



## Academic Plan, School Year 2022-23 (drafted 3/4/2022)

### Ma'ili Elementary School

Developing a collaborative Academic Plan framed by the HDOE 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.

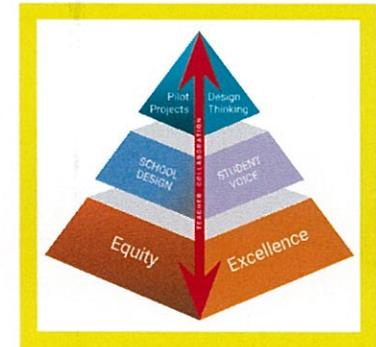
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

**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).

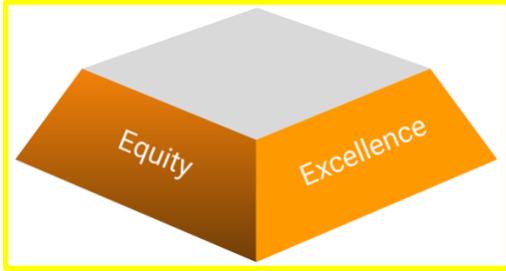


  
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Submitted by Principal Suzie Lee

03/28/2022  
Date

  
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Approved by Interim CAS Disa Hauge

03/28/22  
Date

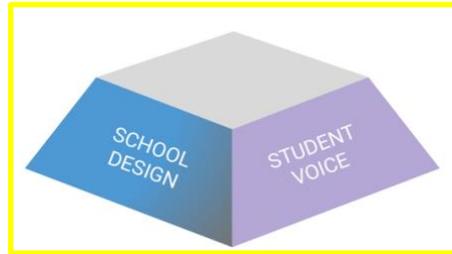


## Teaching & Learning Core: Equity and Excellence

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. <b>The description must be gathered from a CNA</b> 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, <b>4%</b> of our special education students met the achievement standard for Language Arts and <b>0%</b> met the achievement standard for Math.</p> <p><b>SW1</b></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 and benchmarks.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><u>Staff Success:</u></p> <ul style="list-style-type: none"> <li>● Professional Development on SPED Inclusion Models &amp; Successful Research-Based Practices.</li> <li>● Professional Development for all staff including teachers and educational assistants on Differentiation Strategies.</li> <li>● Grade-level collaboration in K-6 to provide evidence of successful Inclusion practices and how it has positively impacted their students.</li> <li>● RTI-a programs will be monitored for implementation and monitoring of student progress.</li> </ul> <p><b>SW6</b></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 project based learning and increasing Depth of Knowledge (DOK) levels within lesson plan design and implementation.*

Describe here your **current and continuing initiatives** that will further advance your 2022-2023 School Design and Student Voice.

*Ma'ili Elementary teachers will embed additional teaching strategies to increase academic rigor by creating higher-order thinking questions to develop our student's academic vocabulary and problem-solving skills which will lend itself to creating opportunities for students to become independent thinkers and learners. Teachers will create more opportunities for project based learning across content areas which will help improve academic rigor and engagement during instruction.*

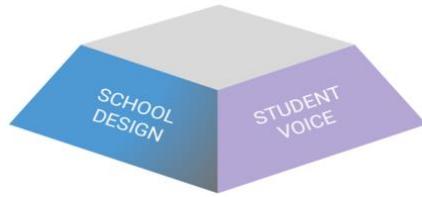
Describe here your **Conditions for Success** for School Design and Student Voice.

*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. Teachers will listen to the perspectives of their students as they work toward meeting their individualized and unique learning needs.*

SW5, SW6

SY 2022-23 <u>Measurable Outcomes</u>	SY 2023-24 <u>Measurable Outcomes</u>	SY 2024-25 <u>Measurable Outcomes</u>
<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? <b>What are you designing?</b></p> <ul style="list-style-type: none"> <li>All students will engage in rigorous project-based learning activities that integrate applied learning in real-world situations to prepare them for college, career and community.</li> <li>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.</li> <li>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.</li> </ul>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? <b>What are you designing?</b></p> <ul style="list-style-type: none"> <li>All students will engage in rigorous project-based learning activities that integrate applied learning in real-world situations to prepare them for college, career and community.</li> <li>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.</li> <li>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.</li> </ul>	<p>What are your <u>Measurable Outcomes</u> around School Design and Student Voice? <b>What are you designing?</b></p> <ul style="list-style-type: none"> <li>All students will engage in rigorous project-based learning activities that integrate applied learning in real-world situations to prepare them for college, career and community.</li> <li>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.</li> <li>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.</li> </ul>
<p><b>Why</b> are you implementing them?</p> <ul style="list-style-type: none"> <li>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. These opportunities</li> </ul>	<p><i>Why</i> are you implementing them?</p> <ul style="list-style-type: none"> <li>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. These opportunities</li> </ul>	<p><i>Why</i> are you implementing them?</p> <ul style="list-style-type: none"> <li>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. These</li> </ul>

<p>will allow our students to 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"> <li>● 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.</li> <li>● 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.</li> </ul>	<p>will allow our students to 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"> <li>● 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.</li> <li>● 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.</li> </ul>	<p>opportunities will allow our students to 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"> <li>● 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.</li> <li>● 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.</li> </ul>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● SBA proficiency scores in ELA will improve from 26% to 29% and Math will improve from 16% to 20% for all students in grades 3-6.</li> <li>● Panorama Student Survey results will show student perceptions of their classroom experiences are positive for grades 3-5 from 68% to 71% and for grade 6 from 65% to 68% of surveyed students.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>● Schoolwide formative and summative assessment data will show at least 55% of all students improve from baseline at the start of the year to the end of the year.</li> <li>● SBA proficiency scores in ELA will improve from 29% to 32% and Math will improve from 20% to 23% for all students in grades 3-6.</li> <li>● Panorama Student Survey results will show student perceptions of their classroom experiences are positive for grades 3-5 from 71% to 74% and for grade 6 from 68% to 71% of surveyed students.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>● Schoolwide formative and summative assessment data will show at least 60% of all students improve from baseline at the start of the year to the end of the year.</li> <li>● SBA proficiency scores in ELA will improve from 32% to 35% and Math will improve from 23% to 26% for all students in grades 3-6.</li> <li>● Panorama Student Survey results will show student perceptions of their classroom experiences are positive for grades 3-5 from 74% to 77% and for grade 6 from 71% to 74% of surveyed students.</li> </ul>



# 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
Add beginning of the year measurements here: Strive HI Data: ELA: 26%; 4% (IDEA) Math: 16%; 0% (IDEA) Chronic Absenteeism: 33%	Formative and Summative Assessments: Bell Work, Exit Slips, Unit Tests, iReady  Attendance Data	Increase SBA Scores: ELA: 26% to 29% Math: 16% to 19% Decrease Chronic Absenteeism: Chronic Absenteeism: 33% to 30%

## Student Outcomes (SY 2022-23)

### 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)
<b>Outcome 1:</b> Chronic Absenteeism will decrease by 3%	<p><b>EA 1:</b> 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><b>EA 2:</b> Identified students will have daily check-ins with their counselor.</p> <p><b>EA 3:</b> Identified students will engage in individual and small group counseling groups.</p> <p><b>EA 4:</b> Identified students will check-in with the School Health Aide to conduct a wellness check if the student has an</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	

	identified chronic illness and needs support. <b>SW5</b>					
<b>Outcome 2:</b> SBA ELA proficiency will increase by 3%	<b>EA 1:</b> Students will engage in rigorous (DOK 3 & 4) and relevant ELA lessons aligned to Common Core State Standards.	Yearlong	42101 18902	School leadership team will conduct walkthroughs of classrooms to ensure delivery of rigorous CCSS lessons.	Weekly	
<b>Outcome 3:</b> SBA Math proficiency will increase by 3%	<b>EA 1:</b> Students will engage in rigorous (DOK 3 & 4) and relevant Math lessons aligned to Common Core State Standards	Yearlong	42101 18902	School leadership will conduct daily walkthroughs of classrooms to ensure delivery of rigorous CCSS lessons.	Weekly	

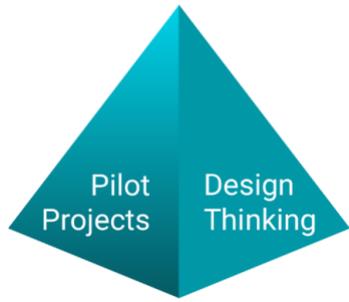
**Staff Outcomes (SY 2022-23)**

**SW6**

**SW3**

<b>Measurable Outcome(s)</b>	<b>Enabling Activity</b>	<b>Duration</b> Fall, Spring, Yearlong	<b>Source of Funds</b> Program ID	<b>School Monitoring Activity</b>	<b>Frequency</b> Quarter, Semester, Annual	<b>Complex Monitoring Activity</b> (to be completed by CAS)
<b>Outcome 1:</b> 100% of staff will follow school wide attendance policy procedures.	<b>EA 1:</b> 100% of staff will receive professional development on implementation of school wide attendance policy.	Yearlong	42101	School leadership team will assist school counselors with monitoring and implementation of the school wide attendance policy.	Weekly	
<b>Outcome 2:</b> 100% of teachers will teach lessons with DOK 3 & 4 level activities.	<b>EA 1:</b> 100% of teachers will receive professional development on Depth of Knowledge (DOK)	Yearlong	42101	School leadership team will conduct weekly walkthroughs of classrooms to monitor DOK levels of classroom lessons and activities delivered to students.	Weekly	
<b>Outcome 3:</b> 100% of teachers will teach project-based lessons (PBL). (WASC # 3)	<b>EA 1:</b> 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	
<b>Outcome 4:</b> 100% of teachers will host at least one grade-level parent engagement activity with a focus on STEM or literacy within the school	<b>EA 1:</b> 100% of teachers will plan and lead their grade-level parent engagement activity with assistance from the PCNC.	Yearlong	18935	Parents and teachers will submit a survey at the end of each activity to determine parent perceptions about the	Quarterly	

year. (WASC #4)	<b>SW7</b>			activity and use the information to make changes to future activities.		
<b>Outcome 5:</b> 100% of teachers will use the HIDEO GLO rubric to assess GLOs. (WASC #2)	<b>EA 1:</b> 100% of staff will receive professional development on the HIDEO GLO rubric.	Yearlong	42101	Teachers will complete a survey at the end of each semester to ensure consistent use of HIDEO GLO rubric.	Semester	
<b>Outcome 6:</b> 100% of the leadership team will conduct the Reading Tiered Fidelity Inventory (TFI) to measure the effectiveness of our schoolwide MTSS in impacting student success and achievement. (WASC # 1)	<b>EA 1:</b> 100% of the leadership team will receive training and support from the complex area in the implementation of the Reading TFI.  <b>EA 2:</b> 100% of the leadership team will use the Reading TFI.	Yearlong	42101	School leadership team will use the Reading Tiered Fidelity Inventory twice a year to measure the effectiveness of the schoolwide Response to Intervention/Multi-Tier System of Supports in impacting student achievement.	Biannually	
<b>Outcome 7:</b> 100% of teachers will attend complex area sponsored professional development activities. (WASC #5)	<b>EA 1:</b> 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"> <li>• Create Learning Labs focused on STEM, Second Language Skill Acquisition or College &amp; Career Readiness Activities.</li> <li>• Learning “Playrooms” to allow students opportunities to freely explore center activities on their own or with classmates.</li> <li>• Wellness Room where students can check-in for quiet activities such as listening to calm music, practicing yoga, reading a book, etc.</li> </ul>	<p><i>Please describe your Conditions for Success:</i></p> <p>Conditions for success include:</p> <ul style="list-style-type: none"> <li>• Funding for personnel to manage the learning lab, playroom and wellness room.</li> <li>• Funding for supplies and equipment.</li> <li>• Professional Development and Support from Complex Area or State Resource team to help our Innovative Pilot Project become a reality.</li> <li>• Support and buy-in from school stakeholders who see value in creating these opportunities for our students.</li> <li>• Physical space - i.e. classroom</li> </ul>