

Academic Plan SY 2022-2023

Enchanted Lake Elementary School

770 Keolu Drive

Kailua, Hawaii 96734

808-266-7800

<https://enchantedlake.wixsite.com/eles>

Submitted by Pua'ala McElhaney	Date
<i>Pua'ala McElhaney</i>	<i>3-24-22</i>

Approved by Lanelle Hibbs	Date
<i>Lanelle Hibbs</i>	<i>03-28-2022</i>



2022 Academic Plan, School Year 2022-23

School: Enchanted Lake Elementary

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.

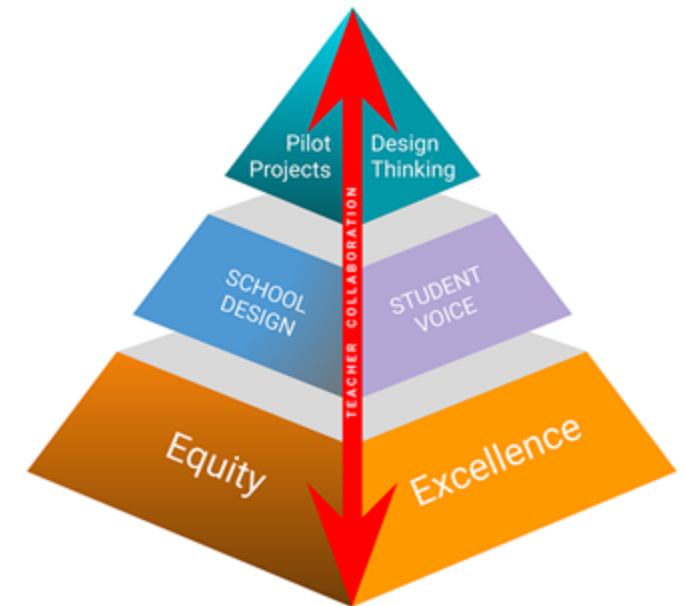
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

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).



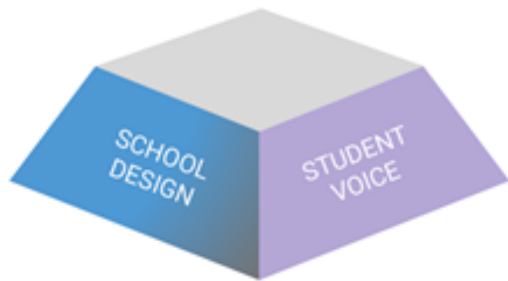


Teaching & Learning Core: Equity and Excellence

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>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.</p> <table><tr><td>School Year</td><td>ELA Gap</td><td>Math Gap</td></tr><tr><td>2017-18</td><td>32</td><td>32</td></tr><tr><td>2018-19</td><td>37</td><td>32</td></tr><tr><td>2019-20</td><td>*</td><td>*</td></tr><tr><td>2020-21</td><td>32</td><td>42</td></tr></table> <p>The achievement gap has decreased in reading and increased in math in the last 4 years. There was a dramatic increase from the school year 2019-20 to 2020-21 in reading from 31 to 42 points. In 2018-19 the gap was 37 in reading and in 2020-21, it went down to 32. The gap narrowed by 5 points. A possible cause of the increase was caused by the effect the pandemic had on instruction and student learning.</p>	School Year	ELA Gap	Math Gap	2017-18	32	32	2018-19	37	32	2019-20	*	*	2020-21	32	42	<p>What is your Theory of Action (if-then) to improve the achievement gap?</p> <p>If the school provides a multi-tiered system of support including data-driven response to intervention to all students, then teachers will be able to meet the academic and behavioral needs of all students, and students will be able to learn with instructional strategies that best support them.</p> <p>If the school updates curriculum maps and pacing maps, then tier 1 instruction will be improved to set a solid foundation for students achieving reading and math standards.</p> <p>If the school implements a schoolwide social emotional learning program, then all students will gain strong foundational social emotional skills that will support them in their learning.</p>	<p>What are your Enabling Activities to improve the achievement gap?</p> <p>Continue to improve the Multi-tiered System of Support to support all learners in all tiers. The school has implemented a school wide Response to Intervention program which provides individualized support to tier 2 students based on data from the reading and math data from the universal screener, iReady for three times a week for 30 minutes school wide.</p> <p>Strengthen tier 1 instruction by updating curriculum maps and pacing guides for each grade level.</p> <p>Strengthen tier 1 instruction in social emotional learning. The school needs to select a school wide social emotional program that will meet the needs of the students. The teachers will need professional development on implementing the program, and then start implementing it school wide.</p>
School Year	ELA Gap	Math Gap															
2017-18	32	32															
2018-19	37	32															
2019-20	*	*															
2020-21	32	42															

<p>Our school must narrow the achievement gap between high needs and non-high needs students. According to the STRIVE HI report, 11% of students receive special educational services, 34% are eligible for free and reduced lunch and 1% are English language learners.</p> <p>Although our gap has increased in math, overall as a school, our students are performing better than the state and complex. We did better in ELA 37 in 2018-29 and 2021, the gap decreased to 32 points. However, in math it went up 10 points from 32 in 2018-29 to 42 points in 2020-21.</p> <p><u>Student Learner Need #1</u>- Continue to improve the Multi-tiered System of Support to support all learners in all tiers.</p> <p><u>Student Learner Need #2</u>- Narrow the achievement gap.</p> <p><u>Student Learner Need #3</u>- Engage students with more creative, student-centered activities and lessons thereby enhancing student voice into the curriculum and instruction.</p>	<p>If the school provides learning hubs during the fall, winter, spring and summer, then students will be able to make up for lost learning due to the pandemic.</p> <p>If the school provides before and after school computer labs, then students can receive targeted online lessons in reading and math.</p> <p>If the school implements the attendance program, including family communication, meetings, incentives, then students will be motivated to attend school on a regular basis.</p> <p>If the school implements project based learning, then students will make meaningful connections to skills in real world contexts, see the relevance in learning skills, and be motivated to learn.</p>	<p>Provide learning hubs during the fall, winter, spring and summer breaks. Students will be given targeted interventions in both reading and math</p> <p>Provide time for students to attend computer labs before and after school so students can receive targeted online lessons in both reading and math.</p> <p>Implement the school attendance program by continuing family communication and meetings. Implement positive reinforcements for students to motivate them to attend school consistently.</p> <p>Continue to provide professional development to teachers to support them in implementing project based learning. Provide time to safely practice new learning and then provide support in enhancing curriculum and instruction.</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 2020-21 School Design and Student Voice.

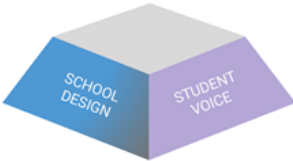
Describe here your Conditions for Success for School Design and Student Voice

SY 2022-23 Measurable Outcomes				SY 2022-24 Measurable Outcomes				SY 2024-25 Measurable Outcomes			
What are your Measurable Outcomes around School Design and Student Voice? What are you designing?				What are your Measurable Outcomes around School Design and Student Voice? What are you designing?				What are your Measurable Outcomes around School Design and Student Voice? What are you designing?			
Achievement Gap Goals				Achievement Gap Goals				Achievement Gap Goals			
Reading		30		Reading		28		Reading		26	
Math		39		Math		37		Math		35	
Science Proficiency				Science Proficiency				Science Proficiency			
Science Proficiency		72%		Science Proficiency		75%		Science Proficiency		78%	
Panorama				Panorama				Panorama			
Survey	Participant	Category	Goal	Survey	Participant	Category	Goal	Survey	Participant	Category	Goal
Student Perception	Student	Classroom Engagement	63%(Grade 3-5) 44% (Grade 6)	Student Perception	Student	Classroom Engagement	66%(Grade 3-5) 47% (Grade 6)	Student Perception	Student	Classroom Engagement	69%(Grade 3-5) 50% (Grade 6)
		Belonging	53% (Grade 6)			Belonging	56% (Grade 6)			Belonging	59% (Grade 6)
SEL	Student	Emotional Regulation	55% (Grade 3-5)	SEL	Student	Emotional Regulation	58% (Grade 3-5)	SEL	Student	Emotional Regulation	61% (Grade 3-5)
		Growth Mindset	53% (Grade 6)			Growth Mindset	56% (Grade 6)			Growth Mindset	59% (Grade 6)
		Teacher	Self Management	72%		Teacher	Self Management	75%		Teacher	Self Management

<p>To promote and enhance student voice:</p> <p>Teachers will be trained in <u>project-based learning</u>, and will safely practice new learnings with their students.</p> <p>Students will participate in <u>Philosophy for Children (p4C), SEL and team building</u> sessions.</p> <p><u>Student council</u> will be used as a vehicle for all students to share their voices through school activities and enrichment. Weekly council meetings lead to class representatives, sharing their findings and getting input from all students.</p> <p>The school will implement a schoolwide <u>social emotional program</u> to support a strong foundation for tier 1.</p>	<p>Project-based learning will be implemented school wide. Students will participate in at least one project based learning unit.</p> <p>Continue with Philosophy for Children. SEL and team building sessions</p> <p><u>Student council</u> will be used as a vehicle for all students to share their voices through school activities and enrichment. Weekly council meetings lead to class representatives, sharing their findings and getting input from all students.</p> <p>The school will implement a schoolwide <u>social emotional program</u> to support a strong foundation for tier 1.</p>	<p>Project-based learning will be implemented school wide. Students will participate in at least one project based learning unit.</p> <p>Continue with Philosophy for Children. SEL and team building sessions</p> <p><u>Student council</u> will be used as a vehicle for all students to share their voices through school activities and enrichment. Weekly council meetings lead to class representatives, sharing their findings and getting input from all students.</p> <p>The school will implement a schoolwide <u>social emotional program</u> to support a strong foundation for tier 1.</p>
<p><i>Why you are implementing them?</i></p> <p>The activities will enhance student voice and engagement</p> <p><u>Project-Based Learning</u> Project based learning helps develop 21st century skills in learners including:</p> <ul style="list-style-type: none">● personal and social responsibility● planning, critical thinking, reasoning, and creativity● strong communication skills, both for interpersonal and presentation needs● cross-cultural understanding● visualizing and decision making● knowing how and when to use technology and	<p><i>Why you are implementing them?</i></p> <p>The activities will enhance student voice and engagement</p> <p><u>Project-Based Learning</u> Project based learning helps develop 21st century skills in learners including:</p> <ul style="list-style-type: none">● personal and social responsibility● planning, critical thinking, reasoning, and creativity● strong communication skills, both for interpersonal and presentation needs● cross-cultural understanding● visualizing and decision making● knowing how and when to use technology and	<p><i>Why you are implementing them?</i></p> <p>The activities will enhance student voice and engagement</p> <p><u>Project-Based Learning</u> Project based learning helps develop 21st century skills in learners including:</p> <ul style="list-style-type: none">● personal and social responsibility● planning, critical thinking, reasoning, and creativity● strong communication skills, both for interpersonal and presentation needs● cross-cultural understanding● visualizing and decision making● knowing how and when to use technology and

<p>choosing the most appropriate tool for the task</p> <p><u>Philosophy for Children</u></p> <p>Philosophy for Children will help to develop student voice, decision-making processes and democratic communities. It will increase students’ cognitive abilities, critical reasoning skills, dialogue in the classroom and emotional and social awareness.</p> <p><u>Student Council</u></p> <p>Student council will have class representatives who will share their findings and get input from all students so their voices can be heard. This will increase school climate, engagement and sense of belonging.</p> <p><u>Social Emotional Learning</u></p> <p>The social emotional learning program will support students to become leaders, problem-solvers and decision makers. It will help students with their communication skills and be an advocate for themselves.</p>	<p>choosing the most appropriate tool for the task</p> <p><u>Philosophy for Children</u></p> <p>Philosophy for Children will help to develop student voice, decision-making processes and democratic communities. It will increase students’ cognitive abilities, critical reasoning skills, dialogue in the classroom and emotional and social awareness.</p> <p><u>Student Council</u></p> <p>Student council will have class representatives who will share their findings and get input from all students so their voices can be heard. This will increase school climate, engagement and sense of belonging.</p> <p><u>Social Emotional Learning</u></p> <p>The social emotional learning program will support students to become leaders, problem-solvers and decision makers. It will help students with their communication skills and be an advocate for themselves.</p>	<p>choosing the most appropriate tool for the task</p> <p><u>Philosophy for Children</u></p> <p>Philosophy for Children will help to develop student voice, decision-making processes and democratic communities. It will increase students’ cognitive abilities, critical reasoning skills, dialogue in the classroom and emotional and social awareness.</p> <p><u>Student Council</u></p> <p>Student council will have class representatives who will share their findings and get input from all students so their voices can be heard. This will increase school climate, engagement and sense of belonging.</p> <p><u>Social Emotional Learning</u></p> <p>The social emotional learning program will support students to become leaders, problem-solvers and decision makers. It will help students with their communication skills and be an advocate for themselves.</p>
<p><i>How will you know that they are causing an improvement?</i></p> <p>Classroom engagement and climate scores will increase by 3% in the Panorama Student Perception survey. Teachers will share observations of students in their classroom with</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Classroom engagement and climate scores will increase by 3% in the Panorama Student Perception survey. Teachers will share observations of students in their classroom with</p>	<p><i>How will you know that they are causing an improvement?</i></p> <p>Classroom engagement and climate scores will increase by 3% in the Panorama Student Perception survey. Teachers will share observations of students in their classroom with</p>

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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements					Formative Measures	Summative Goals																																																
<table><tr><td></td><td>Chronically Absent</td><td>ELA Proficiency</td><td>Math Proficiency</td><td>Science Proficiency</td></tr><tr><td>All Students</td><td>9%</td><td>64%</td><td>59%</td><td>69%</td></tr><tr><td>SPED</td><td>15%</td><td>24%</td><td>12%</td><td>29%</td></tr><tr><td>ELL</td><td>0%</td><td>75%</td><td>75%</td><td>none</td></tr><tr><td>Low SES</td><td>23%</td><td>52%</td><td>38%</td><td>33%</td></tr><tr><td>High Needs TOTAL</td><td>19%</td><td>47%</td><td>35%</td><td>42%</td></tr></table> <table><tr><td>School Year</td><td>2018-19</td><td>2020-21</td></tr><tr><td>ELA Proficiency</td><td>68%</td><td>64%</td></tr><tr><td>Math Proficiency</td><td>58%</td><td>59%</td></tr><tr><td>ELA MGP</td><td>42</td><td>58</td></tr><tr><td>Math MGP</td><td>48</td><td>65</td></tr></table>						Chronically Absent	ELA Proficiency	Math Proficiency	Science Proficiency	All Students	9%	64%	59%	69%	SPED	15%	24%	12%	29%	ELL	0%	75%	75%	none	Low SES	23%	52%	38%	33%	High Needs TOTAL	19%	47%	35%	42%	School Year	2018-19	2020-21	ELA Proficiency	68%	64%	Math Proficiency	58%	59%	ELA MGP	42	58	Math MGP	48	65	<ul style="list-style-type: none">• Universal Screener Data (iReady Reading and Math Diagnostics)• Response to Intervention Diagnostic Screeners• Panorama SEL Data• Panorama Student Perception Data• Classroom Walkthroughs• Staff Surveys• Meeting Minutes• Attendance Data	Achievement Gap			
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Science Achievement	69%	69%
Chronic Absenteeism	10%	9%
Inclusion Rate	37%	79%

		Growth Mindset	53% (Grade 6)
	Teacher	Self Management	72%

Student Outcomes (SY 2020-21)

[Enchanted Lake Elementary], [Version 1], [12-8-21]

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)
<p>Decrease the achievement gap by 2% each year.</p> <p>Goal: Reading to 30 and Math to 39</p>	Strengthen the Response to Intervention program by focusing on the components of a schoolwide multi-tiered system of support.	Yearlong		ART, academic coach and administration will monitor achievement gap	Quarterly	
	Strengthen Tier 1 instruction by creating curriculum maps and pacing guides, and administer common formative assessments (CFA) on a regular basis.	Fall		Data team leaders will support grade level and monitor progress	Annually update	
	Data will be used to group students into RTI groups. Students will receive targeted instruction to support them in meeting instructional goals.	Yearlong		Teachers will administer pre and post diagnostic assessments. ART, academic coach and administration will monitor achievement gap	Quarterly	
	Teachers will continue to implement strategies they learned in the Stetson inclusionary practices professional development.	Yearlong		SPED Chair and administration will strategy implementation. ART will monitor inclusion rate	Quarterly	
	Targeted students will participate in the summer, fall, winter and spring learning hubs.	Yearlong	ESSR	ART, academic coach and administration will monitor student progress.	Quarterly	

	Students will receive before and after school tutoring based on assessment data.	Yearlong	ESSR	ART, academic coach and administration will monitor student progress.	Quarterly	
Increase HSA (NGSS) Science Proficiency by 3% each year Goal: 72%	Teachers will continue to implement a schoolwide NGSS curriculum.	Yearlong		Students will take pre and post science assessments, ART will monitor student progress.	Pre and Post School Year	
	Teachers will receive PD in project-based learning.	Fall		Teachers will complete a survey reflection after PD.	Semester	
	Teachers will safely practice and implement project based learning units.	Yearlong		Teachers will have discussions on implementation experiences with project based learning. Teachers will share students' work.	Quarterly	
	Plan and implement STEM Night	Quarter 3		Participation will be monitored through the STEM Night Sign-In Sheet. Family and teacher survey will be conducted.	Annually	
Increase SEL and Student Perception rates by 3% in the Panorama Student Perception survey Goal: Classroom Engagement to 64% (Grade 3-5) and 44% (Grade 6)	Strengthen Tier 1 instruction in social emotional learning by implementing a school wide social emotional program	Yearlong		ART, academic coach and administration will monitor student progress.	Quarterly	
	Teachers will use targeted lessons from Panorama SEL Playbook to support students in social emotional learning	Yearlong		ART, academic coach and administration will monitor student progress.	Quarterly	

Belonging to 53% (Grade 6) Emotional Regulation to 55% (Grade 3-5) Growth Mindset to 53% (Grade 6) Self Management to 72% (Teacher_	Students continue to participate in Philosophy for Children. Classes will partner with Kailua High School Philosurfers.	Yearlong		ART, academic coach and administration will monitor student progress.	Quarterly	
	Teachers will integrate HA into the curriculum by using strategies they learned in the PD they received.	Yearlong		ART, academic coach and administration will monitor student progress.	Quarterly	
	Provide school-planned and designed social-emotional learning opportunities through team building activities.	Yearling	ESSR	ART, academic coach and administration will monitor student progress.	Quarterly	
Decrease chronically absent rate by 2%	Implement an attendance incentive program	Yearlong	ESSR	ART, counselor and academic coach and administration will monitor.	Quarterly	
	Send notice to all parents informing them of what chronic absenteeism is, explain that all absences are counted, including trips, the school goal of decreasing chronic absenteeism by 2%.	Quarter 1		ART, counselor and academic coach and administration will monitor.	Quarter;u	
	The counselor will contact parents and guardians of students that were chronically absent the prior school year to communicate the importance of attending school.	Quarter 1		ART, counselor and academic coach and administration will monitor.	Quarterly	

	A parent letter will be sent after 5 absences. A contact by phone, letter, and/or email will be done after 10 absences. A meeting with administration will be conducted after 15 absences.	Yearlong		ART, counselor and academic coach and administration will monitor.	Quarterly	
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Staff Outcomes (SY 2020-21)

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)
All teachers will implement a Project Based Learning Unit.	100% of teachers will be trained in project based learning	Fall		ART, counselor and academic coach and administration will monitor.	Semester	
	All teachers will implement a project-based learning unit with their class.				Semester	
All teachers will implement the school Powerful Instructional Practice to strive to achieve the schoolwide SMARTE Goal	The Instructional Leadership Team (ILT) that includes a grade level representative, administrator and academic coach will facilitate the cycle of professional development with all teachers. The team will work toward achieving the school's SMARTE goal by supporting the implementation of a schoolwide Powerful			ART, counselor and academic coach and administration will monitor.	Monthly	

	Instructional Practice.					
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Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning.

The HIDOE 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
<i>Please describe your school’s ideas around innovation and pilot projects.</i>	<i>Please describe your conditions for Success:</i>
<div>1. Connect the school’s SMARTE goal and Powerful Instructional Practice to the school’s multi-tiered and RTI system of support</div> <div>2. Immerse students in Na Hopena A’o (HA) through curriculum and Social Emotional Learning</div> <div>3. Increase STEM and NGSS learning throughout the school.</div> <div>4. Increase family and community engagement at the school</div>	<div>1. The ILT will take the school through the Cycle of Professional Learning by selecting a SMARTE goal and Powerful Instructional Practice</div> <div>2. Students participate in monthly HA themed lessons and activities. Teachers will implement a SEL curriculum. Students will participate in additional SEL schoolwide activities.</div> <div>3. Implement NGSS curriculum, and continue to implement STEM Family Night. Merge Project Based Learning with STEM.</div> <div>4. Solicit help from parents on volunteer survey in first day packets for school events such as library helpers, Take Home Tuesday folder helpers, room parents, PTA fundraisers, teachers appreciation day, Family Fun Nights, book fairs. Send home flyers in Take Home Tuesday folders and on Sign Up Genius.</div>

5. Increase community support at the school	5. Solicit support form various military branches, Kailua Intermediate and High School, AVID students, community businesses to volunteer at school activities such as Fun Fair, Jog a thon, Fun Day, Halloween Hustle and book reading and signings. Solicit donations from community businesses and families. Partner with United Cerebral Palsy (UCP) donation drive and Fellowship Wave Church.
6. Implement Project-Based Learning at the school	6. Teachers will receive professional development in project-based learning and implement new learning into the curriculum.