# 2021 Academic Plan, School Year 2021-22

School: Maunaloa 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.
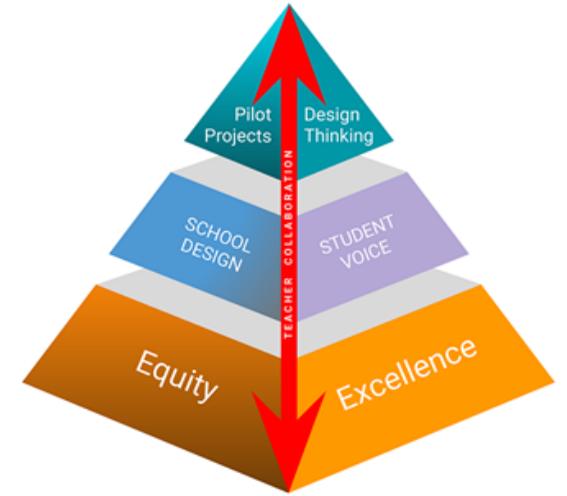
HIDOE Learning Organization

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).

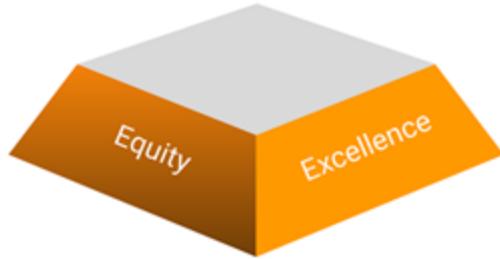**Teaching & Learning Core**: Focus: equity and excellence in core curriculum and supports.
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (

Principal (print): Alison Place	
Principal's signature:	Date: 04/26/2021

Complex Area Superintendent (print): Rebecca Winkie	
Complex Area Superintendent's signature:	Date: 5/5/2021

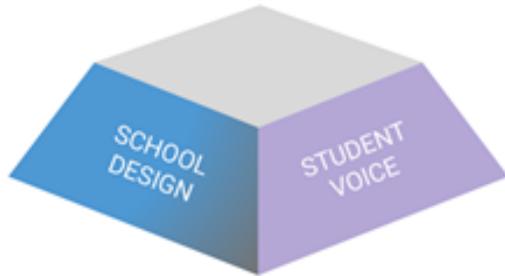Maunaloa Elementary School, Version 1, [April 23, 2021]

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
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. Due to low enrollment of 3rd-6th grade students, there is no Achievement Gap and/or Sub-group data available. Although 70% of our student population is identified as disadvantaged, our school qualifies for the Community Eligibility Provision (CEP) program, which allows all our students to receive free breakfast and lunch. Based on our Smarter Balanced Assessment data, our proficiency percentage in both English Language Arts and Math have historically not met our target goal.	*What is your Theory of Action (if-then) to improve the achievement gap?* **At Maunaloa School, our Theory of Action (if-then) will be to improve/show improvement "growth".** ● If we continue to provide effective Tier 1 instruction in conjunction with effective differentiated instruction and flexible groupings within the classroom, then students will develop the skills needed to improve academic achievement. ● If we continue to participate in and redefine our Data Team process which includes using and collecting formative/summative assessments, analyzing student work, and planning instruction, then students will improve their academic achievement in ELA and mathematics. ● If we continue to refine and systematize our referral process, then students needing individualized instructional plans can be identified and provided support in a timely manner. ● If we continue to have regularly scheduled collaboration/planning time for General Education, Special Education teachers and educational assistants, then the needs of the students will be	*What are your Enabling Activities to improve the achievement gap?* Continue to use Teacher Clarity as a strategy for effective instruction. Create a Data team process that analyzes student data to support instruction. Continue to utilize data to inform instruction and flexible groupings. Create a student data sheet that all teachers will use to monitor student growth and provide information for the following year's teacher. Create an intervention/referral process that provides teachers with checkpoints and a timeline for monitoring students that may need Tier 2 or Tier 3 support. Monthly collaboration time for General and special education

SBA Scores	'16-'17	'17-'18	'18-'19	'19-20	'20-'21
ELA Proficiency	22%	22%	14%	no data	
Math Proficiency	6%	9%	5%	no data	

Alternate/Additional Local Measures of Achievement will be used.

| DIBELS, QRI, iReady | better supported by all staff.

• If we provide meaningful real life activities including, but not limited to our Maunaloa Mala, then students can transfer knowledge and apply cross-curricular skills.

• If we continue to implement our Second Steps SEL program with fidelity school-wide, then students will learn skills for managing social-emotional behavior. | teachers and educational assistants to collectively plan lessons/units that include differentiation strategies to ensure all staff are being utilized in the classroom to support students' needs.

Teachers participate in PD to continue their learning and support their efforts in implementing PBL in the classroom. Dedicated time quarterly for teachers to collaborate and plan PBL.

Continue monthly collaborative time for classroom and school-wide SEL. |

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

Describe here your complex/school contexts for School Design and Student Voice.

At Maunaloa School we practice kakou. This is evident in the relationships between our students, faculty, staff, parents, and community. Daily piko encourages a sense of identity and belonging, a cohesiveness as a school community through singing of the alma mater, SEL lessons and videos, and student recognitions. In addition, monthly Roadrunner Assemblies recognize individuals who have exemplified excellence. Parents and community members are encouraged to attend these events virtually. We encourage students to achieve their maximum potential as lifelong learners and contribute to the global community. We provide opportunities for students to learn through real-life experiences through our Maunaloa Mala and from our community members all while grounding themselves in HA. A partnership with the Maui Police Department resulted in Maunaloa School's first Junior Police Officer (JPO) program.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

We recognized that our students were not thriving in traditional educational routines and instruction. Through observations and input from students it became evident that student engagement and interest increased when students were involved in projects and real life experiences. We began professional development and training on PBL and integrating content lessons, which we will continue. We also began professional development on Teacher Clarity and instructional strategies to support student learning. This too will continue.

With the implementation of Walk to Mastery, student reading levels increased, to at or near grade level for most students. This allows us to focus on Tier 1 cross-curricular planning.

Maunaloa Elementary School, Version 1, [April 23, 2021]

Teachers currently participate in weekly Data Team meetings. We will continue to evaluate and improve our Data Team process to analyze data, inform instruction, and monitor progress.

The SEL committee guides the school-wide and classroom efforts of SEL with collaboration from the PBIS committee. SEL videos are shared daily during PIKO to reinforce the weekly skill focus.

Students on the School Community Council (SCC) bring kudos and concerns to monthly meetings. They serve as a voice, much like a student council. There are four student members, two 5th graders and two 6th graders who often elicit feedback from the student body.

Students recognized there were conflicts occurring on the playground during recess, through student led discussions, Maunaloa Elementary instituted Playground Police Officers (PPO) during recess. JPOs monitor students as they walk to and from school each day. Students have willingly taken on these responsibilities.

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

In order for Maunaloa Elementary to be successful in addressing our academic achievement and growth, we need to consider fresh ideas and allow adequate time for the implementation and evaluation of the initiative(s). We will commit to school-wide agreements and understandings, holding each other accountable for the implementation of the initiatives. We will continue to analyze data to determine the effectiveness of the instructional strategies. Academic and behavioral data will be collected and analyzed on a regular basis so that students' needs are identified and addressed.

2020-21 Measurable Outcomes	**SY 2021-22** Measurable Outcomes	**SY 2022-23** Measurable Outcomes
What are your Measurable Outcomes around School Design and Student Voice? What are you designing? Student academic achievement will improve by 5% in mathematics and 8% in English Language Arts as measured by the Smarter Balanced Assessment. Through the combined effort of our theory of action stated above (differentiation, efficient referral process, Data Teams, teacher collaboration time, PBL, SEL), students will be more engaged in their learning and be able to apply new knowledge and skills, not only on the SBA, but also in real-world application.	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* 2021-2022 SBA Data	*What are your Measurable Outcomes around School Design and Student Voice? What are you designing?* Maunaloa School will continue to improve proficiency, 5% in Math and 8% in ELA, on the SBA. Students will take a more active role in PBL, this includes choosing projects and seeking community support.

2021-2022 SBA Data

	Score	Goal
SBA-ELA		30%
SBA-Math		15%

Panorama Survey-Classroom (*grades 3-6)

	Score
Classroom Climate	58%

Maunaloa Elementary School, Version 1, [April 23, 2021]

Classroom Engagement	67%
Classroom Rigorous Expectations	85%
Teacher-Student Relationships	88%
Pedagogical Effectiveness	81%

Panorama Survey- School (*grades 3-6)

	Score
School Belonging	69%
SQS Safety	75%
School Safety	49%
Valuing of School	81%

Panorama SEL Survey (*grades 3-6)

	Pre (Fall)	Post (Spring)
Sense of Belonging	61%	64%
Grit	59%	60%
Growth Mind-Set	57%	60%
Self-Efficacy	54%	59%
Social Awareness	45%	54%
Self-Management	42%	49%

Emotion Regulation	34%	48%

Through effective Tier 1 instruction and engaging PBL, students will show growth in ELA and Math as measured by the Smarter Balanced Assessment and our Universal Screeners. Our Data Team process will further support student growth through the monitoring and analysis of student data.

Why are you implementing them? Schools are measured on their effectiveness to teach students based on a sole standardized test, SBA. To showcase the knowledge and skills of our students, we need to prepare them to perform well on SBA. However, our mission is to prepare our students with the knowledge and skills essential for being a positive contributor and member in their communities, and prepare them for the pathway they choose for their future, whether that be college or career.	*Why are you implementing them?* To prepare our students with the knowledge, skills, and tools needed for college and/or a career, we need to provide effective standards-based lessons and strategies, incorporating hands-on and real-life lessons. In addition, continuing to monitor student data as well as implementing our SEL curriculum will support these efforts.	*Why are you implementing them?* Students will create projects to solve real-world problems in and around their community, island, State, country, and world.
How will you know that they are causing an improvement? We will know there is improvement by: • Monitoring student growth and performance using screeners such as: iReady (Math & ELA), DIBELS, and SBA interim assessments. • Student products and outcomes from PBL. • Monitor student office referrals.	*How will you know that they are causing an improvement?* We will continue to monitor student progress by: • Monitoring student growth and performance using screeners such as: iReady (Math & ELA), DIBELS, and SBA assessments. • Student products and outcomes from PBL. • Monitor student office referrals. • Monitor Panorama Survey results • Student Attendance	*How will you know that they are causing an improvement?* We will continue to monitor student progress by: • Monitoring student growth and performance using screeners such as: iReady (Math & ELA), DIBELS, and SBA interim assessments. • Student products and outcomes from PBL. • Monitor student office referrals.
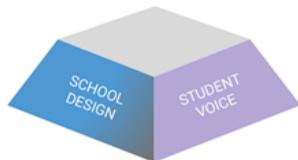
Innovation in Support of the Core: School Design and Student Voice

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

Baseline Measurements	Formative Measures	Summative Goals

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)
School-wide BOY proficiency percentage (according to Universal Screener in Reading and Math) will increase by the EOY.	All students will participate in standards-based Tier 1 instruction in Reading, Math, Science and Social Studies.	Yearlong		Walkthrough data, pacing-guides, student work samples, assessments for beginning, middle, and end of year	Quarterly	
Student performance on BOY Universal Screeners in reading and math will show growth by the EOY	Students will receive Tier 2/Tier 3 academic/behavioral supports through RTI and flexible groupings.	Yearlong		Walkthrough data, student work, beginning, middle,and end of year data, progress monitoring data.	Bi-monthly Quarterly	
All students will participate in project based learning experiences	All students will receive high quality inquiry/project-based learning opportunities	Yearlong		Walkthrough data, student work	Quarterly	

Maunaloa Elementary School, Version 1, [April 23, 2021]

| All students will participate in SEL classroom lessons and school-wide piko lessons. | Students will participate in SEL lessons and activities as aligns with the school's PBIS. | Yearlong | | Walkthrough data, Panorama Survey data, SCC feedback | Quarterly | |

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)
School-wide BOY proficiency percentage (according to Universal Screener in Reading and Math) will increase by the EOY.	All teachers will plan and implement Tier 1 standards-based lessons. All teachers will maintain records and monitor student progress.	Yearlong Yearlong		Walkthrough data, data team meetings. Quarterly student focus team meeting minutes	weekly bi-weekly	
Student performance on BOY Universal Screeners in reading and math will show growth by the EOY	All teachers and EAs will participate in Data Team meetings to analyze and plan appropriate instruction and interventions. All General Ed. teachers, SPED teacher, and EAs will participate in scheduled collaboration meetings.	Yearlong		Walkthrough data, agenda minutes, student work samples, assessment data	weekly Monthly	
All students will participate in project based learning/inquiry experiences	All teachers will plan and implement PBL/inquiry opportunities for all students.	Yearlong		Walkthrough data, student work Teacher & PBL survey	Quarterly pre/post	

	Staff will be provided professional development in PBL/inquiry-based learning as needed.					
Panorama Survey data will show an increase in positive scores.	All teachers will implement the Second Steps SEL lessons. All staff will reinforce SEL skills throughout the day (recess, lunch, etc.)	Yearlong		Panorama Survey data	yearly	
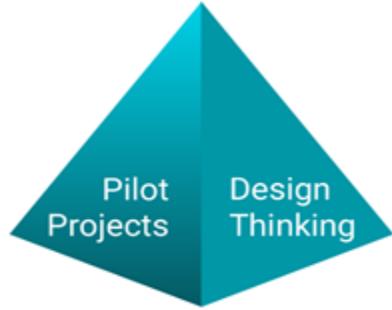
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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
Please describe your school's ideas around innovation and pilot projects. Utilizing the Na Hopena A'o outcomes and core-curricular skills, students will engage in project-based/inquiry learning as a means to transfer and apply the skills in new learning situations through the Maunaloa Mala. PBL/Inquiry will address our WASC recommendation of integrating real-world experiences into the curriculum. Create community partnerships to assist with the Maunaloa Mala.	*Please describe your conditions for Success:* In order for Maunaloa School to be successful with the creation and implementation of pilot projects, we need to be consistent in its delivery and be accountable to participate fully with positive intentions. Job-embedded professional development will be provided to assist individuals We need to be innovative in the way we structure our delivery, ensuring that we can reach our students through engaging, and interactive methods. In order to maximize time and resources, efforts will be made to integrate lessons to increase cross-curricular lessons. This will require continued professional development in instruction and assessment. We will consistently collect academic data and student outcomes through PBL rubrics and student showcase. The data will be analyzed to inform instruction and determine next steps.