Hau'ula Elementary School
2021 Academic Plan, School Year 2021-22

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 3-Year Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close an achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Study, Act (PDSA) cycles, and systemized by leading indicators.

School Principal (print): U'ilani Kaitoku		
School Principal's Signature: *ullaith* Uilani Kaitoku (Apr 27, 2021 09:12 HST)	Date:	Apr 27, 2021
Complex Area Superintendent (print): Matt Ho		
Complex Area Superintendent's Signature: *Matthew C.W. Ho* Matthew C.W. Ho (Apr 30, 2021 14:34 HST)	Date:	Apr 30, 2021

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

> The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

> The 3-Year Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4)**.**

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

> The 3-Year Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
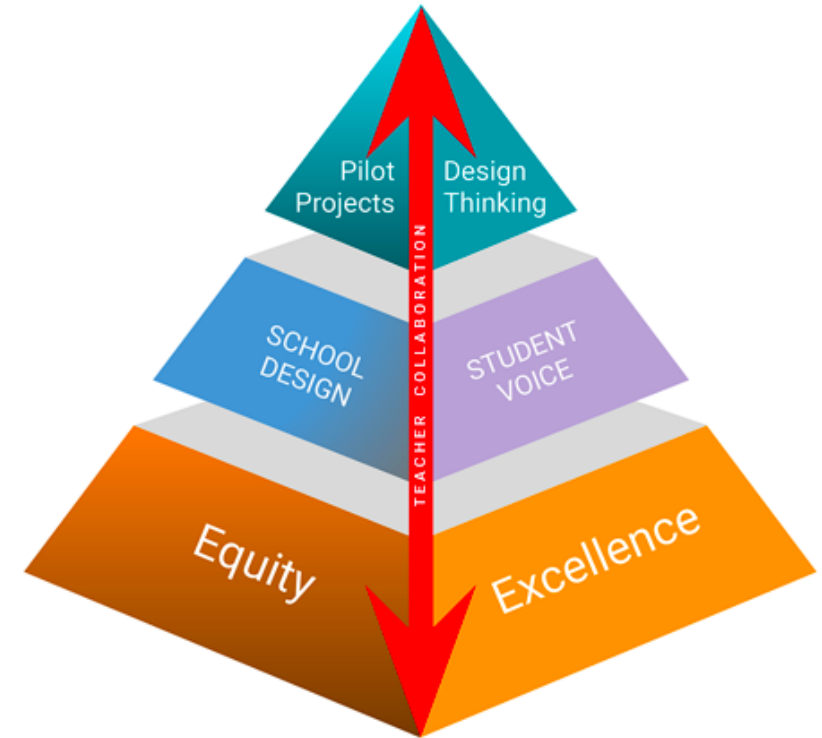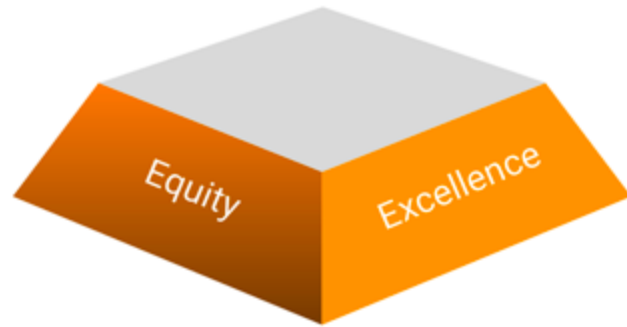
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying enabling activities in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.	*What is your Theory of Action (if-then) to improve the achievement gap?*	*What are your Enabling Activities to improve the achievement gap?*

STRIVE HI
Math - Meeting Standard: 2017-18 (25%), 2018-2019 (27%)
Math Growth: 2017-18 (49), 2018-19 (46)
Math Gap: 2017-18 (48), 2018-19 (27)
iReady Math Growth: 2018-29 (44%)

ELA - Meeting Standard: 2017-18 (31%), 2018-19 (37%)
ELA Growth: 2017-18 (61), 2018-19 (52)
ELA Gap: 2017-18 (38), 2018-19 (28)
iReady Reading Growth: 2018-29 (61%)

Science Proficiency: 2017-18 (36%), 2018-19 (40%)
3rd Grade Advanced Reading: 2017-18 (57%), 2018-19 (74%)

SBA PROFICIENCY
ELL 2017-18 (27%), 2018-19 (33%)
IDEA 2017-18 (32%), 2018-19 (36%)
SES 2017-18 (27%), 2018-19 (33%)

iREADY DIAGNOSTIC
On Grade level: Dec 2018 (11%), Dec 2019 (23%)
Approaching: Dec 2018 (56%), Dec 2019 (62%)
At Risk: Dec 2018 (33%), Dec 2019 (23%)

Theory of Action:

- If Hauʻula fosters a safe and positive learning environment, then we will be able to improve the percent of students participating and engaging in their learning.

- If Hauʻula implements tiered systems of support academically, socially and emotionally, then we will be able to improve the learning gaps by ensuring that all students have the skills, strategies and tools they need to be successful.

- If Hauʻula builds our community and family partnerships, then we will be able to improve the learning gaps by tapping into resources beyond the classroom to provide students with 21st Century opportunities.

- If Hauʻula is clear about their vision and mission, then all stakeholders: students, staff and families will be able to contribute and support the goals and targets of the school.

- If Hauʻula provides teachers and staff with training and research based practices, then we will be able to close the learning gaps by ensuring

Enabling Activity:

- Review of Professional Conduct and Behavior. **[SW6]**

- Develop schoolwide agreements for: types of feedback and student voice. **[SW6]**

- Alignment of Academic Standards and GLOs: Prioritizing and unpacking standards K-6 with ELA and Math, Aligning prioritized standards to curriculum, Revisit GLO rubric to determine schoolwide alignment and agreement K-6. **[SW6]**

- Organize a parent organization to develop opportunities that increase parent and community involvement to allow for stakeholders to participate and understand student learning needs in order to strengthen collaborative efforts that benefit all learners. **[SW7]**

- Revisit and revise Mission and Vision.

- Develop schoolwide agreements on: Opening the school year procedures, Parent and Community Association, School Calendar, Safe and Civil/SEL practices. **[SW7]**

- Independent Data Teams with ongoing training and collaboration to inform next steps. **[SW6]**

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Innovation in Support of the Core: School Design and Student Voice
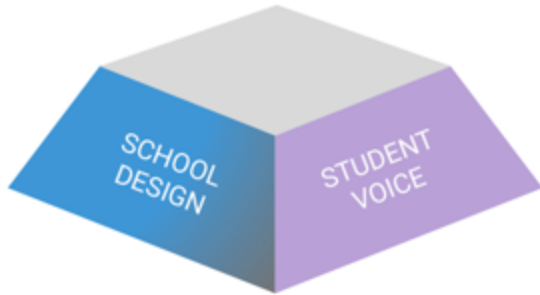
Describe here your complex/school contexts for School Design and Student Voice.
- Hauʻula has made a significant shift over the last five years addressing school culture and the social emotional needs of our students and community. Our focus continues on providing students with the mindset, skills, tools and pathways to be engaged in their learning and prepare them for future college and career opportunities.

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.
- Our understanding and functionality with RTI is critical in advancing our work with students. We continue to build and maintain each level of support to appropriately address the social, emotional and academic needs of all students.

Describe here your Conditions for Success for School Design and Student Voice
- Conditions for success would entail highly qualified and trained stakeholders who are able to function in their capacity to provide the support to students and the school. Having access to the partnerships that understand the school's needs and are able to contribute to the overall vision.

SY 2021-2022 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Through the design and implementation of behavioral expectations school-wide, that are inclusive of all stakeholders: students, staff, families to ensure a safe and positive learning environment conducive to the success, achievement and whole child development of every student and to ensure the successful branding of a culture and climate that aligns to the vision and mission of the school we will ensure: ● A revised mission and vision that is shared and agreed upon by stakeholders (parents, students, staff, community) ● A Professional Conduct and Behavior Norms included in handbook and shared with stakeholders (parents, students, staff, community)
Why are you implementing them? ● The same vision and mission has existed for many years and may not align with current programs and policies that are making positive impacts on school. ● Students respecting each other continues to be a concern among students.
How will you know that they are causing an improvement? ● Survey data will indicate positive ratings for a safe and positive learning environment ● Students will participate in discussions and recommend activities and programs to further support a safe and positive learning environment ● All stakeholders: staff,students and families will be able to demonstrate and model behavior expectations and professional conduct

SY 2021-2022 Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Through the development and implementation of student centered programs and supports that address the total well-being of students and the need to be in school daily, to maximize learning opportunities, college and career pathways and to foster independent learning and positive habits that are conducive to the success, achievement and whole child development of every student we will ensure: ● A 2% increase of survey data in school belonging as measured by the Panorama survey
Why are you implementing them? ● Chronic Absenteeism is 29%. We do not have a consistent system to monitor, track and communicate next steps. ● Opportunities to explore college and career pathways limited. ● No formal SEL program exists.
How will you know that they are causing an improvement? ● Chronic Absenteeism rates will decrease. ● Students will participate in discussions and recommend pathways and programs of choice. ● SEL strategies will be embedded in curriculum K-6

SY 2021-2022 Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Through the implementation of quality instructional practices at leveled tiers of instruction to strengthen and maximize learning opportunities for all students, to improve student achievement and growth on state standards, and provide stability and support to staff and students through the alignment and allocation of resources and programs we will ensure: ● A 5% increase in STRIVE HI scores in ELA and Math as measured by SBA ● A 5% increase in Growth percent in ELA and Math as measured by iReady
Why are you implementing them? ● Need to align resources and supports that address levels of instruction and intervention ● New system in place to monitor and track growth in ELA and Math need consistent implementation ● Need a formal Tier 2 and 3 process and program

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How will you know that they are causing an improvement?

- Students will be able to track and monitor their growth in ELA and Math
- Quarterly data will reflect growth and progress of grade level goals in ELA and Math
- Schedules will reflect Tier 2 and 3 Instructional groupings

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SY 2021-2022 Measurable Outcomes

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

To establish, build and maintain open and effective lines of communication to foster and promote healthy, positive relationships between home, school and community and to strengthen family and community partnerships that align with and support the academic goals of the school we will ensure:

- A parent organization established with membership board, bylaws and agreements
- A professional Conduct and Behavior Norms included in handbook and shared with stakeholders (parents, students, staff, community)

Why are you implementing them?

- No formal parent organization.
- Title 1 School: 64% Free and Reduced; Family/Community Partnerships component
- 21st Century School: Family/Community Partnerships component

How will you know that they are causing an improvement?

- Family engagement activities will include support in planning and participation by families.
- Participation in family engagement meetings will increase
- Quarterly data will reflect growth and progress of grade level goals in ELA and Math

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SY 2021-2022 Measurable Outcomes

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

Through the implementation of high functioning data team systems using a process of plan, do, check, act to set targets, analyze next steps, communicate with parents, and ensure ongoing, regular, professional collaboration time for colleagues to share and reflect on best practices and new learning; and to provide clear feedback and expectations for students regarding their success and growth we will ensure:

- 100% of teachers will participate in data teams as measured by minutes and exit surveys.

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Why are you implementing them?

- New data team system in place, need to continue consistent implementation
- Need to ensure that all teachers understand the data team process and are able to drive next steps.

How will you know that they are causing an improvement?

- Data team minutes will reflect understanding of the process.
- Data team surveys will indicate feedback, recommendations and next steps.
- Teachers will be able to drive their own data team meetings with relevant goals based on needs.
- Teachers will see growth in ELA and Math quarterly scores.
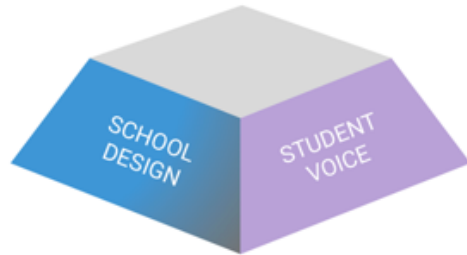
Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

| Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here. **STRIVE HI** Math - Meeting Standard: 2018-2019 (27%) Math Growth: 2018-19 (46) Math Gap: 2018-19 (27) iReady Math Growth: 2018-19 (44%) ELA - Meeting Standard: 2018-19 (37%) ELA Growth: 2018-19 (52) ELA Gap: 2018-19 (28) iReady Reading Growth: 2018-29 (61%) ● iReady ELA and Math Assessments (Fall 2020)	*Add throughout the year measurements here.* **iREADY DIAGNOSTIC** On Grade level: Dec 2019 (23%) Approaching: Dec 2019 (62%) At Risk: Dec 2019 (23%) ● iReady ELA and Math Assessments (Winter 2020) ● 2020 Panorama Student Survey Data	*Add end of year goals here.* **STRIVE HI** Math - Meeting Standard: 50% Math Gap: 22 iReady Math Growth: 50% ELA - Meeting Standard:50% ELA Gap: 25 iReady Reading Growth: 70% **iREADY DIAGNOSTIC** On Grade level: 50% Approaching: 35% At Risk: 15%

Student Outcomes

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Revised Mission and Vision that is shared and agreed upon by stakeholders (parents, students, staff, community)	Revisit and revise Mission and Vision	Yearlong	42112	• Quarterly SSC Minutes • Semester Stakeholder Surveys • Panorama Survey	Annual	Semester ART Reports [SW3] CAS School Visits and Walkthroughs
Professional Conduct and Behavior Norms included in handbook and shared with stakeholders (parents, students, staff, community)	Review of Professional Conduct and Behavior [SW6]	Yearlong	42112	• Semester Stakeholder Surveys • Quarterly Referral Data • Panorama Survey	Annual	Semester ART Reports [SW3] CAS School Visits and Walkthroughs
2% increase of survey data in school belonging as measured by the Panorama survey	Develop schoolwide agreements for: types of feedback and student voice	Yearlong	42112	• Panorama Survey • Quarterly Teacher Feedback	Annual	Semester ART Reports [SW3] CAS School Visits and Walkthroughs
5% increase in STRIVE HI scores in ELA and Math as measured by SBA 5% increase in Growth percent in ELA and Math as measured by iReady	Alignment of Academic Standards and GLOs: Prioritizing and unpacking standards K-6 with ELA and Math, Aligning prioritized standards to curriculum, Revisit GLO rubric to determine schoolwide alignment and agreement K-6 [SW6]	Yearlong	42112	• Quarterly Progress Reports • iReady Growth Data • GLO Data	Annual	Semester ART Reports [SW3] CAS School Visits and Walkthroughs

Staff Outcomes

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds ProgramID	School Monitoring Activity [SW3]	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Parent organization established with	Organize a parent organization to develop opportunities	Yearlong	18935	• Membership Meeting	Quarter	Semester ART Reports

membership board, bylaws and agreements	that increase parent and community involvement to allow for stakeholders to participate and understand student learning needs in order to strengthen collaborative efforts that benefit all learners. [SW7]				Minutes and Agendas		[SW3] CAS School Visits and Walkthroughs
Professional Conduct and Behavior Norms included in handbook and shared with stakeholders (parents, students, staff, community)	Develop schoolwide agreements on: Opening the school year procedures, Parent and Community Association, School Calendar, Safe and Civil/SEL practices [SW2, SW7]	Yearlong	42112	• Semester Stakeholder Surveys • Quarterly Referral Data • Panorama Survey		Annual	Semester ART Reports [SW3] CAS School Visits and Walkthroughs
100% of teachers will participate in data teams as measured by minutes and exit surveys.	Independent Data Teams with ongoing training and collaboration to inform next steps. [SW6]	Yearlong	42112	• Data Team Minutes, Agendas and Surveys		Quarter	Semester ART Reports [SW3] CAS School Visits and Walkthroughs
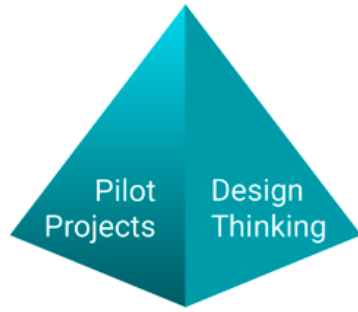
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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.

As the HIDOE 2030 Promise Plan is finalized, a "Forward Focused" 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
While referencing the "Forward Focused" Plan, **please describe your school's ideas around innovation and pilot projects.** *Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.* ● **Student Health Clinic:** We started meeting with community stakeholders: in the health, medical and education fields to establish a trauma care, social, emotional health center which will be accessible to students during the school day. The school will partner with outside agencies and programs who are able to be on campus on scheduled days of the week to work with students. ● **Outreach Program Pilot**: We are working with BYU Hawaii to pilot a program where Social Work students receive credit for working in the field alongside our counselors, social workers and families. ● **Pre K-5 school model:** In addressing our need for early learning programs and to prepare our 6th grade students transitioning to middle school, we would like to adopt the Pre K-5 model which would provide more classes for early learning opportunities and allow 6th grade students to be at the middle school in 6th grade.	*Please describe your conditions for Success:*