

Momilani Elementary School Academic Plan 2022-2023

Momilani Elementary School

2130 Hookiekie St.
Pearl City, HI 96782

| Submitted by | Date |
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| <i>Garrett M. Arakawa</i> Garrett M. Arakawa - Principal | April 6, 2021 |

| Approved by Complex Area Superintendent | Date |
|--|--------------|
| <i>Keith Hui</i> <small>Keith Hui (Apr 12, 2022 16:01 HST)</small> Keith Hui - CAS | Apr 12, 2022 |

Academic Plan SY 2022-2023

Where are we now?

The prioritized needs for the Momilani Elementary School (MES) in SY 2022-2023 are based on SY 2020-2021 official SBA aggregated data and HMTSS data points that are encompassed in Interim Superintendent Hayashi's 3-1-1 model:

- Increase student achievement in the three tested content areas and in our Special Education, EL, and Disadvantaged subgroups
- Increased emphasis on Social Emotional Learning
- Increased emphasis on Staff Well Being

Identify prioritized needs:

Contributing or Root Cause(s) which caused this Learning Need(s):

Table 1: SY20-21 Student Proficiency Data

| Content Area | All Students | Special Education | English Learners | Low SES | Gap Rate | SGP |
|--------------|--------------|-------------------|------------------|---------|----------|-----|
| ELA | 85.15% | 0.0% | 0.0% | 58.06% | 46 | 76 |
| Math | 79.04% | 0.0% | 0.0% | 48.39% | 48 | 90 |
| Science | 82.46% | 0.0% | — | 40% | — | — |

Table II: SY 21-22 Panorama Survey

Table III: Longitudinal Data

| | SY16-17 | SY17-18 | SY18-19 | SY19-20 | SY20-21 | 2016 Statewide Baseline | 2022 Statewide Target |
|-----------------------|---------|---------|---------|---------|---------|-------------------------|-----------------------|
| Proficiency % in ELA | 81% | 85% | 85% | — | 85% | 51% | 61% |
| Proficiency % in Math | 87% | 86% | 88% | — | 79% | 42% | 54% |
| Proficiency % in | 86% | 85% | 81% | — | 82% | 43% | 64% |

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|---------------------------------|---|--------|--------|--------|--------|-------|-------|
| Science | | | | | | | |
| Gap Rate ELA/Math | 44/45 | 48/49 | 43/46 | — | 46/48 | 33/29 | 25/22 |
| SGP ELA/Math | 51/61 | 64/57 | 66/66 | — | 76/90 | — | — |
| 3rd Grade on Level (reading) | 96% | 95% | 88% | — | 92% | 65% | 76% |
| Attendance Rate | | 97.27% | 96.83% | 97.25% | 98.87% | — | — |
| Chronic Absenteeism | 3% | 1% | 1% | 1% | 0% | 15% | 9% |
| Inclusion Rate | Not Reportable to protect confidentiality | | | | | 37% | 51% |

| ORGANIZE: Identify your School priorities and leads | |
|--|---|
| Priorities/Strategies/Initiatives | Name and Title of School Accountable Lead |
| Curriculum, Instruction, and Assessment | Lisa Nishihara (CC), Masaru Uchino (CC), Lynn Wakahiro (CC) |
| Academies | Masaru Uchino (CC), Lisa Nishihara (CC), Lynn Wakahiro (CC) |
| Project Based Learning | Lynn Wakahiro (CC), Lisa Nishihara (CC), Masaru Uchino (CC) |
| Hawaii Multi-Tiered Systems of Support | Lisa Nishihara (CC), Masaru Uchino (CC), Lynn Wakahiro (CC) |

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| Induction and Mentoring | Tara Seseapasara-Williams (AP) |
| Educator Effectiveness System | Tara Seseapasara-Williams (AP) |
| English Learners Program | Rachele Kida (SSC) |
| Special Education / Inclusive Practices | Rachele Kida (SSC) |
| Social Emotional Learning | Tara Seseapasara-Williams (AP), Lance Nishihara (Counselor) |

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.

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□ **Objective 4: Prepared and Resilient** – All students transition successfully throughout their educational experiences.

| Outcome: By the end of SY 2022-2023, | Rationale: |
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| MES students demonstrate they are on a path toward success in college, career, and citizenship as evidenced by growth and achievement of 2022 statewide targets. | Updated as of November 17, 2021, Strategic Plan Indicator Data for Goal 1 for the MES in relation to the 2016 Statewide Baseline and (pandemic adjusted) 2022 Statewide Target provides direction for the continuation of addressing need areas as well as adjusting efforts in pursuit of mitigating learning losses that occurred during the COVID-19 pandemic. (Reference - Page 6 - Table VI) |

| Planning | | | Funding | Interim Measures of Progress |
|---|--|---------------------|--------------------------|---|
| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | Accountable Lead(s) | Source of Funds | Define the relevant data used to regularly assess and monitor progress Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i> |
| MES students will demonstrate acquisition of skills and mindsets in line with the Elementary Schools of Pearl City graduate profile measures. | Document student growth and development using identified measures on the graduate profile. | Leadership Team | WSF ESSER Title IV | Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> • The MES Elementary Action Plan • School documentation of monitoring student progress towards indicators |

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| <p>MES students will receive appropriate instruction and interventions aligned with ELA and Math CC standards and practices</p> | <p>Use data to determine impact of instruction and targeted interventions needed for student growth in each tier of support for ELA and Math</p> | <p>CC</p> | <p>WSF ESSER</p> | <p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> ● Universal Screener assessment(s) for ELA and Math will be used to monitor participation, growth and achievement. ● School HMTSS implementation plans |
| <p>MES students, including all subgroups, will experience gold standard PBL projects that ensure students progress to deeper learning competencies.</p> | <p>Enhance teacher understanding of evidence-based practices that actively engage MES students, including all subgroups, in relevant, real-world PBL projects in multiple subject areas.</p> | <p>CC</p> | <p>WSF ESSER</p> | <p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> ● PBL Unit Plans ● Meeting Minutes ● Implementation plans |
| <p>MES Sixth Grade students, including all subgroups, will engage in experiences that prepare for transition to intermediate.</p> | <p>Coordinate transition meetings between Elementary to Intermediate to engage in conversation current practices, ongoing needs, and next steps for transitions in</p> <ul style="list-style-type: none"> ● ELA ● Math ● Science ● SEL <p>Use data to determine the impact of instruction on student success.</p> | <p>Assistant Principal</p> | <p>WSF ESSER</p> | <p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> ● Transition Plans ● Agenda and Meeting Minutes ● Student e-portfolios |

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| <p>MES students will experience instruction focused on providing well-rounded education through additional subject areas, like Performing Arts, STEM, Career exploration, etc.</p> | <p>Enhance teacher understanding of evidence-based practices that actively engage students in relevant, real-world programs and projects.</p> <p>Use data and artifacts to determine the impact of instruction on student success.</p> | <p>CC</p> | <p>WSF ESSER</p> | <p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none">● Agenda and Meeting Minutes● Survey Results● Title IV documentation● Continuum of Experiences |
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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.

- 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 2022-2023, | Rationale: |
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| PWCA schools will have a high-performing culture where employees have the training and support through collaboration and professional development to contribute effectively to student success. | Updated as of November 17, 2021, Strategic Plan Indicator Data for Goal 2 for the PWCA in relation to the 2016 Statewide Baseline and 2022 Statewide Target provides direction for addressing need areas as well as adjusting efforts in pursuit of mitigating learning losses that occurred during the COVID-19 pandemic. (Reference - Page 5 - Table V) |

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| Planning | | | Funding | Interim Measures of Progress |
|---|--|---------------------|-----------------|---|
| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | Accountable Lead(s) | Source of Funds | Define the relevant data used to regularly assess and monitor progress Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i> |
| Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of CCSS ELA standards. | <p>Coordinate and facilitate professional development and networking opportunities for leaders, coaches, teachers:</p> <p>Instructional Practices</p> <ul style="list-style-type: none"> Phonemic awareness training Enhanced Core Reading Instruction Intentional application of reading comprehension strategies Direct vocabulary instruction Direct and explicit reading comprehension instruction <p>Differentiation Strategies</p> <ul style="list-style-type: none"> Intensive interventions for struggling readers Intensive, systematic instruction delivered in small groups of students <p>Assessment and Calibration</p> <p>Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> Planning and Collaboration Data Analysis | CC | WSF ESSER | <p>The following relevant data will be used:</p> <ul style="list-style-type: none"> Hawaii State Assessments (SBA) Universal Screener PD Survey Results Monthly CLSD coordinator meetings: review data-driven cycle process to track student progress and growth CLSD agendas and notes <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |

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| | <ul style="list-style-type: none"> ● Focused Professional Development | | | |
| Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of CCSS Math standards. | <p>Coordinate and facilitate professional development and networking opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Instructional Practices ● Differentiation Strategies ● Assessment and Calibration <p>Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Planning and Collaboration ● Data Analysis ● Focused Professional Development | CC | WSF ESSER | <p>The following relevant data will be used:</p> <ul style="list-style-type: none"> ● Hawaii State Assessments (SBA) ● Universal Screener ● Implementation Plan ● PD/PLC participation ● PD Survey Results <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |
| Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of NGSS Science standards. | <p>Coordinate and facilitate professional development and networking opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Instructional Practices ● Differentiation Strategies ● Assessment and Calibration <p>Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Planning and Collaboration ● Data Analysis ● Focused Professional Development | CC | WSF ESSER | <p>The following relevant data will be used:</p> <ul style="list-style-type: none"> ● Hawaii State Assessments (Science) ● Implementation Plan ● PD/PLC participation ● PD Survey Results ● Teacher Survey on SEPs <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |

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| <p>Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of CSTA Computer Science standards.</p> | <p>Coordinate and facilitate professional development and networking opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Instructional Practices ● Differentiation Strategies ● Assessment and Calibration <p>Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Planning and Collaboration ● Data Analysis ● Focused Professional Development | <p>CC</p> | <p>WSF ESSER</p> | <p>The following relevant data will be used:</p> <ul style="list-style-type: none"> ● Report card grades ● State CS Data Dashboard ● Implementation Plan ● PD/PLC participation ● PD Survey Results <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |
| <p>Strengthen pedagogical practices by building the capacity of teachers to support students in achievement of HCS3 standards.</p> | <p>Coordinate and facilitate professional development and networking opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Instructional Practices ● Differentiation Strategies ● Assessment and Calibration <p>Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Planning and Collaboration ● Data Analysis ● Focused Professional Development | <p>CC</p> | <p>WSF</p> | <p>The following relevant data will be used:</p> <ul style="list-style-type: none"> ● PD/PLC participation ● PD survey results ● Implementation Plans <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |

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| <p>Strengthen pedagogical practices by building the capacity of teachers who provide services to students identified as needing EL and/or IDEA support in their least restrictive environment.</p> | <p>Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Planning and Collaboration ● Data Analysis ● Focused Professional Development | <p>CC</p> | <p>WSF SPPA</p> | <p>The following relevant data will be used:</p> <ul style="list-style-type: none"> ● PD/PLC participation ● Inclusion rate ● PD survey results |
| <p>All teachers are trained and supported with PBL implementation with an established expectation of thematic PBLs aligned with standards and career themes</p> | <p>Coordinate and facilitate professional development and networking opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● PBL 101 ● Leadership Series ● Coach PLCs ● Teacher Networking ● Evaluating Success Skills <p>Coordinate and facilitate school level opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● Planning and Collaboration ● Data Analysis ● Focused Professional Development | <p>CC</p> | <p>WSF ESSER</p> | <p>The following relevant data will be used:</p> <ul style="list-style-type: none"> ● PD/PLC participation ● School implementation plans ● PD Survey Results ● Follow up with schools including suggestions and feedback ● Leader Learning Walks ● Presentations of Learning ● Student work samples and rubrics <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |

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| <p>Strengthen supports for MES Staff well-being and school connectedness which include, mindfulness development, school-home partnership activities, and staff team building opportunities</p> | <p>Provide opportunities to connect and collaborate as a school staff and rebuild support systems and staff connectedness.</p> | <p>Momilani Leadership</p> | <p>WSF ESSER</p> | <p>The following relevant data</p> |
| <p>All mentor teachers (MTs) have the opportunity to develop the ability to provide quality support to beginning teachers (BTs) as outlined in the State Standards of Mentoring Practice (SOMP).</p> | <p>Coordinate and facilitate professional development and networking opportunities for leaders, coaches, teachers:</p> <ul style="list-style-type: none"> ● New Teacher Center MT Professional Learning Series (PLS) PD ● PWCA MT PLC ● PWCA Annual Beginning Teacher Summer Academy (BTSA) ● New Teacher EES Training ● PWCA BT PLC ● School Leads Support | <p>Assistant Principal</p> | <p>WSF</p> | <p>The following relevant data will be used to support the I&M Program:</p> <p>I&M School Status Reports provided from CA lead</p> <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |

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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.

- 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 2022-2023, | Rationale: |
|--|---|
| By the end of SY 2022-2023, the PWCA will continue to develop systems and a culture that fosters innovation and effectively organizes instructional and operational practices. | Consistency and alignment of efforts among schools affords opportunities for a systemic and coherent framework for vertical alignment of initiatives and strategies to improve student learning and achievement outcomes. |

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| Planning | | | Funding | Interim Measures of Progress |
|--|---|------------------------------|--------------------------|---|
| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | Accountable Lead(s) | Source of Funds | Define the relevant data used to regularly assess and monitor progress Monitoring Progress: <i>(How will you know change is taking place as a result of the enabling activity?)</i> |
| MES will continue to develop the academies model as an aligned K12 system that continuously improves learning and student achievement to ultimately prepare all students for career, college, and citizenship. | Coordinate support to help schools progress toward the execution of individual academy action plans. | MES Leadership Team | WSF ESSER Title IV | The following relevant data will be used to support schools: <ul style="list-style-type: none"> ● PD/PLC participation ● PD survey results ● Implementation Plans <ul style="list-style-type: none"> ○ Including status checks ● Meeting agendas and minutes <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |
| MES schools will design, develop and sustain HMTSS addressing academics, behavior, social/emotional needs, and physical well-being. | Develop, monitor, and adjust HMTSS systems in order to give students the best opportunity to achieve. Documentation of progress within all 4 components and all 4 domains | CC | WSF ESSER | The following relevant data will be used to support schools: <ul style="list-style-type: none"> ● Quarterly meeting agendas and minutes ● HMTSS implementation plans <p>The data will be reviewed with requisite school personnel to determine progress toward achieving the desired outcome.</p> |
| MES will have improved opportunities for the success of EL students | Participate in a three year cohort with WestEd that will provide an opportunity for all schools to develop Academic Plans that provide a programmatic framework that will improve teaching and learning across all EL levels. Selected ELLT will meet with WestEd to write our EL success plan. | Student Services Coordinator | WSF | Progress toward the desired outcome will be measured by: <ul style="list-style-type: none"> ● Calendar meeting dates ● PD Presentations ● School-based plans |

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| <p>MES will have effective communication practices that promotes timely dissemination of information across a three-tiered system (School, Complex Area, State)</p> | <p>MES Principal and Assistant Principal will attend their respective PWCA Principal and Vice Principal meetings to receive the most up to date information including any adjustments to guiding documents.</p> <p>School team members will attend quarterly sessions with school leadership teams as a communication mechanism for Complex Area / State initiatives</p> | <p>MES Administration</p> | <p>WSF</p> | <p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> ● Principal/Vice Principal Meeting Calendar and agendas ● PWCA Leadership Forum agendas and attendance documentation |
| <p>MES will have a clear vision of programs of support to guide planning and operations</p> | <p>Convene meetings to develop and monitor the MES Academic Plan and complete Mid-Cycle WASC report.</p> | <p>Leadership Team</p> | <p>WSF</p> | <p>Progress toward the desired outcome will be measured by:</p> <ul style="list-style-type: none"> ● Leadership team meeting agenda and minutes ● Academic Plan Monitoring Documentation |
| <p>MES will develop and monitor a system of support for newly hired teachers.</p> | <p>Regularly update I&M School Status Reports, communicating program updates with the PWCA lead.</p> <p>Triangulate/verify roster update notifications received from:</p> <ul style="list-style-type: none"> ● School (admin/SASA) ● District (PRO) ● State (HTIC) | <p>Assistant Principal</p> | <p>WSF</p> | <p>The following relevant data will be used to support the I&M program:</p> <p>I&M School Status Reports:</p> <ul style="list-style-type: none"> ● BT/MT Pairing ● BT Appointment Date <p>The data will be reviewed with requisite DOE personnel to determine progress toward achieving the desired outcome.</p> |






Momilani Ac Plan (SY 22-23)

Final Audit Report

2022-04-13

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| Created: | 2022-04-12 |
| By: | 20297908@k12.hi.us |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAuCJ4zVqTQLshcb6-Wl8nxjL0PmJyUPDY |

"Momilani Ac Plan (SY 22-23)" History

-  Document created by 20297908@k12.hi.us
2022-04-12 - 2:12:51 AM GMT- IP address: 72.234.48.3
-  Document emailed to Keith Hui (keith.hui@k12.hi.us) for signature
2022-04-12 - 2:13:27 AM GMT
-  Email viewed by Keith Hui (keith.hui@k12.hi.us)
2022-04-12 - 5:10:22 AM GMT- IP address: 66.249.84.84
-  Document e-signed by Keith Hui (keith.hui@k12.hi.us)
Signature Date: 2022-04-13 - 2:01:19 AM GMT - Time Source: server- IP address: 76.173.17.137
-  Agreement completed.
2022-04-13 - 2:01:19 AM GMT

