

## 2020 Academic Plan, School Year 2020-21



### 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 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.

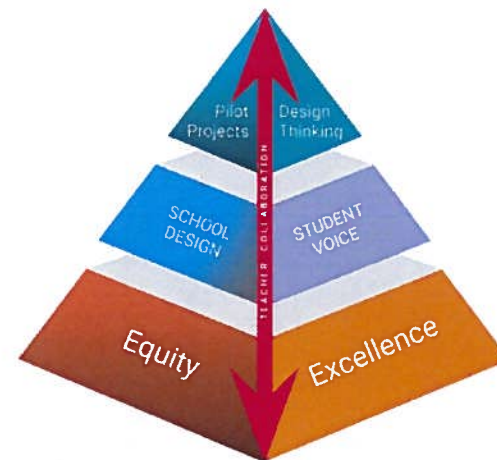
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).



**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

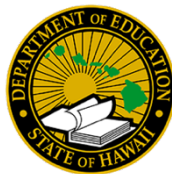
- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

**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): Lynne Ajifu	
Principal's signature: 	Date: May 27, 2020
Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature: 	Date: May 27, 2020



# 2020 Academic Plan, School Year 2020-21

## Mililani 'Ike Elementary

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year 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 the 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, Study, Act (PDSA) cycles, and systemized by leading indicators.

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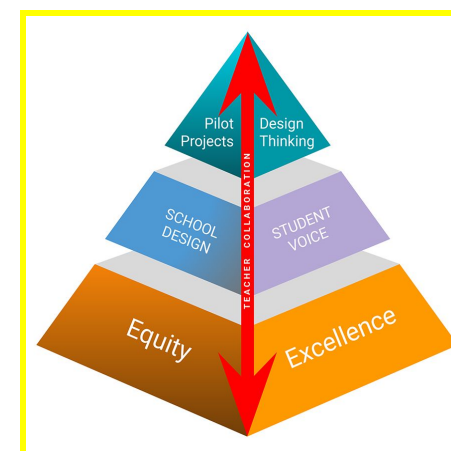
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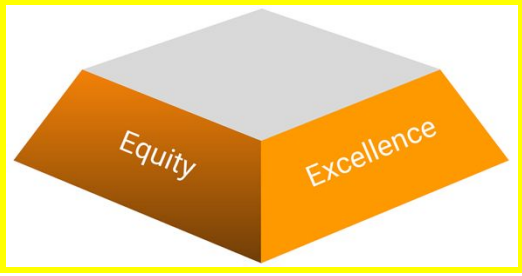
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year 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 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



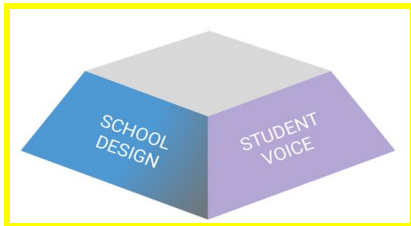


# Teaching & Learning Core: Equity and Excellence

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><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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>1.1 Mililani ‘Ike has 83% of students in grades 3-5 who are proficient in English Language Arts (ELA) on the SY 2018-2019 Smarter Balanced Assessment (SBA). This reflects a majority of the students who are achieving at or above grade level, 17% of the students are not at grade level yet according to the SBA results.</p> <ul style="list-style-type: none"><li>1.1a 30% (7 out of 23) of IDEA students were proficient in ELA on the SY 2018-2019 SBA.</li><li>1.1b 65% (13 out of 20) of Socio-Economic Status (SES) students were proficient in ELA on the SY 2018-2019 SBA.</li></ul> <p>1.2 For the SY 2018-2019 SBA results in Math, 77% of the students demonstrated proficiency. 23% of the</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>1.1 If all students receive instruction through Mililani ‘Ike’s teacher created ELA curriculum and their progress is monitored through formative and summative common grade level assessments, then:</p> <ul style="list-style-type: none"><li>K-5 students will continue to make progress</li><li>students in grades 3-5 will continue to maintain or improve proficiency on the SY 2019-20 ELA SBA.</li></ul> <p>1.2 If all students receive instruction through the modified Stepping Stones Math curriculum and their progress is monitored through formative and summative common grade level assessments, then:</p> <ul style="list-style-type: none"><li>K-5 students will continue to make progress.</li><li>students in grades 3-5 will continue to maintain or improve proficiency on the SY 2019-20 Math SBA.</li></ul> <p>1.1 - 1.2 If all teachers implement Response to Intervention strategies, then students will receive differentiated instruction for identified skill areas and students will show academic progress.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p>1.1 - 1.2 All teachers will continue to analyze school and classroom data and implement Rtl to meet the needs of students.</p> <p>1.1 - 1.3 All teachers will refine grade level units to align formative and summative assessment to identified standards.</p> <p>1.3 All teachers will continue to refine grade level grade level units to align to:</p> <ul style="list-style-type: none"><li>Common Core State Standards (CCSS)</li><li>Next Generation Science Standards (NGSS)</li><li>College, Career, and Civic Life (C3) Framework.</li></ul> <p>2.1 All teachers and staff will explore SEL standards and strategies to begin to select and implement SEL practices.</p>

<p>students in grades 3-5 did not meet proficiency at this time.</p> <ul style="list-style-type: none"><li>• 1.1a 39% (9 out of 23) of IDEA students were proficient in math on the SY 2018-2019 SBA.</li><li>• 1.1b 65% (13 out of 20) of Socio-Economic Status (SES) students were proficient in math on the SY 2018-2019 SBA.</li></ul> <p>1.3 For the SY 2018-2019 HSA results in Science, 83% of the students demonstrated proficiency. 17% of the students in grade 4 did not meet proficiency.</p> <ul style="list-style-type: none"><li>• 1.1a 44%(4 out of 9) of IDEA students were proficient in science on the SY 2018-2019 Hawaii State Assessment (HSA).</li><li>• 1.1b 63% (5 out of 8) of Socio-Economic Status (SES) students were proficient in science on the SY 2018-2019 HSA.</li></ul> <p>2.1 The Tripod Student Perceptions Survey results demonstrate 81% of Mililani ‘Ike students in grades 3-5 feel positively about their school.</p> <p>Maintaining the high quality educational program to continue the above average results while continuing to provide differentiated support for students will allow all students to become college and career ready while at Mililani ‘Ike Elementary.</p>	<ul style="list-style-type: none"><li>• i-Ready</li><li>• ELA and math games</li><li>• small group instruction</li><li>• individual tutoring</li></ul> <p>1.1 - 1.3 If all teachers, including special education teachers, continue to collaborate then all students will receive challenging curriculums (SS and Science) to stretch their learning abilities.</p> <ul style="list-style-type: none"><li>○ Grade Level Planning</li><li>○ Revise Pacing Guides</li><li>○ Revise Curriculum Maps</li><li>○ Teacher Articulation</li><li>○ Data Teams</li><li>○ Curricular Professional Development</li></ul> <p>2.1 If a school wide SEL program is implemented at Mililani ‘Ike for staff and students, then skills will be developed to build adaptability and abilities to positively cope in various situations.</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.

- Mililani 'Ike focuses on fostering students to become adaptable problem solvers who exemplify positive character through providing educational experiences that allow for explorations and applications of skills and knowledge.
- Teacher collaboration is a foundational component for Mililani 'Ike's eminence.
- To champion all staff and students to grow harmoniously in a positive learning environment while cultivating skills and strategies to adapt to all situations, Mililani 'Ike will develop and implement a Social Emotional Learning (SEL) program.

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

Mililani 'Ike's areas of foci are:

- Refining Curriculum Maps
- Addressing the needs of Diverse Learners
- Creating opportunities for Innovation and Exploration
- Providing Professional Developments

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

- Teacher collaboration is a foundational component for Mililani 'Ike's eminence.
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SY 2020-21 <a href="#">Measurable Outcomes</a>	SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>
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What are your [Measurable Outcomes](#) around School Design and Student Voice? What are you designing?

**Refining Curriculum Maps**

Mililani 'Ike will refine curriculum maps:

- English Language Arts (ELA)
- Math
- Science (Next Generation Science Standards Understanding by Design - UbD Units)
- Social Studies C3 Framework (UbDs)

**Addressing the needs of Diverse Learners**

Mililani 'Ike utilizes multi-sensory learning (MSL), iReady and focused Response to Intervention (RTI) instructional blocks as an intervention approach. Annually, we refine our approach and tools to meet diverse learner needs.

- English Learners
- Students with Disabilities
- Gifted and Talented
- Developing Readers
- Social Economic Status

**Creating opportunities for Innovation and Exploration**

Mililani 'Ike offers a myriad of activities that promotes interests in learning to inspire creativity, self expression, student voice and civic responsibility.

- Tech Integration
- Makerspace
- Music
  - Orchestra
  - Chorus
  - ORFF
- Physical Education
- Research
- Robotics
- Foreign Language (Hawaiian Studies/Japanese)
- 'Ike Ki'i - Imagineers

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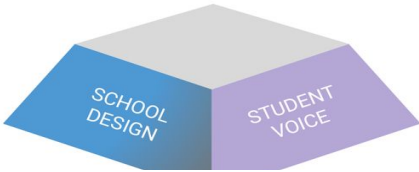
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<ul style="list-style-type: none"><li>• Student Council</li><li>• Campus Police Officers (CPOs)</li></ul> <p><b>Providing professional development</b> Mililani ‘Ike supports teacher efficacy by providing learning opportunities for our staff.</p> <ul style="list-style-type: none"><li>• C3 Framework Social Studies Standards</li><li>• Next Generation Science Standards (NGSS)</li><li>• Social Emotional Learning</li></ul>	<ul style="list-style-type: none"><li>• Student Council</li><li>• Campus Police Officers (CPOs)</li></ul> <p><b>Providing professional development</b> Mililani ‘Ike supports teacher efficacy by providing learning opportunities for our staff.</p> <ul style="list-style-type: none"><li>• C3 Framework Social Studies Standards</li><li>• Social Emotional Learning</li></ul>	<ul style="list-style-type: none"><li>• Student Council</li><li>• Campus Police Officers (CPOs)</li></ul> <p><b>Providing professional development</b> Mililani ‘Ike supports teacher efficacy by providing learning opportunities for our staff.</p> <ul style="list-style-type: none"><li>• C3 Framework Social Studies Standards</li><li>• Social Emotional Learning</li></ul>
<p><i>Why are you implementing them?</i></p> <ol style="list-style-type: none"><li>1. Mililani ‘Ike focuses on fostering students to become adaptable problem solvers who exemplify positive character through providing educational experiences that allow for explorations and applications of skills and knowledge.</li><li>2. Teacher collaboration is a foundational component for Mililani ‘Ike’s eminence.</li><li>3. Mililani ‘Ike will continue to refine a multi-tiered system of support to provide effective interventions needed for all students to succeed academically and socially.</li><li>4. To champion all staff and students to grow harmoniously in a positive learning environment while cultivating skills and strategies to adapt to all situations, Mililani ‘Ike will develop and implement a Social Emotional Learning (SEL) program.</li></ol>	<p><i>Why are you implementing them?</i></p> <p>Based upon an analysis of the interventions applied during the previous year, adjustments will be made accordingly.</p>	<p><i>Why are you implementing them?</i></p> <p>Based upon an analysis of the interventions applied during the previous year, adjustments will be made accordingly.</p>

<p>Achieving the vision of Mililani ‘Ike is, “Every student will learn in a rigorous standards-based positive learning environment.”</p> <p>Based on the Western Association of Schools and Colleges (WASC) Recommendations administration, faculty, and support staff should continue to refine a multi-tiered system of support to provide effective intervention needed of all students to succeed academically and socially.</p>		
<p><i>How will you know that they are causing an improvement?</i></p> <p>Grade Level Curriculum Maps and Pacing Guide will be revised.</p> <p>Consistency in differentiated support for students will increase as shown through data team teacher reflections and walkthrough data.</p> <p>Data from i-Ready, Fountas and Pinnell, Common Grade Level Assessments, Report Card Marks, or SBA will show an increase in student achievement.</p> <p>After completing an SEL activity, teachers will report a gain in their knowledge of regulating their emotional well-being.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Grade Level Curriculum Maps and Pacing Guide will be revised.</p> <p>Consistency in differentiated support for students will increase as shown through data team teacher reflections and walkthrough data.</p> <p>Data from i-Ready, Fountas and Pinnell, Common Grade Level Assessments, Report Card Marks, or SBA will show an increase in student achievement.</p> <p>After completing an SEL activity, teachers will report a gain in their knowledge and application of regulating their emotional well-being through a survey.</p> <p>Students will report a gain in their knowledge of regulating their emotional well-being through a survey.</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Grade Level Curriculum Maps and Pacing Guide will be revised.</p> <p>Consistency in differentiated support for students will increase as shown through data team teacher reflections and walkthrough data.</p> <p>Data from i-Ready, Fountas and Pinnell, Common Grade Level Assessments, Report Card Marks, or SBA will show an increase in student achievement.</p> <p>After completing an SEL activity, teachers will report a gain in their knowledge and application of regulating their emotional well-being through a survey.</p> <p>Students will report a gain in their knowledge and application of regulating their emotional well-being through a survey.</p>





# 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
	i-Ready reports, Fountas and Pinnell results, Data Team minutes, classroom walkthroughs	100% of teachers will consistently utilize iReady instruction and data to support diverse learner needs.

**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)
100% of students will receive standards based instruction based upon <b>school developed curriculum maps</b> .	<ul style="list-style-type: none"><li>Teachers will instruct utilizing their school developed curriculum maps.</li></ul>	Quarterly		Teacher Articulation, Grade Level Planning, Classroom Observation	Quarterly	
100% of identified students with <b>diverse learner needs</b> will receive appropriate instruction.	<ul style="list-style-type: none"><li>Students will be identified through our <b>school’s screening process</b><ul style="list-style-type: none"><li>iReady</li><li>DIBELS</li><li>K Assessment</li><li>Teacher Observation</li></ul></li><li>Students will receive <b>Multi-Sensory Learning (MSL)</b></li><li><b>Differentiated instruction</b> will be provided during</li></ul>	Quarterly		i-Ready online usage reports, Data Teams, Faculty Meetings, Teacher Assessment Days	Quarterly	

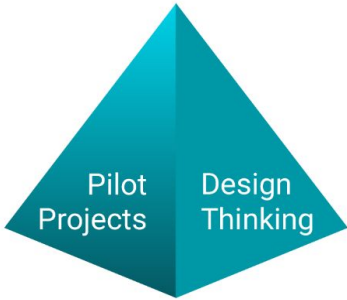
	<p>dedicated Response to Intervention (RtI) blocks</p> <ul style="list-style-type: none"> <li>Students will receive appropriate instruction based upon <b>recognized eligibility categories</b> (SPED, 504, EL, GT)</li> </ul>					
<p>100% of students will use <b>i-Ready Online Instruction</b> to augment their learning.</p> <ul style="list-style-type: none"> <li>80% of students will pass their identified amount of lessons per week utilizing the 3-2-1 guideline for red, yellow, green proficiency levels.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will provide <b>online instructional time</b> for students</li> <li>Teachers will <b>review weekly</b> lesson completion and passing rates</li> <li>Teachers will <b>provide feedback and adjust instruction</b> as needed</li> </ul>	Weekly, Quarterly		Teacher Articulation, Data Teams, Classroom Observation	Weekly, Quarterly	
<p>100% of students will have the opportunity to participate in <b>innovation and exploration activities</b>.</p> <ul style="list-style-type: none"> <li>Tech Integration</li> <li>Makerspace</li> <li>Music <ul style="list-style-type: none"> <li>Orchestra</li> <li>Chorus</li> <li>ORFF</li> </ul> </li> <li>Physical Education</li> <li>Research</li> <li>Robotics</li> <li>Foreign Language (Hawaiian Studies/Japanese)</li> <li>'Ike Ki'i - Imagineers</li> <li>Student Council</li> </ul>	<ul style="list-style-type: none"> <li>Establish programs based upon <b>student interests and staff expertise</b></li> <li>Implement a rotational schedule to allow <b>access and equity</b> to the activities</li> </ul>	Quarterly		<ul style="list-style-type: none"> <li>Annual Participation</li> <li>Instructor Schedules</li> <li>Student performance and products</li> </ul>	Quarterly	

<ul style="list-style-type: none"> <li>• Campus Police Officers (CPOs)</li> </ul>						
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#### 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)
100% of teachers will <b>participate in refining grade level curriculum</b> (Pacing Maps and Curriculum Guides) to provide core instruction.	<ul style="list-style-type: none"> <li>• Teachers will participate in <b>grade level articulation, planning sessions, and faculty meeting</b></li> <li>• Teachers will <b>share twice a month</b> their pacing of curriculum.</li> <li>• Grade level curriculum will be refined</li> </ul>	Weekly Quarterly		Grade Level Planning, Teacher Articulation, and Faculty Meeting Agenda and Minutes	Weekly Quarterly	
100% of teachers will have opportunities to participate in <b>Professional Development</b> .	<ul style="list-style-type: none"> <li>• C3 Framework Social Studies Standards</li> <li>• Next Generation Science Standards (NGSS)</li> <li>• Social Emotional Learning (SEL)</li> <li>• Additional topics as identified</li> </ul>	Monthly		Professional Development Agenda, Minutes	Monthly	
100% of students identified will receive <b>differentiated instruction</b> during the <b>Response to Intervention block</b> to address <b>diverse learner needs</b> .	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Differentiated approaches</li> <li>• Online instruction</li> <li>• Character Education</li> </ul>	Weekly, Monthly		Grade Level Planning, Teacher Articulation, Data Team Agenda and Minutes	Weekly, Monthly	
100% of students identified will receive <b>multi-sensory learning</b>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Formative feedback</li> <li>• Teacher collaboration</li> </ul>	Weekly, Monthly		Progress Monitoring Meetings	Weekly, Quarterly	

(MSL) to address fluency and computation.	<ul style="list-style-type: none"><li>• Parent Involvement</li></ul>					
A schoolwide Social Emotional Learning (SEL) program will be selected with SEL cadre teachers implementing the SEL program.  All teachers will participate in SEL faculty activities.	SEL Cadre will review chosen program and lessons for each grade level. <ul style="list-style-type: none"><li>• implement SEL lessons and share experiences with faculty</li><li>• implement SEL activities with all staff</li></ul>	Yearlong		Teacher reflection and feedback  Teacher perceptual survey	2x Quarterly	



**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.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” 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>While referencing the “Forward Focused” Plan, <b>please describe your school’s ideas around innovation and pilot projects.</b> Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p>To develop an “exploration” program where students can explore their identified passions and teachers can teach their passion to a more focused audience (e.g. golf, dance, fishing, robotics, art, performance, puppetry, taiko, STEM, volleyball, fitness, strategic games, reading buddies, inventors, video editing, culinary, landscaping, photography, journalism, . . .) In applying foundational skills in real life situations, students will be positive citizens who contribute to the school community.</p>	<p><i>Please describe your Conditions for Success:</i></p> <p>In order to start such a program, we will need:</p> <ul style="list-style-type: none"><li>● time to plan and schedule,</li><li>● to survey students interests,</li><li>● to survey teacher expertise</li><li>● develop community partnerships</li><li>● open rooms to set these places up</li><li>● materials and supplies</li></ul>