Makawao Elementary School

Academic Plan 2023-2024

Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Ginifer Nania

Contact Information
Telephone: 808-573-8770

Plan Submitted by ___________________________ 4/11/2023
Principal

Plan Approved by ___________________________ 4/14/2023
Complex Area Superintendent
| Where are we now? (SW 1 & SW 6) |  |
|-------------------------------|*Need:* Ensure that best-practice high-engagement Tier 1 instruction and Tier 1 differentiation strategies are used with integrity and fidelity to educate the whole child.  
○ Continue to support teachers with Professional Development towards understanding and implementing Project-Based Learning (PBL).  
○ Continue to support teachers in best-practice strategies for high-quality differentiated small-group instruction.  
○ Use the Data Team process to collaborate and inform instruction in support of differentiated small-group instruction and high expectations of growth for all students.  
○ Collaborate with District supported MTSS-R (Multi-Tiered Systems of Support-Reading) and Math Project initiatives to improve systems for Tier 1 instruction and identification of multi-tiered strategies and supports.  
○ Continue to support and implement the Inclusive Model.  
○ Continue to support teachers in the ECRI Project, Next Generation Science Standards (NGSS) and Social Studies standards.  
○ Continue to promote the culture of collaboration around increasing consistency in curriculum pacing, monitoring, grading, rubrics, and expectations for school-wide fidelity for both academics and the General Learner Outcomes (GLOs).  
○ Continue the policy and culture of collaboration by providing mentoring/coaching for all members of the school community.  |
| Prioritize school’s needs as identified in one or more of the following needs assessments:  
● Comprehensive Needs Assessment (Title I Schools)  
● WASC Critical Areas for Follow-Up |  |
|  | ● Need:  
○ Continue to expand on a differentiated Response to Intervention (RtI) process both academically and behaviorally for all students (i.e: EL, disadvantaged, etc.)  
○ Continue to refine reading RtI, including refining Growth Block for reading skills (math pending growth scores)  
○ Continue to discuss the implementation of math RtI.  
○ Continue to support “Second Step”, a school-wide social/emotional learning program.  |
|  | ● Need: Increase parental involvement/engagement to educate the whole child.  
○ Continue on-campus family events (i.e., May Day, Open House, Fall Parade, Winter Wonderland, Kindergarten Orientation, Fun Run, Family Engagement activities, etc.)  
○ Continue parent communication through various media (i.e., ParentSquare, Makawao School website, Ho’olaulima, Instagram, classroom newsletters, Weekly Principal’s Message, etc.)  
○ Continue academic-based events for parents and students (Family Engagement activities, PBL presentations, etc.)  |
### Addressing Equity: Subgroup Identification (SW 6)

In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.**

- **English Learners (EL) students:** Need experiences in language and vocabulary development
  - Language and vocabulary development will be supported through:
    - EL Wonders instructional and assessment materials
    - EL Part-time teacher
    - Enhanced Core Reading Instruction (ECRI)
    - Collaborative conversations using Number Talks from the Math Project
    - MTSS-R
    - Project-Based Learning (PBL)

- **Special education students:** Three percent of grades 3, 4, and 5 need to demonstrate proficiency in reading
  - Special education students will be supported through:
    - Wonders differentiated instruction and assessment materials
    - Inclusive practices and small group differentiated instruction
    - Supplemental online programs
    - Enhanced Core Reading Instruction (ECRI)
    - MTSS-R
    - Project-Based Learning (PBL)

- **Disadvantaged students:** Need more rigorous and high-engagement academic experiences
  - Disadvantaged students will be supported through:
    - Differentiated small-group activities
    - Wonders program
    - i-Ready Classroom Mathematics
    - Supplemental online programs
    - Enhanced Core Reading Instruction (ECRI)
    - Project-Based Learning (PBL)
    - Math Project
    - MTSS-R
**ORGANIZE:** Identify your Academic Review Team Accountable Leads. *(SW 2 & SW 3)*

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Responsible for implementation of the school’s strategies and initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ginifer Nania - Principal</td>
<td>1. ART Lead, Facilitator</td>
</tr>
<tr>
<td>Joleen Pilotin - NCT (Academic Coach)</td>
<td>2. Participant</td>
</tr>
<tr>
<td>Elisse Garland - Vice Principal</td>
<td>3. Participant</td>
</tr>
<tr>
<td>Ashley Kersmarki - Teacher (Representing SPED)</td>
<td>4. Participant</td>
</tr>
<tr>
<td>Rhonda Fonseca - Teacher (Representing Grades K-1)</td>
<td>5. Participant</td>
</tr>
<tr>
<td>Amanda Valentine-Borling - Teacher (Representing Grades 2-3)</td>
<td>6. Participant</td>
</tr>
<tr>
<td>Amanda Stumfall - Teacher (Representing Grades 4-5)</td>
<td>7. Participant</td>
</tr>
</tbody>
</table>

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.

*Makawao Elementary School* Academic Plan | SY 2023-2024
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.

Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.

| Outcome: | By the end of the next school year, |
| Rationale: | Students will be able to demonstrate proficiency and/or growth academically, behaviourally, and socially through the rigorous, engaging, and differentiated learning opportunities as provided by members of the school community. |
| Rationale: | To prepare all students for success in school, college, career, and citizenship, so they may constructively contribute to our 21st century society. |

Planning

Funding

Interim Measures of

Makawao Elementary School Academic Plan | SY 2023-2024
### Desired Outcome

1. Ensure that best-practice high-engagement Tier 1 instruction and Tier 1 differentiated small-group strategies are used with integrity and fidelity to educate the whole child.

### Enabling Activities

1. Continue to support teachers with Professional Development towards understanding and implementing Project-Based Learning (PBL). (SW 5 & SW 6)

2. Continue to support teachers in best-practice strategies for high-quality differentiated small-group instruction. (SW 5 & SW 6)

3. Use the Data Team process to collaborate and inform instruction in support of differentiated small-group instruction and high expectations of growth for all students. (SW 5 & SW 6)

4. Collaborate with District supported MTSS-R (Multi-Tiered Systems of Support-Reading) initiative to improve systems for Tier 1 instruction and identification of multi-tiered strategies and supports. (SW 5 & SW 6)

5. Continue to support and implement the Inclusive Model. (SW 5 & SW 6)

6. Continue to support teachers in the ECRI Project, Math Project, Next Generation Science Standards (NGSS) and Social Studies standards. (SW 5 & SW 6)

### School Year(s) of Activity

2023-2024

### ART Accountable Lead(s)

ART members

### Source of Funds

- X WSF
- X Title I
- X Title II
- X Title III
- □ IDEA
- □ Homeless
- □ CTE
- X ESSER
- □ Other
- □ N/A

### Progress

Define the relevant data used to regularly assess and monitor progress

- Universal Screeners for reading and math data
- DIBELS (grades K-5) data
- Wonders assessments
- ECRi
- i-Ready Classroom Mathematics assessments
- Walkthroughs/observations
- SBA scores
- NGSS rubrics
- Report Cards
- Student Surveys
- MTSS-R
- BKKM Math Project
7. Continue to promote the culture of collaboration around increasing consistency in curriculum pacing, monitoring, grading, rubrics, and expectations for school-wide fidelity for both academics and the General Learner Outcomes (GLOs). *(SW 5 & SW 6)*

8. Continue the policy and culture of collaboration by providing mentoring/coaching for all members of the school community. *(SW 5 & SW 6)*

<table>
<thead>
<tr>
<th>2. Continue to expand on a differentiated RtI process both academically and behaviourally to promote student proficiency and growth.</th>
<th>1. Continue to systematize and refine academic response to intervention (RtI) processes and structures for all students to include a multi-tiered system of supports and transitions. <em>(SW 6)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Continue to implement the “Second Step” social emotional learning program. <em>(SW 6)</em></td>
<td>3. Promote inclusive practices to serve all students in working with peers to close the achievement gap. <em>(SW 6)</em></td>
</tr>
<tr>
<td>2023-2024</td>
<td>ART members</td>
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<table>
<thead>
<tr>
<th>X</th>
<th>WSF</th>
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<tbody>
<tr>
<td>X</td>
<td>Title I</td>
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<tr>
<td>☐</td>
<td>Title II</td>
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<tr>
<td>X</td>
<td>Title III</td>
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<tr>
<td>☐</td>
<td>IDEA</td>
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<tr>
<td>☐</td>
<td>Homeless</td>
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<td>☐</td>
<td>CTE</td>
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<tr>
<td>X</td>
<td>ESSER</td>
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<tr>
<td>☐</td>
<td>Other</td>
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<tr>
<td>☐</td>
<td>N/A</td>
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</tbody>
</table>

Universal Screeners for reading and math data  
eCSSS documentation  
Wonders assessments  
ECRI  
i-Ready Classroom Mathematics assessments  
EL WIDA data  
DIBELS data  
GLO data  
Panorama Survey  
SQS data  
Behavioral RtI Screener  
MTSS-R  
BKKM Math Project

**Goal 2: Staff Success. Makawao Elementary School** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.
**Outcome:** By the end of the next school year, Teachers and staff will be highly competent in implementing and providing rigorous and engaging academic and social-emotional curriculum with fidelity and integrity.

**Rationale:** Students will be prepared for 21st century knowledge and expectations in school, college, career, and citizenship by receiving a high-quality education delivered by highly-effective teachers and staff.

<table>
<thead>
<tr>
<th>Planning</th>
<th>Enabling Activities</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Source of Funds</th>
<th>Interim Measures of Progress</th>
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</thead>
<tbody>
<tr>
<td>Desired Outcome</td>
<td>(Indicate year(s) of implementation in next column)</td>
<td></td>
<td>ART members</td>
<td>X WSF</td>
<td>NGSS Pacing</td>
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<tr>
<td></td>
<td>1. Provide ongoing PD and breakout sessions to support Project-Based Learning. (SW 6)</td>
<td>2023-2024</td>
<td></td>
<td>X Title I</td>
<td>Ready Classroom Mathematics</td>
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<td></td>
<td>2. Provide ongoing PD and breakout sessions to support differentiated small-group instruction. (SW 6)</td>
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<td></td>
<td>X Title II</td>
<td>ECRI</td>
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<td></td>
<td>3. Provide ongoing PD and breakout sessions centered around core instruction and differentiated practices (ECRI, Math Project, MTSS-R, and i-Ready Classroom Mathematics). (SW 6)</td>
<td></td>
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<td>☐ Title III</td>
<td>iReady</td>
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<td>4. Provide school-wide PD to support “Second Step”, the social-emotional learning program. (SW 6)</td>
<td></td>
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<td>☐ IDEA</td>
<td>MTSS-R</td>
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<td></td>
<td>5. Provide school-wide PD to support tiered intervention (i-Ready) and inclusive practices. (SW 6)</td>
<td></td>
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<td>☐ Homeless</td>
<td>BKKM Math Project</td>
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<td></td>
<td>6. Provide ongoing PD and breakout sessions for NGSS. (SW 6)</td>
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<td>☐ CTE</td>
<td>Second Step</td>
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<td>Other - District</td>
<td>Behavioral screener</td>
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<td>Surveys</td>
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<td>Agendas and Sign-in sheets</td>
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<tr>
<td>Goal 3: Successful Systems of Support.</td>
<td>The system and culture of Makawao Elementary School works to effectively organize financial, human, and community resources in support of student success.</td>
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Makawao Elementary School Academic Plan | SY 2023-2024 | 9
# Outcome:

By the end of the next year, the members of the school community will be well-informed and participate in current academic and social-emotional practices for the benefit of all students.

# Rationale:

All members of the school community will have the skills to support students for success in school, college, career, and citizenship in our 21st century society.

## Planning

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
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<th>Source of Funds (Check applicable boxes to indicate source of funds)</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| 1. Increase parental and community involvement/engagement to educate the whole child. | 1. Continue on-campus family events (i.e., May Day, Open House, Fall Parade, Winter Wonderland, Kindergarten and New Parent Orientation, Fun Run, Family Engagement Activities, etc.) (SW 7) 2. Continue parent communication through various media (i.e. Facebook, Makawao School website, Hoʻolaulima, Instagram, ParentSquare, classroom newsletters, etc.) (SW 7) 3. Continue academic-based events for parents and students. (SW 4 & SW 7) | 2023-2024 | ART members | X WSF  
X Title I  
☐ Title II  
☐ Title III  
☐ IDEA  
☐ Homeless  
☐ CTE  
☐ Other  
☐ N/A | Website maintenance  
Hoʻolaulima  
ParentSquare  
Agendas and Sign in sheets  
Surveys and evaluations  
Hawaii Family Engagement Cohort reports |
2. To continue to use the data team process to determine effective strategies for continuous school improvement and student achievement through a shared vision.

1. ART members will meet at least quarterly and use the data team process to review the evidence of progress as indicated in the academic plan. (SW 3)

<table>
<thead>
<tr>
<th>ART members</th>
<th>2023-2024</th>
<th>2023-2024</th>
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</thead>
<tbody>
<tr>
<td>X WSF</td>
<td>☒</td>
<td>WSF</td>
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<td>X Title I</td>
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<td>☐ Other</td>
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<td>☐ N/A</td>
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<table>
<thead>
<tr>
<th>Updated Academic/Financial Plan</th>
<th>Comprehensive Needs Assessment</th>
<th>WASC Mid-Cycle Self-Study Feedback</th>
<th>Agendas/Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive EL Plan</td>
<td>Universal Screener Data</td>
<td>School Quality Survey Data</td>
<td>Panorama Survey Data</td>
</tr>
<tr>
<td>DIBELS Data</td>
<td>Smarter Balanced Assessment Data</td>
<td>MTSS-R Action Plan and agendas</td>
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</tbody>
</table>