





Three-Year Academic Plan 2017-2020

Mililani 'Ike Elementary School

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Submitted by Lynne Ajifu	Date
	4/19/17
Approved by Bob Davis	Date
	5/1/17

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<p>Where are we now?</p> <p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization • Other 	<ol style="list-style-type: none"> 1. Need: Continue to support the individual needs of all children, differentiate curriculum to address students at all academic levels. 2. Need: Engages students in their learning progress. Have students continue to use self-assessment process to clearly understand lesson expectations, abilities and areas of need and develop learning goals to promote further development. 3. Need: Continue to integrate technology across content areas. Student will further develop complex, critical thinking skills through the use of technology to gather information, validate current knowledge and share their ideas, learning and opinions with others.
<p>Addressing Equity: Sub Group Identification</p>	
<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p>	

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Lynne Ajifu	1. Data Teams, Teacher Articulation, Community Partnerships
2. Kelvin Wong	2. Data Teams, Teacher Articulation, Community Partnerships
3. Melanie Honda	3. Social Studies – C3, Professional Development Sessions
4. Jenna Itokazu	4. Response to Intervention (RtI), Next Generation Science Standards (NGSS), Technology, Professional Development Sessions
5. Lance Nishimura	5. Common Core English Language Arts (ELA), RtI, Technology, Professional Development Sessions
6. Shelly Yoshikawa	6. Common Core Math, RtI, Technology, Professional Development Sessions
7. Rosanne Oda-Ching	7. Character Counts, Social Emotional Learning (SEL) program selection/implementation, College and Career
8.	8.
9.	9.
10.	10.

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>All students will</p> <ul style="list-style-type: none"> • participate in curriculum aligned to <ul style="list-style-type: none"> ○ Common Core State Standards (CCSS). ○ Next Generation Science Standards (NGSS). ○ College, Career and Civic Life (C3). • have individual academic and social needs met through school wide comprehensive student support system. 	<p>Mililani ‘Ike’s vision is to develop all students into complex thinkers. In order to achieve our mission and vision, teachers and staff will continue to provide a rigorous and nurturing learning environment for all students.</p> <p>As the state transitions to the Next Generation Science Standards (NGSS) and College, Career, and Civic Life (C3) Framework the school will refine grade level curriculum to align to the standards while continuing to develop all students to become critical thinkers.</p> <p>Students enter Mililani ‘Ike at with various foundational skills. In trying to meet the needs of all students, the school developed and Response to Intervention (RTI) program. Currently students in Kindergarten through Grade 2 are provided additional support to develop a solid foundation in early literature and reading.</p> <p>As Mililani ‘Ike prepares for it’s upcoming Western Association of Colleges and Schools (WASC) accreditation visit, the staff continues to implement and refine items that were identified in the self study. The foci were continuing to differentiate curriculum to meet the achievement needs of all students, having students utilize the self-assessment process to better understand learning expectations and how to achieve them, and finding ways to implement technology into the curriculum.</p>

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<p>As a result of the above curricular focus:</p> <p>91% of all students will in grades 3-5 will meet proficiency on the Smarter Balanced Assessment (SBA) for English Language Arts (ELA).</p> <p>89% of all students will in grades 3-5 will meet proficiency on the Smarter Balanced Assessment (SBA) for Mathematics.</p> <p>93% of all students in grade 4 will be proficient in Science on the Hawaii State Assessment.</p> <p>Mililani ‘Ike will also focus on reducing the achievement gap between the high needs students and non-high need students meeting proficiency as follows:</p> <ul style="list-style-type: none"> • English Language Arts (ELA) to 14% • Mathematics to 12% <p>A focus will continue on communicating with our parents to maintain our chronic absenteeism of 2% for all students.</p> <p>In the area of school climate, 93% of students in grades 4 and 5 will share of having a positive school climate as shared on the Safety Dimension of the School Quality Survey (SQS).</p>	<p>With the SY2015-2016 Smarter Balanced Assessment (SBA) data, 82% of students in grades 3-5 were proficient in English Language Arts (ELA). Reducing the percent of students not meeting proficiency in half will result in the gain to 91% students being proficient.</p> <p>With the SY2015-2016 Smarter Balanced Assessment (SBA) data, 77% of students in grades 3-5 were proficient in English Language Arts (ELA). Reducing the percent of students not meeting proficiency in half will result in the gain to 89% students being proficient.</p> <p>With the SY2015-2016 Hawaii State Assessment (HSA) Science data, 85% of students in grade 4 met proficiency. Reducing the percent of students not meeting proficiency in half will result in the gain to 93% students being proficient.</p> <p>Currently, the achievement gap for students are 28% in English Language Arts (ELA) and 25% for Mathematics.</p> <p>With the latest School Quality Survey (SQS), 85% of students in grades 4 and 5 reported a positive school climate as measured by the Safety Dimension.</p>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>91% of all students will in grades 3-5 will meet proficiency on the Smarter Balanced Assessment (SBA) for English Language Arts (ELA).</p> <ul style="list-style-type: none"> • SY2017-2018 = 85% • SY2018-2019 = 88% • SY2019-2020 = 91% <p>89% of all students will in grades 3-5 will meet proficiency on the Smarter Balanced Assessment (SBA) for Mathematics.</p> <ul style="list-style-type: none"> • SY2017-2018 = 81% • SY2018-2019 = 85% • SY2019-2020 = 89% 	<p>Revise and implement common grade level Curriculum Maps in the areas of English Language Arts, Mathematics, Science and Social Studies.</p> <ul style="list-style-type: none"> • Common Core Shifts • Math Practices • Next Generation Science Standards (NGSS) • College, Career, and Civic Life (C3) Framework 	2017-2020	Shelly, Lance, Jenna, Mel	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>100% of teachers will have refined grade level Curriculum Maps that will be collected quarterly.</p> <p>Student work will be analyzed in Data Team sessions quarterly as documented in Data Team minutes.</p> <p>100% of teachers will implement a consistent grade level curriculum as evidenced through classroom walkthrough data and teacher articulation minutes collected quarterly.</p> <p>80% of students will meet or exceed proficiency on grade level common assessments in reading comprehension.</p> <p>80% of students will meet or exceed grade level expectations on narrative, opinion, and informative writing assessments.</p>

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	<p>Continue to implement Data Team/Teacher Articulation sessions to provide opportunities for teachers to look at students work and refine instructional plans.</p>	<p>2017-18, 2019-19, 2019-2020</p>	<p>Lynne, Kelvin, Lance, Shelly, Jenna</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p><u>Monitored Quarterly:</u> 100% of teachers will participate in Data Team discussions as documented by meeting minutes, Response to Intervention (RtI) Log.</p> <p>100% of teachers will demonstrate instructional impact through quarterly common grade level assessments, school assessments, or student work.</p>
<p>93% of all students in grade 4 will be proficient in Science on the Hawaii State Assessment.</p> <ul style="list-style-type: none"> • SY2017-2018 = 87% • SY2018-2019 = 90% • SY2019-2020 = 93% 	<p>Grade levels will revise Understanding by Design (UbD) units to align to NGSS components (phenomena, Practices, Core Ideas, Cross Cutting Concepts)</p>	<p>2017-18, 2019-19, 2019-2020</p>	<p>Jenna</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p><u>Monitored Quarterly (one unit per semester):</u> 100% of teachers will teach the NGSS components through grade level units as evidenced by grade level UbD units and lesson plans.</p> <p>100% of students will complete a NGSS unit as evidenced by work samples and projects.</p> <p>80% of students will meet or exceed grade level expectations as demonstrated on common grade level science assessments.</p>

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<p>Reduce the achievement gap in English Language Arts (ELA) to 14%.</p> <ul style="list-style-type: none"> • SY2017-2018 = 24% • SY2018-2019 = 19% • SY2019-2020 = 14% 	<p>Refine Response to Intervention (RTI) system to include STAR and Fountas and Pinnell Assessments to provide support to identified students.</p> <p>Classrooms to continue to utilize online resources such as Lexia Core 5 and Reading Plus to meet individual needs of students.</p>	<p>2017-2020</p>	<p>Jenna, Shelly, Lance</p>		<p>100% of teachers will be trained in the revised RTI system and levels of support.</p> <p>100% of teachers will provide identified students with RTI supports.</p> <p>80% of identified students will increase their achievement level as documented through STAR Assessment, Fountas and Pinnell, Lexia or Reading Plus and work samples.</p>
<p>Reduce the achievement gap in English Language Arts (ELA) to 14%.</p> <ul style="list-style-type: none"> • SY2017-2018 = 24% • SY2018-2019 = 19% • SY2019-2020 = 14% <p>Reduce the achievement gap in Mathematics to 12%</p> <ul style="list-style-type: none"> • SY2017-2018 = 21% • SY2018-2019 = 17% • SY2019-2020 = 12% 	<p>Refine classroom differentiation practices to address the needs of all students.</p> <ul style="list-style-type: none"> • Small group instructional practices 	<p>2017-2020</p>	<p>Jenna, Shelly, Lance</p>		<p>100% of teachers will begin implementing differentiation practices as documented through classroom observations and grade level discussions.</p>

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<p><i>Students will become complex thinkers who are able to utilize technology and tools to be active citizens in our global society.</i></p>	<p>Continue discussions on various uses of technology and add components into grade level units to provide opportunities for students to learn and use technology in various content areas.</p>	<p>2017-2018, 2018-2019</p>	<p>Jenna, Lance</p>		<p>100% of teachers will participate in teacher articulation and professional development sessions and refine grade level units to incorporate the use of technology.</p> <p>100% of students will have various opportunities to learn and utilize technology to increase and demonstrate their knowledge as documented through classroom observations and student work samples.</p>
<p>93% of students in grades 4 and 5 will share of having a positive school climate as shared on the Safety Dimension of the School Quality Survey (SQS).</p>	<p>Character Counts Six (6) Pillars chart will be relooked at to make behavior expectations in different environments and connections to the General Learner Outcomes (GLOs) more prevalent in the classroom.</p>	<p>2017-18, 2019-19, 2019-2020</p>	<p>Rosanne</p>		<p>100% of teachers will utilize the 6 Pillars of Character in discussions and class lessons as documented through posted classroom expectations and walkthrough data.</p> <p><i>Data to be determined on how to measure the impact of 6 Pillar instruction to students:</i></p>

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<p>To be determined once program is selected.</p>	<p>Adopt and begin implementation of a school wide Social Emotional Learning program (SEL) as agreed upon by the Complex Schools.</p>	<p>2017-2020</p>	<p>Rosanne</p>		<p>100% of teachers will participate in school wide discussions to select a SEL program.</p> <p>100% of teachers will participate in training to implement the SEL program in their classrooms.</p> <p>100% of students will participate in SEL program as documented through observation and work samples.</p>
	<p>Continue to provide College and Career education for students through presentations and discussions.</p>		<p>Rosanne</p>		<p>100% of students will participate in college and career educational opportunities as documented through classroom observations, presentation schedules.</p>
	<p>Continue to maintain school community partnerships to provide services to students and families (Operation Hero, Vision/Hearing Screening, Family Events, Military Partners)</p>		<p>Lynne, Kelvin, Rosanne</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>100% of targeted groups will be offered and encouraged to participate in services from community partners as documented through participation logs, parent permission sheets, program documents.</p>

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Goal 2: Staff Success. Mililani ‘Ike Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years.	Rationale:
<p>Mililani ‘Ike Elementary will:</p> <ul style="list-style-type: none"> • continue to provide current professional development opportunities for all teachers and staff as needs arise. • continue to refine teaching practices to provide best support for all students. • 	<p>Mililani ‘Ike’s core beliefs are that, “School and student achievement are student and teacher generated.” With that drive, all teachers are provided many opportunities to participate in various professional development opportunities to continue their professional growth. Students are also expected to be active participants of their learning and development.</p> <p>Mililani ‘Ike has implemented a school wide system of student self-assessment practices. Through this process, students and teachers have gained a deeper understanding of the standards as well as how their implementation connects to real life encounters. Students and teachers reflect on their actions to develop plans for next steps to continue growing and being life long learners.</p> <p>All teachers create individualized professional development plans to continuously improve areas of self identified growth needs. Through this process, teachers collaborate with colleagues and seek new resources to better their teaching practices and communication with families.</p>

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<p>Reduce the achievement gap in English Language Arts (ELA) to 14%.</p> <ul style="list-style-type: none"> • SY2017-2018 = 24% • SY2018-2019 = 19% • SY2019-2020 = 14% <p>Reduce the achievement gap in Mathematics to 12%</p> <ul style="list-style-type: none"> • SY2017-2018 = 21% • SY2018-2019 = 17% • SY2019-2020 = 12% 	<p>Continue to provide school led mentoring and professional development sessions to sustain and enhance school wide understanding of instructional practices and concepts for new and returning teachers.</p> <ul style="list-style-type: none"> • Thinking Maps • Student Self-Assessment • Close Reading, Text Dependent Questions • Mathematical Practices • Next Generation Science Standards (NGSS) • C3 • Small Group Instruction • Collaborative Conversations 	2017-18, 2019-19, 2019-2020	Shelly, Lance, Jenna, Mel	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>100% of teachers will participate in teacher articulation sessions and after school PD sessions to refine teaching practices as demonstrated through meeting agendas, sign-in sheets, revised grade level unit plans.</p> <p>100% of new teachers will be provided mentoring support as evidenced by completed reflections and teacher evaluations.</p>