Haiku Elementary School
Academic Plan 2023-2024
Academic Plan & Supporting Documents

2023-2024 School Year

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Plan Submitted by
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Plan Approved by
Complex Area Superintendent
Date
Haiku EElementary Academic Plan

School Year 2023-26

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).


- 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.

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Theory of Action</th>
<th>Enabling Activity</th>
</tr>
</thead>
</table>

School, Version, date

- Teachers will continue to analyze data to drive
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.

WASC recommendation from 2020/21

To increase academic school-wide growth in math and reading, a regular vertical articulation process should be implemented to ensure that:
- 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

Strive HI: (SW 1, 3, 6, 7)

Based on the 2022 Strive HI report a double digit (24 15% ELA and 25% 18 Math) achievement 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 diminish achievement gaps.

What is your Theory of Action (if-then) to improve the achievement gap?

Theory of Action: Monitor and Refine Current Academic RTI program for Reading and Math

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. RTI Tier I instruction provided to all students is the foundation of our MTSS-R and PBL initiatives.

- Design block schedule for all grades to ensure instructional goals are met with fidelity.
- Coaching teachers to collect and analyze data using a six week data cycle
- Dibels, ECRI, iReady/Ready, Achieve 3000 and Wonders data is reviewed during grade level PLC and with CC/NCTs to guide small group placement and RTI instruction
- School-wide RTI Walk to Math/Walk to Reading to provide targeted small group instruction
- Small Group PD to enhance strategies and data analysis
- Dedicate +21 teacher PD hours to PBL Gold Standard practices and training

What are your Enabling Activities to improve the achievement gap?

Student Success (SW 2, 4, 5, 6, 7)

- K-5 students receive vertically aligned Tier I instruction
  - targeted differentiated instruction.
  - RTI to address skill deficits.
  - PD will be provided to ensure teachers know and understand Tier I instruction
  - Follow up PD will be provided for staff
  - small group instruction

- 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.
- 100% of teachers will communicate quarterly with parents to provide student growth reports and quarterly assessments such as: iReady, AR, Dibels. Weekly communication will include quizzes, student work/behavior reports.
- Teachers will be provided time to prepare reports along with targeted PD for effective communication of reports and next steps.
- Provide Pre-school opportunity for Haiku School Community

- 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.
- Engage families through grade level parent/family events, such as PBL showcase, Rider of the Month, Title 1 parent engagement nights, Science Nights, Mindfulness Nights.

School, Version, date
- Teachers will continue to analyze data to drive
**Staff Success**

- K-5 Teachers will align Tier 1 and PBL instruction through best practice instructional strategies including:
  - Student engagement
  - Student voice/collaboration
  - Data driven small group instruction
  - Use Standards Binders with fidelity for all instruction
  - Utilize standards based technology
  - Post and explain standards for all instruction including PBL to students
  - Guide students in making connections to learning
  - Collaborate via articulation opportunities to plan, review, reflect on RTI, PBL and core instructional strategies
  - HES teachers grades 1 and 2 will participate in the Math Project Cohort

- Staff including support staff, will be actively engaged in and facilitate professional development: iReady, Yoga Ed., PBL, HMTSS, inclusive practices, etc. instruction through data teams, school wide assessments and grade level PLCs using the HMTSS-R framework of monitoring, analysis, and implementation of data based instruction in both reading and math.

- Revisit, revise, and systematize RTI instructional blocks utilizing HMTSS-R Framework to optimize core instruction and RTI instruction for all students.

- Dedicated Instructional Coach to guide teachers and provide support with instructional strategies, prioritize standards, classroom management and goal setting.

- Math/PBL/Computer Science teacher to coach and assist teachers to implement rigorous instruction

- Title I articulation - each grade level is provided 4 days to meet as a team and review data, plan for next quarter

**School, Version, date**

- Teachers will continue to analyze data to drive
### 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.

<table>
<thead>
<tr>
<th>SY 2023-26</th>
<th>SY 23-26</th>
<th>SY 2023-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes</td>
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</tbody>
</table>

- Teachers will continue to analyze data to drive
What are your **Measurable Outcomes** around School Design and Student Voice? What are you designing?

**School Design: (SW 1, 3, 6, 7)**

- All students will receive whole group, small group and RTI targeted, tiered instruction. Instructional groups will be determined based on end of year triangulated data. Instructional groups will be adjusted based on diagnostic assessment/screening and monthly progress monitoring.
- The percentage of 3rd graders demonstrating “at or near” proficiency as measured by the annual Strive Hi report, will increase from 71% to 73% by the end of SY 2023-2024.
- The percentage of students at Haiku EI meeting achievement of standards/proficiency on the ELA SBA grade level expectations, will increase from 45% to 47% by the end of SY 2023-2024.
- The percentage of students at Haiku EI meeting achievement of standards/proficiency on the Mathematics SBA grade level expectations, will increase from 42% to 44% by the end of SY 2023-2024.
- Determine DIBELS growth goal based on growth made during the SY 22-23 and BOY data for SY 23-24.
- Determine iReady Reading growth goal based on growth made during SY 22-23 and BOY data for SY 23-24
- Determine iReady Math growth goal based on growth during SY 22-23 and BOY data for SY 23-24.
- Establish Number Talk implementation through the Math Project.

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

**School Design: (SW 1, 3, 6, 7)**

- All students will receive whole group, small group and RTI targeted, tiered instruction. Instructional groups will be determined based on end of year diagnostic and beginning of year Dibels benchmark assessment. Instructional groups will be adjusted systematically through teacher collaboration and data analysis every six weeks.
- All students will be progress monitored every six weeks via data cycles in targeting ELA and Math.
- 70% of students will have met 50% of typical growth by mid-year. 80% of students will achieve 70% of typical growth by the end of the year.

**Student Voice: (SW 1, 3, 6, 7)**

- All students will (have) participated in at least one PBL unit per semester 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 28% to 30%.
- Professional development in student voice.
- Professional development in PBL to enable teachers to implement-PBL A team will attend PBL Works conference and provide best practice PD throughout the SY. We will participate in PBL Cohort phase II to increase understanding and implementation of Gold Standard PBL lessons.

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

**School Design: (SW 1, 3, 6, 7)**

- 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 school wide teacher collaboration and data cycles conducted every six weeks.
- 70 72% 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.

**Student Voice: (SW 1, 3, 6, 7)**

- All students will (have) participated in at least one PBL unit each semester to support highly engaging instruction which will decrease the achievement gap between non high need and high need students from 15 to 9 points in ELA and from 18 to 10 in Math.
- HSA Scores will move in an upward trend by gaining at least 2% and increasing from 28% to 30%.
- Implement and systematize student voice and showcase student voice via PBL.
- Expand Professional development in student voice.
- Professional development in PBL provided to enable teachers to implement PBL based instruction at least one per semester. Teachers have been provided PBL PD and time to develop Gold Standard Lessons. Goal setting and collaboration time will provide a clear guide for PBL implementation.
- Teacher driven professional development via PBL coach in house and district level. PBL coaches, leadership and teachers deliver PBL strategies and PD to all grade levels.
### Student Voice: (SW 1, 3, 6, 7)
- All students will participate in PBL to support highly engaging instruction which will decrease the achievement gap between non high need and high need students from 15 points to 13 points in ELA and from 19 to 18 in Math.
- HSA Scores will move in an upward trend by gaining at least 2% and increasing from 28% to 30%.
- Professional development in student voice and PBL to enable teachers to implement one PBL project per semester.

### Why are you implementing them?

#### School Design: (SW 1, 3, 6, 7)

Based on WASC Recommendations from 2014-2015 and 2022 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.

#### Student Voice: (SW 1, 3, 6, 7)

Based on the 2022 Strive HI report a double digit (15% ELA and 19% Math) achievement 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.

- In an effort to decrease the difference (% points) between High-Needs and Non-High Needs students meeting proficiency on the SBA, we will increase the percentage of standards/proficiency on the ELA SBA from 39% to 41% and on Math SBA from 34% to 36% by the end of the SY 2023-2024.
- Establish ELL baseline and goal statement

### Why are you implementing them?

#### School Design: (SW 1, 3, 6, 7)

Based on iReady data, Achieve 3000, Wonders assessments and school wide data cycles, HES needs to continue improving our school wide Response to Intervention (RTI) program, and define instructional resources to ensure academic growth for all students.

#### Student Voice: (SW 1, 3, 6, 7)

Staff and students will develop and adhere to a common understanding of student voice. Student Voice cohort and PBL.

#### Why are you implementing them?

#### School Design: (SW 1, 3, 6, 7)

Based on iReady data, Achieve 3000, Wonders assessments and school wide data cycles, HES needs to continue improving our school wide Response to Intervention (RTI) program, and define instructional resources to ensure academic growth for all students.

#### Student Voice: (SW 1, 3, 6, 7)

PLB best practice will incorporate GLOs and HA as a means for students to gain a better understanding of the relationship between them.

Students will demonstrate an understanding of GLOs and the relationship between the GLOs and HA using rubrics and HA incorporation within the school and classroom setting. Morning Broadcast will highlight GLO/HA practices weekly, Hawaiian Cultural teacher will incorporate HA as part of the curriculum.
- HES continues to be an inclusion school, welcoming all students to the classroom to support and maintain academic equity.
- Create a school-wide plan to address the chronic absenteeism percentage at our school to create a decrease.
- The percentage of students reporting low emotion regulation as measured by the Panorama Student Perception Survey will increase from 43% in SY 22-23 to 45% in SY 23-24.

### How will you know that they are causing an improvement?

#### School Design: (SW 1, 3, 6, 7)
- RTI Tiered 1, 2 and 3 instructional and assessment practices will improve and iReady diagnostic scores will increase based on anecdotal data.
- Teachers will provide instruction designed to meet and incorporate the Common Core State Standards through our core English Language Arts curriculum of Wonders and Ready Math for Mathematics, science and computer science in PBL Gold Standard Projects.

#### Student Voice: (SW 1, 3, 6, 7)
- Teachers will generate PBL planning document
- Documents will be reviewed for reflection and revision
- Achievement gap will decrease and HSA scores will increase.

#### How will you know that they are causing an improvement?

#### School Design: (SW 1, 3, 6, 7)
- Student benchmarks will be met.

#### Student Voice: (SW 1, 3, 6, 7)
- Teachers will submit PBL planning document
- Students will participate in rubric planning, reflection and self-assessment of PBL
- Students will learn how to develop personal learning portfolios
- Achievement gap will decrease and HSA scores will increase.

### How will you know that they are causing an improvement?

#### School Design: (SW 1, 3, 6, 7)
- Student benchmarks will be met.

1) Teachers provide modeling and direct instruction of content using core programs.
2) Teachers continue to refine pacing/curriculum guides to support grade level curriculum, instruction, and assessment that are designed for the Common Core Standards.

#### Student Voice: (SW 1, 3, 6, 7)
- Teachers will submit PBL planning document
- Teachers will expand knowledge and understanding of PBL Gold Standard planning and implementation to include student voice.
- Achievement gap will decrease and HSA scores will increase.

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

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

**FOCUS ON SY 2023-26:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

### Baseline Measurements

- **Add beginning of the year measurements here.**
- **School Design: (SW 1, 3, 6, 7)**
  - Students are universally screened and assigned to RTI instructional groups.
  
  Staff receive up-to-date professional development and new staff is provided professional development on school academic programs.
- **Student Voice: (SW 1, 3, 6, 7)**
  - Strive HI and school universal screeners will provide baseline data
  - PBL assessments will provide baseline data
  - Students involved in assessments

### Formative Measures

- **Add throughout the year measurements here.**
- **School Design: (SW 1, 3, 6, 7)**
  - Walkthroughs
    - Admin walkthroughs
    - Peer walkthroughs
  - MTSS Data Teams
    - Universal Screener Data
    - RTI Groupings
  
  **Student Voice: (SW 1, 3, 6, 7)**
  - Student work
  - Teachers PBL planning document (Gold Standard)
  - Student self-assessment & reflections on GLOs/HA
  - Panorama Survey (Gr. 3-5)
  - Student portfolios/data binders
  - Student-led conferences

### Summative Goals

- **Add end of year goals here.**
- **School Design: (SW 1, 3, 6, 7)**
  - Walkthroughs
    - Admin walkthroughs
    - Peer walkthroughs
  - MTSS Data Teams
    - Universal Screener Data
    - RTI Groupings
    - Block Scheduling
  
  **Student Voice: (SW 1, 3, 6, 7)**
  - Student work
  - Teachers PBL planning document
  - Student self-assessment & reflections on GLOs/HA
  - Panorama Survey (Gr. 3-5)
  - Student portfolios/data binders connected to PBL
  - Student-led conferences

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- Teachers will continue to analyze data to drive
### Student Outcomes (SY 2023-26)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
<th>Enabling Activity</th>
<th>Duration</th>
<th>Source of Funds</th>
<th>School Monitoring Activity</th>
<th>Frequency</th>
<th>Complex Monitoring Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Design:</strong> (SW 1, 3, 6, 7)</td>
<td><strong>Student Success</strong>&lt;br&gt;• 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.  &lt;br&gt;• All students will be progress monitored on a six week data cycle  &lt;br&gt;• 70% of students will have met 50% of typical growth by mid-year. 80% of students will achieve 70% of typical growth by the end of the year.&lt;br&gt;• 23-24 Haiku Elementary BKKM Comprehensive EL Plan 23-24</td>
<td>Fall/Spring</td>
<td>18902 Title I; 42101 (WSF) ESSER</td>
<td>Data Teams/Faculty Meeting/RTI Schedule; Steering Team Walkthroughs;</td>
<td><strong>Weekly/Monthly</strong></td>
<td>(to be completed by CAS)</td>
</tr>
<tr>
<td></td>
<td><strong>Staff Success</strong>&lt;br&gt;• Staff including support staff, will be actively engaged in and lead professional development:</td>
<td>Yearlong</td>
<td>18902 Title I; 42101 (WSF)</td>
<td>Admin walkthroughs; planning documents; student survey; teacher reflective responses;</td>
<td><strong>Quarterly</strong></td>
<td></td>
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- Teachers will continue to analyze data to drive
Ready, MTSS, PBL, inclusive practices, etc. instruction through strengthening the data team and grade level PLCs process using the HMTSS-R framework

- Revisit, revise, and systematize RTI instructional blocks utilizing MTSS-R Framework to optimize core instruction and RTI instruction for all students.
  - Revise for 23/24 Walk To Reading/Math has been implemented in Semester 2, data collection on student growth will guide next steps.
  - Small group instruction PD including data via benchmark assessments and six week data cycles.

Staff Outcomes (SY 2023-26)

<table>
<thead>
<tr>
<th>Measurable Outcome(s)</th>
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<th>Duration</th>
<th>Source of Funds</th>
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<th>Frequency</th>
<th>Complex Monitoring Activity (to be completed by CAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Development</td>
<td>Yearlong</td>
<td>18902 Title I; 42101 (WSF) ESSER</td>
<td>Sign-in sheets; faculty calendars, agendas, meeting notes, student/teacher evidence</td>
<td>Weekly/Monthly</td>
<td></td>
</tr>
</tbody>
</table>

School, Version, date

- Teachers will continue to analyze data to drive
- 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
- Professional development in PBL to enable teachers to implement-PBL

### 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*.

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
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<tbody>
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</tbody>
</table>
Please describe your school's ideas around innovation and pilot projects.

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.

Supporting Each Child To Experience Success: (SW 1, 3, 6, 7)

Incorporating the 10 year HIDOE Action Plan, "A learning design that is structured around exploration, creativity, discovery, design and engagement…"

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

Please describe your Conditions for Success: (SW 2, 4, 5, 6, 7)

Provide job-embedded professional development

Monitor for fidelity of implementation and measure student success.

Educate and engage families so that they can become more involved in their student's learning.

Develop community partnerships to promote college and career readiness. Provide consistent and relevant parent communication to ensure awareness of student growth and school process.

Showcase student work via newsletters, teacher contact and school website to build school community relationships.

Develop and implement an inclusive Haiku Elementary School based preschool to support early childhood education for our school community.

Create SEL curriculum incorporating Classroom 180 and our school initiative Pulelehua Hale

Build capacity to support EL students using data based instructional strategies as well as

- Teachers will continue to analyze data to drive