

Wailuku Elementary School

Academic Plan 2021-2022

Academic Plan & Supporting Documents

2021-2022 School Year

Principal: Nikan Arapoff

Contact Information

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Plan Submitted by



Principal

4/22/21

Date

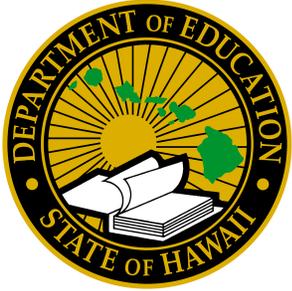
Plan Approved by



Complex Area Superintendent

4/29/21

Date



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Where are we now?	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment ● WASC Initial Self-Study Report ● WASC Mid-cycle Progress Report 	<p>Schoolwide Critical Areas for Follow-up from Initial Self Study:</p> <ol style="list-style-type: none"> 1. The administration, leadership team and the staff in general are to collaborate in the development of a comprehensive, consistent, school-wide action plan that addresses action steps that uses the disaggregation of student data, instructional practices that address the implications of the student data and focus on the implementation of the desired practices school-wide, especially with English Learners (EL). 2. Sustain a structured time for school-wide faculty meetings and sustain vertical articulation. 3. The administration, leadership team and the staff in general to collaborate in the development of a comprehensive Professional Development Plan that will provide focused and relevant training that will better meet the learning needs of students and teachers. 4. The administration will continue to improve communication to promote understanding and engagement of stakeholders by increasing the transparency in the review and development of the Academic/Financial Plan and a clarification of the respective role of all stakeholders. Continuation of administration's effort to improve transparency, understanding of roles, and communication with stakeholders. These efforts will promote active engagement in the understanding, review and crafting of the Academic/Financial Plan. 5. The staff will ensure congruence between the actual concepts and skills taught with the academic standards, and the General Learner Outcomes (GLOs). The staff will use academic standards and utilize the school-wide rubric for General Learner Outcomes (GLOs). 6. The staff will utilize their common grade level pacing guides and organize instruction to communicate clear expectations and performance levels. <p>Schoolwide Critical Areas for Follow-up from WASC Mid-cycle Progress Report:</p> <ol style="list-style-type: none"> 1. Seek complex and community support to find ways to reach out and connect with the families of Western Pacific students in order to enlist their support in the education of their children. 2. Continue to work, with the support of the complex, to improve math instruction and student performance on

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	<p>math.</p> <ol style="list-style-type: none">3. Maintain a General Learner Outcome (GLO) rubric that is appropriate for the school and provides data to assess the effectiveness of the curriculum and instruction on the GLO's.4. Continue work on vertical articulation throughout all grade levels.5. Continue to analyze and better understand formative assessments (NWEA MAP screener) to improve the RTI process of identifying student needs and RTI supports through tier 1 and tier 2 instructional strategy. <p>Overall Need (Hui Pu recommendations based on walkthrough data in 2019-2020) Too much “teacher talk”, and not enough student talk, differentiation, and student engagement is evident in tier I instruction.</p> <p>English Language Arts (ELA) Need Students need to increase reading comprehension through engaging, Tier 1 instruction, including Project-Based Learning, which honors student voice.</p> <ul style="list-style-type: none">● Students discuss and work while teacher facilitates● Focus on academic vocabulary and comprehension in K-5● Focus on foundational skills in K-2- ECRI● Content objectives, Language objectives● Differentiation strategies (<i>small group, etc</i>)● Reflective cycle, data teams monthly● K-5 students will be engaged in school-wide process writing <p>Math Need Students need to improve comprehension, transfer, and application by using best practices, including Eureka Math</p> <ul style="list-style-type: none">● Students discuss and work through processes while teacher facilitates● Implementation of Eureka Math with fidelity- not necessarily worksheets● Content objectives, Language objectives● Differentiation strategies (<i>small group, etc</i>)● Reflective data teams (plan-do-check-act)
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	<p>General Learner Outcomes (GLO) Need</p> <p>Students will demonstrate the 21st century skills of critical thinking and problem solving through the GLOs.</p> <ul style="list-style-type: none">• Clearly articulated, implemented, monitored, and assessed with students .• Taught using Social Studies and Science content area themes and SEL (Second Step).
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ORGANIZE: Identify your Steering Committee Academic Review Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Mandy Kaya - Curriculum Coordinator	1. Support Teaching Staff and Administration in the areas of Curriculum, Instruction, and Assessment, including test coordination, planning, and reflection
2. Melissa Perez - Academic Coach/ECRI Lead	2. Support Teaching Staff and Administration in the areas of Curriculum, Instruction, and Assessment
3. Erin Horie -Assessment Coordinator	3. Analyze student data and communicate with staff on how to address Response to Intervention
4. Noelani Castro - Vice Principal	4. Support and monitor plan implementation
5. Kelcie Takayama - Tech Coordinator /AVID Lead	5 . Maintain and develop the school's technology and related capacity
6. Miki Mochizuki - PCNC/Family Engagement	6. Support the school's Parent/Family Engagement

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.

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- 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 2020-2021	Rationale:
<p>1. Academic Achievement Engage all students in rigorous, differentiated learning based on the standards. Student core skills and fundamental applications will be practiced with student voice, differentiation, small groups, Research, Project Based Instruction, NGSS activities, and work which honors student voice. The target is so that ____ of students are proficient in ELA, ____ Math, and ____ in Science, and all students will demonstrate growth. ELA, Math and Science will be updated once we receive scores in May 2021</p> <p>2. Chronic Absenteeism Decrease Chronic Absenteeism to 10%</p> <p>3. School Climate By 2022, the school climate as measured by students in grades 3, 4 and 5 on the Strive Hi School Performance Report, will increase 5%.</p> <p>4. Inclusion Rate Maintain the appropriate percentage of students receiving Special</p>	<p>1. SBA Tests based on CCSS indicate lower proficiency levels than comparable schools in our district and state. Current proficiency scores reflect a ____ decrease for SY 2020-2021 ELA to ____ and for Math ____-increase to-____ - and a ____ increase from ____ to ____ -in Science. Current SBA proficiency scores will be updated in May 2021.</p> <p>2. Although the chronic absenteeism rate of 23% is higher than the statewide average, over the last three years, it remained steady between 9-14% until SY 2020-2021 when virtual learning was required. Chronic Absenteeism is based on absences only through the end of the third quarter. As such the rate is not directly comparable (LDS 3/2021)</p> <p>3. Current school climate as reflected in the Strive Hi School Performance report shows that 67% of students in grades 3, 4 and 5 report a positive school climate. This is a 3% decrease from the State average of 70%. (Strive Hi 2020)</p>

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Education Services who are in general education classes for 80 percent or more of the school day. The state’s target is 51% and the school’s inclusion rate for 2020 is 79%.

5. Third Grade Literacy

By 2022 increase the percentage of students in grade 3 “at or near” or “above” on the ELA SBA from 67% to 76%. (STRIVE HI)

6. Achievement Gap

By 2022, decrease the gap between economically disadvantaged, special needs, and English learners and non-high needs students.

4. Currently 83% of the SPED students are in general education classes for 80% of any given day. (LRE 9s Child Count report from eCSSS)

5. Data indicates that Gr 3 students at/near/above proficiency in SBA ELA in SY18-19 was 67% for FSY students.(HIDOE Master Data File 2018-19) Current SY i-Ready (BOY) data indicates that 28% of Grade 3 students are more than 1 grade level below (database 33/116=28%), and 31% are 1 grade level below. (database 36/116=31%) Due to COVID-19, Hi Public Schools were waived by the state wide testing by the US department of education. As a result, a number of test derived results are not available for 2020. Therefore, (1) school proficiency rates along with complex areas, and state proficiency averages, (2) achievement gaps, (3) academic growth, (4) third grade literacy are not reported. (strive hi school performance report)

6. Strive HI data indicates that the achievement gap was 15 points for Language Arts and 19 points for Math SY18-19. Due to COVID-19, Hi Public Schools were waived by the state wide testing by the US department of education. As a result, a number of test derived results are not available for 2020. Therefore, (1) school proficiency rates along with complex areas, and state proficiency averages, (2) achievement gaps, (3) academic growth, (4) third grade literacy are not reported. (strive hi school performance report)

Planning-Student Success

Funding

Interim Measures of Progress

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	Accountable Leads	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>1. Academic Achievement</p> <p>Engaging, standards based instruction will result in increased proficiencies which meet the state targets of 61% in ELA, 54% in Math and 64% in Science, and all students will demonstrate growth. (ESSA Report)</p> <p>WASC B Strat: GOAL 1;1a</p>	<p>1a. Engage all students in rigorous, differentiated learning based on the standards with ample opportunities for student talk/small groups, Research, Project Based Instruction, NGSS activities, and which honors student voice. (SW 1, SW 6)</p> <p>1b. Students participate in Advancement Via Individual Determination (AVID) strategies as directed by teachers to facilitate college and career readiness and achievement. (SW 6-ii)</p>	<p>Admin CC IC AC GLCs Teachers</p> <p>AVID lead/IC Teachers</p>	<p>x WSF x Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>1a. Growth: NWEA MAP Diagnostic 3 times per year and monthly growth monitoring. Dibels (K-2) three times per year and progress monitoring (once a quarter) -Data team meetings to diagnose differentiation, reflect, and refine lessons. -Regular Walkthroughs generating key target quantitative and qualitative data.</p> <p>1b. Students will integrate AVID strategies and plan for continuous improvement.</p>

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	<p>1c. Engage all students with a multi-tiered system of educational supports, including Northwest Evaluation Association (NWEA) MAP tests to inform and differentiate instruction as well as RTI to intervene. (SW 6-ii,) (SW 6- iii)</p> <p>1d. Students will be given the opportunity to be involved in a dedicated supplementary instructional after school language program. (SW 5) (SW 6-ii)</p> <p>1f. Students, including Gifted/Talented students, will have the opportunity to participate in enrichment activities after school. (SW 6-ii)</p> <p>1g. Engage Gifted/Talented students in instruction that is differentiated to meet their learning needs. (SW 6-ii) (FOL CAT E)</p>	<p>CC/IC/AC Avid Lead Teacher</p> <p>Teachers/ ADMIN</p> <p>Teachers/ ADMIN</p> <p>Teachers/CC/ IC/AC</p>	<p>1c. RTI schedule maintained for grades K-2; NWEA MAP diagnostic 3 x per year. RTI Program in progress</p> <p>1d. World Languages: Hawaiian</p> <p>1f. Planning stages</p> <p>1g. Walkthrough data of differentiation within Project Based Learning (PBL) and other curriculum, instruction and assessment.</p> <p>1g. TARGET TIME: Prescription focus intervention provided to students at all levels.</p>
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				Grade levels will use the beginning of the year, NWEA data to create ELA homogenous grouping by classroom to target the needs of students starting in the second quarter.
	<p>1h. All students will participate in an articulated robust college/career readiness program, using AVID strategies. (SW 6-ii)</p> <p>1i. All K-2 students will receive Reading Foundational Skill Instruction through the Enhanced Core Reading Instruction (ECRI) initiative. (SW 5)(SW 6-i)</p> <p>1i. All 3-5 students will receive vocabulary instruction through the ECRI vocabulary and comprehension initiative. (SW 5), (SW 6-i)</p>	<p>AVID Lead/IC</p> <p>ECRI Lead</p> <p>ECRI Lead</p>		<p>1h. Begin implementing AVID- informed college and career readiness practices . Regular walkthroughs that indicate evidence of AVID strategies.</p> <p>1i. DIBELS and MAP Growth data through Enhanced Core Reading Instruction (ECRI).</p> <p>1i. ECRI vocabulary and comprehension walkthrough data</p>

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	<p>One award for citizenship (the current award) (SW6-ii)</p> <p>One award for scholarship (the new growth in academics award) (SW6-ii)</p>			
<p>6. Achievement Gap By 2022, decrease the gap between economically disadvantaged, special needs, and english learners and non-high needs students.</p>	<p>6a. Students will be engaged in differentiated instruction with content and language objectives which includes: Project-Based Learning, NGSS activities, daily opportunities for conversations and higher order thinking, daily focus through language objectives will be posted in the classroom. (SW 6)</p> <p>6b. Students participate in Imagine Learning (after-school language program to also support). (SW 6-i)</p> <p>6c. Schoolwide vertically aligned academic standard vocabulary for Math will be introduced to students. (SW 1)</p>	<p>CC/IC/AC Teachers EL Teachers</p> <p>Teachers EL Teachers</p> <p>CC/IC/AC</p>	<p>WSF Title I Title III</p> <p>“</p>	<p>6a. EL students to show growth on WIDA levels and State Assessments in ELA & Math. 43% of students learning English are on-track to English Language Proficiency. (LDS Data System)</p> <p>Achievement Gap Targets:</p> <p>ELA Target SY20-21: 25%, SY21- 22:</p> <p>Math Target SY20-21: 22%, SY 21-22:</p> <p>6b. Imagine Learning Data</p> <p>6c. Math academic vocabulary lists by grade levels (completed)</p> <p>Walkthroughs</p>

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Goal 2: Staff Success.

Wailuku Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

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Outcome by the end of 2021-2022	Rationale:
<p>1. Academic Achievement Provide support to all staff on implementing standards based instruction across each grade level by using the school adopted grade level and curriculum so that 61% of students are proficient in ELA, 54% Math, and Science, 64% all students will demonstrate growth.</p> <p>2. Chronic Absenteeism Decrease Chronic Absenteeism to 10%</p> <p>3. School Climate By 2022, the positive school climate as measured by students on the safety dimension of the school quality survey, will increase to 75% by implementing the SEL Second Steps and aligning it with the GLOs.</p> <p>4. Inclusion Rate Increase the percentage of students receiving Special Education Services who are in general education classes for 80 percent or more of the school day to 51%. (State’s target is 51% but school’s inclusion rate is 83%)</p> <p>5. Third Grade Literacy By 2021 increase the literacy percentage of students in grade 3 “at or near” or “above” grade level from 67% to 76% by identifying and providing for the instructional needs of the various demographic groups that feed into the school. Provide PD on teaching foundational reading to K-1 teachers and provide ongoing coaching. (rollover data)</p>	<p>1. Low student proficiency, will provide support on rigorous, PBL, writing, and differentiated instruction.</p> <p>2. Chronic Absenteeism percentage in SY 2020-2021 increased from 12% to 23%. Due to virtual learning, attendance procedures were inconsistent.</p> <p>3. SQS data indicates that 67% of students report feeling safe in school which is a 1% decline from the previous school year. When students responded to panorama in Nov. 2020, students were virtual learning at home and not physically on campus.</p> <p>4. Currently 83% of the SPED students are in general education classes for 80% of any given day. (eCSSS, 2/2021)</p> <p>5. No data for SY 2019-2020 third grade SBA due to the US Dept. of Education waiver</p>

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<p>proficient in ELA, 54% in Math, 64% in Science and all students will demonstrate growth as reflected in NWEA MAP and SBA SGP.</p>	<p>1c. Provide time and professional development for data teams to analyze data from NWEA, Achieve 3000, and Dibels to find patterns in achievement and support strategies in responding to the academic needs within the identified content area strand. (SW 6-IV) (FOL CAT D)</p> <p>1d. Ongoing support in differentiating instruction to support all learners, including Gifted/Talented students. (SW 6-ii)</p> <p>1e. Model and utilize goal setting, self monitoring, feedback with students. (SW 6-ii)</p> <p>1f. Promote language acquisition by working with content and language objectives in mind. (SW 6-i)</p> <p>1g. Develop and provide continuing support for NGSS implementation through PBL at the school level. Attend to coherence across grades, and across different components of the system (instruction, professional</p>	<p>CC/IC/AC Teachers</p> <p>Teachers</p> <p>CC/AC/IC EL Lead</p> <p>CC IC</p> <p>Admin, CC/IC/AC</p>		<p>Data Analysis Forms for ELA</p> <p>1d. TARGET time, small group differentiation during ELA blocks</p> <p>1e. Explore models of student goal setting and self-monitoring- (GLO rubrics, updated GLC Posters, PLCs)</p> <p>1f. Continue offer district GLAD/SIOP PD as offered, the inclusion of a language content objective is now part of the pacing guide; teachers are being in-serviced on this aspect of EL- friendly instruction)</p> <p>1g. PLCs, grade level meetings</p>
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	<p>learning, curriculum, and assessment) (SW 6-ii) (SW 6-IV)</p> <p>1h. Analyze, review and update schoolwide programs, curriculum and instruction in data team/PLC meetings. (SW 6-IV)</p> <p>1i. Ensure that grade level pacing guides use the same format /template. (SW 6-IV) (FOL CAT C & D)</p> <p>1j. Staff will continue to actively participate in grade level PLCs and data teams to accomplish grade level academic goals based on the CCSS to drive student achievement. (SW 1, SW 6-IV)</p> <p>1k. Teachers will participate in cross articulation and alignment in math. (SW 6-IV) (FOL CAT B)</p> <p>1l. Continue to establish a Mentoring program to train and support mentors and mentees. Mentor Lead to communicate</p>	<p>Admin CC/IC/AC GLCs</p> <p>CC/IC/AC Teachers Admin</p> <p>CC/IC/AC admin Teachers</p> <p>CC/IC/AC Admin, Teachers</p> <p>CC</p>		<p>1h. Agenda and notes: Grade level Meetings, PLCs, committee meetings</p> <p>1i. Pacing guides shared by each grade level in ELA/Math/Science/Social Studies, reviewed and updated as needed</p> <p>1j. Schedule grade level Data Teams/PLCs on the school calendar, NWEA data student samples reviewed in PLC. Achieve 3000 data</p> <p>1k. Schedule and implement for cross-articulation in committee meetings.</p> <p>1l. Mentor log, KIANO website-mentor/mentee meeting training once a month. Summer new teacher orientation (new</p>
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	<p>regularly with mentors/mentees. Mentors to attend Professional Learning Series and forums offered by district and log interactions on KIANO website.(SW 6-IV) (FOL CAT C)</p> <p>1m. Design and plan an articulated robust college/career readiness program for all students and especially for grades 4-5. Implement AVID instructional strategies. (SW 6)</p> <p>1n. All incoming K-2 teachers will be supported through instructional coaching using the ECRI initiative. (SW 6-IV)</p> <p>1o. Eureka Math is used school-wide. Teachers will continue to receive professional development on Eureka Math. (SW 6-IV)</p> <p>1p. To address ELA, Math, and NGSS Science, staff will receive support in the use of NWEA’s MAP as the diagnostic screener. (SW 6-IV)</p>	<p>Counselors AVID lead</p> <p>IC</p> <p>Admin, CC/IC/AC</p> <p>Admin, CC/IC/AC/</p>		<p>teachers with GLC to support)</p> <p>1m. Explore college/career readiness program for students by providing AVID professional development to teachers</p> <p>1n. Instructional coaching feedback, walk-throughs -</p> <p>1o. Agenda and notes</p> <p>1p. PD on NWEA through PLCs and grade level meetings</p>
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	<p>1q. Provide PD to support tech integration/ curriculum platform Review, monitor and assist teachers with tech integration. (SW 6-IV)</p> <p>1r. Teachers will ensure the ongoing implementation and use of GLO rubrics/updated GLO posters. (SW 6-ii)</p> <p>1s. Quarterly Tier 1 instruction, analysis based on data from NWEA MAP, DIBELS Progress Monitoring and RTI as needed. (SW 6-IV)</p>	<p>Tech Coordinator</p> <p>CC, IC, AC Teachers, Admin</p> <p>CC,IC,AC, Admin, Teachers</p>		<p>1q. Achieve 3000 Consultant to conduct PD with staff. Tech PD shared at tech committee meetings.</p> <p>1r. GLO rubrics, GLOs displayed in all classrooms Walkthroughs</p> <p>1s. NWEA MAP Data DIBELS Data, Achieve3000</p>
<p>2. Chronic Absenteeism Decrease chronic absenteeism to 10%.(State’s target)</p>	<p>2a. Teachers will engage students in instruction that includes Project-based Learning, and differentiated instruction, in which they have a constructive voice. (SW 6)</p>	<p>Counselors CC/IC Admin</p>	<p>x WSF x Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE x Other <input type="checkbox"/> N/A</p>	<p>2a. Attendance data Pacing Guides</p>

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<p>3. School Climate By 2022, the positive school climate as measured by the safety dimension, will be 70% as reported by students on the Panorama survey.</p>	<p>3a. Teachers will implement SEL through the Second Step curriculum. (SW 6-III)</p> <p>3b. Teachers will ensure that students feel safe at school through application of SEL. (SW 6-ii)</p>	<p>Counselors Teachers</p> <p>Counselors Admin Teachers</p>		<p>3a. Second Step indicated in the weekly schedule when their SEL lessons are being conducted. Panorama survey results indicate the school safety perception has increased by 1% (Panorama- 2021)</p> <p>3b. Teachers will have a time slot for SEL in their weekly schedule. Lessons on SEL conducted by teachers</p>
<p>4. Inclusion Rate Maintain a SPED teacher per grade level to teach in an inclusion setting.</p>	<p>4a. Inclusion teachers and co teachers will participate in collaborative common planning time. (SW 6)</p> <p>4b. Inclusion teachers will participate in school level Inclusion discovery walks once per quarter followed by debriefing and planning, receiving support and resources as necessary. (SW 6)</p>	<p>Teachers/ SPED Teachers Admin</p> <p>Teachers/ SPED Teachers Admin</p>		<p>Walkthrough Data Agendas and Minutes Mid-year Survey Substitute Schedule</p>

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<p>5. Third Grade Literacy By 2022, increase the percentage of students in grade 3 “at or near” or “above” on the ELA SBA from 67% to 76%.</p>	<p>5a. Teachers will engage students in differentiated, rigorous language/content based instruction which incorporates student voice. (SW 6)</p>	<p>AC</p>		<p>Walkthroughs</p>
<p>6. Achievement Gap By 2022 decrease the gap between economically disadvantaged, special needs, and English learners and non-high needs students.</p>	<p>6a. Provide PD and ongoing support as needed for teachers to facilitate engagement, student conversations, and higher order thinking. (SW 6-IV)</p> <p>Daily Focus on Speaking, Writing, Listening, Reading, and problem solving. (SW 6)</p> <p>Support plan by scheduling grade level Learning Walks and schoolwide walkthroughs on school-wide focus. (SW 6)</p> <p>6b. Provide staff with training and follow-up coaching on including content and language objectives. (SW 6-IV)</p>	<p>CC/IC</p> <p>Admin, CC</p>	<p>WSF, Title I Title III</p>	<p>6a. Walkthroughs Monthly PLCs Grade 2 will be trained in number talks provided by District Math Resource Teachers</p> <p>Lesson and Language Objectives posted</p> <p>Walkthroughs Grade level PBL discussions and supports</p> <p>Pacing Guides and PLCs</p> <p>6b. English Learner (EL) staff to attend district EL meetings/PLCs. Will be addressed through design and implementation of pacing guides (language</p>

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	<p>6c. Participate in parent nights, exchange information at meetings to provide English Learner goals for students. (SW 6-i, SW 7)</p> <p>6d. Parent-teacher conferences after the first quarter. (SW 7)</p> <p>6e. Continue to learn more about student cultures and build relationships with families by regularly engaging in school-home connections through invitations to school and parent evening events. (SW 7)</p>	<p>Admin, CC, IC,AC/EL</p> <p>Teachers, PCNC, Admin</p> <p>Teachers, PCNC, Admin</p>		<p>objectives)</p> <p>6c. Participant sign in sheets</p> <p>6d. Teacher conference schedules</p> <p>6e. Parent involvement sign-in sheets</p>
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Goal 3: Successful Systems of Support. The system and culture of [Wailuku Elementary] works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of 2020-2021,	Rationale:
<p>1. Academic Achievement Provide support to all staff on implementing standards based instruction including: Project Based Learning, Eureka Math, ECRI, NWEA Map formative assessments, distance learning options, NGSS, and AVID strategies, using a content-driven pacing guide.</p> <p>2. Chronic Absenteeism Decrease Chronic Absenteeism to 10%</p> <p>3. School Climate By 2021, the positive school climate as measured by students on the safety dimension of the school quality survey, will increase to 89% by implementing Second Steps (Social Emotional Learning) and aligning it with the GLOs.</p> <p>4. Inclusion Rate Maintain the appropriate percentage of students receiving Special Education Services who are in general education classes for 80 percent or more of the school day. The state’s target is 51% and the school’s inclusion rate for 2020 is 83%.</p> <p>5. Third Grade Literacy Support in place to increase the percentage of students in grade 3 “at or</p>	<p>1. Current proficiency scores fall short of state benchmarks. The 2018-2019 proficiency scores for ELA 38%, Math 37% and Science 42%. (2018-19 STRIVE-HI Report)</p> <p>2. Although the chronic absenteeism rate of 23% is higher than the statewide average, it has fluctuated over three years from 11%, 14% and down to 12% in 2019. (2018-19 STRIVE-HI Report)</p> <p>3. Panorama data indicates that 67% of students report that they feel safe at school (Panorama, 2019)</p> <p>4. Currently in 2020-21, 83% of the SPED students are in general education classes for 80% of any given day. This is an increase from 79% inclusion rate in 2019-2020 (eCSSS, 2019)</p> <p>5. Data shows 67% of 3rd graders read near, at, or above grade level. (2018-19 STRIVE-HI Report)</p>

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near” or “above” on the ELA SBA from 67% to 76% through rigorous language/content based instruction which incorporates student voice, including support in providing Tier 1 & 2 small group interventions.

6. Achievement Gap

By 2022, decrease the gap between economically disadvantaged, special needs, and English learners and non-high needs students (State target: ELA 25 points , Math 22 points)

6. The achievement gap in ELA is 15 points and Math is 19 points. (2018-19 STRIVE-HI Report)

Planning-Systems of Success			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
1. Academic Achievement Engaging, standards based instruction will result in increased proficiencies which meet the state targets of 61% in ELA, 54% in Math and 64% in Science, and all students will	1a. Provide differentiated professional development to staff in order to provide them with the resources to ensure they can facilitate student talk/small groups, Research, Project Based Instruction, NGSS activities, the honoring of student voice. (SW 1) (SW 6-IV) 1b. Provide AVID professional development training to support college and career readiness. (SW	Adm, CC, IC AVID Lead AC	x WSF x Title I <input type="checkbox"/> Title II x Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	ELA Target SY19-20, 61%. Math Target SY19-20, 54%. Science Target SY19-20, 64% NWEA MAP Diagnostic 3 times per year and monthly growth monitoring and discussion in data teams 1a. Provide PD 1b. AVID PD -learning walks

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<p>demonstrate growth.</p>	<p>6- IV) 1c. Provide time for teachers to analyze data from NWEA screener to better serve ELA, Math, and Science standards-related data needs. (SW 6-IV) 1d. Replace defunct tech equipment and programs for students and teachers based on reported priority and need. (SW 6-ii) 1e. The Technology Committee will attend PD and share strategies at Technology Meetings conducted once per month by Tech Lead. (SW 6- IV) Tech professional development for teachers on useful tools for instructional purposes Time to learn the programs for the teacher and improve access to working technology.(SW 6-IV) 1f. Continue training on SBA for teachers of tested grades 3-5.</p>	<p>Admin Tech Coordinator Tech Coordinator Tech Coordinator Admin, CC/IC/AC</p>	<p>WSF, Title I,</p>	<p>-data teams increase in baseline numbers 1c. Provide grade level PLCs and data days on NWEA, Dibels, SBA 1d. Tech inventory Tech request forms (To include program licenses for: GoGuardian Neverware Mystery Science BrainPop Microsoft Mac (2019) Koatum 1e. Agenda and meeting notes. 1f. Testing Calendar for grades 3-5 which includes: -dates of SBA training</p>
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<p>6. Achievement Gap By 2022, decrease the gap between economically disadvantaged, special needs, and english learners and non-high needs students. (SW 6-i)</p>	<p>6a. Staff will be assisted by PD to provide differentiated instruction with content and language objectives which includes: Special Education goals, Project-Based Learning, NGSS activities, daily opportunities for conversations and higher order thinking, daily focus on Speaking, Writing, Listening and Reading, throughout the year that support language acquisition.(SW 6-IV)</p> <p>6b. Explore supplemental programs to support strong Tier I instruction, and as necessary, RTI. (SW 6-i)</p>	<p>ADMIN, CC,IC, AC Assessment, ELL, SPED dept</p> <p>AC/CC/IC/ ADMIN</p>		<p>6a. NWEA MAP diagnostic data analysis</p> <p>SBA Results for ELA, Math, Science</p> <p>DIBELS data</p> <p>Interim Assessment Data</p> <p>SPED data</p> <p>Data Analysis plans to drive instruction</p> <p>6b. In progress</p>

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	<p>-Information and language used in the plan is easy to understand for all stakeholders. (SW 4)</p> <p>7d. Coordinate and integrate support from the community and other state/federal resources to include: (SW 5)</p> <ul style="list-style-type: none"> -Backpack Buddies (Food Bank) -DARE (Maui Police Dept.) -Fresh Fruit & Vegetable program (USDA) -Wishing Well (Maui Realtors) -Keiki Cupboard (school supplies) 	<p>Admin, PCNC</p>		<p>-Biannual Parent Meetings</p> <p>7d. Class roster with informal data collection and student portfolios.</p> <p>Early Education Data</p> <p>Documentation of participation</p>
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Directions: <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. 		
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.	Page 7, Student Success, 1a Page 11, Student Success, 5a Page 12, Student Success, 6c Page 17, Planning-Staff Success, 1j Page 24, Systems of Success, 1a Page 27, Systems of Success, 1j Page 28, Systems of Success, 1n Page 29, Systems of Success, 2a	<ul style="list-style-type: none"> Submitted Comprehensive Needs Assessment (CNA) Information from WASC self-study
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,	Page 32, Planning System of Success, 7c	<ul style="list-style-type: none"> School Community Council (SCC) Assurances Staff Meeting

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<p>school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.</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 32, Planning System of Success, 7c</p>	<ul style="list-style-type: none"> ● Data Team Notes ● LEadership Meetings Notes ● WASC Documents ● Submitted Revised Plans ● SCC
<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 a 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 33, Planning System of Success, 7c</p>	<ul style="list-style-type: none"> ● School/DOE Website ● SCC Meetings ● Family Engagement Activities ● Family Meetings ● Title I Annual Meeting ● School Office ● School/Class Newsletters ● Focus On Learning (FOL)
<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 8, Student Success, 1d Page 9, Student Success, 1i Page 9, Student Success, 1j Page 33, Planning System of Success, 7d</p>	<ul style="list-style-type: none"> ● Backpack Buddies ● Headstart ● FFVP
<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>Page 7, Student Success, 1a Page 10, Student Success, 2a Page 12, Student Success, 6a Page 18, Planning Staff - Success, 1m Page 19, Planning Staff - Success, 2a</p>	<ul style="list-style-type: none"> ● Tutoring ● Mentoring ● Project/Problem Based Learning (PBL) ● Strengthen Tier 1 instruction (core curriculum) ● Academies

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	<p>Page 20, Planning Staff - Success, 4a Page 20, Planning Staff - Success, 4b Page 21, Planning Staff- Success, 5a Page 21, Planning Staff- Success, 6a Page 26, Systems of Success, 1h Page 27, Systems of Success, 1j Page 28, Systems of Success, 1m Page 28, Systems of Success, 1n Page 30, System of Success, 4a Page 30, System of Success, 4b Page 30, System of Success, 5b</p>	<ul style="list-style-type: none"> ● Response to Intervention (RTI) ● Program ● EL Program ● EL Parent Night ● Counseling ● Multi-Tiered Systems of Support (MTSS) ● Professional Development ● Social Emotional Learning (SEL) Program ● Transition (preschool, elementary) ● Inclusion Practices – Stetson ● Executive Office on Early Learning (EOEL) – preschool ● Comprehensive Support & Improvement (CSI)/Targeted Support Improvement (TSI) plan ● Complex Area Managed Initiatives plan
<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>Page 9, Student Success, 1i Page 9, Student Success, 1j Page 11, Student Success, 4a Page 11, Student Success, 5a Page 12, Student Success, 6b Page 16, Planning Staff Success, 1f Page 22, Planning Staff Success, 6c Page 29, Planning System of Success, 3a</p>	

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	Page 31, Planning System of Success, 6b	
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	Page 7, Student Success, 1b Page 8, Student Success, 1c Page 8, Student Success, 1d Page 8, Student Success, 1f Page 8, Student Success, 1g Page 9, Student Success, 1h Page 10, Student Success, 2b Page 10, Student Success 3a Page 10, Student Success 3b Page 12, Student Success, 5b Page 16, Planning Staff Success, 1d Page 16, Planning Staff Success, 1e Page 17, Planning Staff Success, 1g Page 19, Planning Staff Success, 1r Page 20, Planning Staff Success, 3b Page 25, Systems of Success, 1d Page 26, Systems of Success, 1g Page 29, Planning System of Success, 3b	
(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—	Page 8, Student Success, 1c Page 10, Student Success, 3c Page 30, Planning Staff Success, 5a	

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<p>(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;</p>	<p>Page 29, System of Success, 2a Page 29, System of Success, 3a Page 30, Planning Staff Success, 5a</p>	
<p>(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);</p>	<p>Page 11, Student Success, 4a Page 11, Student Success, 4b</p>	
<p>(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.);</p>	<p>Page 20, Planning Staff Success, 3a Page 29, System of Success, 3a Page 32, System of Success 7b</p>	
<p>(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</p>	<p>Page 17, Planning Staff Success, 1h Page 17, Planning Staff Success, 1i Page 18, Planning Staff Success, 1l Page 18, Planning Staff Success, 1n Page 18, Planning Staff Success, 1o Page 18, Planning Staff Success, 1p Page 19, Planning Staff Success, 1q Page 19, Planning Staff Success, 1s</p>	

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	Page 21, Planning Staff Success, 6a Page 21, Planning Staff Success - 6b	
(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;	Page 17, Planning Staff Success, 1j Page 17, Planning Staff Success, 1k Page 31, System of Success, 6a Page 32, System of Success, 7a	
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))	Page 22, Planning Staff Success, 6c Page 22, Planning Staff Success, 6d Page 22, Planning Staff Success, 6d Page 22, Planning Staff Success, 6e	<ul style="list-style-type: none"> ● Family Nights ● Open House ● Pumpkin Patch ● Santa workshop ● Easter Baskets ● ELL Night ● Drug Abuse Resistance ● Education (DARE) etc. ● Communication – newsletters