

## Academic Plan School Year 2021-22



School: **MOKAPU 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 a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. 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.

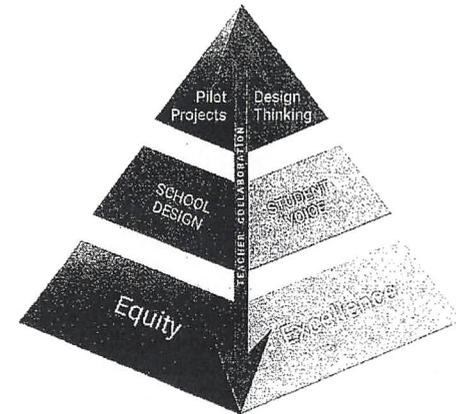
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

**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).

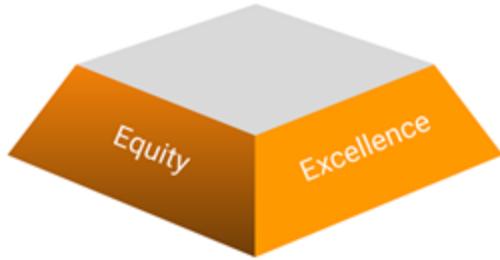
**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print):	<i>PA</i> PALOMA ALMANZA
Principal's signature and date:	05/05/2021

Complex Area Superintendent (print):	Lanelle Hibbs
Complex Area Superintendent's signature and date:	<i>Lanelle Hibbs</i> 05/10/2021



## Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity												
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p><a href="#">EQ1. Reduce the Achievement Gap</a> Our special education subgroup makes up 13% of Mōkapu’s student population. Our special education students are not performing as well as our “non-high needs” students as indicated by our SY 2018-2019 Srive HI results. According to Strive HI, 49% met the achievement standard for Language Arts and 47% met the achievement standard for Math. Mokapu’s “non-high needs”. Mōkapu’s achievement gap is 26 points for Language Arts and 20 points for Math.</p> <p style="text-align: center;">Strive HI results-SY 2018-2019 (2019-2020 N/A)</p> <table border="1" data-bbox="110 1161 951 1453"> <thead> <tr> <th></th> <th>ELA</th> <th>MATH</th> </tr> </thead> <tbody> <tr> <td>NHN(non-high needs)</td> <td>75%</td> <td>67%</td> </tr> <tr> <td>HN (high-needs)</td> <td>49%</td> <td>47%</td> </tr> <tr> <td>Gap</td> <td>26</td> <td>20</td> </tr> </tbody> </table>		ELA	MATH	NHN(non-high needs)	75%	67%	HN (high-needs)	49%	47%	Gap	26	20	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><a href="#">EQ1. Reduce the Achievement Gap</a></p> <p>In order to reduce the achievement gap of our high and non-high needs students in ELA and Math, Mōkapu is engaging in professional development focused on inclusive practices with consultants from Stetson &amp; Associates, Inc.</p> <p>If we continue to utilize the i-Ready diagnostic program and components for individualized instruction for students, then this will support our student’s growth. This will include the RTI program for Tier 2 and Tier 3 instruction for targeted students.</p> <p>If we continue the grade level data teams process, student data will be used to inform teachers through formative assessments to modify instruction and address student needs to reduce the achievement gap.</p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><a href="#">EQ1. Reduce the Achievement Gap</a></p> <ul style="list-style-type: none"> <li>• Professional development for faculty and educational assistants on differentiated instruction and co-teaching strategies from Stetson and Associates to strengthen Tier 1 teaching and support</li> <li>• Language Arts and Math interventions during RTI and grade level sessions with appropriate lessons for all students</li> <li>• Schoolwide implementation of the i-Ready program to formatively assess and measure students’ individual progress in Language Arts and Math</li> <li>• Grade level Data Teams process to utilize student data</li> <li>• Students set quarterly goals to monitor progress</li> </ul>
	ELA	MATH												
NHN(non-high needs)	75%	67%												
HN (high-needs)	49%	47%												
Gap	26	20												

EQ2. Increase Family Engagement

Mōkapu Elementary School’s community is very transient. Therefore, communication, relationships, and parent involvement have been inconsistent. It is our goal to strengthen and maintain a sense of community and belonging by establishing a collaborative network.

School Quality Survey

Involvement/Engagement	Overall Rating
Parents	62% ('19-'20)
Teachers	64% ('19-'20)

Panorama Survey  
School Quality Survey-Safety Dimension

Students	60% ('19-'20)
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EQ3. Inclusion Rate

Mōkapu’s current inclusion rate is at 91% which is above the Statewide target of 51% and of the current Windward District percentage of inclusion at 56%.  
91% (StriveHI-'19-'20)

EQ2. Increase Family Engagement

If we want to increase Family Engagement, collaborative efforts in coordinating events that promote overall Health & Wellness, we need to involve all stakeholders. Mōkapu Elementary has created an ‘Ohana Engagement Team that will continue this collaborative process in planning events. (Hāwai’i, WASC CA#1)

If we want to continue the coordination of events, communication with all stakeholders is crucial. Mōkapu’s Communication Committee has been created and will continually refine communication platforms and avenues to fit the school's needs.

EQ3. Inclusion Rate

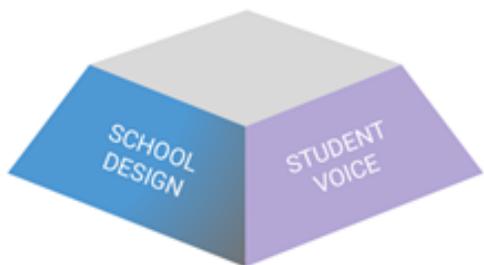
In order to sustain the inclusion rate of 91%, we need to continue the articulation and collaboration between SpEd and general education teachers.

EQ2. Increase Family Engagement

- Family Nights: Literacy Night, STEM Nights
- HĀ Community Days: Beach Cleanups, Campus Beautification Days, Healthy Heart Challenge
- School wide events: May Day, Makahiki, Turkey Trot
- Partnerships: PTA, 3d Regiment, School Community Council (SCC)
- PTA & PCNC sponsored events

EQ3. Inclusion Rate

- Professional development for faculty and educational assistants on differentiated instruction and co-teaching strategies to strengthen and support Tier 1 instruction  
-Stetson & Associates  
-SpEd Department



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

Describe here your complex/school contexts for School Design and Student Voice. Mōkapu Elementary School serves approximately 900 military impacted students. Annually, more than 40% of our students transition from out of state and internationally located military bases. The implementation of Common Core Standards addresses the differences in incoming academic standards for students with our high transient population. It is crucial that we maintain the level of academic achievement and strive to increase proficiency scores annually. In addition to maintaining the level of academic achievement, our student’s physical, social, and emotional well-being is a priority to support our transient military student population.

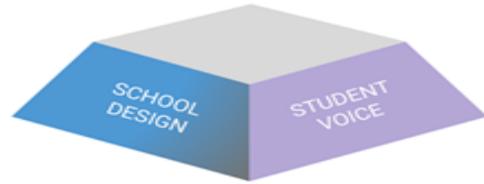
Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice. Mōkapu Elementary continues to integrate our Vision: Live M-O-K-A-P-U, Spread A-L-O-H-A and Mission: To prepare children to become resilient life-long learners and responsible global citizens into our daily lives. Mokapu Elementary School values a growth mindset and continuous school improvement in order to benefit student growth and learning. Mōkapu Elementary was WASC accredited six-years with a Mid-cycle Progress Report and a One-Day Visit. According to our WASC Self-Study Report, we continue to address our focus on the following school improvements: Involving all stakeholders in school processes, consistency of staff communication, measure the effectiveness of school-wide initiatives in technology and differentiation, follow-up for professional development and student learning, use of student and parent feedback, and increase real-world applications for all students. After our Mid-Cycle Visit, we will continue to strengthen and refine our MTSS with our school-wide behavioral matrix, and trauma informed strategies. We will also continue the ILT process which includes the PDCA process and the Data Teams process.

Describe here your Conditions for Success for School Design and Student Voice. Mōkapu Elementary School continues to empower teachers and build their capacity in their profession through professional development. We will refine ways to measure the effectiveness and follow-up of PD as it impacts student learning. Qualified teachers with their knowledge of the curriculum standards in their respective areas will provide students with an enriched curriculum. We will also follow the Professional Learning Cycle process through our ILT and Data Teams which embeds Student Voice opportunities within our school’s goals. We will continue with Transition Center services, Student Council, EL, RTI, AGT, and Specials programs to address the development of the Whole Child.

SY 2021-22 <a href="#">Measurable Outcomes</a>	SY 2022-23 <a href="#">Measurable Outcomes</a>	SY 2023-24 <a href="#">Measurable Outcomes</a>
<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p><a href="#">SD1. Strengthen curriculum and learning design to improve achievement and growth across core subjects:</a> Mōkapu Elementary’s academic achievement as reported in StriveHI will increase by 2% in ELA, Math, and Science. We will be continuing the ILT process and utilizing the i-Ready program which includes the component of grade level Data Teams.</p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p><a href="#">SD1. Strengthen curriculum and learning design to improve achievement and growth across core subjects:</a></p> <p><i>(Natural next steps)</i></p>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p><a href="#">SD1. Strengthen curriculum and learning design to improve achievement and growth across core subjects</a></p>

<p><u>SD3. MTSS: Social Emotional Learning:</u> Mōkapu Elementary has supports in place to address this multi-tiered system. All of our students benefit from our Transition Center and the activities offered to them. The Transition Center is a crucial component of our student's lives; from the day they enter to the day they leave us. The survey given to our students will provide us with valuable feedback about our foundational support program. (WASC CA#5) We will use the Panorama Survey and increase the positive responses in the School Safety component by 2%. There will be a 2% decrease in the number of referrals as reported in the Longitudinal Data System. Our universal screener will continue to have 100% of our students meeting their Typical Growth in Math as our school wide goal.</p>		
<p><i>Why are you implementing them?</i></p> <p><u>SD1. Strengthen curriculum and design to improve achievement and growth across core subjects:</u> Mōkapu Elementary students arrive from different states and countries that may affect the variability in learning and experiences. It is necessary for teachers to differentiate lessons, based on common core standards, to meet students where they are and adjust instruction accordingly.</p> <p><u>SD3. MTSS: Social Emotional Learning:</u> Mōkapu Elementary students need to have a support system that will address other areas of a well-rounded education. As academics are an important part of a students' educational journey, the social-emotional component is equally important.</p>	<p><i>Why are you implementing them?</i></p>	<p><i>Why are you implementing them?</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <p><u>SD1. Strengthen curriculum and design to improve achievement and growth across core subjects:</u> Mōkapu Elementary students will maintain and show improvement in their common grade level assessment, as well as their formative assessments.</p> <p><u>SD3.MTSS: Social Emotional Learning:</u> Mōkapu Elementary students will respond positively in the Panorama Survey. It will increase from 73% to 75%. There will be a decrease of student</p>	<p><i>How will you know that they are causing an improvement?</i></p>	<p><i>How will you know that they are causing an improvement?</i></p>

behavior referrals of 2%.		
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## Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2021-22:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i>            Strive HI data: Language Arts: 67%            (2018-2019) Math: 61%            Science: 69%</p> <p>School Quality Survey (Parents &amp; Teachers): 62% (SQS-Spring 2020 Involvement &amp; Engagement)            Panorama Survey (Students-School Safety Dimension): 73% (Fall 2020)</p>	<p><i>Add throughout the year measurements here.</i>            Formative assessments (i-Ready)            Common assessments (grade level, NGSS)</p>	<p><i>Add end of year goals here.</i>            Increase academic achievement (as measured by Strive HI) by 2%.            Language Arts: 69%            Math: 63%            Science: 71%</p> <p>School Quality Survey: 64%            Panorama Survey: 75%</p>

**Student Outcomes (SY 2021-22)**

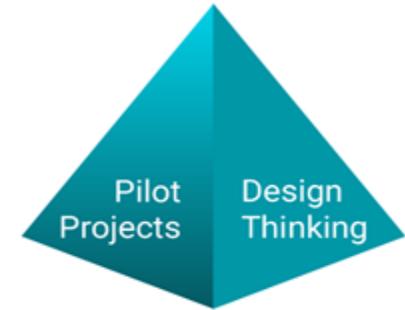
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><u>SD1A. ELA</u> Students will increase ELA achievement from 67% to 69% and growth from 55 to 57.</p> <p><u>SD1B. Math</u> Students will increase Math achievement from 61% to 63% and growth from 61 to 63.</p> <p><u>SD3B. 3rd Grade Literacy</u> Students will increase 3rd grade literacy from 86% to 88%.</p> <p><u>SD1C. Science</u> Students will increase Science achievement from 69% to 71%.</p>	<ul style="list-style-type: none"> <li>• Students will engage in differentiated lessons as a result of PD to teachers on differentiated instruction based on student’s needs</li> <li>• Provide time for grade level articulation to address students’ common strengths and needs</li> <li>• Students will engage in personalized lessons from i-Ready as a result of to teachers PD on the implementation of i-Ready</li> <li>• Students will engage in collaborative conversations integrating academic vocabulary</li> <li>• Students will engage in NGSS science lessons that include project-based learning opportunities to address student voice (Empowerment &amp; Innovation)</li> </ul>	<p>Yearlong</p>		<ul style="list-style-type: none"> <li>• i-Ready reports</li> <li>• formative assessments</li> <li>• common grade level assessments</li> <li>• student work</li> <li>• walkthroughs</li>   <li>• grade level unit plans</li> <li>• student work</li> <li>• walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready reports, 3X a year</li> <li>• Data Teams data, quarterly</li> <li>• Walkthroughs, quarterly</li> </ul>	

<p><a href="#">SD3. Strengthen Multi-tiered Systems of Support</a></p> <p><a href="#">SD2.Students will report a positive school climate</a> from 71% to 73% using the Panorama Survey. 73% Fall 2020 (average between 3-5 &amp; 6th grade)</p> <p><a href="#">SD2.Reduce chronic absenteeism will be reduced by .5% from 4% to 3.5%.</a>(Strive HI '19-'20)</p>	<ul style="list-style-type: none"> <li>• Students will be a part of a support system when transitioning upon entering, exiting, and between grade levels utilizing the Transition Center’s Aloha Ambassadors (Hāwai’i &amp; Empowerment)</li> <li>• Students have access to grade level counseling services that are appropriate to their needs</li> <li>• Students have access to school programs such as, EL, RTI, and AGT based on their individual needs</li> <li>• Students participate in Specials classes to address the Whole Child</li> <li>• Students set quarterly goals and monitor progress in i-Ready</li> <li>• Students connect our school’s Vision and Mission through our IMŪA values and HĀ Framework lessons (Hāwai’i)</li> <li>• Students have opportunities for Student Voice through project-based lessons, Student Council, SCC, and the Mōkapu Broadcast Team (WASC CA#6, Empowerment)</li> </ul>	<p>Yearlong</p>		<ul style="list-style-type: none"> <li>• student surveys</li> <li>• student work</li> <li>• recognition awards</li> <li>• IMUA tickets</li> <li>• student discipline referrals</li> <li>• participants in Transition Center sponsored activities</li> <li>• Mōkapu Broadcast: “Sunrise at Mōkapu”</li> <li>• Student Council activity participation</li> <li>• counselor’s reports</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	

**Staff Outcomes (SY 2021-22)**

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>SD1. <a href="#">Mōkapu Elementary teachers have focused professional development to support student success and continuous improvement.</a> (WASC CA#3 &amp; 4)</p>	<ul style="list-style-type: none"> <li>• Provide PD to differentiate instruction based on student’s needs</li> <li>• Provide collaboration time for grade level articulation to address common strengths and challenges of students through Data Teams</li> <li>• Provide PD on the implementation of i-Ready to personalize instruction and utilize data to maximize student success</li> <li>• Provide PD to integrate technology into the curriculum of Computer Science to provide real-world applications and 21st Century skills (CA#6)</li> <li>• Provide PD and collaboration time to refine NGSS lessons and plan for implementation and integration of the CSSS, C3 Framework, and PBL(project-based learning)</li> <li>• create and implement plan for providing, utilizing, modeling student feedback in order to improve instruction</li> </ul>	<p>Yearlong</p>		<ul style="list-style-type: none"> <li>• curriculum maps</li> <li>• i-Ready reports</li> <li>• student work</li> <li>• walkthroughs</li> <li>• formative assessments</li> <li>• common grade level assessments</li> <li>• Data Teams data</li> <li>• teacher surveys</li> <li>• teacher’s Google Classrooms</li> </ul>	<p>Quarterly</p>	

<p><a href="#">SD3. Strengthen Multi-tiered Systems of Support</a></p> <p><a href="#">SD2.Students will report a positive school climate</a> from 73% to 75% (Panorama Fall 2020)</p> <p><a href="#">SD2.Reduce chronic absenteeism will be reduced by .5% from 4% to 3.5%</a> (StriveHI '19-'20)</p>	<ul style="list-style-type: none"> <li>• Provide a supportive classroom environment that supports Mōkapu Elementary School's Vision &amp; Mission, IMUA Values, &amp; HĀ Framework</li> <li>• Provide differentiated lessons based on student's individual strengths and challenges</li> <li>• Refine grade level Intervention Blocks of instruction to meet the current needs of students</li> <li>• Utilize the EL, RTI, and AGT programs addressing student needs</li> <li>• Provide integrated guidance lessons in coordination with the counselors and the PBIS program</li> <li>• Providing updated school attendance policy/procedures to parents</li> </ul>	<p>Yearlong</p>		<ul style="list-style-type: none"> <li>• lesson plans</li> <li>• walkthroughs</li> <li>• student work</li> <li>• i-Ready progress reports of Online Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly</li> </ul>	
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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
<p><i>Please describe your school’s ideas around innovation and pilot projects.</i></p> <p>We will continue to implement 1:1 use of Chromebooks school-wide where appropriate and increase access to technology in kindergarten and first grade according to Mōkapu’s Technology Plan.</p> <p>We will continue the creation of virtual reality tours of the base and the Hawaiian cultural significance to be shared throughout the state, nation and world. Addressing HĀ values and integrating technology in school history and connection to place and the land. (Hāwai’i)</p> <p>We will be incorporating the District initiative of integrating Project-Based Learning (PBL) into the curriculum.</p>	<p><i>Please describe your conditions for Success:</i></p> <p>Student and teacher usage of Google Classroom for online and differentiated learning could be compiled through reports. School programs such as i-Ready, Wonders, and i-Ready Classroom Mathematics will be implemented along with other subject areas such as Specials (Music, P.E., etc.). Technology PD will be targeted and focused on how to integrate technology and Computer Science effectively with the goal of impacting student achievement and preparing them with 21st Century skills.</p> <p>We will continue working with Aloha Ambassadors and the Mōkapu’s Broadcast Team to increase Student Voice in these tours. We will foster community and base relationships to reach out and help us with research and background information to add to the tours.</p> <p>Professional Development and support will be provided from the District. Mōkapu will have a PD on our Complex PC Day with PBL Works called “Project Slice” as an introduction to project-based learning. We will continue the gradual integration of real-life projects that incorporate the elements of project-based learning.</p>

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