



Academic Plan for School Year 2021-22

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 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.

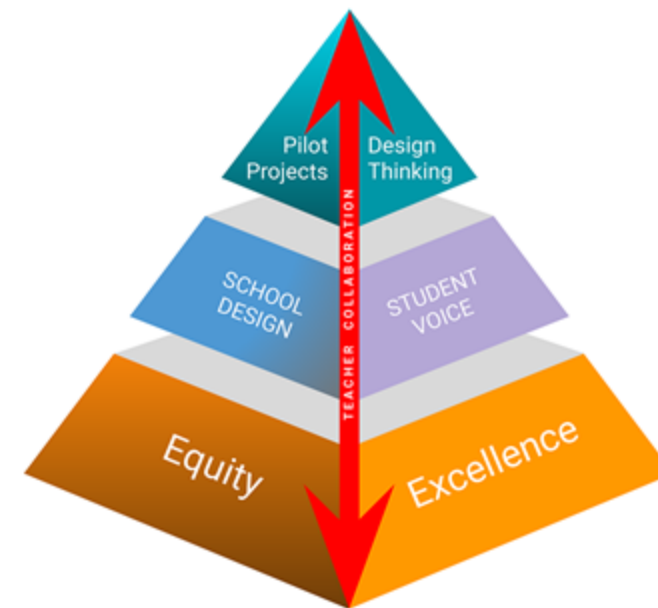
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

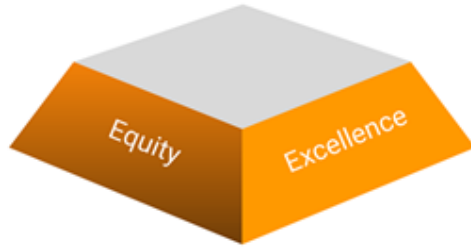
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

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



Principal : Denise Arai	
Principal's signature: Signature on file at school	Date: 03/31/2021

Complex Area Superintendent John Erickson	
Complex Area Superintendent's signature: 	Date: 04/29/2021

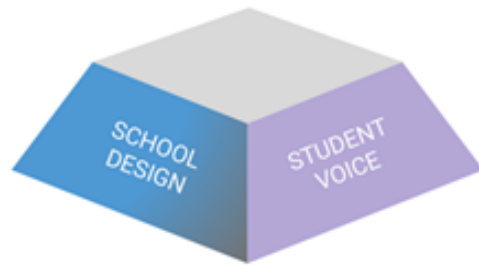


Teaching & Learning Core: Equity and Excellence

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 (SW 1)	Theory of Action (SW 6)	Enabling Activity (SW 6)
<p><i>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.</i></p> <p>When looking at the students who are farthest from reaching proficiency, we find that these students fall into three major subgroups: EL, SPED and Disadvantaged (F/R). Though we have a growing number of students who qualify for EL and SPED services, we find that the largest student subgroup really is our Disadvantaged population. Collectively, there are 48 students who fall farthest from proficiency in ELA while there are a total of 57 students who fall farthest from proficiency in math (data from SY 18-19). <i>When looking at the ICA data from SY 19-20 and 20-21, this group is still the group with the largest percentage of students who fail to meet proficiency. Only a third of these students show that they will be able to meet proficiency during this time of COVID.</i></p> <p>EL – 63 of 596 students are currently being serviced. 10% of the student population fall into this category. We have students who represent 14 languages. When looking at the EL students who fall furthest from meeting proficiency, 13% are in ELA and 11% are in math.</p> <p>SPED - 76 of 596 students are serviced in our Special Education Department. That is 12% of the student population at Makalapa. When looking at the SPED students who fall furthest from meeting proficiency, 23% are in ELA and 21% are in math.</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>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. <i>During the SY 20-21, we did not construct a Data Wall, but did use our data sheets to gather information that we needed on the individual students. The information was not as impactful as in the past when teachers had to actually move student names and post-its as they disaggregated the data. While part of the year was held online, student work production when returning to class did not meet some of the initial work that was turned in while fully distanced. Teachers did a lot more whole group teaching to ensure that content was presented to all students so that students were able to complete the work independently while not receiving instruction on campus.</i></p> <ol style="list-style-type: none"> 1. Use of data to guide instruction. <ol style="list-style-type: none"> a. If teachers use data on student achievement based 	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <ol style="list-style-type: none"> 1. Provide professional development that is grounded in best practices to meet teacher needs and student needs. 2. Focused strategy instruction that focuses on the Big Five ideas in reading, build conceptual knowledge and understanding in math, NGSS/5E lessons in science and introduction to new social studies standards. 3. Use the Data Wall to monitor and track student progress. 4. Utilize collaborative conversations with teachers to align instructional practices and strategies to student needs. 5. Utilize strategies and best teaching practices that foster college and career preparation. 6. Provide assistance through support systems that address students' academic needs. 7. Provide assistance through support systems that address students' social and emotional needs.

<p>DISADVANTAGED – 49.7% 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 who fall furthest from meeting proficiency, 40% are in ELA and 46% are in math.</p> <p>(WASC midterm #5)</p>	<p>on the benchmarks that have been set, then teachers will be better able to make instructional changes and adjustments to daily lessons.</p> <ol style="list-style-type: none"> 2. Make adjustments based on student feedback and/or work samples. <ol style="list-style-type: none"> a. If teachers make adjustments based on the student work and feedback received from exit slips, student’s evaluations & assessments, Google forms, 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. <ol style="list-style-type: none"> 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 then students can be taught skills to address their need areas. 5. Implementation of the Leader in Me framework, and alignment of GLOs to Leader in Me framework. <ol style="list-style-type: none"> 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. <p>(Promise 2: Equity) (WASC midterm #5)</p>	<p>(Promise 2: Equity)</p>
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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.

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 consistent 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.

During the SY 21-22, we would like to focus some of our efforts on transitions. While we have many students who are moving in and out of the enrollment because they are military dependents, we are also increasing in the number of students who are coming in as new EL learners. We acknowledge that being in a new school, while learning a new language and the new culture can be intimidating for these youngsters. We need to make transitions for all students who are entering Makalapa a safe and secure one. We have decided to join the other Radford Complex Elementary schools by adopting the Anchors for life curriculum. We are currently in the process of selecting students who will be mentors and members of this students mentor group. Training is planned for the summer of 2021, and roll-out of the program in SY 21-22. We feel that this student component will increase the ways that students can make their voices heard.

(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. [Additionally, during SY 21-22, we will be adding student mentors to the leadership groups that are present on campus.](#)

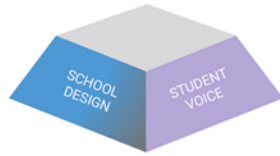
(WASC #1, #5) (Promise 4: Empowerment)

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. [Students will receive training in helping their fellow classmates transition into school easier as a new student to Makalapa. We know that the transition program will need a few years to get grounded and become stable. This is a project that we are focusing on for the next three years.](#)

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> 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). <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> 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) <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> 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 <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)</p>
<p><i>Why are you implementing them?</i></p> <p>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.</p> <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)</p>	<p><i>Why are you implementing them?</i></p> <p>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.</p> <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)</p>	<p><i>Why are you implementing them?</i></p> <p>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.</p> <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm #4)</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>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</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>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</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>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</p>

<p>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.</p> <p>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.</p> <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm # 2, 4)</p>	<p>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.</p> <p>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.</p> <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm # 2, 4)</p>	<p>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.</p> <p>Makalapa students will be active members of the school community and use their leadership knowledge and skills in community based projects</p> <p>(Promise 2: Equity, Promise 3: School Design) (WASC midterm #2, 4)</p>
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i> ELA: STAR, Achieve 3000 Math: i-Ready Leadership: LIM surveys</p>	<p><i>Add throughout the year measurements here.</i> ELA: STAR, Achieve 3000, Edmentum, classroom assessments Math: i-Ready, Edmentum Leadership: LIM surveys</p>	<p><i>Add end of year goals here.</i> 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%.</p>

Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity (SW 6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID (SW 5)	School Monitoring Activity (SW 3)	Frequency Quarter, Semester, Annual (SW 3)	Complex Monitoring Activity (to be completed by CAS)
<p>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%).</p> <p>(Promise 2: Equity)</p>	<ol style="list-style-type: none"> 1. Focused strategy instruction for ELA, Math, Science and introduction of new Social Studies standards. <ol style="list-style-type: none"> 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- 	Year long	WSF for Curriculum and Instructional materials	<ol style="list-style-type: none"> 1. Pacing guide updates 2. Articulation meetings and notes 3. Edmentum: <ol style="list-style-type: none"> 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 	Monthly - based on articulation schedule	

	<ul style="list-style-type: none"> visual/pictorial-abstract, focusing on visualization, reasoning, and number sense) c. NGSS/5E lessons supported by NSTA resources. d. Introduction to new standards in Social Studies. <p>(Promise 4: Empowerment)</p>			<ul style="list-style-type: none"> 6. STAR data – track screening scores for ELA three times a year. 7. LIM surveys done monthly 		
<p>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%).</p> <p>(Promise 2: Equity)</p>	<ul style="list-style-type: none"> 2. Utilize strategies and best teaching practices that foster college and career preparation. <ul style="list-style-type: none"> a. Infuse AVID strategies into daily instruction in all areas of the curriculum. <p>(Promise 4: Empowerment) (SW 6)</p>	Year long	Title 1 18902, Title 1 18935	<ul style="list-style-type: none"> 1. Articulation meetings and notes 2. Edmentum: <ul style="list-style-type: none"> 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	
<p>By the end of SY 2021-2022, Makalapa will maintain the achievement gap for high performing and low performing students for ELA (15%)</p>	<ul style="list-style-type: none"> 3. Provide assistance through support systems that address students’ academic needs. <ul style="list-style-type: none"> a. SPED, EL, Rtl, tutoring programs. 	Year long	Title 1 18902	<ul style="list-style-type: none"> 1. Edmentum: <ul style="list-style-type: none"> a. Qtr.1 – 25% b. Qtr. 2 – 50% c. Qtr. 3 – 70% d. Qtr. 4 – 80% 	Quarterly	

<p>and Math (16%). (Promise 2: Equity)</p>	<p>(Promise 2: Equity) (SW6)</p>			<ol style="list-style-type: none"> 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. 		
<p>By the end of SY 2021-2022, Makalapa staff will be able to communicate our school design and school driven outcomes to the school community. (Promise 1: Hawaii)</p> <p>By the end of SY 2021-2022, Makalapa staff will identify means of student voice opportunities for the students at Makalapa. (Promise 4: Empowerment)</p>	<ol style="list-style-type: none"> 4. Provide assistance through support systems that address students’ social and emotional needs. <ol style="list-style-type: none"> a. School-wide implementation of Leader in Me framework. b. Correlate Leader in Me framework and state GLOs into posters for students use in the classroom. c. Provide a support system for students who need emotional and/or behavior support (Counseling, PSAP, MFLC, etc). d. Create a student mentoring program to assist students with student transitions at Makalapa. 	<p>Year long</p>	<p>WSF for Curriculum and Instructional materials</p>	<ol style="list-style-type: none"> 1. LIM teacher survey done monthly to track implementation of the LIM program. 2. Select two of the state’s GLO to create a tie in with the Leader in Me program. (Find a correlation between how the Leader in Me Habits affect the student’s behavior when measured by the GLOs.) Collect baseline data for the GLOs on a quarterly basis. 3. Student/ Teacher/ Parent questionnaires and surveys. 	<p>Monthly</p> <p>Quarterly</p> <p>Quarterly, as well as during entrance and exiting of students.</p>	

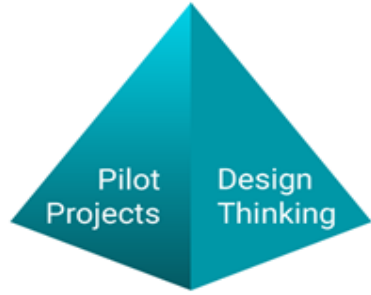
	(Promise 2: Equity) (Promise 4: Empowerment) (WASC midterm #5) (SW 6)					
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Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity (SW 6)	Duration Fall, Spring, Yearlong	Source of Funds Program ID (SW 5)	School Monitoring Activity (SW 3)	Frequency Quarter, Semester, Annual (SW 3)	Complex Monitoring Activity (to be completed by CAS)
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%). (Promise 2: Equity) By the end of SY 2021-2022, 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 is grounded in best practices to meet teacher needs and student needs. Professional development in areas such as: EL strategies and interventions, AVID WICOR, LIM skills and strategies, Explicit Instruction, Anchor tasks, etc.) (Promise 4: Empowerment)	Year long	WSF for Professional Development training Title 1 18902	Professional Development calendar	Semester	
By the end of SY 2021-2022, Makalapa will maintain the achievement gap for high performing	2. Utilize collaborative conversations with teachers to align instructional practices and strategies to	Year long		1. Articulation meetings and notes 2. Edmentum: a. Qtr.1 – 25%	Monthly - based on articulation schedule	

<p>and low performing students for ELA (15%) and Math (16%).</p> <p>(Promise 2: Equity)</p>	<p>student needs.</p> <ol style="list-style-type: none"> 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. <p>(Promise 3: School Design)</p>			<ol style="list-style-type: none"> b. Qtr. 2 – 50% c. Qtr. 3 – 70% d. Qtr. 4 – 80% <ol style="list-style-type: none"> 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. 		
<p>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%).</p> <p>(Promise 2: Equity)</p>	<ol style="list-style-type: none"> 3. Utilize Data Wall to monitor and track student progress. <ol style="list-style-type: none"> a. Teachers will collect, analyze and make predictions for student growth, quarterly, using the school created data sheet. <p>(Promise 2: Equity)</p>	<p>Year long</p>		<ol style="list-style-type: none"> 1. Articulation meetings and notes 2. Edmentum: <ol style="list-style-type: none"> 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 	<p>Monthly - based on articulation schedule</p>	

<p>By the end of SY 2021-2022, Makalapa staff will be able to communicate our school design and school driven outcomes to the school community.</p> <p>(Promise 1: Hawaii) (Promise 3: School Design)</p> <p>By the end of SY 2021-2022, Makalapa staff will identify means of student voice opportunities for the students at Makalapa.</p> <p>(Promise 4: Empowerment)</p>	<p>4. Provide family activities that encourage parent participation that build student self-confidence and relationships</p> <ul style="list-style-type: none"> a. Examples include: father/daughter & mother/son dance, Leadership Day, Fun Fair, etc. b. Provide communication to parents to keep them informed of school updates (planners, emails, notices, website, social media, etc). <p>(Promise 1: Hawaii) (Promise 3: School Design) (SW 7)</p>	<p>Year long</p>	<p>WSF (parent activities /materials)</p> <p>Title 1 18935</p>	<ol style="list-style-type: none"> 1. School calendar 2. Parent satisfaction surveys administered after each event 	<p>Revised annually</p>	
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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 (SW 5)
<p><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p><i>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.</i></p> <p>(Promise 5: Innovation)</p>	<p><i>Please describe your conditions for Success:</i></p> <p><i>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.</i></p> <p>(Promise 5: Innovation)</p>