



2021-2024 Academic Plan

Makakilo Elementary School

92-675 Anipeahi Street
Kapolei, Hawaii 96707
808-672-1122

<https://www.makakiloelementary.k12.hi.us/>

Submitted by Principal Rae Fabrao

A handwritten signature in black ink, appearing to be "Rae Fabrao".

Date: 5/7/2021

Approved by Complex Area Superintendent Sean Tajima

A handwritten signature in black ink, appearing to be "Sean Tajima".

Date: MAY 10 2021

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum, instruction
 - WASC Category C: Standards Based Student Learning: Instruction
 - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- International Baccalaureate (IB) Authorization
- Other

Need:

1. Need: MES will implement the data teams process, using Standards/Power Standards for ELA, Math and Writing, with the use of Common Formative/Summative Assessments to facilitate RTI (Tiers 1,2,3) for school wide achievement.
2. MES will continue to research, share and implement instructional best practices.
3. MES will review and refine the delivery of instructional services for special populations and subgroups of students in all instructional settings.
4. MES will refine the success criteria for NGSS and begin to develop common grade level assessments (K-5) , leading to the data teams process?

	<p>Addressing Equity: Sub Group Identification</p> <p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>SPED Disadvantaged ELL Gifted and Talented</p>
--	--

ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Karen Yogi	1. ELA (School Wide Needs 1,3,4,5) Research Based/ Evidence Based Network
2. Todi Otsuka	2. Math (School Wide Needs 1,3,5) Research Based/ Evidence Based Network
3. Vice Principal	3. STEM (NGSS, School Wide Need 1,3,5) Research Based/ Evidence Based Network
4. Vice Principal	4. AVID (School Wide Needs 1,5) Research Based/ Evidence Based Network
5. Rae Fabrao	5. ELL (School Wide Needs 5,6) Research Based/ Evidence Based Network, Inclusive Practices
6. Rae Fabrao	6. SPED Setting/Inclusion (School Wide Needs 5,6) Research Based/ Evidence Based Network, Inclusive Practices
7. Ralna Pacada	7. RTI (School Wide Need 2) Research Based/ Evidence Based Network, Social Emotional Learning/Whole Child
8. Sheri Yoshida	8. Positive Behavior Support, ECSSS, Attendance, Social Emotional Learning (Whole Child) , 9th Grade On Track/Learning
9. Todi Otsuka	9. Gifted and Talented Research Based/ Evidence Based Network
11. Todi Otsuka	11. WASC (Organization)

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<ol style="list-style-type: none"> 1. 80% of students will show growth in reading and math as evidenced by the iReady screener. 2. MES Gap Rate will reduce by 2% each year in both ELA and Math as measured by the SBA. 3. MES will continue to implement a school wide writing program as evidence (by Writing Curriculum Maps or by writing pieces utilizing the “Write from the Beginning and Beyond”) sharing cross level writing pieces. 4. MES will continue to research, share and implement instructional best practices. 	<ol style="list-style-type: none"> 1. MES will continue to refine our Data teams and RTI Process. The refinement of strategies and instructional practices will lead to student growth/achievement . (WASC Recommendation) 2. MES will continue to review and refine the delivery of instructional services for special populations and subgroups of students in all instructional settings. Due to special populations' lack of growth, a reduction in the gap rate/ increase of growth is needed. 3. Utilizing a school wide writing program will help students become more proficient readers and writers as they transition through grade levels. 4. By researching, sharing and implementing instructional best practices MES will increase teacher competency as well as student growth/achievement.

<p>5. MES will refine the success criteria for NGSS and begin to develop common grade level assessments (K-5)</p> <p>6. MES will continue to address the social and emotional aspects of the whole child.</p>	<p>5. Refining success criteria for NGSS and developing common grade level assessments (K-5) will lead to better understanding of student success and where supports are needed for student growth.</p> <p>6. By addressing the social and emotional aspects of the whole child we are able to nurture the development of contributing members of society.</p>
---	--

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>80% of students in each grade will show growth in iReady reading.</p>	<p>Grades K-3 Implement Homogeneous Grouping Instruction for reading (SFA) Success For All Reading</p> <p>Grades 4-5 Implement/Refine Heterogeneous Grouping Instruction for reading (Wonders)</p> <p>K-5 RTI</p> <p>Data teams (Common formative/summative</p>	<p>21-22</p>	<p>Karen Yogi</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>-iReady Universal Screener (3x</p> <p>- Weekly Assessments</p> <p>-Unit Assessments</p> <p>-Articulation Minutes</p> <p>-CAS</p> <p>-sign in sheets from training</p> <p>-RTI data collection</p> <p>-SFA Roots Assessments(quarterly)</p> <p>-GATES Assessments (quarterly)</p> <p>-Fluency (grades 4 &5)</p>

	assessments) SFA Training for teachers in Grades K-3 Getting Along Together Training for teachers in Grades K-5 Wonders training for new teachers 4-5				
2% decrease in Gap as evidenced by SBA scores	Implementation of inclusion classes for grade K-5 Tutoring EL pushin/pullout services	21-22	Fabrao	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	

Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress

<p>80% of students in each grade will show growth in iReady reading.</p>	<p>Grade 1-3 Implement/Refine Homogeneous Grouping Instruction for reading</p> <p>Grade 4-5 Implement/Refine Reading Instruction (Wonders)</p> <p>K-5 RTI using i-Ready</p> <p>RTI reading teacher</p> <p>Data teams (Common formative/summative assessments)</p> <p>Wonders training for new teachers</p>		<p>Karen Yogi</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> -iReady Universal Screener - Weekly Assessments -Unit Assessments -Articulation Minutes -CAS -sign in sheets from training -RTI data collection
<p>2% decrease in Gap as evidenced by SBA scores</p>	<p>Implementation of inclusion classes for grade K-5</p> <p>Tutoring</p> <p>EL pushin/pullout services</p>			<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> -SBA Scores - State SPED Inclusion Rate Report -WIDA scores and EL data -Achievement Gap Rate

<p>Collect writing samples at the start/end of the quarter/semester for narrative writing</p> <p>Collect baseline data for (Expository/Informative) writing</p>	<p>Narrative writing- (Thinking maps writing and beyond)</p> <p>Grades K-5 Refine grading process: Inter-rater reliability exercise at the start/end of the quarter/semester</p> <p>Expository/Informative writing - (Thinking Maps Writing and Beyond)</p>		<p>Karen Yogi</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>- Narrative writing</p> <p>Expository/Informative Writing</p>
<p>MES will share/document school wide Best Practice which includes AVID</p>	<p>Sharing of best practices /PLC Quarterly visitation (on/off campus) AVID Strategies</p> <p>Continued to provide Professional Development for AVID Strategies and continue to implement AVID Strategies.</p> <p>MES teachers will implement AVID Strategies to help get our students college and career ready</p> <p>AVID Indicators: 1. Learning Through Writing 2. Writing Process 3. Focused Note Taking</p>		<p>Rachelle Fabrao VP</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>-Google Docs Resource -PLC share outs @ Faculty mtgs. -Grade level articulation notes</p> <p>-AVID Pre, Mid and Post Assessment Scores</p>

	<ol style="list-style-type: none"> 4. Higher Level Thinking 5. Structures for Inquiry 6. Access Digital Information 7. Technology as a Tool for Collaboration 8. Structures for Collaboration 9. Organizational Methods (Goal-Setting) 10. AVID Organizational Tools 11. Critical Reading Process 12. WICOR Strategies <p>Grades 3-5</p> <ul style="list-style-type: none"> ● Binder/Note Taking ● Communication Folder Levels of Questioning ● Reading Strategies ● Marking the Text <p>Grades K-2</p> <ul style="list-style-type: none"> ● Planner/organizer ● Communication Folder ● Note Taking ● Reading Strategies ● Marking the Text 				<ul style="list-style-type: none"> -AVID Data Team Template -K-5 AVID Walk Through Data - AVID Elementary Coaching and Certification Instrument

<p>Recognize & encourage positive student behavior.</p> <p>Begin to develop a framework for RTIb</p>	<p>MES will implement a School Wide Campaign:</p> <p>Continue STAR rewards program “CAUGHT BEING GOOD” Campaign Awards Assembly (GLO, Attendance and Choose Love Traits)</p> <p>Assist students who are having difficulty meeting behavioral expectations and help them to monitor and adjust their own behaviors. In addition, help students to learn know steps to handle situations that may not be respectful or safe with:</p> <ul style="list-style-type: none"> - Choose Love Curriculum - GLO Calendar/Review Behavior Data <p>Develop a cadre to build a framework/system for RTIb</p>		<p>Sheri Yoshida</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>-Monthly tracking and reporting</p> <p>-Results shared with a banner and/or spreadsheet</p> <p>-Depth of participation by individual teachers will be looked at .</p> <p>-means of having individual discussions to see how it can be implemented to have a bigger impact on students</p> <p>-Will also be inputted into infinite campus any serious discipline actions.</p> <p>- Cadre meeting minutes</p>
---	---	--	----------------------	---	--

<p>Development of the Whole Child</p>	<p>MES students will be exposed to different opportunities/activities to enable them to be well rounded:</p> <p>Early Act Leadership JPO Grade level field trips Drama (HTY) Family Nights (PCNC) Robotics Drumline Career Day Japan in a suitcase Sports (Track & Basketball) Kinder Kickstart Math league Spelling Bee</p>	<p>Sheri Yoshida</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>- Participation data. This data will be reviewed by the student Support WASC Focus Group</p>
---------------------------------------	--	----------------------	--	---

<p>MES will have a system in place to make transition for students as smooth as possible</p>	<p>Middle School Transition</p> <ul style="list-style-type: none"> ● SPED/504 ● AVID ● Middle School visitation ● Middle School Staff Visit ● Communication between MES counselor and Middle school <p>Kindergarten Transition</p> <ul style="list-style-type: none"> ● Transition/Orientation week at the beginning of the school year ● Summer Bridge program 	<p>Ralna Pacada</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>- Calendar dates</p>
--	--	---------------------	--	-------------------------

	<p>Class list procedures/Grade Level</p> <p>Transition Visits within the school (students present in a visitation)</p> <p>New Students Welcome to the office w/tour</p>			
--	---	--	--	--

<p>80% of Students in each grade level will show growth in math.</p>	<p>Continue implementation of Stepping Stones 2.0, Pearson Workshop Model and utilize the Origo Access online platform.</p> <p>Provide PD & mentorship for new teachers</p> <p>K-5 RTI</p> <p>Data teams (Common formative/summative assessments)</p> <p>Monitor GT/PGT students</p>	<p>Todi Otsuka</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<p>-iReady Universal Screener</p> <p>- Pre/Post Module assessments</p> <p>-Stepping Stones Cumulative Assessment (pre: beginning of year and post: year end)</p> <p>-Math data collection sheet (CAS)</p>
--	--	--------------------	--	---

--	--	--	--	--

<p>MES Teachers implement enrichment activities as deemed appropriate to challenge our students</p>	<p>Homogeneous Grouping (SFA Leveled Reading Groups K-3)</p> <p>Reading Enrichment Gr. 4 & 5</p> <p>Project Based Learning (PBL) Gr. 5</p>	<p>Todi Otsuka</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> -Pre/Post assessment scores -SBA scores -Gates scores i-Ready scores - GTE Testing
---	--	--------------------	---	--

<p>Teach the Next Generation Science Standards to all students</p>	<p>Continued utilization of PLTW modules and Discovery Education Techbook to teach NGSS</p> <p>Full Implementation of NGSS</p> <p>Grade 5 SBA Science Testing</p> <p>Develop success criteria for science assessments</p> <p>MES grade levels will use PLTW Launch K-5, Discovery Education, and supplemental materials</p> <p>Continue to refine Grade Level Curriculum Maps that will include Standards, Learning Goals and Success criteria</p> <p>MES will refine the alignment of the success criteria for NGSS and begin to develop common grade level assessments (K-5)</p> <p>Continue to provide professional development and support for Next Generation Science Standards</p> <ul style="list-style-type: none"> ● Understanding and unpacking the NGSS ● Develop Curriculum Maps and Success Criteria 	<p>VP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> - STEM Walk through Data -Grade Level Curriculum Science Maps -HSA Science Scores -Grade level Assessments - Grade Level Rubrics - Grade Level Exemplars -GradeLevel Curriculum -Science Maps -Assessment Scores
--	---	-----------	---	--

<p>MES will collect baseline scores for the Hawaii State Assessment for Science.</p>	<p>Collect baseline scores for the Hawaii State Assessment for Science.</p>	<p>Rae Fabrao/VP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>-SBA science scores -Discovery Ed</p>
--	---	--------------------------	---	--

Goal 2: Staff Success. [Makakilo Elementary] has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<p>Outcome: By the end of three years,</p>	<p>Rationale:</p>	
---	--------------------------	--

<p>Year 1 (SY 20-21):</p> <ul style="list-style-type: none"> - Collect baseline data for narrative writing - Cross-grade level articulation about skills taught in each grade level that prepares students for the next. Discuss expectations, strengths/weaknesses and areas that the preceding grade level needs to work on to better prepare students for the next. <p>Year 2 (SY 21-22):</p> <ul style="list-style-type: none"> - Collect baseline data for Expository/Informative writing - Continue cross-grade level articulation, one at the beginning of the year and one at the end of the year. - Refine the grading process in narrative writing. Grade levels collect baseline data at the start of the quarter/semester, do an inter-rater reliability exercise and repeat at the end of the quarter/semester. <p>Year 3 (SY 22-23):</p> <ul style="list-style-type: none"> - Collect baseline data for Opinion writing - Continue cross-grade level articulation, one at the beginning of the year and one at the end of the year. - Refine the grading process in Expository/Informative writing. Grade levels collect baseline data at the start of the quarter/semester, do an inter-rater reliability exercise and repeat at the end of the quarter/semester. 	<p>Thinking Maps Write from the Beginning and Beyond is the curriculum through which writing will be taught schoolwide. Each year will focus on refining the teaching/grading on a specific genre. Cross-grade level articulation will provide the necessary time to discuss important needs that the next grade level expects of their incoming students. Inter-rater reliability allows for teachers within the grade level to assess student work that will lead to establishing consistent grading and scoring.</p>	<p>Karen Yogi</p>
--	---	-------------------

Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
				<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	
				<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	

Goal 3: Successful Systems of Support. The system and culture of [Makakilo Elementary] works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:

Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
				<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	
				<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	