



Mililani 'Ike Elementary Academic Plan SY 2024-2025

95-1330 Lehiwa Drive
(808) 307-6700
<https://www.milike.k12.hi.us/>



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

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| Submitted by Principal Lynne Ajifu | |
| <u>Lynne Ajifu</u> <small>Lynne Ajifu (Apr 15, 2024 10:09 HST)</small> | Apr 15, 2024 |

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| Approved by Complex Area Superintendent Bob Davis | |
| <u>Robert Davis</u> <small>Robert Davis (Apr 15, 2024 10:44 HST)</small> | Apr 15, 2024 |



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

| Grade Level / Course Name | English Language Arts | Mathematics | Science | Social Studies |
|---------------------------|---|--|-----------------|-----------------|
| PK Sped | Heggerty/Early Pre-Kindergarten/Pre-Kindergarten Heggerty | Illustrative Mathematics (Imagine Learning) | Teacher Created | Teacher Created |
| K | Wonders/MSL/Heggerty-Phonemic Awareness/Teacher Created Units | Illustrative Mathematics (Imagine Learning) | Teacher Created | Teacher Created |
| 1 | Wonders/MSL/Heggerty-Primary Curriculum/Teacher Created Units | Illustrative Mathematics (Imagine Learning) | Teacher Created | Teacher Created |
| 2 | Wonders/MSL/Bridge the Gap-Heggerty /Teacher Created Units | [Illustrative Mathematics (Imagine Learning) | Teacher Created | Teacher Created |
| 3 | Wonders/MSL/Bridge the Gap-Heggerty /Teacher Created Units | [Illustrative Mathematics (Imagine Learning) | Teacher Created | Teacher Created |
| 4 | Wonders/MSL/Bridge the Gap-Heggerty /Teacher Created Units | Illustrative Mathematics (Imagine Learning) | Teacher Created | Teacher Created |



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| 5 | Wonders/MSL/Bridge the Gap-Heggerty/Teacher Created Units | Illustrative Mathematics (Imagine Learning) | Teacher Created | Teacher Created |
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SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

| Grade Level / Course Name | English Language Arts | Mathematics |
|---------------------------|---|---|
| K - 5 | iReady ▾ | iReady ▾ K-5 |
| K-3 | DIBELS ▾ MSL | Teacher Created ▾ K |
| K-5 | DIBELS ▾ SPED | Select One ▾ |
| K-5 | Other: ▾ Fountas Pinell | Select One ▾ |
| K | Teacher Created ▾ Kindergarten Assessment | Teacher Created ▾ Kindergarten Assessment |
| | Select One ▾ | Select One ▾ |
| | Select One ▾ | Select One ▾ |



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2019, Next Full Self-Study: 2025
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.
“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

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|---------------------------------|--|
| <p>1 Math</p> | <p><u>Student Need:</u> Our SBA math achievement in Grades 3-5 has increased over the last three (3) years, SY 20-21(76%), SY 21-22(80%), SY 22-23 (83%). We would like to maintain this positive trend.</p> <p><u>Root/Contributing cause(s):</u> .</p> <ul style="list-style-type: none"> ● The need to apply the Illustrative Mathematics (IM) program components as designed K-5 to promote consistency of language and familiarity of the program's design to increase both staff and student proficiency in its implementation. ● Grade level teams maintain consistency in planning in order to pace instruction, analyze student work, and share strategies that support student mathematical achievement. ● Finding ways to support teachers by providing training and planning time to allow for differentiated support for the IM program. |
| <p>2 CS</p> | <p><u>Student Need:</u> Mililani 'Ike students have access to technology devices. Our goal is to provide more opportunities that allow students to advance their growth in durable skills to investigate, collaborate, communicate, create(IC3).</p> <p><u>Root/Contributing cause(s):</u></p> <ul style="list-style-type: none"> ● Competing demands that inhibit the use of 1-1 devices that integrate durable skill learning as embedded practice ● The need to cultivate shared understanding and ownership about durable skills |



- Being more overt in planning for durable skill development as documented in grade level curriculum maps
- Providing more opportunities for our staff to think about, plan, and apply opportunities to embrace the focus upon durable skill development.

**3
SEAL**

Student Need: Panorama scores reflect overall favorable responses by students that are above the State average. Our goal is to ensure that social emotional academic learning (SEAL) is consistently reflected in our everyday practice and school culture supporting a balanced approach to continuous improvement.

Root/Contributing cause(s):

- The need to integrate planning with school practices to further strengthen the emphasis of SEAL in all aspects of our school’s programming to provide a balanced approach to continuous improvement.
- Need to develop common indicators to demonstrate impact of SEAL implementation.
- Lack of a clear way to assess and gather feedback about indicators that will help us to determine our impact of applying SEAL practices effectively.

**4
Meeting the
Needs of
All
Students**

Student Need: Students determined as “high needs” (special education, English language, socially economically disadvantaged) continue to perform below overall school achievement. We would like to ensure that our programming helps to address the needs of these students through intentional monitoring and tailored instruction.

| | SY 20-21 | SY 21-22 | SY 22-23 |
|----------------------------|----------|----------|----------|
| Overall School Achievement | | | |
| Math | 35% | 36% | 26% |
| English Language Arts | 42% | 31% | 39% |

Root/Contributing cause(s):

- Establish consistent data reviews to identify how “high needs” students are performing at set learning intervals
- Ensure instructional programming is tailored to improve any skill gaps students are experiencing
- Provide teachers with feedback and resources to overtly provide instruction for “high needs” students



5 ELA **Student Need:** Our SBA ELA achievement in Grades 3-5 has remained above the complex area but has decreased over the last three (3) years, SY 20-21(83%), SY 21-22(82%), SY 22-23 (79%). We want to reverse this decline in ELA achievement.

Root/Contributing cause(s):

- Need for more horizontal consistency in grade level teams applying effective strategies that correlate to personalized support for students.
- More dedicated time applied by teachers to address skill gaps for students requiring more assistance.
- Conduct data reviews that identify and differentiate for students and teachers requiring more assistance to increase proficiency efforts.
- Developing and implementing school wide understanding of reading foundations (Big 5: phonological awareness, phonics, fluency, vocabulary, comprehension) and strategies to support identified students.

6 NGSS **Student Need:** Over the last three years, students in Grade 5 have shown the following proficiency on the NGSS: SY-21(75%), SY-22(76%), SY-23 (74%). Our achievement has remained above the complex area, but remains in the 74-76% proficiency range. We want to increase the opportunities that students have in applying their knowledge and skill through the Engineering and Design Process (EDP) to enhance their durable skills.

Root/Contributing cause(s):

- Having a school wide common understanding and language of the EDP.
- Increasing opportunities for students to engage in the EDP.
- More opportunities for students to share their experiences of the EDP to increase the relevancy of their learning.



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

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| 1 | <p>Targeted Subgroup: Special Education</p> <p>Identified Student Need(s): The identified students who are in special education are not consistently achieving the Typical Growth goal in iReady or meeting proficiency on the Smarter Balanced Assessment (SBA) and as a result are not closing the achievement gap.</p> |
| 2 | <p>Targeted Subgroup: Socially Economically Disadvantaged</p> <p>Identified Student Need(s): The identified students who are socially economically disadvantaged are not consistently achieving the Typical Growth goal in iReady or meeting proficiency on the Smarter Balanced Assessment (SBA) and as a result are not closing the achievement gap.</p> |
| 3 | <p>Targeted Subgroup: English Learners</p> <p>Identified Student Need(s): Although students are making progress on the WIDA Assessment, they are not improving enough to exit the EL program. The identified students who are English Learners are not consistently achieving the Typical Growth goal in iReady or meeting proficiency on the Smarter Balanced Assessment (SBA) and as a result are not closing the achievement gap.</p> |



One-Year Academic Plan SY 2024-2025

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| | | <p>Kindergarten Orientation:</p> <ul style="list-style-type: none">• Entering kindergartners will participate in a Kindergarten Orientation. At this time students will be introduced to grade level teachers, staff, experience the routines of kindergarten and begin developing peer relationships.• Teachers and staff will administer school assessments, learn about students, and begin developing positive relationships through conversations and interactions. <p>Parent Orientation: Kindergarten parents will be introduced to strategies to best transition and support their child into kindergarten. School procedures, expectations, and classroom routines will be shared. Parents will visit the classrooms to see the learning environment and learn about the classroom routines from their child's teacher.</p> <p>Leads: Michelle Yamamoto - Curriculum Coach</p> | <p>Staff observation data</p> <p>Parent Reflection from Orientation</p> | |
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| <p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> | <p>Our SBA ELA achievement in Grades 3-5 has remained above the complex area but has decreased over the last three (3) years, SY 20-21(83%), SY 21-22(82%), SY 22-23 (79%). We want to reverse this decline in ELA achievement.</p> <ul style="list-style-type: none"> • Need for more horizontal consistency in grade level teams applying effective strategies that correlate to personalized support for students. • More dedicated time applied by teachers to address skill gaps for students requiring more assistance. • Conduct data reviews that identify and differentiate for students and teachers requiring more assistance to increase proficiency efforts. | <p>Enhancing teacher practice through grade level collaboration and professional development:</p> <p>A. During Mililani 'Ike Teacher Articulation Sessions the following will occur:</p> <ul style="list-style-type: none"> • SEAL staff check-in and sharing of class implementation. • Grade level pacing of agreed upon lessons. • Identify student work samples (pre and post) to analyze at scheduled sessions. • Calibrate scoring and criteria through teacher discussions and review of standards and work samples. • Identify students and their achievement levels (above grade level, on grade level, below grade level). • Discuss strategies to implement with the students at their individualized levels. • Revisit grade level curriculum maps and discuss upcoming lessons. • Identify lessons to assist skill building for students who are not achieving on grade level. <p>B. Systems to monitor Student Progress:</p> <ul style="list-style-type: none"> • Leadership team will review overall school data and grade level data quarterly. • In Teacher Articulation sessions, teachers will analyze student work to identify strengths and needs of students and analyze progress. • Teachers in Grades 3-5 will analyze SBA Data and identify strengths and growth areas of grade level strands. • Teachers will create individualized action plans with progress monitoring tools to address identified areas of need. | <ul style="list-style-type: none"> • iReady diagnostic results analyzed three times a year (Fall, Winter, Spring) • Quarterly Grade Level Data Team monitored every two weeks. | <ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$ |
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| | <ul style="list-style-type: none">● Developing and implementing school wide understanding of reading foundations (Big 5: phonological awareness, phonics, fluency, vocabulary, comprehension) and strategies to support identified students. | <p>C. Professional Development Schedule</p> <ul style="list-style-type: none">● All special education teachers to be trained in DIBELS administration.● All teachers will receive training in analyzing the DIBELS data.● Revisit past successful practices of reading (tracking, annotating, monitoring comprehension) <p>Michelle Yamamoto - Curriculum Coach</p> | | |
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| <p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> | <p>Our SBA math achievement in Grades 3-5 has increased over the last three (3) years, SY 20-21(76%), SY 21-22(80%), SY 22-23 (83%). We would like to maintain this positive trend.</p> <ul style="list-style-type: none"> • The need to apply the Illustrative Mathematics (IM) program components as designed K-5 to promote consistency of language and familiarity of the program's design to increase both staff and student proficiency in its implementation. • Grade level teams maintain consistency in planning in order to pace instruction, analyze student work, and share strategies that support student mathematical achievement. | <p>Pursuing the goal of all students being proficient in mathematics by the end of eighth grade.</p> <p>A. During Mililani 'Ike Teacher Articulation Sessions the following will occur:</p> <ul style="list-style-type: none"> • SEAL staff check-in and sharing of class implementation. • Grade level pacing of agreed upon lessons. • Identify student work samples (pre and post) to analyze at scheduled sessions. • Identify criteria and calibrate scoring through teacher discussions and review of standards and work samples. • Identify student achievement levels (above grade level, on grade level, below grade level) based on developed criteria. • Discuss strategies to implement with the students at their individualized levels. • Identify lessons to assist in conceptual development and/or skill building for students who are not achieving on grade level. • Create grade level curriculum maps and discuss upcoming lessons. Teachers will plan lessons, assessments, and homework during Teacher Articulation. <p>B. Systems to monitor Student Progress:</p> <ul style="list-style-type: none"> • Leadership team will review overall school data and grade level data quarterly. • Math committee will gather feedback on implementation and modify the school implementation plan (quarterly). • In Teacher Articulation sessions, teachers will analyze student work to identify strengths, needs of students, and analyze progress. | <ul style="list-style-type: none"> • iReady diagnostic results analyzed three times a year (Fall, Winter, Spring) • Quarterly Grade Level Data Team monitored every two weeks. | <ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$ |
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| | <ul style="list-style-type: none">● Finding ways to support teachers by providing training and planning time to allow for differentiated support for the IM program.● Consistently implementing school agreed upon best practices of math instruction. | <ul style="list-style-type: none">● Teachers in Grades 3-5 will analyze SBA Data and identify strengths and growth areas of grade level strands.● Teachers will create individualized action plans with progress monitoring tools to address identified areas of need. <p>C. Professional Development/Faculty Meetings</p> <ul style="list-style-type: none">● All teachers will participate in professional development sessions to understand the Illustrative Mathematics program and pacing.● Grade levels plan will map yearly and quarterly units. They will plan (lessons, assessments, homework) during Teacher Articulation and Faculty Meetings.● Math intervention strategies for students on grade level.● Review the Graham Fletcher Three Act Tasks. <p>D. Implementation of Math Lab</p> <ul style="list-style-type: none">● Students will participate in Math Lab to learn additional activities that allow for the application of math thinking and skills.● Teachers will be provided additional math activities for students to utilize in the classroom to continue practicing skills and concepts. <p>Michelle Yamamoto - Curriculum Coach</p> | | |
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| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p> | <p>Students determined as “high needs” (special education, english language, socially economically disadvantaged) continue to perform below overall school achievement. We would like to ensure that our programming helps to address the needs of these students through intentional monitoring and tailored instruction.</p> <p>Check numbers</p> <ul style="list-style-type: none"> ● Mathematics - SY 20-21 Math (35%), SY 21-22 Math (36%) SY 22-23 Math (26%) ● English Language Arts (ELA) - SY 20-21 ELA (42%),SY 21-22 ELA (31%) SY 22-23 ELA(39%) ● Establish consistent data reviews to identify how “high needs” students are performing at set learning intervals | <p>Meeting the needs of all students to ensure growth towards meeting grade level proficiency.</p> <p>A. Provide teachers with feedback and resources:</p> <ul style="list-style-type: none"> ● Leadership team will review schoolwide data and identify strengths and needs. Follow up discussion will be held with grade levels and teachers to develop a plan of support. ● Teachers will identify strengths and needs of students and analyze progress in reviewing school diagnostic assessments, student work samples, and assessments. ● Teachers will create individualized action plans with progress monitoring tools in a six week cycle for students who are not achieving on grade level. <p>A. Systems to monitor Student Progress:</p> <ul style="list-style-type: none"> ● Leadership team will review overall school data and grade level data quarterly. ● In Teacher Articulation sessions, teachers will analyze student work to identify the strengths and needs of students and analyze progress and resources that are needed. ● Teachers will create individualized action plans with progress monitoring tools to address identified areas of need. <p>C. Professional Development focused on tailored instruction:</p> <ul style="list-style-type: none"> ● All special education teachers and Educational Assistants (EAs) to be trained in DIBELS administration. ● All teachers will receive training in analyzing the DIBELS data. | <ul style="list-style-type: none"> ● iReady Diagnostic (Fall, Winter, Spring) ● Fountas & Pinnell (Fall, Winter, Spring) ● Student assessments and work samples ● Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for students who are not on grade level. (At least quarterly) | <ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant:__, \$ ● Other:__, \$ |
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| | <ul style="list-style-type: none">• Ensure instructional programming is tailored to improve any skill gaps students are experiencing• Provide teachers with feedback and resources to overtly provide instruction for “high needs” students | | | |
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| <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p> | | <p>Providing opportunities for students to have successful transitions at the start of elementary and as they transition to middle school.</p> <p>A. Support for student transitions</p> <ul style="list-style-type: none"> ● Kindergarten Transition Summer Hub Program ● Kindergarten Orientation ● Family Events ● Transition to Middle School field trip ● Middle School Transition meetings for identified students. ● Parent Community Network Coordinator (PCNC) ● Student Activities Coordinator <p>B. Systems for monitoring student transitions:</p> <ul style="list-style-type: none"> ● Event calendar <ul style="list-style-type: none"> a. Grade Level family events b. Parent Teacher Organization (PTO) Family Nights <p>C. Professional Development:</p> <ul style="list-style-type: none"> ● Readings ● Community resources <p>Steve Nakaguma, Chance Nakazato - Counselors</p> | <p>Student Progress Reports</p> <p>Student feedback from Middle School Transition Field Trip</p> <p>Yearly calendar of school and family events</p> | <ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant:__, \$ ● Other:__, \$ |
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| <p>1.1.6 Science NGSS</p> | <p>Over the last three years, students in Grade 5 have shown the following proficiency on the NGSS: SY-21(75%), SY-22(76%), SY-23 (74%). Our achievement has remained above the complex area, but remains in the 74-76% proficiency range. We want to increase the opportunities that students have in applying their knowledge and skills through the Engineering and Design Process (EDP) to enhance their durable skills.</p> <ul style="list-style-type: none">● Having a school wide common understanding and language of the EDP.● Increasing opportunities for students to engage in the EDP and/or scientific inquiry process. | <p>Enhancing teacher practice through grade level collaboration and professional development:</p> <p>A. During Mililani 'Ike Teacher Articulation sessions, the following will occur:</p> <ul style="list-style-type: none">● Teachers will refine grade level Next Generation Science Standards (NGSS) units to include at least one Engineering Design Process (EDP) and/or scientific inquiry task per quarter.● Students will complete at least one science performance task per quarter utilizing the EDP and/or scientific inquiry process. <p>B. Systems to monitor science instruction and student progress of science standards:</p> <ul style="list-style-type: none">● Review grade level yearly Pacing Guides to plan NGSS EDP and/or scientific opportunities for all students.● Teachers will analyze school NGSS results to identify schoolwide strengths and areas of improvement.● Teachers will analyze grades 3-5's Disciplinary Core Ideas (DCI) data to identify strengths and growth areas.● Teachers will refine NGSS units according to DCI growth areas. <p>C. Professional Development:</p> <ul style="list-style-type: none">● Refresh of NGSS unit structure (phenomena, research, and reading/resources)● Consistency in EDP grade level plans | <p>Grade Level Units and Pacing Guides</p> <p>Classroom walkthroughs</p> <p>Student work/projects</p> | |
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| | <ul style="list-style-type: none">• More opportunities for students to share their experiences of the EDP to increase the relevancy of their learning. | Cori Muraoka, Curriculum Support | | |
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| <p>1.1.7 Durable Skills</p> | <p>Durable skills are essential skills for students to be successful in school and life.</p> <p><i>Leilehua-Mililani-Waiialua (LMW) schools will prepare students in our community by building a culture in our schools where learners will investigate, communicate, collaborate, and create.</i></p> <p>Develop a school wide understanding of the Durable Skills.</p> <p>Refine grade level curriculum to integrate Durable Skills and have students apply them in content areas.</p> | <p>Our goal is for students to consistently demonstrate the durable skills: investigate, collaborate, communicate, and create (IC3) throughout learning opportunities.</p> <p>A. Planning for implementation of Durable Skills through Teacher Articulation:</p> <ul style="list-style-type: none"> ● Identify lessons and/or units to integrate durable skills ● Refine grade level curriculum maps and units during Teacher Articulation. ● Discuss and determine what Durable Skills will look like at each grade level. "What will we see and hear in the classrooms?" ● Begin scaffolding lessons from K-5. <p>B. Systems to monitor Durable Skills:</p> <ul style="list-style-type: none"> ● Review grade level maps to see implementation of Durable Skills. ● Review agreed upon classroom criteria and student reflections. <p>C. Professional Development:</p> <ul style="list-style-type: none"> ● All teachers will be introduced to Durable Skills. ● Provide suggestions on how to integrate into the curriculum. | <p>Teacher Articulation Minutes</p> <p>Grade Level Curriculum Maps</p> <p>Classroom observation, students feedback</p> | |
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

| <p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p> | <p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p> | <p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p> | <p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p> | <p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p> |
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| <p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p> | | <p>Provide a positive and inclusive culture for learning for all students.</p> <p>A. Student support to attend school regularly:</p> <ul style="list-style-type: none"> ● Beginning of the year relationship building (inclusion, get to know you activities) ● Daily Social Emotional Academic Learning (SEAL) activities integrated in all classrooms. ● Guidance lessons ● Character Counts lessons and school events ● Participation in extracurricular school groups ● LMW CARES and Hazel Health programs <p>B. Systems to monitor student attendance:</p> <ul style="list-style-type: none"> ● Social Emotional and Academic Learning (SEAL) committee ● Counselors review student attendance ● Lei Kulia ● Infinite Campus ● Monthly School Based Behavioral Health (SBBH) Reviews | <p>Quarterly review of grade level Curriculum Maps with SEAL lessons and outcomes.</p> <p>Quarterly review of student attendance.</p> <p>Monthly follow up for identified students with high attendance needs.</p> <p>SBBH Month Peer Review Minutes</p> | <ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$ |



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| | | <p>C. Professional Development:</p> <ul style="list-style-type: none">● Review of available student supports such as Hazel Health and CARES.● Additional SEAL resources and Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 Competencies <p>Steve Nakaguma, Chance Nakazato - Counselors</p> | | |
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One-Year Academic Plan SY 2024-2025

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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> | <p>Panorama scores reflect overall favorable responses by students that are above the State average. Our goal is to ensure that social emotional academic learning (SEAL) is consistently reflected in our everyday practice and school culture supporting a balanced approach to continuous improvement.</p> <p>The need to integrate planning with school practices to further strengthen the emphasis of SEAL in all aspects of our school's programming to provide a balanced approach to continuous improvement.</p> | <p>A. Students demonstrate positive behaviors</p> <ul style="list-style-type: none"> ● Character Counts lessons and review in all classrooms. ● All students will receive daily Social, Emotional, and Academic Learning lessons to develop a deeper understanding and application of the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies. ● Guidance lessons for all students. ● Community partnerships such as Honolulu Police Department (HPD) Community Policing team. <p>B. Systems to monitor students demonstration of positive behaviors:</p> <ul style="list-style-type: none"> ● Review of student discipline behaviors and referrals to identify any students with repeat behaviors. ● School Based Behavioral Health (SBBH) Peer Reviews <p>C. Professional Development:</p> <ul style="list-style-type: none"> ● Safety Care Training ● De-escalation of student behaviors training (August 2023) <p>Chance Nakazato, Counselor</p> | <p>Monthly Guidance lesson schedule</p> <p>Teacher Articulation Minutes</p> <p>Quarterly walkthroughs</p> <p>SBBH Month Peer Review Minutes</p> | <ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant:__, \$ ● Other:__, \$ |
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| | <p>Lack of a clear way to assess and gather feedback about indicators that will help us to determine our impact of applying SEAL practices effectively.</p> | | | |
| <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p> | | <p>A. <u>Na Hopena A'o</u></p> <ul style="list-style-type: none"> ● Introduction of Na Hopena A'o to all staff ● Begin to look for ways to easily integrate into curriculum <p>B. Systems to monitor:</p> <ul style="list-style-type: none"> ● Teacher participation in faculty meeting/teacher articulation discussions ● Review of grade level curriculum maps <p>C. Professional Development:</p> <ul style="list-style-type: none"> ● Introduction to Na Hopena A'o <p>Lynne Ajifu, Principal</p> | <p>Faculty meeting/teacher articulation agendas</p> | <ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant:__, \$ ● Other:__, \$ |



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

| <p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p> | <p>Root/ Contributing Cause <i>"Why are we doing this?"</i></p> | <p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p> | <p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p> | <p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p> |
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| <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p> | <p>Provide students exposure to careers and job knowledge to foster interest.</p> | <p>A. Career, Community and Civic Opportunities for all students:</p> <ul style="list-style-type: none"> ● Mililani 'Ike Student Council Members will research and identify ways for all students to participate in community civic responsibility events such as Pedestrian Safety Week, donation drives, and community service projects. ● Provide career presentations and guidance lessons for all students to learn and explore different job expectations and required skills. ● Extended learning opportunities - grade level field trips and presentations. <p>B. Systems to monitor career and community opportunities:</p> <ul style="list-style-type: none"> ● Quarterly plan of Student Council projects and events. ● Plan for College and Career Week <p>Steve Nakaguma, Chance Nakazato, Counselors</p> | <p>List of career presentations and classroom schedules</p> <p>Guidance lessons.</p> <p>Quarterly Plan of community service/civic events.</p> | <ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$ |



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| <p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> | <p>100% of students have a 1-1 device (iPad, Chromebook)</p> <p>Develop a school wide understanding of Computer Science.</p> <p>Refine grade level curriculum to integrate Computer Science and have students apply them in content areas.</p> | <p>Mililani 'Ike students have access to technology. Our goal is for students to consistently utilize technology to investigate, collaborate, communicate, and create.</p> <p>A. Computer Science</p> <ul style="list-style-type: none"> All grade levels will incorporate the Computer Science (CS) standards into their Curriculum Maps. Students will receive CS lessons and grades in the multimedia rotation and general education classrooms. Teachers will refine grade level pacing maps and units to integrate CS standards. Teachers will Identify criteria and calibrate scoring through teacher discussions and review of standards and work samples. <p>B. Systems to monitor Computer Science implementation:</p> <ul style="list-style-type: none"> Review grade level curriculum maps. Teachers will review student work and utilize grade level rubrics. <p>C. Professional Development:</p> <ul style="list-style-type: none"> All teachers will participate in schoolwide professional development sessions to better understand the CS standards, how to integrate CS into the grade level curriculum, and create criteria for grading. Grade levels will analyze and discuss student work to create rubrics and grading criteria. Teachers will refine grade level plans for CS implementation. <p>Melanie Honda and Bryn Hamamura, Multimedia Specialists</p> | <p>Quarterly professional development schedule</p> <p>Teacher Articulation Minutes</p> <p>Completed grade level rubrics</p> <p>Refined grade level curriculum maps/pacing guides with CS lessons</p> | <ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$ |
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

| Desired Outcomes <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i> |
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| Common understanding and consistent implementation of school focus areas: <ul style="list-style-type: none"> ● Math - New math program, Illustrative Math | Implementation of new math program, Illustrative Math. Developing and implementing school wide understanding of reading foundations (Big 5: | Professional Development Calendar: Quarter 1 <ul style="list-style-type: none"> ● Illustrative Math - unit planning and assessment criteria ● Reading - Vocabulary--Word Learning Strategies ● Computer Science - Computer Science - Multimedia implementation for lessons and student projects. ● SEAL - Review schoolwide agreements ● Science - Inquiry in science units | Quarterly Professional Development Schedule Refined Grade Level Curriculum Maps Teacher Reflection/Feedback | <ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$ |



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| <ul style="list-style-type: none">● Computer Science● SEAL● Support for all students | phonological awareness, phonics, fluency, vocabulary, comprehension) and strategies to support identified students. | <p>Quarter 2</p> <ul style="list-style-type: none">● Illustrative Math - unit planning and assessment criteria● Reading - Vocabulary-Word Consciousness● Computer Science - Useful technology shortcuts● SEAL - Competencies and criteria● Science - Dive into data <p>Quarter 3</p> <ul style="list-style-type: none">● Illustrative Math - unit planning and assessment criteria● Reading - Informational● Computer Science - Useful technology shortcuts● SEAL - Competencies and criteria● Science - Identified concepts <p>Quarter 4</p> <ul style="list-style-type: none">● Illustrative Math - unit planning and assessment criteria● Reading -Literature● Computer Science - Useful technology shortcuts <p>Michelle Yamamoto, Curriculum Coordinator</p> | | |
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Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

| <p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p> | <p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p> | <p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p> | <p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p> | <p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p> |
|---|--|---|---|---|
| <p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p> | | <p>Our School Community Council meets quarterly to share school updates and progress towards the focus areas in the Academic Plan.</p> <p>Meeting Agenda and Minutes will be shared with the staff and families and posted on the school’s website.</p> <p>School updates are shared at least quarterly through the school’s newsletter or family nights.</p> <p>Community Forums are held twice a year to gather feedback to the development of the new Academic Plan.</p> <p>Lynne Ajifu, Principal</p> | <ul style="list-style-type: none"> ● Quarterly SCC Minutes ● School newsletters | <ul style="list-style-type: none"> ● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$ |



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

| <p>Desired Outcomes "What do we plan to accomplish?"</p> | <p>Root/Contributing Cause "Why are we doing this?"</p> | <p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p> | <p>Monitoring of Progress "How will we know progress is being made?"</p> | <p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p> |
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| <p>All grade levels will plan and implement a family involvement activity to promote a grade level selected instructional area.</p> | <p>Develop parent relationships and provide information for parents to encourage and promote continued learning for students at home.</p> | <p>Family involvement is an important component in supporting the students and promoting their continued progress. For this reason:</p> <ul style="list-style-type: none"> • All grade levels will create and implement at least one parent activity in the school year. • Parents will be invited to learn along with their child in a grade level selected and planned content. • Parents will complete a survey providing feedback on the activity. <p>Melanie Honda and Bryn Okamura, Multimedia Specialists</p> | <p>Schedule of at least one parent involvement activity per grade level.</p> <p>Parent survey</p> | <ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:___, \$ • Other:___, \$ |



★ Other Systems of Support

| Desired Outcomes <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> | Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i> |
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APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Mililani 'Ike Elementary's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

| | |
|--|-------------------------------------|
| Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i> | 1,080 student instructional hours |
| Did your school submit a SCC Waiver Request Form? Please explain. | No, we meet the instructional hours |
| Bell Schedule: Mililani 'Ike Bell Schedule - Draft 1 Mililani 'Ike Bell Schedule - Draft 2 | |


Mililani Ike-240_SY2024-25_AcademicPlan

Final Audit Report

2024-04-15

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