


MANANA ELEMENTARY SCHOOL

1147 Kumano Street
Pearl City, Hawaii 96782
(808) 307 -5300
www.manana.k12.hi.us

Submitted by:  <small>Bryan Loo (Jun 5, 2020 12:21 HST)</small>	Date
Principal	May 22, 2020

Approved by:  <small>keith hui (Jun 4, 2020 14:15 HST)</small>	Date
ComplexArea Superintendent	Jun 4, 2020

Academic Plan SY 2020-2021

Where are we now?

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

- WASC Self Study
 - WASC Category B: Standards Based Student Learning: Curriculum
 - WASC Category C: Standards Based Student Learning: Instruction
 - WASC Category D: Standards Based Student Learning: Assessment and Accountability

1. Need:

a. All PW Schools: Contributing or Root Cause(s) which caused this Learning Need(s):
(for alignment, please cite page number in Comprehensive Needs Assessment and attach a copy)

While Manana Elementary School has demonstrated progress and growth to closing the achievement gap, the trend is inconsistent. We continue to strive for consistency, and enabling activities address the school's efforts to that achievement.

Manana Elementary School achievement gap data:

- '15 - '16 ELA 36 MA 41
- '16 - '17 ELA 25 MA 28
- '17 - '18 ELA 31 MA 33
- '18 - 19 ELA 20 MA 27
- '19 - 20 No Data Available

[Manana Elementary School Strive HI Results](#)

[Manana Elementary School Status Report](#)

2. Need:

a. All PW Schools: Contributing or Root Cause(s) which caused this Learning Need(s):
(for alignment, please cite page number in Comprehensive Needs Assessment and attach a copy)

March 2019 WASC Accreditation Chapter IV - "Schoolwide Critical Areas For Follow-Up"

The Visiting Committee concurred with Manana's identified critical areas for follow-up that are outlined in the Academic Plan. These are summarized below:

1. Administration, Leadership Team and faculty should continue to implement programs directed at meeting the needs of the Whole Child through the Hawaii Multi-Tiered Systems of Support (HMTSS) Positive Behavioral Interventions & Supports (PBIS) and Social Emotional Learning (SEL) to ensure all students have the opportunity to achieve the General Learner Outcomes (GLO).

Academic Plan SY 2020-2021

2. The Administration, Leadership Team and faculty should continue with school-wide professional development in and implementation of Visible Learning, Project-Based Learning (PBL) and Next Generation Science Standards (NGSS), Hawaii Content Standards for Social Studies (HCSSS) Framework curricula to address 21st century learning skills for all students.
3. All faculty should focus on increasing opportunities where students are self-monitoring their learning by critically thinking, problem solving and responding to higher-order thought questions during project-based learning opportunities.
4. Leadership Team and faculty should continue their efforts to design an assessment tool to measure students' attainment of the GLOs as they move through Manana Elementary.
5. To ensure participation of all stakeholders in providing a high-quality education for every child, the administration and staff should explore new means of expanding parent and community involvement in school activities and fundraisers.
6. To continue the strong history of academic success and development of school culture, Administration and Leadership should update and document the already successful practices, especially in measuring the GLOs and ensure they are implemented schoolwide.
7. Due to the **COVID-19** pandemic, the last day for students on school campuses for SY 2019-2020 was March 13, 2020. There was no 4th quarter. The days between March 30 and May 28 were used to ensure continuity of learning.

Addressing Equity: Sub Group Identification

Academic Plan SY 2020-2021

	<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>Needs:</p> <p>Continue to implement programs and processes to close the achievement gap for the economically disadvantaged, English Learners (EL), and students receiving Special Education (SpEd) services (High Needs).</p> <p>SY 2019 - 2020</p> <ul style="list-style-type: none"> - Language Arts: Non-High Needs (78%); High Needs (59%) Achievement Gap: 20 points - Math: Non-High Needs (85%); High Needs (57%) Achievement Gap: 27 points <p><u>Manana Elementary School Status Report</u></p>
--	---

ORGANIZE: Identify your Complex Area priorities and leads	
Complex Area Priorities/Strategies/Initiatives	Name and Title of Complex Area Accountable Lead
Research-Based and Evidence-Based	Curriculum Coordinator, Academic Review Team
Social Emotional Learning (SEL), PBIS, Transitions	Vice Principal, Counselor, Students Services Coordinator
Inclusive Practices	Counselor, Student Services Coordinator, Classroom Teachers
Induction and Mentoring	Administration, Induction & Mentoring Teachers
Next Generation Science Standards (NGSS), Project Based Learning (PBL), Common Core State Standards (CCSS), C3 Social Studies	Academic Review Team
Computer Science	Technology Coordinator

Academic Plan SY 2020-2021

CCSS - Math Data Teams - Data Teams (DT)	Librarian, Technology Coordinator, Curriculum Coordinator
CCSS - English Language Arts Writing Data Teams (DT)	Librarian, Technology Coordinator, Curriculum Coordinator

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.

Academic Plan SY 2020-2021

- x **Objective 2: Whole Child** – All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.
- x **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.
- x **Objective 4: Prepared and Resilient** – All students transition successfully throughout their educational experiences.

Outcome: By the end of SY 2020-2021,	Rationale:
Manana students will demonstrate progress toward success in college, career, and citizenship as measured by school level targets identified by knowing and utilizing: <ul style="list-style-type: none">● State Standards● Data Analysis● Differentiated Instructions/Research-based Strategies● Progress monitoring and assessment● General Learner Outcomes (GLOs)	Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to: <ul style="list-style-type: none">● Chronic Absenteeism● Smarter Balanced Assessments (SBA)● Hawaii State Assessments (HSA) - Science (Grade 5)● Math and ELA Achievement Gap● 3rd Grade Literacy● ELA and Math MGP● iReady (Universal Screener)● Unit/Chapter summative assessments● School Climate● Inclusion Rate● WIDA Screener, WIDA-ACCESS Placement Test (W-APT)● Family and Community Engagement

Academic Plan SY 2020-2021

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	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
By the end of 2020 - 2021 school year, all Manana Elementary School students will participate in learning activities rooted in 21st century success skills for student progression to deeper learning competencies.	Elementary level students will participate in learning activities that are aligned to real world careers and/or the complex's high school academies.	2020-2021	Leadership Team, Administration		Based on: <ul style="list-style-type: none"> • School Schedule • Feedback from school visits • National Career Academy Coalition • enrollment numbers
By the end of the 2020 - 2021 school year, all Manana Elementary School students will experience Project Based Learning (PBL).	School teams will evaluate, design and implement conditions that foster project based learning in school communities, teacher training will focus on collaboration to design and implement projects that support student outcomes in achieving high levels of deeper learning competencies through authentic learning tasks.	2020-2021	Curriculum Coordinator, Leadership Team		Based on: <ul style="list-style-type: none"> • Presentations of Learning • Feedback from school visits • Student and teacher surveys

Academic Plan SY 2020-2021

By the end of the 2020 - 2021 school year, all Manana Elementary School students will receive rigorous academic instruction in all academic areas to include <ul style="list-style-type: none"> • Computer Science • HCSSS • NGSS 	<ul style="list-style-type: none"> • All elementary (k-6) students will experience Computer Science Fundamentals. • All students will begin to be introduced to HCSSS standards in social studies courses. • All students K-6 will experience a science curriculum grounded in NGSS standards. 	2020-2021	Curriculum Coordinator, Technology Coordinator	P20 Grant	<ul style="list-style-type: none"> • enrollment numbers • evidence of standards embedded in PBL • PBL Presentations of Learning • feedback from school visits
Identified Manana Elementary students will receive additional support through Hawaii Multi-Tiered System of Support (HMTSS) Framework.	Identified students will receive supports through Response To Intervention (RTI) -A(cademics) and/or RTI-B(behavior) systems to address the academic, behavioral, social, emotional, and physical needs	2020-2021	Counselor, Student Services Coordinator, Classroom Teacher		<ul style="list-style-type: none"> • Participation Data • StriveHI data • Academic HMTSS survey data
Manana Elementary School will continue to foster a positive learning environment for all students.	<p>All students will experience/participate in social emotional learning opportunities (SEL) integrated through the school's 3 WEs Awardees program.</p> <p>Students will understand school-wide learning and behavioral expectations through the 3 WEs Awardees program.</p>	2020-2021	Counselor, Student Services Coordinator		<ul style="list-style-type: none"> • Panorama Survey • StriveHI data • Attendance Data • Suspension Data

Academic Plan SY 2020-2021

Goal 2: Staff Success. Public schools have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- x **Objective 1: Focused Professional Development** – Develop and grow employees to support student success and continuous improvement.
- ☐ **Objective 2: Timely Recruitment and Placement** – Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- ☐ **Objective 3: Expanded Professional Pipeline** - Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

Outcome: By the end of SY 2020-2021,	Rationale:
<p>Manana Elementary Staff will</p> <ul style="list-style-type: none">● use highly effective research-based and evidence-based instructional techniques to effectively further student success.● examine, collaboratively, the impact of instructional beliefs and practices.	<p>As a school, we are providing professional development training for teachers.</p> <p>Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to:</p> <ul style="list-style-type: none">● Chronic Absenteeism● Smarter Balanced Assessments● Hawaii State Assessments - Science (Grade 5)● ELA/Math Achievement● ELA/Math Achievement Gaps● iReady (Universal Screener)● Schoolwide pre/post writing assessments● Unit/chapter assessments● Observations● School Quality Survey● Special Education Least Restrictive Environment (LRE) Inclusion rate● Family and Community engagement

Academic Plan SY 2020-2021

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	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Manana Elementary School team will develop the capacity to refine and implement the HTMSS system to support the whole child.	Manana Elementary School will participate in professional development provided by the Pearl City-Waipahu Complex Area: <ul style="list-style-type: none"> • Overview of HMTSS • Establish a HMTSS Team to implement and monitor roll out • Further development of one domain (e.g., academic, SEL, Behavior, Physical Wellbeing). • Example: if a school focuses on academics, it would include refining RTI and instructional practices 	2020-2021	Student Services Coordinator, Counselor, Curriculum Coordinator		<ul style="list-style-type: none"> • Participation Data • StriveHI data • Academic HMTSS survey data
By the end of the 2020 school year, Manana Elementary School will implement strategies that address: Whole Child/Social Emotional Learning, Well Rounded Education, Equity Transitions. and	Participate in Professional Development (PD) that addresses student success and school improvement that may include: <ul style="list-style-type: none"> • PD Sessions (PBL/NGSS/Computer Science) • Local and National Conferences w/travel (NGSS/Visible Learning) 	2020-2021	Administration		Based on <ul style="list-style-type: none"> • SBA data • iReady data • Strive HI data • Classroom Walkthrough data • PD attendance (PDE3, PLC mtg. minutes) • School Quality Survey data

Academic Plan SY 2020-2021

Leadership Competencies.	<ul style="list-style-type: none"> Complex/Complex Area Professional Learning Communities (AVID/NGSS) 				
Manana Elementary School will support their teachers in the implementation of Computer Science.	Manana Elementary will participate in Professional Development (PD) provided by the PWCA	2020-2021	Administration, Technology Coordinator		<ul style="list-style-type: none"> PDE3 Registration Sign-in Sheet Formative Monitoring Tool (TBD) Surveys
Manana Elementary will support their teachers in the implementation of HCSSS.	Manana Elementary School teachers will participate in Professional Development (PD) provided by the PWCA, focused on the implementation of HCSSS.	2020-2021	Administration, Curriculum Coordinator		<ul style="list-style-type: none"> PDE3 Registration Sign-in sheets Formative Monitoring Tool (TBD) Surveys Virtual/Face to Face PD
Manana Elementary will support their teachers in implementation of NGSS.	Manana Elementary School teachers will participate in Professional Development (PD) focused on building deeper understanding of NGSS.	2020-2021	Administration, Curriculum Coordinator, Science Lead		<ul style="list-style-type: none"> PDE3 Registration Sign-in sheets Formative Monitoring Tool (TBD) Surveys

Academic Plan SY 2020-2021

Manana Elementary School will support their teachers in their planning and monitoring of PBL implementation	Manana Elementary School teachers will participate in Professional Development (PD) provided by the PWCA, focused on building deeper understanding of PBL.	2020-2021	Administration, Curriculum Coordinator		<ul style="list-style-type: none"> ● PDE3 Registration ● Sign-in sheets ● Formative Monitoring Tool (TBD) ● PBL Implementation Pulse Survey Results ● Teacher and Student survey
Manana Elementary School will provide Induction and Mentoring support for beginning teachers and mentors.	Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program. <ul style="list-style-type: none"> ● Beginning Teacher PD ● Mentor PD ● Induction and Mentoring Forums ● HQT ● Learning Zone 	2020 - 2021	Administration, Curriculum Coordinator		<ul style="list-style-type: none"> ● NHQT Data ● Teacher PD Survey Data ● Participation Data ● Mentor/Beginning Teacher Survey

Academic Plan SY 2020-2021

Goal 3: Successful Systems of Support. The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- x **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

Outcome: By the end of SY 2020-2021,	Rationale:
The Pearl City - Waipahu Complex Area will work with financial, human, and community based resources to strengthen the system for student success.	Based on identified school level targets, there is demonstrated need across varied levels of measures including but not limited to <ul style="list-style-type: none">● Chronic Absenteeism● Math, ELA, & Science (Grade 5)● 3rd Grade Literacy● ELA & Math MGP● ELA & Math Achievement Gap● Universal Screener data● School Climate (School Quality Survey)● SpEd LRE Inclusion Rate● Family and Community Engagement

Academic Plan SY 2020-2021

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	Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
By the end of the 2020 - 2021 school year, Manana Elementary School will continue to focus on Critical Areas for Follow-up based on the Western Association of Schools and Colleges (WASC) 2019 Full Visit Report.	Manana Elementary will continue to identify academic goals, determine expected outcomes, and implement/refine current practices.	2020- 2021	Principal		Based on <ul style="list-style-type: none"> • Components of the Joint ACS WASC and Hawaii State Department of Education Focus on Learning process • Final WASC Report
By the end of the 2020 - 2021 school year, Manana Elementary School will utilize organizational resources to meet the needs of the whole child.	Manana Elementary School will continue engaging with the Leeward Community Children's Council <ul style="list-style-type: none"> • attendance at meetings and/or activities • apply meeting details as necessary, according to the school/student needs and progress. 	2020 - 2021	Principal		Based on <ul style="list-style-type: none"> • Meeting Attendance • Meeting Minutes • Principal Reports

Academic Plan SY 2020-2021

By the end of the 2020 - 2021 school year, participating Pearl City complex schools will utilize organizational resources to meet the needs of the whole child.	(SV) Pearl City Complex Schools participating in the following: <ul style="list-style-type: none"> ● Elementary Intramurals - Basketball and Track ● Complex Music Festival ● Robotics (Robofest, VEX-IQ) ● Elementary School Math Olympiad 	2020-2021	Pearl City Complex Principals		Based on <ul style="list-style-type: none"> ● Student Participation Rate ● Pearl City complex music directors' planning/feedback/evaluations
By the end of the 2020 - 2021 school year, Pearl City complex schools will utilize organizational resources to meet the needs of the whole child.	All Pearl City Complex schools will continue to work with community associations <ul style="list-style-type: none"> ● Representation at monthly community meetings. ● Support and participate in community activities and resources. 	2020 -2021	Pearl City Complex Principals		Based on <ul style="list-style-type: none"> ● Principal Reports ● School Publications ● Community Publications ● myPearlCity.com website
By the end of the 2020 - 2021 school year, Manana Elementary School will increase opportunities for students receiving special education and/or identified as English Language Learners to access the general	(SD-TC) Manana Elementary School will continue to increase the opportunities for SpEd and EL students to access the general curriculum: <ul style="list-style-type: none"> ● Professional development in specially designed instruction, inclusive culture and practices 	2020-2021	EL Coordinator Vice Principal Student Services Coordinator Principal		Based on <ul style="list-style-type: none"> ● Inclusion rate data ● Classroom Walkthrough data ● WIDA ACCESS data ● Growth to Target (GTT) data ● Comprehensive EL Program Self-Study and Status Report

Academic Plan SY 2020-2021

education curriculum.	<ul style="list-style-type: none">• PLCs (e.g. SpE/EL teachers across schools in the Pearl City-Waipahu Complex Area				
-----------------------	--	--	--	--	--

Academic Plan SY 2020-2021

Acronyms:

ART - Academic Review Team

RTI B - Response to Intervention (Behavior)

AVID - Advancement Via Individual Determination

CA - Complex Area

CAO- Complex Area Officer

CC - Curriculum Coordinator

CCCS - Comprehensive Student Support Services

CCSS - Common Core State Standards

CWT - Classroom Walk Through

DT - Data Teams

EL - English Learners

ELA - English/Language Arts

FI - Formative Instruction

GLO - General Learner Outcomes

HCSSS - Hawaii Core Standards for Social Studies

HIDOE - Hawaii Department of Education

HMTSS - Hawaii Multi-Tiered Support Systems

HQT - Highly Qualified Teacher

HSA - Hawaii State Assessments

I & M - Induction & Mentoring

IRA - Instructional Resource Augmentation

NGSS - Next Generation Science Standards

NSTA - National Science Teachers Association

PBIS - Positive Behavioral Interventions & Supports

PBL - Project Based Learning

PCW - Pearl City Waipahu

PD - Professional Development

PLC - Professional Learning Community

PTO - Parent Teacher Organization

RT- Resource Teacher

RTI - Response to Intervention

RTI A - Response to Intervention (Academic)

SBA - Smarter Balanced Assessments

SD - School Design

SEL - Social Emotional Learning

SpEd - Special Education

SRS - School Renewal Specialist

SSC - Student Services Coordinator

SV - Student Voice

TC - Teacher Collaboration

WSF - Weighted Student Formula