2020 Academic Plan, School Year 2020-21

School: Mililani Mauka 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 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.

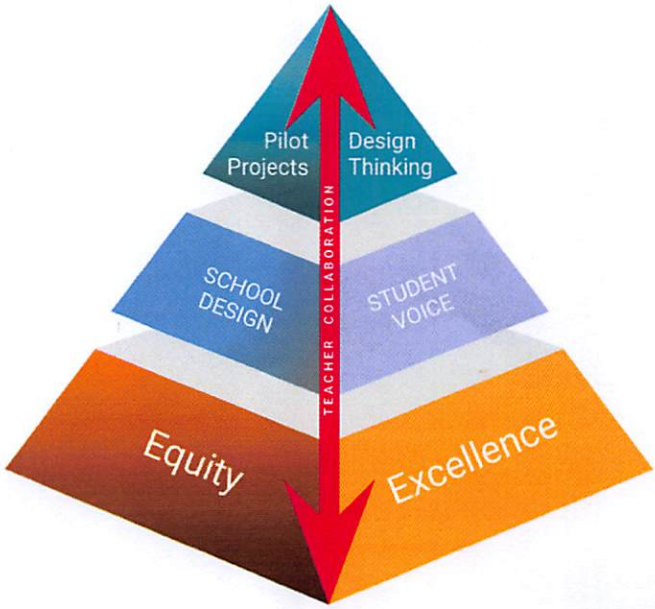
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 7).

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 4-6).

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 2-3).



Principal (print): Avis Nanbu	
Principal's signature:	Date: 5/15/2020

Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature:	Date: 6/8/2020

2020 Academic Plan, School Year 2020-21

Mililani Mauka Elementary School

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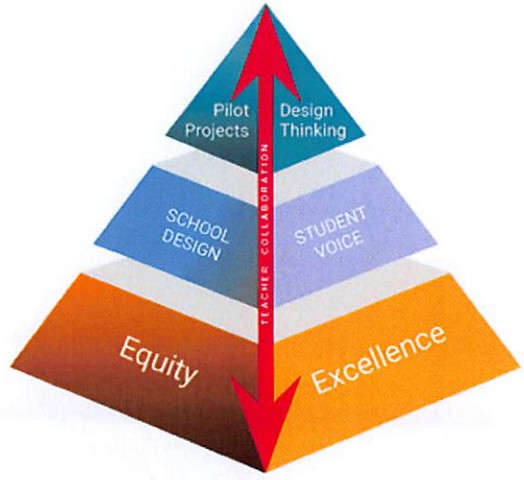
HIDOE Learning Organization



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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 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).

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

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.

Proficiency Level on SBA: All Students

	2016-2017	2017-2018	2018-2019
Language Arts	75%	80%	77%
Math	75%	80%	77%

3rd grade Students who read near, at, or above grade level

SY 2016-17	SY 2017-18	SY 2018-19
85%	86%	92%

Theory of Action

What is your Theory of Action (if-then) to improve the achievement gap?

If teachers and staff continue to provide foundational skills for literacy development then students will be ready for the instructional rigor of the next grade level.

Enabling Activity

What are your Enabling Activities to improve the achievement gap?

Grade level articulation

- curriculum
- instructional practices
- varied & differentiated assessments
- use of data to drive instruction

Proficiency Level on SBA: Disabled Students

	2016-2017	2017-2018	2018-2019
Language Arts	31%	29%	16%
Math	20%	13%	16%

The percentage of disabled students (SPED) meeting in proficiency in **language arts** decreased from SY 2016-17 though SY 2018-19
31% → 29% → 16%

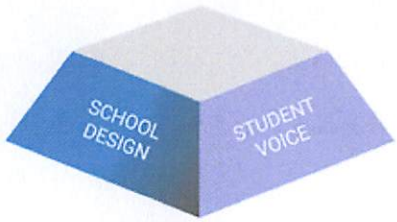
Achievement Gap: High Needs and Non-High Needs Students (Proficiency Level on SBA)

	2016-2017		2017-2018		2018-2019	
Language Arts	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs
	82%	54%	89%	57%	86%	51%
	28 point gap		**32 point gap**		**35 point gap**	
Math	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs
	82%	51%	89%	56%	84%	55%
	31 point gap		**33 point gap**		**29 point gap**	

If teachers and staff are provided with training and ongoing support to provide a standards-aligned instructional program then targeted interventions can be utilized to reduce the achievement gap.

If inclusionary practices are implemented then students who experience difficulty in language arts and math will be presented with models that will expose them to higher thinking, questioning and discussions.

Professional development
- literacy and language development
- formative data
  - academic data in i-Ready
  - social emotional learning (SEL) data in Panorama
- formative assessment practices
- special education instruction and inclusionary practices
- differentiation
- multi-tiered system of support (MTSS) implementation
- Total Participation Techniques



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

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

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

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

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?
• Total Participation Techniques - engagement strategies
• Differentiated assessments
  ○ Teacher survey-- i.e. "In what ways are students being assessed?"
  ○ Student (gr. 3-5) survey - "What different ways are you being assessed?
• Differentiated instruction
  ○ Data will be collected via walk-throughs-- i.e. "In what ways is instruction being delivered?"
  ○ Teacher survey-- "How are you differentiating your instruction?"
  ○ Student (gr. 3-5) survey-- "What different ways are you learning content?"
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Why are you implementing them? • Develop a culture of shared responsibility • Continuum of services with an array	Why are you implementing them? • Develop a culture of shared responsibility • Continuum of services with an array	Why are you implementing them? • Develop a culture of shared responsibility • Continuum of services with an array

of interventions and supports • Consistent, equitable resources and opportunities that address the unique needs and abilities of all students • Improve achievement and growth for all students	of interventions and supports • Consistent, equitable resources and opportunities that address the unique needs and abilities of all students • Improve achievement and growth for all students	of interventions and supports • Consistent, equitable resources and opportunities that address the unique needs and abilities of all students • Improve achievement and growth for all students
How will you know that they are causing an improvement? • Achievement gap in Strive HI data will decrease based on 2019-2020 SBA results. • There will be an increase in the number of students who have a sense of belonging • Performance on Strive HI and iReady will demonstrate growth toward proficiency	How will you know that they are causing an improvement? • Achievement gap in Strive HI data will decrease based on 2020-2021 SBA results. • There will be an increase in the number of students who have a sense of belonging • Performance on Strive HI and iReady will demonstrate growth toward proficiency	How will you know that they are causing an improvement? • Achievement gap in Strive HI data will decrease based on 2021-2022 SBA results. • There will be an increase in the number of students who have a sense of belonging • Performance on Strive HI and iReady will demonstrate growth toward proficiency

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

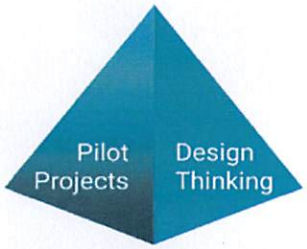
Add beginning of the year measurements here.
• Strive HI 2019
  ○ Language Arts: 77%
  ○ Math: 77%
  ○ Inclusion Rate: 15%
	Add throughout the year measurements here.
	• Formative assessments: iReady
		Add end of year goals here.
		• Increase proficiency rate by 1%
		• Increase inclusion rate by 5%

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)
Increase Teacher-Student Relationships to 80%	Implementation of PBIS, including social-emotional learning (SEL) curriculum	Yearlong	20657	Panorama survey	semester	Panorama Survey data CAS walkthrough - Fall/Spring
Growth on iReady	Implementation of Tier 1 Multi Tier System of Support (MTSS) • RTI	Yearlong	WSF (tutors for intervention)	iReady DIBELS (Grade K-3)	semester	iReady Data

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)
Increase of Strive HI inclusion rate to 20%	Participation in Hui Pu -- PD on inclusive practices	Yearlong	WSF	• Inclusion rate of students • walkthrough	quarterly	Monthly student support data pool
Total Participation Techniques	Continue to provide professional development on techniques to engage all learners	Yearlong	WSF	• walkthrough	quarterly	CAS walkthroughs - Fall/Spring



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 schools' 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**.

Complex Area Ideas for Innovation and Pilot Projects	Conditions for Success
Please describe your school's ideas around innovation and pilot projects. • **Project Based Approach** ○ **Targeting multiple intelligences to showcase talents**	Please describe your conditions for Success: Provide opportunities for students to showcase their talents that taps into the multiple intelligences. This will allow students to apply their academic learning into different contexts. The incorporation of project based learning and inquiry based learning will allow students to explore and apply their learning in a real world context that is also interest based. This approach can also lend itself to cross-grade level learning. May need to relook how we schedule our resources if we are looking at cross grade level learning.. May need to look at building additional partnerships so that we can tap into different talents.