

#### WAIĀHOLE ELEMENTARY SCHOOL

48-215 Waiāhole Valley Road  
Kaneohe, HI 96744

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www.waiahole.org

## Waiāhole 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): Alexandra Obra	
School Principal's Signature: <u>Alexandra Obra</u> <small>Alexandra Obra (Apr 26, 2021 18:19 HST)</small>	Date: Apr 26, 2021
Complex Area Superintendent (print): Matt Ho	
Complex Area Superintendent's Signature: <u>Matthew C.W. Ho</u> <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.

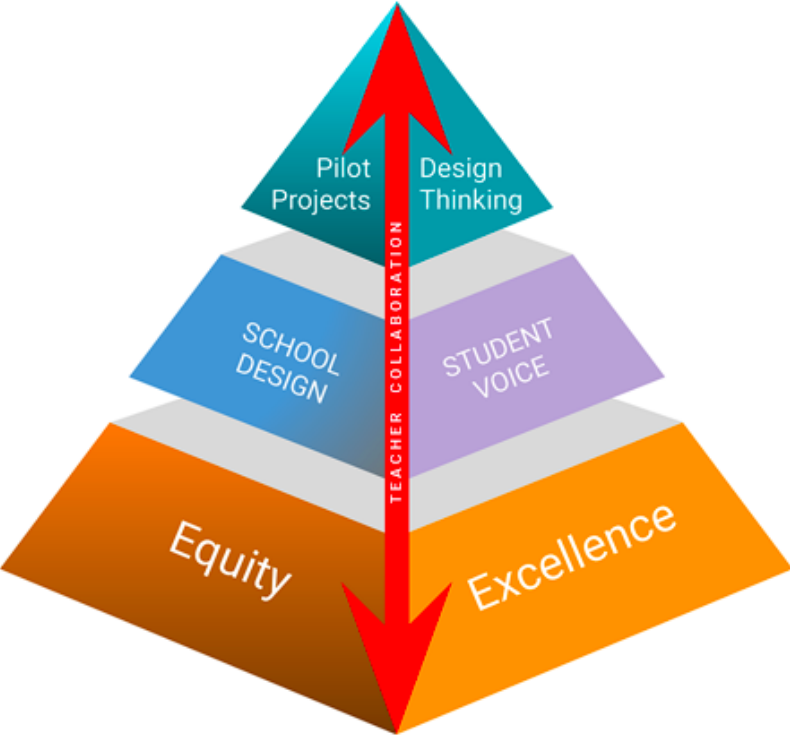
The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

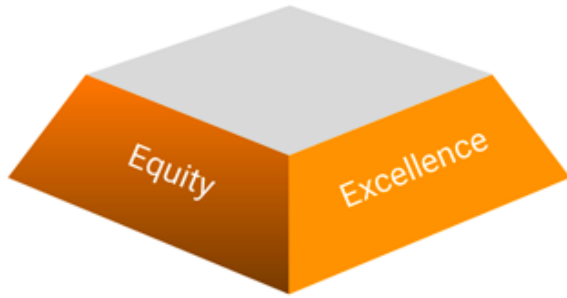
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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.

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 and may include additional local measurements.	What is your Theory of Action (if-then) to improve the achievement gap?	What are your <u>Enabling Activities</u> to improve the achievement gap?																																													
<p><b>Description:</b> At Waiāhole Elementary School, an achievement gap exists between our non-high needs students and our high needs students in ELA, Math and Science. The 18-19 achievement gap between our non-high needs and high needs are as follows: 1) ELA - 40%, 2) Math - 45% and 3) Science - 50%.</p> <p>Data was gathered from our Comprehensive Needs Assessment, Longitudinal Data System, Strive HI Report and our WASC Self Study (SY 2018-2019) to show the percentage of proficiency, as well as attendance, for each group of students</p> <p><b>School Data:</b></p> <p><b>ELA</b></p> <table><tr><td></td><td>All</td><td>Non-High Needs</td><td>High Needs</td><td>Disad- vantaged</td><td>Native Hawaiian</td><td>Special Education</td><td>Females</td><td>Males</td></tr><tr><td>SY 15-16</td><td>45.2%</td><td>68.75%</td><td>27.59%</td><td>33.3%</td><td>31.82%</td><td>0%</td><td>55%</td><td>32%</td></tr><tr><td>SY 16-17</td><td>39%</td><td>83.33%</td><td>26.92%</td><td>31.8%</td><td>37.50%</td><td>0%</td><td>62.50%</td><td>12.5%</td></tr><tr><td>SY 17-18</td><td>48%</td><td>75%</td><td>42.31%</td><td>45.8%</td><td>42.86%</td><td>0%</td><td>71.43%</td><td>25%</td></tr><tr><td>SY 18-19</td><td>42%</td><td>70%</td><td>30%</td><td>29.4%</td><td>36.84%</td><td>0%</td><td>52.94%</td><td>30.77%</td></tr></table>		All	Non-High Needs	High Needs	Disad- vantaged	Native Hawaiian	Special Education	Females	Males	SY 15-16	45.2%	68.75%	27.59%	33.3%	31.82%	0%	55%	32%	SY 16-17	39%	83.33%	26.92%	31.8%	37.50%	0%	62.50%	12.5%	SY 17-18	48%	75%	42.31%	45.8%	42.86%	0%	71.43%	25%	SY 18-19	42%	70%	30%	29.4%	36.84%	0%	52.94%	30.77%	<p><b>If we</b> implement our identified enabling activities for School Year 2021-2022 then we will have consistency with our curriculum, instruction, and assessment to improve our achievement gap.</p>	<p>Our enabling activities that will help us improve are achievement gap are as follows:</p> <p>Curriculum-Instruction-Assessment</p> <ul style="list-style-type: none"><li>Align assessments for major standards (RL &amp; RI.1) &amp; numbers and operations in fractions and number system.</li></ul> <p><b>Social-Emotional Learning (SEL) &amp; Behavioral Strategies</b></p> <ul style="list-style-type: none"><li>Provide professional development opportunities for teachers and staff to learn about SEL strategies and behavioral strategies.</li></ul> <p><b>‘Ohana Engagement</b></p> <ul style="list-style-type: none"><li>Quarterly ‘ohana engagement activities</li></ul> <p><b>PreK Program</b></p> <ul style="list-style-type: none"><li>Administer TS Gold assessment 3X a year</li><li>Design units of study that are inquiry based and standards based</li></ul>
	All	Non-High Needs	High Needs	Disad- vantaged	Native Hawaiian	Special Education	Females	Males																																							
SY 15-16	45.2%	68.75%	27.59%	33.3%	31.82%	0%	55%	32%																																							
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**Math**

	<i>All</i>	<i>Non-High Needs</i>	<i>High Needs</i>	<i>Disad- vantaged</i>	<i>Native Hawaiian</i>	<i>Special Education</i>	<i>Females</i>	<i>Males</i>
<i>SY 15-16</i>	28.5%	50%	13.79%	16.6%	18.18%	0%	20%	32%
<i>SY 16-17</i>	31%	66.67%	20.69%	24%	15.79%	14.29%	37.50%	21.05%
<i>SY 17-18</i>	17%	75%	7.69%	8.3%	7.4%	0%	28.57%	6.25%
<i>SY 18-19</i>	38%	70%	25%	23.5%	36.84%	0%	58.82%	15.38%

**Science**

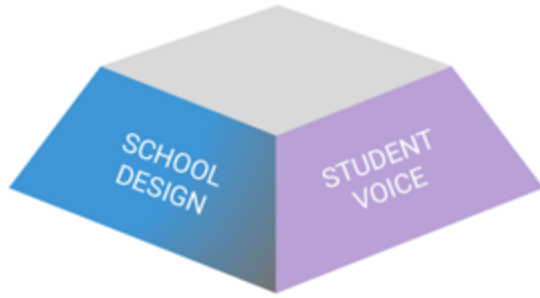
	<i>All</i>	<i>Non-High Needs</i>	<i>High Needs</i>	<i>Disad- vantaged</i>	<i>Native Hawaiian</i>	<i>Special Education</i>	<i>Females</i>	<i>Males</i>
<i>SY 15-16</i>	22.22%	50%	14.29%	20%	n/a	0%	0%	33.33%
<i>SY 16-17</i>	46.15%	100%	30%	33.3%	57.1%	0%	80%	25%
<i>SY 17-18</i>	28.57%	100%	0%	0%	0%	0%	66.67%	0%
<i>SY 18-19</i>	50%	50%	50%	50%	50%	0%	66.67%	0%

**Attendance**

	<i>All</i>	<i>High- Needs</i>	<i>Non-High Needs</i>	<i>IDEA</i>	<i>Males</i>	<i>Females</i>
<i>SY 15-16</i>	14%	92.28%	94.53%	89.44%	92.61%	93.47%
<i>SY 16-17</i>	10%	93.34%	91.80%	91.59%	92.11%	93.80%
<i>SY 17-18</i>	9%	93.90%	95.79%	90.69%	93.15%	95.51%
<i>SY 18-19</i>	11%	91.59%	94.98%	89.81%	91.35%	94.20%
<i>SY 19-20</i>	16%	93.74%	94.51%	92.80%	93.29%	95.58%

**Project Based Learning**

- Develop and implement units of study



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

**Describe here your school contexts for School Design and Student Voice.**

Waiāhole Elementary School’s Design is to ensure that we address the “whole child” by addressing the academic, behavioral, social-emotional and health of every child as well as exposing students to cultural values and practices. We provide students with opportunities to apply their learning to real world experiences.

We have long-standing partnerships with farmers in Waiāhole Valley which provide opportunities for our students to grow and harvest corn and kalo annually.

**Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.**

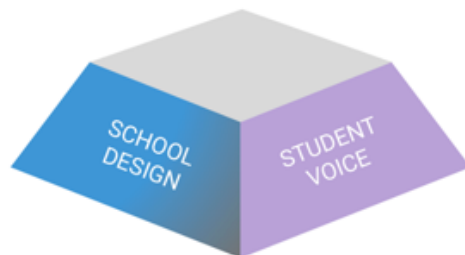
Students will continue to have student voice opportunities (i.e., facilitating/leading morning assembly, student academies, PBL, etc.).

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

Teachers will continue to need on-going support and professional development to implement and develop their Project-Based units.

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>
<i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i>	<i>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</i>
<ol style="list-style-type: none"> <li>Professional Learning Communities <ul style="list-style-type: none"> <li>Every student, K - 6, is either on track for the vision or is supported by a plan to get back on track</li> <li>100% of teachers develop a clear vision in ELA and Math, plan intentional pacing guides aligned to the vision, and regularly monitor and adjust according to data</li> </ul> </li> <li>Multi-Tiered Systems of Support (Academics, Behavior, Social Emotional Learning, Health, Attendance) <ul style="list-style-type: none"> <li>Every student makes progress (i.e., moves from Tier to Tier, growth on BAS levels, etc.)</li> <li>Evaluate our MTSS systems for academics and behavior</li> </ul> </li> <li>‘Ohana Engagement <ul style="list-style-type: none"> <li>Increase in parent participation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Vertical Alignment <ul style="list-style-type: none"> <li>ELA and Math power standards</li> <li>Vertically aligned assessments (identified standards)</li> </ul> </li> <li>SEL &amp; Behavioral Strategies <ul style="list-style-type: none"> <li>Teacher action plan</li> <li>Decrease in student discipline referrals</li> </ul> </li> <li>‘Ohana Engagement <ul style="list-style-type: none"> <li>Increase in parent participation</li> </ul> </li> <li>PreK Program <ul style="list-style-type: none"> <li>Increase kindergarten readiness as measured by the TS Gold</li> </ul> </li> </ol>

<div>4. PreK Program<ul style="list-style-type: none"><li>- Increase kindergarten readiness</li></ul></div> <div>5. General Learner Outcomes<ul style="list-style-type: none"><li>- Students can identify the General Learner Outcomes</li><li>- Students can provide examples of how they demonstrate the General Learner Outcomes</li></ul></div> <div>6. Project Based Learning<ul style="list-style-type: none"><li>- Increase in student engagement</li><li>- Increase in students being self-directed learners</li></ul></div>	<div>5. Project Based Learning<ul style="list-style-type: none"><li>- Increase in student engagement</li><li>- Increase in students being self-directed learners</li></ul></div>
<i>Why you are implementing them?</i>	<i>Why you are implementing them?</i>
We are implementing these enabling activities to close the student achievement gap.	We are implementing these enabling activities to close the student achievement gap.
<i>How will you know that they are causing an improvement?</i>	<i>How will you know that they are causing an improvement?</i>
<div>We will know that our enabling activities are causing an improvement by:</div> <div><ul style="list-style-type: none"><li>- Student progress</li><li>- Increase in parent participation</li><li>- Increase in kindergarten readiness</li><li>- Increase in student GLO awareness</li><li>- Increase in student engagement</li></ul></div>	<div>We will know that our enabling activities are causing an improvement by:</div> <div><ul style="list-style-type: none"><li>- Increase in academic achievement</li><li>- Increase in parent participation</li><li>- Increase in kindergarten readiness</li><li>- Increase in student engagement</li></ul></div>



# 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>Beginning of the year measurements:</i>	<i>Throughout the year measurements:</i>	<i>End of year goals:</i>																																			
<div><b>Attendance</b><ul style="list-style-type: none"><li><b>Daily Attendance</b><table><tr><th>SY 16-17</th><th>SY 17-18</th><th>SY 18-19</th><th>SY 19-20</th><th>SY 20-21</th></tr><tr><td>92.93%</td><td>94.28%</td><td>92.66%</td><td>94.03%</td><td>Not Available</td></tr></table></li><li><b>Chronic Absenteeism</b><table><tr><th>SY 16-17</th><th>SY 17-18</th><th>SY 18-19</th><th>SY 19-20</th><th>SY 20-21</th></tr><tr><td>10%</td><td>9%</td><td>11%</td><td>16%</td><td>Not Available</td></tr></table></li></ul></div> <div><b>Academics</b><ul style="list-style-type: none"><li><b>Benchmark Assessment System</b> (SY 2020 - 2021 December data)<ul style="list-style-type: none"><li>BAS is conducted 4X a year for students in Grades 1-3 and 3X a year for students in Kindergarten, and Grades 4 - 6</li></ul></li></ul><table><tr><th>Grade</th><th>Above</th><th>On</th><th>Approaches</th><th>Well Below</th></tr><tr><td>K</td><td>2</td><td>8</td><td>1</td><td>0</td></tr><tr><td>1st</td><td>3</td><td>1</td><td>1</td><td>4</td></tr></table></div>	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	92.93%	94.28%	92.66%	94.03%	Not Available	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	10%	9%	11%	16%	Not Available	Grade	Above	On	Approaches	Well Below	K	2	8	1	0	1st	3	1	1	4	<ul style="list-style-type: none"><li>Daily Attendance</li><li>Chronic Absenteeism</li><li>Benchmark Assessment System</li><li>Chapter 19 Discipline</li><li>Teacher Generated Assessments for RL, RI.1, Numbers and Operations in Fractions and Number System</li></ul>	<ul style="list-style-type: none"><li>Attendance<ul style="list-style-type: none"><li>Daily Attendance - 95% for every month</li><li>Chronic Absenteeism - 10%</li></ul></li><li>Benchmark Assessment System - Students have moved one to four levels</li><li>Chapter 19 Discipline Referrals<ul style="list-style-type: none"><li>10 referrals for the year</li></ul></li><li>Teacher Generated Assessments for RL, RI.1, Numbers and Operations in Fractions and Number System</li><li>iReady, Universal Screener for ELA/Mathematics<ul style="list-style-type: none"><li>ELA - 50%</li><li>Math - 50%</li></ul></li></ul>
SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21																																	
92.93%	94.28%	92.66%	94.03%	Not Available																																	
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Grade	Above	On	Approaches	Well Below																																	
K	2	8	1	0																																	
1st	3	1	1	4																																	

2nd	8	5	3	5
3rd	3	1	1	13
4th	2	0	1	4
5th	5	4	3	3
6th	3	1	1	1

#### Chapter 19 Discipline Referral

	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21
# of Incidents	13	28	8	6	Not Available

**iReady**, Universal Screener for ELA/Mathematics (SY 2019-202 December data)

- Universal Screener is implemented 3X a year for students in Grades K-6

#### ELA

	SY 17-18 - May End of Year Data	SY 18-19 - May End of Year Data	SY 19-20 - December Data	SY 20-21 December Data	SY 20-21 May Data
Tier 1	37%	49%	30%	44%	Not Available
Tier 2	45%	41%	55%	37%	Not Available
Tier 3	18%	10%	14%	20%	Not Available

#### Math

	SY 17-18 - May End of Year Data	SY 18-19 - May End of Year	SY 19-20 - December Data	SY 20-21 December Data	SY 20-21 May Data



		Data																	
Tier 1	42%	50%	13%	27%	Not Available														
Tier 2	46%	40%	70%	55%	Not Available														
Tier 3	11%	10%	17%	18%	Not Available														
<b><i>‘Ohana Engagement Data</i></b> <ul style="list-style-type: none"><li>School Quality Survey</li></ul> <table><tr><td></td><td>SY 17-18</td><td>SY 18-19</td><td>SY 19-20</td><td>SY 20-21</td></tr><tr><td>Parent Satisfaction</td><td>81.2%</td><td>89.5%</td><td>89.5%</td><td>Not Available</td></tr></table>							SY 17-18	SY 18-19	SY 19-20	SY 20-21	Parent Satisfaction	81.2%	89.5%	89.5%	Not Available	<b><i>‘Ohana Engagement Data</i></b> <ul style="list-style-type: none"><li>Attendance numbers for ‘Ohana Engagement activities</li><li>Parent Reflections from ‘Ohana Engagement quarterly activities</li></ul>		<b><i>‘Ohana Engagement Data</i></b> <ul style="list-style-type: none"><li>85% overall satisfaction rate</li></ul>	
	SY 17-18	SY 18-19	SY 19-20	SY 20-21															
Parent Satisfaction	81.2%	89.5%	89.5%	Not Available															
<b><i>PreK EOEL/PreK SpEd Data</i></b> <ul style="list-style-type: none"><li>TS Gold Strategies for PreK Executive Office on Early Learning (EOEL) and PreK SpEd</li></ul>						<b><i>PreK EOEL/PreK SpEd Data</i></b> <ul style="list-style-type: none"><li>TS Gold</li></ul>		<b><i>PreK EOEL/PreK SpEd Data</i></b> <ul style="list-style-type: none"><li>TS Gold Strategies for PreK EOEL and PreK SpEd - 80% of students will meet or exceed grade level expectations as indicated by the end of the year TS Gold scores.</li></ul>											

Student Outcomes

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual	Staff Responsible	Complex Monitoring Activity (to be completed by CAS)
74% of students will make at least 1-2 years growth with their knowledge of phonics/phonemics awareness by the end of the school year.  (Percentage will be set across each of the 4 quarters.)	K-3 & SpEd K-6 teachers will implement a phonics/phonemic awareness program. [SW6]	Yearlong	WSF Prog ID 42101	Phonics & phonemic awareness quarterly data	Quarterly	K-3 Teachers  SpEd K-6 Teacher	

By end of the school year, 80% of preK children will meet or exceed widely held expectations in social emotional domain of TSGold	PreK teachers will <ul style="list-style-type: none"> <li>• Provide daily opportunities for students to identify feelings and emotions in different ways.</li> <li>• Model and provide opportunities for verbal expression of feelings</li> <li>• Provide daily practice of strategies for self regulation and control.</li> </ul> [SW6]	Yearlong	NA	TS Gold checkpoints for Social Emotional	Quarterly	PreK Teachers	
By end of the school year, 80% of preK children will meet or exceed widely held expectations in language and literacy domain of TSGold	PreK teachers will <ul style="list-style-type: none"> <li>• Have students use special words through the year to build literacy skills (naming letters, understanding what letters are for, and reading)</li> <li>• Implement book making to build yearly literacy skills.</li> <li>• Do activities around student name daily</li> </ul> [SW6]	Yearlong	NA	TS Gold report for specific objective/ dimension	Quarterly	PreK Teachers	
By end of the school year, 80% of preK children will meet or exceed widely held expectations in Mathematics domain of TSGold	PreK teachers will <ul style="list-style-type: none"> <li>• Implement counting collection practices at least once a week throughout the year.</li> <li>• Will use quantity cards to play multiple math games</li> <li>• Have manipulatives available for children to explore</li> <li>• Use center time and blocks to help children make sense of math concepts</li> </ul> [SW6]	Yearlong	NA	TS Gold Math snapshot	Quarterly	PreK Teachers	

Staff Outcomes

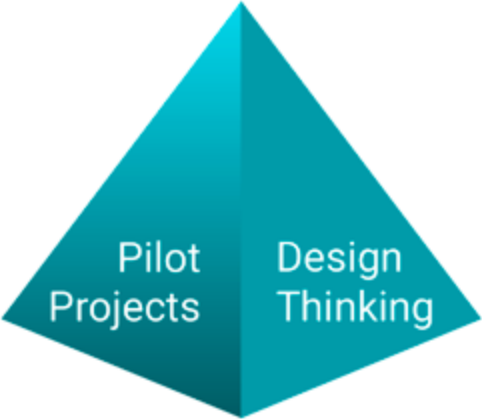
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual	Staff Responsible	Complex Monitoring Activity (to be completed by CAS)
100% of K-3 teachers will implement an instructional strategy based on knowledge and skills gained and agreed upon through provided phonics and phonological	K-3 & SpEd K-6 teachers will implement a phonics/phonemic awareness program. <ul style="list-style-type: none"> <li>• K-3 &amp; SpEd K-6 teachers will receive professional development on how to use the program as well as</li> </ul>	Yearlong	WSF Prog ID 42101	Phonics & phonemic awareness quarterly data	Quarterly	K-3 Teachers	

awareness professional development.	<p>instructional strategies.</p> <ul style="list-style-type: none"> <li>● K-3 &amp; SpEd K-6 teachers will develop agreements on what gets implemented.</li> <li>● K-3 &amp; SpEd K-6 teachers will create common and progressing vocabulary for major standards at each grade level.</li> <li>● K-3 &amp; SpEd K-6 teachers will align phonics/phonemic awareness assessments.</li> </ul> <p>[SW6]</p>						
<p>100% of K-6 teachers will collaborate to establish proficiency look fors for RL/RI.1 at the beginning, middle and end of each grade level. (Quarters 1 &amp; 2)</p> <p>100% of teachers will participate in data review around developed proficiency “look fors” (Quarters 3 &amp; 4)</p> <p>By the end of the SY 2021-2022, 100% of teachers will refine assessments to ensure it is measuring proficiency according to the developed proficiency “look fors.”</p>	<p>Work on aligning assessments for RL/RI.1</p> <ul style="list-style-type: none"> <li>● Identify what proficiency looks like at each grade level (at each step along the way)</li> <li>● Identify what proficiency looks like throughout the grade level (e.g., beginning, middle and end)</li> <li>● Look at assessments and identify gaps between grade levels.</li> <li>● Collect data on and share out instructional strategies across K-6 and have conversations to support alignment, review and repeat.</li> </ul> <p>[SW6]</p>	Yearlong	NA	<p>Proficiency look fors for each grade level</p> <p>Grade Level/PLC Agendas and Minutes</p>	Quarterly	<p>K-6 Teachers</p> <p>SpEd K-6 Teacher</p>	
<p>By the end of the 2nd quarter, establish a proficiency “look fors” for NF at the beginning, middle, and end of each grade level.</p> <p>100% of teachers will participate in data review in Quarters 3 and 4 around developed proficiency “look fors.”</p> <p>By the end of the school year, 100% of teachers will refine assessments to ensure it is measuring proficiency according to the developed proficiency “look fors.”</p>	<p>Work on aligning assessments for Numbers and Operations in Fractions and Number System:</p> <ul style="list-style-type: none"> <li>● Identify what proficiency looks like at each grade level (at each step along the way)</li> <li>● Identify what proficiency looks like throughout the grade level (e.g., beginning, middle and end)</li> <li>● Look at assessments and identify gaps between grade levels</li> <li>● Collect data on/share out instructional strategies across K-6 and have conversations to support alignment.</li> </ul> <p>[SW6]</p>	Yearlong	NA	<p>Proficiency look fors for each grade level</p> <p>Grade Level/PLC Agendas and Minutes</p>	Quarterly	<p>K-6 Teachers</p> <p>SpEd K-6 Teacher</p>	
100% of teachers will participate in the review of the fraction and whole number	Revisit/review the continuums and pinpoint where we need professional development (teaching and assessing conceptual	Yearlong	NA	Math Continuums	Quarterly	K-6 Teachers	

<p>continuum.</p> <p>100% of teachers will take part in professional development opportunities.</p> <p>100% of teachers will participate in data review around teaching and assessing conceptual understanding.</p> <p>By the end of the SY 2021-2022, 100% of teachers will refine assessments to ensure it is measuring conceptual understanding.</p>	<p>thinking)</p> <p>Teachers participate in professional development on instructional strategies, assessments for whole number and fraction concepts.</p> <p>Look at assessments for conceptual understanding and identify gaps between grade levels.</p> <p>Collect data on conceptual understanding/share out instructional strategies across K-6 and have conversations to support alignment.</p> <p>[SW6]</p>			Student Data		SpEd K-6 Teacher	
<p>By Quarter 2, 100% of teachers PreK-Grade 6 will have a common understanding of what it means to make real world connections in math.</p> <p>By the end of SY, 100% of PBL units implemented will show evidence of real world application.</p> <p>100% of teachers will embed and assess GLOs in their PBL units.</p>	<p>Teachers in Grades PreK-6 will develop and implement PBL unit(s) during the 2021-2022 school year.</p> <p>Identify criteria to be included in PBL unit plans in order to support PreK-6 alignment when planning.</p> <p>Assess GLOs through PBL units using the State Rubric</p> <p>[SW6]</p>	Yearlong	NA	PBL Units	Quarterly	PreK-6 Teachers	
<p>100% of teachers/staff will participate in professional development opportunities for Social Emotional Learning by the end of Quarter 1</p> <p>100% of teachers/staff will incorporate an SEL strategy in their classroom by the end of Quarter 2</p>	<p>SEL professional development</p> <p>Roll out integrated Compassionate Ko‘olaupoko SEL product</p> <p>[SW6]</p>	Yearlong	NA	Student evidence	Quarterly	Counselor/SSC Principal	
<p>100% of teachers will participate in PD for SEL strategies by end of Q1</p> <p>100% of teachers will incorporate an SEL strategy in their classroom by end of Q2</p>	<p>Teachers and staff will participate in professional development for trauma-informed practices/strategies</p> <p>Teachers to implement trauma-informed practices in Semester 2 of SY21-22</p>	Yearlong	NA	<p>Teacher Action Plan to implement SEL strategy which includes data (i.e., student interviews, observations, etc.)</p> <p>Student Interviews</p>	Semesterly	Counselor/SSC Principal	

<p>100% of teachers/staff will participate in PD for Behavior Tier 1 interventions/strategies.</p> <p>85% positive rating in safety on the student SQS</p>	<p>Teachers and staff to participate in professional development for behavior tier 1 interventions/strategies</p> <p>Teachers will incorporate an social emotional learning strategies in their classroom by end of Q2</p> <p>Continue to implement Positive Behavioral Interventions and Supports</p> <p>[SW6]</p>			<p>Discipline referrals</p> <p>School Quality Survey</p> <p>Panorama SEL Survey</p>			
<p>100% of families will be surveyed about strengths for activities and engagement opportunities.</p> <p>100% of teachers/staff will tap into the family strength list to involve/engage families for class/school needs.</p> <p>There will be a 85% positive rating in involvement/engagement from families on the School Quality Survey.</p>	<p>Survey families about their strengths so that we can tap into our families for school and engagement activities.</p> <p>Compile a list of family strengths and share with teachers and staff to utilize throughout the year.</p> <p>Partner with the Waiāhole ‘Ohana Group to coordinate ‘ohana activities throughout the school year.</p> <p>[SW7]</p>	Yearlong	NA	<p>Family Surveys</p> <p>Teacher and Parent Reflection from Family Projects</p> <p>School Quality Survey</p>	Semesterly	School Culture Committee Principal	
<p>100% of families will reflect after quarterly ‘ohana engagement activities.</p>	<p>PreK teachers will</p> <ul style="list-style-type: none"> <li>Host four ‘ohana engagement sessions (once per quarter)</li> </ul> <p>[SW7]</p>	Yearlong	NA	<p>Attendance and sign-in sheets</p> <p>Document slides and flyers</p> <p>Volunteer Sign-In Sheets</p> <p>Photos and anecdotal notes about parent participation in projects</p>	Quarterly	PreK Teachers	
<p>There will be a 95% daily attendance rate for students in Grades K-6.</p> <p>There will be 10% or less chronic absenteeism rate.</p> <p>100% of identified chronically absent students/off-track students will receive Tier 2 interventions and supports for</p>	<p>Implement attendance procedures for all students PreK-6:</p> <ul style="list-style-type: none"> <li>Attendance letters</li> <li>Conferences with families</li> <li>Home visits</li> </ul> <p>Teacher to check in with families after two consecutive days or when noticing a pattern.</p> <p>Office staff will communicate with teachers when families call</p>	Yearlong	NA	<p>Daily Attendance Rate</p> <p>Chronic Absenteeism Rate</p>	Semesterly	Counselor/SSC	

attendance (small group meetings with counselor/social worker)	in their child as being absent. (i.e., when parents call in to report absences)  [SW7]						
100% of the Waiāhole Leadership team will participate in discussions about our Small School Design Model throughout the school year.	<p>Waiāhole Elementary School will collaborate with Ka‘a‘awa Elementary School to develop a Small Schools Committee comprised of community partners.</p> <ul style="list-style-type: none"> <li>• To get community feedback on Small School Design (what would the community like to see at the school).</li> <li>• Look for trends and patterns in community feedback.</li> <li>• Identify and research Small School Design Models.</li> <li>• Engage teachers and school staff around Small School Design Models.</li> <li>• Begin developing the Profile of a Waiāhole Graduate aligned to Castle High School’s Profile of a Graduate.</li> </ul>	Yearlong	Seeking Outside Funding Sources	<p>Community Feedback</p> <p>Small School Design Models</p> <p>Teacher/Staff Feedback</p> <p>Profile of a Waiāhole Graduate</p>	Semesterly	<p>Leadership Team</p> <p>Principal</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>While referencing the “Forward Focused” Plan, <b>please describe your school’s ideas around 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.</p> <p>At Waiāhole Elementary School, we will be doing the following innovation and pilot projects during School Year 2021-2022:</p> <ul style="list-style-type: none"><li>• <b>Vertical Alignment</b> - We have identified our ELA/Math/NGSS major standards K-6. Our next steps will be to align our assessments, to identify gap areas, and develop proficiency. We also would like to align our ELA/Math major standards to the middle and high school.</li><li>• <b>Small School Design</b> - We are in the process of establishing a Small School Committee in joint partnership with Ka‘a‘awa Elementary School and community partners. The purpose of the Small School Committee would be to look at small school designs and look for funding sources for both schools to implement our small school models.</li><li>• <b>Project-Based Learning</b> - We will be implementing project-based learning units from PreK through Grade 6.</li><li>• <b>Pacific American Foundation</b> (PAF)- Through a collaboration with PAF, afterschool enrichment opportunities will be provided for students and families throughout the school year.</li></ul>	<p>Please describe your conditions for Success:</p> <p>The following are conditions for success:</p> <p><b>Vertical Alignment</b></p> <ul style="list-style-type: none"><li>• Having dedicated time to articulate with the middle and high school to begin the alignment process.</li></ul> <p><b>Small School Design</b></p> <ul style="list-style-type: none"><li>• Finding additional funding to hire a facilitator for the Small School Committee.</li><li>• Finding additional funding to hire Jay Steele to develop Profile of a Waiāhole Graduate</li><li>• Developing Profile of a Small School Graduate/Waiāhole Graduate that aligns to the middle and high school.</li></ul> <p><b>Project-Based Learning</b></p> <ul style="list-style-type: none"><li>• Continued funding for PBL professional development and support for teachers.</li><li>• Developing community partnerships that can support our PBL focus and PBL units.</li></ul>