

2020 Academic Plan, School Year 2020-21



School: Mililani Uka 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 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.

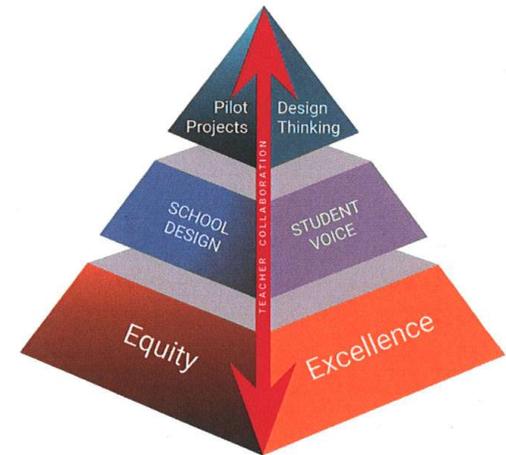
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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): Steve Nakasato	
Principal's signature: 	Date: 06-08-2020
Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature: 	Date: 6/8/2020



2020 Academic Plan, School Year 2020-21

Mililani Uka Elementary

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 1-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 (CNA), 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.

HDOE 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.

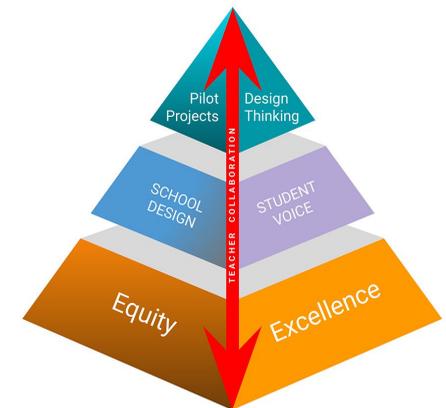
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

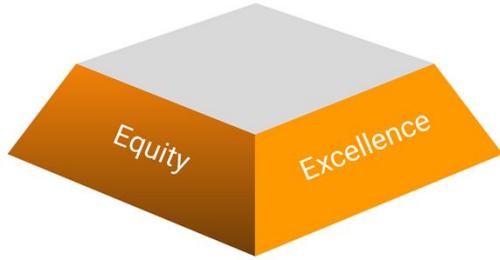
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 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).

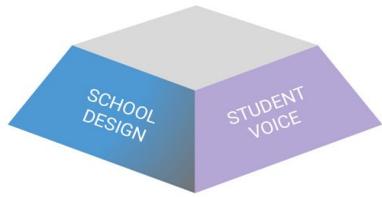




Teaching & Learning Core: Equity and Excellence

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>Local Measure: IDEA school-based services are overwhelmed by increasing referrals. The number of IDEA students have increased from 70/735 (9.5%) in Fall 2019, to 82/742 (11.1%) in Spring 2020. In addition, pending referrals 91/740 (12.3%) will increase IDEA identified students by 21 students (2.8%) within one school year.</p> <p>Hypothesis: Mililani Uka teachers are torn between teaching the fidelity of foundational reading instruction, or teaching the depth and breadth of nine (9) content areas. As a result, they are trying to teach both without depth of content.</p> <p>Problem:</p> <ul style="list-style-type: none"> If teachers provide requisite reading instruction, then they don't have enough time to teach the depth of grade level content. If teachers adhere to the breadth of grade level content, then non-proficient readers severely struggle to absorb the content. 	<p>Theory of Action: Methodizing Reading Instruction If requisite reading instruction is systematically taught during RTI, then Kindergarten - 2nd students will improve their fluency rates. And as a result, 3rd-5th students will be able to access more curriculum in depth and become more responsible for their learning.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Student Success</p> <ul style="list-style-type: none"> All Grade K-2 students shall receive foundational instruction focused on developing fluent readers. All Grade K-2 students who are not proficient readers will receive intensive Response to Intervention (RTI) support. Students in grade 3-5 who are not proficient readers will receive intensive Response to Intervention (RTI) support. <p>Staff Success</p> <ul style="list-style-type: none"> Schedule PD, Extended Faculty, and Data Team meetings to scaffold reading instruction focused on ensuring fluent readers via enacting HG articulation, Data Teams, and iReady Tool Kit. Improve the RTI schoolwide instructional block: 9:30-10:00 (M, T, Th, F) to focus on systemic foundational instruction.



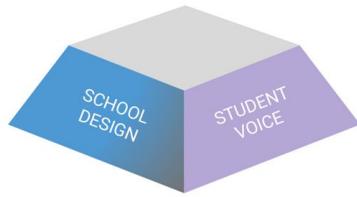
Innovation in Support of the Core: School Design and Student Voice

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
<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"> • All K-2 students shall receive Multisensory Learning instruction, and instructional groups will be adjusted via universal screening in August 2020, and January 2021. • All 3-5 students who are not proficient readers will receive intensive Response to Intervention (RTI) services. • All teaching staff will attend Professional Development focused on developing fluent readers. • All teaching staff will support the schoolwide RTI instructional block. 	<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"> • All K-2 students shall receive Multisensory Learning instruction, and instructional groups will be adjusted via universal screening in August 2021, and January 2022. • All 3-5 students who are not proficient readers will receive intensive Response to Intervention (RTI) services. • All teaching staff will attend Professional Development focused on developing fluent readers. • All teaching staff will support the schoolwide RTI instructional block. 	<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"> • All K-2 students shall receive Multisensory Learning instruction, and instructional groups will be adjusted via universal screening in August 2022, and January 2023. • All 3-5 students who are not proficient readers will receive intensive Response to Intervention (RTI) services. • All teaching staff will attend Professional Development focused on developing fluent readers. • All teaching staff will support the schoolwide RTI instructional block.
<p><i>Why are you implementing them?</i></p> <p>Based on analyzing 2019-20 IDEA referral data, the Support Team will develop a structured schoolwide Response to Intervention (RTI) program and allocate resources to calibrate and improve student reading fluency.</p>	<p><i>Why are you implementing them?</i></p> <p>Based on analyzing 2020-21 IDEA referral data, the Support Team will continue to improve a structured schoolwide Response to Intervention (RTI) program and allocate resources to calibrate and improve student reading fluency.</p>	<p><i>Why are you implementing them?</i></p> <p>Based on analyzing 2021-22 IDEA referral data, the Support Team will continue to improve a structured schoolwide Response to Intervention (RTI) program and allocate resources to calibrate and improve student reading fluency.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Multisensory Learning instructional and assessment practices will improve and universal screening scores will increase based on Prevalence Rates. • Student Panorama perceptual survey will indicate that instructional and assessment practices and classroom engagement are improving. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Multisensory Learning instructional and assessment practices will improve and universal screening scores will increase based on Prevalence Rates. • Student Panorama perceptual survey will indicate that instructional and assessment practices and classroom engagement are improving. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> • Multisensory Learning instructional and assessment practices will improve and universal screening scores will increase based on Prevalence Rates. • Student Panorama perceptual survey will indicate that instructional and assessment practices and classroom engagement are improving.



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.

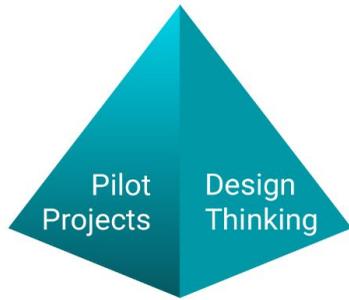
Baseline Measurements (SY 2020-21)	Formative Measures	Summative Goals
<ul style="list-style-type: none"> Students are universally screened and assigned to RTI instructional groups in August 2020. Staff receives professional development on Multisensory Learning Instruction and implements tiered instruction. 	<ul style="list-style-type: none"> Students are universally screened and assigned to RTI instructional groups in January 2020. Staff will continue to receive professional development on Multisensory Learning Instruction and implements tiered instruction. 	<ul style="list-style-type: none"> Students are universally screened and assigned to RTI instructional groups in preparation for August 2021. Staff will continue to receive professional development on Multisensory Learning Instruction.

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)
All K-2 students shall receive Multisensory Learning instruction, and instructional groups will be adjusted via universal screening in August 2020, and January 2021.	All Grade K-2 students shall receive foundational instruction focused on developing fluent readers. All Grade K-2 students who are not proficient readers will receive intensive Response to Intervention (RTI) support.	Summer	-ProgID 42101: \$178 (Stipends) x 30 Ts. x 2 days = \$10,680	Support Team facilitates and monitors Uka calendar (Faculty/Extended Meeting calendar)	Semester	Principal initiated PD: 2020 Opening of the School Year, Faculty training schedule, and CAS updates
		Yearlong	-ProgID 42101: \$78,353.00 RTI Coordinator	RTI Coordinator monitors meeting minutes (Support Team minutes)	Weekly	Principal Initiated monitoring of Support Team meetings for CAS updates
All 3-5 students who are not proficient readers will receive intensive Response to Intervention (RTI) services.	Students in grade 3-5 who are not proficient readers will receive intensive Response to Intervention (RTI) support.	Yearlong	-ProgID 42101: \$178 (Sub.Ts.) x 2 RTI days x 5 Ts. x 6 HGs = \$10,680	RTI Coordinator monitors schoolwide RTI implementation (Support Team minutes)	Weekly	Principal initiated Weekly Faculty Meetings and Trainings for CAS updates

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)
All teaching staff will attend Professional Development focused on developing fluent readers.	Schedule PD, Extended Faculty, and Data Team meetings to scaffold reading instruction focused on ensuring fluent readers via enacting HG articulation, Data Teams, and iReady Tool Kit.	Yearlong	-PrgID 42101 \$15,000 Instructional Equipment	Monitor Uka calendar: (i.e.) (Faculty/Extended Meeting calendar)	Semester	Principal initiated CAS updates during Principal Meeting
All teaching staff will support the schoolwide RTI instructional block	Improve the RTI schoolwide instructional block: 9:30-10:00 (M, T, Th, F) to focus on systemic foundational instruction	Yearlong	-ProgID 42101 \$9,578 RTI PPT -ProgID 42101 \$13,464 RTI PTT	RTI Coordinator monitors schoolwide RTI implementation (Support Team minutes)	Quarterly	.Principal initiated Complex Business Manager updates during Quarterly Update meetings



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><u>Equity, Excellence & Innovation</u> (Kishimoto, January 2019):</p> <ul style="list-style-type: none"> Leverage technology to provide students with industry-driven learning innovations where they design, iterate and collaborate as learners. 	<p><i>Please describe your conditions for Success:</i></p> <p>Provide access to the school's 3 computer labs by air conditioning all classrooms. Currently, 30/42 classrooms are air conditioned and as a result, all statewide and schoolwide testing is held in the computer labs.</p> <p>Once testing can be moved into cooled classrooms, the labs will become learning centers designed for worldwide collaboration and innovation.</p> <p>By redesigning computer labs into design areas for innovation, students will have opportunities to study, research, and prototype through business and educational partnerships.</p>