SY 2021 - 2022 Academic Plan

Ha'aheo Elementary

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Submitted by Principal: Jennifer Sueoka	Date
[signature]	04/14/2021

Approved by CAS: Esther Kanehailua	Date
[signature]	4.23.21

One-Year Academic Plan SY 2021-2022

Where are we now? *Prioritize school's needs as identified in one or more of the following needs assessments:*	
Comprehensive Needs Assessment: List *root causes* and *contributing causes*	**WASC:** List *WASC Critical Areas of Follow-up*
Data Teams need to focus on developing RTI/instructional plans to make learning accessible to all.	# 1 Improve and support Data Team systems and processes to systematically evaluate and monitor the effectiveness of the student intervention plans
Haʻaheo is currently not successful in meeting the needs of our High Needs groups.	# 2 Deconstructing the CCSS to tighten the alignment between skills and strategies will support teacher to consistently inform students of daily learning target (based on standards)
RTI-A and RTI-B system is in place, but lacks a consistent, systematic approach to meet the needs of all diverse learners.	# 3 Increasing opportunities for applications for real world learning, both within and beyond the classroom, could offer students additional ways to learn, by utilizing regalia, guest speakers, projects, technology and high interest, hands on learning.
ART does not consistently monitor effectiveness of data teams and RTI-A RTI-B.	# 4 Incorporated the identified WASC Critical Areas of Growth into HES revised Academic Plan to ensure cohesion of all plan
	# 5 Embed GLO's in daily classroom instruction to better prepare students to be career and college ready
	Upon completion of our Mid-Cycle Review in Spring 2019, Ha'aheo had addressed all critical areas identified in the WASC Full Self-Study (SY 2015-2016). The Mid-Cycle Visiting Committee did not find new areas of concern.

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Addressing Equity: Sub Group Identification
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.   The targeted sub groups at Ha'aheo Elementary are the students who are identified as disadvantaged, SPED and EL. We will directly address their needs and equity in Goal 1: Student Success and the enabling activities by continuing to improve our RTI-A and RTI-B systems to target their challenge areas and continue to improve their academic progress. Over the past few years, we have noticed that the achievement gap has increased between the high needs and non-high needs students and have been working to close this gap through targeted interventions. As we refine these systems of support, we are also working to improve progress monitoring to determine the effectiveness of our strategies and interventions through discussions in data teams and ART meetings. Our school-wide electronic data wall allows teachers to track and analyze data that in turn drives their instruction. As the teachers develop their curriculum maps, differentiation strategies are embedded to support the targeted sub groups by developing engaging lessons and activities aligned to Common Core State Standards. Support staff are assigned to each classroom for small grouping to assist with delivering interventions and strategies and collect data on effectiveness. Ha'aheo also continues to support positive behaviors and transitions through social emotional learning opportunities for our subgroups.

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ORGANIZE: 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. Jennifer Sueoka	1. Overall Academic Plan Components
2. Veronica Horstmanshoff	2. EL Coordinator, Title 1, Curriculum Coordinator, Data Teams
3. Adrean Floro	3. Student Services Coordinator, RTI Coordinator, SPED Support
4. Maile Young	4. SBA Testing Coordinator
5. Ralna "Nalani" Haunga	5. NGSS, SBA, K-2 Coach
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

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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 SY 2021-2022,	**Rationale:**
Ha'aheo Elementary strives to close our achievement gap by improving our school-wide Tier I instruction, RTI-A, RTI-B, and Data Team systems. In order to monitor our students' progress and effectiveness, we will utilize our electronic data wall (with iReady diagnostic data and other various formative data points) and implement intervention plans. Teachers continue to deconstruct CCSS in both ELA and in Math while implementing learning progressions and success criteria to measure academic achievement. Ha'aheo continues to shift to NGSS in all grades K-6, which involves curriculum and lesson planning based on the new science standards. Teachers are also continually working to increase engagement by offering real world learning opportunities embedded in their lessons. Ha'aheo continues to work on our social emotional learning in educating well rounded students by promoting positive behaviors and ensuring smooth transitions through a variety of opportunities.	Our growing achievement gap requires making adjustments and improvements to our current school-wide systems, Tier I instruction and RtI plans to promote academic achievement. Making improvements in our Tier I instruction and RtI will have a ripple effect by increasing engagement and academic achievement.

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Planning					Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate quarter(s) of implementation in next column)*	**Quarter Implementing**	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**

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SY 21-22	**1. Teachers continue to meet weekly to systematize the data team process to drive RTI-A and RTI-B to meet the needs of all High Needs (disadvantaged, SPED and EL) and Non-High students to decrease the growing Achievement Gap while maintaining the growth of overall Academic Achievement. (SW 1) (SW 6)**	**Quarters 1-4**	**School Wide Component #1, #6**	**Jen Adrean Veronica Nalani**	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	• School-wide Electronic Data Wall with linked Intervention Plans for each grade level

SBA Proficiency Overall
ELA - 50%
Math - 44%
Science - 68%
 	
(We are striving to maintain SY 2018-19 scores)
 	
High Needs
ELA - 35%
Math - 33%
 	
WIDA ACCESS:
EL on Track
19%
	Continue to improve the implementation of the Six Step Data Team process (collect data, identify strengths & challenges, identify SMART goals, identify instructional strategies, identify indicators of success, progress monitor & evaluate results).
	
	• Utilize the data team process to plan implementation of RTI-A and RTI-B interventions targeting High Needs (disadvantaged, SPED and EL) and Non- High students.
	
	• Teachers will systematically utilize school-wide screeners and assessments (ie. DIBELS, iReady and Standards Mastery, IAB, Focus IABs etc.) to adjust instruction and groupings.
			Promise Plan
			School Design
			Teacher Collaboration
			
			CNA Root Cause
			Data Teams need to focus on developing RtI/ instructional plans to make learning accessible to all students
			
			Achievement Gap Haaheo not successful in meeting needs of High Needs Group
			
			RtI-A and RtI-B Lack of consistent systematic approach to meet needs of diverse learners
			
			WASC Critical
			# 1 Improve and support Data Team systems and processes to systematically evaluate and monitor the effectiveness of the student intervention
						• Data Team Minutes show evidence of analysis of grade level and school-wide data
						
						• iReady
						  ○ Universal Screener Proficiency Report Diagnostic Results by grade and schoolwide
						  ○ Standard Mastery Reports Grade level (pre-post)
						
						• DIBELS Gr. K-3 quarterly data based on grade level:
						  ○ Key Indicators Needs for Support Report
						  ○ Growth Report, Key Indicator
						
						• RTI-A ELA: Sonday Data (Pre-test, Mastery Checks, Post-test)

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			plans			
	● Teachers will independently and regularly update Data Wall with current data quarterly to be utilized during data teams to drive RtI. ● All teachers, including SPED, utilize the data team meetings to develop learning progressions and success criteria, adjust instruction, provide interventions and monitor progress based on CCSS with a focus on math.					● RTI-A Math: Intervention plan at the end of the data cycle based on a grade level priority standards (including: targeted students, intervention, formative assessment/ data) ● BEISY Bi-annual Scores ● SEL Panorama annual results

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	2. Refine implementation of common core curricula in ELA and Math, Gwith an emphasis on Math to meet the needs of all High Needs (disadvantaged, SPED and EL) and Non- High Needs students to decrease the Achievement Gap while maintaining the growth of overall Academic Achievement. (SW 1) ● Utilizing CCSS resources, teachers will develop and/or refine ELA and Math curriculum guides (supplemental curriculum materials, iReady resources, State Math modules, etc.) to improve Tier I instruction ● All teachers deconstruct "Priority" CCSS to align curriculum through the development of learning progressions, success criteria, and curriculum mapping to include differentiation for all (High Needs and Non-High Needs) students with a focus on math. ● Continuing the use of PPEs/PTTs/EAs as classroom supports that will focus on providing targeted interventions during small groups per teachers' direction in ELA and Math instruction to improve targeted	**Quarters 1-4**	**School Wide Component #1, #6** **Promise Plan** School Design Teacher Collaboration **CNA Root Cause** # 2 Data Teams Data Teams need to focus on developing RtI/ instructional plans to make learning accessible to all students # 3 Achievement Gap Haaheo not successful in meeting needs of High Needs Group **WASC Critical** **#2** Deconstructing the CCSS to tighten the alignment between skills and strategies will support teacher to consistently inform students of daily learning target (based on standards)	Jen Veronica Adrean Nalani	X WSF X Title I ☐ Title II ☐ Title III X IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● Grade level Curriculum Mapping of Math priority standards ● Lesson Progressions based on grade level CCSS priority math standards ● i-Ready Data Instructional grouping report based on subgroups (ELL, Sped, SES) for Proficiency and Growth Reports ● IAB Math mid-year assessment

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	interventions and student engagement.					
100% Grade Levels Implementing NGSS Standards	**3. Refine K-6 science pacing guides that are aligned to the Next Generation Science Standards (NGSS) with embedded STEAM units.** ● Teachers deconstruct the Next Generation Science Standards (NGSS) to understand standard expectations and identify resources for implementation. ● Refine and vertically align science pacing guides with Next Generation Science Standards. ● Teachers will transition to NGSS based science units. ● PDs to identify supplemental material/resources needed for NGSS implementation.	**Quarters 1-4**	**School Wide Component #6** **Promise Plan** School Design Teacher Collaboration **CNA Root Cause** **WASC Critical**	Jen Veronica	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● K-6 NGSS Curriculum Guides that demonstrate vertical alignment ● Professional Development Agendas focused on math/science

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	4. Continue to provide real world relevant learning opportunities to bridge classroom learning into real world experiences to increase student engagement and participation, which will also address the needs of the disadvantaged, SPED, EL (SW1). ● Adjust RWL lessons to build upon previous experiences and to continuously increase student engagement and higher order thinking. ● Identify additional supporting materials and resources (ie: community partnerships and resources, curricular materials, experts/people, etc.) available to improve RWL lessons.	**Quarters 1-4**	**School Wide Component #1, #6** **Promise Plan** School Design Student Voice **CNA Root Cause** Data Teams need to focus on developing RtI and Tier I /instructional plans to make learning accessible to all students. **WASC Critical** **#3** Increasing opportunities for applications for real world learning, both within and beyond the classroom, could offer students additional ways to learn, by utilizing regalia, guest speakers, projects, technology and high interest, hands on learning.	Jen Veronica Adrean Maile Nalani	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● 100% of ELA, Math and Science Curriculum Guides reflect Real World Learning Opportunities ● 100% Grade Level Teacher documents Real World Learning and CCSS connection on Google form

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2021-2022 Panorama Targets	5. Implement School-wide programs that will support students social-emotional learning, behavior supports, and transitions which will also address the needs of the disadvantaged, SPED, EL, (SW1) (SW6)	Quarters 1-4	School Wide Components #1, #6, #7	Jen Maile	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	A1. 90% or more of school staff will attend annual suicide prevention training
Grades 3-5 SQS Safety 75% School Safety 74% School Belonging 74% Valuing of School 69% **Grade 6** SQS Safety 74% School Safety 52% School Belonging 86% Valuing of School 80% (We are striving to maintain SY 2018-19 scores)	A. Continue to improve SEL curriculum implementation with the implementation of Ripple Effects,Hawaiian Core Values, Getting Along Together, etc.) B. Refine PBIS programs to increase consistency in school-wide behavior management (ie: All-Star Bucks, quarterly celebrations, school store and classroom behavior management plans, etc.) C. General Learner Outcomes (GLO's) will be explicitly taught, incorporated, and emphasized in various school settings and behavior support programs. D. Continue to implement strategies activities		**Promise Plan** School Design Teacher Collaboration **CNA Root Cause** RTI-A and RTI-B system is in place, but lacks a consistent, systematic approach to meet the needs of all diverse learners. Our SEL curriculum needs to be taught with fidelity to improve the way we teach the whole child. **WASC Critical Area** **#1** Improve and support Data Team systems and processes to systematically evaluate and monitor the effectiveness of the student intervention plans **#5** Embed GLO's in daily classroom			B1. Quarterly Data team minutes will reflect discussion about SEL curriculum implementation C1. 100% of teachers will have printed classroom behavior expectations & behavior management plans. C2. Fall evidence of Behavior management intervention lower/upper agreements (i.e. common think it through sheet layout, criteria for issuing rewards for targeted quarterly positive behaviors). 90% of Parents positive response on Parent Event Feedback surveys

	(adjusted for improvement) that support successful student transitions (ex: Kinder Kamp, Kindergarten Summer Transition, Kindergarten home visits, grade to grade transitions day, intermediate school transition, PSAP, etc.) ● Develop/refine behavior incident referral/response protocols agreements, which include data collection and analysis to track trends and determine how to support school-wide needs. ● Provide students and families with supports/events to promote academic participation.		instruction to better prepare students to be career and college ready		

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Goal 2: **Staff Success**. **Haʻaheo** 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 SY 2021-2022,	Rationale:

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Ha'aheo Elementary will continue to provide teachers and staff professional development in areas of need (EL, SPED, Tier I instruction). Teachers will receive support and PD to improve implementation of CCSS and NGSS instruction utilizing standards based curricula and evidence based practices.	In order for our students to improve academic achievement and close the achievement gap, teachers and staff will need to learn evidence-based, effective practices, interventions and strategies that address the needs of all our students with a focus on our subgroups.

Planning		Funding	Interim Measures of Progress

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Desired Outcome	Enabling Activities *(Indicate quarter(s) of implementation in next column)*	Quarter Implementing	**Indicate:** •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
100% of Professional Development Opportunities are Aligned to School Needs	**1. Provide Professional Development aligned to identified staff and student needs to improve instructional practices for in-person, distance, and blended learning.** ● Continue to provide school level PD to support teacher's implementation of standards based curricula as well as improvement in implementing evidence-based practices. ● Faculty and staff will be offered professional development and training opportunities throughout the school year aligned with school needs and continuous improvement goals: ie; EL, SPED, Math, ELA, SEL, NGSS, etc. ● Provide staff Suicide Prevention Training	**Quarters 1-4**	**School Wide Component #1, #6** **Promise Plan** School Design Teacher Collaboration **CNA Root Cause** Data Teams Data Teams need to focus on developing RtI/ instructional plans to make learning accessible to all students Achievement Gap Haaheo not successful in meeting needs of High Needs Group RtI-A and RtI-B Lack of consistent systematic approach to meet	**Jen Veronica Adrean Nalani Maile**	X WSF X Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● PD agendas aligned to school-wide needs ● Faculty Meeting or Data Team Meeting notes that include Teachers presenting strategies based on PD received

		needs of diverse learners **WASC Critical Area** **#2** Deconstructing the CCSS to tighten the alignment between skills and strategies will support teacher to consistently inform students of daily learning target (based on standards)		

Goal 3: **Successful Systems of Support.** The system and culture of ==Ha'aheo== works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of SY 2021-2022,	Rationale:

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The Academic Reflection Team will need to continue to improve the progress monitoring of school-wide academic and SEL goals to determine growth and next steps. The ART team will use a variety of data points to reflect on and measure progress toward our target goals.	The Academic Reflection Team will need to continue to improve progress monitoring systems to ensure instructional practice, interventions and strategies are effective for all our students. Regular analysis and monitoring of data and academic progress will measure progress towards our target goals and determine next steps for instruction based on students data.

Planning		Funding	Interim Measures of Progress

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Desired Outcome	Enabling Activities *(Indicate quarter(s) of implementation in next column)*	Quarter Implementing	Indicate: •Schoolwide Component(s) •Promise Plan Theme •CNA Root Cause •WASC Critical Area(s)	ART Accountable Lead(s)	Source of Funds *(Check applicable boxes to indicate source of funds)*	Define the relevant data used to regularly assess and monitor progress
	1.Continuous improvement of the Academic Reflection Team (ART) to regularly monitor school-wide academic and SEL plans and goals and progress to adjust instruction (SW3) ● ART team members continue to be self-directed and reflective to refine the ART process to ensure continuous improvement. ● Continue to have ART Team/Leads monitor the progress on the academic plan enabling activities to monitor the progress of the academic plan's goals. ● ART team will share, analyze, and reflect upon school-wide data (ie: DIBELS, iReady, Achieve 3000, WIDA Access 2.0,	**Quarters 1-4**	**School Wide Component #1, #2, #3, #6** **Promise Plan** School Design Teacher Collaboration **CNA Root Cause** # 1 ART does not consistently monitor effectiveness of data teams and RtI-A and RtI-B **WASC Critical**	**Jen Veronica Adrean Maile Nalani**	X WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	● ART Meeting minutes include evidence of data analysis (Ready, Achieve 3000, WIDA Access 2.0, Imagine Learning, Sonday SBA, BEISY, attendance, behavior referrals, report card grades, GLOs, etc) bimonthy ● Academic Plan progress monitoring tool completed quarterly

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	Imagine Learning, Sonday, SBA, BEISYs, attendance, data wall, etc.) to determine the next steps toward school improvement goals ● ART sets school wide student achievement targets based on interim measure assessments ● Continue to include a classroom teacher on the ART team to provide classroom perspective and build capacity within the school.		**Area #4** Incorporated the identified WASC Critical Areas of Growth into HES revised Academic Plan to ensure cohesion of all plan			