



Academic Plan for School Year 2021-22

[School: **Mokulele 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.

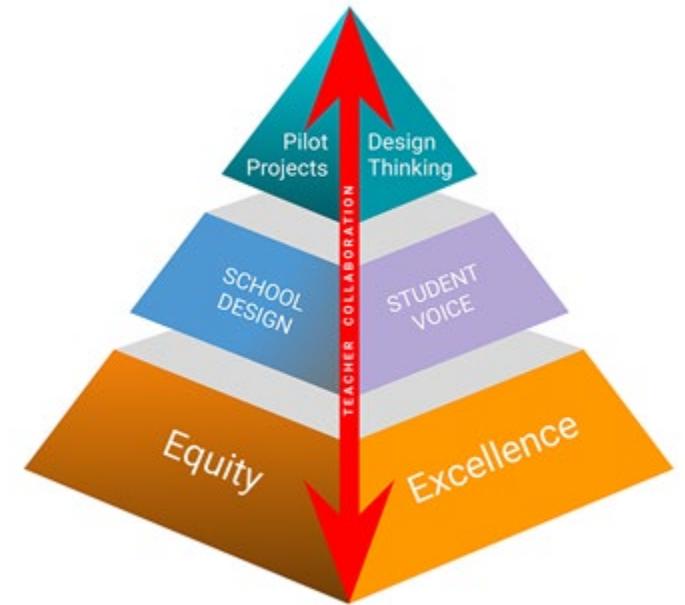
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).



Principal (print): Melissa Goo	
Principal's signature: Signature on file at school	Date: 4/21/2021

Complex Area Superintendent (print): John Erickson	
Complex Area Superintendent's signature: 	Date: 5/6/2021



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	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>Total Enrollment:209</p> <p><u>Special Education</u> – 25% of total population (Equity)</p> <p>SBA 2018-19 the number of tested SpEd students is so small that the statistic is not useful, other forms of data must be used. The decision to focus on our SpEd population is based on the large percentage of our population that they represent and the historically large gap in achievement between SpEd and GenEd students across the state and in our Complex Schools.</p> <p>SBA 2018-19 Math All students: 48% met standard Math non-high needs: 72% met standard Math SpEd: 30% met standard ELA All Students: 54% met standard ELA non-high needs: 64% met standard ELA SpEd: 45% met standard</p> <p>iReady final 2020 (K-6) Math All students: 43% on grade level Math SpEd: 4% on grade level ELA All students: 51% ELA SpEd: 7%</p>	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p><u>Special Education</u> <i>If our students that receive special education services are supported with differentiated instruction and supports tailored to their needs they will develop the skills needed to achieve academically. If the academic achievement of our students that receive special education services increases, our achievement gap will decrease.</i></p> <p><u>Low SES</u> <i>If students from low-socioeconomic environments are supported with differentiated instruction and supports tailored to their needs they will develop the skills needed to achieve academically. If the academic achievement of our students from low-socioeconomic environments increases, our achievement gap will decrease.</i></p> <p><i>If our understanding and skill in identifying, collecting and analyzing data increases, we will be more likely to identify the root causes of challenges.</i></p> <p><i>If we are able to accurately identify the root causes, we will be more successful at identifying strategies to address them and will increase the overall success of our students.</i></p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <p><i>Language Arts and Math interventions during the response to intervention (RTI) period and other scheduled times. Tier 1: iReady 4x/week, Achieve 3000, Accelerated Reader (AR) Tier 2: After school math tutoring, goals and strategies determined by iReady diagnostic recommendations Tier 3: Sunday reading tutoring for struggling readers in SpEd</i></p> <p><i>The implementation of social emotional structures (Tribes) throughout the school environment to improve school climate and student engagement. (School Design, Equity)</i></p> <p><i>Continued professional development and exposure to resources for faculty and educational assistants on differentiated instruction and engagement practices. (Innovation, Empowerment)</i></p> <p><i>Professional Development on data analysis and use of data to identify and target student needs. A clear understanding of the data that represents our school will allow us to be more effective at identifying our student's needs and the possible activities that will positively impact their achievement. The collection, presentation and discussion around data will become more systematic, collaborative, and integrated into Mokulele's culture. (Equity, Empowerment)</i></p>

Low-socioeconomic status (SES) - 37% of total population (Equity)

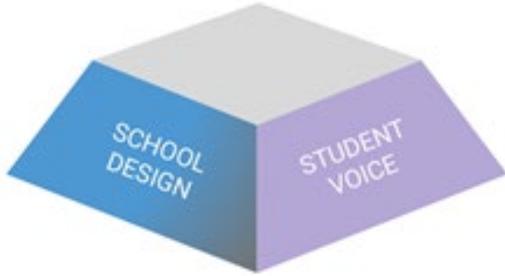
Math All students: 48% met standard
Math non-high needs: 72% met standard
Math SES: 50% met standard

ELA All students: 54% met standard
ELA non-highneeds: 64% met standard
ELA SES: 60% met standard

Transiency Rate

2019-2020 - Admissions 31%, Withdrawals - 43%
2020-2021 - Admissions 42%, Withdrawals - 42% (4/12/21)
(Data from Infinite Campus)

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



Describe here your complex/school contexts for School Design and Student Voice.

Mokulele Elementary is a military impacted school with close to 100% military or DOD dependents as students. Our families are impacted by frequent transitions, many fall into the low socioeconomic category and we have a very high percentage of students receiving special education services.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

Mokulele describes itself as a Tribes school. Tribes Learning Communities create a positive learning environment and support student achievement by assuring the healthy development of every child. We are an AVID certified school. AVID supports the creation of a student-centric classroom that is inquiry-based, with high expectations for all. Tribes and AVID support a focus on student voice and choice at the individual classroom and school levels. Data Teams contribute to us using data to continue monitoring the impact of strategies. This is imperative for successful and informed decision making.

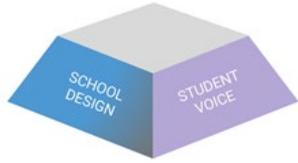
Describe here your Conditions for Success for School Design and Student Voice

Highly trained teachers, EAs, and staff with a working-knowledge of Tribes and AVID strategies. A positive and supportive learning environment that encourages collegiality and has high expectations for all.

SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>This second year of implementation will create new baseline measures and strategies for continued improvement. Tribes and AVID are designed to improve our ability to hear, understand, and respond to student voice in our classrooms and school wide.</p> <p>The impact of COVID-19, distance learning, and blended learning may be significant in both SEL and academic achievement.</p> <p>All teachers new to the school will receive professional development in Tribes.</p> <p>All teachers will dedicate a substantial part of the first week of school to Tribes strategies and developing relationships in the classroom.</p> <p>All teachers will show evidence of AVID strategy use in their classrooms to support student centered learning.</p> <p>Student perceptions will be measured through the Panorama student perception survey. SY20-21 provided</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p>All classrooms will demonstrate evidence of effective use of Tribes strategies.</p> <p>All classrooms will demonstrate evidence of effective use of AVID strategies.</p> <p>All teachers will effectively participate in Data Teams to analyze student data.</p>	<p><i>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</i></p> <p><i>School wide evidence of being a Tribes Learning Community</i></p> <p><i>School wide evidence of being an AVID certified school.</i></p> <p><i>Data teams will demonstrate the effective use of data analysis to understand the impact of various strategies on student achievement.</i></p>

<p>some baseline data that was collected in the Fall from grades 3-5 and grade 6. Grade 6 is not integrated into the school wide data and is reported separately. The usefulness of this data can be improved by reporting grades 3-6 data for the school. We will also collect the data a second time in the 4th quarter to measure change. SY 20-21 will provide baseline data for functional smart goals in SY 21-22. (Student Voice)</p> <p>All teachers will receive professional development regarding effective participation in Data Teams.</p>		
<p><i>Why you are implementing them?</i></p> <p>By having a thorough understanding of Tribes and AVID strategies, Mokulele will be able to more effectively implement them and therefore derive the benefits. The benefits of Tribes and AVID will be a more student-centered school environment that has high academic and behavioral expectations of all school community members. The result will be higher academic achievement, through higher engagement and attendance.</p> <p>Increased use of Data Teams will allow us to effectively measure the effectiveness of strategies on the achievement of students.</p> <p>Three out of four WASC visit growth areas were based on data collection and analysis.</p> <p>School Identified:</p> <ol style="list-style-type: none"> 1.The staff to increase consistency in implementing, monitoring, evaluating and modifying programs and processes with greater fidelity and consistency to increase rigor and relevance of the instructional programs. 2.The staff to develop a schoolwide common understanding and agreements of schoolwide initiatives and then develop consistency in measuring student growth and progress of each grade level through vertical articulation and vertical alignment of programs and processes. <p>Visiting Committee Identified:</p>	<p><i>Why you are implementing them?</i></p> <p><i>By having a thorough understanding of Tribes and AVID strategies, Mokulele will be able to more effectively implement them and therefore derive the benefits. The benefits of Tribes and AVID will be a more student-centered school environment that has high academic and behavioral expectations of all school community members. The result will be higher academic achievement, through higher engagement and attendance.</i></p> <p><i>Increased use of Data Teams will allow us to effectively measure the effectiveness of strategies on the achievement of students.</i></p>	<p><i>Why you are implementing them?</i></p> <p><i>We will track teacher and staff use of Tribes and AVID strategies by engaging in walk-throughs, school wide, to gather data on use and types of strategies being used.</i></p> <p><i>We will monitor student survey results to detect changes in engagement and satisfaction with the culture of the classroom and school as a whole.</i></p> <p><i>Through observation and participation in Data Teams we will measure participants' comfort and skill at using the teams process to change practice and address individual student needs. Data Teams will have expanded to include all staff members and to analyze data on multiple levels. Parents and community members may engage in Data Teams as well.</i></p> <p><i>Our universal screener, iReady, will provide data on student learning and progress. It will also provide data for analysis, and suggestions for strategies to target student needs.</i></p> <p><i>SBA data will be available to show changes in state testing to provide an additional data point for evidence of improved academic achievement.</i></p>

<p>3.The staff to review and revise where appropriate the school and individual discipline plans and develop a system in which student voice is considered in the school’s procedures and policies to improve the overall behavior and operations of the student body.</p> <p>4.The staff to analyze comprehensive student data more effectively and intentionally to make informed decisions on school wide initiatives, practices, and programs.</p>		
<p><i>How will you know that they are causing an improvement?</i></p> <p>We will track educator engagement in professional development and their understanding and comfort with Tribes and AVID strategies through polls, surveys and/or perception data. Baseline data will be collected and periodic formative data will show progress. (School Design)</p> <p>Through observation and participation in Data Teams we will measure participants’ comfort and skill at using the teams process to change practice and address individual student needs. Baseline data will be collected and periodic formative data will show progress. The Data Teams process itself creates data on the success and impact of strategies on student achievement. This can be in the form of academic or behavioral improvement.</p> <p>Our universal screener, iReady, will provide data on student learning and progress. It will also provide data for analysis, and suggestions for strategies to target student needs. iReady provides a baseline, mid-point and end of year diagnostic score that will allow us to track impact on student achievement. (Student Voice)</p> <p>Improved student attendance will be measured against a baseline that is to be determined. State reported chronic absenteeism is based on full-school-year students and does not provide a full picture of our current attendance. (School Design)</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>We will track educator use of Tribes and AVID strategies by engaging in walk-throughs to gather data on use and types of strategies being used.</p> <p>We will monitor student survey results to detect changes in engagement and satisfaction with the culture of the classroom and school as a whole.</p> <p>Through observation and participation in Data Teams we will measure participants’ comfort and skill at using the teams process to change practice and address individual student needs.</p> <p>Our universal screener, iReady, will provide data on student learning and progress. It will also provide data for analysis, and suggestions for strategies to target student needs.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>We will track teacher and staff use of Tribes and AVID strategies by engaging in walk-throughs, school wide, to gather data on use and types of strategies being used.</p> <p>We will monitor student survey results to detect changes in engagement and satisfaction with the culture of the classroom and school as a whole.</p> <p>Through observation and participation in Data Teams we will measure participants’ comfort and skill at using the teams process to change practice and address individual student needs.</p> <p>Data Teams will expand to include all staff members and to analyze data on multiple levels. Parents and community members may engage in Data Teams as well.</p> <p>Our universal screener, iReady, will provide data on student learning and progress. It will also provide data for analysis, and suggestions for strategies to target student needs.</p> <p>SBA data will be available to show changes in state testing to provide an additional data point for evidence of improved academic achievement.</p>



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>Add beginning of the year measurements here.</p> <p><i>Perception Survey Results from SY 2019-20, and SY 2020-21</i></p> <p><i>iReady year end diagnostic SY 2020-21</i></p> <p><i>Chronic absenteeism rate for SY 2019-20 at Q3:</i> <i>FSY -</i> <i>All students -</i> <i>SpEd -</i> <i>Low SES -</i></p> <p><i>SBA results from SY 2020-21</i></p> <p><i>Visible Tribes strategy use in classrooms, measured by planned walkthroughs.</i></p> <p><i>Visible AVID strategy use in classrooms, measured by planned walkthroughs.</i></p>	<p>Add throughout the year measurements here.</p> <p><i>iReady mid-year diagnostic</i></p> <p><i>Attendance records at mid-year and the end of 3rd quarter</i></p> <p><i>Achieve 3000 use and score results</i></p> <p><i>AR use data</i></p>	<p>Add end of year goals here.</p> <p><i>Increase of students on track for typical growth through iReady by 10%. Disaggregated - Mokulele all, SpEd, Low SES</i></p> <p><i>Increase of 3rd grade students on grade level for reading by 10%. Measured using iReady and Achieve 3000 lexile level. Disaggregated - Mokulele all, SpEd, Low SES</i></p> <p><i>Decrease in chronic absenteeism of 5% over SY 2-19-20 data (SY 2020-21 is highly impacted by the learning models used during the COVID-19 pandemic), using all students as data points (not FSY students). Disaggregated - Mokulele all, SpEd, Low SES</i></p> <p><i>Increase in student perception survey results by 5%, over the 2019-20 data. (SY 2020-21 is highly impacted by the learning models used during the COVID-19 pandemic).</i></p>

Student Outcomes (SY 2021-22)

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)
10% increase in students on track for typical growth (Equity)	Increased school wide understanding and familiarity with Tribes and AVID strategies and goals through professional development and practice.	Yearlong	WSF	Disaggregated iReady data will be monitored by ART and grade level Data Teams. Increase of 3rd grade students on grade level for reading by 10%. Measured using iReady and Achieve 3000 lexile level.	Semester	
10% increase in students on track for typical growth (Equity)	Individualized and targeted assistance for students in Math and ELA through the use of iReady after school math tutoring, and Sonday for early readers.	Yearlong	WSF	The use of iReady, tutoring and Sonday will be monitored by the ART. Disaggregated iReady data will be monitored by ART and grade level data teams.	Semester	
5% decrease in chronic absenteeism. (Equity)	Increased communication with parents of students at risk for 15 or more missed school days.	Yearlong	WSF	Disaggregated attendance data to be monitored by ART and grade level Data Teams.	Quarter	
5% increase in grades 3-6 student perception survey Classroom Climate percent favorable. (Student Voice)	Increased student engagement due to increased effective use of Tribes and AVID strategies.	Yearlong	WSF	Classroom climate response rating.	Annual	
68% of continuing ELL students will make at least a 0.5 gain on the WIDA (Equity)	ELL teacher will provide targeted differentiated instruction on ELA strands.	Yearlong	WSF (ELL)	W-APT screener WIDA Screener WIDA Access	Annual	

Staff Outcomes (SY 2021-22)

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)
All teachers will make progress towards becoming certified in sheltered instruction. (Equity)	Teachers will take at least one course accepted towards sheltered instruction requirements.	Yearlong	NA	Teacher reporting	Annual	
All teachers will design and lead a Tribes 'Ohana activity (School Design, Student Voice, Hawaii)	Tribes 'Ohana Groups will be returned to the schedule in SY 2021-22.	Yearlong	WSF	Schedule of Tribes 'Ohana activities.	Quarter	
All teachers will share an AVID strategy at a faculty meeting for Teachers-Teaching- Teachers (TTT) (School Design, Student Voice)	TTT presentations will continue during Faculty Meeting time in SY 2020-21	Yearlong	WSF	Schedule of AVID TTT presentations will be created.	Quarter	
All teachers will gain a working knowledge of Tribes (School Design, Student Voice)	Professional Development of all teachers in Tribes	Yearlong	NA	ART will conduct walkthroughs and classroom observations to monitor implementation and identify supports needed.	Quarter	
All teachers will implement AVID strategies. (School Design, Student Voice)	Enrichment activities provided by resource teachers will enhance teacher understanding and familiarity with AVID strategies.	Yearlong	NA	ART will conduct walkthroughs and classroom observations to monitor implementation and identify supports needed.	Quarter	
All teachers will participate collaboratively in a grade level, or multi-grade level data team.	Curriculum coordinator will facilitate the meetings. A Data Room will provide a location for school wide data display. (Innovation)	Yearlong	NA	Administration will drop in on data team meetings to monitor participation and functionality.	Semester	



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.</i></p> <p><i>Each year students determine a problem that they would like to solve at the school. That year, each grade level would take on one part of solving that problem and put it into motion as a team. (Innovation, Empowerment)</i></p> <p><i>At an end of year showcase, each grade level would present how they contributed to solving the problem or completing the project.</i></p>	<p><i>Please describe your conditions for Success:</i></p> <p><i>Creation of an Innovation Team consisting of a small number of staff dedicated to supporting highly functional, collaborative, and creative team work. After intensive team building, this group will monitor and develop ways to support innovative and research based learning opportunities in the school. They will also monitor and support the effective, collaborative function of other teams at Mokulele.</i></p> <p><i>Teachers need to be comfortable leading discussions about topics they may know little about and coaching students to create a plan.</i></p> <p><i>Teachers need to be comfortable teaching the common core standards through real world activities.</i></p> <p><i>Creating or discovering a system to use for determining the problem and the steps to solve it.</i></p> <p><i>Developing community partnerships to assist where necessary.</i></p> <p><i>Developing DOE partnerships to reduce the barriers discovered along the way.</i></p>