Three-Year Academic Plan 2017-2020
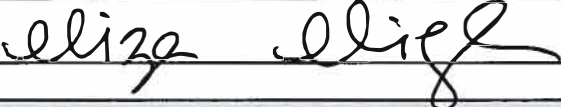
Ahuimanu Elementary School

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Submitted by: **Kimi Ikeda (Signed by TA Principal Eliza Elkington for K. Ikeda)**	**Date**
[signature: eliza elieg]	May 10, 2019
Approved by: **Matthew Ho**	**Date**
[signature]	May 10, 2019

Where are we now?
Root Cause from CNA (RC#) **WASC Recommendations (WR#)** 1. **Need**: Math - How to support teachers with new Math program? Do the teachers need additional training on communicating reasoning, concept and procedures and problem-solving strategies? (RC1) Teachers need more time to learn Stepping Stones. Teachers are not familiar with the new programs and are not differentiating for the non-high-needs students. Teachers need additional training on teaching problem solving and communicating reasoning. 2. **Need**: Looking at Data - How can we use our data to inform our instruction and school decisions? How can we increase scores for all our students and not just our high needs students? (RC2) There are no clear procedures for looking at school-wide data. Due to scheduling, data teams are not consistent this school year. (WR1) Use of a school-wide assessment process that consists of pre-tests, formative and summative assessments and reviewing the data to inform instruction and personalize the needs of all students. 3.   **Need**: Processes - How can we improve understanding of systems/ processes and communicate expectations for both administration and teachers? Specifically, RTI, CSSS Referrals, and Behavioral Referrals. (RC3) Internal Systems/Process (SPED referrals, Behavior referrals, RTI, Curriculum expectations, PLC) are not clearly defined (understanding and expectations). The RTI process and purpose is unclear to teachers. (WR2) Leadership and staff expressed that there is a need to further develop a school-wide comprehensive RTI program, which would include early identification of behavioral and academic problems, action steps to meet student needs and reviewing student data to determine growth towards grade level standards and communicating that growth or lack of to stakeholders.
Addressing Equity: Sub Group Identification
SY 2015-16; SY 2016-17; 2017-18 ● Non-High Needs students' proficiency scores in both ELA and Math decreased (SY 2015-16 ELA: 81% to 80% and Math 66% to 58%, SY 2016-17: ELA: 79% and Math 57%, SY 2017-18 ELA: 71% and Math 60%). ● Pacific Islanders students' proficiency scores in both ELA and Math were at or below 50% (SY 2015-16 ELA: 50% and Math 38%, SY 2016-17: ELA: 40% and Math 31 %, SY 2017-18: ELA: 46% and Math 28 %).

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

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Jade Bright, Academic Coach Kimi Ikeda, Principal	1. Data
2. Jade Bright, Academic Coach Kimi Ikeda, Principal	2. Math
4. Jade Bright, Academic Coach Kimi Ikeda, Principal Darcy Motoda, SSC	3. CSSS/ RTI

Outcome: By the end of three years,	Rationale:
Chronic Absenteeism: Stay at 10% We would like to sustain the current percentage of chronic absenteeism. We currently have a supportive attendance program and we have been able to decrease our chronic absenteeism from 16% to 8% in the last four years.	Student attendance is a powerful predictor of student success, even accounting for other factors such as prior academic preparation and poverty. Students need to be in school to achieve and grow. The habit of "showing up" is an important life skill. We are currently the same as the complex best and we have successful systems in place to address chronic absenteeism. 2017 at 14% 2018 at 10%
School Climate: Go up to 90% School climate is a key to student success. The relationships built and maintained help create an environment where both school and home focuses on the education of the student. If parents are clear about our expectations and where their student currently is, they will be able to support both the school and family at home.	According to our CNA, school climate is an area of growth for our school. Specifically building relationships with families and community members. School climate is a key to student success. 2017 at 72% 2018 at 75%
Inclusion Rate (LRE): Go up to 45% Increasing the percent of students who have access and are able to participate with their same aged peers will increase their chances of success.	Inclusion is a commitment to success for all students. Research shows that inclusive practices result in better attendance, achievement, referral rates and postsecondary outcomes. 2017 at 49% 2018 at 40%
3rd Grade Literacy: Go up to 86%	Reading at grade level by 3rd grade is a critical milestone of student success because literacy is a foundation for future learning. 2017 at 60% 2018 at 73%
ELA Proficiency: Go up to 68%	Our assessments are designed to measure progress toward

	college and career readiness. 2017 at 55% 2018 at 56%
Math Proficiency: Go up to 58%	Our assessments are designed to measure progress toward college and career readiness. 2017 at 46% 2018 at 46%
Science Proficiency: Stay at 76%	Our assessments are designed to measure progress toward college and career readiness. 2017 at 76% 2018 at 71%
ELA Gap: Decrease to 30%	Statewide assessments measure performance of different student subgroups to reflect whether we have equity in student outcomes. 2017 at 30% 2018 at 28%
Math Gap: Decrease to 10%	Statewide assessments measure performance of different student subgroups to reflect whether we have equity in student outcomes. 2017 at 11% 2018 at 27%
RTI To have a clear understanding, protocols in place, communication for an effective RTI program.	As a result of our CNA and WASC Self-Study, we have identified a need to improve our understanding of RTI and create systems and procedures to run an effective RTI program.
Use of Data To be at "Full Implementation" on the Implementation Continuum: Instructional Data Teams rubric and strengthen the use of data within grade-levels and school-wide.	As a result of our CNA and WASC Self-Study, we have identified a need to improve our data teams. The school also needs to improve our use of a school-wide assessment process that consists of pre-tests, formative and summative assessments and reviewing the data should inform instruction to personalize needs of all students.

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

Curriculum (Math) Increase students' skills in math (communicating reasoning and problem solving).	As a result of our CNA and WASC Self-Study, we have identified an area of growth in Math. According to our SBA scores, our students have a difficult time in the areas of communicating reasoning and problem solving.

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.

Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities	SY	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress

● Third grade literacy goal 80% ● ELA proficiency goal 65% ● Math proficiency goal 51% ● Science proficiency goal 76% ● ELA gap rate goal 32% ● Math gap rate goal 17% ● Science gap rate goal 32% ● To have a clear understanding, protocols in place, communication for an effective RTI program.	**G1.EA1.Y1 (RC3, WR2)** ● PD for teachers to gain a clear understanding of RTI (Tier 1 academic). ● Revisit and revise current systems/procedures for RTI program.	2017-2018	Jade Bright Darcy Motoda Kimi Ikeda	● System is in place and there are ways to document (charts, pamphlet, flowcharts) ● AIMSWeb Scores ● SBA/ HSA scores
● Third grade literacy goal 83% ● ELA proficiency goal 66% ● Math proficiency goal 54% ● Science proficiency goal 76 % ● ELA gap rate goal 31% ● Math gap rate goal 15% ● Science gap rate goal 33% ● To have a clear understanding, protocols in place, communication for an effective RTI program.	**G1.EA1.Y2 (RC3, WR2)** ● Implement revised RTI plan. ● Teacher survey of program and understanding. ● Begin the Plan, Do, Check and Act (PDCA) process by end of first semester.	2018-2019	Jade Bright Darcy Motoda Kimi Ikeda	● ART data ● Walkthroughs ● Survey feedback ● AIMSWeb scores ● SBA/HSA scores ● RTI data

● Third grade literacy goal 86% ● ELA proficiency goal 68% ● Math proficiency goal 58% ● Science proficiency goal 76 % ● ELA gap rate goal 30% ● Math gap rate goal 13% ● Science gap rate goal 30% ● To have a clear understanding, protocols in place, communication for an effective RTI program.	**G1.EA1.Y3 (RC3, WR2)** ● Continue with PDCA process and adjust as necessary. ● PD for teachers to gain a clear understanding of RTI (Tier 1 behavior). ● Develop inter-school relationships to foster school visits.	2019-2020	Jade Bright Darcy Motoda Kimi Ikeda	● ART data ● Walkthroughs ● Teacher survey or reflections ● AIMSWeb scores ● SBA/HSA scores ● RTI data

● Third grade literacy goal 80% ● ELA proficiency goal 65% ● Math proficiency goal 51% ● Science proficiency goal 76% ● ELA gap rate goal 32% ● Math gap rate goal 17% ● Science gap rate goal 32% ● To be at "Exploration & Preparation" on the Implementation Continuum: Instructional Data Teams rubric and strengthen the use of data within grade-levels and school-wide.	**G1.EA2.Y1 (RC2, WR1)** ● Review Data Team expectations/process. ● Explore additional research-based strategies to support student learning. ● Survey staff on current common assessments and align with scope and sequence for ELA and Math. ● Review how to use electronic folders and sharing of documents. ● Meeting Minutes will be complete and uploaded electronically. ● Prioritize Math Standards ● Unpack and Unwrap Prioritized Standards ● Establish Learning Goals and Success Criteria for Unit plans ● Focus on strategies that will support students to internalize and reflect on Learning Goals and Success Criteria throughout the learning process.	2017-2018	Jade Bright Kimi Ikeda	● Data Team Minutes ● Smart Goals ● Survey results ● Scope and Sequence ● Implementation Continuum: Instructional Data Teams rubric ● SBA/HSA scores ● AIMSWeb scores ● Formative Assessments ● Prioritized Math Standards ● Unit plans with Learning Goals and Success Criteria

● Third grade literacy goal 83% ● ELA proficiency goal 66% ● Math proficiency goal 54% ● Science proficiency goal 76% ● ELA gap rate goal 31% ● Math gap rate goal 15% ● Science gap rate goal 33% ● To be at "Early Implementation" on the Implementation Continuum: Instructional Data Teams rubric and strengthen the use of data within grade-levels and school-wide.	**G1.EA2.Y2 (RC2, WR1)** ● Teachers will go through Mathematical Mindsets training ● Each grade level identified big ideas in math by quarter ● Faculty establishes an instructional focus for SY 2019-20 based on Math Mindset learning	2018-2019	Jade Bright Kimi Ikeda	● Data Team Minutes ● Smart Goals ● Implementation Continuum: Instructional Data Teams rubric ● SBA/HSA scores ● AIMSWeb scores ● Formative Assessments ● Teacher reflection ● Mathematical Mindsets survey

• Third grade literacy goal 86% • ELA proficiency goal 68% • Math proficiency goal 58% • Science proficiency goal 76% • ELA gap rate goal 30% • Math gap rate goal 13% • Science gap rate goal 30% • To be at "Full Implementation" on the Implementation Continuum: Instructional Data Teams rubric and strengthen the use of data within grade-levels and school-wide.	**G1.EA2.Y3 (RC2, WR1)** • All grades will implement one SMART Math goal per semester. • Second Semester faculty sharing of SMART Goal cycle. • Continue with PDCA process and adjust as necessary.	2019-2020	Jade Bright Kimi Ikeda	• Data Team Minutes • Smart Goals • Implementation Continuum: Instructional Data Teams rubric • SBA/HSA scores • AIMSWeb scores • Formative Assessments

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

Planning				Interim Measures of Progress
Desired Outcome	**Enabling Activities**	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Define the relevant data used to regularly assess and monitor progress**

• Math proficiency goal 51% • Science proficiency goal 76% • Math gap rate goal 13% • Strengthen differentiation for the all students	**G2.EA1.Y1 (RC1)** • Explore professional development and provide planning time to work on various differentiation strategies. • Professional development and planning time for Stepping Stones. • Unit plans with Learning Goals and Success Criteria	2017-2018	Kimi Ikeda Jade Bright	• Agendas • Pre-post assessments • Walkthroughs • Math Diary Map • AIMSwebs Math scores
• Math proficiency goal 54% • Science proficiency goal 76% • Math gap rate goal 15% • Strengthen differentiation for the all students	**G2.EA1.Y2 (RC1)** • Teachers will go through Mathematical Mindsets training • Implementation of differentiation strategies in all teacher-classrooms. • Developed and organized big ideas to address within each grade level by quarter; aligned to key concepts and standards	2018-2019	Kimi Ikeda Jade Bright	• Walkthroughs • SMART Goals • Scope and Sequence • Math SBA scores • AIMSWeb Math Scores
• Math proficiency goal 58% • Science proficiency goal 76% • Math gap rate goal 17% • Strengthen differentiation for the all students	**G2.EA1.Y3 (RC1)** • All grades will implement one SMART Math goal per semester aligned to most essential big idea in mathematics for that grade level • Each grade level will work together to calibrate they understanding of proficiency	2019-2020	Kimi Ikeda Jade Bright	• Walkthroughs • Math SBA scores • AIMSWeb Math Scores

	● Begin the Plan, Do, Check and Act (PDCA) process and adjust as needed.			