2021 Academic Plan, School Year 2021-22

Mililani Uka Elementary

Developing a collaborative Academic Plan framed by the HIDOE 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.

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 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 HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).
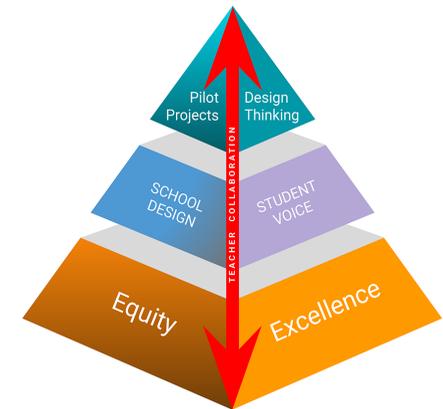
Principal (print): Steve Nakasato	
Principal's signature: "Principal's signature on file at the school"	Date: May 6, 2021
Complex Area Superintendent (print): Robert Davis	
Complex Area Superintendent's signature:	Date: May 6, 2021

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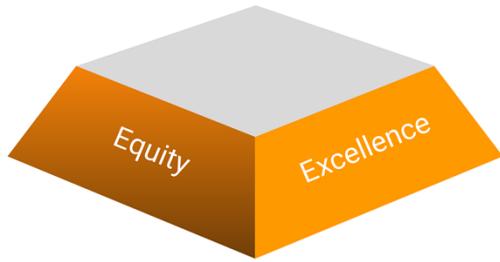
Teaching & Learning Core: Equity and Excellence

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.

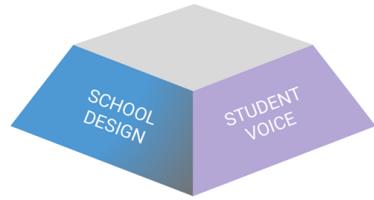| Achievement Gap	Theory of Action	Enabling Activity
Longitudinal Data Systems (LDS) ● During SY 2019-20, 32% of the students scored 1-year (or more) below on the Combined ELA iReady Screener. ● During SY 2020-21, 37% of the students scored 1-year (or more) below on the Combined ELA iReady Screener. ● In addition, During SY 2019-20, 28% of the students were identified as Moderate or High Risk for the Language Arts SBA assessment. **Context Challenges** ● Over the years, Mililani Uka teachers have been trained with many reading programs and practices. As a result, school programs are eclectic and not founded on a schoolwide research-based, and locally tested multisensory reading program.	**Theory of Action: Formalizing and Institutionalizing K-5th Grade Reading Instruction** If requisite multisensory reading skills are taught with fidelity, then ELA screener scores and risk measurements will improve because the schoolwide curriculum, instruction, and assessment will be consistent and congruent.	*What are your Enabling Activities to improve the achievement gap?* **Student Success** ● All Grade K-2 students shall receive foundational instruction focused on developing fluent readers. ● Students in grade 3-5 who are not proficient readers will receive intensive Response to Intervention (RTI) support. **Staff Success** ● Schedule PD, Extended Faculty, and Articulation meetings to scaffold reading instruction focused on ensuring fluent readers. ● Improve the RTI schoolwide instructional block that is aligned to a requisite multisensory reading program.
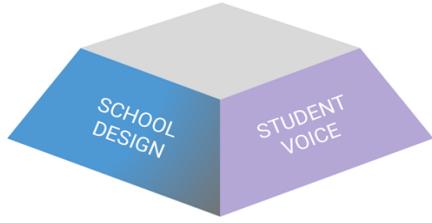
Innovation in Support of the Core: School Design and Student Voice

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 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? • All K-2 students shall receive Multisensory Learning instruction, and the number of students who score 1-year (or more) below on the Combined ELA iReady Screener will decrease. • 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.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* • All K-2 students shall receive Multisensory Learning instruction, and the number of students who score 1-year (or more) below on the Combined ELA iReady Screener will decrease. • 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.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* • All K-2 students shall receive Multisensory Learning instruction, and the number of students who score 1-year (or more) below on the Combined ELA iReady Screener will decrease. • 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.
Why are you implementing them? • Based on analyzing LDS, ACCESS, and SBA data, the Support Team will coordinate, monitor and evaluate the improvement student reading fluency.	*Why are you implementing them?* • Based on analyzing LDS, ACCESS, and SBA data, the Support Team will coordinate, monitor and evaluate the improvement student reading fluency, and implement adaptive improvements.	*Why are you implementing them?* • Based on analyzing LDS, ACCESS, and SBA data, the Support Team will coordinate, monitor and evaluate the improvement student reading fluency, and implement adaptive improvements.
How will you know that they are causing an improvement? • Prevalence Rates will improve based on Combined ELA iReady Screener results for students who are scoring 1-year (or more) below their grade level.	*How will you know that they are causing an improvement?* • Prevalence Rates will improve based on Combined ELA iReady Screener results for students who are scoring 1-year (or more) below their grade level.	*How will you know that they are causing an improvement?* • Prevalence Rates will improve based on Combined ELA iReady Screener results for students who are scoring 1-year (or more) below their grade level.

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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 (SY 2021-22)	Formative Measures	Summative Goals
• During SY 2020-21, 37% of the students scored 1-year (or more) below on the Combined ELA iReady Screener. • In addition, 28% of the students were identified as Moderate or High Risk for the Language Arts SBA assessment.	• Students will be universally screened and assigned to RTI instructional groups in January 2022. • Staff will continue to receive professional development on Multisensory Learning Instruction while implementing tiered instruction.	• Students are universally screened and assigned to RTI instructional groups in preparation for August 2023. • 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 the number of students who score 1-year (or more) below on the Combined ELA iReady Screener will decrease.	All Grade K-2 students shall receive foundational instruction focused on developing fluent readers.	Summer	-ProgID 42101: $184 (Stipends) x 30 Ts. x 2 days = $11,040	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. 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: $184 (Sub.Ts.) x 2 RTI days x 5 Ts. x 6 HGs = $11,040	RTI Coordinator monitors schoolwide RTI implementation (Support Team minutes)	Weekly	Principal initiated Weekly Faculty Meetings and Trainings for CAS updates

Mililani Uka Elementary, Version 1.0, 3/24/21

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 Articulation meetings to scaffold reading instruction focused on ensuring fluent readers	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 that is aligned to a requisite multisensory reading program.	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

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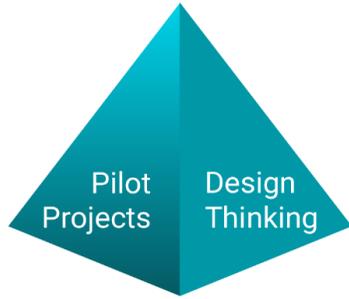
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

Pilot Projects · 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
Please describe your school's ideas around innovation and pilot projects. Equity, Excellence & Innovation (Kishimoto, January 2019): ● Leverage technology to provide students with industry-driven learning innovations where they design, iterate and collaborate as learners. As the result of the 2019-20 pandemic, schools will need to transcend pre-COVID practices to accommodate post-COVID students. Therefore Mililani Uka will collaborate and implement innovative pilot projects that will welcome students to New Normal COVID learning environments.	*Please describe your conditions for Success:* ● Implement new school-wide innovative initiatives to re-engage students affected by the pandemic such as student-led morning broadcasts. ● Implement new Home Group projects to support The Uka Way. ● By redesigning computer labs into design areas for innovation, students will have opportunities to study, research, and prototype through business and educational partnerships.