Waihe'e Elementary School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

2020-2021 School Year

Principal: Paula Inouye

Contact Information

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Plan Submitted by   _Paula M. _____ 5·22·20_
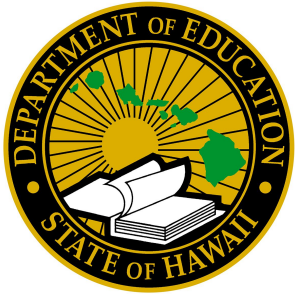   Principal   Date

Plan Approved by   _Katale Dine _____ 6/5/2020_
                     Complex Area Superintendent   Date

Revised for Baldwin-Kekaulike-Maui Complex Area

Academic Plan 2020-2021

Waihe`e School

2125 Kahekili Highway
Wailuku, HI 96793
(808) 727-5300
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Academic Plan SY 2020-2021

Where are we now?	

Prioritize school's needs as identified in one or more of the following needs assessments:
 	
● Comprehensive Needs Assessment (Title I Schools)
 	
● WASC Self Study Mid-Cycle Visit
 	
● WASC Self Study
  ・ WASC Category B: Standards Based Student Learning: Curriculum, instruction
  ・ WASC Category C: Standards Based Student Learning: Instruction
  ・ WASC Category D: Standards Based Student Learning: Assessment and Accountability
	1. Need: Improve implementation of the Data Teams process leading to targeted/differentiated instruction to meet the needs of all students (PD to be provided to identify effective strategies)
	
	2. Need: Utilize the WASC process to systematize and analyze schoolwide data to support the Academic Plan and school design for student achievement and growth, including improved communication through K-5 vertical transparency
	
	3. Need: Increased consideration given specifically to prioritize student voice and all teacher collaboration
	
	4. Need: Systematize the process to identify gifted and talented students and accommodate their specific needs
	
	5. Need: Improve and implement RTI systems of support

	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. Special Education (SPED) English Language Learners (ELL) Native Hawaiian/Pacific Islander

Academic Plan SY 2020-2021

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. Vice Principal	1. Overall Lead, EES
2. Malia Draper, Curriculum Coordinator	2. ELA / Math / Data Teams / Mentoring
3. Sharon Inouye, School Services Coordinator	3. Comprehensive Student Supports / ELL / SPED
4. Melanie Teraoka, ECRI Coach/RTI Reading Coordinator	4. Early Literacy / RTI / Differentiation
5. Maile Viela, Counselor	5. MTSS
6. Kristel Pigao, Integrated Technology Specialist	6. Technology / Computer Science
7.	7.
8.	8.
9.	9.
10.	10.

Academic Plan SY 2020-2021

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 2021	Rationale:
There will be a 3% increase every year in ELA and math proficiency on the SBA (year to year) and i-Ready EOY Diagnostic compared to the BOY Diagnostic assessments	We are setting realistic targets for all students to achieve proficiency in reading and math
Provide differentiated instruction for all students	To meet the needs of all students
Close the achievement gap	To address the whole student

Academic Plan SY 2020-2021

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**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**
There will be a 3% increase every year in ELA proficiency on the SBA and i-Ready EOY Diagnostic assessments Promise: Equity and School Design	G1:EA1 Continue implementation of the Wonders Reading program in grades K-5. Teachers will be provided with professional development and articulation time for planning and will incorporate evidence based practices to meet the needs of all students. (CA#1, 3, 8) G1:EA2 Implement 30 minutes of small group instruction according to student needs during the literacy block (all Tier 1 and Tier 2 students). Include differentiation for high-achieving students. Create a systematic way of identifying students for the CSSS referral process through RtI. (CA#5) **SW1; SW6** G1:EA3 ELA will have a designated and uninterrupted block. (CA#5) **SW6** G1:EA4 PTTs will be used to address students' needs.	**2020-2021**	**CC/ECRI Coach**	☒WSF ☒ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A WSF: PTTs, ECRI/RTI Coach, CC Title I: PTTs/PPEs Wonders Materials, ECRI Materials Title II: GL ECRI PLCs, GL Quarterly Training Days, other relevant ELA trainings Other: MIKA: Reading PTTs/PPEs	Wonders Assessments (K-5) i-Ready Diagnostic (K-5) DIBELS Benchmark (K-3) and Progress Monitoring (K-2) One IAB and/or Standards Mastery (grades 3-5) All students taking i-Ready will show one year's worth of progress in Reading at the End of Year (EOY) testing as measured by the i-Ready's scaled score. The i-Ready program identifies scaled score increases per grade level needed to achieve one year's worth of growth.

	(push-in/pull-out, inside or outside reading block as identified by each grade level team) (CA#5) **SW1; SW6** G1:EA5 Implement specific interventions based on student needs (i.e. WonderWorks, Sonday System, Rewards, Phonics for Reading, ECRI pre-teach, etc.) (K-5) -SPED teacher – pull-out/ push-in (CA#1, 5) **SW1; SW6** G1:EA6 ECRI (Enhanced Core Reading Instruction) to be used with the Wonders program to improve fluency in grades K-2 (to include PD, follow-up, and coaching), grades 3-5 to enhance instruction of vocabulary and fluency with multisyllabic words (CA#5) **SW1; SW6**				DIBELS Benchmark in grades K-3 and Monthly Progress Monitoring in K-2 ECRI Project Data

Academic Plan SY 2020-2021

There will be a decrease in the Achievement Gap Common core aligned assessments for math and reading Promise: Equity, Empowerment, and School Design	G1:EA7 All grade levels will have common assessments that are aligned with the Common Core State Standards that will be used as data points during the data team process to drive instruction. These assessments will include i-Ready Diagnostic Assessments, DIBELS Progress Monitoring (K-2), a common math assessment, a common reading assessment, and a writing assessment in Narrative, Information, and Opinion Writing. (CA#3) **SW1** G1:EA8 Teachers will be provided with time for Vertical Articulation (CA#2) **SW6** G1:EA9 All teachers will work with students to create an academic goal. (CA#9) **SW6** G1:EA10 Students will use i-Ready or Imagine Learning (ELL) for 45 minutes a week Reading and i-Ready for 45 minutes a week in Math (CA#1) G1:EA11 Student growth and attainment of goals will be celebrated (CA#9)	**2020-2021**	CC	☐ WSF ☒ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A Funding for Student Achievement Celebrations	Student samples, sharing of growth at data team meetings i-Ready growth monitoring scores and i-Ready Standards Mastery scores

Academic Plan SY 2020-2021

There will be a 3% increase every year in math proficiency on the SBA and i-Ready EOY Diagnostic assessments
 	
Promise: Equity and School Design
	G1:EA12 Continue implementation of Ready Classroom Mathematics with common summative assessments for all math Common Core State Standards. Teachers will be provided with professional development and articulation time for planning and delivery of differentiated math instruction and will incorporate evidence based practices into Ready Classroom core curriculum (CA#1, 3, 8)
	
	G1:EA13 Provide additional 30 minute small group instruction to implement specific interventions based on student needs (i.e. Whole Numbers Foundation, i-Ready, Ready Classroom, etc.) (K-5).
	  -RTI teacher
	  -PTTs
	  -Small group instruction including differentiation for high-achieving students.
	  (CA#1, 5)
	Professional Development for Ready Math (CA#1) **SW1; SW6 *Is this another EA or part of EA13**
		2020-2021	CC	☒ WSF
				☒ Title I
				☒ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
				
				WSF:
				PTTs
				
				Title I: i-Ready subscription, Ready Classroom, PTTs, Subs for Math Project
				
				Professional development
					i-Ready Diagnostic (K-5), Standards Mastery (grades 2-5), Growth Monitoring (All K-1 students, grades 2-5 identified students in Tier 2 and 3)
					
					All students taking i-Ready will show one year's worth of progress in math at the End of Year (EOY) testing as measured by the i-Ready's scaled score. The i-Ready program identifies scaled score increases per grade level needed to achieve one year's worth of growth.
					
					Math manipulatives and tools for instruction

	G1:EA14 Teachers in Math Project Cohort 2019-2020 will continue to be coached by the school. Teachers in Math Project Cohort 2020-2021 will be provided PD with coaching by the District RTs and school Math Coach. (CA#1) **SW6**				
Meet the needs of high performing students

Promise: Empowerment and Innovation | G1:EA15 Identify high achieving students in grades 4 and 5 and provide differentiated instruction (PEG – Project Enrichment Group) (CA#4) | **2020-2021** | CC | ☒ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A | Projects completed by students
SBA
i-Ready

Maintain student identification |
| There will be a 3% increase every year in ELA and math proficiency on the SBA and i-Ready EOY assessments

Promise: Hawaii, Equity, and School Design | G1:EA16 Provide after school tutoring and summer school (summer extended learning opportunity) to improve proficiency in Math and Language Arts for targeted students. Support targeted subgroups of students through after school projects that are aligned with HĀ. (CA#1) **SW1; SW5; SW6** | **2020-2021** | CC | ☒ WSF
☒ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A

Title I:

16 PTTs (HQ) for Summer School (1 Coordinator/15 Tchrs) ($20,907 + Fringe) & Kinder Kamp | Student attendance sheets
Pre/post assessments
Various assessment scores for math and ELA (i.e. i-Ready, SBA)
Math Matters Competition Team Results
Robotics Team Results
Kinder Kamp (incoming Kindergarteners)

Gardening

Arts Integrated |

					3 PTTs for Kinder Kamp - $3,768 + fringe 10 PTT's (HQ) for after school tutoring $14,131 + fringe 2 PTT's (HQ) for Math Matters tutoring after school $1,108) 3 PTT's (HQ) for Robotics after school WSF: PTTs (Non HQ)	

There will be a 3% increase every year in ELA and math proficiency on the SBA and i-Ready EOY assessments
 	
Promise: Equity and School Design
	G1:EA17 Provide additional tools to support student achievement:
	   -iXL
	 - Goalbook
	   -Technology apps/programs
	     that support student
	     achievement
	   -i-Ready
	   -Additional laptops/ipads
	   -1:1 Chromebooks/Devices
	     for grades K-5
	   - Any other necessary
	     technology accessories,
	     including those which
	     support integrating
		2020-2021	Tech Coordinator	☒ WSF
				☒ Title I
				☒ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
				
				WSF: TIS, Tech Coordinator
				
				Title 1: Devices, Accessories
					Usage reports Assessment Scores (i-Ready, SBA, etc.)
					
					Technology Plan (3-year plan)
					
					-Teacher technology survey
					-Tech-integration schedule
					-Tech-integration planning document
					
					PD plan

	technology within instruction -Upkeep of all technology tools -Additional computer programs, as needed (CA#1) **SW6** G1:EA18 Technology Integration Specialist (TIS) to push in and support teachers in maximizing the use of technology within the classroom and provide professional development for teachers. (CA#1,9)				
There will be a 3% increase every year in ELA and math proficiency on the SBA and i-Ready EOY assessments for ELL students Promise: Equity and School Design	G1:EA19 WIDA Standards training for all teachers at the beginning of the school year. (CA#5) **SW5** G1:EA20 Finish Line for ELL program (CA#5) G1:EA21 After school tutoring for ELL students (CA#5) **SW6** G1:EA22 Language for Learning and Imagine Learning (CA#5) G1:EA23 Support Teachers in Sheltered Instruction	**2020-2021**	ELL Teacher	☒ WSF ☐ Title I ☒ Title II ☒ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A WSF: ELL Teacher Title III: PTT (HQ), Materials/Programs	Standards presented at the beginning of the year meeting Usage reports Assessment Scores (i-Ready, SBA, DIBELS, WIDA etc.)

	Qualification required by the DOE. (CA#1)				
Provide common core aligned strategies to support the 3% increase every year in ELA and math proficiency on the SBA and i-Ready EOY assessments Promise: Equity and School Design	G1:EA24 Create a professional development plan that supports identified effective teaching strategies and practices to be adopted schoolwide that address math problem solving, reading comprehension, and writing across all genres. (CA#1, 2, 8). **SW5; SW6**	**2020-2021**	CC	☐ WSF ☒ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☐N/A Title I: Title II: GL Trainings, Inclusion Trainings (PLCs) Other: HĀ- Lelekamanu Maui Program	PD Plan and ART monitoring Walkthrough Data - Behavior Management Tier 1: (CA1) -Differentiated Instruction -Number Talks -ECRI -Classroom Management Plan -Small Group Tier 2: -Small Group- Addressing skills -Preteach of skills -Behavior interventions that may require support or modification of the school day Tier 3: -SPED -Small group outside of core instruction - Behavior interventions that require an alternative location

Academic Plan SY 2020-2021

| There will be a 3% increase every year in Science proficiency on the State Science Assessments

Promise:
Hawaii, Equity, School Design, Innovation | G1:EA25 Teachers will use NGSS to teach science and use an online platform that allows students to perform the scientific process digitally in grades 3-5. (CA#7)

G1:EA26 STEM teacher to provide supplemental instruction for students in grades K-5 (CA#7)

G1:EA27 STEM teacher to provide NGSS support to teachers in grades K-5 (CA#7)

G1:EA28 Mystery Science School License (CA#7)

G1:EA29 Generation Genius License proved for STEM teacher (CA#7)

G1:EA30 Gardening program provided by a gardener (CA#7, 9) **SW5**

G1:EA31 Professional Development for STEM teacher (CA#7, 9)

G1:EA32 Project Based Learning Professional | **2020-2021** | STEM Teacher | ☒ WSF
☒ Title I
☒ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A

WSF: STEM teacher

Title I: PD, Materials | Formative Assessments
Pre/Post Assessments
NGSS Science Assessments |

	Development for admin and teachers (CA#1, 7, 9) G1:EA33 Teachers will be provided with the essential materials to deliver meaningful NGSS and PBL aligned lessons. (CA#1, 7, 9)				
Provide students and staff with a school environment embedded in HĀ All students will participate in lessons and/or activities that support GLOs, HĀ, and schoolwide implementation of Second Step Promise: Hawaii and School Design	G1:EA34 Hawaiian Studies: Grades K-5: Hawaiian Studies through DOE Hawaiian Studies program (CA#9) **SW5** G1:EA35 Create Curriculum Maps aligned with Social Studies HCSSS (CA#3, 9) G1:EA36 Continue to support the school-wide implementation of HĀ and wellness (Blue Zone) (CA#9) **SW5**	**2020-2021**	VP	☒ WSF ☒ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☒ Other ☐ N/A Title II: PD Other: Hawaiian Studies Fund	Calendar of Events Activities through the Hawaiian Studies program HĀ school-wide implementation plan Intramural Sports- Cross Country, Running, Flag Football, Kickball

Academic Plan SY 2020-2021

Goal 2: Staff Success. **Waihe`e School** 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 three years,	Rationale:
We will have a systematized data teams process to effectively analyze schoolwide, individual classrooms, and individual student data to inform effective instruction. Provide professional development and mentoring to support teachers in implementing effective instruction.	To ensure teachers have the necessary tools and strategies to meet the needs of all students by providing differentiated instruction

Academic Plan SY 2020-2021

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**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**

All K-5 classroom teachers will participate in data teams to analyze common CCSS assessments to ensure there will be a 3% increase every year in ELA and math proficiency on the SBA and i-Ready EOY assessments.
 	
Promise: Equity
	G2:EA1 Improve data teams in grades K-5 by refining the process of data teams.
	Focus will be on:
	Reading comprehension and math problem solving
	 -Provide student rotations from existing school staff that allow for teacher collaboration time (bi-monthly PLCs) (CA#3)
	
	G2:EA2 Writing across all genres - (during quarterly artics) vertically align student writing during monthly data meetings (CA#3)
	
	G2:EA3 Identify student demographics in Action Plan and utilize the Data Wall to inform best practices and provide differentiated instruction
	   -Analyzing formative assessments
	   -Discussing success criteria
		2020-2021	CC/ECRI Coach	☐ WSF
				☒ Title I
				☒ Title II
				☐ Title III
				☐ IDEA
				☐ Homeless
				☐ CTE
				☐ Other
				☐ N/A
				
				Title I: Teacher articulation time substitutes (4 times a year)
				
				Warrior Review Substitutes (3 times a year)
				
				Inclusion planning substitutes (8 times a year)
				
				Title II: ECRI PLCs, ECRI substitutes for trainings, Quarterly GL Trainings
					SBA
					i-Ready Diagnostic and Standards Mastery
					Wonders common assessments
					Ready Classroom
					Countdown to Common Core
					Lucy Calkins' Units of Study
					Data Team Record Sheets

	and ways to provide effective feedback -Sharing ideas and evidence-based practices for improving student achievement (CA#3) **SW6** G2:EA4 Provide each grade level with 4 days throughout the year for collaboration, planning standards based curriculum, evidence based curriculum/pacing, to include differentiation within math and literacy. (CA#1, 2, 3, 5) G2:EA5 Provide articulation days for Inclusion Team planning. (CA#6) **SW6** G2:EA6 Warrior Review 3 times per year (CA#2) **SW6** G2:EA7 Provide additional days for ECRI (K-2) Professional Learning Communities to include data analysis, group setting, target setting, and				

	practice of instructional strategies. (CA#1, 2, 5) **SW6** G2:EA8 ECRI (Enhanced Core Reading Instruction) to be used with the Wonders program in grades K-2 to improve reading foundational skills, fluency, comprehension, and vocabulary. In SY 2020-21, teachers in grades 3-5 will continue to be offered training; to include PD, follow-up, and coaching. (CA#1, 2, 5) **SW6**				
Teachers are provided feedback based on student growth and teaching practices to meet the needs of all learners to ensure that there will be a 3% increase every year in ELA and math proficiency on the SBA and i-Ready EOY assessments Promise: Equity and School Design	G2:EA9 Support all teachers (classroom and non-classroom) with EES (CA#1, 2) G2:EA10 Mentoring- support mentoring plan (CA#1) **SW6** G2:EA11 Coaching- District Coaching PD (TBD) (CA#1)	**2020-2021**	CC	☒ WSF ☒ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A Title 1: EES conference substitutes	SLOs/SSIOs EES Ratings

All teachers provide effective instruction to meet the needs of all learners to ensure that there will be a 3% increase every year in ELA and math proficiency on the SBA and i-Ready EOY assessments Promise: Equity	G2:EA12 Provide school level and/or District mentors for all probationary teachers, tenure teachers that request for mentor support; and teachers identified as needing mentor support. (CA#1, 5) **SW6** G2:EA13 Provide opportunities for teachers to observe colleagues during the school day (CA#1, 5, 8) G2:EA14 Provide New Teacher Orientation to orient new teachers to the school (CA#1, 5, 8) **SW6**	**2020-2021**	CC	☒ WSF ☐ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A Title II: Substitutes for peer observations	Mentoring Logs

Academic Plan SY 2020-2021

<u>Goal 3:</u> **Successful Systems of Support.** The system and culture of **Waihe`e School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
Increased parent and community involvement	To ensure students' academic and social growth
To have successful systems of support in place	To ensure all students' and teachers' needs are met including, but not limited to SPED, ELL, MTSS, etc.
A systematized process to monitor progress within the Academic Plan, including WASC recommendations	To ensure progress in meeting the needs of our school
An initial understanding of School Design	To ensure increased opportunities for student voice and all teacher collaboration (and all stakeholders)

Academic Plan SY 2020-2021

Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**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**
Provide appropriate supports to ensure we meet the behavior and academic needs of ALL students Promise: Hawaii, School Design, and Equity	G3:EA1 Provide annual training and support to the staff on the referral process (CA#1, 8) G3:EA2 Peer Review Meetings quarterly to address high need behavior students (CA#1, 8) G3:EA3 MTSS for behavior strategies and interventions including maintaining and refining our Positive Behavioral System (PBS) (CA#1, 8) **SW6** G3:EA4 Monitor student attendance – protocol to be revised as needed and included in the Support Resource Guide for teachers to reference. (CA#1, 8) **SW6**	**2020-2021**	SSC Counselor Counselor	☒ WSF ☐ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A WSF: Substitute for Peer Review, MTSS materials as needed, Second Step	-Appropriate Request for Assistance (RFA) forms completed and submitted -Appropriate identification of students with special needs -Applicable and multiple sources of data gathered and analyzed at meetings -Appropriate procedures implemented for students considered for retention -Meeting notes and sign in -SFT Process -Updates to behavior flow chart process & incorporate tiered consequences -Discipline Referrals -STRIVE HI attendance/ Infinite Campus & EWS attendance data -Attendance Referrals -HĀ Training for staff

	G3:EA5 Systems to support Wellness and Safety (CA#9) G3:EA6 Create Warrior Buddy Pairing (CA#9) G3:EA7 Schoolwide implementation of Second Step SEL program along with GLOs and HĀ -Identify GLOs on the Warrior of the Month -Post GLOs along with learning targets -GLO reflections (One per quarter) -Use GLO vocabulary on morning broadcast (CA#9) **SW6**				
Provide resource supports to teachers to meet students' needs Promise: Equity and School Design	G3:EA8 Continue revising Support Resource Guide for teachers to refer to as a resource, as needed (CA#1, 8) **SW6** G3:EA9 Continue to provide inservice to familiarize staff on strategies within the RTI Handbook and effective classroom management strategies (CA#1, 8) **SW6**	**2020-2021**	CC	☒ WSF ☐ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A WSF: RTI Teachers for Math and Reading	Revised Waihe`e School Support Resource Guide Scheduling SBA Formative and summative assessments

Academic Plan SY 2020-2021

Increase parent and community involvement to support students' academic and social growth

Promise: Hawaii, Equity, and School Design | G3:EA10 Parent/Community Supports:

Provide parents/community with information on family-school community partnerships, support for transitions, community outreach, crisis prevention, and early intervention.
Book Trust (K-4)
(CA#2) **SW7** | **2020-2021** | PCNC
SSC | ☒ WSF
☒ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☒ Other: PTA
☐ N/A

Title I: Parent Involvement
WSF: PCNC | -Community Resources bulletin board
-Calendar of events: PTA, SCC, Parent Nights (Open House, Literacy Night, Math Night, Science Night, Pumpkin Carving, etc.) sign-in sheets
-Parent Teacher Conferences
-Collection of School Compact and sign-in sheets
-At least one parent night per quarter
-Transition plan written (incoming kindergarteners includes Welcome Orientation, Kinder Kamp, Testing Days, and Meet the Teacher) |
| Increase parent and community involvement to support students' academic and social growth

Promise: Hawaii, Equity, and School Design | G3:EA11 Parent Communication:

Provide weekly staff bulletins, monthly parent newsletters, monthly School Messenger call-outs to families and staff, school website
(CA#8) **SW6**

G3:EA12 Continue to provide communication with families (parent/student planners)
(CA#9) **SW6** | **2020-2021** | PCNC
SASA
Admin | ☒ WSF
☒ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A

Title I: Parent Involvement | -Hard copies of weekly bulletins, parent newsletters
-Call log of call-outs Social Media
-New Website
-Maintaining Instagram Account and informing the community of school events and field trips
-Counselor daily call outs to parents to follow up on absences (find out info through "talking story")
-Inviting parents to Warrior of the Month celebrations |

Academic Plan SY 2020-2021

ART will monitor progress on the school's academic plan and make data based decisions that impact student achievement. Promise: School Design	G3:EA13 Monitor progress toward goals in the Academic Plan – Meet quarterly to review school data and make decisions to support student achievement. (CA#2) **SW2; SW3** G3:EA14 All stakeholders will have input in the Academic Plan and School Design. Academic Plan to be revised as needs are justified via grade level chairs. (GLC), School Community Council (SCC), ART, etc. (CA#2) **SW2; SW3** G3:EA15 The ART will facilitate the data analysis with the staff to create the CNA, which will drive the Academic Plan. (CA#2) **SW2; SW3**	**2020-2021**	ART GLCs SCC	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☒ N/A	-Improved student achievement on SBA, Universal Screener, Math and ELA assessments (formative and summative) -Quarterly ART notes
Classrooms will be restructured to support 21st century learning environments. Promise: Empowerment and Innovation	G3:EA16 Funding will be provided to purchase furniture and electronic equipment to support alternative seating, flexible furniture, and other characteristics of 21st century classroom environments. (CA#9) G3:EA17 Computers, digital equipment, software, and other technology will be purchased to support digital literacy. (CA#9) G3:EA18 PD and coaching in 21st century learning	**2020-2021**	CC	☒ WSF ☒ Title I ☒ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐N/A	Purchase Orders

	environments will be provided to teachers and staff (CA#9)				
ART will monitor progress on the school's academic plan and to make data based decisions that impact student achievement. Promise: School Design	G3:EA19 ART will also support the accreditation process. All classified and certificated staff, as well as student council representatives will participate in the accreditation process by being active participants in focus groups to improve student achievement. This process is ongoing as we address the recommendations from the visiting team throughout the school year. (CA#2) **SW2; SW3; SW4** G3:EA20 State, Complex and outside services will be used to support improvements in student achievement. (CA#2)	**2020-2021**	Accred. Lead Admin	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☒ N/A	-Recommendations from the visiting team -School plan on addressing recommendations

Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21

School Name: Waihee Elementary School

Date: 03/16/2020

Directions:
1. **All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence.**
2. **Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7).**
3. **On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed.**

SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
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.	AcPlan: P5:G1:EA2; P5:G1:EA4; P6:G1:EA5; P6:G1:EA6; P6:G1:EA7; P8:G1:EA13; P9:G1:EA16;	CNA: P1:CA#1,#3,#5 CNA: P47-50
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.	AcPlan: P24:G3:EA13; P24:G3:EA14; P24:G3:EA15; P25:G3:EA19	SCC Assurance Committee Meetings PTA Meeting (3/11/20)
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	AcPlan: P24:G3:EA13; P24:G3:EA14; P24:G3:EA15; P25:G3:EA19	CNA: P28-46
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,	AcPlan: P25:G3:EA19	DOE Website

School Name: Waihee Elementary School
Date: 03/16/2020

provided in a language that the parents can understand.		
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).	AcPlan: P9: G1:EA16 AcPlan: P11: G1:EA19 (ELL) AcPlan: P12: G1:EA24 (PD) AcPlan: P13: G1:EA30 (Garden) AcPlan: P14:G1:EA34 (Haw.St.) AcPlan: P14:G1:EA36 (Bluezone)	CNA: P1:CA#1 CNA: P12, P51 CNA: P1:CA#1, P56 CNA: P7 CNA: P7 CNA: P7
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— (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; (ii) use methods and instructional strategies that strengthen the academic 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 (iii) address the needs of all children in the school, but particularly the needs of	AcPlan: P5:G1:EA2; P5:G1:EA3; P5:G1:EA4; P6:G1:EA5; P6:G1:EA6; P7:G1:EA8; P7:G1:EA9; P8:G1:EA13; P8:G1:EA14; P9:G1:EA16; P10:G1:EA17; P11:G1:EA21; P12:G1:EA24; P16:G2:EA3; P17:G2:EA5; P17:G2:EA6; P17:G2:EA7; P18:G2:EA8; P18:G2:EA10; P19:G2:EA12; P19:G2:EA14; P21:G3:EA3; P21:G3:EA4; P22:G3:EA7; P22:G3:EA8; P22:G3:EA9	CNA: P11-13; P26-51; P17-18; P59-64

those at risk of not meeting the challenging State academic standards, through activities which may include— (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;		
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. (1116(a)(2)(B))	AcPlan: P23:G3:EA10; P23:G3:EA11; P23:G3:EA12;	CNA: P22-23