Sunset Beach Elementary School
2021 Academic Plan, School Year 2021-22

Developing a collaborative Academic Plan framed by the HIDOE 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): Eliza Elkington		
School Principal's Signature: *eliza elkington* eliza elkington (Apr 26, 2021 17:13 HST)	Date:	Apr 26, 2021
Complex Area Superintendent (print): Matt Ho		
Complex Area Superintendent's Signature: *Matthew C.W. Ho* Matthew C.W. Ho (Apr 30, 2021 14:34 HST)	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).
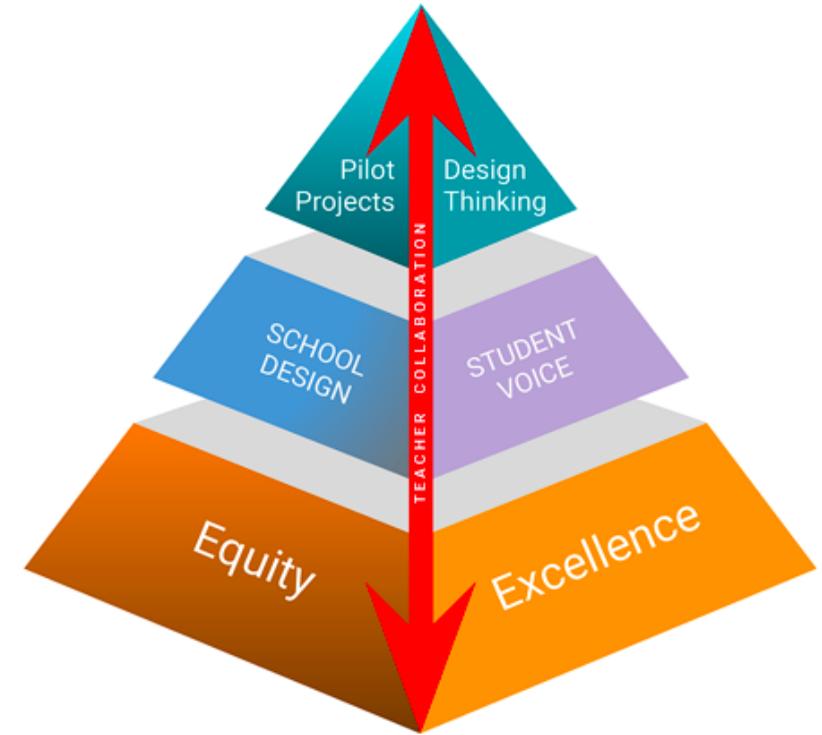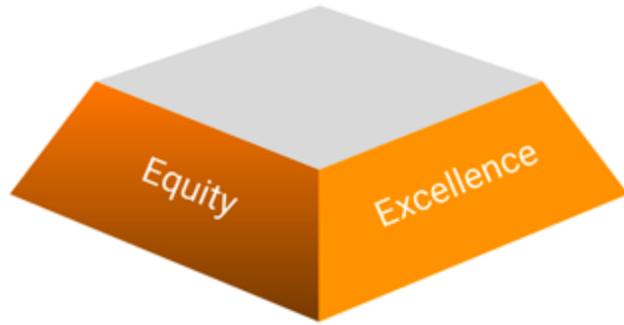
Teaching & Learning Core: Equity and Excellence

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.

Achievement Gap	Theory of Action	Enabling Activity
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. Due to the pandemic, we do not have current Strive HI data. However, the 2019 Strive HI report for Sunset Beach Elementary School (SBES) shows just 39% of high needs students met Language Arts proficiency while 73% of non-high needs students met proficiency. In math, only 40% of high needs students met proficiency while 63% of non-high needs students met proficiency in math standards. 2019 Strive HI data shows an achievement gap between high needs and non-high needs students of 34 points in Language Arts and 23 points in Math. High needs students at SBES Elementary School consist of English Language Learners, Special Education students, and students who qualify for free and reduced lunch. High needs student scores on the Smarter Balanced Assessment have not increased at the same rate as non-high needs student scores, creating an increased achievement gap.	*What is your Theory of Action (if-then) to improve the achievement gap?* We have not fully implemented our five focus areas due to COVID restrictions. We would like to continue our work of utilizing data analysis to differentiate learning through RTI strategies, foster teacher collaboration and vertical alignment, strengthen academic conversations through higher level thinking and questioning, address students' social and emotional development through character education, and continue our focus on thinking "outside the box" through the implementation of Project Based Learning, our high needs students will have the skills needed to increase their academic achievement, and the achievement gap will decrease.	*What are your Enabling Activities to improve the achievement gap?* RTI- Response to Intervention through Data Analysis Teacher Collaboration and Vertical Alignment Increasing Student Voice through Higher Level Thinking and Questioning Social and emotional Development Project Based Learning (PBL)

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Innovation in Support of the Core: School Design and Student Voice
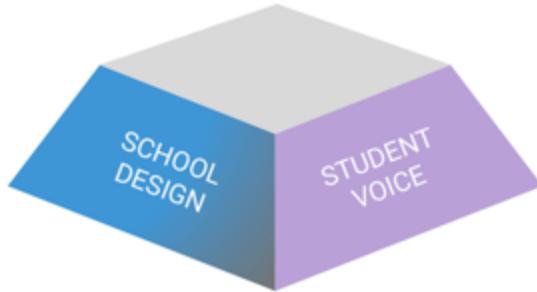
Describe here your complex/school contexts for School Design and Student Voice.

- *The social and emotional well-being of our students is at the core of our school culture. Sunset Beach Elementary School's design includes Project Based Learning (PBL), Philosophy for Children (P4C), and using higher level thinking and questioning to encourage Student Voice, and using data to collaborate as a school team to provide students with their specific needs to achieve academic learning.*

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

- *Sunset Beach Elementary School will continue to address RTI, Teacher Collaboration, Higher Level Thinking and Writing skills, Social and Emotional well-being, and Project Based Learning for all students, while targeting high needs students who may need extra support.*

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

- *Sunset Beach Elementary School needs to attract and retain highly qualified teachers and support staff, provide continual professional development for teachers and support staff, and maintain funding to address our academic plan. SBES administration needs to maintain visible leadership in order to ensure the success of the academic plan.*

SY 2020-21 **Measurable Outcomes**	SY 2021-22 **Measurable Outcomes**
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? SBES will strengthen our school design and increase opportunities for student voice by focusing on the following five areas: 1. Utilize data analysis to differentiate learning through RTI strategies, including small group teaching 2. Foster teacher collaboration and vertical and horizontal alignment 3. Strengthen academic conversations through higher level thinking and questioning during Philosophy for Children (P4C) circles, partner conversations, small group discussions, and writing assignments. 4. Address students' social and emotional development through character education using "Choose Love" 5. Continue to think "outside the box" through the implementation of Project Based Learning , including publishing culminating pieces that align to projects	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* SBES will continue to strengthen our school design and increase opportunities for student voice by focusing on the following five areas: - Utilize data analysis to differentiate learning through RTI strategies, including small group teaching - Foster teacher collaboration by implementing co-teaching as well as vertical and horizontal alignment - Strengthen academic conversations through higher level thinking and questioning during Philosophy for Children (P4C) circles, partner conversations, small group discussions, and writing assignments. - Address students' social and emotional development through character education using "Choose Love" - Continue to think "outside the box" through the implementation of Project Based Learning

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	(PBL), including publishing culminating pieces that align to projects
Why are you implementing them? If we focus on strengthening our school design by creating a laser focus on these five areas, our high needs students will have the skills needed to increase their academic achievement, and the achievement gap will decrease. Relationships between students, community stakeholders, and SBES staff will strengthen as they work together as one team to focus on these five areas.	*Why are you implementing them?* If we focus on strengthening our school design by creating a laser focus on these five areas, our high needs students will have the skills needed to increase their academic achievement, and the achievement gap will decrease. Relationships between students, community stakeholders, and SBES staff will strengthen as they work together as one team to focus on these five areas.
How will you know that they are causing an improvement? Administration will continue to strive to be visible leaders by being present regularly in the classroom setting, and providing feedback to teachers on the five focus areas. The leadership team will also complete the Plan, Do, Check, Act (PDCA) process as we meet regularly to check progress. We will also track the academic gap rate using Strive HI data.	*How will you know that they are causing an improvement?* Administration will continue to strive to be visible leaders by being present regularly in the classroom setting, and providing feedback to teachers on the five focus areas. The leadership team will also complete the Plan, Do, Check, Act (PDCA) process as we meet regularly to check progress. We will also track the academic gap rate using Strive HI data, which will be available early in the school year.
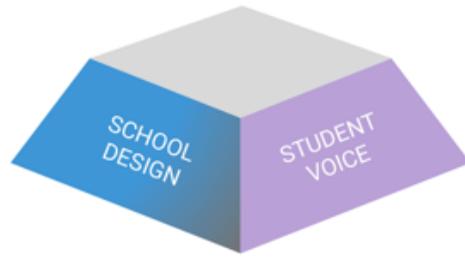
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. 2020 iReady Data: **READING:** Below Grade Level= 12% Approaching Grade Level= 35% At Grade Level= 52% **MATH** Below Grade Level= 12% Approaching Grade Level= 48% At Grade Level= 40%	*Add throughout the year measurements here.* Use iReady data to track student academic progress 3x per year. Use DIBELS data to inform instruction Use BAS assessments for students participating in LLI groups Regularly use common grade level assessments for LA and Math	*Add end of year goals here.* Goals for 2021-2022 School Year **READING:** At least 60% of all students will be at grade level in the iReady reading diagnostic test by the end of the school year. **MATH** At least 50% of all students will be at grade level in the iReady math diagnostic test by the end of the school year.

Student Outcomes

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Measurable Outcomes for 2021-2022 School Year **READING:** At least 60% of all students will be at grade level in the iReady reading diagnostic test by the end of the school	**RTI- Response to Intervention through Data Analysis** Identified students will participate in Benchmark Assessment System (BAS) every six weeks.	Every 6 weeks	WSF	Leadership team Daily Classroom Walkthroughs School Community Council	Monthly Daily Monthly	Semesterly ART Reports CAS School Visits and Walkthroughs
	RTI- Response to Intervention through Data Analysis Leveled Literacy Intervention (LLI) lessons will be provided to struggling readers four times per week for 45 minute	4x per week				

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	lessons					
MATH At least 50% of all students will be at grade level in the iReady math diagnostic test by the end of the school year.	**RTI- Response to Intervention through Data Analysis** K-3 students will receive interventions through "What I Need" (WIN) time three days per week for 40 minutes. Kindergarten students will receive WIN time inside their own classrooms, while all other grade levels will participate in small groups across campus. Students who are above grade level will be taught by highly qualified teachers in small groups. Students who are on level will participate in specific skill lessons via iReady, KidBiz, or IXL. Students who are below level will remain with their homeroom teachers for small group instruction.	3x per week				
	RTI- Response to Intervention through Data Analysis 4-6 students will receive specific interventions through small group instruction during reading and math blocks three times a week with their homeroom teachers.	3x per week				
	RTI- Response to Intervention through Data Analysis Identified students in Gr. 4-6 who are above grade level in math and science will participate in accelerated classes with a highly qualified teacher.	Daily				
By May 2022, student voice across SBES campus will be developed by students participating in daily small group and partner discussions, as well weekly as P4C circles.	**Increasing Student Voice through Higher Level Thinking and Questioning** All students will actively participate in small group and partner discussions using higher level thinking and questioning skills	Daily	WSF	Leadership team Daily Classroom Walkthroughs School Community Council	Monthly Daily Monthly	Semesterly ART Reports CAS School Visits and Walkthroughs
	Increasing Student Voice through Higher Level Thinking and Questioning All students will participate in Philosophy for Children (P4C) circles on a weekly basis to encourage thoughtful and meaningful discussion and questioning.	Weekly				
	Increasing Student Voice through Higher Level Thinking and Questioning All students will publish at least three writing pieces, using the three text types, based on higher level thinking prompts and questions.	3x per year				
By May 2022, SBES students will develop their social and emotional well-being by participating regularly in character education programs	**Social and Emotional Development** Identified students will participate in "WIN B" sessions with counselor	Quarterly	WSF	Leadership team Daily Classroom Walkthroughs	Monthly Daily	Semesterly ART Reports CAS School Visits and Walkthroughs
	Social and Emotional Development	4x per quarter				

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| Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
	All students will participate in 4-5 "Choose Love" lessons per quarter			School Community Council	Monthly	
By May 2022, SBES students will participate in at least two PBL projects, including publishing a writing piece at the end of each project to share their learning	**Project Based Learning (PBL)** All students will participate in one Project Based Learning (PBL) unit per semester	2x per year	WSF	Articulation Team Minutes Leadership team Daily Classroom Walkthroughs School Community Council	2x per year Monthly Daily Monthly	Semesterly ART Reports CAS School Visits and Walkthroughs
	Project Based Learning (PBL) All students will publish two culminating event pieces, based on their PBL projects	2x per year				

Staff Outcomes

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Measurable Outcomes for 2021-2022 School Year **READING:** At least 60% of all students will be at grade level in the iReady reading diagnostic test by the end of the school year. **MATH** At least 50% of all students will be at grade level in the iReady math diagnostic test by the end of the school year.	**RTI- Response to Intervention through Data Analysis** Teachers will implement inclusive strategies, including some participating in co-teaching	Yearlong	WSF	Leadership team Daily Classroom Walkthroughs School Community Council	Monthly Daily Monthly	Semesterly ART Reports CAS School Visits and Walkthroughs
	RTI- Response to Intervention through Data Analysis Teachers will participate in GLAD trainings	Fall				
	RTI- Response to Intervention through Data Analysis Teachers will continue to use data to create small groups for WIN time	Yearlong				
By May 2022, SBES teachers will participate in the following: • Weekly collaboration meetings • Quarterly vertical alignment meetings • At least one "teachers-visit-teachers" day • Creating and tracking writing	**Teacher Collaboration and Vertical Alignment** Grade level teachers will continue to participate in weekly articulation time, aligning lessons and skills, keeping minutes on Google Docs	Weekly	WSF	Leadership team Daily Classroom Walkthroughs School Community Council	Monthly Daily Monthly	Semesterly ART Reports CAS School Visits and Walkthroughs
	Teacher Collaboration and Vertical Alignment Teachers will be provided one meeting per quarter to	Quarterly				

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data using the SSP process	vertically align grading and teaching practices with "kissing" grades					
	Teacher Collaboration and Vertical Alignment Teachers will participate in visiting other classrooms at least one time next school year	1x per year				
	Teacher Collaboration and Vertical Alignment Teachers will work collaboratively to create and track writing data using a Student Success Plan (SSP) for each student that is based on writing	3x per year				
By May 2022, student voice across SBES campus will be developed with teachers facilitating daily small group and partner discussions, as well weekly as P4C circles	**Increasing Student Voice through Higher Level Thinking and Questioning** Teachers will participate in monthly consultations with philosopher in residence campus visits	1x per month	WSF	Leadership team Daily Classroom Walkthroughs School Community Council	Monthly Daily Monthly	Semesterly ART Reports CAS School Visits and Walkthroughs
	Increasing Student Voice through Higher Level Thinking and Questioning Teachers will participate in quarterly consultations with a philosopher in residence to improve P4C practices	1x per quarter				
	Increasing Student Voice through Higher Level Thinking and Questioning Teachers will actively participate in weekly P4C circles	Weekly				
	Increasing Student Voice through Higher Level Thinking and Questioning Teachers will use partner and small group discussions daily in their teaching	Yearlong				
	Increasing Student Voice through Higher Level Thinking and Questioning Teachers will participate in PD on higher level thinking and questioning strategies	Fall				
By May 2022, SBES students will develop their social and emotional well-being by participating regularly in teacher and counselor facilitated character education programs	**Social and emotional Development** Teachers will participate in PD to understand the usage of a school-wide behavior flow chart	Fall	WSF	Leadership team Daily Classroom Walkthroughs School Community Council	Monthly Daily Monthly	Semesterly ART Reports CAS School Visits and Walkthroughs
	Social and emotional Development Teachers work collaboratively to create common GLO expectations/SURF posters to post in every classroom	Fall				
	Social and emotional Development Teachers will be provided with continued PD in Tier 1 behavioral strategies.	Yearlong				
	Social and emotional Development	2x per year				

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	Teachers will rate students using BEISY 2x per year to help identify student needs					
By May 2022, SBES teachers will lead students in at least two PBL projects, including targeted writing instruction on publishing a writing piece at the end of each project to share their learning	**Project Based Learning (PBL)** Teachers will participate professional development on PBL	Fall Yearlong	WSF	Leadership team Daily Classroom Walkthroughs School Community Council	Monthly Daily Monthly	Semesterly ART Reports CAS School Visits and Walkthroughs

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking
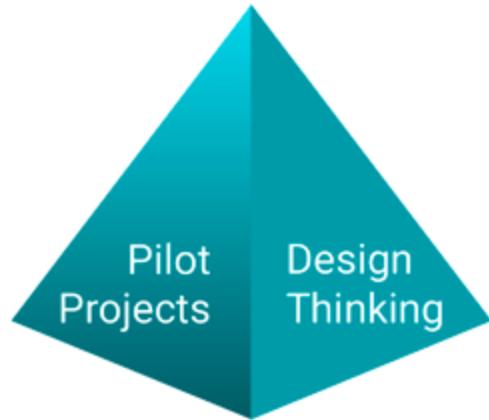
When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's 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
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.* SBES would use student voice to discuss possible solutions to real life campus issues. For example, establishing a student government, creating alternative learning spaces on campus such as a mindfulness room, or outdoor learning spaces, sustainability on campus, alternate recess activities, or other plans or ideas that students may have. Students could work together with the School Community Council, teachers, and administration to create new or revised plans to campus issues. All stakeholders would need to be involved to create collaborative and positive change.	*Please describe your conditions for Success:* Students would have an integral part in sharing their concerns and issues. PTCA, SCC, and SBES staff members would need to be involved with all plans and decisions. Community and sponsor involvement might be helpful to implement some plans, such as volunteers to help to run mindfulness or sustainability classes.

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