



Academic Plan for School Year 2022-23

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 narrowing 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.

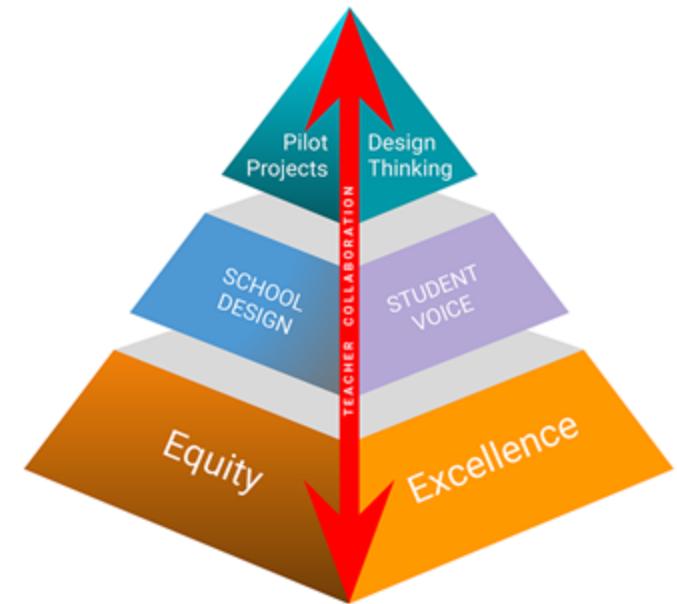
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).

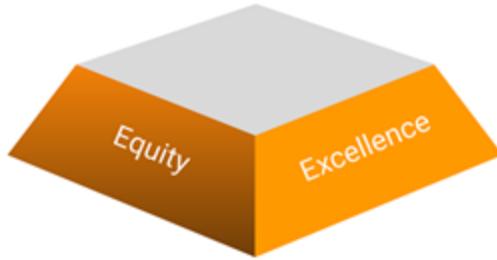
Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

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



Principal (print): Kyle Shimabukuro (Interim)	
Principal's signature: 	Date: 4/4/2022

Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature:  <small>Robert Davis (Apr 13, 2022 16:49 HST)</small>	Date: Apr 13, 2022



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 comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p style="text-align: center;">Proficiency Level on SBA: All Students</p> <table border="1" data-bbox="120 740 943 989"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>Language Arts</td> <td>80%</td> <td>77%</td> <td>N/A</td> <td>72%</td> </tr> <tr> <td>Math</td> <td>80%</td> <td>77%</td> <td>N/A</td> <td>70%</td> </tr> </tbody> </table> <p style="text-align: center;">3rd grade Students who read <u>near</u>, <u>at</u>, or <u>above</u> grade level</p> <table border="1" data-bbox="120 1057 1010 1179"> <thead> <tr> <th>SY 2017-18</th> <th>SY 2018-19</th> <th>SY 2019-20</th> <th>SY 2020-21</th> </tr> </thead> <tbody> <tr> <td>86%</td> <td>92%</td> <td>N/A</td> <td>88%</td> </tr> </tbody> </table>		2017-18	2018-19	2019-20	2020-21	Language Arts	80%	77%	N/A	72%	Math	80%	77%	N/A	70%	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21	86%	92%	N/A	88%	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>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.</p> <p>If teachers focus on foundational reading skills for struggling readers, then students' fluency and comprehension will increase.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Grade level articulation</p> <ul style="list-style-type: none"> ● curriculum ● instructional practices ● varied & differentiated assessments ● use of data to drive instruction <p>All Grade K-2 students shall receive foundational instruction which focuses on developing fluent readers.</p> <ul style="list-style-type: none"> ● Utilization of Building Foundational Reading Skills strategies ● Utilization of ECRI (For K-2) ● Provide effective reading instructional strategies to address the needs of students who are not proficient in reading ● Data Teams <ul style="list-style-type: none"> ○ Sharing ideas that work in the classroom ○ Analyzing assessments and progress monitoring forms
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Proficiency Level on SBA: Disabled Students

	2017-18	2018-19	2019-20	2020-21
Language Arts	29%	16%	N/A	16%
Math	13%	16%	N/A	23%

The percentage of disabled students (SPED) meeting in proficiency in **language arts** decreased from SY 2016-17 though SY 2020-21: 29% → 16% → N/A → 16%

The percentage of disabled students (SPED) meeting in proficiency in **math** increased from SY 2016-17 though SY 2020-21: 13% → 16% → N/A → 23%

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

	2017-18		2018-19		2019-20		2020-21	
Language Arts	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs
	89%	57%	86%	51%	N/A	N/A	79%	49%
	32 point gap		35 point gap		N/A		30 point gap	
Math	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs
	89%	56%	84%	55%	N/A	N/A	75%	53%
	33 point gap		29 point gap		N/A		23 point gap	

If teachers and staff are provided with training and ongoing support to provide explicit instruction for Tier I standards-aligned instruction then targeted interventions can be utilized to reduce the achievement gap.

- Maximize support personnel and time to provide assistance to students based upon need

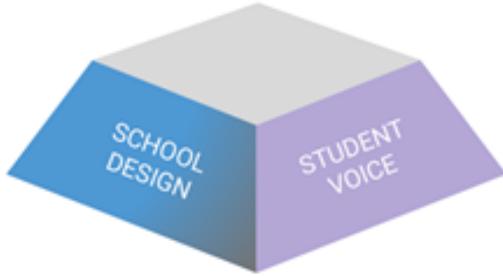
If inclusionary practices are implemented then students who experience difficulty in language arts and math will be presented with models that will expose them to higher thinking, questioning and discussions.

Professional development

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

Staffing of support personnel

- assignment of support staff based upon need of students (eg.: working with students in different classrooms, providing differentiated scaffolded support)



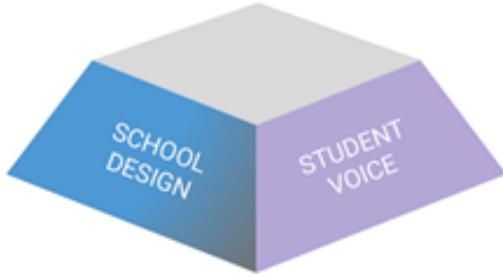
Innovation in Support of the Core: School Design and Student Voice

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

Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice.

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

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> <ul style="list-style-type: none"> ● Total Participation Techniques - engagement strategies ● Differentiated assessments <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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?" 	<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"> ● Total Participation Techniques - engagement strategies ● Differentiated assessments <ul style="list-style-type: none"> ○ Teacher survey-- i.e. "In what ways are students being assessed?" ○ Student (gr. 3-5) survey - "What different ways are you being assessed?" [What are the different ways you are able to show what you've learned in class?] ● Differentiated instruction <ul style="list-style-type: none"> ○ 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?" 	<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"> ● Total Participation Techniques - engagement strategies ● Differentiated assessments <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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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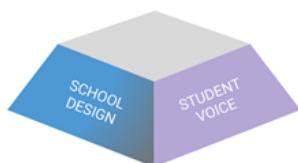
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<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Achievement gap in Strive HI data will decrease based on 2020-2021 SBA results. • There will be an increase in the number of students who have a sense of belonging • Performance on Strive HI and iReady will demonstrate growth toward proficiency 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • 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 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Achievement gap in Strive HI data will decrease based on 2022-2023 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 2022-23: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

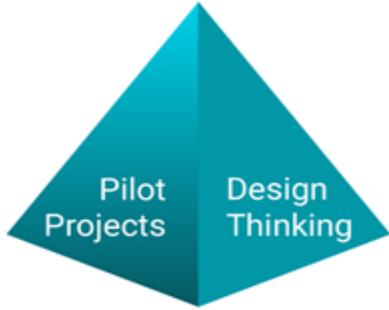
Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <ul style="list-style-type: none"> • Strive HI 2019 <ul style="list-style-type: none"> ○ Language Arts: 77% ○ Math: 77% ○ Inclusion Rate: 15% • Strive HI 2020 <ul style="list-style-type: none"> ○ Language Arts: n/a ○ Math: n/a ○ Inclusion Rate: 20% • Strive HI 2021 <ul style="list-style-type: none"> ○ Language Arts: 72% ○ Math: 70% ○ Inclusion Rate: 32% 	<p><i>Add throughout the year measurements here.</i></p> <ul style="list-style-type: none"> • Formative assessments: iReady 	<p><i>Add end of year goals here.</i></p> <ul style="list-style-type: none"> • Increase proficiency rate by 1% • Increase inclusion rate by 3%

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)
Maintain Teacher-Student Relationships at 85%	Implementation of PBIS, including social-emotional learning (SEL) curriculum	Yearlong		Panorama survey	semester	Panorama Survey data CAS walkthrough - Fall/Spring
Growth on iReady	Implementation of Tier 1 Multi Tier System of Support (MTSS) <ul style="list-style-type: none"> RTI 	Yearlong	WSF (tutors for intervention)	iReady DIBELS (Grade K-3)	semester	iReady Data

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)
Increase of Strive HI inclusion rate to 35%	Continue to provide PD on inclusive practices	Yearlong	WSF	<ul style="list-style-type: none"> Inclusion rate of students walkthrough 	quarterly	Monthly student support data pool
Total Participation Techniques	<ul style="list-style-type: none"> Continue to provide professional development on techniques to engage all learners Develop a continuum of strategies (scaffolded) to build upon throughout the grade levels 	Yearlong	WSF	<ul style="list-style-type: none"> 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 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> <ul style="list-style-type: none"> ● Project Based Approach <ul style="list-style-type: none"> ○ Targeting multiple intelligences to showcase talents ● Varied Assessments <ul style="list-style-type: none"> ○ Use of technology to show understanding of concepts ○ Use of oral presentation skills to show understanding of concepts ○ Use of models to show understanding of concepts 	<p><i>Please describe your conditions for Success:</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students, especially those who struggle with reading comprehension, are able to show their understanding of concepts through a variety of choices. To what extent students learned the concepts taught will be based on rubrics.</p>