



2021 Academic Plan, School Year 2022-23

School: Makaha Elementary School

Nanakuli/Waianae Complex

Submitted By: Wade Araki, Principal Wade Araki 4/15/2022

Disa Hauge, Complex Area Superintendent Disa Hauge

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 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).

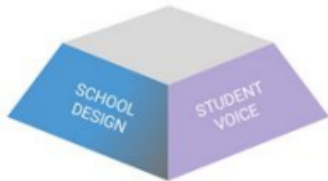




**Teaching & Learning Core: Equity and Excellence**

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>The achievement gap that is selected are the following: 1. <b>High Needs Students:</b> <i>English learners, economically disadvantaged, and students receiving Special Education services.</i>  <b>Non-High Need Students</b></p> <p><b>Strive HI ELA Data:</b></p> <table border="1" data-bbox="129 883 935 1117"> <thead> <tr> <th>Category</th> <th>SY2017-2018</th> <th>SY2018-2019</th> <th>SY2020-2021</th> </tr> </thead> <tbody> <tr> <td>Non High Needs</td> <td>44%</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>High Needs</td> <td>22%</td> <td>18%</td> <td>9%</td> </tr> </tbody> </table> <p><b>Strive HI Math Data:</b></p> <table border="1" data-bbox="129 1182 935 1416"> <thead> <tr> <th>Category</th> <th>SY2017-2018</th> <th>SY2018-2019</th> <th>SY2020-2021</th> </tr> </thead> <tbody> <tr> <td>Non High Needs</td> <td>27%</td> <td>19%</td> <td>14%</td> </tr> <tr> <td>High Needs</td> <td>17%</td> <td>16%</td> <td>6%</td> </tr> </tbody> </table>	Category	SY2017-2018	SY2018-2019	SY2020-2021	Non High Needs	44%	29%	29%	High Needs	22%	18%	9%	Category	SY2017-2018	SY2018-2019	SY2020-2021	Non High Needs	27%	19%	14%	High Needs	17%	16%	6%	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><b>IF Makaha implements a solid based Tier 1 instruction with differentiation and multi tiered level of support, Then All students (with particular attention to SPED, EL and disadvantaged students) will make progress at their zone of proximal development.</b></p> <p><b>MTSS school wide effective system.</b> The system includes:</p> <ol style="list-style-type: none"> <li>1. Tier 1 Instruction: All teachers will be using School-Wide Curriculum, Selected Powerful Instructional Strategies and Common School-Wide Assessments</li> <li>2. Tier 2 instruction: Targeted intervention and Response to Intervention</li> <li>3. Tier 3: Personalized Instruction supported by an Interventionist. <b>(SW6)</b></li> </ol>	<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <ol style="list-style-type: none"> <li>1. Provide Differentiated Professional Development for teachers and grade levels based on needs.             <ol style="list-style-type: none"> <li>A. Curriculum                 <ol style="list-style-type: none"> <li>a. Lucy Calkins: Reading and Writing</li> <li>b. Everyday Math</li> <li>c. Computer programs for tech support                     <ol style="list-style-type: none"> <li>i. Renaissance</li> <li>ii. Freckles</li> <li>iii. MyOn</li> <li>iv. STAR</li> </ol> </li> </ol> </li> <li>B. Instruction                 <ol style="list-style-type: none"> <li>a. 5E Instructional Framework</li> <li>b. Research-based High Impact Instructional Strategies</li> </ol> </li> <li>C. Assessment                 <ol style="list-style-type: none"> <li>a. Monthly Assessments of STAR Reading and Math</li> <li>b. Bi-Weekly Common Formative Assessments</li> </ol> </li> </ol> </li> <li>2. Continue to use the <b>Data Team</b> Process to use assessment results to modify the curriculum and instruction.</li> </ol> <p><b>(SW1, SW6)</b></p>
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**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
<p><b>Student Success:</b> Makaha Elementary School is a high transience school with an increase in trauma related issues (poverty, social-emotional, physical, homeless, etc.) as well as increase in the number of children and families in distress impact like chronic absenteeism, SPED identification, literacy development, and ultimately academic achievement.</p> <p><b>Staff Success</b> MES has been fortunate to attract a high percentage of licensed teachers despite its geographic distance. Although 50% teachers stay and are retained for 5 years, and given the emphasis on developing relationships with students, there is a need to provide a supportive, professional school environment that encourages them to stay. <b>SW 5, 6</b></p>	<p><b>Student Success:</b> MES is working to provide appropriate support for students and families to affect all concerns impacting student academic progress. MES has established a system of instructional grouping, coaching, professional development and technology integration.</p> <p>The increase in children and families that are experiencing trauma related issues has caused a huge increase in the number of students with behavioral/social-emotional needs. Innovative needs based grouping of students and place-based, hands-on educational experiences are being implemented to engage students and provide valuable background for learning. Focusing on student needs first, by focusing on establishing positive relationships and meeting emotional needs, serves as the foundation upon which academic achievement can be built. Curriculum and Instruction will also have a heavy emphasis on oral language and vocabulary which will provide students the opportunity to communicate their thoughts and ideas then be able to document their thinking in their writing.</p> <p><b>Staff Success:</b> The continuation of induction and mentoring at both the complex and school level and the establishment of school level coaches who work directly with teachers to improve instruction, will also impact teacher retention.</p> <p>Providing teachers with opportunities to develop their craft and to model continuous learning through active participation in national conferences, workshops and institutions will help improve teacher practice and increase overall teacher satisfaction Additionally</p>	<p>Student Success: R: Respect-Has caring qualities and demonstrates active listening and speaking. R: Responsibility-Follows CHAMPS on campus and shows care for self and others. P: Perseverance- Willingness to do something difficult and wanting success. P: Positive Attitude-Willingness to try new things and sees the good in everything.</p> <p>Staff Success: High-performing culture Staff have the training, support and professional development to contribute effectively to student success. Effectively organized financial resources in support of student success. Effectively organized human resources in support of student success Effectively organized community resources in support of student success.</p>

learning new and innovative instructional practices provide each participant more strategies for meeting student needs.

MES has been working at encouraging parents to become partners in their child's education Providing parents with opportunities to interact with the school will improve their understanding of how they can help and support their child's academic success and positive working relationships with teachers and MES. **(SW6)**

SY 2022-23 Measurable Outcomes

What are your Measurable Outcomes around School Design and Student Voice? What are you designing?

**Student Success:**

- **Outcome 1:** The chronic absenteeism rate will be reduced from 28% to 23%, as evidenced by the STRIVE HI report.
- **Outcome 2:** The percentage of students reporting positive school climate will increase from 70% to 80%, as measured by the safety dimension on the Panorama Data, as evidenced by the STRIVE HI report.
- **Outcome 3:** The inclusion rate will increase from 28% to 40%, as measured by Least Restrictive Environment (LRE) data provided by OCISS.
- **Outcome 4:** The third grade literacy rate will increase from 51% to 74%, as evidenced by the STRIVE HI report.
- **Outcome 5:** The ELA proficiency rate will increase from 20% to 40%, as evidenced by the STRIVE HI report.
- **Outcome 6:** The math proficiency rate will increase from 16% to 32%, as evidenced by the STRIVE HI report.

**Staff Success:**

- **Outcome 1:** Teacher licensing rate will maintain at 100% for the School year 2020-21, as measured on the ARCH Data System.
- **Outcome 2:** Teacher retention rate will increase from 85% to 88% in the School year 2020-21, as measured by the ARCH Data System.
- **Outcome 3:** Teacher response on school climate will increase from 60% to 70% by the end of school year 2020-21, as measured by the School Quality Survey.
- **Outcome 4:** Parent response on school climate will increase from 77% to 85% by the end of the school year 2020-21, as measured by the School Quality Survey.

Why are you implementing them?

**We are implementing the various measurable outcomes because Makaha Elementary School’s mission is to create a school community and culture that supports learning through effective instruction, standards-based classrooms, and an array of opportunities that impact student achievement and the development of the whole child.**

How will you know that they are causing an improvement?

**Makaha Elementary will be using Formative Assessments for each measurable outcome to determine the progress of the enabling activities listed below. The Academic Review Team (ART) will meet at least once a quarter to Review the data, Reflect on the progress and Revise the Academic plan if needed.**

*Western Association of Schools and Colleges (WASC) Schoolwide Critical Areas for Follow-Up - (Next Full Self-Study March 2024):*

1. The ART should continue with its goal to expand community-wide the awareness of the Makaha Strong Framework to increase the collaborative efforts toward improved student learning.
2. The Instructional Leadership Team and Behavioral Leadership Team are encouraged to complete their work designing descriptors and rubrics for all GLOs to expand opportunities for students to demonstrate progress toward mastery of the learning outcomes.
3. The principal, the Instructional Leadership Team and Technology Leadership Team should continue to investigate and implement interdisciplinary instructional and project-based learning opportunities to increase student access to integrated and real-world learning opportunities.
4. Academic coaches and teachers should continue their efforts in the development of foundational and adaptive skills (such as the LISC instructional tool) as the stepping stones to developing critical thinking, reasoning, and problem-solving for all students in all content areas.

5. In response to the growing academic and behavior needs of the student population, ART will need to allocate sufficient funds from the Academic and Financial Plan to ensure schoolwide progress of all students toward the General Learner Outcomes.



**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.***

<i>Student Success Indicator</i>	<i>State Baseline 2019</i>	<i>Makaha 2021-22 Actual</i>	<i>Makaha 2022-23 Goal</i>		<i>Student Success Indicator</i>	<i>Makaha 2021-22 Actual</i>	<b>Q1</b>	Q2	Q3	Q4	<i>Student Success Indicator</i>	<i>Makaha 2022-2023 Actual Results</i>	<i>State Goal 2023-2024</i>
Chronic Absenteeism	15%	36%	23%		Chronic Absenteeism	36%					Chronic Absenteeism		9%
Language Arts	54%	13%	40%		Language Arts	13%					Language Arts		73%
3rd Grade Literacy	75%	54%	74%		3rd Grade Literacy	54%					3rd Grade Literacy		86%
Math	43%	7%	32%		Math	7%					Math		66%
Inclusion Rate	44%	37%	40%		Inclusion Rate	37%					Inclusion Rate		53%
Positive School Climate (Students)	74%	72%	80%		Positive School Climate (Students)	72%					Positive School Climate (Students)		78%
Positive School Climate (Teachers)		67%	70%		Positive School Climate (Teachers)	67%					Positive School Climate (Teachers)		
Parent Engagement: Positive School Climate SQS	74%	82%	85%		Parent Engagement: SQS	82%					Parent Engagement: SQS		80%
Teacher Licensing Rate		100%	100%		Teacher Licensing Rate	100%					Teacher Licensing Rate		
Retention Rate		?	88%		Retention Rate	?					Retention Rate		

**Student Outcomes (SY 2022-23) SW5,6, 7 SW 3**

Measurable Outcome(s)		Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID 18935 (Parent) 42101 (WSF) 18902 (Title I) <b>(SW5)</b>	School Monitoring Activity <b>(SW3)</b>	Frequency Quarter, Semester, Annual <b>(SW3)</b>	Complex Monitoring Activity <b>(to be completed by CAS)</b>
<b>Outcome 1:</b> The chronic absenteeism rate will be reduced from 28% to 23%, as evidenced by the STRIVE HI report.	EA1.1	Implement classroom initiatives to support positive classroom environments (spell MAKAHA). <b>Resource: Incentives for class recognition</b>	Yearlong	WSF \$500  Local School \$500	1. Makaha Attendance Board and tracking system of how many times individual classes spell MAKAHA	Quarterly	
	EA1.2	Recognize Perfect Attendance (p/qt.) <b>Resource: Supplies to make classroom recognition visible</b>		WSF  Local School \$1000			
	EA1.3	Monitor attendance data and schedule weekly meetings (targeted students). <b>Resource: Time</b>		\$0			
	EA1.4	Utilize Social Worker and the ARC process for tier 3 attendance referrals.		Complex			
	EA1.5	Provide an opportunity for parents to recognize the importance of attendance through Kindergarten testing and parent coffee hour. <b>Resource: Line 22: Parent &amp; Family Supplies/Other Expenses</b>		Title I 18935 \$200			



	EA1.6	Send home <u>attendance letters</u> weekly (5, 10, 15 absences) to change mindset of parents.( <b>SW6</b> ) <b>Resource: Money for postage</b>		WSF \$300			
	EA1.7	Provide tutoring options for struggling learners: <ul style="list-style-type: none"> <li>• After School Tutors</li> <li>• Mentor Programs</li> </ul> <b>Resource: Personnel and supplies</b>		21st CC Grant			
	EA1.8	Provide after school tutoring options for students: A+ Program <b>Resource: Personnel and supplies</b>		State Funded			

<b>Outcome 2:</b> The percentage of students reporting positive school climate will increase from 70% to 80%, as measured by the safety dimension on the Panorama Data, as evidenced by the STRIVE HI report.	EA2.1	Administer monthly surveys to students Purpose: a. Convey the importance of answering favorably to the school climate question b. Modify actions on campus to improve the likelihood that students will answer favorably.	Monthly	\$0	Second Step Summative Assessment. Play Book from Panorama Tier Fidelity Interview (K-6) Other School Created Surveys (SW3)	Quarterly	
	EA2.2	Implement SEL curriculum and tracking through software packages: <ul style="list-style-type: none"> <li>● Fastbridge (\$4397.90) Title I</li> <li>● Secondstep (\$2748.35) Title I</li> <li>● Hero (\$4,397.90) WSF</li> </ul> <b>Resource: Line 17 Supplies/Other Expenses</b>		Title I \$6648.35  WSF \$4,397			
	EA2.3	Teachers reinforce positive behavior through RRPP		\$0			
	EA2.4	Display RRPP Posters <b>Resource: Supplies</b>		WSF \$100			
	EA2.5	RRPP Store <b>Resource: Supplies</b>		WSF \$1000 Local School \$2000			
	EA2.6	BLT Team to find solutions for challenges on campus		\$0			
	EA2.7	Emergency and Safety Drills practiced		\$0			
	EA2.8	Utilize anonymous safety tracker to provide a system for students to report bullying and unsafe		\$0			

		conditions on campus.					
	EA2.9	Community Events/Partnerships <b>Resource: Line 22: Parent &amp; Family Supplies/Other Expenses</b>		Title I 18935 \$1000			
	EA2.10	Student Events Intramurals Fun Run <b>Resource: Supplies</b>		WSF \$1000			
	EA2.11	After School Clubs based on student interests Partner with outside entities (Boys and Girls Club) <b>Resource: Supplies</b>		21st CC Grant			
	EA2.12	Panorama Playbook PD <b>Resource: IRA/Time</b>		WSF			
	EA2.13	Utilize Parent-Community Networking Centers (PCNC) as a liaison with parents and community for communication and events <b>Resource: Personnel and Line 22: Parent &amp; Family Supplies/Other Expenses</b>		WSF  Title I \$500			
	EA2.14	Provide Choice Recess <b>Resource: Line 13 PPE (1) Line 14 PPT (1)</b>		Title I			

<p><b>Outcome 3:</b> The inclusion rate will increase from 28% to 40%, as measured by Least Restrictive Environment (LRE) data provided by OCISS.</p>	EA3.1	<p>Stetson and Associates will provide the necessary PD, practice, analysis, and reflection for teachers to gain the skills necessary to ensure all students meet grade level standards. IEP team decisions will be influenced to include students with special needs to participate in an academic setting with their non-disabled peers.</p>	Yearlong	SPED	1. Special Education IEP review Team meeting notes ( <b>SW3, SW 5</b> )	Quarterly	
	EA3.2	<p>Additional planning time with Stetson Trainer (routines, topics, etc.)  <b>Resource: Substitute Teachers and/or Stipends</b>             WSF and SPED 30 subs</p>		SPED			
	EA3.3	<p>Inclusionary Practices Coach/Support            PD Reading and Student Materials            Resource: Personnel and supplies</p>		SPED \$2000			

	EA3.4	Utilize funding sources to purchase additional teaching positions to increase inclusion opportunities for students. <b>SW6)</b>					
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<p><b>Outcome 4:</b> The third grade literacy rate will increase from 51% to 74%, as evidenced by the STRIVE HI report.</p> <p><b>Outcome 5:</b> The ELA proficiency rate will increase from 20% to 40%, as evidenced by the STRIVE HI report.</p> <p><b>Outcome 6:</b> The math proficiency rate will increase from 16% to 32%, as evidenced by the STRIVE HI report.</p>	EA4.1	Admin: Conduct observations with MOI in mind: Provide feedback on Pedagogical Strengths and Weaknesses	Year long Beginning 8/2021	\$0	Admin Informal/formal Observations	Quarterly	
	EA4.2	Teachers gather artifacts of practice Self rate using the MOI	Year long Beginning 8/2021	\$0	Grade Level Friday	Quarterly	
	EA4.3	Job-Embedded Professional Development furnished to teachers	Year long	\$0	Grade Level Friday and PC Days	Monthly	

	EA4.4	Conduct grade level <u>Lesson Studies</u> : Observe and Discuss Effective Teaching <b>Resource:</b> <b>Line 16 Substitutes (including subs for teacher)</b>	Year long	Title I	If funding is available, 1st Quarter: <u>2 Sub days</u> 2nd Quarter: <u>2 Sub days</u> 3rd Quarter: <u>1 Sub day</u> 4th Quarter: <u>1 Sub Day</u>  29 Grade Level Teachers x 6 days = 174 Sub Days	Quarterly	
	EA4.5	Teachers collect <u>walkthrough data</u>	Monthly	\$0	Walkthrough Protocol	Once a month	
	<u>EA4.6</u>	<u>Publicize goals</u> as a school	Monthly	\$0	Data wall	Once a month	
	EA4.7	Coaches publish <u>newsletters</u>	Monthly	\$0	Website	Once a month	
	EA4.8	Teachers practice and <u>reflect</u> on their progress toward their goals	2 months (March and April)	\$0	Grade Level Friday	Bi-Weekly	
	<u>EA4.9</u>	<u>Publicize goals</u> as a school	1 week (end of April)	\$0	Data wall	One shot	
	EA4.10	Induction and Mentoring Program provided for teachers with the emphasis on the <u>17 Proactive Strategies</u> for a nurturing environment	Yearlong	\$0			
	EA4.11	All teachers know the essential standards, when to teach them (monthly pacing guides), and how they will be assessing students ( bi-weekly common formative assessments (CFA))	Opening of school year. 3 hour articulation time.	\$0			
	EA4.12	Teachers administer monthly Reading and math STAR assessment and use assessment data to modify instruction and curriculum. STAR: \$14,732.98 <b>Resource: Line 17 Supplies/Other Expenses</b>	Monthly, yearlong	Title I \$14,732.98			

	EA4.13	Teachers use data from the bi-weekly CFA to run the Doug Reeves 6-Step data team process.		\$0			
	EA4.14	All teachers know the proficiency scales for the monthly essential standards.		\$0			
	EA4.15	All teachers base report card marks according to these proficiency scales where applicable		\$0			
	EA4.16	Planning days for coaches (summer) <b>Resource: Stipends</b> <b>3 coaches for 5 days</b>		WSF			
	EA4.17	PTT/PPT for focus academic skills K-1 <b>Resource:</b> <b>Line 12 PTT (1)</b> <b>Line 14 PPT (1)</b>		Title I			
	EA4.18	Primary School Adjusted Program (PSAP) <b>Resource: Personnel FTE</b> <b>Line 10 Teacher (e.g., Classroom, Coach)</b>		WISHLIST			
	EA4.19	Reading Specialist <b>Resource: Personnel FTE</b> <b>Line 10 Teacher (e.g., Classroom, Coach) (1)</b>		WSF Title I			
	EA4.20	Utilize Learning/Media Center for enrichment activities <b>Resource:</b> <b>Line 17 Supplies/Other Expenses</b>		WSF \$2000 Title I \$2000 (if available)			
	EA4.21	Library for each classroom <b>Resource:</b> <b>Line 17 Supplies/Other Expenses</b>		WSF Title I \$10,000 (if available)			

	EA4.22	Utilize funding resources to provide additional RTI reading support for students K-3	Yearlong		1. Early Literacy STAR (Summary Report, percentage from the last page for probable reader) 2. STAR Screening Report Hawaii SBA (only GR3) 3. Kindergarten Readiness Assessment for beginning of the year <b>(SW3)</b>	Quarterly	
	EA4.23	Utilize funding resources for Literacy (Phonics, Building knowledge and vocabulary) Professional Development <b>(SW6)</b>					
	EA4.24	Use IRA teachers <ul style="list-style-type: none"> <li>to provide student instructional supports so teachers can consistently monitor student progress through participating in data teams.</li> <li>to provide student instructional supports for grade level content/skill specific instructional need areas, test taking skills, keyboarding highlighting, navigation; organizational skills: researching, mapping, charting, content area enrichment supports: Health, language, extended science-robotics, maker-space, gaming, performance arts</li> </ul>	Yearlong	WSF		Quarterly	
	EA4.25	Provide ELT (extended learning time) to increase ELA instructional supports and enrichment opportunities for students.		21st CCLC	<b>(SW 5)</b>		



	EA4.26	<p>Implement an aligned ELA, Science, and Math instructional system (K-6) to provide students with consistent language and increased supports for learning. Provide relevant PD for teachers  <b>Resource: Supplies</b> Nearpod \$4,800.00 (WSF)</p> <p><b>Resource: Line 17 Supplies/Other Expenses</b>  Mystery Science \$1,249.00  Achieve3000 PD \$1,874.35  Screencastify \$2,500.00  IXL \$7,470.00  Achieve3000 \$8,649.21  STAR \$14,732.98  MyOn \$6,012.66  Seesaw \$2,612.50  Everyday Math and Supplies \$8,600.00  Flocabulary \$2,600.00</p>		WSF \$4,800  Title I \$41,567.72			
	EA4.27	<p>Provide extended learning time (ELT) to increase Math instructional supports and enrichment opportunities for students.  a. Intercession, after-school, summer tutorial/enrichment programs (Robotics, etc.)  <b>(SW 5, SW6)</b></p>		21 cc			
	EA4.28	<p>Technology coordinator will support students and teachers with various network, hardware, and software issues throughout campus.  <b>Resource: 1 FTE</b></p>		WSF			

## Staff Outcomes (SY 2022-23) SW6 SW 3

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> Teacher licensing rate will maintain at 100% for the School year 2020-21, as measured on the ARCH Data System.	EA5.1	<p>1. Recruit and Retain highly qualified (college student teacher program) teachers through partnerships with colleges. eg. UH Manoa, UH West O’ahu, Marist University , Whitworth University, Whitworth University</p> <p>a. Establish relationships through Makaha (teacher) Visit</p> <p>b. Provide support for teachers to participate in concurrent Masters of Education programs so they are able to accept vacant teacher positions.</p>	Yearlong	\$0	1. Track Teachers expiration date	Semester	
	EA5.2	<p>2. Establish early relationships with new teacher candidates.</p> <p>a. Promote recruitment of HQ teacher candidates through complex recruitment presentations and school campus visitations.</p> <p>b. Participate in Ventures intake interviews of new applicants, and in out-of-state recruitment trips to identify teacher candidates for Makaha Elementary</p> <p>Summer Coach partner with District Induction and Mentoring Resource Teacher to introduce new teacher to campus</p> <p>Resource: 15 Stipends</p> <p>New teacher partner with mentor (school level teacher)</p> <p>Mentoring class</p> <p>Resource: 16 Substitutes (including subs for teacher)</p>		Part of the 5 days			

	EA 5.3	3. Provide all teachers with support for HQ plans and relevant professional development. <b>(SW5,6)</b>		\$0			
	EA 5.4	Utilize Staff Aloha Club to hold celebrations and support for teachers. <b>Resource: Supplies (SW 5)</b>		Local School \$1000			

<b>Outcome 2:</b> Teacher retention rate will increase from 85% to 88% in the School year 2020-21, as measured by the ARCH Data System.	EA6.1	1. Provide first year teachers with an induction program to introduce new teachers to the Hawaii Department of Education system, Nanakuli Waianae Complex indicators/initiatives and Makaha Elementary School school-wide focus areas/school-wide agreements. a. Introduction of EES,state/complex/school focus areas, data teams process,etc.	Yearlong	\$0		Quarterly	
	EA6.2	2. Provide first and second year teachers with a mentoring support system: NW complex PD sessions, school level support system (modeling, technical assistance, PD) <b>(SW6)</b>		\$0			

	EA6.3	Recognize and award teacher success Hero Store <b>Resource: Supplies</b>		Local School \$1000			
	EA6.4	Teacher initiated PD funding <b>Resource: Substitutes/Stipends</b> <b>Supplies (Books)</b> <b>Line 15 Stipends (20)</b> <b>Line 16 Substitutes (including subs for teacher) (20)</b> <b>Line 17 Supplies/Other Expenses (SW 5)</b>		WSF \$2000 (supplies)  Title I \$1000 (supplies) (if available)  Title III \$2000 (subs)			
<b>Outcome 3:</b> Teacher response on school climate will increase from 60% to 70% by the end of school year 2020-21, as measured by the School Quality Survey.	EA7.1	Data teams Re-establish articulation time PLC's (meet weekly) Establish and maintain PLC team digital folders Data Wall	Yearlong	\$0		Quarterly	

	EA7.2	Administer monthly surveys to teachers Purpose: 1. Convey the importance of answering favorably to the school climate question 2. Modify actions on campus to improve the likelihood that teachers will answer favorably.		\$0	1. School Created Surveys (SW3)		
	EA7.3	1. Implement Nanakuli-Waianae Complex (K-12) initiatives that support Makaha Elementary School's community building efforts, the building of a teacher/staff support system and improving teacher/staff instructional/behavioral consistency and capacity across the complex.		\$0			
	EA7.4	2. Participate in NW complex initiatives-workshops, national conferences and institutes (to involve out-of-state travel) (SW5,6)		No funding available at this time.			
	EA7.5	K20 <b>Resource: Substitutes Supplies (iPads, books) (SW5)</b>		Complex Funded			

	EA7.6	Data system to monitor data (Galileo) <b>Resource: Software Suite</b>		Complex Funded			
	EA7.7	Tier 2 Curriculum Tier 3 Curriculum <b>Resource: Substitutes for training</b>		Complex Funded			
	EA7.8	Utilize book study to increase teacher pedagogical skills <b>Resource:</b> <b>Line 17 Supplies/Other Expenses</b> <b>2 titles*25 each * \$20</b>		WSF \$1000 Title I \$1000 (if available)			

<p><b>Outcome 4:</b> Parent response on school climate will increase from 77% to 85% by the end of the school year 2022-23, as measured by the School Quality Survey.</p>	EA8.1	<p>1. Provide parent educational opportunities</p> <ul style="list-style-type: none"> <li>a. Open House</li> <li>b. Kindergarten Orientation</li> <li>c. Parent Teacher Conferences</li> <li>d. PCNC workshops</li> <li>e. ‘Ohana Nights</li> <li>f. Preschool Transition Workshop</li> <li>g. Head Start Transition Workshop</li> <li>h. Keiki Steps to Kindergarten Orientation (if funding is available)</li> <li>i. Farm Open House (Partnership with Hoa Aina O Makaha) (SW5,7)</li> </ul> <p><b>Resource:</b> <b>Line 17 Supplies/Other Expenses</b></p>	Yearlong	Title I \$1500	<ul style="list-style-type: none"> <li>1. School created Survey</li> <li>2. Participation rate for each parent educational opportunities provided by the school (SW3)</li> </ul>	Quarterly	
	EA8.2	<p>Utilize Parent-Community Networking Centers (PCNC) as a liaison with parents and community for communication and events</p> <p><b>Resource: Personnel</b></p>		WSF			

	EA8.3	Administer monthly surveys to parents Purpose: <ol style="list-style-type: none"> <li>1. Convey the importance of answering favorably to the school climate question</li> <li>2. Modify actions on campus to improve the likelihood that parents will answer favorably.</li> </ol>		\$0			
	EA8.4	Technology to turn Ohana night Virtual Classes for parents Training for staff implementing iPads/Chromebooks to borrow		WISHLIS T			
	EA8.5	PD for teachers/staff how to build relationships/work with families <b>Resource: Training (Karen Mapp)</b> <b>Line 18 Contract Services</b>		WSF Title I \$5000 (if available)			



**Pipeline of Emerging Ideas: Pilot Projects and Design Thinking**

When HIDEOE 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 HIDEOE 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. What does your school want to do that is “outside the box” to best address the needs for all students? How can you better engage your students?</i></p> <p>1. Create a <b>21st Century Innovation Center</b> for students: Students will Explore different tools to create projects they are passionate about. The center will provide a way for students to be creative thinkers and be able to explore different career options. <b>(SW5,6)</b></p> <p><b>2. Parent/Student Community Center:</b> The center is a place where families can utilize to work towards individual/family goals like creating resumes, using technology, preparing for Job interviews or any other support needed. This center will also be used by the students. For example, the Student Council will use this center as a meeting area to prepare for school-wide initiatives. <b>(SW7)</b></p>	<p><i>Please describe your conditions for Success: What does your school need to actualize your ideas around innovation and pilot projects? This may include changes to your core values and mindsets, curriculum and instruction, and infrastructure. This may also include the support you will need from your complex area team and the state offices?</i></p> <p>Create a <b>21st Century Innovation Center</b> for students:</p> <ol style="list-style-type: none"> <li>1. Develop a plan to implement based on the school goals around the Innovation Center.</li> <li>2. Purchase Tools such as 3D printers, ceramic, robots, art materials, etc.</li> <li>3. Adjust Class Schedule to ensure Pilot classrooms have an opportunity to work in the center</li> </ol> <p><b>Parent/Student Community Center:</b></p> <ol style="list-style-type: none"> <li>1. Develop a plan to implement based on the school goals around the Parent/Student Community Center.</li> <li>2. Implement the Harwood Practice to gather ideas, goals from all stakeholders (students, teachers, family and community members)</li> </ol>