



# Academic Plan for School Year 2022-23

## Maunaloa 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).

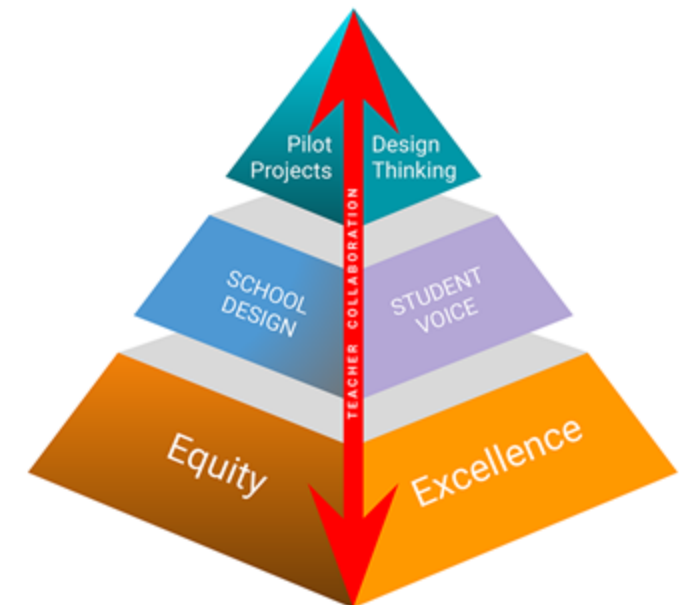
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- 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).

Principal (print): Alison K B Place	
Principal's signature: 	Date: 04/08/2022
Complex Area Superintendent (print): Rebecca Winkie	



Complex Area Superintendent's signature: 	Date: 04-15-22
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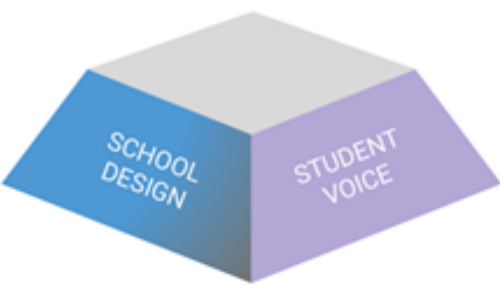
## Teaching & Learning Core: Equity and Excellence

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
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<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><b>Vision</b>  <i>Maunaloa School offers a child-centered environment that provides a foundation where dreams are formed, nurtured, guided and challenged to encourage students to achieve their maximum potential as lifelong learners, in partnership with families, school staff, and community members.</i></p> <p><b>Mission</b>  <i>At Maunaloa School we provide opportunities for parents and community members to be essential partners in the education of our students. We encourage and expect the highest standard of conduct and achievement by providing opportunities for each child to succeed academically, grow in character and contribute to the global community.</i></p> <p>Due to low enrollment of 3rd-6th grade students, there is no Achievement Gap and/or Sub-group data available. Currently, 76.5% of our student population is identified as disadvantaged.</p> <p><b>Assessments</b>  SBA Proficiency 2020-2021:  ELA Exceeds/Meets (16%)  Math Exceeds/Meets (10%)  Science Exceeds/Meets (0%)</p> <p><a href="#"><u>WASC Mid-Cycle Progress Report/CNA</u></a></p> <p><a href="#"><u>WASC Recommendations</u></a> (based on March 5-6 2020 mid-cycle review)</p> <p>Critical Growth Areas:</p> <ul style="list-style-type: none"> <li>• Establish a data team process</li> <li>• Identify, Implement and monitor Powerful Instructional</li> </ul>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><i>Maunaloa School identifies the following theories that will improve the school's achievement gap for all students:</i></p> <p><b>Instructional Leadership Team (ILT)</b>  <i>If Maunaloa School repurposes, commits and integrates the ILT's Framework for Powerful Learning and the Cycle for Professional Learning process within its school-wide focus, this will result in an increase in student learning.</i>  Link ILT framework?</p> <p><b>MaMā - PBL/Integrated Curriculum</b>  <i>If Maunaloa School continues to support, develop, and integrate content, learning intentions and success criteria into our Maunaloa Māla (MaMā) then students will be able to connect personally and meaningfully to the world around them and to the Nā Hopena A'o desired outcomes.</i></p> <p><b>Student Focus Team Meetings (SFT)</b>  <i>If Maunaloa School repurposes, commits and integrates the Multiple Systems of Support (MTSS) through Student Focus Team Meetings then all students will have equitable opportunities to access learning and varied academic, social, physical and emotional support.</i>  <a href="#"><u>HTMSS Resource Guide</u></a></p> <p><b>Health &amp; Wellness</b>  <i>If Maunaloa School continues to commit to schoolwide SEL and Health &amp; Wellness practices then all students will increase self-awareness, academic achievement and positive behaviors both in and out of the classroom.</i></p>	<p><i>What are your <u>Enabling Activities</u> to improve the achievement gap?</i></p> <p><i>Schoolwide Framework for Powerful Learning and Cycle for Professional Learning</i></p> <ul style="list-style-type: none"> <li>• Teachers and EAs will participate in ILT meetings (Looking At Student Work, Data Teams, Teacher Clarity, etc.)</li> </ul> <p><i>School wide MaMā Integration with Ho'ike/Exhibitions</i></p> <ul style="list-style-type: none"> <li>• Students will participate in the MaMā at least 2 times a week.</li> </ul> <p><i>Student Focus Team Meetings</i></p> <ul style="list-style-type: none"> <li>• All teachers will participate in quarterly Student Focus Team Meetings (including CC, SPED, Admin, BHS).</li> <li>• Teachers and educational assistants will meet prior to SFTs to provide feedback on SFT forms.</li> <li>• All staff will engage in differentiating based on the needs of all students.</li> </ul> <p><i>Health &amp; Wellness</i></p> <ul style="list-style-type: none"> <li>• SEL schoolwide/PIKO (morning protocol)</li> <li>• All teachers and support staff will participate in PD on the MTSS model.</li> <li>• All teacher and support staff will participate in SEL lessons and apply practices (including aloha values) schoolwide.</li> <li>• Classroom teachers and EAs will participate in PE/Health professional development.</li> </ul>
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Practices <ul style="list-style-type: none"> <li>Revisit and Improve the implementation of behavioral interventions (through PBIS structure).</li> </ul> Real World Data Team Standards Based Instruction		
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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.**

At Maunaloa School we practice kākou. 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 and in person. 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 Māla and from our community members all while grounding themselves in HĀ. 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 2022-23 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 Project and Problem based learning and integrating content lessons, which we will continue. Maunaloa School planned for and developed the Maunaloa Māla (MaMā) which has created an outdoor learning environment where students experience hands-on learning through the school’s garden. Teachers have and will continue to participate in quarterly PD and planning around garden themes and the integration of grade level standards with the MaMā curriculum. Teachers currently participate in weekly ILT meetings which includes Looking At Student Work (LASW) and Data Team Meetings. We will continue to evaluate and improve this process to analyze data, inform instruction, and monitor progress. We also will continue with Teacher Clarity and instructional strategies to support student learning.

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.

The Student Council, composed of representatives from the 4th - 6th grade classes focus on student activities and school climate. This council informs the School Community Council (SCC) student representatives, who bring kudos and concerns to monthly meetings. There are four student SCC members, two 5th graders and two 6th graders who often elicit feedback from the student body.

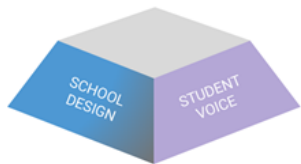
## Describe here your Conditions for Success for School Design and Student Voice

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. The Maunaloa Māla will continue to be the focal point of student learning at Maunaloa School.

<b>Maunaloa Māla (MaMā)</b>	
<b><u>Vision</u></b>	<b><u>Mission</u></b>
<p><i>The Maunaloa Māla shapes teaching and learning through Nohona and lōkahi which builds a legacy for future generations.</i></p> <p><i>I ka wā ma mua, i ka wā ma hope</i>  <i>(Using the past, to inform the present &amp; future)</i></p>	<p><i>The Maunaloa Māla is the piko where relationships are built and maintained, knowledge is acquired and applied , student voice is invited and heard, and through community partnerships, sustainability is practiced through kākou.</i></p>

<b>SY 2022-23</b> <a href="#">Measurable Outcomes</a>	<b>SY 2023-24</b> <a href="#">Measurable Outcomes</a>	<b>SY 2024-25</b> <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>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 (ILT, PBL, SEL, MTSS) 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. Students will take a more active role in PBL, this includes choosing projects and seeking community support.</p>		

<p><i>Why <b>are you</b> implementing them?</i></p> <p>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. Research shows that students who are engaged in their learning are more likely to retain and apply new concepts.</p>	<p><i>Why you are implementing them?</i></p>	<p><i>Why you are implementing them?</i></p>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>• Monitoring student growth and performance using screeners such as: iReady (Math &amp; ELA), DIBELS, and SBA &amp; informal assessments.</li> <li>• Student products and outcomes from Quarterly Ho'ike</li> <li>• Monitor student office referrals.</li> <li>• Monitor Panorama Survey results</li> </ul>	<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>



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

**FOCUS ON SY 2022-23:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
Add beginning of the year measurements here.	Add throughout the year measurements here.	Add end of year goals here.

## Student Outcomes (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)
100% of students will be impacted by the <b>Schoolwide Framework for Powerful Learning and Cycle for Professional Learning</b> process	<b>Instructional Leadership Team:</b> <ul style="list-style-type: none"> <li><i>Schoolwide Framework for Powerful Learning and Cycle for Professional Learning Process</i></li> </ul> <p>All students will engage in research based strategies that support/enhance the identified TIA (Targeted Instructional Area).</p>	Yearlong		ILT (LASW, Data Team) Meetings  Walk through data	At least monthly	
100% of the students will be actively engaged in <b>PBL/Integrated units</b> through our <i>MaMā</i> quarterly.	<p>All students will receive high quality inquiry/project-based learning opportunities.</p> <p>Students will engage and participate in classroom integrated garden MaMā activities &amp; lessons.</p> <p>Students will participate in the MaMā at least 2 times a week.</p> <p>Student artifacts will show evidence of garden MaMā integration.</p> <p>Student artifacts and presentations will show evidence of learning</p>	Yearlong		Quarterly Hō'ike  Monthly MaMā collaboration meetings  Collaborative MaMā planning Google Doc  Quarterly Waiver Day PD/planning  PBL/Integrated unit rubric (presentation + content rubrics)  Student work related to the MaMā	Quarterly          Quarterly Ho'ike	

	outcomes (Learning Intentions & Success Criteria).					
100% of students will be reviewed/discussed to identify strengths and challenges (behavioral and academic) during <b>Student Focus Team (SFT) meetings.</b>	<p>Students will receive services and/or supports identified through the SFT process (RTI A-Academic &amp; B-Behavior)</p> <p>Students will receive differentiated instruction and work/tasks based on academic needs/placement.</p>	Yearlong	subs - WSF, Title I	<p>SFT data sheets</p> <p>SFT follow up</p>	Quarterly	
100% of students will participate in Health & Wellness lessons, activities and practices	<p>Students will participate in schoolwide SEL lessons</p> <p>Students will participate in piko with SEL &amp; Aloha Values</p> <p>Students will participate in classroom SEL lessons</p> <p>Students will participate in PE and wellness activities and lessons.</p>	<p>Yearlong</p> <p>Yearlong</p>		<p>Daily Piko</p> <p>Walk-throughs</p> <p>Referral data</p>	Daily	

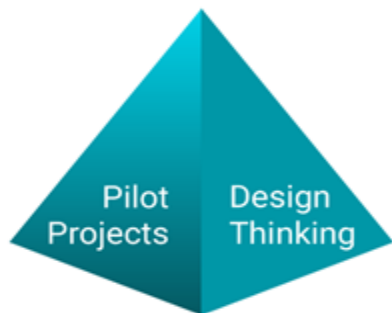
#### Staff Outcomes (SY 2020-21)

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)
100% of the teachers will implement the <b>Schoolwide Framework for Powerful Learning and Cycle for</b>	All teachers will identify, display, and communicate with students the learning intentions and success criteria for content area(s) daily.	Yearlong		<p>ILT (LASW, Data Team) Meetings</p> <p>Data Tracker</p>	At least monthly	



<b>Professional Learning</b> process to impact student learning.	All teachers and educational assistants will implement powerful instructional strategies as identified through the ILT process.  Teachers will utilize formative checks to gauge students' understanding of the learning.			ILT agendas and attendance  Walkthrough data		
100% of the teachers and educational assistants will actively engage students in <b>PBL/Integrated lessons</b> through the <i>MaMā</i> .	All teachers and educational assistants will participate in quarterly MaMā Waiver Day PD/planning.  All teachers will maintain MaMā lessons.  Teachers and educational assistants will guide students through the PBL/Integrated lessons process.	Yearlong		Agendas Planning & Collab documents  Pacings guides and lesson plans  Walk-through data  Collaborative Planning logs	Quarterly	
100% of the students will be discussed and monitored by all teachers during <b>Student Focus Team Meetings (SFT)</b> quarterly.	The SFT (teachers, admin, BHS) will participate in SFT meetings.  Teachers and educational assistants will engage in ongoing discussions and collaboration about students regarding the SFT forms.  The SFT will maintain records as a means to inform instruction and inform SFT discussion and follow through.	Yearlong	WSF Title I	SFT data sheets	Quarterly	

	<p>There will be follow up on next steps described in SFTs.</p> <p>The SFT will monitor RTI (A-Academic and B-Behavior) needs quarterly.</p>					
100% of the teachers and educational assistants will actively engage students in Health and Wellness activities and practices.	<p>Teachers and educational assistants will receive Professional Development in Health and Wellness.</p> <p>Teachers and educational assistants will implement the Second Step SEL program.</p> <p>All staff members will implement and encourage social emotional learning strategies.</p> <p>Teachers will instruct students in PE lessons and activities.</p>	Yearlong		<p>Agendas, sign-in sheets, session evaluations</p> <p>Pacings guides and lesson plans</p> <p>Walk-throughs</p>	<p>Quarterly</p> <p>As directed in the program (daily, weekly)</p> <p>Daily</p> <p>Weekly</p>	



## 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 data-bbox="107 235 981 267"><i>Please describe your school's ideas around innovation and pilot projects.</i></p> <p data-bbox="107 332 1341 462">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.</p> <p data-bbox="107 495 981 527">Create community partnerships to assist with the Maunaloa Māla (MaMā).</p>	<p data-bbox="1344 235 1895 267"><i>Please describe your conditions for Success:</i></p> <p data-bbox="1344 332 2580 430">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.</p> <p data-bbox="1344 462 2580 527">We need to be innovative in the way we structure our delivery, ensuring that we can reach our students through engaging, and interactive methods.</p> <p data-bbox="1344 560 2580 657">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.</p> <p data-bbox="1344 690 2580 787">We will consistently collect academic data and student outcomes through PBL rubrics and quarterly student showcases (Ho'ike). The data will be analyzed to inform instruction and determine next steps.</p>