



# 2020 Academic Plan, School Year 2022-23

## Mililani 'Ike Elementary

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year 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 the 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, Study, Act (PDSA) 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.

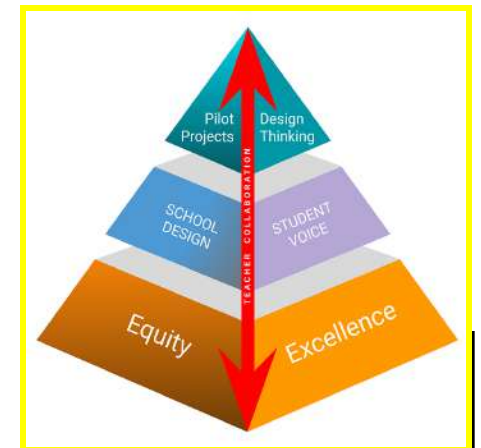
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

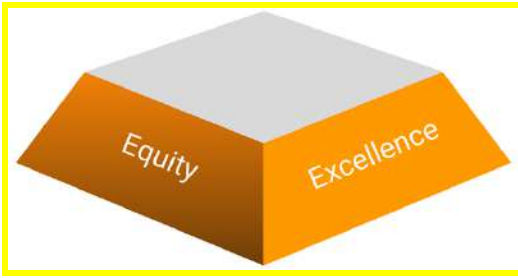
**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The 3-Year 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 3-Year 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 CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>1.1 Mililani 'Ike has 83% of students in grades 3-5 who are proficient in English Language Arts (ELA) on the SY 2020-2021 Smarter Balanced Assessment (SBA). This reflects a majority of the students who are achieving at or above grade level, 17% of the students are not at grade level yet according to the SBA results.</p> <ul style="list-style-type: none"> <li>● 1.1a 34% (8 out of 23) of IDEA students were proficient in ELA on the SY 2020-2021 SBA.</li> <li>● 1.1b 66% (12 out of 18) of Socio-Economic Status (SES) students were proficient in ELA on the SY 2020-2021 SBA.</li> </ul> <p>1.2 For the SY 2020-2021 SBA results in Math, 76% of the students demonstrated proficiency. 24% of the students in grades 3-5 did not meet proficiency at this</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>1.1 If all students receive instruction through Mililani 'Ike's teacher created ELA curriculum and their progress is monitored through formative and summative common grade level assessments, then:</p> <ul style="list-style-type: none"> <li>● K-5 students will continue to make progress</li> <li>● students in grades 3-5 will continue to maintain or improve proficiency on the SY 2022-23 ELA SBA.</li> </ul> <p>1.2 If all students receive instruction through the modified Stepping Stones Math curriculum and their progress is monitored through formative and summative common grade level assessments, then:</p> <ul style="list-style-type: none"> <li>● K-5 students will continue to make progress.</li> <li>● students in grades 3-5 will continue to maintain or improve proficiency on the SY 2022-23 Math SBA.</li> </ul>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p>1.1 - 1.2 All teachers will continue to analyze school and classroom data and implement Rtl to meet the needs of students.</p> <p>1.1 - 1.3 All teachers will refine grade level units to align formative and summative assessment to identified standards.</p> <p>1.3 All teachers will continue to refine grade level grade level units to align to:</p> <ul style="list-style-type: none"> <li>● Common Core State Standards (CCSS)</li> <li>● Next Generation Science Standards (NGSS)</li> <li>● College, Career, and Civic Life (C3) Framework.</li> </ul> <p>2.1 All teachers and staff will explore SEL standards and strategies to implement SEL practices.</p>

time.

- 1.1a 47% (11 out of 23 ) of IDEA students were proficient in math on the SY 2020-2021 SBA.
- 1.1b 38% (7 out of 18) of Socio-Economic Status (SES) students were proficient in math on the SY 2020-2021 SBA.

1.3 For the SY 2020-2021 HSA results in Science, 74% of the students demonstrated proficiency. 26% of the students in grade 4 did not meet proficiency.

- 1.1a 16%(1 out of 6) of IDEA students were proficient in science on the SY 2020-2021 Hawaii State Assessment (HSA).
- 1.1b 37% (5 out of 8) of Socio-Economic Status (SES) students were proficient in science on the SY 2020-2021 HSA.

2.1 The Panorama Student Perceptions Survey results of Mililani 'Ike students in grades 3-5 show how they perceived their own social emotional skills:

- 78% Self Management
- 77% Sense of Belonging
- 73% Social Awareness
- 64% Self Efficacy
- 60% Grit
- 60% Growth Mindset
- 55% Emotion Regulation

Continuing to refine Mililani 'Ike's instructional practices and differentiating for students in the different subgroups will prepare all students to be College and Career ready while attending Mililani 'Ike Elementary.

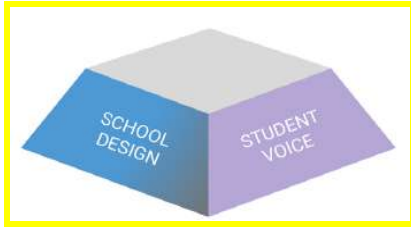
1.1 - 1.2 If all teachers implement Response to Intervention strategies, then students will receive differentiated instruction for identified skill areas and students will show academic progress.

- i-Ready
- ELA and math games
- small group instruction
- individual tutoring

1.1 - 1.3 If all teachers, including special education teachers, continue to collaborate then all students will receive challenging curriculums (SS and Science) to stretch their learning abilities.

- Grade Level Planning
- Revise Pacing Guides
- Revise Curriculum Maps
- Teacher Articulation
- Data Teams
- Curricular Professional Development

2.1 If a school wide SEL program is implemented at Mililani 'Ike for staff and students, then skills will be developed to build adaptability and abilities to positively cope in various situations.



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

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

- Mililani 'Ike's vision is, "Mililani 'Ike students will be lifelong learners who contribute to society in a positive and caring way."
- Teacher collaboration is a foundational component for Mililani 'Ike's eminence.
- To provide diverse opportunities that help students develop academically, socially, and emotionally to confidently pursue interests and goals, Mililani 'Ike will develop and implement a Social Emotional Learning (SEL) program.

Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice.

Mililani 'Ike's areas of foci are:

- Refining Curriculum Maps
- Addressing the needs of Diverse Learners
- Creating opportunities for Innovation and Exploration
- Encouraging student projects and community service opportunities
- Providing Professional Developments

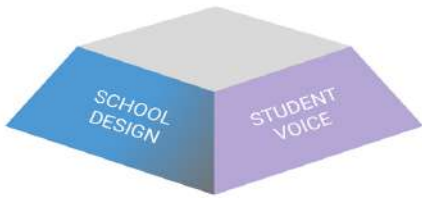
Describe here your Conditions for Success for School Design and Student Voice.

- Teacher collaboration is a foundational component for Mililani 'Ike's eminence.
- To provide diverse opportunities that help students develop academically, socially, and emotionally to confidently pursue interests and goals, Mililani 'Ike will develop and implement a Social Emotional Learning (SEL) program.

SY 2022-23 <a href="#">Measurable Outcomes</a>	SY 2023-24 <a href="#">Measurable Outcomes</a>	SY 2024-25 <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><b>Refining Curriculum Maps</b> Mililani 'Ike will refine curriculum maps:</p> <ul style="list-style-type: none"> <li>● English Language Arts (ELA)</li> <li>● Math</li> <li>● Science (Next Generation Science Standards Understanding by Design - UbD Units)</li> <li>● Social Studies C3 Framework (UbDs)</li> </ul> <p><b>Addressing the needs of Diverse Learners</b> Mililani 'Ike utilizes multi-sensory learning (MSL), iReady and focused Response to Intervention (RTI) instructional blocks as an intervention approach. Annually, we refine our approach and tools to meet diverse learner needs.</p> <ul style="list-style-type: none"> <li>● English Learners</li> <li>● Students with Disabilities</li> <li>● Gifted and Talented</li> <li>● Developing Readers</li> <li>● Social Economic Status</li> </ul> <p><b>Creating opportunities for Innovation and Exploration</b> Mililani 'Ike offers a myriad of activities that promotes interests in learning to inspire creativity, self expression, student voice and civic responsibility.</p> <ul style="list-style-type: none"> <li>● Tech Integration</li> <li>● Music <ul style="list-style-type: none"> <li>○ Orchestra</li> <li>○ Chorus</li> <li>○ ORFF</li> </ul> </li> <li>● Physical Education</li> <li>● Research</li> <li>● Robotics</li> </ul>	<p>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</p> <p><b>Refining Curriculum Maps</b> Mililani 'Ike will refine curriculum maps:</p> <ul style="list-style-type: none"> <li>● English Language Arts (ELA)</li> <li>● Math</li> <li>● Science (Next Generation Science Standards Understanding by Design - UbD Units)</li> <li>● Social Studies C3 Framework (UbDs)</li> </ul> <p><b>Addressing the needs of Diverse Learners</b> Mililani 'Ike utilizes multi-sensory learning (MSL), iReady and focused Response to Intervention (RTI) instructional blocks as an intervention approach. Annually, we refine our approach and tools to meet diverse learner needs.</p> <ul style="list-style-type: none"> <li>● English Learners</li> <li>● Students with Disabilities</li> <li>● Gifted and Talented</li> <li>● Developing Readers</li> <li>● Social Economic Status</li> </ul> <p><b>Creating opportunities for Innovation and Exploration</b> Mililani 'Ike offers a myriad of activities that promotes interests in learning to inspire creativity, self expression, student voice and civic responsibility.</p> <ul style="list-style-type: none"> <li>● Tech Integration</li> <li>● Makerspace</li> <li>● Music <ul style="list-style-type: none"> <li>○ Orchestra</li> <li>○ Chorus</li> <li>○ ORFF</li> </ul> </li> <li>● Physical Education</li> <li>● Research</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

<ul style="list-style-type: none"> <li>● Foreign Language (Hawaiian Studies/Japanese)</li> <li>● Student Council</li> <li>● Campus Police Officers (CPOs)</li> </ul> <p><b>Providing professional development</b> Mililani 'Ike supports teacher efficacy by providing learning opportunities for our staff.</p> <ul style="list-style-type: none"> <li>● Math Fluency and Problem Solving</li> <li>● C3 Framework Social Studies Standards</li> <li>● Social Emotional &amp; Academic Learning (SEAL)</li> </ul>	<ul style="list-style-type: none"> <li>● Robotics</li> <li>● Foreign Language (Hawaiian Studies/Japanese)</li> <li>● 'Ike Ki'i - Imagineers</li> <li>● Student Council</li> <li>● Campus Police Officers (CPOs)</li> </ul> <p><b>Providing professional development</b> Mililani 'Ike supports teacher efficacy by providing learning opportunities for our staff.</p> <ul style="list-style-type: none"> <li>● C3 Framework Social Studies Standards</li> <li>● Social Emotional Learning</li> </ul>	
<p><i>Why are you implementing them?</i></p> <ol style="list-style-type: none"> <li>1. Mililani 'Ike focuses on fostering students to become adaptable problem solvers who exemplify positive character through providing educational experiences that allow for explorations and applications of skills and knowledge.</li> <li>2. Teacher collaboration is a foundational component for Mililani 'Ike's eminence.</li> <li>3. Mililani 'Ike will continue to refine a multi-tiered system of support to provide effective interventions needed for all students to succeed academically and socially.</li> <li>4. To provide diverse opportunities that help students develop academically, socially, and emotionally to confidently pursue interests and goals, Mililani 'Ike will develop and implement a Social Emotional Learning (SEL) program.</li> </ol>		

<p>The school's Vision, Mission, and Core Beliefs were recrafted to meet the needs of the students and staff. The new Vision states, "Mililani 'Ike students will be lifelong learners who contribute to society in a positive and caring way."</p> <p>Based on the Western Association of Schools and Colleges (WASC) Recommendations administration, faculty, and support staff should continue to refine a multi-tiered system of support to provide effective intervention needed of all students to succeed academically and socially.</p>		
<p><i>How will you know that they are causing an improvement?</i></p> <p>Grade Level Curriculum Maps and Pacing Guide will be revised.</p> <p>Consistency in differentiated support for students will increase as shown through data team teacher reflections and walkthrough data.</p> <p>Data from i-Ready, Fountas and Pinnell, Common Grade Level Assessments, Report Card Marks, or SBA will show an increase in student achievement.</p> <p>After completing an SEL activity, teachers will report a gain in their knowledge of regulating their emotional well-being.</p>		



# 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
	i-Ready reports, Fountas and Pinnell results, Data Team minutes, classroom walkthroughs	100% of teachers will consistently utilize iReady instruction and data to support diverse learner needs.

## 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 receive standards based instruction based upon <b>school developed curriculum maps</b> .	<ul style="list-style-type: none"> <li>Teachers will instruct utilizing their school developed curriculum maps.</li> </ul>	Yearlong		Teacher Articulation, Grade Level Planning, Classroom Observation, Teacher Articulation Minutes with reviewing of individual classroom pacing progress for each content area: ELA, Math, Science, Social Studies	Quarterly	
100% of identified students with <b>diverse learner needs</b> will receive appropriate instruction.	<ul style="list-style-type: none"> <li>Students will be identified through our <b>school's screening process</b> <ul style="list-style-type: none"> <li>iReady</li> <li>DIBELS</li> <li>K Assessment</li> <li>Teacher Observation</li> </ul> </li> </ul>	Yearlong		i-Ready online usage reports, Data Teams, Faculty Meetings, Teacher Assessment Days, Determine need area for students performing below grade level as measured	Quarterly	



	<ul style="list-style-type: none"> <li>● Students will receive <b>Multi-Sensory Learning (MSL)</b></li> <li>● <b>Differentiated instruction</b> will be provided during dedicated Response to Intervention (RtI) blocks</li> <li>● Students will receive appropriate instruction based upon <b>recognized eligibility categories</b> (SPED, 504, EL, GT)</li> </ul>			<p>by i-Ready diagnostic data as a screener and progress monitoring tool. (through iReady grade level PD and iReady grade level articulation)</p> <p>Students will be provided instruction by their teacher:</p> <ol style="list-style-type: none"> <li>1. Classroom grade level content instruction</li> <li>2. i-Ready personalized instructional lessons. Teachers will inform students and parents of expectation and monitor usage</li> <li>3. Small group instruction provided by teachers using teacher designed resources and/or digital instruction.</li> <li>4. Students requiring more intensive reading instruction in ELA <ol style="list-style-type: none"> <li>a. K-3 MSL 3-4 x a week for 30-40 minutes</li> <li>b. K-5 Gifted and Talented</li> </ol> </li> </ol>		
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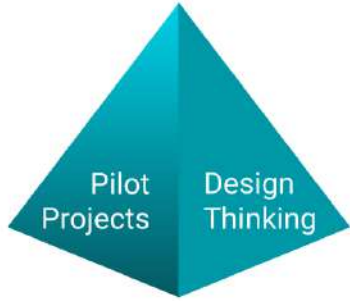
				<p>receive ELA instruction 1x a week for 45-90 minutes</p> <p>5. EL students utilize Imagine Learning to address their needs</p> <p>6. Students identified for meeting the eligibility for IDEA, 504, EL services.</p>		
<p>100% of students will use <b>i-Ready Online Instruction</b> to augment their learning.</p> <ul style="list-style-type: none"> <li>80% of students will pass their identified amount of lessons per week utilizing the 3-2-1 guideline for red, yellow, green proficiency levels.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will provide <b>online instructional time</b> for students</li> <li>Teachers will <b>review weekly</b> lesson completion and passing rates</li> <li>Teachers will <b>provide feedback and adjust instruction</b> as needed</li> </ul>	Weekly, Quarterly		<p>Teacher Articulation, Data Teams, Classroom Observation</p> <ul style="list-style-type: none"> <li>Teachers meet for iReady grade level articulation to find resources to address students in red &amp; yellow levels.</li> <li>Administration and Curriculum Coach monitors the passed lesson goals for students in the red and yellow and shares weekly with teachers.</li> </ul>	Weekly, Quarterly	
<p>100% of students will have the opportunity to participate in <b>innovation and exploration activities</b>.</p>	<ul style="list-style-type: none"> <li>Establish programs based upon <b>student interests and staff expertise</b></li> </ul>	Quarterly		<ul style="list-style-type: none"> <li>Annual Participation</li> <li>Instructor Schedules</li> <li>Student performance and products</li> </ul>	Quarterly	

<ul style="list-style-type: none"> <li>● Tech Integration</li> <li>● Music <ul style="list-style-type: none"> <li>○ Orchestra</li> <li>○ Chorus</li> <li>○ ORFF</li> </ul> </li> <li>● Physical Education</li> <li>● Research</li> <li>● Robotics</li> <li>● Foreign Language (Hawaiian Studies/Japanese)</li> <li>● Student Council</li> <li>● Campus Police Officers (CPOs)</li> </ul>	<ul style="list-style-type: none"> <li>● Implement a rotational schedule to allow <b>access and equity</b> to the activities</li> </ul>					
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**Staff 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 teachers will <b>participate in refining grade level curriculum</b> (Pacing Maps and Curriculum Guides) to provide core instruction.	<ul style="list-style-type: none"> <li>● Teachers will participate in <b>grade level articulation, planning sessions, and faculty meetings</b></li> <li>● Teachers will <b>share twice a month</b> their pacing of curriculum.</li> <li>● Grade level curriculum will be refined</li> </ul>	Weekly Quarterly		Grade Level Planning, Teacher Articulation, and Faculty Meeting Agenda and Minutes	Weekly Quarterly	
100% of teachers will have opportunities to participate in <b>Professional Development</b> .	<ul style="list-style-type: none"> <li>● Whole faculty Math Instruction <ul style="list-style-type: none"> <li>○ Follow up with grade levels during articulation to apply strategies</li> </ul> </li> <li>● Whole faculty Social</li> </ul>	Monthly		Professional Development Agenda, Minutes, Teacher Reflections and Sharing, Revised Grade Level Plans	Monthly	

	<p>Emotional &amp; Academic Learning (SEAL) training</p> <ul style="list-style-type: none"> <li>• C3 Social Studies training</li> </ul>					
<p>A schoolwide Social Emotional Learning (SEAL) program will be selected with SEL cadre teachers implementing the SEL program.</p> <p>All teachers will continue to participate in SEAL faculty activities.</p> <p>All classrooms will implement SEAL activities to develop a sense of belonging for students and begin instructing the 5 Social Emotional competencies (Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making)</p>	<p>SEL Cadre will review the CASEL Components</p> <ul style="list-style-type: none"> <li>• implement SEL lessons and share experiences with faculty</li> <li>• implement SEL activities with all staff</li> </ul>	Yearlong		<p>Teacher reflection and feedback</p> <p>Teacher perceptual survey</p>	2x 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.

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” 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>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p> <p>Theory of Action: In providing Mililani ‘Ike students opportunities to apply grade level instructional and social/emotional skills in real life situations, students will further develop in their social emotional and academic learning and develop a greater sense of belonging, self confidence and school pride.</p> <p>Programs:  Students at Mililani ‘Ike have opportunities to apply their classroom learning to real-world environments where they are empowered to be co-creators of their school experience. Teachers become their mentors rather than providers of information. Students develop a greater sense of belonging, self-confidence and school pride through these opportunities. The ultimate goal is for students to be future leaders who can problem solve, be creative, and manage themselves in an ever changing world with empathy.</p> <p>Mililani ‘Ike is developing a computer science program as one of these opportunities to practice technology skills which include being ethical and efficient users. Students would participate in various lessons that are fun, engaging and relevant to become literate and proficient in computer</p>	<p><i>Please describe your Conditions for Success:</i></p> <p>In order to start such a program, we will need:</p> <ul style="list-style-type: none"> <li>● Shared school purpose and desired outcomes of the various programs amongst the teachers and staff</li> <li>● Identify key and lead people for each program</li> <li>● Teachers and students to be informed of their responsibilities</li> <li>● Develop a timeline of professional development, implementation, follow up sharing, checks for program impact</li> </ul>

science. Along with this idea is to start a student led school initiative such as a communication program. This would entail students participating as a speaker, listener, guest, writer or producer in a schoolwide morning announcement. Possible topics could include the weather, school lunch, school events, fun facts, special interests, Character Counts, SEAL quotes, word of the day, etc.

Embedded within all opportunities is a focus on Social Emotional Academic Learning (SEAL). This focus will help to keep up with the changing needs of our students and help them thrive in a learning environment outside the classroom walls. Positive relationships, lifelong learners and contributors to our world will be emphasized.

