2020 Academic Plan, School Year 2020-21

School: Makalapa Elementary

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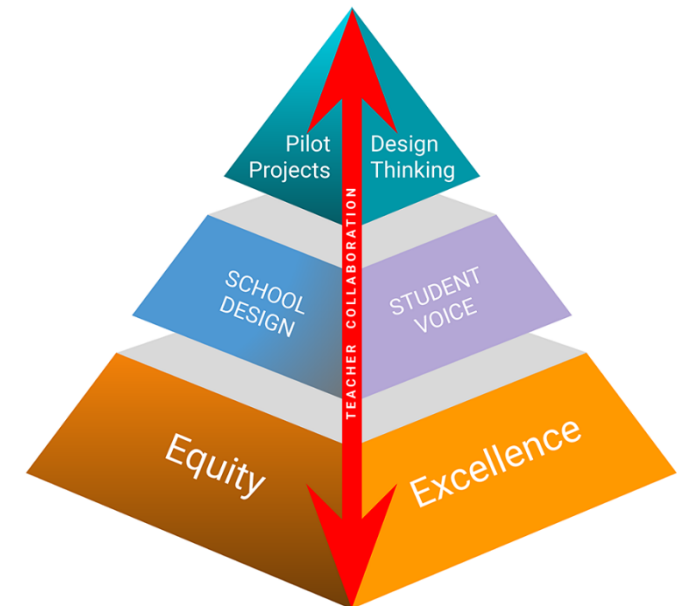
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

Principal (print):	
Principal's signature: Signature on file at school	Date: 6/02/2020

Complex Area Superintendent (print):	
Complex Area Superintendent's signature:	Date: 06/02/2020

[School Name], [Version 1], [Date]

2020 Academic Plan, School Year 2020-21

Makalapa Elementary School

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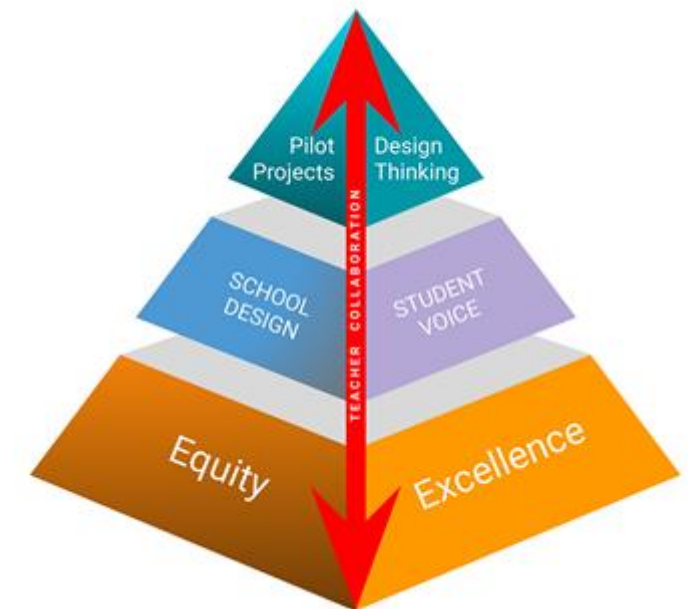- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).
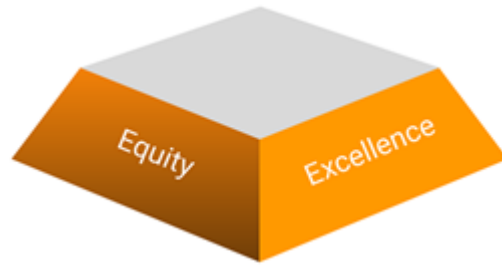
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Teaching & Learning Core: Equity and Excellence

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 comprehensive needs assessment (CNA), such as Title I CNA, 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?*

When looking at the students that are farthest from reaching proficiency, we find that these students fall into three major subgroups: ELL, SPED and Disadvantaged (F/R). Though we have a growing number of students that qualify for ELL and SPED services, we find that the largest students sub group really is the Disadvantaged population. Collectively, there are 48 students that fall farthest from proficiency in ELA while there are a total of 57 students that fall farthest from proficiency in math.
 	
ELL – 63 of 618 students are currently being serviced. 10% of the student population fall into this category. We have students that represent 14 languages. When looking at the ELL students that fall furthest from meeting proficiency, 13% are in ELA and 11% are in math are EL students.
 	
SPED - 76 of 618 students are serviced as in our Special Education Department. That is 12% of the student population at Makalapa. When looking at the SPED students that fall furthest from meeting proficiency, 23% are in ELA and 21% are in math are SPED students.
 	
DISADVANTAGED – 47.2% of the student enrollment at Makalapa receive assistance with meals here at school. There is a mix of students from the local and military communities. When looking at the F/R students that fall furthest from meeting proficiency, 40% are in ELA and 46% are in math are F/R students.
	Makalapa already has a process in place where the achievement gap groups are being tracked on a monthly basis. Using our data wall, these groups are analyzed for growth over time on a monthly basis. While all of these gap groups are important as separate sub groups, many of our students overlap multiple groups. It will be valuable to present all strategies to all students (being equitable to all students) with the goal of addressing our targeted sub groups.
	
	1. Use of data to guide instruction.
	   a. If teachers use data on student achievement based on the benchmarks that have been set, then teachers will be better able to make instructional changes and adjustments to daily lessons.
	2. Make adjustments based on student feedback and/or work samples.
	   a. If teachers make adjustments based off of the student work and feedback received from exit slips, student's evaluations & assessments, and conversations with students, then teachers will be able to clarify student misunderstandings and address need areas.
	3. Document instructional strategies and their results when working with varied instructional groups.
	   a. If teachers systematically document instructional strategies being used with students in small groups, then instruction will be targeted to specific students' needs.
	4. If we analyze subgroup data, identify target skills and strategies to guide small group instruction, then students will receive the designated instruction aligned to their specific needs.
	5. Implementation of the Leader in Me framework, and alignment of
		1. Provide professional development that are grounded in best practices to meet teacher needs and student needs.
		2. Focused strategy instruction that focus on the Big Five ideas in reading.
		3. Focused strategy instruction for math to build conceptual knowledge and understanding.
		4. Use the Data Wall to monitor and track student progress.
		5. Utilize collaborative conversations with teachers to align instructional practices and strategies to student needs.
		6. Utilize strategies and best teaching practices that foster college and career preparation.
		7. Provide assistance through support systems that address students' academic needs.
		8. Provide assistance through support systems that address students' social and emotional needs.

	GLOs to Leader in Me framework. a. If students are clear and understand how the Leader in Me Habits tie in with the state GLOs, then students will be able to monitor their behavior.	
(WASC midterm #5)	(Promise 2: Equity) (WASC midterm #5)	(Promise 2: Equity)

Innovation in Support of the Core: School Design and Student Voice
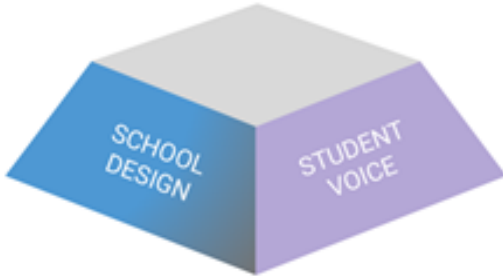
Describe here your complex/school contexts for School Design and Student Voice.

Makalapa Elementary is a school whose clientele is made up of varying student populations. Our student groups include English Language Learners, Special Education students, students from disadvantaged families, and students who are military dependents. With this wide range of student groups we need to be consist with classroom behavior, classroom routine and expectations. It is important that we are consistent in implementing the Leader In Me (LIM) program. We also need to be explicit in our teaching as we provide for all of the student groups on campus with direct instruction that is based on the needs of the students.

(WASC, midterm #4) (Promise 2: Equity)

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

Makalapa Elementary will provide opportunities that address college and career readiness through AVID, assist students with monitoring their behavior and grow leadership skills through school-wide implementation of the LIM program, and provide opportunities for students to use their leadership skills as emcees, student ambassadors, Junior Police Officers, and Student Council Representatives. Teachers will provide opportunities that are aligned to student needs and foster opportunities for student success.

(WASC #1, #5) (Promise 4: Empowerment)

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

Staff members will continue to receive professional development that will help them to meet the on-going needs of the students.

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? ● By the end of SY 2020-2021, Makalapa staff will be able to communicate our school design and school driven outcomes to the school community. (send flyer home) ● By the end of SY 2020-2021, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%) and Math (16%). ● By the end of SY 2020-2021, Makalapa staff will identify means of student voice opportunities for the students at Makalapa. (GL list of ideas). (Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● By the end of SY 2021-2022, Makalapa staff will seek feedback to consider revisions to school design. (feedback sought from staff, students, school community) ● By the end of SY 2021-2022, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%) and Math (16%). ● By the end of SY 2021-2022, student leader groups will be developed and utilized throughout the school environment. (list of student leadership groups) (Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* ● By the end of SY 2022-2023, Makalapa staff will communicate/revise school design. (revision) ● By the end of SY 2022-2023, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%) and Math (16%). ● By the end of SY 2022-2023, student leadership groups will extend out to participate in community service projects in our school community (Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)

Why are you implementing them? Makalapa has targeted the above measurable outcomes so that teachers, students and the school community are aware of outcomes and expectations for students who attend Makalapa Elementary School. We strive to keep all members of the school community informed and engaged as partners. (Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)	*Why are you implementing them?* Makalapa has targeted the above measurable outcomes so that teachers, students and the school community are aware of outcomes and expectations for students who attend Makalapa Elementary School. We strive to keep all members of the school community informed and engaged as partners. (Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)	*Why are you implementing them?* Makalapa has targeted the above measurable outcomes so that teachers, students and the school community are aware of outcomes and expectations for students who attend Makalapa Elementary School. We strive to keep all members of the school community informed and engaged as partners. (Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)
How will you know that they are causing an improvement? Makalapa will continue to track student data for growth within the year, as well as over time. Instructional strategies and activities will be revised to the needs of the students based on the data that is collected. We are committed to providing opportunities for growth for all students, including our targeted population groups. Our benchmark assessments will be used to determine changes that need to be made. Makalapa teachers will work collectively to brainstorm ways that we can allow student's voices to be expressed. We would also like to see/hear ideas from the students that can make Makalapa a better school. (Promise 2: Equity, Promise 3: School Design) (WASC midterm # 2, 4)	*How will you know that they are causing an improvement?* Makalapa will continue to track student data for growth within the year, as well as over time. Instructional strategies and activities will be revised to the needs of the students based on the data that is collected. We are committed to providing opportunities for growth for all students, including our targeted population groups. Our benchmark assessments will be used to determine changes that need to be made. Makalapa students will be given opportunities to find their strengths and voice as they are introduced to leadership options. Students in grades 3-6 will be introduced to Leadership areas to explore on a monthly basis. (Promise 2: Equity, Promise 3: School Design) (WASC midterm # 2, 4)	*How will you know that they are causing an improvement?* Makalapa will continue to track student data for growth within the year, as well as over time. Instructional strategies and activities will be revised to the needs of the students based on the data that is collected. We are committed to providing opportunities for growth for all students, including our targeted population groups. Our benchmark assessments will be used to determine changes that need to be made. Makalapa students will be active members of the school community and use their leadership knowledge and skills in community based projects (Promise 2: Equity, Promise 3: School Design) (WASC midterm #2, 4)
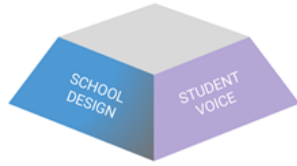
Innovation in Support of the Core: School Design and Student Voice

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. ELA: STAR, Achieve 3000 Math: i-Ready Leadership: LIM surveys	*Add throughout the year measurements here.* ELA: STAR, Achieve 3000, Edmentum, classroom assessments Math: i-Ready, Edmentum Leadership: LIM surveys	*Add end of year goals here.* ELA: 72% of students will be proficient in ELA upon taking the SBA. Math: 65% of the students will be proficient in Math upon taking the SBA Leadership: School referrals will decrease by 2%.

Student Outcomes (SY 2020-21)

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)

By the end of SY 2020-2021, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%) and Math (16%).
 	
(Promise 2: Equity)
	1. Focused strategy instruction for ELA, Math and Science.
	  a. Big Five for ELA (phonemic awareness, phonics, vocabulary, comprehension and fluency).
	  b. Build conceptual knowledge and understanding for math (anchor tasks and clever strategies, model drawing, concrete-visual/pictorial-abstract, focusing on visualization, reasoning, and number sense)
	  c. NGSS/5E lessons supported by NSTA resources.
		Year long		1. Pacing guide updates
				2. Articulation meetings and notes
				3. Edmentum:
				  a. Qtr.1 – 25%
				  b. Qtr. 2 – 50%
				  c. Qtr. 3 – 70%
				  d. Qtr. 4 – 80%
				4. Achieve 3000 – tracking lexile movement each month.
				5. iReady -Math – tracking grade level achievements and growth – quarterly
				6. STAR data – track screening scores for ELA three times a year.
				7. LIM surveys done monthly
					Monthly - based on articulation schedule	School to provide a progress report at the end of first and second semesters describing status of implementation of each enabling activity. Progress reports to be reviewed by CAS and Complex Area Team.

|						
	(Promise 4: Empowerment)					

By the end of SY 2020-2021, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%) and Math (16%).
 	
(Promise 2: Equity)
	2. Utilize strategies and best teaching practices that foster college and career preparation.
	  a. Infuse AVID strategies into daily instruction in all areas of the curriculum.
	
	(Promise 4: Empowerment)
				1. Articulation meetings and notes
				2. Edmentum:
				  a. Qtr.1 – 25%
				  b. Qtr. 2 – 50%
				  c. Qtr. 3 – 70%
				  d. Qtr. 4 – 80%
				3. Achieve 3000 – tracking lexile movement each month.
				4. iReady -Math – tracking grade level achievements and growth – quarterly
				5. STAR data – track screening scores for ELA three times a year.
					Monthly - based on articulation schedule	

By the end of SY 2020-2021, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%) and Math (16%).
 	
(Promise 2: Equity)
	3. Provide assistance through support systems that address students' academic needs.
	  a. SPED, ELL, RtI, tutoring programs.
	
	(Promise 2: Equity)
			Title I – 18902 (tutoring sem. 1)	1. Edmentum:
				  a. Qtr.1 – 25%
				  b. Qtr. 2 – 50%
				  c. Qtr. 3 – 70%
				  d. Qtr. 4 – 80%
				2. Achieve 3000 – tracking lexile movement each month.
				3. iReady -Math – tracking grade level achievements and growth – quarterly
				4. STAR data – track screening scores for ELA three times a year.
					Quarterly	

By the end of SY 2020-2021, Makalapa staff will be able to communicate our school design and school driven outcomes to the school community.
(Promise 1: Hawaii)
 	
By the end of SY 2020-2021, Makalapa staff will identify means of student voice
	4. Provide assistance through support systems that address students' social and emotional needs.
	  a. School-wide implementation of Leader in Me framework.
	  b. Correlate Leader in Me framework and state GLOs into posters for
				1. LIM surveys done monthly	Monthly	

opportunities for the students at Makalapa. (Promise 4: Empowerment)	c. Provide a support system for students that need emotional and/or behavior support (Counseling, PSAP, MFLC, etc.). (Promise 2: Equity) (Promise 4: Empowerment) (WASC midterm #5)					

Staff Outcomes (SY 2020-21)

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)
By the end of SY 2020-2021, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%) and Math (16%). (Promise 2: Equity) By the end of SY 2020-2021, Makalapa staff will identify means of student voice opportunities for the students at Makalapa. (Promise 2: Equity) (Promise 3: School Design) (Promise 4: Empowerment)	1. Provide professional development that are grounded in best practices to meet teacher needs and student needs. Professional development in areas such as: ELL strategies and interventions, AVID WICOR, LIM skills and strategies, Explicit Instruction, Anchor tasks, etc.) (Promise 4: Empowerment)	Year long	WSF Title I – 18902 (stipends for summer)	Professional Development calendar	revised by semester	
By the end of SY 2020-2021, Makalapa will maintain the achievement gap for high	2. Utilize collaborative conversations with teachers to align instructional practices and	Year long		1. Articulation meetings and notes 2. Edmentum:	Monthly - based on articulation schedule	

performing and low performing students for ELA (15%) and Math (16%). (Promise 2: Equity)	strategies to student needs. a. Make adjustments based on student feedback and/or work samples b. Students will be involved in the learning process through: 1) co-constructing criteria, 2) providing feedback, 3) self and peer reflections. (Promise 3: School Design)			a. Qtr.1 – 25% b. Qtr. 2 – 50% c. Qtr. 3 – 70% d. Qtr. 4 – 80% 3. Achieve 3000 – tracking lexile movement each month. 4. iReady -Math – tracking grade level achievements and growth – quarterly 5. STAR data – track screening scores for ELA three times a year.		
By the end of SY 2020-2021, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%) and Math (16%). (Promise 2: Equity)	3. Utilize Data Wall to monitor and track student progress. a. Teachers will collect, analyze and make predictions for student growth, quarterly, using the school created data sheet. (Promise 2: Equity)	Year long		1. Articulation meetings and notes 2. Edmentum: a. Qtr.1 – 25% b. Qtr. 2 – 50% c. Qtr. 3 – 70% d. Qtr. 4 – 80% 3. Achieve 3000 – tracking lexile movement each month. 4. iReady -Math – tracking grade level achievements and growth – quarterly 5. STAR data – track screening scores for ELA three times a year	Monthly - based on articulation schedule	
By the end of SY 2020-2021, Makalapa staff will be able to communicate our school design and school driven outcomes to the school community. (Promise 1: Hawaii) (Promise 3: School Design) By the end of SY 2020-2021, Makalapa staff will identify means of student voice	4. Provide family activities that encourage parent participation that build student self-confidence and relationships a. Examples include: father/daughter & mother/son dance, Leadership Day, Fun Fair, etc. b. Provide communication to parents to keep them informed of school	Year long	WSF	1. School calendar 2. Parent satisfaction surveys administered after each event	Revised annually	

opportunities for the students at Makalapa. (Promise 4: Empowerment)	updates (planners, emails, notices, website, social media, etc). (Promise 1: Hawaii) (Promise 3: School Design)				
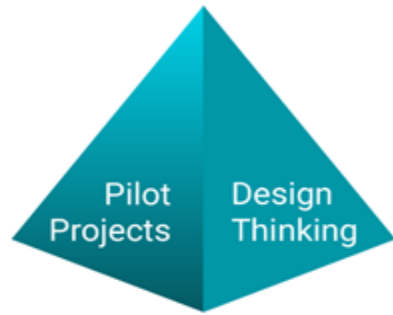
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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
Please describe your school's ideas around innovation and pilot projects. *Collaborative Learning Space – Makalapa was built in the 1970s when the open classroom concept was popular. Therefore, classes are not enclosed, but home to a space for greater collaboration for students and staff. However, we would like to redesign our space into 4 distinct collaborative spaces that teachers and students can better utilize. We dream of an open space for class meetings, that can be sectioned off efficiently into 4 distinct learning areas that we would like to call: Direct Instruction – which allows for whole group instruction from a teacher or team of teachers, W.W. Lab – Computer area that will allow for students to work on projects that require them to be on a computer or technology device, Collaborative Spaces – that allow for groups meetings and project planning and work areas, and an independent work area – where students work independently on work/assignments/projects or complete genius hour projects.* (Promise 5: Innovation)	*Please describe your conditions for Success:* *Collaborative Learning Space – planning time for teachers to work out exact space layout/design, professional development in creating collaborative spaces, community partners to assist with funding, funding for materials for construction and furniture.* (Promise 5: Innovation)