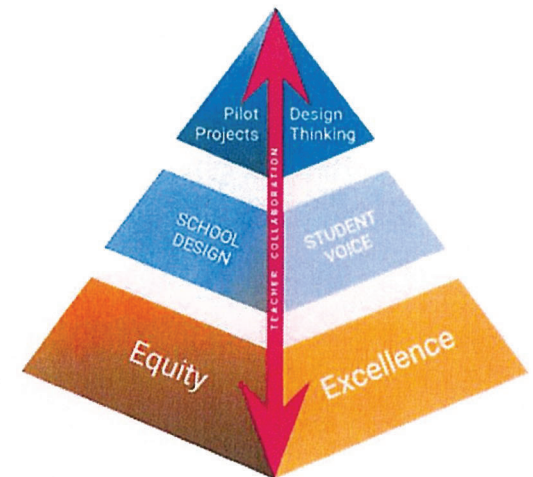


Hale'iwa Elementary School Academic Plan, School Year 2021-22

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators. HIDOE Learning Organization

Principal (print): <i>Malaea Wetzel</i>	
Principal's signature: <i>Wetzel</i>	Date: <i>4/16/2021</i>
Complex Area Superintendent (print): <i>Robert Davis</i>	
Complex Area Superintendent's signature: <i>R Davis</i>	Date: <i>4/30/21</i>



Hale'iwa Elementary - April 14, 2021

Teaching & Learning Core: Equity and Excellence [Link to Hale`iwa Literacy Plan](#)

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.

Note: Title 1 SW 2 -- located on SCC Assurances; Staff meeting agenda; SCC/Parent/community meeting agenda
Title 1 SW 4 -- located on school’s webpage: [haleiwaelementary.com](#) and HIDOE school webpage

Achievement Gap - Title 1 SW 1 and SW 6	Theory of Action	Enabling Activity - Title 1 SW 6																																																
<div>Link to Hale`iwa Literacy Plan</div> <div>SBA ELA Gap Rate between High Needs and Non High Needs</div> <table><tr><th></th><th>SY 2016-17</th><th>SY 2017-18</th><th>SY 2018-19</th><th>SY 2020-21</th><th>SY 2021-22</th></tr><tr><td>All students proficiency</td><td>60%</td><td>60%</td><td>68%</td><td></td><td></td></tr><tr><td>Non-High Needs proficiency</td><td>78%</td><td>71%</td><td>87%</td><td></td><td></td></tr><tr><td>High Needs proficiency</td><td>48%</td><td>55%</td><td>57%</td><td></td><td></td></tr><tr><td>Achievement Gap</td><td>30 points</td><td>16 points</td><td>30 points</td><td></td><td></td></tr><tr><td>Low SES proficiency</td><td>49.20%</td><td>54.60%</td><td>56.9%</td><td></td><td></td></tr><tr><td>IDEA proficiency</td><td>45.40%</td><td>40%</td><td>40%</td><td></td><td></td></tr><tr><td>ELL proficiency</td><td>NA</td><td>NA</td><td>NA</td><td></td><td></td></tr></table> <div>Hale`iwa’s ELA GAP rate continues to persist over the last several years. Although it dipped slightly in SY 2017-18, it went back up to 30 points in</div>		SY 2016-17	SY 2017-18	SY 2018-19	SY 2020-21	SY 2021-22	All students proficiency	60%	60%	68%			Non-High Needs proficiency	78%	71%	87%			High Needs proficiency	48%	55%	57%			Achievement Gap	30 points	16 points	30 points			Low SES proficiency	49.20%	54.60%	56.9%			IDEA proficiency	45.40%	40%	40%			ELL proficiency	NA	NA	NA			<div>What is your Theory of Action (if-then) to improve the achievement gap?</div> <div>If “high needs” students receive:</div> <div><ul style="list-style-type: none">1.2: Integration of comprehensive literacy instruction by:<ul style="list-style-type: none">using ECRI to replace the “Wonders” foundational portion for K-2 to improve accuracy and fluencyusing an explicit instruction vocabulary protocol in grades 3-6 to improve vocabulary acquisition, understanding and background knowledge1.3: explicit instruction that meets the needs of ALL learners<ul style="list-style-type: none">using “I do, We do, You do” lesson design strategy to model, practice and gradually release responsibility to acquiring content and understanding1.4: identification of the neediest students<ul style="list-style-type: none">using data from I-Ready universal screener, SBA data from prior years and formative and assessment classroom data to target students’ greatest needs1.5: targeted support<ul style="list-style-type: none">provide intensive support, during an intervention block, to identified students in their areas of greatest need as it relates specifically to<ul style="list-style-type: none">K-2: accuracy and fluency3-6: vocabulary</div> <div>Then, “high needs” students will improve in ELA and the achievement gap can be reduced</div>	<div>What are your Enabling Activities to improve the achievement gap?</div> <div><ul style="list-style-type: none">Implement targeted interventions for students who need additional assistance as measured by formative assessments (ex. I-Ready Diagnostic results) WASC RECOMMENDATION # 1Implement AVID strategies across all grade levels K-6 WASC RECOMMENDATION # 2Implement differentiated instructional strategies in ELA and math as appropriate WASC RECOMMENDATION # 4Implement Extended School Day activities to provide students additional academic assistance WASC RECOMMENDATION # 1Implement ECRI in grades K-2 to improve accuracy and fluency in the “high needs” group (may make changes for Kindergarten later)Implement the Hale`iwa vocabulary protocol in grades 3 to 6 to improve vocabulary acquisition, understanding</div>
	SY 2016-17	SY 2017-18	SY 2018-19	SY 2020-21	SY 2021-22																																													
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SY 2018-19. Unfortunately, without the SBA in SY 2019-20, due to COVID, there is no more recent data. With such a significant discrepancy between NON-high needs students and high needs students, Hale`iwa's focus must be on providing more targeted instruction to low SES and IDEA students where their needs are the greatest, as measured by the I-Ready universal screener.

SBA MATH Gap Rate between High Needs and NON high needs

	SY 2016-17	SY 2017-18	SY 2018-19	SY 2020-21	SY 2021-22
All students proficiency	71%	62%	73%		
High needs % proficiency	67	61	69		
Non-high needs % proficiency	78	65	82		
Achievement gap	11 points	4 points	13 points		
Low SES proficiency	54.90%	69.50%	73.50%		
IDEA proficiency	77.20%	55%	60%		
ELL proficiency	NA	NA	NA		

Because of the CLSD Literay Grant, Hale`iwa will focus its efforts on ELA, even though a math gap also exists.

and background knowledge in the "high needs" group

- Implement "I do, We do, You do" lesson design in both ELA and math to the greatest extent possible
- Implement targeted interventions each day to identified students (high needs and/or below grade level according to the universal screener from I-Ready) to address:
 - **K-2: accuracy and fluency**
(tentative as of March 2021)
 - **3-6: vocabulary**

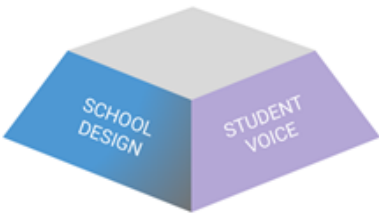
Because of the CLSD Literay Grant, Hale`iwa will focus its efforts on ELA, even though a math gap also exists.

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

Describe here your complex/school contexts for School Design and Student Voice.

Hale'iwa Elementary has struggled with :

- chronic absenteeism -- too high (school = 15%; state average = 13%; complex average = 9%)
- Overall SBA scores in ELA and math (little improvement in the last 3 years)
- Formative scores in ELA and math as provided by the universal screener I-Ready



Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice. Title 1 SW 6

Hale'iwa's school design centers around our ESSENCE -- Live life to the fullest with honor, respect, kindness and love to make the world a better place. To further improve, Hale'iwa will work on the following areas:

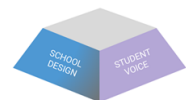
- Project based learning - to create engaging learning experiences to get students to attend school
- Explicit instruction in ELA (ECRI in K-2; Vocab protocol in 3-6; "I do, We do, You do" in K-6)
- Explicit instruction in Math ("I do, We do, You do" in K-6)

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

- Teachers who are comfortable with technology
- ECRI trained K-2 teachers
- Vocab protocol trained 3-6 teachers
- "I do, We do, You do" learning design strategy for all grades

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Title 1 - SW 5</p> <ul style="list-style-type: none">• Chronic absenteeism will be reduced to 13% (down from 15%)• SBA scores for ELA will improve to 70% (up from 68%)• SBA scores for math will improve to 75% (up from 73%)• Initial NGSS scores will be at 60% proficiency (down from 100% on HSA science)• 100% of students will complete a PBL project in grades K-6 <p>Hale'iwa's school design centers around our ESSENCE -- live life to the fullest with honor, respect, kindness and love to make the world a better place. We are designing a school that emphasizes</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing? NOTE: reusing the measurable outcomes from SY2020-21 because of COVID</p> <ul style="list-style-type: none">• Chronic absenteeism will be reduced to 13% (down from 15%)• SBA scores for ELA will improve to 70% (up from 68%)• SBA scores for math will improve to 75% (up from 73%)• NGSS scores will improve to 62%• Teachers will work on providing project based learning opportunities to 100% of all students <p>Hale'iwa's school design centers around our ESSENCE -- live life to the fullest with honor, respect, kindness and love to make the world a better place. We are designing a school that emphasizes</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none">• Chronic absenteeism will be reduced to 11%• SBA scores for ELA will improve to 72%• SBA scores for math will improve to 78%• NGSS scores will improve to 64%• Teachers will work on providing project based learning opportunities to 100% of all students <p>Hale'iwa's school design centers around our ESSENCE -- live life to the fullest with honor, respect, kindness and love to make the world a better place. We are designing a school that emphasizes</p>

making good decisions all the time and working towards making positive contributions to the community we live in and beyond.	making good decisions all the time and working towards making positive contributions to the community we live in and beyond.	making good decisions all the time and working towards making positive contributions to the community we live in and beyond.
<p><i>Why you are implementing them?</i></p> <p>The PBL projects, connected to the school's ESSENCE "to make the world a better place" will create high interest and engaging learning opportunities for all students so that they will want to come to school and will be able to make meaningful connections with what they are learning and how it can be applied to their lives</p>	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • To improve chronic absenteeism • To improve student achievement in ELA, Math and NGSS as measured by the summative assessments • To provide students with meaningful, challenging learning opportunities connected to their life and/or community 	<p><i>Why you are implementing them?</i></p> <ul style="list-style-type: none"> • To improve chronic absenteeism • To improve student achievement in ELA, Math and NGSS as measured by the summative assessments • To provide students with meaningful, challenging learning opportunities connected to their life and/or community
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Quarterly tracking of chronic absenteeism by attendance cadre • I-Ready Diagnostic Scores for ELA 3 times a year • I-Ready Diagnostic Scores for Math 3 times a year • Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Quarterly tracking of chronic absenteeism by attendance cadre • I-Ready Diagnostic Scores for ELA 4 times a year • I-Ready Diagnostic Scores for Math 4 times a year • Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Quarterly tracking of chronic absenteeism by attendance cadre • I-Ready Diagnostic Scores for ELA 4 times a year • I-Ready Diagnostic Scores for Math 4 times a year • Tracking of student progress on NGSS standards by teachers based on assignments and formative assessments



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

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

SW5 - Literacy Grant in formative measures

Baseline Measurements	Formative Measures	Summative Goals
<p>Add beginning of the year measurements here. Figures from SY 2018-2019 because no data available from SY 2019-2020 due to COVID</p> <ul style="list-style-type: none"> Chronic absenteeism = 15% SBA ELA = 68% ELA gap rate = 30 points SBA Math = 73% HSA science = 100% <p>Note to self: These baseline measurements need to be changed when data from SBA 2021 becomes available in August 2021</p>	<p>Add throughout the year measurements here.</p> <p>Attendance measurements:</p> <ul style="list-style-type: none"> By the end of quarter 1, the chronic absenteeism rate will be less than 3% By the end of quarter 2, the chronic absenteeism rate will be less than 6% By the end of quarter 3, the chronic absenteeism rate will be less than 9% <p>ELA measurements:</p> <ul style="list-style-type: none"> By the 2nd I-Ready Diagnostic: <ul style="list-style-type: none"> 35% of HIGH NEEDS students will be "on grade level" 40% of non high needs(NHN) students will be "on grade level" By the 3rd I-Ready Diagnostic: <ul style="list-style-type: none"> 40% of HIGH NEEDS students will be on grade level 45% of non high needs (NHN)T will be on grade level <p>Math measurements:</p> <ul style="list-style-type: none"> By the 2nd I-Ready Diagnostic: <ul style="list-style-type: none"> 35% of HIGH NEEDS students will be "on grade level" 40% of non high needs(NHN) students will be "on grade level" By the 3rd I-Ready Diagnostic: <ul style="list-style-type: none"> 40% of HIGH NEEDS students will be on grade level 45% of non high needs (NHN)T will be on grade level 	<p>Add end of year goals here.</p> <ul style="list-style-type: none"> Chronic absenteeism = 13% SBA ELA = 70% ELA gap rate = 20 points SBA math = 75% NGSS science = 60%

	Science measurements: <ul style="list-style-type: none"> ○ <i>note: will be added once the formative science assessments are understood</i> 	
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Student Outcomes (SY 2021-22)

Title 1 - SW 5 and SW 6

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity Title 1 - SW 3 WASC RECOMMENDATION # 3	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
1.4 Identification of students in need 1. After Diagnostic 2 in I-Ready: (Dec 2021) --35% of HIGH NEEDS students will be "on grade level" --40% of NON high needs students will be "on grade level" in both ELA and Math After Diagnostic 3 in I-Ready: (March 2022) --40% of HIGH NEEDS students will be "on grade level" --45% of NON high needs students will be "on grade level" in both ELA and Math CLSD Literacy Grant	1. Implement explicit instruction in ELA and Math in all grade levels 1.2 Integration of comprehensive literacy instruction <ul style="list-style-type: none"> ● K-2: ECRI direct instruction to supplement Wonders ● 3-6: Explicit instruction strategies used to implement HES Vocab Instructional Protocol 1.3 Serving the needs of all learners <ul style="list-style-type: none"> ● K-6: I do, We do, You do lesson design strategy 	All year	52063 42101 18902	Academic Plan progress monitoring	After each diagnostic	CAS Walkthrough
2. 100% of students will receive targeted interventions in math and	1.5 Targeted Support 2. Implement targeted interventions for students who need additional	Yearlong	42101 18902 Literacy grant	Data trackers submitted by teachers to administration	approximately 3 times a quarter	

<p>ELA (as deemed appropriate for each individual student)</p> <p>WASC RECOMMENDATION # 1</p>	<p>assistance as measured by formative assessments (ex. I-Ready Diagnostic results)</p>		<p>2 PTTs for reading interventions (literacy grant)</p> <p>1 PPE for reading interventions (title 1)</p>	<p><i>(ex. - teachers complete a template that includes the following info: pre-intervention data that led to intervention, the intervention/re-teaching applied; the post-intervention data from formative assessment)</i></p>		
<p>3. At least 60% of students will participate in Hale'iwa's Extended School Day Program</p> <p>WASC RECOMMENDATION # 1</p>	<p>Implement "Extended School Day Program" to help students keep up with demands</p> <ul style="list-style-type: none"> PTTs for tutoring -- Hale'iwa teachers 	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
<p>4. Chronic absenteeism will be reduced to 13%</p>	<p>Implement Hale'iwa attendance procedures to reduce chronic absenteeism (ex. incentives for overall class attendance; incentives for teachers who conduct attendance lesson plans, counseling of students/families who are in danger of being chronically absent)</p>	Yearlong	42101	Tracking of attendance by attendance cadre	quarterly	CAS Walkthrough
<p>5. 100% of students will receive Social-Emotional Learning (SEL) lessons connected and aligned to Hale'iwa's ESSENCE</p>	<p>Implement SEL program "Choose Love" and supplementary resources through grade level lessons on a weekly basis in grades K-6</p>	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	Quarterly	CAS Walkthrough
<p>6. 100% of EL students will make growth to target</p>	<p>Implement academic supports in ELA and math for English Language Learners as appropriate</p>	Yearlong	18902	WIDA scores	At the end of the school year	Report for SY 19-20

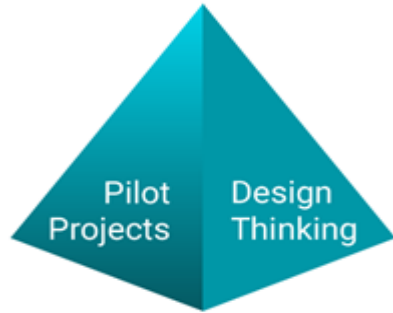
progress as measured by ACCESS test			EL PPE - Title 1			
7. 100% of students in grades K-6 will participate in Hawaiian Studies lessons CLSD Literacy Grant	1.7 Cultural literacy Implement Hawaiian Studies program with support of Kumu	Yearlong	Literacy grant PPE- Kumu	Student work	Quarterly	CAS Walkthrough

Staff Outcomes (SY 2020-21) Title 1 SW 6 and SW 7

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
8. 100% of teachers will use AVID strategies in their teaching WASC RECOMMENDATION # 2	Implement AVID strategies across all grade levels K-6 <ul style="list-style-type: none"> student planners (organizational tool) column note taking 	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
9. 100% of teachers will use differentiated teaching strategies as appropriate WASC RECOMMENDATION # 4	Implement differentiated instructional strategies in ELA and math as appropriate <i>differentiated instructional strategies = providing assignments and modification to assignments to meet students' individual needs (example: chunking; providing modified readings to meet students' reading levels; alternative assignments to demonstrate understanding and/or mastery of concepts, etc)</i>	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
10. 100% of teachers will design and implement a parent engagement activity each semester to enhance parents	1.6 Family Literacy Create learning opportunities for parents by providing parent engagement activities each semester to help parents understand how to	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	

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understanding of students' literacy needs CLSD Literacy Grant	support their child's literacy learning needs					
11. 100% of parents are engaged with their child's learning CLSD Literacy Grant	1.6 Family Literacy Provide multiple opportunities for parents to learn about supporting their child's literacy development through school coordinated parent engagement activities	Yearlong	Literacy grant 52063 PCNC for family literacy	Quarterly academic plan progress monitoring evidence folders	quarterly	
12. 100% of families will participate in culture based activities to increase understanding and appreciation of the Hawaiian culture CLSD Literacy Grant	1.7 Cultural literacy Provide multiple opportunities for families to learn about the Hawaiian culture and Hale'iwa's history through family events	Yearlong	Literacy grant 52063 Kumu for cultural literacy	Quarterly academic plan progress monitoring	quarterly	
13. 100% of teachers will use different technology tools / resources to deliver online CORE instruction for students in 100% distance learning as needed	Implement the use of different technology tools to assist with providing online instruction as needed technology tools / resources = Stepping Stones digital I-Ready Ready Math SeeSaw Go Guardian Teacher Screen Castify	As needed	18902	Quarterly academic plan progress monitoring evidence folders	quarterly	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>Hale’iwa would like to create multi-purpose learning environments that will allow for the following:</p> <ul style="list-style-type: none"> • improved use of material resources that can be accessed by multiple grade levels instead of each grade level having “their own” supplies (example: building materials for projects, etc) • facilitation of student collaboration for problem solving 	<p><i>Please describe your conditions for Success:</i></p> <p>To create these multi-purpose learning environments and redesigned library, we would need:</p> <ul style="list-style-type: none"> • funding to purchase new furniture, equipment, supplies, etc • input from teachers and students about what they want to have in these multi-purpose rooms and the redesigned library • space to relocate existing items that cannot be discarded or given away • time to execute the vision • the help of teachers, staff and other professionals to actually move things and put things in place