

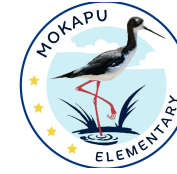
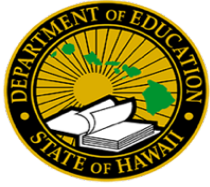
Academic Plan SY 2022-2023

Mōkapu Elementary School

1193 Mōkapu Rd., 808-254-7964, <https://mokapu.k12.hi.us/>

Submitted by Paloma Almanza	Date
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2021 Academic Plan, School Year 2021-2022

2022 Academic Plan, School Year 2022-2023

Mōkapu Elementary School

Developing a collaborative Academic Plan framed by the HDOE 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.

HDOE 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.

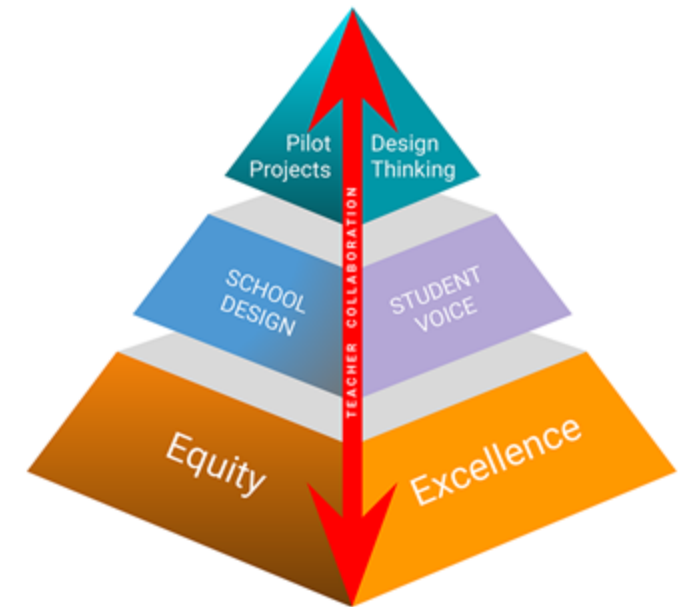
- The Pipeline of Emerging Ideas is linked to the HDOE 2020-30 Strategic Plan (page 5).

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 HDOE 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><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>EQ1. Reduce the Achievement Gap 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 Strive 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. As a result of the COVID-19 pandemic, the SBA test formats were adjusted due to the modified school year and are not comparable with previous school year’s scores.</p> <p>Strive HI results-SY 2018-2019 (2019-2020 N/A) & 2020-2021*</p> <table><tr><td></td><td colspan="2">ELA</td><td colspan="2">MATH</td></tr><tr><td>NHN(non-high needs)</td><td>75%</td><td>65%</td><td>67%</td><td>48%</td></tr><tr><td>HN</td><td>49%</td><td>45%</td><td>47%</td><td>31%</td></tr></table>		ELA		MATH		NHN(non-high needs)	75%	65%	67%	48%	HN	49%	45%	47%	31%	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>EQ1. Reduce the Achievement Gap</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 & 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 Enabling Activities to improve the achievement gap?</i></p> <p>EQ1. Reduce the Achievement Gap</p> <ul style="list-style-type: none">Professional development for faculty and educational assistants on differentiated instruction and co-teaching strategies from Stetson and Associates to strengthen Tier 1 teaching and supportLanguage Arts and Math interventions during RTI and grade level sessions with appropriate lessons for all studentsSchoolwide implementation of the i-Ready program to formatively assess and measure students’ individual progress in Language Arts and MathGrade level Data Teams process to utilize student dataStudents set quarterly goals to monitor progress
	ELA		MATH														
NHN(non-high needs)	75%	65%	67%	48%													
HN	49%	45%	47%	31%													

(high-needs)				
Gap	26	20	20	18

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

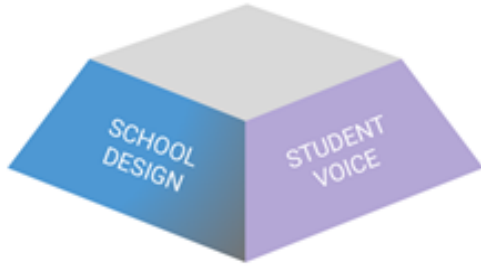
Involvement/ Engagement	Overall Rating 2019-2020	Overall Rating 2020-2021
Parents	62%	54%
Teachers	64%	61%

Panorama Survey
School Quality Survey-Safety Dimension

Students	60% (‘19-‘20)	75% (‘20-‘21)	63% (‘21-‘22)
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<p><u>EQ2. Increase Family Engagement</u></p> <p>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)</p> <p>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.</p>	<p><u>EQ3. Inclusion Rate</u></p> <p>In order to sustain the inclusion rate of 91%('19-'20) 86%('20-'21), we need to continue the articulation and collaboration between SpEd and general education teachers.</p>
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<p><u>EQ2. Increase Family Engagement</u></p> <ul style="list-style-type: none"> 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, Winter Program, Read Across America, Partnerships: PTA, 3d Regiment, School Community Council (SCC) PTA & PCNC sponsored events: Purple Up (April), 	<p><u>EQ3. Inclusion Rate</u></p> <ul style="list-style-type: none"> 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 (Inclusive Practices)
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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. 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.

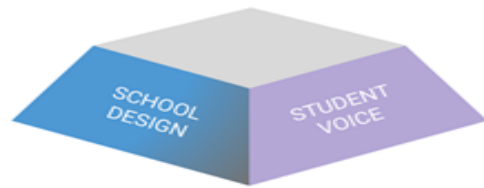
Describe here your current and continuing initiatives that will further advance your 2021-22, 2022-2023 School Design and Student Voice. Mōkapu Elementary continues to integrate our Vision: Live M-O-K-A-P-U, Spread A-L-O-H-A and Mission: To prepare children to become resilient life-long learners and 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 MAPS, and trauma informed strategies. We will utilize the professional reading selection “Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom” to support SEL learning and practices. 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 continue to deepen our understanding of our new school wide math curriculum piloted in the SY ‘21-’22. iReady Classroom Mathematics aligns with our universal screener iReady. 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 Measurable Outcomes	SY 2022-23 Measurable Outcomes	SY 2023-24 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>SD1. Strengthen curriculum and learning design to improve achievement and growth across core subjects: 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</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>SD1. Strengthen curriculum and learning design to improve achievement and growth across core subjects: Mokapu Elementary’s academic achievement as reported in StriveHi will</p>	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <p>SD1. Strengthen curriculum and learning design to improve achievement and growth across core subjects</p>

<p>the component of grade level Data Teams.</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>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><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. The Transition Center is a crucial component of our student's lives - from the day they enter to the day they depart. The survey given to our students will provide us with valuable feedback about our foundational support program. (WASC CA#5) We will use the SEL Panorama Survey to inform practices and focus on increasing the positive responses in the area of Sense of Belonging. The Panorama Student Perception Survey will inform our School Safety needs and our intent to increase this component by 2%. There will be a 2% decrease in the number of referrals as reported in the Longitudinal Educational Information 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><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 continue the need of having a support system that addresses 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>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</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</p>	<p><i>How will you know that they are causing an improvement?</i></p>

<p>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 behavior referrals of 2%.</p>	<p>maintain and show improvement in their common grade level assessments, as well as their formative and summative assessments.</p> <p><u>SD3.MTSS: Social Emotional Learning:</u> Mokapu Elementary students will respond positively in the Panorama Survey. It will show and increase in the area of a Sense of Belonging.</p>	
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021-22 SY 2022-23: 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></p> <p>Strive HI data: Language Arts: 67% (2018-2019) Math: 61% Science: 69%</p> <p>StriveHi data: Language Arts: 65% (2020-2021) Math: 48% Science: 31%* There was a change of assessment from HSA to NGSS (expected decline)</p> <p>School Quality Survey (Parents & Teachers): 62% (SQS-Spring 2020 Involvement & Engagement) Panorama Survey (Students-School Safety Dimension): 73% (Fall 2019) 75% (Fall 2020)</p>	<p><i>Add throughout the year measurements here.</i></p> <p>Formative assessments (i-Ready) Common assessments (grade level, NGSS)</p>	<p><i>Add end of year goals here.</i></p> <p>Increase academic achievement (as measured by Strive HI) by 2%. Language Arts: 69% Math: 63% Science: 71% Language Arts: 65% Math: 48% Science: 33%</p> <p>School Quality Survey: 64% Panorama Survey: 75%</p> <p>School Quality Survey (Parents & Teachers): (SQS =Spring 2021 Involvement & Engagement) Panorama Survey: 77% (Fall 2021)</p>

Student Outcomes (SY 2021-22) (SY 2022-23)

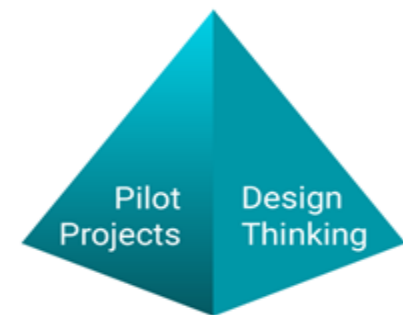
Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<p><u>SD1A. ELA</u> Students will increase ELA achievement from 67%to 69% and growth from 55 to 57. ('18-'19) 65% to 67% ('20-'21)</p> <p><u>SD1B. Math</u> Students will increase Math achievement from 61%to 63%and growth from 61 to 63. ('18-'19) 48% to 50% ('20-'21)</p> <p><u>SD3B. 3rd Grade Literacy</u>Students will increase 3rd grade literacy from 86% to 88% ('18-'19) 83% to 85% ('20-'21)</p> <p><u>SD1C. Science</u> Students will increase Science achievement from 69% to 71% ('18-'19) 31% to 33% ('20-'21)</p>	<ul style="list-style-type: none"> Students will engage in differentiated lessons as a result of PD to teachers on differentiated instruction based on student's needs Provide time for grade level articulation to address students' common strengths and needs Students will engage in personalized lessons from i-Ready as a result of teachers PD on the implementation of i-Ready Students will engage in collaborative conversations integrating academic vocabulary utilizing the Try-Discuss-Connect instructional routine integrated throughout the iReady classroom Mathematics program Students will engage in NGSS science lessons that include project-based learning opportunities to address student voice (Empowerment & Innovation) 	Yearlong		<ul style="list-style-type: none"> i-Ready reports formative assessments common grade level assessments student work walkthroughs grade level unit plans student work walkthroughs 	<ul style="list-style-type: none"> i-Ready reports, 3X a year Data Teams data, quarterly Walkthroughs, quarterly 	
<p><u>SD3. Strengthen Multi-tiered Systems of Support</u></p>	<ul style="list-style-type: none"> Students will be a part of a support system when transitioning upon entering, exiting, and between grade 	Yearlong		<ul style="list-style-type: none"> student surveys student work recognition awards IMUA tickets 	<ul style="list-style-type: none"> Quarterly 	

<p><u>SD2.Students will report a positive school climate</u> from 71% to 73% using the Panorama Survey. 73% Fall 2019 (average between 3-5 & 6th grade) 75% to 77% ('20-'21)</p> <p><u>SD2.Reduce chronic absenteeism will be reduced by 5% from 4% to 3.5%.</u>(Strive HI '19-'20) 6% to 5% (Strive HI '20-'21) (ESSER-Student Attendance)</p>	<p>levels utilizing the Transition Center's Aloha Ambassadors (Hawai'i & Empowerment)</p> <ul style="list-style-type: none"> • Students have access to grade level counseling services that are appropriate to their needs • Students have access to school programs based on their individual needs • Students participate in Specials classes to address the Whole Child • Students set quarterly goals and monitor progress in i-Ready • Students connect our school's Vision and Mission through our IMŪA values and HĀ Framework lessons (Hāwai'i) • Students have opportunities for Student Voice through project-based lessons, Student Council, SCC, and the Mōkapu Broadcast Team (WASC CA#6, Empowerment) • PPTs to provide support for students with the counselor's guidance (ESSER-Student Attendance) 		ESSER \$9969	<ul style="list-style-type: none"> • student discipline referrals • participants in Transition Center sponsored activities • Mōkapu Broadcast: "Sunrise at Mōkapu" • Student Council activity participation • counselor's reports 		
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Staff Outcomes (SY 2021-22) (SY 2022-23)

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)
SD1. <u>Mōkapu Elementary teachers have focused professional development to support student success and continuous improvement.</u> (WASC CA#3 & 4) (ESSER-Student academics)	<ul style="list-style-type: none"> Provide PD to differentiate instruction based on student's needs Continue to provide collaboration time for grade level articulation to address common strengths and challenges of students through Data Teams Continue to provide PD on the implementation of i-Ready to personalize instruction and utilize data to maximize student success (ESSER-Student academics) Provide PD and support with the iReady Classroom Mathematics program for all teachers (K-6) (ESSER-Student academics) Provide PD to integrate technology into the curriculum of Computer Science Standards to provide real-world applications and 21st Century skills (CA#6) Continue to provide PD and collaboration time to refine NGSS lessons and plan for implementation and integration of the HCSSS, C3 Framework, 	Yearlong	ESSER \$47,775	<ul style="list-style-type: none"> curriculum maps i-Ready reports student work walkthroughs formative assessments common grade level assessments Data Teams data teacher surveys teacher's Google Classrooms 	Quarterly	

	and PBL(project-based learning) <ul style="list-style-type: none"> • create and implement plan for providing, utilizing, modeling student feedback in order to improve instruction 					
<u>SD3. Strengthen Multi-tiered Systems of Support</u> <u>SD2.Students will report a positive school climate</u> from 73% to 75% (Panorama Fall 2019) 75% to 77% (Panorama Fall 2020) <u>SD2.Reduce chronic absenteeism will be reduced by .5% from 4% to 3.5%</u> (StriveHI '19-'20) 6% to 5% (Strive HI '20-'21) (ESSER-Student Attendance)	<ul style="list-style-type: none"> • Continue to provide a supportive classroom environment that supports Mōkapu Elementary School's Vision & Mission, IMUA Values, & HĀ Framework • Utilize strategies and create a trauma-sensitive classroom based from the professional reading "Fostering Resilient Learners" (ESSER-Student SEL) • Continue to provide differentiated lessons based on student's individual strengths and challenges • Continue to refine grade level Intervention Blocks of instruction to meet the current needs of students (ESSER-Student academics) • Utilize programs addressing student needs • Continue to provide integrated SEL lessons in coordination with the counselors and the PBIS program • Providing updated school attendance policy/procedures to parents • PPTs to provide support with the counselor's guidance (ESSER-Student Attendance) 	Yearlong	ESSER \$9,969	<ul style="list-style-type: none"> • lesson plans • walkthroughs • student work • i-Ready progress reports of Online Instruction 	<ul style="list-style-type: none"> • Quarterly 	



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>We will participate in Yoga Ed.’s Mindful Movement Program. This will include online yoga & mindfulness classes, trauma-informed PD, quarterly teacher support meetings, and quarterly reporting. (ESSER-Staff Well-Being)</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> <p>Yoga Ed’s evidence-based trauma informed online training, classes, and resources designed to cultivate physical, mental, emotional, and social health will support our work. This will affect sustainable change by effectively improving the health and wellness of our school community.</p>

