



KMR

**Two-Year Academic Plan
2021-2023**

**Ma'ema'e Elementary School
319 Wylie Street
Honolulu, HI 96817
(808) 595-5400
www.maemaeschool.com**

Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>Where are we now?</p>	
<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability 	<p>Need:</p> <ul style="list-style-type: none"> ● Our EL student population has slowly increased to 11% over the past three years. <p>Need:</p> <ul style="list-style-type: none"> ● Our student SEL Data showed that students' highest need was Emotion Regulation at 49%. Grit (59%), Growth Mindset (61%) and Self-Efficacy (61%) were also areas of need. <p>Need:</p> <ul style="list-style-type: none"> ● Our SBA data had an overall decrease in Math (from 78% to 68%) and Language Arts (from 77% to 73%). HSA Science also dropped from 89% in 2018-2019 to 63.4% in 2020-2021.
<p>Addressing Equity: Sub-Group Identification</p>	
<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>	
<p>English Learners</p> <p>Our EL population continues to increase from 66 students in 2019-2020 to 71 students in 2021-2022. In 2018-2019, the EL student population proficiency in ELA was 36% and 50% in Math. Their proficiency percentages increased in 2020-2021 with 37% in ELA and 58% in Math.</p>	
<p>Special Education</p> <p>Our SpEd student proficiency in ELA was at 6% and Math proficiency was 5% in 2018-2019. We have no SpEd SBA data for 2020-2021 due to the low percentage of SpEd students enrolled in grades 3 through 5.</p> <p>Our Special Education and Disadvantaged Sub Groups' proficiency rate is lower than All Students' proficiency rate.</p> <p>Our ELL subgroup performs at or above the All Students' proficiency rate.</p> <p>Listed below are the resources available to the students in the targeted sub groups.</p>	
<p>ELL</p>	

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	<ul style="list-style-type: none">● RTI● Resource Room● After School Tutoring <p>Special Education</p> <ul style="list-style-type: none">● All grade levels have an inclusion class● RTI● Resource Room
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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Lenn Uyeda	1. Focused Professional Development
2. Greg Nakata	2. Academic Review Team
3. Myles Ibara	3. Comprehensive Student Support System (CSSS)
4. Jan Ishikawa	4. Response to Intervention (RTI)
5. Jan Ishikawa	5. Data Teams/Formative Instruction
6. Jan Ishikawa and Lisa Kumashiro	6. Induction and Mentoring
7. Jan Ishikawa	7. Implementation of CCSS, Next Generation Science Standards, C3 Social Studies Standards
8. Lauren Nomura and Kelly Fujimoto	8. Student Council / PBS / SEL

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of two years,	Rationale:
<p>By the end of school year 2022-2023, all students at Ma'ema'e will:</p> <ul style="list-style-type: none"> ● be safe, healthy and supported in school ● engage in high quality educational opportunities ● practice creative problem solving and apply their learning to life experiences ● experience a rigorous and well rounded standards based education that covers a variety of subject areas ● transition successfully from one grade level to the next 	<p>To prepare all students to be successful in college, career and citizenship we will work towards:</p> <ul style="list-style-type: none"> ● increasing proficiency in ELA, Math, and Science ● decreasing the gap between all students and students within sub groups ● Increasing the percentages in SEL data for Emotion Regulation and Growth Mindset ● increasing GLO - Consistently and Usually to 80%

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Planning				Funding/Amount	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>By the end of school year 2021-2022:</p> <p>ELA Proficiency will be 75%</p> <p>Math Proficiency will be 70%</p> <p>Science Proficiency will be 65%</p>	<p>Implement the data team process by utilizing data to collaboratively plan and generate common formative instructional strategies and assessments.</p>	2021-2022	Jan Ishikawa	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>-Grade level formative and summative assessments</p> <p>-i-Ready Assessments</p> <p>-SBA Interim Assessment</p>
<p>By the end of school year 2022-2023:</p> <p>ELA Proficiency will be 77%</p> <p>Math Proficiency will be 72%</p> <p>Science Proficiency will be 67%</p>	<p>Continue to implement the data team process by utilizing data to collaboratively plan and generate common formative instructional strategies and assessments.</p>	2022-2023	Jan Ishikawa	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>-Grade level formative and summative assessments</p> <p>-i-Ready Assessments</p> <p>-SBA Interim Assessment</p>

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<p>During School Years 2021-2022:</p> <p>Students will participate in all “Healthy Mind & Body Activities”</p>	<p>Plan and implement school-wide activities to promote students’ healthy minds and bodies</p> <ul style="list-style-type: none"> ● Literacy Week ● Fitness Day/Dolphin Dash ● STEAM Night ● Student Council Activities 	<p>2021-2022</p>	<p>Lisa Kumashiro Counselors</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other: PTSA <input type="checkbox"/> N/A</p>	<p>The ART will monitor -timelines -schedules -attendance of these activities</p>
<p>During School Years 2022-2023:</p> <p>Students will participate in all “Healthy Mind & Body Activities”</p>	<p>Continue to plan and implement school-wide activities to promote students’ healthy minds and bodies</p> <ul style="list-style-type: none"> ● Literacy Week ● Fitness Day/Dolphin Dash ● STEAM Night ● Student Council Activities 	<p>2022-2023</p>	<p>Lisa Kumashiro Counselors</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other: PTSA <input type="checkbox"/> N/A</p>	<p>The ART will monitor -timelines -schedules -attendance of these activities</p>

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<p>By end of School Year 2022-2023</p> <p>80% or more of students will earn consistently/usualy in each of the six GLO categories</p>	<p>Plan, implement, and assess Positive Behavior Intervention Support (PBS) programs (Choose Love), character education, instruction, and interventions to promote student success in all school settings to broaden students' understanding and demonstration of the expected behaviors and demonstration of the General Learners Outcomes (GLOS).</p>	<p>2021-2023</p>	<p>Counselors</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other: PTSA <input type="checkbox"/> N/A</p>	<p>Quarterly General Learner Outcomes grades</p>
<p>By the end of school year 2022-2023:</p> <p>ELA Proficiency will be 77%</p> <p>Math Proficiency will be 72%</p> <p>Science Proficiency will be 67%</p>	<p>Articulate within and across grade levels to build consistency in the implementation of our school's curriculum and instructional strategies</p>	<p>2021-2023</p>	<p>Jan Ishikawa</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input checked="" type="checkbox"/> N/A</p>	<p>-Grade level formative and summative assessments -i-Ready Assessments -SBA Interim Assessment</p>

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<p>By the end of school year 2022-2023:</p> <p>ELA Proficiency will be 77%</p> <p>Math Proficiency will be 72%</p> <p>Science Proficiency will be 67%</p>	<p>Implement curriculum, instruction, and assessments which are aligned to the Common Core State Standards and includes:</p> <p>Math Strategies to develop critical thinking, problem solving skills, and number sense</p> <ul style="list-style-type: none"> ● Concrete-Pictorial-Abstract ● Step-by-Step Model Drawing ● Number Bonds <p>Reading and Other Content Area Strategies</p> <ul style="list-style-type: none"> ● Close Reading ● Higher Level Inquiry ● Accountable Talk <p>Integrated Subject Areas that Promote</p> <ul style="list-style-type: none"> ● Inquiry ● Problem Solving ● Critical Thinking <p>Curriculum Support</p> <ul style="list-style-type: none"> ● i-Ready Universal Screener 	<p>2021-2023</p>	<p>Jan Ishikawa</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p>X N/A</p>	<p>-Grade level formative and summative assessments</p> <p>-i-Ready Assessments</p> <p>-SBA Interim Assessment</p>
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<p>By the end of SY 2021-2022</p> <p>100% of K-5 students will know of the Computer Science Standards (Level 1).</p> <p>By the end of SY 2022-2023</p> <p>100% of K-5 students will be able to describe and demonstrate the Computer Standards they have learned.</p>	<p>All teachers will provide Computer Science lessons covering the five concepts:</p> <ol style="list-style-type: none"> 1. Computing systems 2. Networks and the Internet 3. Data and Analysis 4. Algorithms and Programming 5. Impacts of Computing 	<p>2021-2023</p>	<p>Christine Kotomori</p> <p>Classroom Teachers</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p>X N/A</p>	<p>Progress Reports</p> <p>Student work</p>
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Goal 2: Staff Success. Ma’ema’e Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of two years,	Rationale:
<ul style="list-style-type: none"> ● All teachers will utilize differentiated and intervention strategies to meet the needs of all students. ● All teachers will implement strategies used from recent professional development. ● All students will have the opportunity to have voice and choice in curriculum, and are encouraged to explore new concepts. 	<ul style="list-style-type: none"> ● Providing teachers with opportunities to try out new instructional strategies is a means to build instructional and educational capacity in the school. ● Providing students with opportunities to express their ideas and reflect on their learning allows for an increased presence of student voice and enables them to participate in a wide-range of experiences.

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>All teachers will:</p> <ul style="list-style-type: none"> -Provide a learning environment for all students at all levels. -Implement instructional strategies to support learning and achievement. 	<p>Involve stakeholders in decision making process. Provide support in addressing the teachers' need for instructional strategies for their EL students.</p> <p>Implement learned strategies and student achievement for EL as well as general education students.</p>	2021-2023	Ann Ushiroda	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>WIDA Access</p> <p>Demographics</p> <p>Perception data</p> <p>Articulation Meetings</p> <p>i-Ready data (Diagnostic, Personalized Instruction)</p>
<p>All beginning teachers will meet with School Level Mentors weekly</p>	<p>Continue our school level induction and mentoring program.</p>	2021-2023	Jan Ishikawa Lisa Kumashiro	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Kiano</p> <p>-Interaction data</p>

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Goal 3: Successful Systems of Support. The system and culture of Ma'ema'e Elementary works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of two years,	Rationale:
<p>By the end of school year 2022-2023, Ma'ema'e School will:</p> <ul style="list-style-type: none">● maximize resources to advance equity and excellence for all students● partner with families and communities to support students● strengthen a culture of continuous improvement	<p>To prepare all students to be successful Ma'ema'e School will:</p> <ul style="list-style-type: none">● increase proficiency in ELA, Math, and Science● decrease the gap between all students and students within sub groups● increase the percentages in SEL data for Emotion Regulation and Growth Mindset● increase GLO - Consistently and Usually to 80%

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>During School Years 2021-2023</p> <p>Students will participate in parent, child, and community activities/academic nights</p>	<p>Plan and implement parent, child, and community activities/academic nights</p> <ul style="list-style-type: none"> ● STEAM Night ● Family Night ● Parent Workshops ● May Day/Song Fest ● Campus Beautification ● Other PTSA Sponsored Activities 	2021-2023	Lisa Kumashiro	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>The ART will monitor</p> <ul style="list-style-type: none"> -timelines -schedules -attendance -sign in sheets of these activities
<p>By the end of school year 2022-2023:</p> <p>ELA Proficiency will be 77%</p> <p>Math Proficiency will be 72%</p> <p>Science Proficiency will be 67%</p>	<p>Provide instructional support to meet students' academic needs:</p> <ul style="list-style-type: none"> ● Career and Technical Education ● Japanese ● Music ● One World ● Weekly RTI period ● Grades K-5 support with Part-Time teachers as needed 	2021-2023	Jan Ishikawa	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> -Grade level formative and summative assessments -i-Ready Assessments -SBA Interim Assessment

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	<ul style="list-style-type: none">• STEM and Technology				
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