



# School Year 2022-2023 Academic Plan

## He'eia Elementary School

46-202 Haiku Road  
Kāne'ohe, HI 96744

Submitted by: Danny Garcia, Principal	Date:
 <small>Danny Garcia (Apr 17, 2022 16:53 HST)</small>	04/17/2022

Approved by: Ed H. Noh, Ed.D., Interim Complex Area Superintendent	Date:
	April 14, 2022

## SY 2022-2023 Academic Plan

Where are we now?	
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment</li> <li>● WASC Self Study</li> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<p><b><u>WASC Critical Areas of Growth (Spring, 2021)</u></b></p> <ul style="list-style-type: none"> <li>● <b>Critical Area 1 (CA.1)</b> Teachers, during PLCs, need to consistently <i>evaluate and analyze universal screening data, formative assessments and student work</i> in order to <i>develop targeted interventions and provide for flexible student groupings</i>. This may require professional development and coaching.</li> <li>● <b>Critical Area 2 (CA.2)</b> Teachers and support personnel need to <i>strengthen the RTI process through identifying appropriate intervention strategies based on data analysis</i>, during PLC and vertical team meetings.</li> <li>● <b>Critical Area 3 (CA.3)</b> Teachers need to continue to meet in <i>vertical teams</i> in order to engage in conversations around <i>K-6 alignment</i> of standards and develop understandings of the routines and practices that will be used across the grades to enhance student achievement.</li> <li>● <b>Critical Area 4 (CA.4)</b> <i>Administration needs to more regularly and consistently communicate with the school community, particularly parents</i>, to ensure they are aware and informed regarding school programs and activities.</li> </ul> <p>In our Academic Plan for SY 2017-2020, we identified from our Comprehension Needs Assessment that our school needed to focus on:</p> <ol style="list-style-type: none"> <li>1. Lack of understanding of <b>children in poverty</b> (what they lack, what they face at home, etc.)</li> <li>2. Lack of <b>communication plan</b>, including flow-chart of responsibilities, different committees (alignment of resources)</li> <li>3. Lack of <b>teacher-led PD</b> to share best practices and expertise.</li> </ol> <p><b><u>STUDENT SUCCESS:</u></b> Our school focused on the understanding of children in poverty to address the need for creating a better understanding of the Socio-Economic Status (SES) and IDEA (SPED) Targeted groups. In particular, when teaching children of poverty, the school will provide scaffolding opportunities for struggling students in all classes, differentiate instruction and address the achievement gap.</p> <p>According to the Comprehensive Needs Assessment, teachers agreed that the targeted SES and SPED subgroups are the most challenging to teach as it is possible that there are other issues affecting education regarding those populations. Teachers agreed that the school needs more professional development in that area. In the CNA under Student Learning implications regarding statewide testing, the team noted that the school needs to figure out a way to get the students who are near meeting standards to improve to above meeting standards in both ELA and Math.</p>

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	<p><b>STAFF SUCCESS and SYSTEMS of SUPPORT:</b> To fully realize the power of successful systems of support and for staff success, the school will continue to work on a system of best practices to support a communication plan which focuses on areas within the curricular core subject that includes professional development time for teachers to collaborate on teacher-led staff development on instructional strategies to include opportunities for student led learning.</p> <p>The school’s CNA of school processes and perceptual data revealed that teachers felt that communication of roles and responsibilities in the school were not clearly delineated and administration does not facilitate communication effectively. They were in favor of developing a better communication plan.</p> <p>CNA data also showed that teachers want to communicate with each other to make student learning consistent across grades. Others were clear about what their job is at the school. Other comments included; “I work with people who listen if I have ideas about doing things better”. Based on this perceptual and school processes data it was concluded that teachers wanted teacher-led professional development to improve curriculum.</p>
	<p><b>Addressing Equity: Sub Group Identification</b>  <b>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</b></p>
	<ul style="list-style-type: none"> <li>➤ SPED (18%)             <ul style="list-style-type: none"> <li>● Core instruction, RTI</li> <li>● Inclusive practices</li> </ul> </li> <li>➤ Low SES (Title 1 - 50% Free &amp; Reduced), Native Hawaiian (43%), EL (3%)             <ul style="list-style-type: none"> <li>● ELA and Math proficiency gap (MTSS, core instruction)</li> <li>● Culturally relevant education (Nā Hopena A‘o, Huliāmahi)</li> <li>● Student &amp; Family engagement (Super Hawk Program, 5Rs)</li> <li>● Chronic Absenteeism (MTSS)</li> </ul> </li> </ul>

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.			
Name and Title of ART Team Accountable Lead		Responsible for implementation of the school’s strategies and initiatives	
1.	Danny P. Garcia - Principal	1.	Student Success, Staff Success, Successful Systems of Support
2.	Sheri Dano - VP	2.	SpEd, Inclusive Practices, EL
3.	Carrie Kashimoto - Curriculum Coordinator (Math/ELA)	3.	PD, PLCs
4.	Leilani Bonds - SSC	4.	SpEd, Inclusive Practices
5.	Darren Chu - Counselor	5.	SEL/PBIS

# SY 2022-2023 Academic Plan

**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.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
He'eia ES students will increase their proficiency on all state assessments by ten percentage points by SY2024-2025.	He'eia ES students are currently performing below state and complex on all state assessments (2020-2021): <ul style="list-style-type: none"> <li>● <b>ELA - 43%</b> (Complex - 49%) (State - 47%)</li> <li>● <b>Math - 32%</b> (Complex - 38%) (State - 36%)</li> <li>● <b>Science - 32%</b> (Complex - 38%) (State - 36%)</li> </ul>

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
All students will receive <b>quality, universal, Tier 1 instruction</b>  There will be a 5% reduction for students who receive Tier 2 and Tier 3 interventions <a href="#"><u>HIDOE Systemwide Strategies (SS)</u></a> <b>SS-2,4</b> <a href="#"><u>Title 1 School Wide (SW) Program Plan Requirements</u></a> <b>SW-1,3,6</b>	Design and implement a comprehensive RTI system of evaluating and analyzing universal screening data, formative assessments and student work	2022-2023 2023-2024 2024-2025	Admin CC LT	WSF Title 1 SAF	<ul style="list-style-type: none"> <li>● iReady Universal Screener</li> <li>● GL CFAs</li> <li>● RTI data</li> <li>● Panorama Student Success</li> <li>● SQS</li> <li>● Regular Classroom Walkthroughs w/Coaching Feedback</li> <li>● PLC meetings w/ teams                             <ul style="list-style-type: none"> <li>○ Rotation Days</li> <li>○ Wednesday PLCs</li> <li>○ PC/Waiver Days</li> </ul> </li> </ul>

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<p>All students will receive quality core instruction via <b>aligned essential standards and curriculum</b> throughout all grade levels (K-6) to improve student learning</p> <p><i>SS-2,3,4</i> <i>SW-1,3,6</i></p>	<p>Teachers will participate in grade level articulation and professional learning</p>	<p>2022-2023 2023-2024 2024-2025</p>	<p>Admin CC LT</p>	<p>WSF Title 1 SAF</p>	<ul style="list-style-type: none"> <li>● PLC meeting notes</li> <li>● PC &amp; Waiver Day Agenda &amp; Minutes</li> <li>● iReady Universal Screener</li> <li>● GL CFAs</li> <li>● RTI data</li> </ul>
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**GOAL 2: STAFF SUCCESS** The (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:
The He'eia ES staff will have a fully developed and implemented Multi-Tiered System of Support that reflects 1) a collaborative problem-solving process, 2) leadership and teaming at all levels and 3) an integrated data collection system.	To coordinate our resources to meet the needs of all our students

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>All staff will receive <b>regular and targeted Professional Learning</b> opportunities based on school data</p> <ul style="list-style-type: none"> <li>● Teacher-led</li> <li>● Admin-led</li> <li>● District-led</li> <li>● Program-led</li> </ul> <p><i>SS-2,3</i> <i>SW-1,6</i></p>	<p>Staff will participate in professional learning opportunities that will increase their capacity in delivering all <a href="#">MTSS components</a></p> <ul style="list-style-type: none"> <li>● academic</li> <li>● behavioral</li> <li>● social/emotional</li> <li>● physical</li> </ul>	<p>2022-2023 2023-2024 2024-2025</p>	<p>Admin CC LT</p>	<p>WSF Title 1 SAF WDO ESSER</p>	<ul style="list-style-type: none"> <li>● iReady Universal Screener</li> <li>● GL CFAs</li> <li>● RTI data</li> <li>● Strive HI</li> <li>● SQS Surveys</li> <li>● Student-Voice Survey</li> <li>● LDS/Panorama Data</li> <li>● PC/Waiver Day Feedback Surveys</li> </ul>

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**GOAL 3: SUCCESSFUL SYSTEMS OF SUPPORT** The (School) works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
He‘eia ES will establish a comprehensive School Design based on all relevant school data and structured around dynamic organizational systems.	To engage all stakeholders - students, faculty, staff, parents and community partners - in a well-rounded, highly effective, educational program.

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
All staff will <b>provide regular and consistent communication</b> with the school community  <i>SS-1</i> <i>SW-1,2,3,4,5,6,7</i>	He‘eia ES will provide timely and effective communication to all stakeholders <ul style="list-style-type: none"> <li>● School website</li> <li>● Marquee</li> <li>● ClassTag</li> <li>● Social media</li> </ul>	2022-2023 2023-2024 2024-2025	Admin CC LT	WSF Title 1 SAF WDO	<ul style="list-style-type: none"> <li>● SQS Data</li> <li>● SCC minutes</li> <li>● Monthly Principal’s Message</li> </ul>
All students will be provided <b>extended, transitional and early learning opportunities</b>  <i>SS-1,4</i> <i>SW-1,6,7</i>	Staff will coordinate and facilitate school-level ELO programs and/or community partnership programs <ul style="list-style-type: none"> <li>● Lokahi Project (21CCLC)</li> <li>● Kama‘aina Kids</li> <li>● Head Start</li> <li>● Summer Learning Hub</li> <li>● C&amp;C Summer Fun</li> <li>● Kindergarten START</li> </ul>	2022-2023 2023-2024 2024-2025	Admin CC LT	WSF Title 1 SAF WDO ESSER	<ul style="list-style-type: none"> <li>● Panorama/SQS Data</li> <li>● PLC meeting notes</li> <li>● Attendance</li> <li>● Student performance data</li> </ul>

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<p>He'eia Elementary will design and develop an <b>effective decision-making system</b></p> <p><i>SS-1,3</i> <i>SW-1,2,3,5,6</i></p>	<p>Continue to build and strengthen school teams:</p> <ul style="list-style-type: none"> <li>● Administrative Teams <ul style="list-style-type: none"> <li>○ Admin Team</li> <li>○ Leadership Team</li> <li>○ Curriculum</li> <li>○ SPED</li> <li>○ Operational <ul style="list-style-type: none"> <li>■ VP</li> <li>■ SASA</li> <li>■ Head Custodian</li> <li>■ Cafe Mgr</li> </ul> </li> </ul> </li> <li>● Decision-making PLCs <ul style="list-style-type: none"> <li>○ Faculty</li> <li>○ SCC/APC</li> </ul> </li> </ul>	<p>2022-2023 2023-2024 2024-2025</p>	<p>Admin CC LT</p>	<p>WSF Title 1 SAF</p>	<ul style="list-style-type: none"> <li>● PLC meeting notes</li> <li>● SCC minutes</li> </ul>
<p>He'eia Elementary will use the <b>Continuous School Improvement Framework</b> as a guide for quality School Design</p> <p><i>SS-1,2,3</i> <i>SW-1,2,3,5,6,7</i></p>	<p>All staff will in participate in annual <a href="#"><u>Continuous School Improvement</u></a> activities</p>	<p>2022-2023 2023-2024 2024-2025</p>	<p>Admin CC LT</p>	<p>WSF Title 1 SAF</p>	<ul style="list-style-type: none"> <li>● iReady Universal Screener</li> <li>● GL CFAs</li> <li>● RTI data</li> <li>● Strive HI</li> <li>● SQS Surveys</li> <li>● Student-Voice Survey</li> <li>● LDS/Panorama Data</li> <li>● PC/Waiver Day Feedback Surveys</li> </ul>








# Academic Plan Signature

Final Audit Report

2022-04-18

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