Hale`iwa Elementary School
Academic Plan SY 2022-2023

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March 30, 2022

Academic Plan SY 2022-2023

Link to Hale'iwa Literacy Plan

Achievement Gap - Title 1 SW 1 and SW 6	Theory of Action	Enabling Activity - Title 1 SW 6

Achievement Gap - Title 1 SW 1 and SW 6

Link to Hale'iwa Literacy Plan
SBA ELA 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	60%	60%	68%	50%	
Non-High Needs proficiency	78%	71%	87%	82%	
High Needs proficiency	48%	55%	57%	36%	
Achievement Gap	30 points	16 points	30 points	46 points	
Low SES proficiency	49.20%	54.60%	56.9%	33.3%	
IDEA proficiency	45.40%	40%	40%	9.52%	
ELL proficiency	NA	NA	NA	NA	

Hale'iwa's ELA GAP rate continues to persist over the last several years.

Theory of Action

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

If "high needs" students receive:
- 1.2: Integration of comprehensive literacy instruction by:
  - using ECRI to replace the "Wonders" foundational portion for K-2 to improve *accuracy and fluency*
  - using an explicit instruction vocabulary protocol in grades 3-6 to improve vocabulary acquisition, understanding and background knowledge
- 1.3: explicit instruction that meets the needs of ALL learners
  - using "I do, We do, You do" lesson design strategy to model, practice and gradually release responsibility to acquiring content and understanding
- 1.4: identification of the neediest students
  - using data from I-Ready universal screener, SBA data from prior years and formative and assessment classroom data to target students' greatest needs
- 1.5: targeted support
  - provide intensive support, during an intervention block, to identified students in their areas of greatest need as it relates specifically to
    - K-2: accuracy and fluency
    - 3-6: vocabulary

Then, "high needs" students will improve in ELA and the

Enabling Activity - Title 1 SW 6

What are your Enabling Activities to improve the achievement gap?

- Implement targeted interventions for students who need additional assistance as measured by formative assessments (ex. I-Ready Diagnostic results) WASC RECOMMENDATION # 1

- Implement AVID strategies across all grade levels K-6 WASC RECOMMENDATION # 2

- Implement differentiated instructional strategies in ELA and math as appropriate WASC RECOMMENDATION # 4

- Implement Extended School Day activities to provide students additional academic assistance WASC RECOMMENDATION # 1

- Implement ECRI in grades K-2 to improve accuracy and fluency in the "high needs" group *(may make changes for Kindergarten later)*

March 30, 2022

Although it dipped slightly in SY 2017-18, it went back up to 30 points in 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%	50%	
High needs % proficieny	67	61	69	35%	
Non-high needs % proficiency	78	65	82	85%	
Achievement gap	11 points	4 points	13 points	50 points	
Low SES proficiency	54.90%	69.50%	73.50%	33.3%	
IDEA proficiency	77.20%	55%	60%	14.29%	
ELL proficiency	NA	NA	NA	NA	

achievement gap can be reduced

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

- Implement the Hale'iwa vocabulary protocol in grades 3 to 6 to improve vocabulary acquisition, understanding 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

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March 30, 2022

Hale`iwa Academic Plan – 3 year plan

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Title 1 - SW 5 • 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 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 making good decisions all the time and working towards making positive contributions to the community we live in and beyond.	*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 • 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 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 making good decisions all the time and working towards making positive contributions to the community we live in and beyond.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* • Chronic absenteeism will be reduced to 13% • SBA scores for ELA will improve to 55% • SBA scores for math will improve to 55% • NGSS scores will improve to 50% • Teachers will work on providing project based learning opportunities to 100% of all students 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 making good decisions all the time and working towards making positive contributions to the community we live in and beyond.
Why you are implementing them? 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	*Why you are implementing them?* • *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*	*Why you are implementing them?* • *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*

March 30, 2022

How will you know that they are causing an Improvement?	*How will you know that they are causing an Improvement?*	*How will you know that they are causing an Improvement?*
• 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	• 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	• 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

March 30, 2022

Student Outcomes <mark>Title 1 - SW 5 and SW 6</mark>

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity <mark>Title 1 - SW 3</mark> <mark>WASC RECOMMENDATION # 3</mark>	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 to reduce the achievement gap between high needs and non-high needs students 1.2 Integration of comprehensive literacy instruction • 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 • 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	1.5 Targeted Support 2. Implement targeted interventions	Yearlong	42101 18902	Data trackers submitted by teachers to administration	approximately 3 times a quarter	

March 30, 2022

interventions in math and ELA (as deemed appropriate for each individual student) <mark>WASC RECOMMENDATION # 1</mark>	for students who need additional assistance as measured by formative assessments (ex. I-Ready Diagnostic results)		Literacy grant 2 PTTs for reading interventions (literacy grant) 1 PPE for reading interventions (title 1)	*(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)*		
3. At least 50% of students will participate in Hale'iwa's Extended School Day Program <mark>WASC RECOMMENDATION # 1</mark>	Implement "Extended School Day Program" to help students keep up with demands • PTTs for tutoring -- Hale'iwa teachers	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
4. Chronic absenteeism will be reduced to 11%	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)	Yearlong	42101	Tracking of attendance by attendance cadre	quarterly	CAS Walkthrough
5. 100% of students will receive Social-Emotional Learning (SEL) lessons	Implement SEL program "Choose Love" and supplementary resources through grade level lessons on a weekly basis in grades K-6	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	Quarterly	CAS Walkthrough

March 30, 2022

connected and aligned to Hale'iwa's ESSENCE						
6. 100% of EL students will make growth to target progress as measured by ACCESS test	Implement academic supports in ELA and math for English Language Learners as appropriate	Yearlong	18902 EL PPE - Title 1	WIDA scores	At the end of the school year	Report for SY 19-20
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
8. 100% of students will complete a PBL project WASC RECOMMENDATION # 2	Schoolwide implementation of Project Based Learning (PBL) projects, rooted in a real world problem and addresses the essential question "How can we make the world a better place?"-- that shall use the research project process to ensure students use complex thinking, multi-step problem solving, collaboration with peers and rooted in a real world problem ● create multi-purpose rooms with flexible furniture and the necessary supplies and equipment to enhance collaboration and work on PBL	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders *(ex.-- every quarter, teachers are required to provide student work evidence of the enabling activity. This evidence is kept in google drive by grade level folders for each quarter of each school year. A link to the folder with the evidence will be created and inserted into this column for each quarter.*	quarterly	CAS Walkthrough

March 30, 2022

9. 80% of students will be in Behavior Tier 1 or Behavior Tier 2 as measured by Hale`iwa's UBS screener each quarter.	Implement the school's Universal Behavior Screener to have teachers rate students on 9 behavior traits to determine if SEL supports and the school's behavior matrix is making a positive impact.	Yearlong		Quarterly UBS results	quarterly	
10. 75% of students in grades 3-6 will have a favorable view of the Hale`iwa "GSG" • growth mindset • sense of belonging • grit by the 3rd distribution of SEL panorama	Implement the "Essence of Hale`iwa" in all aspects of school life Live life to the fullest = growth mindset With honor respect, kindness and love = sense of belonging To make the world a better place = grit	Yearlong		Panorama SEL survey results	3 times a year	

March 30, 2022

Staff Outcomes <mark>Title 1 SW 6 and SW 7</mark>

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)
11. 100% of teachers will use AVID strategies in their teaching <mark>WASC RECOMMENDATION # 2</mark>	Implement AVID strategies across all grade levels K-6 • student planners (organizational tool) • column note taking	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
12. 100% of teachers will use differentiated teaching strategies as appropriate <mark>WASC RECOMMENDATION # 4</mark>	Implement differentiated instructional strategies in ELA and math as appropriate *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)*	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	
13. 100% of teachers will design and implement a parent engagement activity each semester to enhance parents understanding of students' literacy needs CLSD Literacy Grant Title 1	1.6 Family Literacy Create learning opportunities for parents by providing parent engagement activities each semester to help parents understand how to support their child's literacy learning needs	Yearlong	42101 18902	Quarterly academic plan progress monitoring evidence folders	quarterly	

March 30, 2022

14. 100% of parents are engaged with their child's learning CLSD Literacy Grant Title I	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	
15. 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	
16. 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	

March 30, 2022