

Haiku Elementary School

Academic Plan 2021-2022

Academic Plan & Supporting Documents

2021-2022 School Year

Principal: Karen Walker

Contact Information

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Plan Submitted by Karen Walker 4/17/2021
Principal Date

Plan Approved by Kathleen Din 4/29/21
Complex Area Superintendent Date



2020 Academic Plan, School Year 2020-21-22

Haiku Elementary School

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 the 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.

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.

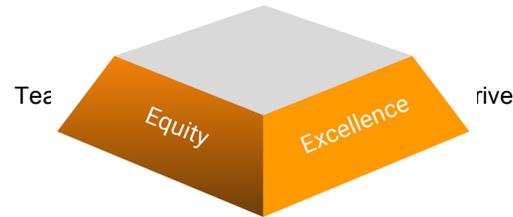
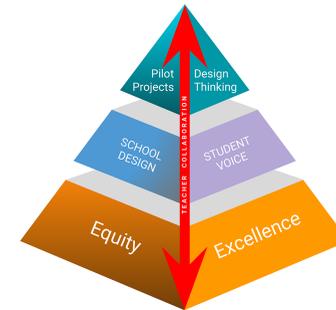
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).



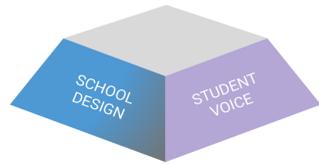
Teaching & Learning Core: Equity and Excellence

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
<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><u>WASC recommendation from 2014-2015:</u></p> <p>To increase academic school-wide growth in math and reading, a regular vertical articulation process should be implemented to ensure that:</p> <ul style="list-style-type: none"> • The core curricular programs are aligned vertically, K-5, and appropriately address CCSS, • Various assessment measures used are aligned K-5 to the CCSS and articulated vertically. • Assessment drives and informs instructional practice in the classroom <p><u>Strive HI: (SW 1, 3, 6, 7)</u></p> <p>Based on the 2019 Strive HI report a double digit (24% ELA and 25% Math) achievement gap between general education students and subgroups (SPED, EL) was</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>Theory of Action: Monitor and Refine Current Academic RTI program for Reading and Math</p> <p>If the school wide Response to Intervention program is continually implemented with fidelity, then all students will receive data driven, targeted whole and small group instruction, which will increase student achievement.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Student Success (SW 2, 4, 5, 6, 7)</p> <ul style="list-style-type: none"> • K-5 students receive vertically aligned Tier I instruction <ul style="list-style-type: none"> ◦ K-5 students will receive targeted differentiated instruction. ◦ K-5 students will receive RTI to address skill deficits. • 80% of K-5 students will show growth in ELA and Math via schoolwide diagnostics. • 100% of families will be offered the opportunity to participate in family engagement activities in order to promote student success and family communication. • The Haiku School community will be invited to showcase college and career readiness opportunities. We will make better use of the PCNC as our parent and community networking lead. <p>Staff Success</p> <ul style="list-style-type: none"> • Staff including staff that work with subgroups support staff, will continue to participate be actively engaged in and lead professional development: iReady, Lucy Calkins, MTSS, inclusive practices, etc. instruction through strengthening the data team and grade level

School, Version, date
Teachers will continue to analyze data to drive

<p>identified at Haiku Elementary. There exists a need to provide support for struggling subgroups in order to diminish achievement gaps.</p>		<p>PLCs process using the data team MTSS-R framework process</p> <ul style="list-style-type: none"> • Revisit, revise, and systematize RTI instructional blocks utilizing MTSS-R Framework to optimize core instruction and RTI instruction for all students.
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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.

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

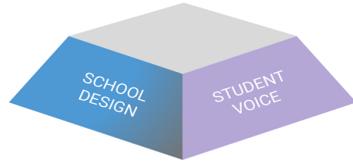
Describe here your Conditions for Success for School Design and Student Voice.

SY 2020-21 <u>Measurable Outcomes</u>	SY 2021-22 <u>Measurable Outcomes</u>	SY 2022-23 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p>School Design: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> All students will receive whole group, small group and RTI targeted, tiered instruction. Instructional groups will be determined based on end of year diagnostic. Instructional groups will be adjusted based on diagnostic assessment/screening at the beginning of the 1st semester and monthly progress monitoring. 70% of students will have met 50% of typical growth by mid-year. 80% of students will achieve 80% of typical growth by the end of the year. <p>Student Voice: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> All students will participate in at least one PBL unit to support highly engaging instruction which will decrease the achievement gap between non high need and high need students from 24 points to 19 points in ELA and from 25-20 in Math. HSA Scores will move in an upward trend by gaining at least 2% and increasing from 65% to 67%. Professional development in student voice and PBL to enable teachers to implement one PBL project each year. 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p>School Design: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> All students will receive whole group, small group and RTI targeted, tiered instruction. Instructional groups will be determined based on end of year diagnostic. Instructional groups will be adjusted systematically through teacher collaboration and data analysis every four weeks. based on diagnostic assessment/screening at the beginning of the 1st semester and monthly progress monitoring. All students will be progress monitored on a monthly basis. 70% of students will have met 50% of typical growth by mid-year. 80% of students will achieve 80% 100% of typical growth by the end of the year. <p>Student Voice: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> All students will participate in at least one PBL unit to support highly engaging instruction which will decrease the achievement gap between non high need and high need students from 19 points to 14 points in ELA and from 20-15 in Math. Come to schoolwide agreement what student voice is and means at Haiku School and develop a plan to integrate it into our curriculum. HSA Scores will move in an upward trend by gaining at least 2% and increasing from 67% to 69%. Professional development in student voice and Professional development in PBL to enable teachers to implement one PBL project each year. 	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <p>School Design: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> All students will receive whole group, small group and RTI targeted, tiered instruction. Instructional groups will be determined based on end of year diagnostic. Instructional groups will be adjusted systematically through teacher collaboration and data analysis every four weeks. based on diagnostic assessment/screening at the beginning of the 1st semester and monthly progress monitoring. All students will be progress monitored on a monthly basis. 70% of students will have met 50% of typical growth by mid-year. 80% of students will achieve 80% 100% of typical growth by the end of the year. <p>Student Voice: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> All students will participate in at least one PBL unit to support highly engaging instruction which will decrease the achievement gap between non high need and high need students from 14 points to 9 points in ELA and from 15-10 in Math. HSA Scores will move in an upward trend by gaining at least 2% and increasing from 69% to 71%. Implement and systematize student voice and showcase student voice via PBL Expand Professional development in student voice and Professional development in PBL to enable teachers to implement one PBL project each year. Teacher driven professional development

School, Version, date
Teachers will continue to analyze data to drive

<p><i>Why are you implementing them?</i> School Design: (SW 1, 3, 6, 7) Based on WASC Recommendations from 2014-2015 and 2019 Strive HI report, Haiku Elementary School (HES) needs to increase academic school-wide growth in ELA and Math to decrease the achievement gap between high needs and non-high needs students.</p> <p>Student Voice: (SW 1, 3, 6, 7) Based on the 2019 Strive HI report a double digit (24% ELA and 25% Math) achievement the gap between general education students and subgroups (SPED, EL) was identified at Haiku Elementary. There exists a need to provide support for struggling subgroups in order to decrease achievement gaps and increase proficiency.</p>	<p><i>Why are you implementing them?</i> School Design: (SW 1, 3, 6, 7) Based on longitudinal data iReady data, HES needs to continue improving our school wide Response to Intervention (RTI) program, and allocate define instructional resources to ensure academic growth for all students.</p> <p>Student Voice: (SW 1, 3, 6, 7) Based on the 2019 Strive HI report a double digit (24% ELA and 25% Math) achievement the gap between general education students and subgroups (SPED, EL) was identified at Haiku Elementary. There exists a need to provide support for struggling subgroups in order to decrease achievement gaps and increase proficiency. Teachers need to understand student voice to train students and prepare them for the next steps in their academic careers. Students need to meet GLOs and develop an understanding of the relationship between GLOs and HA.</p>	<p><i>Why are you implementing them?</i> School Design: (SW 1, 3, 6, 7) Based on longitudinal data iReady data, HES needs to continue improving our school wide Response to Intervention (RTI) program, and allocate define instructional resources to ensure academic growth for all students.</p> <p>Student Voice: (SW 1, 3, 6, 7) Based on the 2019 Strive HI report a double digit (24% ELA and 25% Math) achievement the gap between general education students and subgroups (SPED, EL) was identified at Haiku Elementary. There exists a need to provide support for struggling subgroups in order to decrease achievement gaps and increase proficiency. Teachers need to understand student voice to train students and prepare them for the next steps in their academic careers. Students need to meet GLOs and develop an understanding of the relationship between GLOs and HA.</p>
<p><i>How will you know that they are causing an improvement?</i> School Design: (SW 1, 3, 6, 7) <ul style="list-style-type: none"> RTI Tiered 1, 2 and 3 instructional and assessment practices will improve and iReady diagnostic scores will increase based on anecdotal data. Student Voice: (SW 1, 3, 6, 7) <ul style="list-style-type: none"> Teachers will generate PBL planning document Achievement gap will decrease and HSA scores will increase. </p>	<p><i>How will you know that they are causing an improvement?</i> School Design: (SW 1, 3, 6, 7) Students received tiered instruction and are regrouped based on iReady diagnostic, data team process and student voice (surveys, conferences, choice, etc.) Student benchmarks will be met.</p> <p>Staff continues to deliver tiered instruction during RTI school-wide schedule, and incorporates iterative change ideas. Student Voice: (SW 1, 3, 6, 7) <ul style="list-style-type: none"> Teachers will generate submit PBL planning document Achievement gap will decrease and HSA scores will increase. </p>	<p><i>How will you know that they are causing an improvement?</i> School Design: (SW 1, 3, 6, 7) Students received tiered instruction and are regrouped based on iReady diagnostic, data team process and student voice (surveys, conferences, choice, etc.) Student benchmarks will be met.</p> <p>Staff continues to deliver tiered instruction during RTI school-wide schedule, and incorporates iterative change ideas. Student Voice: (SW 1, 3, 6, 7) <ul style="list-style-type: none"> Teachers will generate submit PBL planning document Achievement gap will decrease and HSA scores will increase. </p>

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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
<p><i>Add beginning of the year measurements here.</i> School Design: (SW 1, 3, 6, 7) Students are universally screened and assigned to RTI instructional groups.</p> <p>Staff receive up-to-date professional development and new staff is provided professional development on school academic programs.</p> <p>Student Voice: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> ● Strive HI and school universal screener data will provide baseline data. ● PBL assessments will provide baseline data. 	<p><i>Add throughout the year measurements here.</i> School Design: (SW 1, 3, 6, 7) Students received tiered instruction and are regrouped based on three yearly diagnostic screenings and progress monitoring.</p> <p>Staff continues to implement tiered instruction during the RTI school wide schedule, and incorporates iterative change ideas.</p> <p>Walkthroughs</p> <ul style="list-style-type: none"> ● Admin walkthroughs ● Peer walkthroughs <p>MTSS Data Teams</p> <ul style="list-style-type: none"> ● Universal Screener Data ● RTI Groupings <p>Student Voice: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> ● Strive HI and school universal screener data will provide formative data. ● Student work ● Teachers PBL planning document ● PBL assessment data and growth over a two-year period. ● Student self-assessment & reflections on GLOs/HA ● Tripod Survey (Gr. 3-5) ● Student portfolios/data binders ● Student-led conferences 	<p><i>Add end of year goals here.</i> School Design: (SW 1, 3, 6, 7) Students received tiered instruction and are regrouped based on three yearly diagnostic screenings and progress monitoring.</p> <p>Staff continues to implement tiered instruction during the RTI school wide schedule, and incorporates iterative change ideas.</p> <p>Walkthroughs</p> <ul style="list-style-type: none"> ● Admin walkthroughs ● Peer walkthroughs <p>MTSS Data Teams</p> <ul style="list-style-type: none"> ● Universal Screener Data ● RTI Groupings <p>Student Voice: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> ● Strive HI and school universal screener data will provide formative data. ● Student work ● Teachers PBL planning document ● PBL assessment data and growth over a two-year period. ● Student self-assessment & reflections on GLOs/HA ● Tripod Survey (Gr. 3-5) ● Student portfolios/data binders ● Student-led conferences

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Student Outcomes (SY 2020-2122)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>School Design: (SW 1, 3, 6, 7)</p> <ul style="list-style-type: none"> All students will receive RTI tiered instruction, and instructional groups will be adjusted based on universal screening at the beginning of the 1st Semester. All students will receive whole group, small group and RTI targeted, tiered instruction. Instructional groups will be determined based on end of year diagnostic. Instructional groups will be adjusted systematically through teacher collaboration and data analysis every four weeks. based on diagnostic assessment/screening at the beginning of the 1st semester and monthly progress monitoring. All students will be progress monitored on a monthly basis. 70% of students will have 	<p>K-5 students receive tiered instruction</p> <p>Student Success</p> <ul style="list-style-type: none"> K-5 students receive vertically aligned Tier I instruction <ul style="list-style-type: none"> K-5 students will receive targeted differentiated instruction. K-5 students will receive RTI to address skill deficits. 80% of K-5 students will show growth in ELA and Math via schoolwide diagnostics. <ul style="list-style-type: none"> 100% of families will be offered the opportunity to participate in family engagement activities in order to promote student success and family communication. (SW 2, 4, 5, 6, 7) 	Fall/Spring	18902 Title I; 42101 (WSF)	Data Teams/Faculty Meeting/RTI Schedule; Steering Team Walkthroughs;	Weekly/Monthly	
	<p>K-5 students improve universal screening scores by passing i-Ready lessons.</p>	Spring	18902 Title I; 42101 (WSF)	Data Teams/Faculty Meeting/RTI Schedule; Steering Team Walkthroughs;	Weekly/Monthly	

School, Version, date
Teachers will continue to analyze data to drive

<p>met 50% of typical growth by mid-year. 80% of students will achieve 80% 100% of typical growth by the end of the year.</p>	<p>K-5 teachers will attend professional development on PBL and student voice</p> <p>Staff Success</p> <ul style="list-style-type: none"> • Staff including staff that work with subgroups support staff, will continue to participate be actively engaged in and lead professional development: iReady, Lucy Calkins, MTSS, inclusive practices, etc. instruction through strengthening the data team and grade level PLCs process using the data team MTSS-R framework process • Revisit, revise, and systematize RTI instructional blocks utilizing MTSS-R Framework to optimize core instruction and RTI instruction for all students. 	<p>Fall/ Yearlong</p>	<p>18902 Title I; 42101 (WSF)</p>	<p>Admin walkthroughs; planning documents; student survey; teacher reflective responses, surveys and next steps, student evidence</p>	<p>Quarterly</p>	
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Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p>School Design: (SW 1, 3, 6, 7) All students will receive RTI tiered instruction, and instructional groups will be adjusted based on universal screening at the beginning of the 1st Semester.</p>	<p>Professional Development</p>	<p>Yearlong</p>	<p>18902 Title I; 42101 (WSF)</p>	<p>Sign-in sheets; faculty calendars, agendas, meeting notes, student/teacher evidence</p>	<p>Weekly/Monthly</p>	
<p>Student Voice: (SW 1, 3, 6, 7) • All students will</p>						

School, Version, date
Teachers will continue to analyze data to drive

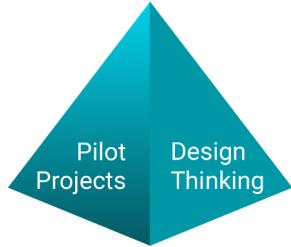
<p>participate/complete in at least one PBL unit to support highly engaging instruction which will decrease the achievement gap between non high need and high need students from 24 points to 19 points in ELA and from 25-20 in Math.</p> <ul style="list-style-type: none"> ● HSA Scores will move in an upward trend by gaining at least 2% and increasing from 65% to 67%. 								
<p>All students will participate in at least one PBL unit to support highly engaging instruction which will decrease the achievement gap between non high need and high need students from 19 points to 14 points in ELA and from 20-15 in Math.</p> <ul style="list-style-type: none"> ● Come to schoolwide agreement what student voice is and means at Haiku School and develop a plan to integrate it into our curriculum. ● HSA Scores will move in an upward trend by gaining at least 2% and increasing from 67% to 69%. ● Professional development in student voice ● and Professional development in PBL to enable teachers to 								

Abigale Prock 3/4/21 12:37 AM
Comment: Testing was not completed last year.

Jennifer Smith 3/13/21 12:35 AM
Comment: _Marked as resolved_

Daria Boone 3/13/21 12:55 AM
Comment: _Re-opened_ PD on Student Voice and visits to schools that incorporate HA would be good next steps.

implement ~~one~~ PBL project each year.



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.

The HIDOE 2030 Promise 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>Please describe your school's ideas around innovation and pilot projects.</i></p> <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><u>Supporting Each Child To Experience Success:</u> (SW 1, 3, 6, 7)</p> <p>Incorporating the 10 year HIDOE Action Plan, "A learning design that is structured around exploration, creativity, discovery, design and engagement..."</p> <p>BKM Math Project; ECRI; Project-based learning; HA; student voice; collaboration; HSSS (Social Studies); Computer Science Standards, MTSS-R, SEL, Faculty and Staff Wellness, NGSS</p>	<p><i>Please describe your Conditions for Success:</i> (SW 2, 4, 5, 6, 7)</p> <p>Provide job-embedded professional development</p> <p>Monitor for fidelity of implementation and measure student success.</p> <p>Educate and engage families so that they can become more involved in their student's learning.</p> <p>Develop community partnerships to promote college and career readiness.</p>

Title I Addendum to the 2020 - 2022 Academic Plan (AcPlan), School Year 2021-22

School Name:
Date:

f Haiku Elementary School 04/05/2-2

<p>Directions:</p> <ol style="list-style-type: none"> All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7). On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed. <p>SW Program Plan Requirements (ESSA 1114(b))</p>	<p>Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)</p>	<p>Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)</p>
<p>SW 1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.</p>	<p>page #: 3-10</p>	<p>Submitted Comprehensive Needs Assessment (CNA) WASC Chapter 2 Self study & report</p>
<p>SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.</p>	<p>page #:3, 11</p>	<p>SCC Assurances MTSS Team emailed by Principal sharing AC Plan for their review and comment Staff meeting</p>
<p>SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards</p>	<p>page #: 3-11, section Schools Academic plan will be monitored and revised as necessary</p>	<p>Academic Review/Reflection Team(ART) Meeting notes Data teams and PLC notes WASC documentation</p>

Title I Addendum to the 2020 - 2022 Academic Plan (AcPlan), School Year 2021-22

School Name:

Date:

<p>SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.</p>	<p>page # 3, 11</p>	<p>School Level Leadership team notes Submitted/revise Academic Plan End of year evaluation (EOY) School Community Council (SCC) School website SCC meetings Parent/family engagement activities PTA Title I annual meeting School newsletters</p>
<p>SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities)</p>	<p>page #: 3, 7</p>	<p>Fresh Fruit and Veggie Program Artists in the School DARE YMCA Digital Bus Haiku School Foundation Caring K-9 Guest speakers Career Day Family Night</p>
<p>SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic</p>	<p>page # 3-11</p>	<p>Submitted Comprehensive Needs Assessment (CNA) WASC self study & report After school tutoring Project Lead the Way RTI EL Counseling MTSS Professional Development</p>

Title I Addendum to the 2020 - 2022 Academic Plan (AcPlan), School Year 2021-22

School Name:

Date:

<p>program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <ul style="list-style-type: none"> (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs; 	<p>SEL Caring K-9 Stetson Inclusion Model Head Start Student Service Coordinator</p>
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Title I Addendum to the 2020 - 2022 Academic Plan (AcPlan), School Year 2021-22

School Name:

Date:

<p>SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HIDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (116(a)(2)(B))</p>	<p>page # 3-11</p>	<p>Family Nights DARE Ho'olaulea Flower Festival Wellness Day PTA Communication by newsletters and school website Rider of the Month Assemblies Parent/Teacher Conferences Back to School Night Annual Title I meeting</p>
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