



*2021 Academic Plan, School Year 2021-22 (drafted 3/16/2021)

Ma'ili Elementary School

Developing a collaborative Academic Plan framed by the HIDOE 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.

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.

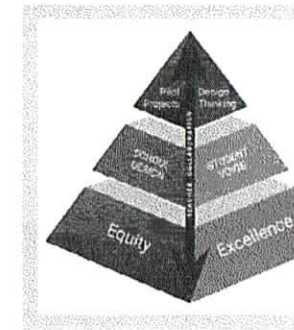
- The **Pipeline of Emerging Ideas** is linked to the HIDOE 2020-30 Strategic Plan (page 5).


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).

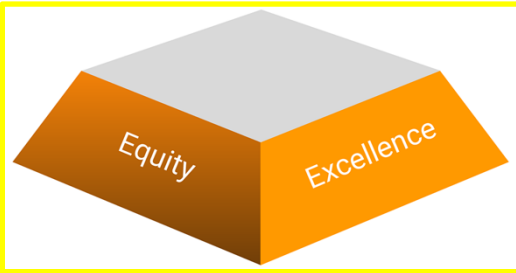



Submitted by Principal Suzie Lee

04/07/2021
Date


Approved by Interim CAS Disa Hauge

04.20.2021
Date

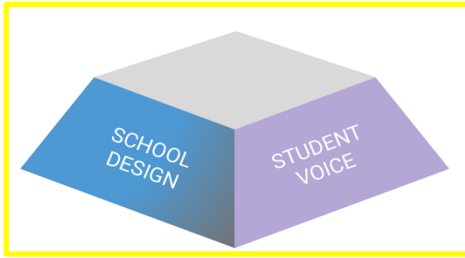


Teaching & Learning Core: Equity and Excellence

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>Our Title I Comprehensive Needs Assessment included subgroup data for students receiving special education services, English Learners and economically disadvantaged. When compared to non-high needs students, those within the subgroup categories performed lower on the Hawaii Smarter Balanced Assessment in both Language Arts and Math.</p> <p>Our main focus will be on students in the special education sub group as the achievement gap is the greatest between students in the special education sub group versus others.</p> <p>Currently, our special education subgroup makes up 15% of our student population. According to Strive HI, 8% of our special education students met the achievement standard for Language Arts and 10% met the achievement standard for Math.</p> <p>SW1</p> | <p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If...</p> <p>students who are identified as eligible for special education services are taught in the Least Restrictive Environment and provided increased opportunities to engage with their grade-level peers and exposed to rigorous and relevant grade-level instruction</p> <p>Then...</p> <p>the achievement gap will decrease between students who are identified as special education and non special education resulting in more students meeting grade-level expectations</p> | <p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p><u>Staff Success:</u></p> <ul style="list-style-type: none"> Professional Development on SPED Inclusion Models & Research-Based Successful Practices. Professional Development for all staff including teachers and educational assistants on Differentiation Strategies. Inclusion Teams in every grade-level K-6 provide evidence of successful Inclusion practices and how it has positively impacted their students. RTI-a programs will be monitored for implementation and monitoring of student progress. <p>SW6</p> |

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



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

Ma'ili Elementary School will work towards increasing academic rigor by ensuring our teachers utilize the 5Es (Engage, Explore, Explain, Elaborate and Evaluate) as their instructional model.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

Ma'ili Elementary teachers will embed the 5 Cs of Learning (Creativity, Critical Thinking, Collaboration, Cooperation and Communication) which will lend itself to creating opportunities for students to become independent critical thinkers and problem-solvers. Teachers will utilize the 5E learning cycle to Engage, Explore, Explain, Elaborate and Evaluate. The 5E lesson design will provide our teachers with the instructional framework to create opportunities for increased rigor and engagement during instruction.

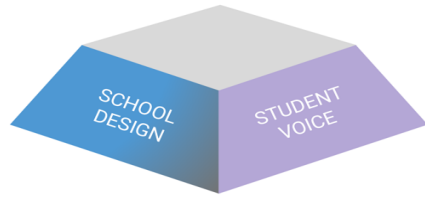
Describe here your **Conditions for Success** for School Design and Student Voice.

Ma'ili Elementary needs ongoing professional development and monitoring by the school leadership team to develop school systems that will support teachers in providing relevant and rigorous instruction to all students.

SW5, SW6

| SY 2021-22 <u>Measurable Outcomes</u> | SY 2022-23 <u>Measurable Outcomes</u> | SY 2023-24 <u>Measurable Outcomes</u> |
|---|---|--|
| <p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will engage in rigorous project-based learning activities that integrate applied learning to prepare them for college, career and community. All students will engage in their learning through Personalized Learning Plans and collaboration with their teachers to include their voice in what and how they learn so they can attain their learning goals. All students will have access to state-of-the-art technology tools and resources to prepare them to meet the demands of the 21st. century. | <p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will engage in rigorous project-based learning activities that integrate applied learning to prepare them for college, career and community. All students will engage in their learning through Personalized Learning Plans and collaboration with their teachers to include their voice in what and how they learn so they can attain their learning goals. All students will have access to state-of-the-art technology tools and resources to prepare them to meet the demands of the 21st. century. Students will demonstrate proficiency in the use of the technology. | <p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will engage in rigorous project-based learning activities that integrate applied learning to prepare them for college, career and community. All students will engage in their learning through Personalized Learning Plans and collaboration with their teachers to include their voice in what and how they learn so they can attain their learning goals. All students will have access to state-of-the-art technology tools and resources to prepare them to meet the demands of the 21st. century. Students will demonstrate proficiency in the use of technology |
| <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Project-based learning activities align with the DOE's overarching goal of providing classroom learning opportunities that are high in engagement, rigor and application to real-world situations. It also aligns with the Nanakuli/Waianae Complex goal of utilizing the 5E Learning Cycle to allow both teachers and students to | <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Project-based learning activities align with the DOE's overarching goal of providing classroom learning opportunities that are high in engagement, rigor and application to real-world situations. It also aligns with the Nanakuli/Waianae Complex goal of utilizing the 5E Learning Cycle to allow both teachers and students to | <p>Why are you implementing them?</p> <ul style="list-style-type: none"> Project-based learning activities align with the DOE's overarching goal of providing classroom learning opportunities that are high in engagement, rigor and application to real-world situations. It also aligns with the Nanakuli/Waianae Complex goal of utilizing the 5E Learning Cycle to allow both teachers and students to |

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| <p>engage in authentic teaching and learning. These opportunities will allow our students develop critical thinking and problem-solving skills to successfully meet the ever-changing demands of college and career.</p> <ul style="list-style-type: none"> ● Personalized Learning Plans provides students an opportunity to take ownership and responsibility for their learning. The plans are developed in collaboration with their teachers and parents. Students become responsible for monitoring their learning through self-assessments. ● Access to digital tools, technology and resources is a vital part of 21st. century learning as our society and the world becomes digitized and dependent on technological resources to meet the demands of our changing society. | <p>engage in authentic teaching and learning. These opportunities will allow our students develop critical thinking and problem-solving skills to successfully meet the ever-changing demands of college and career.</p> <ul style="list-style-type: none"> ● Personalized Learning Plans provides students an opportunity to take ownership and responsibility for their learning. The plans are developed in collaboration with their teachers and parents. Students become responsible for monitoring their learning through self-assessments. ● Access to digital tools, technology and resources is a vital part of 21st. century learning as our society and the world becomes digitized and dependent on technological resources to meet the demands of our changing society. | <p>engage in authentic teaching and learning. These opportunities will allow our students develop critical thinking and problem-solving skills to successfully meet the ever-changing demands of college and career.</p> <ul style="list-style-type: none"> ● Personalized Learning Plans provides students an opportunity to take ownership and responsibility for their learning. The plans are developed in collaboration with their teachers and parents. Students become responsible for monitoring their learning through self-assessments. ● Access to digital tools, technology and resources is a vital part of 21st. century learning as our society and the world becomes digitized and dependent on technological resources to meet the demands of our changing society. |
| <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Schoolwide formative and summative assessment data will show at least 50% of all students improve from baseline at the start of the year to the end of the year. ● SBA proficiency scores in ELA and Math will improve from 33% to 36% for all students in grades 3-6. ● Panorama Student Survey results will show student perceptions of their classroom experiences are positive for at least 75% of surveyed students. | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Schoolwide formative and summative assessment data will show at least 50% of all students improve from baseline at the start of the year to the end of the year. ● SBA proficiency scores in ELA and Math will improve from 36% to 38% for all students in grades 3-6. ● Panorama Student Survey results will show student perceptions of their classroom experiences are positive for at least 80% of surveyed students. | <p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> ● Schoolwide formative and summative assessment data will show at least 50% of all students improve from baseline at the start of the year to the end of the year. ● SBA proficiency scores in ELA and Math will improve from 38% to 40% for all students in grades 3-6. ● Panorama Student Survey results will show student perceptions of their classroom experiences are positive for at least 85% of surveyed students. |



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 | Formative Measures | Summative Goals |
|---|---|---|
| Add beginning of the year measurements here: Strive HI Data: ELA: 33%; 5.26% (IDEA) Math: 33%; 0% (IDEA) Chronic Absenteeism: 22% | Formative and Summative Assessments: Bell Work, Exit Slips, Unit Tests, iReady Attendance Data | Increase SBA Scores: ELA: 33% to 36% Math: 33% to 36% Decrease Chronic Absenteeism: Chronic Absenteeism: 22% to 20% |

Student Outcomes (SY 2021-22)

SW5, SW6

SW3

| 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) |
|---|--|---------------------------------------|-------------------------------|---|---|---|
| Outcome 1: Chronic Absenteeism will decrease by 3% | <p>EA 1: Schoolwide implementation of attendance policy - calls to parents, attendance notices to parents, face-to-face meetings with parents, home visits by school social worker, counselors and school administrator.</p> <p>EA 2: Identified students will have daily check-ins with their counselor.</p> <p>EA 3: Identified students will engage in Individual and small group counseling supports.</p> <p>EA 4: Identified students will check-in with the Hawaii Keiki Nurse or School</p> | Yearlong | 42101 | School staff will monitor and identify students with chronic absenteeism to enable tracking and monitoring. School staff will develop a plan in collaboration with identified students and parents to improve attendance. | Weekly | |

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| | Health Aide to conduct a wellness check if student has an identified chronic illness and needs support. SW5 | | | | | |
| Outcome 2: SBA ELA proficiency will increase by 3% | EA 1: Students will engage in rigorous and relevant ELA lessons aligned with the 5Es instructional model. | Yearlong | 42101 18902 | School leadership team will conduct walkthroughs of classrooms to ensure delivery of 5E lessons. | Weekly | |
| Outcome 3: SBA Math proficiency will increase by 3% | EA 1: Students will engage in rigorous and relevant Math lessons aligned with the 5Es instructional model. | Yearlong | 42101 18902 | School leadership will conduct daily walkthroughs of classrooms to ensure delivery of 5E lessons. | Weekly | |

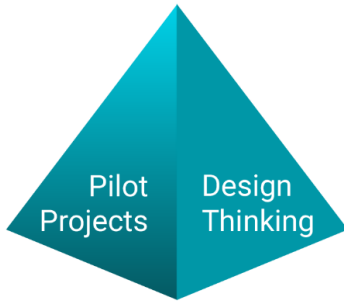
Staff Outcomes (SY 2021-22)

SW6

SW3

| 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) |
|--|--|--|--------------------------------------|--|--|--|
| Outcome 1: 100% of staff will follow school wide attendance policy procedures. | EA 1: 100% of staff will receive professional development on implementation of school wide attendance policy. | Yearlong | 42101 | School leadership team will conduct weekly walkthroughs of classrooms to monitor implementation and identify areas of support or follow-up PD. | Weekly | |
| Outcome 2: 100% of teachers will teach lessons aligned with the 5E instructional model. | EA 1: 100% of teachers will receive professional development on the 5E instructional model. | Yearlong | 42101 | School leadership team will conduct weekly walkthroughs of classrooms to monitor implementation of the 5E instructional model. | Weekly | |
| Outcome 3: 100% of teachers will teach project-based lessons (PBL). (WASC # 3) | EA 1: 100% of teachers will submit project-based lessons aligned to CCSS. | Yearlong | 42101 | School leadership will review and provide feedback to teachers on their PBL lessons and observe lessons being implemented. | Quarterly | |
| Outcome 4: 100% of teachers will host at least one grade-level parent | EA 1: 100% of teachers will plan and lead their grade-level parent engagement activity with assistance | Yearlong | 18935 | Parents and teachers will submit a survey at the end of each activity to determine | Quarterly | |

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|---|---|----------|-------|--|------------|--|
| engagement activity with a focus on STEM within the school year. (WASC #4) | from the PCNC. SW7 | | | parent perceptions about the activity and use the information to make changes to future activities. | | |
| Outcome 5: 100% of teachers will use the HIDOE GLO rubric to assess GLOs. (WASC #2) | EA 1: 100% of staff will receive professional development on the HIDOE GLO rubric. | Yearlong | 42101 | Teachers will complete a survey at the end of each quarter to ensure consistent use of HIDOE GLO rubric. | Quarterly | |
| Outcome 6: 100% of the leadership team will conduct the Reading TFI to measure the effectiveness of our schoolwide MTSS in impacting student success and achievement. (WASC # 1) | EA 1: 100% of the leadership team will receive training and support from the complex area in the implementation of the reading TFI. EA 2: 100% of the leadership team will use the Reading TFI. | Yearlong | | School leadership team will use the Reading Tiered Fidelity Inventory twice a year to measure the effectiveness of schoolwide Response to Intervention/Multi-Tier System of Supports in impacting student achievement. | Biannually | |
| Outcome 7: 100% of teachers will attend complex area sponsored professional development activities. (WASC #5) | EA 1: 100% of teachers and support staff will receive training and support from the complex area in the areas of research-based best practices focused on increasing academic rigor and improving use of different technology tools. | Yearlong | 42101 | School administration and academic coaches will conduct regular classroom visits and walkthroughs to ensure follow-up on implementation of new strategies learned at PD sessions. | Biannually | |



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, please describe your school’s ideas around innovation and pilot projects. 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>HIDOE’s 10 year Promise Plan includes creating opportunities for students to have access to a “lab environment” that reflects industry standards. Addressing students’ social-emotional well-being through multi-tiered systems of support is a critical part of every child’s learning environment. This is part of the School Design Framework where we consider every aspect of each individual student to meet their unique needs.</p> <ul style="list-style-type: none"> • Create Learning Labs focused on STEM, Second Language Skill Acquisition or College & Career Readiness Activities. • Learning “Playrooms” to allow students opportunities to freely explore center activities on their own or with classmates. • Wellness Room where students can check-in for quiet activities such as listening to calm music, practicing yoga, reading a book, etc. | <p><i>Please describe your Conditions for Success:</i></p> <p>Conditions for success include:</p> <ul style="list-style-type: none"> • Funding for personnel to manage the learning lab, playroom and wellness room. • Funding for supplies and equipment. • Professional Development and Support from Complex Area or State Resource team to help our Innovative Pilot Project become a reality. • Support and buy-in from school stakeholders who see value in creating these opportunities for our students. • Physical space - i.e. classroom |