
#### Where are we now?

Prioritize school’s needs as identified in one or more of the following needs assessment:

- **Comprehensive Needs Assessment (Title I Schools)**

- **WASC Self Study**
  - WASC Category B: Standards Based Student Learning: Curriculum
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability

- **Strive HI**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Need:</td>
<td>Continue to work on closing the achievement gap between the high needs and non high needs population through inclusive practices, differentiation and response to intervention (RTI)</td>
</tr>
<tr>
<td>2. Need:</td>
<td>Continue to focus on increased rigor in mathematics and math problem solving. (Focus was for SY 2017-18)</td>
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<tr>
<td>3. Need:</td>
<td>Focus on curriculum alignment to Next Generation Science Standards (NGSS)</td>
</tr>
<tr>
<td>4. Need:</td>
<td>Work on including Social Emotional Learning (SEL) to address the needs of the whole child</td>
</tr>
<tr>
<td>5. Need:</td>
<td>Focus on responding to questions based on informational texts. (SY 2018-19)</td>
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#### Addressing Equity: Sub Group Identification
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 subgroup(s) and their needs.

Over the past few years, MMES has improved the overall percentages of proficiency in ELA and Math. Between school years 14-15 and 15-16, student proficiency has increased from 77% to 80% in ELA and 76% - 78% in Math. Elementary results for the state of Hawaii were 53% in ELA and 48% in Math for school year 15-16.

MMES continues to do well in Science as well. Proficiency results for school year 14-15 were 91% and for 15-16 were 85%. This is in contrast to state results which were 57% for school year 15-16 and complex area results which were 72%.

MMES has continuously worked towards closing the achievement gap among the disadvantaged students (SED). During school year 14-15, the achievement gap in ELA was 15%, then reduced to 9% in school year 15-16. During school year 14-15, the achievement gap in Math was 9%, then reduced to 5% in school year 15-16.

<table>
<thead>
<tr>
<th>All Students</th>
<th>Non High Needs</th>
<th>High Needs</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>89% (82%)*</td>
<td>56% (51%)*</td>
<td>33 points (31 points)*</td>
</tr>
<tr>
<td>ELA</td>
<td>89% (82%)*</td>
<td>57% (54%)*</td>
<td>32 points (27 points)*</td>
</tr>
</tbody>
</table>

2018 Strive HI Data  2017 Strive HI Data

<table>
<thead>
<tr>
<th></th>
<th>MATHEMATICS</th>
<th>LANGUAGE ARTS</th>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 3</td>
<td>Grade 4</td>
<td>Grade 5</td>
</tr>
<tr>
<td></td>
<td>% 3 or above</td>
<td>% 3 or above</td>
<td>% 3 or above</td>
</tr>
<tr>
<td>Grade 3</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SY 2015-2016</td>
<td>87</td>
<td>48</td>
<td>39</td>
</tr>
<tr>
<td>SY 2016-2017</td>
<td>80</td>
<td>41</td>
<td>39</td>
</tr>
<tr>
<td>SY 2017-2018</td>
<td>81</td>
<td>50</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Grade 4</td>
<td>Grade 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% 3 or above</td>
<td>% 3 or above</td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SY 2015-2016</td>
<td>81</td>
<td>55</td>
<td>27</td>
</tr>
<tr>
<td>SY 2016-2017</td>
<td>75</td>
<td>56</td>
<td>19</td>
</tr>
<tr>
<td>SY 2017-2018</td>
<td>77</td>
<td>52</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Proficiency</td>
</tr>
<tr>
<td>SY 2015-2016</td>
<td>84</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>SY 2016-2017</td>
<td>89</td>
<td>30</td>
<td>58</td>
</tr>
<tr>
<td>SY 2017-2018</td>
<td>80</td>
<td>16</td>
<td>64</td>
</tr>
</tbody>
</table>
ORGANIZE: Identify your Academic Review Team Accountable Leads.

<table>
<thead>
<tr>
<th>Name and Title of ART Team Accountable Lead</th>
<th>Role of Team Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Avis Nanbu</td>
<td>• Academic Review Team</td>
</tr>
<tr>
<td>2. Kyle Shimabukuro</td>
<td>• Academic Review Team</td>
</tr>
<tr>
<td>3. Kimberly Kaneshiro</td>
<td>• Induction and Mentoring</td>
</tr>
<tr>
<td></td>
<td>• Educator Effectiveness System</td>
</tr>
<tr>
<td>4. Gayle Watabu</td>
<td>• Common Core State Standards</td>
</tr>
<tr>
<td>5. Carita Inoue</td>
<td>• Educator Effectiveness System</td>
</tr>
<tr>
<td></td>
<td>• Formative Instruction, Data Teams</td>
</tr>
<tr>
<td>6. Lori Jakahi</td>
<td>• Common Core State Standards</td>
</tr>
<tr>
<td>7. Scott Miyagi</td>
<td>• Response to Intervention</td>
</tr>
<tr>
<td>8. Dave Morishige</td>
<td>• Formative Instruction, Data Teams</td>
</tr>
<tr>
<td>9. Cynthia Takamoto</td>
<td>• Response to Intervention</td>
</tr>
</tbody>
</table>

### 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,

All students will participate in curriculum aligned to the Common Core State Standards (CCSS) and HCPSIII/Next Generation Science Standards (NGSS).

In 3 years, reduce the achievement gap in:
- **ELA:** from 29% to 23%  
  - 32 pts. to 28 pts.
- **Math:** from 22% to 16%  
  - 33 pts. to 29 pts.
- **Science:** from 12% to 9%  
  - 12 pts. to 9 pts.

Note: Data changed from percentage to points in 2017-2018.

In 3 years, increase inclusive rate from 13% to 25%.

Increase rigor and problem solving skill in mathematics and increase the SBA Math proficiency by 6% to 84%.

In 3 years, increase SBA ELA proficiency by 6%, to 86%.

### Rationale:

Mililani Mauka Elementary strives to develop students to be complex thinkers and provides students with rigorous learning opportunities to support all students.

Focusing on closing the achievement gap ensures that we are working towards equity in student outcomes for all, as we prepare them to be college and career ready.

Inclusion is “a commitment to success for all students. Research shows that inclusive practices result in better attendance, achievement, referral rates, and postsecondary outcomes.” (HIDOE Strategic Plan 17-20)

School-wide focus areas are determined by staff after examining SBA data. We will continue our school-wide focus for SY 16-17 (SMP #3), as we believe that it directly correlates with positive gains in the Math SBA.

We believe in continuous school growth and achievement as we strive for all students to be college and career ready.

We will support the whole child by providing our staff with strategies connected to Social Emotional Learning. To foster the whole child our school will ensure that every student receives appropriate support academically and behaviorally.

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| Closing the Achievement gap: In 3 years, reduce the achievement gap  
  • in ELA, from 29 pts. to 23 pts.  
  SY 17-18 = 27% (32 pts)  
  SY 18-19 = 30 pts  
  SY 19-20 = 28 pts  
  • in Math, from 22% to 16%  
  SY 17-18 = 20% (33 pts)  
  SY 18-19 = 31 pts  
  SY 19-20 = 29 pts | Continue implementation of an RTI system to provide appropriate and timely supports to all students so that all achieve  
  • Progress Monitoring  
  • Universal Screening  
  • Formative/Summative Assessments  
  • In class differentiated instruction  
  • Data Teams  
  • System of Tiered Interventions  
  • Implementation of Intervention Block  
  • Math Quest  
  • Tutoring | 2017-2020 | Cynthia Takamoto |  
  • Progress monitoring/universal screening data (iReady)  
  • Quarterly tutor reports for each child receiving tier 2 pull out supports  
  • Differentiated and formative instructional practices |

<table>
<thead>
<tr>
<th>Note: Data changed from percentage to points in 2017-2018.</th>
<th>Closing the Achievement gap in Science, from 12 pts. to 9 pts.</th>
<th>2017-2020</th>
<th>Dave Morishige</th>
</tr>
</thead>
</table>
| Continue engaging science lessons during class and implementing a Science after school RTI system for SED students | SY 17-18 = 11%  
SY 18-19 = 10 pts.  
SY 19-20 = 9 pts. | | |
| Note: Data changed from percentage to points in 2017-2018. | In 3 years, increase inclusive rate 13% to 25% | 2017-2020 | Scott Miyagi |
| | SY 17-18 = 17% (7%)  
SY 18-19 = 21%  
SY 19-20 = 25% | | Carita Inoue |

### Dave Morishige
- Quarterly progress monitoring
  - Student/teacher records
- HSA Science monitoring
  - Round 1
  - Round 2
  - Round 3 [SY 2017-18 & 18-19: HSA Science Bridge Assessment given up to 2 times]

### Scott Miyagi
- % of students in inclusive settings
- PD training in co-teaching/inclusion
- PD training in differentiation

### Carita Inoue
- Hands-on activities
- Application of concepts learned
- Science and Engineering Practices
- Continue to increase inclusive practices
  - Co-teaching/inclusion
  - Differentiation
| Next Generation Science Standards (NGSS) curriculum and scope and sequence alignment | Examine science NGSS curriculum and develop lessons, assessments, and create/update curriculum maps  
- Provide planning days  
- Provide resources | 2017-2020 | Dave Morishige |  
- Science planning meeting agendas and minutes  
- Grade level pacing guides and curriculum maps  
- Faculty PD agenda and feedback survey |
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- By SY 2019-2020, all grade levels will be fully implementing NGSS curriculum. | 
| To foster the whole child we will provide our staff with strategies connected to Social Emotional Learning.  
- All students will be provided with Social Emotional Learning (SEL) | 100% of teachers will be trained and then implement the SEL program—Mind Up  
Align Mind Up curriculum with Character Counts! Complex initiative | 2017-2020 | Admin |  
- Sign in sheets  
- PD agenda |
| To increase the achievement of proficiency for all students in ELA from 80% to 84% by end of SY 2019-2020 | Continue engaging in ELA lessons that focus on responding to informational/nonfiction texts. Instructional strategies and data collection will be addressed through data teams.  
- Answering the questions appropriately/completely using text evidence (not just copying/pasting text, but synthesizing information)  
- Identifying details from the text to support their thinking/reasoning | 2018-2019 | Lori Jakahi Gayle Watabu |  
- Data Team Minutes  
- iReady Data  
- SBA Data |

## Goal 2: Staff Success

Mililani Mauka Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

<table>
<thead>
<tr>
<th>Outcome: By the end of three years,</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate support to beginning, non-tenured teachers’ growth, so they will be provide professional development and mentoring to support student and teacher success.</td>
<td>Due to turnover in teacher staffing (i.e., retirements, mainland teachers), we must hire beginning, non-tenured teachers annually.</td>
</tr>
<tr>
<td>Provide professional development for teachers to increase knowledge, understanding, and the ability to use various strategies to support student achievement.</td>
<td>Ongoing professional development is needed as part of the continuous improvement process and to build upon the range of strategies to support student achievement and learning.</td>
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</tbody>
</table>

## Planning

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Enabling Activities (Indicate year(s) of implementation in next column)</th>
<th>School Year(s) of Activity</th>
<th>ART Accountable Lead(s)</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| To promote the professional growth for beginning, non-tenured teachers | Provide support for beginning non-teachers with the Mentoring and Induction Program with a school-level mentor. Continue to provide support to new teachers. Utilize school and district resources to support new teachers. | 2017-2020 | Kimberly Kaneshiro | Mentoring Interaction Logs  
- Year 1 teachers will receive individualized support monthly.  
- Year 2 and 3 teachers will receive individualized support quarterly. |

Mentoring Interaction Logs  
- Year 1 teachers will receive individualized support monthly.  
- Year 2 and 3 teachers will receive individualized support quarterly.

| Continue to provide resources and professional development to support teachers in meeting student, instructional and curricular needs and implementation of best practices in the areas of:  
• Inclusion  
• Differentiation  
• SEL- Mind Up  
• NGSS  
• math problem solving  
• SMP#3  
• ELA focus | Promote collaboration and team-problem solving through data teams and grade level planning | 2017-2020 Planning Cadre | • Articulation meetings  
• PD agendas  
• Student performance  
• Teacher reflection  
• Grade level curriculum maps |

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