



2020 Academic Plan, School Year 2020-21

[School: **Makaha Elementary School**]

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

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 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.

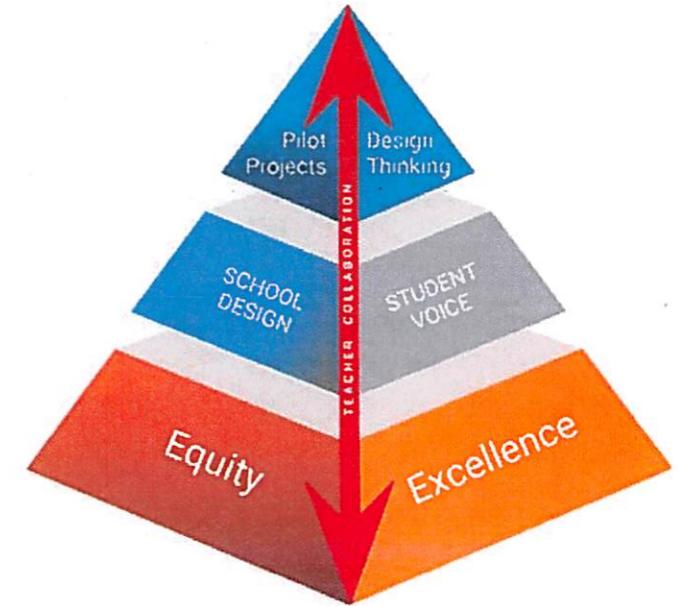
The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

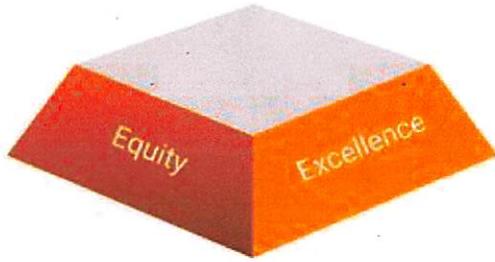

Submitted by Principal Wade Araki

5/20/2020
Date


Approved by CAS Ann Mahi

05/22/2020
Date





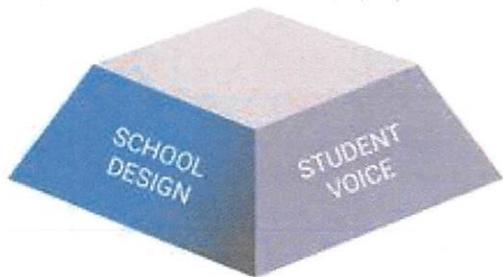
Teaching & Learning Core: Equity and Excellence

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												
<p>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 comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</p> <p>The achievement gap that is selected are the following:</p> <ol style="list-style-type: none"> High Needs Students: <i>English learners, economically disadvantaged, and students receiving Special Education services.</i> Non-High Need Students <p>Strive HI ELA Data:</p> <table border="1" data-bbox="110 1089 857 1321"> <thead> <tr> <th></th> <th>SY 2016-17</th> <th>SY 2017-18</th> <th>SY 2018-19</th> </tr> </thead> <tbody> <tr> <td>Non-High Needs</td> <td>48%</td> <td>44%</td> <td>29%</td> </tr> <tr> <td>High Needs</td> <td>19%</td> <td>22%</td> <td>18%</td> </tr> </tbody> </table> <p>Strive HI Math Data:</p>		SY 2016-17	SY 2017-18	SY 2018-19	Non-High Needs	48%	44%	29%	High Needs	19%	22%	18%	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>IF Makaha implements a solid based Tier 1 instruction with differentiation and multi tiered level of support, Then All students (with particular attention to SPED, EL and disadvantaged students) will make progress at their zone of proximal development.</p> <p>MTSS school wide effective system. The system includes:</p> <ol style="list-style-type: none"> Tier 1 Instruction: All teachers will be using School-Wide Curriculum, Selected Powerful Instructional Strategies and Common School-Wide Assessments Tier 2 instruction: Targeted intervention and Response to Intervention Tier 3: Personalized Instruction supported by an Interventionist. <p>(SW6)</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <ol style="list-style-type: none"> Provide Differentiated Professional Development for teachers and grade levels based on needs. <ol style="list-style-type: none"> Curriculum <ol style="list-style-type: none"> Lucy Calkins: Reading and Writing Everyday Math Computer programs for tech support Renaissance <ol style="list-style-type: none"> Freckles MyOn STAR Instruction <ol style="list-style-type: none"> 5E Instructional Framework Research-based High Impact Instructional Strategies TESOL (Teaching English to Speakers of Other Languages) Assessment <ol style="list-style-type: none"> STAR (Remotely)
	SY 2016-17	SY 2017-18	SY 2018-19											
Non-High Needs	48%	44%	29%											
High Needs	19%	22%	18%											

[Makaha Elementary School], [Version 1], [March 12, 2020, May 7, 2020, May 14, 19, 2020]

	SY 2016-17	SY 2017-18	SY 2018-19		2. Continue to use the Data Team Process to determine growth, patterns/trends and next steps.
Non-High Needs	34%	27%	19%		
High Needs	14%	17%	16%		
SW1					SW6



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

Describe here your complex/school contexts for School Design and Student Voice.	Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.	Describe here your Conditions for Success for School Design and Student Voice
<p>Student Success: Makaha Elementary School is a high transience school with an increase in trauma related issues (poverty, social-emotional, physical, homeless, etc.) as well as increase in the number of children and families in distress impact like chronic absenteeism, SPED identification, literacy development, and ultimately academic achievement.</p> <p>Staff Success</p>	<p>Student Success: MES is working to provide appropriate support for students and families to effect all concerns impacting student academic progress. MES has established a system of instructional grouping, coaching, professional development and technology integration.</p> <p>The increase in children and families that are experiencing trauma related issues has caused a huge increase in the number of students with behavioral/social-emotional needs. Innovative needs based grouping of students and place-based,</p>	<p>Student Success: R: Respect-Has caring qualities and demonstrates active listening and speaking. R: Responsibility-Follows CHAMPS on campus and shows care for self and others. P: Perseverance- Willingness to do something difficult and wanting success. P: Positive Attitude-Willingness to try new things and sees the good in everything.</p> <p>Staff Success:</p>

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<p>MES has been fortunate to attract a high percentage of licensed teachers despite its geographic distance. Although 50% teachers stay and are retained for 5 years, and given the emphasis on developing relationships with students, there is a need to provide a supportive, professional school environment that encourages them to stay.</p>	<p>hands-on educational experiences are being implemented to engage students and provide valuable background for learning. Focusing on student needs first, by focusing on establishing positive relationships and meeting emotional needs, serves as the foundation upon which academic achievement can be built. Curriculum and Instruction will also have a heavy emphasis on oral language and vocabulary which will provide students the opportunity to communicate their thoughts and ideas then be able to document their thinking in their writing.</p> <p>Staff Success: The continuation of induction and mentoring at both the complex and school level and the establishment of school level coaches who work directly with teachers to improve instruction, will also impact teacher retention.</p> <p>Providing teachers with opportunities to develop their craft and to model continuous learning through active participation in national conferences, workshops and institutions will help improve teacher practice and increase overall teacher satisfaction. Additionally learning new and innovative instructional practices provide each participant more strategies for meeting student needs.</p> <p>MES has been working at encouraging parents to become partners in their child's education. Providing parents with opportunities to interact with the school will improve their understanding of how they can help and support their child's academic success and positive working relationships with teachers and MES.</p> <p>(SW6)</p>	<ul style="list-style-type: none"> ● High-performing culture ● Staff have the training, support and professional development to contribute effectively to student success. ● Effectively organized financial resources in support of student success. ● Effectively organized human resources in support of student success ● Effectively organized community resources in support of student success.
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SW 5, 6

SY 2020-21 [Measurable Outcomes](#)

What are your [Measurable Outcomes](#) around School Design and Student Voice? What are you designing?

Student Success:

- **Outcome 1:** The chronic absenteeism rate will be reduced from 28% to 23%, as evidenced by the STRIVE HI report.
- **Outcome 2:** The percentage of students reporting positive school climate will increase from 70% to 80%, as measured by the safety dimension on the Panorama Data, as evidenced by the STRIVE HI report.
- **Outcome 3:** The inclusion rate will increase from 28% to 40%, as measured by Least Restrictive Environment (LRE) data provided by OCISS.
- **Outcome 4:** The third grade literacy rate will increase from 51% to 74%, as evidenced by the STRIVE HI report.
- **Outcome 5:** The ELA proficiency rate will increase from 20% to 40%, as evidenced by the STRIVE HI report.
- **Outcome 6:** The math proficiency rate will increase from 16% to 32%, as evidenced by the STRIVE HI report.

Staff Success:

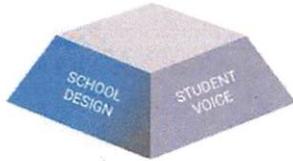
- **Outcome 1:** Teacher licensing rate will maintain at 100% for the School year 2020-21, as measured on the ARCH Data System.
- **Outcome 2:** Teacher retention rate will increase from 85% to 88% in the School year 2020-21, as measured by the ARCH Data System.
- **Outcome 3:** Teacher response on school climate will increase from 60% to 70% by the end of school year 2020-21, as measured by the School Quality Survey.
- **Outcome 4:** Parent response on school climate will increase from 77% to 85% by the end of the school year 2020-21, as measured by the School Quality Survey.

Why you are implementing them?

We are implementing the various measurable outcomes because Makaha Elementary School's mission is to create a school community and culture that supports learning through effective instruction, standards-based classrooms, and an array of opportunities that impact student achievement and the development of the whole child.

How will you know that they are causing an improvement?

Makaha Elementary will be using Formative Assessments for each measurable outcome to determine the progress of the enabling activities listed below. The Academic Review Team (ART) will meet at least once a quarter to Review the data, Reflect on the progress and Revise the Academic plan if needed.



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.

Student Success Indicator	State Baseline 2019	Makaha 2018-2019 Actual	Makaha 20-21 Goal
Chronic Absenteeism	15%	28%	23%
Language Arts	54%	20%	40%
3rd Grade Literacy	75%	51%	74%
Math	43%	16%	32%
Inclusion Rate	44%	28%	40%
Positive School Climate (Students)	74%	70%	80%
Positive School Climate (Teachers))		60%	70%
Parent Engagement: Positive School Climate(SQS)	74%	77%	85%
Teacher Licensing Rate		100%	100%
Retention Rate		85%	88%

Student Success Indicator	Baseline	Q1	Q2	Q3
Chronic Absenteeism	28%			
Language Arts (3-6)	20%			
3rd Grade Literacy (51%			
Math	16%			
Inclusion Rate	28%			
Positive School Climate (Students)	70%			
Positive School Climate Teachers	60%			
Parent Engagement (SQS)	77%			
Teacher Licensing Rate	100%			
Retention Rate	85%			

Student Success Indicator	Makaha 2020-2021 Actual Results	State Goal 2023-2024
Chronic Absenteeism		9%
Language Arts		73%
3rd Grade Literacy		86%
Math		66%
Inclusion Rate		53%
Positive School Climate		78%
Parent Engagement (SQS)		80%

Student Outcomes (SY 2020-21) SW5,6, 7

SW 3

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID 18935 (Parent) 42101 (WSF) 18902 (Title I) (SW5)	School Monitoring Activity (SW3)	Frequency Quarter, Semester, Annual (SW3)	Complex Monitoring Activity (to be completed by CAS)
<p>Outcome 1: The chronic absenteeism rate will be reduced from 28% to 23%, as evidenced by the STRIVE HI report.</p>	<ol style="list-style-type: none"> 1. Implement Social Emotional Learning (SEL) curriculum/activities. <ol style="list-style-type: none"> a. Second Step b. MindUp c. Roots Of Empathy d. Yoga Ed 2. Utilize MTSS model to: <ol style="list-style-type: none"> a. Maintain a positive & engaging school climate. b. Align interventions based on needs of targeted attendance groups. 3. Implement and monitor multi tiered Level of Supports. <ol style="list-style-type: none"> a. Implement classroom initiatives 	Yearlong		<ol style="list-style-type: none"> 1. Makaha Attendance Board and tracking system of how many times individual classes spell MAKAHA 2. Tiered Fidelity Inventory, Panorama Survey, SQS, and Quarterly student perception data. 3. Grades K - 5 will complete the sequence for their grade level SEL curriculum. 4. Monitor Avg. daily attendance rate monthly and quarterly. 5. Students referred to ARC will demonstrate "on track" attendance based on elapsed time. 	Quarterly	

	<p>to support positive classroom environments (spell MAKAHA).</p> <ul style="list-style-type: none"> b. Recognize Perfect Attendance (p/qt.) c. Monitor attendance data and schedule weekly meetings (targeted students). d. Utilize Social Worker and the ARC process for tier 3 attendance referrals. e. Kindergarten testing parent coffee hour. <p>4. Utilize the systems like Makaha Behavioral Leadership Team (BLT) vertical K-6 support team to identify school-wide need areas and the development and implementation of school-wide support strategies to increase positive student behaviors that are connected to attendance and to build clear consistent expectations for students through CHAMPS/RRPP.</p>			(SW3)		
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	(SW6)					
<p>Outcome 2: The percentage of students reporting positive school climate will increase from 70% to 80%, as measured by the safety dimension on the Panorama Data, as evidenced by the STRIVE HI report.</p>	<ol style="list-style-type: none"> 1. Implement Social Emotional Learning (SEL) curriculum/activities. <ol style="list-style-type: none"> a. Second Step b. MindUp c. Roots Of Empathy d. Yoga Ed 2. Utilize the Makaha Behavioral Leadership Team (BLT) vertical (K-6) support system to identify student need areas and the development and implementation of school-wide support initiatives to improve school/student culture. <ol style="list-style-type: none"> a. Create safety activities b. CHAMPs & RRPP 3. Develop multiple student groups <ol style="list-style-type: none"> a. SHOCK b. Malama Makaha c. Student Voice committee 4. Utilize Panorama Play Book 5. Utilize RTI-B monitoring process 6. Create a vertical alignment of field trips <p>(SW6)</p>	Yearlong		<p>Second Step Summative Assessment.</p> <p>Play Book from Panorama</p> <p>Tier Fidelity Interview (K-6)</p> <p>Other School Created Surveys</p> <p>(SW3)</p>	Quarterly	

<p>Outcome 3: The inclusion rate will increase from 28% to 40%, as measured by Least Restrictive Environment (LRE) data provided by OCISS.</p>	<ol style="list-style-type: none"> 1. Implement a school-wide Intervention Block (tentative 8:00-8:30am) to provide consistent RTI instructional block to address student reading deficits and learning gaps (reading, math) 2. Implement the Workshop Model (reader's, writer's, math) as a Tier 1 initiative in all classrooms to increase the instructional opportunities (small group, conferencing, etc.) to address various student instructional needs and levels. Tier 1 foundation to support an instructional inclusion model. 3. All grade levels (reg. ed and SPED assigned grade level teachers) implement Grade Level Data Teams (DT to provide consistent time for all grade level teachers to engage in the data team process: review student data, identifying need areas, targeting students, monitoring progress to: <ol style="list-style-type: none"> a. Grade levels to create (short cycle) 	<p>Yearlong</p>		<ol style="list-style-type: none"> 1. Special Education IEP review Team meeting notes <p>(SW3)</p>	<p>Quarterly</p>	
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	<p>SMART goals for ELA and math</p> <p>b. MES to change DT cycles to odd numbered IRAS (ELA) and even numbered IRAS (Math) to increase time for GL teachers to go deeper with planning, delivery of strategies, and monitoring of progress (eg, PBL, interdisciplinary, real world learning)</p> <p>c. Monitor of instructional goals/targets and student progress.</p> <p>4. Continue to utilize the LISC (learning intentions-success criteria) process to build teacher capacity</p> <p>5. Build teacher understanding of Early Learning initiatives that address trauma related issues in lower grades. Build understanding of PBL (engagement, alternative assessment) to address trauma related issues in the upper grades.</p>					
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	<p>6. Continue to build and develop trauma sensitive schools and MTSS understanding to improve support for students with social-emotional/behavior needs that will increase participation in inclusion settings.</p> <p>7. Continue to build understanding and implementation/instruction of executive functioning skills, foundational and adaptive skills and the connection to critical thinking, reasoning and problem solving.</p> <p>8. Utilize funding sources to purchase additional teaching positions to increase inclusion opportunities for students.</p> <p>(SW6)</p>					
<p>Outcome 4: The third grade literacy rate will increase from 51% to 74%, as evidenced by the STRIVE HI report.</p>	<p>1. Emphasize instructional reading skills acquisition and development in K-2 to address Gr K reading gaps based on Gr K screener. Implement Phonics block as a Tier 1 initiative to narrow reading gaps</p>	<p>Yearlong</p>		<p>1. Early Literacy STAR (Summary Report, percentage from the last page for probable reader)</p> <p>2. STAR Screening Report Hawaii SBA (only GR3)</p> <p>3. Kindergarten</p>	<p>Quarterly</p>	

	<ul style="list-style-type: none"> 2. Use K-6 teacher articulation to plan and monitor student progress. 3. Support early childhood education opportunities through the establishment of pre-school community on-campus partnerships in order to provide and increase kindergarten readiness opportunities for our Makaha Community. 4. Utilize funding resources to provide additional RTI reading support for students K-3 5. Utilize funding resources for Literacy (Phonics, Building knowledge and vocabulary) Professional Development <p>(SW6)</p>			<p>Readiness Assessment for beginning of the year</p> <p>(SW3)</p>		
<p>Outcome 5: The ELA proficiency rate will increase from 20% to 40%, as evidenced by the STRIVE HI report.</p>	<ul style="list-style-type: none"> 1. Implement an aligned ELA instructional system to provide students with consistent language and increased supports for learning. Provide relevant PD for teachers. 2. Implement a schedule for all grade level teachers to engage in data team process consistently 3. Identify personnel needed to create/support system for teachers/students 4. Use IRA teachers to provide student instructional supports so teachers can consistently monitor student progress through participating in data teams. 	Yearlong		<ul style="list-style-type: none"> 1. Pre/Post Performance Assessment Tasks Calkins UOS GR3-6 and STAR (Group MES 1-6) Screening Report Hawaii SBA 2. Grade level SMARTe goals from Data Team Monitoring Minutes and STAR (Group MES 1-6) Screening Report Hawaii SBA 3. Teacher Articulation Notes (RTI Groups) 4. Monitor Targeted Students 	Quarterly	

	<p>5. Provide ELT (extended learning time) to increase ELA instructional supports and enrichment opportunities for students.</p> <p>6. Utilize funding resources to create the Reading Specialist position(s) to provide additional RTI reading support for students.</p> <p>7. Utilize funding resources for Literacy (Phonics, Building knowledge and vocabulary) Professional Development</p> <p>(SW6)</p>			(SW3)		
<p>Outcome 6: The math proficiency rate will increase from 16% to 32%, as evidenced by the STRIVE HI report.</p>	<p>1. Implement an aligned Math instructional system (K-6) to provide students with consistent language and increased supports for learning. Provide relevant PD for teachers</p> <ul style="list-style-type: none"> a. Workshop Model (Opening, work-time, Closing) b. Instructional strategies c. Aligned (instructional) schedule (Gr.K-1, 2-3, 4-6) to increase leveled instructional support for students in Math. d. Monitor (systems/structure) progress through feedback gathered through GL rotation cycles 	Yearlong		<p>1. STAR/Freckles math data</p> <p>2. Grade level SMARTe goals from Data Team Monitoring Minutes and STAR (Group MES 1-6) Screening Report Hawaii SBA</p> <p>3. Teacher Articulation Notes (RTI Groups)</p> <p>4. Monitor Targeted Students</p> <p>(SW3)</p>	Quarterly	

	<ul style="list-style-type: none"> i. Purchases implement supplemental materials/curriculum/resources that support the workshop model and brain research strategies. <p>2. Implement grade level Data Teams to provide a consistent schedule for all grade level teachers to engage in the data team process: review student data, identifying need areas, targeting students, monitoring progress.</p> <ul style="list-style-type: none"> a. GL to create (short cycle) SMART goals for math b. GL to plan and progress monitor curriculum maps and pacing guides (review, identify, develop curriculum maps and pacing guides, assessments, small group/individualized instructional strategies, teacher/coaching cycles, etc.) <p>3. Identify personnel needed to create/support system (eg workshop, inclusion) for teachers/students</p> <ul style="list-style-type: none"> a. Coaches (K-2, 3-6) 					
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	<ul style="list-style-type: none"> b. Grade level Rotation support positions (IRA teachers) c. Class size reduction teachers <p>4. Use Instructional Resource Augmentation (IRA) Teacher Team to provide student instructional supports for grade level content/skill specific instructional need areas, test taking skills, keyboarding highlighting, navigation; organizational skills: researching, mapping, charting, content area enrichment supports: Health, language, extended science-robotics, maker-space, gaming, performance arts</p> <p>5. Utilize the Instructional Leadership Team (ILT) structure/process to identify and monitor school-wide instructional strategies to support student achievement.</p> <ul style="list-style-type: none"> a. Identify student instructional need areas b. Establish ILT school SMARTe goals (target, strategy, etc.) c. Establish and monitor learning cycles d. Establish and monitor school structures (schedule) e. Identify areas for professional 					
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	<p>development/improvement</p> <p>6. Provided extended learning time (ELT) to increase Math instructional supports and enrichment opportunities for students.</p> <ul style="list-style-type: none"> a. Intercession, after-school, summer tutorial/enrichment programs (Robotics, etc.) b. Homework/Breakfast Club c. PALS d. Tutoring (strategic planning) <p>(SW6)</p>					
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Staff Outcomes (SY 2020-21) SW6

SW 3

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)
<p>Outcome 1: Teacher licensing rate will maintain at 100% for the School year 2020-21, as measured on the ARCH Data System.</p>	<ul style="list-style-type: none"> 1. Recruit and Retain highly qualified (college student teacher program) teachers through partnerships with colleges. eg. UH Manoa, UH West O’ahu, Marist University , Whitworth University, Whitworth University <ul style="list-style-type: none"> a. Establish relationships through Makaha (teacher) Visit 	Yearlong		<ul style="list-style-type: none"> 1. Track Teachers expiration date 	Semester	

	<p>b. Provide support for teachers to participate in concurrent Masters of Education programs so they are able to accept vacant teacher positions.</p> <p>2. Establish early relationships with new teacher candidates.</p> <p>a. Promote recruitment of HQ teacher candidates through complex recruitment presentations and school campus visitations.</p> <p>b. Participate in Ventures intake interviews of new applicants, and in out-of-state recruitment trips to identify teacher candidates for Makaha Elementary</p> <p>3. Provide all teachers with support for HQ plans and relevant professional development.</p> <p>(SW5,6)</p>					
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<p>Outcome 2: Teacher retention rate will increase from 85% to 88% in the School year 2020-21, as measured by the ARCH Data System.</p>	<ol style="list-style-type: none"> 1. Provide first year teachers with an induction program to introduce new teachers to the Hawaii Department of Education system, Nanakuli Waianae Complex indicators/initiatives and Makaha Elementary School school-wide focus areas/school-wide agreements. <ol style="list-style-type: none"> a. Introduction of EES, state/complex/school focus areas, data teams process, etc. 2. Provide first and second year teachers with a mentoring support system: NW complex PD sessions, school level support system (modeling, technical assistance, PD) <p>(SW6)</p>	<p>Yearlong</p>		<ol style="list-style-type: none"> 1. School Created surveys <p>(SW3)</p>	<p>Quarterly</p>	
<p>Outcome 3: Teacher response on school climate will increase from 60% to 70% by the end of school year 2020-21, as measured by the School Quality Survey.</p>	<ol style="list-style-type: none"> 1. Implement Nanakuli-Waianae Complex (K-12) initiatives that support Makaha Elementary School's community building efforts, the building of a teacher/staff support system and improving teacher/staff instructional/behavioral 	<p>Yearlong</p>		<ol style="list-style-type: none"> 1. School Created Surveys <p>(SW3)</p>	<p>Quarterly</p>	

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	<p>consistency and capacity across the complex.</p> <p>2. Participate in NW complex initiatives-workshops, national conferences and institutes (to involve out-of-state travel)</p> <p>(SW5,6)</p>					
<p>Outcome 4: Parent response on school climate will increase from 77% to 85% by the end of the school year 2020-21, as measured by the School Quality Survey.</p>	<p>1. Provide parent educational opportunities</p> <ul style="list-style-type: none"> a. Open House b. Kindergarten Orientation c. Parent Teacher Conferences d. PCNC workshops e. 'Ohana Nights f. Preschool Transition Workshop g. Head Start Transition Workshop h. Keiki Steps to Kindergarten Orientation (if funding is available) i. Farm Open House (Partnership with Hoa Aina O Makaha) <p>(SW5,7)</p>	<p>Yearlong</p>		<p>1. School created Survey</p> <p>2. Participation rate for each parent educational opportunities provided by the school</p> <p>(SW3)</p>	<p>Quarterly</p>	



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. What does your school want to do that is “outside the box” to best address the needs for all students? How can you better engage your students?</i></p> <p>1. Create a 21st Century Innovation Center for students: Students will Explore different tools to create projects they are passionate about. The center will provide a way for students to be creative thinkers and be able to explore different career options. (SW5,6)</p> <p>2. Parent/Student Community Center: The center is a place where families can utilize to work towards individual/family goals like creating resumes, using technology, preparing for Job interviews or any other support needed. This center will also be used by the students. For example, the Student Council will use this center as a meeting area to prepare for school-wide initiatives. (SW7)</p>	<p><i>Please describe your conditions for Success: What does your school need to actualize your ideas around innovation and pilot projects? This may include changes to your core values and mindsets, curriculum and instruction, and infrastructure. This may also include the support you will need from your complex area team and the state offices?</i></p> <p>Create a 21st Century Innovation Center for students:</p> <ol style="list-style-type: none"> 1. Develop a plan to implement based on the school goals around the Innovation Center. 2. Purchase Tools such as 3D printers, ceramic, robots, art materials, etc. 3. Adjust Class Schedule to ensure Pilot classrooms have an opportunity to work in the center <p>Parent/Student Community Center:</p> <ol style="list-style-type: none"> 1. Develop a plan to implement based on the school goals around the Parent/Student Community Center. 2. Implement the Harwood Practice to gather ideas, goals from all stakeholders (students, teachers, family and community members)

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