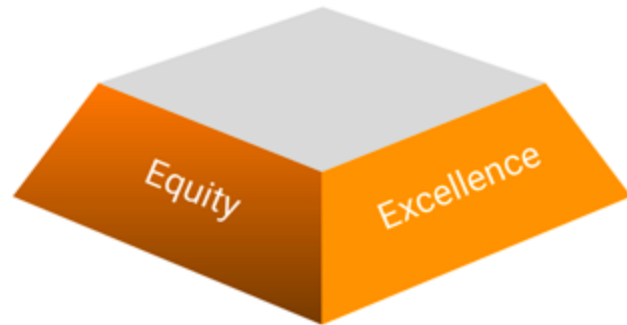
High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

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

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





## 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.

**Title 1 School-wide program addresses all the requirements to include the following:  
SW 1, 2, 3, 4, 5, 6 and 7**

<p style="text-align: center;"><b>Achievement Gap</b></p> <p><i>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.</i></p>	<p style="text-align: center;"><b>Theory of Action</b></p> <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p>	<p style="text-align: center;"><b>Enabling Activity</b></p> <p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p>
<p><b>The school's Comprehensive Needs Assessment as well as the STRIVE HI data showed the following data regarding the Achievement Gap.</b></p> <p><i>ELA - 21 points High Needs 65% Non-High Needs 42%</i> <i>Math - 18 points High Needs 56% Non-High Needs 37%</i></p> <p><b>The CNA also shows the contributing causes which affect the Achievement Gap:</b></p> <ul style="list-style-type: none"> <li>● Limited or below movement for ELA proficiency is becoming consistent</li> <li>● Math scores remain steady but little improvement or gains are not consistent between grade levels suggest the need for a solid universal screener</li> <li>● ELL shows little proficiency scores</li> <li>● 3rd grade literacy suggests a closer look as instructional practices for language arts in the K-2 grade levels.</li> <li>● Although achievement gap scores are acceptable, data is also showing less low needs students are proficient</li> </ul> <p><b>ELA</b></p>	<p><i>If the school continues with the developed RTI program in place and continues to monitor its pacing, evaluates and analyzes the data, there will be a positive impact to the gap achievement and student success.</i></p> <p><i>If inclusionary practices and strategies are implemented in classrooms there will be an improvement in gap data and student success.</i></p> <p><i>The school's RTI program has shown growth gains in Math and Language Arts according to school-wide data.</i></p>	<p><b>Enabling Activities</b></p> <ol style="list-style-type: none"> <li>1. Implement and align the math curriculum in grades 3-6 using Ready Classroom. (Math) Title 1 SW 1, 3, and 6</li> <li>2. Continue to refine and or redesign RTI (Response to Intervention) for Literacy (ELA) Title 1 SW 1, 2, 3, 4, and 6</li> <li>3. Develop a schoolwide plan where students set, track and reflect on academic goals. Title 1 SW 1, 2, 3, 4, 6 and 7</li> <li>4. Provide inclusionary practices / strategies in all classrooms to address the shift in subgroups i.e. IDEA and ELL and close the achievement gap. Title 1, SW 1, 2, 3, 4, 5 and 6</li> </ol>

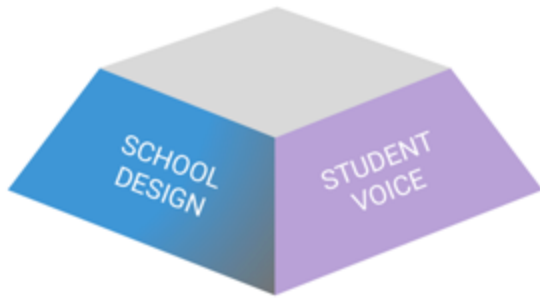
Year	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2015-2016	148	56.27%	69	26.24%	79	30.04%	66	25.10%	49	18.63%
2016-2017	144	54.96%	63	24.05%	81	30.92%	64	24.43%	54	20.61%
2017-2018	130	53.28%	70	28.69%	60	24.59%	65	26.64%	49	20.08%
2018-2019	126	51.22%	55	22.36%	71	28.86%	62	25.20%	58	23.58%

**Math**

Year	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2015-2016	123	46.77%	56	21.29%	67	25.48%	83	31.56%	57	21.67%
2016-2017	135	51.33%	51	19.39%	84	31.94%	82	31.18%	46	17.49%
2017-2018	109	44.13%	44	17.81%	65	26.32%	83	33.60%	55	22.27%
2018-2019	110	44.72%	45	18.29%	65	26.42%	74	30.08%	62	25.20%

**Attendance**

	Group/Subgroup	2015-2016	2016-2017	2017-2018	2018-2019
Heeia Elem School	All Students	95.00%	94.54%	94.52%	94.18%
	Non-High Needs	95.98%	95.90%	95.32%	95.27%
	High Needs	94.42%	93.79%	94.07%	93.51%
	Low SES	94.65%	93.78%	94.11%	93.46%
	IDEA	91.99%	92.45%	90.66%	92.16%
	ELL	96.51%	96.17%	96.97%	92.01%



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

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

Based on the school's Comprehensive Needs Assessment and the data below the school recognizes contributing causes which show the need to implement a School's Design focused on student empowerment and voice.

## Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

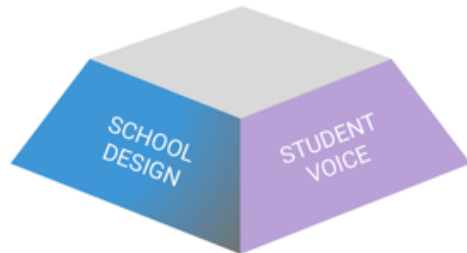
He'eia Elementary is focused on student success, student empowerment and student voice by designing a learner accountability system that tracks progress of students pursuing their personalized learning pathways and creates a learner who is confident in self-assessing and adjusting with support of their teachers.

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

By designing a student driven and learner accountability system, the school will measure the students' academic success through the proficiency rates as measured by the schoolwide and statewide assessments. Perceptual data from students, parents and community will also measure satisfaction growth rates of students' progress.

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>
<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p>	<p><i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i></p>
<p><b><u>Measurable Outcomes</u></b>  <i>The following targets are the measurable outcomes that the school is focusing on to improve student success:</i></p> <p>3rd Grade Literacy - 76%            ELA Proficiency - 56%            Math Proficiency - 48%%            Science Proficiency - 68%            Chronic Absenteeism - 11%            School Climate - 86%</p> <p><b><u>What are you designing?</u></b>  <i>He'eia Elementary is focused on student success, student empowerment and student voice by designing a learner accountability system that tracks progress of students pursuing their</i></p>	<p><b><u>Measurable Outcomes</u></b>  <i>The following targets are the measurable outcomes that the school is focusing on to improve student success:</i></p> <p>3rd Grade Literacy - 76%            ELA Proficiency - 56%            Math Proficiency - 48%%            Science Proficiency - 68%            Chronic Absenteeism - 11%            School Climate - 86%</p> <p><b><u>What are you designing?</u></b>  <i>He'eia Elementary is focused on student success, student empowerment and student voice by designing a learner accountability system that tracks progress of students pursuing their</i></p>

<i>personalized learning pathways and creates a learner who is confident in self-assessing and adjusting with support of their teachers.</i>	<i>personalized learning pathways and creates a learner who is confident in self-assessing and adjusting with support of their teachers.</i>
<i>Why you are implementing them?</i>	<i>Why you are implementing them?</i>
<p><i>Based on the school's Comprehensive Needs Assessment the following contributing causes show the need to implement the School's Design focused on student empowerment and voice.</i></p> <ul style="list-style-type: none"> <li>● Increase in SES population affects absenteeism as well as referrals</li> <li>● IDEA population steadily increasing affecting total enrollment</li> <li>● ELL population increasing</li> <li>● High needs and SES impacting attendance and referrals</li> <li>● New students in higher grade levels are affecting SPED enrollment increase</li> </ul>	<p><i>Based on the school's Comprehensive Needs Assessment the following contributing causes show the need to implement the School's Design focused on student empowerment and voice.</i></p> <ul style="list-style-type: none"> <li>● Increase in SES population affects absenteeism as well as referrals</li> <li>● IDEA population steadily increasing affecting total enrollment</li> <li>● ELL population increasing</li> <li>● High needs and SES impacting attendance and referrals</li> <li>● New students in higher grade levels are affecting SPED enrollment increase</li> </ul>
<i>How will you know that they are causing an improvement?</i>	<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 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><b>Improved Growth and Proficiency Data will bear out the success of the school's implementation.</b></p> <p>STRIVE-Hi Proficiency Data            ELA - 51%            Math - 44%            Science - 65%            Gap Data            ELA - 21 points High Needs 65% Non-High Needs 42%            Math - 18 points High Needs 56% Non-High Needs 37%</p>	<p>iReady Data - Fall, Spring            Response to Intervention Data - Quarterly            Growth iReady Data            STRIVE-Hi Proficiency Data            ELA - 51%            Math - 44%            Science - 65%            Gap Data            ELA - 21 points High Needs 65% Non-High Needs 42%            Math - 18 points High Needs 56% Non-High Needs 37%</p>	<p>2.5% improvement in proficiency for ELA            2.5% improvement in proficiency for Math            2.5% improvement in proficiency for Science            5 point improvement for Achievement Gap for ELA and Math</p>

**Student Outcomes**

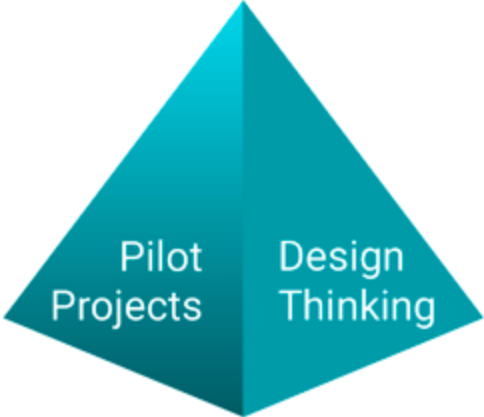
<b>Measurable Outcome(s)</b>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> ProgramID	<b>School Monitoring Activity (SW3)</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)
<p><b>Improved STRIVE-HI, iReady and School-wide Targets for:</b></p> <p><i>Math Proficiency - 48%% Science Proficiency - 68%</i></p>	<p><i>Implement and align the math curriculum in grades K-6 using Ready Classroom (Math) (SW6)</i></p>	<p>Yearlong</p>	<p>WSF (42101, 42104, 42112) SPED (73100) Title 1 (18902)</p>	<p>Walkthrough Data PLC Checklist Math Curriculum Meeting Notes iReady Diagnostic Testing Pre-Mid-Post School-wide RTI Data</p>	<p>Quarter Quarter Quarter Semester Quarter Quarter</p>	<p>Semester ART Reports (SW3) CAS School Visits and Walkthroughs</p>
<p><b>Improved STRIVE-HI, iReady and School-wide Targets for:</b></p> <p><i>3rd Grade Literacy - 76% ELA Proficiency - 56% Math Proficiency - 48%% Science Proficiency - 68%</i></p>	<p><i>Continue to refine and or redesign RTI (Response to Intervention) program(s) for Literacy (ELA) (SW6)</i></p>	<p>Yearlong</p>	<p>WSF (42101, 42104, 42112) SPED (73100) Title 1 (18902)</p>	<p>Walkthrough Data PLC Checklist ELA Curriculum Meeting Notes iReady Diagnostic Testing Pre-Mid-Post School-wide RTI Data Book Club Lexile Data</p>	<p>Quarter Quarter Quarter Semester Quarter Semester Quarter</p>	<p>Semester ART Reports (SW3) CAS School Visits and Walkthroughs</p>
<p><b>Improved STRIVE-HI, iReady and School-wide Targets for:</b></p> <p><i>3rd Grade Literacy - 76% ELA Proficiency - 56% Math Proficiency - 48%% Science Proficiency - 68%</i></p>	<p><i>Provide inclusionary practices / strategies in all classrooms to address the shift in subgroups i.e. IDEA and ELL and close the achievement gap (SW6)</i></p>	<p>Yearlong</p>	<p>WSF (42101, 42104, 42112) SPED (73100) Title 1 (18902)</p>	<p>Walkthrough Data Grade Level PLC checklist All Curriculum Team Meeting Notes Student Reflections School-wide RTI Data Book Club Lexile Data Math Club Problem Solving Data</p>	<p>Quarter Quarter Quarter Quarter Quarter Quarter Quarter</p>	<p>Semester ART Reports (SW3) CAS School Visits and Walkthroughs</p>

**Staff Outcomes**

<b>Measurable Outcome(s)</b>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> ProgramID	<b>School Monitoring Activity (SW3)</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)
<p><b>Improved STRIVE-HI, iReady and School-wide Targets for:</b></p> <p><i>Chronic Absenteeism - 11%</i> <i>School Climate - 86%</i></p>	<p><i>Promote a positive school climate, create a positive behavior expectation plan, which describes the expectations of a He'eia Hawk student to include cross grade level activities and increasing family parent involvement through family engagement activities. (SW7)</i></p>	<p><i>Yearlong</i></p>	<p><i>WSF (42101, 42104, 42112)</i> <i>SPED (73100)</i> <i>Title 1 (18902)</i></p>	<p><i>Exit Surveys</i> <i>Parent / Student Satisfaction Survey</i> <i>Discipline Referrals</i> <i>Hawk Sightings Data</i> <i>SQS Survey</i></p>	<p><i>Semester</i> <i>Annual</i> <i>Quarter</i> <i>Quarter</i> <i>Annual</i> <i>Annual</i></p>	<p><i>Semester ART Reports (SW3)</i> <i>CAS School Visits and Walkthroughs</i></p>



# Pipeline of Emerging Ideas: Pilot Projects and Design Thinking



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

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>While referencing the “Forward Focused” Plan, please describe your school’s ideas around <b>innovation and pilot projects</b>. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p>In an effort to provide more parent participation and community partnerships, the school is looking at yearlong calendar planning to solidify dates and times of activities and learning opportunities designed to engage parents and community members in our students’ learning. Some of the pilot projects we will be designing are:</p> <ul style="list-style-type: none"> <li>● School-wide Curriculum Fair</li> <li>● Increased Partnership opportunities with The Plaza Senior Living Home</li> <li>● EDEP Hō’ike to showcase STEAM, Science and Engineering projects</li> <li>● E Ola Pono Public Service Announcements which highlight students’ participation with Community Partner Huliamaahi</li> </ul>	<p><i>Please describe your conditions for Success:</i></p> <p>Success will be determined by the aforementioned STRIVE-HI targets but also the increased attendance by parents or community members in each event.</p> <p>Exit surveys will also guide new learning for improvement from the feedback given.</p>