# Makawao Elementary School Vision for CURRICULUM

<table>
<thead>
<tr>
<th>Components</th>
<th>What it Will Look Like</th>
<th>Action: What has to happen</th>
<th>Evidence</th>
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</table>
| Standards-based curriculum is meaningful and relevant. | Teachers plan instruction that addresses:  
- Common Core Standards (CCSS) – English Language Arts and Mathematics  
- Hawaii Content and Performance Standards (HCPS) – Social Studies, Science, Health, Fine Arts, Physical Education, and Technology  
- International Society for Technology (ISTE)  
- Hawaii Early Learning and Development Standards (HELDS)  
- General Learner Outcomes (GLOs) | Teachers develop and implement pacing guides aligned to the standards.  
Teachers plan instruction of their curricula that address:  
- Common Core State Standards, HCPS III Standards.  
- General Learning Outcomes (GLOs)  
- Wonders and Stepping Stones are implemented in every classroom K-5.  
- Depth of Knowledge (emphasis on levels 3 & 4)  
- Questioning is incorporated into instruction. | • Pacing guides  
• Universal Screeners  
• Formative/Summative Assessments.  
• Student work  
• Teacher observations  
• Data Teams |
| Teachers will align the curriculum for ELA and Math and collaborate both horizontally and vertically. | • In Data Teams, teachers design standards-based instruction that differentiates to address the needs of all students.  
• Teachers implement instruction based on Language Arts anchor standards and Standards for Mathematical Practice.  
• Multi-grade level teams will vertically articulate standards. | • Teachers collaborate to create, refine, and use pacing guides.  
• Teachers will continue to use the Data Team process to determine strategies to address the needs of all students. | • Pacing Guides  
• Data Team Templates |
# Makawao Elementary School Vision for INSTRUCTION

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| Instruction is aligned to the Standards. | Instruction…  
• Is relevant and rigorous.  
• Engages all students.  
• Integrates technology in a meaningful way.  
• Teachers apply Depth of Knowledge (DOK) levels 1-4 to instructional tasks, questions, and assessments to develop critical thinking skills.  
• Teachers use a variety of instructional strategies to model academic vocabulary.  
• Teachers use texts that represent the grade level’s Lexile and text-complexity band.  
• Teachers use a balance of Literary and Informational texts in their instruction.  
• Teachers ensure that all students apply math practices.  
• Teachers integrate English Language Arts, Mathematics, Social Studies, Science, Health Science, Physical Education, Technology, and Fine Arts into lessons.  
• GLOs are embedded in lessons daily. | • PD focuses on content standards and effective instructional strategies.  
• Time is provided for articulation about horizontal and vertical alignment. | • Lesson standard(s) and objective(s) in ELA and Math will be stated to students.  
• “I Can…” statements will be posted in classroom and students will be able to articulate them.  
• GLOs are embedded in lessons daily.  
• Data Team Template |
| Instruction is targeted and differentiated to address needs of all students. | • Teachers use both whole and small group instruction.  
• Classroom teachers use developmentally appropriate instruction based on individual student needs.  
• Students know the objectives.  
• Teachers provide guided practice, checks for understanding, and timely feedback to students.  
• A variety of learning styles are addressed.  
• Tools for developing students’ conceptual knowledge include the use of manipulatives and graphic organizers.  
• Teachers develop and use frequent common formative assessments to check for understanding and adjust instruction as needed. | • Common formative assessment data are used to identify the learning needs of students.  
• Teachers scaffold lessons to support all students’ learning.  
• Teachers attend and implement professional development on new instructional strategies.  
• In Data Teams, teachers collaborate weekly to plan and implement instruction, effective instructional strategies, and formative assessments using the Data Team process. | • Data Team template  
• Assessments  
• Progress monitoring  
• Teacher Observations |
# Makawao Elementary School Vision for ASSESSMENT

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| Formative and summative assessments are aligned to the Standards. | - All assessments are aligned to standards.  
- All teachers have an understanding of what is being assessed at their grade level. | - In Data Teams, teachers use assessment results to drive instruction.  
- Teachers work together to improve SBA results.  
- Common formative assessments are used to identify the learning needs of students. | - Data Team template  
- School-wide assessment schedules and results  
- Teacher Observations  
- Strive HI (SBA) data  
- Comprehensive Needs Assessment  
- Assessment Plan/Calendar |
| Data is used to determine grade level or school-wide needs. | - Formative and summative assessments are analyzed for grade level and school wide strengths, challenges, and implications.  
- Summative data are used to plan next steps towards school wide continuous improvement. | - Students use assessment results to reflect and set goals.  
- Teachers will be provided with professional development to learn how to design and facilitate student self-assessments. | - Student self-assessments  
- Observations  
- Classroom walkthroughs  
- Student interviews |
| Student self-assessments will be used to empower students to take ownership of their learning. | - Teachers provide students with opportunities to monitor and reflect on their progress towards standards attainment. | | |


# Makawao Elementary School ENVIRONMENT

<table>
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<tbody>
<tr>
<td>SAFE CAMPUS</td>
<td>The school community members (eg: teachers, students, staff, parents, community members) works towards a physically and emotionally safe environment.</td>
<td>All staff members and students monitor and report potential hazards. Positive communication is taught and promoted. Lower elementary students receive safety presentation. DARE and healthy sexuality training are provided to 5th graders.</td>
<td>Discipline referrals DARE final essay SQS survey</td>
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<td>School community members are RESPECTFUL.</td>
<td>The school community practices and celebrates open and positive communication respectfully in all modes (i.e., emails, in-person discussions, written correspondence) with all stakeholders (parents, community, students, colleagues.) The school community works together, cooperates, collaborates and shares to create an environment where everyone is mutually respectful.</td>
<td>Anti-Bullying Campaign Team-building activities STAR of the month Investigate potential character education program</td>
<td>Anti-Bullying activities and artifacts GLOs are posted in the classrooms Quality student work is recognized Decreased absenteeism</td>
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<tr>
<td>School community members are RESPONSIBLE.</td>
<td>Decisions are made based on what’s best for students. Members of the school community… know his/her responsibilities or seek clarification as needed. hold each other responsible for follow through. understand and follow the processes and procedures that are in place, so the school runs smoothly. will teach and reinforce expected behaviors of Safety, Respect, Responsibility and Relationship components. strive to do his/her best.</td>
<td>Behavioral expectations and responsibilities are clearly established and communicated. Everyone is held accountable for fulfilling his/her responsibilities.</td>
<td>GLOs are posted in the classrooms. Decreased absenteeism Quality student work is recognized.</td>
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<tr>
<td>RELATIONSHIPS</td>
<td>The school community will work towards promoting a friendly environment that is welcoming to students, staff, families and the community.</td>
<td>Completing the SQS Assemblies (eg: Spirit Week, May Day, Parent lunch) Morning Broadcast Hoolaulima Makawao School website PTA</td>
<td>Perceptual data Participation in school-based events and functions SQS Survey Great Kindness Challenge</td>
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Makawao Elementary School Mission

Makawao Elementary School’s mission is to create a safe learning environment, which nurtures the whole child by providing a meaningful and relevant education. Students will be equipped with the knowledge and skills needed to be successful, contributing members of a global society.