



‘Āhuimanu 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): Kimi Ikeda | |
| School Principal's Signature: <u><i>Kimi Y Ikeda</i></u> <small>Kimi Y Ikeda (Apr 26, 2021 16:59 HST)</small> | Date: Apr 26, 2021 |
| Complex Area Superintendent (print): Matt Ho | |
| Complex Area Superintendent's Signature: <u><i>Matthew C.W. Ho</i></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).

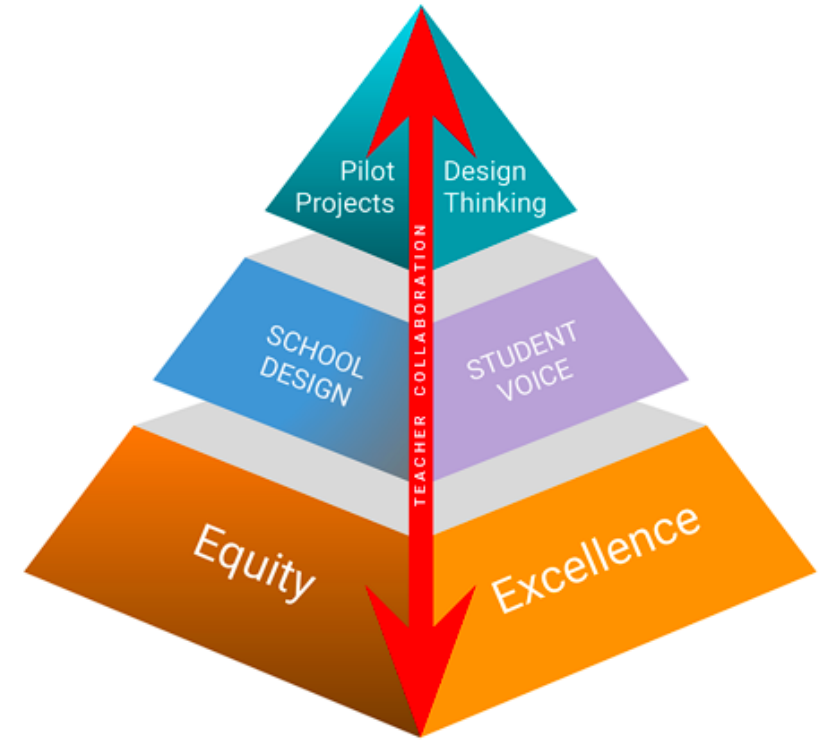
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning.

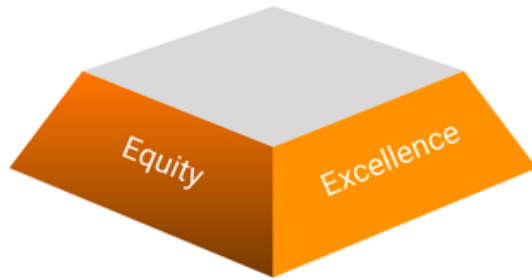
High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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).



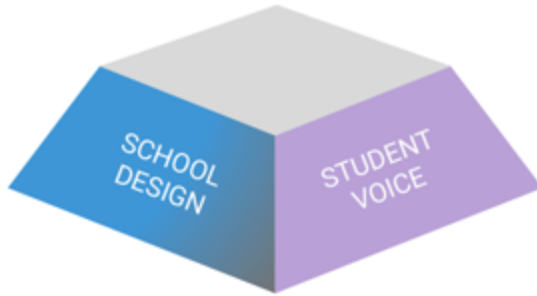


Teaching & Learning Core: Equity and Excellence

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.

| <p align="center">Achievement Gap</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 align="center">Theory of Action</p> <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> | <p align="center">Enabling Activity</p> <p><i>What are your Enabling Activities to improve the achievement gap?</i></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Language Arts</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>SES</th> <th>IDEA</th> <th>Male</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>SY 2015-2016</td> <td>62.43%</td> <td>48.44%</td> <td>23.33%</td> <td>59.15%</td> <td>42</td> </tr> <tr> <td>SY 2016-2017</td> <td>53.67%</td> <td>39.47%</td> <td>17.86%</td> <td>46.84%</td> <td>30</td> </tr> <tr> <td>SY 2017-2018</td> <td>54.34%</td> <td>39.51%</td> <td>28.12%</td> <td>39.56%</td> <td>28</td> </tr> <tr> <td>SY 2018-2019</td> <td>56.55%</td> <td>38.57%</td> <td>19.23%</td> <td>45.98%</td> <td>36</td> </tr> </tbody> </table> <p>Math</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>SES</th> <th>IDEA</th> <th>Male</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>SY 2015-2016</td> <td>46.82%</td> <td>39.06%</td> <td>10%</td> <td>50.7%</td> <td>33</td> </tr> <tr> <td>SY 2016-2017</td> <td>45.2%</td> <td>43.42%</td> <td>17.86%</td> <td>48.1%</td> <td>11</td> </tr> <tr> <td>SY 2017-2018</td> <td>43.93%</td> <td>30.86%</td> <td>15.62%</td> <td>38.46%</td> <td>26</td> </tr> <tr> <td>SY 2018-2019</td> <td>40.36%</td> <td>26.47%</td> <td>11.54%</td> <td>42.35%</td> <td>25</td> </tr> </tbody> </table> <p>Science</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>SES</th> <th>IDEA</th> <th>Male</th> </tr> </thead> <tbody> <tr> <td>SY 2015-2016</td> <td>73.81%</td> <td>60%</td> <td>44.44%</td> <td>61.11%</td> </tr> <tr> <td>SY 2016-2017</td> <td>76.74%</td> <td>70.59%</td> <td>60%</td> <td>73.68%</td> </tr> <tr> <td>SY 2017-2018</td> <td>67.27%</td> <td>54.17%</td> <td>58.33%</td> <td>63.64%</td> </tr> <tr> <td>SY 2018-2019</td> <td>69.44%</td> <td>76.92%</td> <td>50%</td> <td>61.9%</td> </tr> </tbody> </table> | | All | SES | IDEA | Male | Gap | SY 2015-2016 | 62.43% | 48.44% | 23.33% | 59.15% | 42 | SY 2016-2017 | 53.67% | 39.47% | 17.86% | 46.84% | 30 | SY 2017-2018 | 54.34% | 39.51% | 28.12% | 39.56% | 28 | SY 2018-2019 | 56.55% | 38.57% | 19.23% | 45.98% | 36 | | All | SES | IDEA | Male | Gap | SY 2015-2016 | 46.82% | 39.06% | 10% | 50.7% | 33 | SY 2016-2017 | 45.2% | 43.42% | 17.86% | 48.1% | 11 | SY 2017-2018 | 43.93% | 30.86% | 15.62% | 38.46% | 26 | SY 2018-2019 | 40.36% | 26.47% | 11.54% | 42.35% | 25 | | All | SES | IDEA | Male | SY 2015-2016 | 73.81% | 60% | 44.44% | 61.11% | SY 2016-2017 | 76.74% | 70.59% | 60% | 73.68% | SY 2017-2018 | 67.27% | 54.17% | 58.33% | 63.64% | SY 2018-2019 | 69.44% | 76.92% | 50% | 61.9% | <p>If we continue to build a cohesive and consistent RTI system that uses school-wide data agreements then we will improve achievement gap scores (SES, IDEA, Male and Gap)</p> | <p>Develop an RTI Handbook with the following components:</p> <ul style="list-style-type: none"> • Purpose of RTI • Referral Process • Exit Process • Communication Guidelines (support staff, teachers, stakeholders) • Scheduling • Instruction/Program/Curriculum agreements • Intervention Intervals • Progress Monitoring • Roles and Responsibilities |
| | All | SES | IDEA | Male | Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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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.

At Ahuimanu Elementary School, our mission is to provide a nurturing environment where students are educated and empowered to become productive and contributing members of society. To do this, our school improvement goals are to further develop our RTI system, have a consistent way to collect and analyze student data, and create a system for all stakeholders to have a voice in decisions and school-wide agreements. As we work on improving our RTI, use of data and decision making procedures, our leadership team will be working on ways to incorporate more student and community voice.

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

Ahuimanu Elementary will continue to work on the following to further advance our School Design and Student Voice:

- Continue to build a cohesive and consistent RTI system that uses school-wide data agreements.
- Efficient way to collect and review school-wide K-6 data (academic, behavior*, attendance*)
- School-wide agreements on summative and formative common assessments for ELA and math.
- Documented and communicated school-wide agreements

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

The conditions for success are:

- If our students are able to increase their scores because they were able to have a say in what and how they were taught and were able to set their own personal goals
- If we are able to document and communicate school-wide agreements involving all stakeholders.

SY 2021-21 Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?

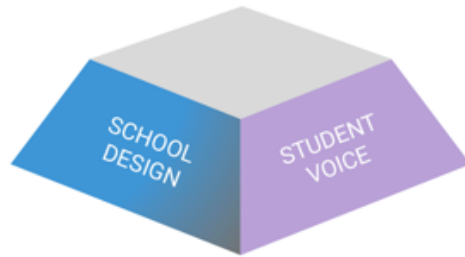
- Continue to build a cohesive and consistent RTI system that uses school-wide data agreements.
- Efficient way to collect and review school-wide K-6 data (academic, behavior*, attendance*)
- School-wide agreements on summative and formative common assessments for ELA and math.
- Documented and communicated school-wide agreements

Why are you implementing them?

- As a school we need to improve our gap areas. Our scores have either decreased or flatlined.
- Our school needs to come to school-wide agreements on systems and procedures.

How will you know that they are causing an improvement?

- Student scores will increase (SBA, Male, SES and IDEA)
- School-wide agreements will be communicated to all stakeholders.



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 <i>Add beginning of the year measurements here.</i> | Formative Measures <i>Add throughout the year measurements here.</i> | Summative Goals <i>Add end of year goals here.</i> |
|---|---|---|
| <ul style="list-style-type: none"> Stakeholder surveys Universal Screener (3X a year) Math Achieve MMSS (LDS) Panorama Data | <ul style="list-style-type: none"> Stakeholder surveys Universal Screener (3X a year) | <ul style="list-style-type: none"> Stakeholder surveys Universal Screener (3X a year) |

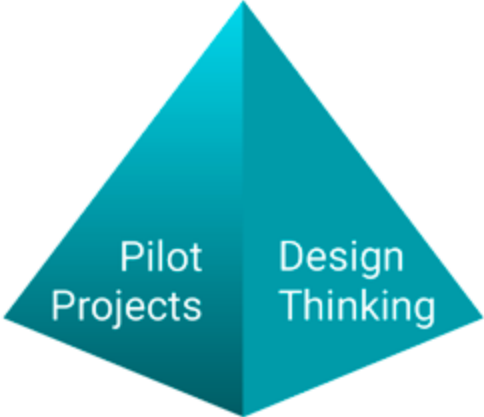
Student Outcomes

| Measurable Outcome(s) | Enabling Activity | Duration <small>Fall, Spring, Yearlong</small> | Source of Funds <small>ProgramID</small> | School Monitoring Activity | Frequency <small>Quarter, Semester, Annual</small> | Complex Monitoring Activity <small>(to be completed by CAS)</small> |
|---|--|---|---|------------------------------------|---|--|
| Continue to build a cohesive and consistent RTI system that uses school-wide data agreements. (CNA identified need and WASC Critical Area of Need) 65% of students who are receiving RTI pull out support will make positive improvement on universal screener and classroom assessments. | Develop an RTI Handbook with the following components: <ul style="list-style-type: none"> Purpose of RTI Referral Process Exit Process Communication Guidelines (support staff, teachers, stakeholders) Scheduling Instruction/Program/Curriculum agreements Intervention Intervals Progress Monitoring Roles and Responsibilities | Yearlong | 42101 (PPT/PTT) | Sonday (ELA) Progress monitoring | Quarter | Semester ART Reports CAS School Visits and Walkthroughs |
| | | | | (Math) Progress monitoring | Quarter | |
| | | | | Walkthrough Data | Quarter | |
| | | | | Universal Screener | Quarter | |
| | | | | Classroom ELA and Math Assessments | Quarter | |

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) |
|---|--|---------------------------------------|------------------------------|---|---|---|
| <p>Consistent way to collect and review school-wide K-6 data (academic, behavior*, attendance*) (CNA identified need and WASC Critical Area of Need)</p> <p>School-wide agreements on summative and formative common assessments for ELA and math. (CNA identified need and WASC Critical Area of Need)</p> | <p>Develop school-wide agreements on summative and formative assessments</p> <ul style="list-style-type: none"> Provide professional development on data use | Yearlong | | <p>PD sign-in sheets Completed assessment inventory School-wide data agreements</p> | <p>By 1st qtr: PD By 2nd qtr: completed assessment inventory By 3rd qtr: School-wide agreements</p> | <p>Semester ART Reports</p> <p>CAS School Visits and Walkthroughs</p> |
| | <p>Develop school-wide agreements on summative and formative assessments</p> <ul style="list-style-type: none"> Conduct an assessment inventory (collecting, evaluating, deciding) | Yearlong | | | | |
| | <p>Develop school-wide agreements on summative and formative assessments</p> <ul style="list-style-type: none"> School-wide agreement | Yearlong | | | | |
| <p>Documented and communicated school-wide agreements. (CNA identified need)</p> | <p>Develop a school-wide communication system.</p> <ul style="list-style-type: none"> Meeting minutes with agreements and follow-up sections | Yearlong | | <p>Teacher Surveys (Pre and Post)</p> | <p>By 2nd Qtr Pre survey By end of year, Post survey</p> | <p>Semester ART Reports</p> <p>CAS School Visits and Walkthroughs</p> |
| | <p>Develop a school-wide communication system.</p> <ul style="list-style-type: none"> Process and procedure for to communicate agreements | Yearlong | | <p>Communication with parents (Mass Message)</p> | <p>Quarter</p> | |
| | <p>Develop a school-wide communication system.</p> <ul style="list-style-type: none"> Creating opportunity for all stakeholders to access agreements | Yearlong | | <p>List of researched decision-making process</p> | <p>End of 1st Qtr; list</p> | |
| | <p>Develop a decision-making process.</p> <ul style="list-style-type: none"> Explore different decision making processes | Yearlong | | <p>Faculty agreement on one process</p> <p>Written and shared with faculty</p> | <p>End of 1st Qtr; agreement</p> <p>End of 1st Qtr; Written documentation</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 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.</i></p> <p>After improving ways to involve all stakeholders with our decisions, agreement and school goals, we are wanting to have the Ohana (PTA) and students to play a larger role in making school-wide decisions, planning events and monitoring progress.</p> <ul style="list-style-type: none"> • Looking at ways to engage community and students in small group discussions. • Providing more opportunities for community and students to meet with leadership or principal | <p><i>Please describe your conditions for Success:</i></p> |