

Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

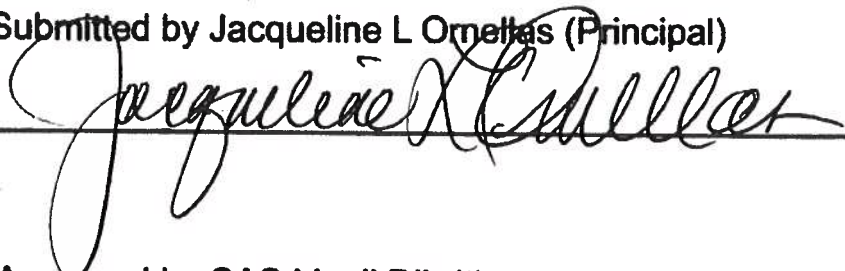


Three-Year Academic Plan 2017-2020

Lincoln Elementary School

615 Auwaiolimu Street, Honolulu HI 96813
www.Lincoln.k12.hi.us

Submitted by Jacqueline L Ornelas (Principal)

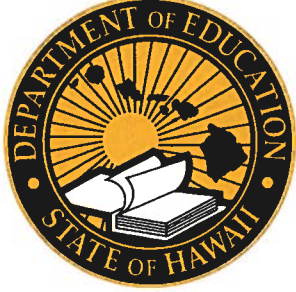


5/8/19

Approved by CAS Linell Dilwith



6/12/19



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Where are we now?				
<div>Prioritize school’s needs as identified in one or more of the following needs assessments:</div> <div><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</div>	<div><div>1. Need: Close the achievement gap between Non High Needs and High Needs by ensuring mastery of foundational skills so that students can use those skills fluidly to solve problems and perform complex tasks.</div><div>2. Need: Increase student knowledge, skill and attitude regarding self-management of their behavior.</div><div>3. Need: Expand and strengthen parent and community communication, participation and support especially in academic areas.</div></div>			
	Addressing Equity: Sub Group Identification			
	<div>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.</div>			
	SY 18-19 % of enrollment	% ELA Proficient	% Math Proficient	
ALL Students	100	58	57	
Disadvantaged	61	49	46	
Males	54	49	52	
Pacific Islanders	34	42	43	
Sped	16	0	16	
EL	13	13	13	

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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. GLCs and Tech (1 overall GLC lead)	1. Curriculum Mapping to identify crucial standards and learning targets through horizontal and vertical articulation. Integrated, rigorous units/lessons that increase student engagement.
2. SSC and Principal	2. Support High Needs students to increase academic proficiency.
3. Counselor and VP	3. Support chronic absenteeism and behavior students to increase time in class and on task.
4. Curriculum Coordinator	4. Targeted Professional Development
5. FISE Chair (s) and PCNC Facilitator	5. Develop innovative supports for HN students and their families to increase academic proficiency, decrease chronic absenteeism and behavior.
6. Principal, VP and PCNC	6. Improve communication to all stakeholders
7.	7.
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>Obj. 3 Well Rounded:</p> <ul style="list-style-type: none">● Decrease the gap between Non High Needs (NHN) and High Needs (HN) students.● All students will have access to an aligned integrated curriculum that targets all major focus standards for the core subjects. <p>Obj. 2 Whole Child:</p> <ul style="list-style-type: none">● Increase the amount of time that students spend in class intellectually engaged in the learning.● Increase students ability to be self directed learners who exhibit behaviors that are conducive to learning and promote citizenship	<p>Multiple data sources (SBA, Strive HI, iReady, Grade Marks) indicate that HN students perform significantly lower than their NHN counterparts. Less than 50% of HN students are proficient in grade level standards for all core subjects. One contributing cause may be our inability as a school to cover all standards to the depth required, to attain mastery. Teachers are not able to cover all of the units/modules sufficiently within the school year, especially in Wonders and Stepping Stones. Interspersing below level pre-requisite skills, re-teaching for clarity, and stretching one day’s lesson over multiple days coupled with student motivation issues impact the pace and amount of material that can be covered within a year. In order to better serve our students, we need to 1) figure out how to cover all crucial standards within the time designated for them. 2) support and monitor non-proficient students and 3) help students monitor their own behaviors and learning so that they can be active and productive participants in the learning process.</p> <p>Additional contributing factors could include attendance and behavior problems of our high needs students which lessens their time on task in their classroom.</p>

Planning	Funding	Interim Measures of Progress
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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountabl e 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>By SY 2019-2020, increase SBA proficiency (total population):</p> <ul style="list-style-type: none">• <i>ELA proficiency from 55% to 70%,</i>• <i>Math proficiency from 50% to 72%,</i>• <i>Science from 60% to 80%.</i> <p>Breakdown by year: SY 2018 ELA 60% <i>was 58%</i>, Math 57% <i>was 57%</i>, Science 65% <i>was 73%</i></p> <p>SY 2019 ELA 65%, Math 64% Science 73% SY 2020 ELA 70%, Math 72% Science 80%</p>	<p>Clarify our curriculum outcomes and expectations for all students to ensure a well-rounded, rigorous, standards-based education that can be taught in one year. (WASC 3 & 6)</p> <ul style="list-style-type: none">• <i>Refine, revise and implement ELA and Math curriculum maps that identify standards-based learning targets PK-5.</i>• <i>Identify criteria and exemplars to show mastery for ELA and Math.</i>• <i>Use common assessments and growth monitoring practices/tools to continually assess student growth.</i> <p>Implement rigorous integrated units or lessons throughout the year in order to cover more standards and promote intellectual engagement. (WASC 4)</p> <ul style="list-style-type: none">• <i>Integrate other core content areas into ELA units to implement at least one rigorous interdisciplinary per quarter</i>• <i>Expand use of technology and inquiry.</i>	2017-18 Reading and Math	GLCs TC	<input checked="" type="checkbox"/> WSF <input checked="" 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	Aligned curriculum maps
		2019-20			iReady Benchmark scores: The percent proficient (Green: Tier 1) will increase by 20 percentage points for each benchmark (Fall, Winter, Spring) in Reading and Math. <i>Yellow and Red (Tier 2 & 3) will show a decrease over the 3 scoring periods.</i>

MATH	Fall	Win	Sp
Green	18	40	64
Yellow	58	51	29
Red	24	9	7

READ	Fall	Win	SP
Green	23	43	62
Yellow	52	40	25
Red	24	18	13

Data Team *iReady* growth checks:
The number of proficient students (as determined by rubric score) will increase by 50% between pre and post (third) collection. *Math growth was 46% and ELA growth was 39%.*

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<p>By SY 19-20 decrease SBA gap for math, ELA and science (NHN vs HN):</p> <ul style="list-style-type: none"> • <i>ELA gap percentage will decrease from 35% to 17%,</i> • <i>Math will decrease from 30% to 15% and</i> • <i>Science will decrease from 26% to 19%.</i> <p><i>SY 17-18 gap target: ELA 29% was 17, Math 25% was 23, Science 23%</i></p> <p><i>SY 18-19 gap target: ELA 23%, Math 20%, Science 21%</i></p>	<p>Ensure that High Needs students receive the practice and support needed to first master the foundational skills then apply those skills to higher-level tasks. (WASC 6 & 9)</p> <ul style="list-style-type: none"> • <i>Revise grade level tiered “watchlist” each quarter</i> <ul style="list-style-type: none"> ○ <i>Continue to provide student tiered support and monitor progress. Revise the compiled list of supports and services</i> ○ <i>Determine capacity and effectiveness of each of the tiered supports and services.</i> ○ <i>Establish more supports if needed, including technology.</i> ○ <i>Establish procedure for securing additional assistance when Tier 3 is not working (RFA)</i> • <i>Monitor student progress and determine next steps if not working.</i> • <i>Provide support for transition back to core curriculum.</i> 	<p>SY 2018-19</p> <p>Identify and target HN group</p>	<p>GLCs</p> <p>SSC Principal</p> <p>GLCs, SSC, Principal</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other</p>	<p><i>iReady Usage for all HN students should be at minimum 45 min for ELA per week.</i></p> <p><i>Master schedule includes three 35 minutes MTSS blocks as well as Tier 3 support for all grade levels</i></p> <p><i>iReady growth checks (progress monitoring assessments) will indicate _____% growth for all students with and additional _____% growth for Tier 3 stretch learning growth.</i></p> <p><i>List of current student supports RFA Flowchart</i></p>
<p>By SY 19-20</p> <ul style="list-style-type: none"> • <i>Referral decrease by 30% (10% each year).</i> • <i>Chronic Absenteeism will decrease</i> 	<p>Address needs of students with chronic behavior so they are in school, safe and can fully engage in high quality educational opportunities. (W 8&9)</p> <ul style="list-style-type: none"> • <i>Increase schoolwide awareness of the GLOs and positive behavior expectations for all students</i> 	<p>SY 17-18</p>	<p>VP</p> <p>Counselor</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other</p>	<p><i>GLO marks will show a 10% increase in the number of students who score who move from “sometimes” or “rarely” to “usually” or “consistently each quarter.</i></p> <p><i>eCSSS decrease in referrals</i></p>

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from 16% to 10% as measured by Strive HI.	<ul style="list-style-type: none">Align our school rubric with the state's GLO rubric.	SY 17-18			
	<ul style="list-style-type: none">Provide time for teachers to systematize understanding, lessons and grading of GLOs				
	<ul style="list-style-type: none">Post GLO rubric in all areas of school and include in Planner and Handbooks.	SY 17-18			
	<ul style="list-style-type: none">Identify, provide support and monitor progress of students who need extra help	SY 17-20			
	<ul style="list-style-type: none">Provide Tier 3 behavior interventions				
	<ul style="list-style-type: none">Research additional partners who may help with these chronic students	SY 17-20			
	<ul style="list-style-type: none">Monitor and assess effectiveness of chosen Social Emotional Learning program to address the needs of our students.				
	<ul style="list-style-type: none">Support families of chronic behavior students				
	Address needs of students with chronic absenteeism so they are in school, safe and can fully engage in high quality educational opportunities. (W 8&9)				
	<ul style="list-style-type: none">Identify, provide support and monitor progress of students who need extra help				
	<ul style="list-style-type: none">Research additional partners who may help with these chronic students				
	<ul style="list-style-type: none">Support families of chronic behavior students				
	<ul style="list-style-type: none">Refine counseling program				
					<p>Attendance Committee monthly meetings will analyze data from LDS and/or Infinite and follow procedures for supporting students</p> <p>Student attendance will show improved attendance percentage each quarter by grade level:</p> <p>Attendance committee data will show targeted supports for students with attendance concerns.</p> <p>Students daily attendance average will 95%</p> <p>Number of students identified as chronically absent will decrease by 5%</p> <p>Strive HI will report student chronic absenteeism rate at 10% (+/- 2%)</p>

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Goal 2: Staff Success. Lincoln 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>By the end of three years, all teachers will know the skills and concepts taught at each grade level, how they are assessed, and what curricular lessons support them.</p> <p>Teachers will be trained in using iReady and other strategies to help non-proficient students.</p> <p>Teachers will differentiate instruction (and student grouping) to target the learning needs of the targeted high needs students.</p>	<p>Lincoln teachers have not been able to complete the two core programs (Wonders, Stepping Stones) within a given school year. The wide range of learners coupled with breath of the program highlight the need to better understand the structure of the programs and identify/target standards, skills, concepts so that we can compact the programs.</p> <p>Vertical articulation will help ensure that teachers have knowledge of the scope and sequence of standards before and after their grade level to guide their instruction.</p> <p>Due to lack of time, WASC accreditation self study, and more pressing needs, Lincoln has not been able to provide formal training on the NGSS standards. More training needs to be provided for successful implementation of the standards.</p> <p>Our high needs population requires a more differentiated approach in order to help students be more successful. Strategies for teaching students with academic and behavioral needs will help us close the gap.</p>

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Planning				Funding	Interim Measures of Progress
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By SY 19-20, all teachers will utilize their curriculum maps and be familiar with the maps of the grade above and below in order to drive instruction and target interventions.	<p>Provide time (including data team time) and a system for teachers to vertically articulate, revise and implement a school-wide curriculum map (WASC 3)</p> <ul style="list-style-type: none"> Review and refine Program Scope and Sequence and standard alignment for ELA and Math. Identify which standards will be taught during which quarter. Create and use learning targets to drive instruction. (WASC 5) Completed for Math (1/2018) Calibrate understanding of what proficiency or mastery looks like for ELA and Math. Review and select existing assessments (or create new one if needed) to measure all major standards in ELA and Math. Provide vertical articulation time to align PK-5 for ELA and Math. Revise existing NGSS curriculum map. 	2017- 2020	<p>GLCs</p> <p>TC</p> <p>(Principal provide resources)</p>	<input checked="" type="checkbox"/> WSF <input checked="" 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	<p><u>Completed maps</u></p> <ul style="list-style-type: none"> Math map completed in January 2018. ELA draft complete 3/2018. Need to add assessments, learning targets and time frame. Fall 2019 Science <p><u>Teacher Evals</u> Teacher eval will indicate increased understanding of what to teach and how to measure progress. (I think this goes by PD)</p> <p><u>Walkthrough Data:</u> *Student response to the following questions</p> <ol style="list-style-type: none"> what are you learning? why or how can this help you? what do you need to do to get better at _____? <p>*Environment - evidence of</p> <ol style="list-style-type: none"> Learning targets (SY 17-18) Examples/Exemplars posted for ELA SY 18-19

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<p>By SY 19-20, all teachers will utilize differentiation strategies to support student success.</p>	<p>Provide PD for teachers so that they are more equipped to provide support for non-proficient students</p> <ul style="list-style-type: none"> • Inservice on iReady standards mastery and balanced learning • Inservice on Curriculum Mapping and ELA Anchor standards • Facilitation Skills (GLC) • Inservice on strategies for differentiation based on data • NGSS PD (Science Standards) • Inservice on strategies to increase rigor and intellectual engagement (WASC 4) • Inservice on use of learning targets to support learning • Inservice on strategies for supporting students with difficult behaviors 	<p>2017-2018</p> <p>2017-2018</p> <p>Jan. 2018</p> <p>2019-2020</p> <p>2019-2020</p> <p>2019-2020</p> <p>2019-2020</p>	<p>Curriculum Coordinator</p> <p>Literacy Coach</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p>	<p>iReady usage will be at least 45 min. per week for ELA and math</p> <p>iReady benchmark and/growth monitoring scores</p> <p>Increased number of students reading at grade level as evidenced by iReady and SBA scores</p> <p>Quarterly walkthrough data will focus on teacher's use of</p> <ol style="list-style-type: none"> 1. learning targets and differentiation 2. Rigor and exemplars <p>Decreased student referrals</p>
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Goal 3: Successful Systems of Support. The system and culture of **Lincoln** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>Lincoln will increase parent participation and engagement in educating their children.</p> <p>Lincoln will have better systems for communication and dissemination of information for all stakeholders.</p>	<p>Lincoln struggles with finding new and innovative ways to increase our parent and community participation in all areas. We are hoping to increase participation in events that share academic and behavioral knowledge with them so that they can help their children at home. Our PCNC sends out regular email blasts and our office staff sends out monthly newsletters and our teachers utilize a red communication folder on a regular basis. We have had a successful bingo night and we are looking to find additional ways reach out and couple fun activities with some practical academic resources to benefit our students.</p> <p>During the WASC self-study process, we learned that we need to find ways to involve more stakeholders in what we are trying to do at the school and we want everyone on campus to be a partner in helping our students to be successful.</p> <p>As school budgets continue to be tightened, Lincoln will need to look at how to use our resources more effectively.</p> <p>During Kindergarten Orientation in August 2018, all families in attendance were given a numbers 1-10 and upper and lowercase alphabets tracing sheets inside of a plastic sheet protector with a dry erase pen and school made ABC flashcards so that students could practice at home. We also provide a brief demonstration of saying the alphabet name, letter sound and animal name so that parents could work with their child During the second quarter, families were given a 120 chart to trace and practice at home.</p>

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By SY 19-20, we will increase regular participation at school events, activities and functions (especially families of our HN population).	<p>Develop innovative ways to support students and their families, especially those at-risk (WASC 7)</p> <ul style="list-style-type: none"> • Increase awareness of school and students' strengths and needs • Increase parent networking and support <ul style="list-style-type: none"> ○ Increase participation for all events/activities ○ Create more opportunities for social networking and parent empowerment including a parent "drop-in" center (equipped with technology) ○ Involve more parents of at-risk students by tailoring activities to their needs ○ Explore what activities/support are available and wanted (by those families) ○ Work with community organizations to find solutions ○ Continue to fund the PCNC position 	<p>2017-2018</p> <p>2019-2020</p> <p>SY 18-19.</p> <p>SY 2018-19</p> <p>SY 2019-20</p>	<p>PCNC</p> <p>ELL Coor</p>	<input checked="" type="checkbox"/> WSF <input checked="" 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	<p>Parent Sign in sheets (participation attendance) See FISE binder</p> <p>Evaluation forms</p> <p>Log of activities and events See FISE binder</p>

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<p>By SY 19-20 Percentage of positive responses on the SQS will increase in the following Dimensions:</p> <p><u>Well Being</u> Teachers: from 86.5% to 90%</p> <p><u>Satisfaction</u> Teachers: from 78.1% to 85% Parents: from 85.5% to 90%</p>	<p>Improve communication to promote understanding and engagement of all stakeholders (WASC 2)</p> <ul style="list-style-type: none"> • Continue to revise, Vision/Mission and have all role groups reflect on how they can support it (WASC 1) • Continue to create written policies and procedures for protocols that clarify expectations for all. (WASC 2) • Ensure that all needed information is relayed to all necessary role groups in a timely manner and there is a clear system for providing feedback and clarification • Expand use of social media platforms and/or other technology to aid in communication for all role groups <ul style="list-style-type: none"> • Ensure that school website delivers the information parents and other role groups need 	<p>Fall 2018</p> <p>2017-2020</p> <p>2017-18</p> <p>2018-20</p>	<p>Principal VP PCNC</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" 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</p>	<p>Vision and Mission</p> <p>Written or documented Policies and procedures</p> <p>Newsletters, Parent Handbook, Kolea Blasts, Weekly Bulletin, Flyers, etc.</p> <p>SQS Data</p>
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