Three-Year Academic Plan 2017-2020

Mililani ʻIke Elementary School

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

Where are we now?	
Prioritize school's needs as identified in one or more of the following needs assessments: • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study 　▪ 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	Need:　Design and implement a schoolwide system for measuring students' achievement of the GLOs. Need:　Refine multi-tiered system of support to provide effective interventions for all students to succeed academically and socially. Need:　Expand the norming process for consistent scoring and evaluation of student work within grade-levels to vertical alignment of content, skills, and concepts across all grade levels. Need:　Develop and implement a Social Emotional Learning (SEL) curriculum to address the emotional and academic needs of all students.
• International Baccalaureate (IB) Authorization • Other	**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 sub group(s) and their needs.

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<table>
<tr><td colspan="2">ORGANIZE: Identify your Academic Review Team Accountable Leads.</td></tr>
<tr><td>Name and Title of ART Team Accountable Lead</td><td>Responsible for implementation of the school's strategies and initiatives</td></tr>
<tr><td>1. Lynne Ajifu</td><td>1.</td></tr>
<tr><td>2. Kelvin Wong</td><td>2.</td></tr>
<tr><td>3. Melanie Honda</td><td>3. Social Studies – C3, Professional Development Sessions</td></tr>
<tr><td>4. Cori Muraoka</td><td>4. Common Core English Language Arts (ELA), RtI, Common Core Math, Next Generation Science Standards (NGSS), Professional Development Sessions</td></tr>
<tr><td>5. Vickie Shiroma</td><td>5. Common Core English Language Arts (ELA), RtI, Common Core Math, Next Generation Science Standards (NGSS), Professional Development Sessions</td></tr>
<tr><td>6. Kris Kawamura</td><td>6., Technology, Development Sessions, Social Studies (C3), Professional Development Sessions</td></tr>
<tr><td>7. Rosanne Oda-Ching, Steve Nakaguma, Leandra Pace</td><td>7. Character Counts, Social Emotional Learning (SEL) program selection/implementation, College and Career</td></tr>
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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:**

All students will:
 	
• participate in curriculum aligned to
    o Common Core State Standards (CCSS).
    o Next Generation Science Standards (NGSS).
    o College, Career and Civic Life (C3).
• have individual academic and social needs met through school wide comprehensive student support system.
	Mililani ʻIke'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.
	
	As the state transitions to the NGSS and C3 Framework the school will refine grade level curriculum to align to the standards while continuing to develop all students to become critical thinkers.
	
	Students enter Mililani ʻIke 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.
	
	As Mililani ʻIke completed its Western Association of Colleges and Schools (WASC) accreditation visit, the staff begin planning and implementing items that were identified in the self study. The areas for follow-up are: design and implement a schoolwide system for measuring students' achievement of the GLOs, refine multi-tiered system of support to provide effective interventions for all students to succeed academically and socially, expand the norming process for consistent scoring and evaluation of student work within grade-levels to vertical alignment of

				content, skills, and concepts across all grade levels, and develop and implement a Social Emotional Learning (SEL) curriculum to address the emotional and academic needs of all students.	

Planning				**Funding**	**Interim Measures of Progress**
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
All students will become complex thinkers and problem solvers.	Revise and implement common grade level Curriculum Maps in the areas of English Language Arts, Mathematics, Science and Social Studies. • Common Core Shifts • Math Practices • NGSS • C3 Framework	2017-18, 2019-19, 2019-2020	Cori, Vickie, Kris	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of teachers will have refined grade level Curriculum Maps that will be collected quarterly. Student work will be analyzed in Data Team sessions quarterly as documented in Data Team minutes. 100% of teachers will implement a consistent grade level curriculum as evidenced through classroom walkthrough data and teacher articulation minutes collected quarterly.

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Provide students multiple opportunities to develop knowledge and skills to become complex thinkers and problem solvers.	Grade levels will revise Understanding by Design (UbD) units to align to NGSS components (phenomena, Practices, Core Ideas, Cross Cutting Concepts)	2017-18, 2018-19, 2019-2020	Cori, Vickie	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	<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. 100% of students will complete a NGSS unit as evidenced by work samples and projects.
Provide individualized and small group instruction to identified students to strengthen foundational skills.	Refine Response to Intervention (RTI) system to include iReady and Fountas and Pinnell Assessments to provide support to identified students.	2017-18, 2018-2019	Cori, Vickie		100% of teachers will be trained in the revised RTI system and levels of support. 100% of teachers will provide identified students with RTI supports. 80% of identified students will increase their achievement level as documented through iReady Assessment, Fountas and Pinnell, and work samples.

Students will become complex thinkers who are able to utilize technology and tools to be active citizens in our global society.	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.	2017-2018, 2018-2019	Kris		100% of teachers will participate in teacher articulation and professional development sessions and refine grade level units to incorporate the use of technology. 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.
Students will develop necessary skills to be positive contributing members of our society.	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.	2017-18, 2018-19, 2019-2020	Cori, Vickie, Rosanne, Steve, Leandra		100% of teachers will utilize the 6 Pillars of Character in discussions and class lesson as documented through meeting agendas and classroom walkthrough data. 100% of teachers will begin discussions on the consistent schoolwide GLO expectations. 100% of students will participate in classroom discussions of the 6 Pillars of Character.

Students will be provided opportunities to develop social and emotional skills to be positive participants in our community.	Adopt and begin implementation of a schoolwide Social Emotional Learning program (SEL).	2017-18, 2018-19, 2019-2020	Rosanne, Steve, Leandra, Cori, Vickie		100% of teachers will participate in school wide discussions to select a SEL program. 100% of teachers will participate in training to implement the SEL program in their classrooms. 100% of students will participate in SEL program as documented through observation and work samples.

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<u>**Goal 2:**</u> **Staff Success**. Mililani ʻIke 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:**
Mililani ʻIke Elementary will: • continue to provide current professional development opportunities for all teachers and staff as needs arise. • continue to refine teaching practices to provide effective academic and social support for all students.	A core belief of Mililani ʻIke is, "School and student achievement are student and teacher generated." With that belief, 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. Mililani ʻIke 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. 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.

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Planning				Funding	Interim Measures of Progress
Desired Outcome	**Enabling Activities** *(Indicate year(s) of implementation in next column)*	**School Year(s) of Activity**	**ART Accountable Lead(s)**	**Source of Funds** *(Check applicable boxes to indicate source of funds)*	**Define the relevant data used to regularly assess and monitor progress**
All teachers will facilitate and participate in professional conversations to further develop teaching practices to support student achievement.	Continue to implement Data Team/Teacher Articulation rotation to provide opportunities for teachers to analyze student work and develop instructional plans to meet the needs of all students.	2017-18, 2018-19, 2019-2020	Cori, Vickie	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	Monitored Quarterly: 100% of teachers will participate in Data Team discussions as documented by meeting minutes, Response to Intervention (RtI) Log. 100% of teachers will demonstrate instructional impact through quarterly common grade level assessments, school assessments, or student work.
Continue to provide various learning opportunities for all staff to implement best researched based practices to increase student achievement.	Provide school led professional development sessions to enhance schoolwide understanding of instructional practices and concepts.	2017-18, 2018-19, 2019-2020	Cori, Vickie, Kris	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	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.

| *Continue to provide teacher collaboration time to vertically align content, skills, and concepts.* | Provide school led professional development and collaboration sessions for teachers to vertically align content, skills, and concepts for ELA and Math in grades K-5. | 2019-2020, 2020-2021, 2021-2022 | Cori, Vickie | ☐ WSF
☐ Title I
☐ Title II
☐ Title III
☐ IDEA
☐ Homeless
☐ CTE
☐ Other
☐ N/A | 100% of teachers will participate in teacher PD sessions and teacher articulation to develop vertically aligned curriculum as demonstrated through meeting agendas, sign-in sheets, revised grade level unit plans. |

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Goal 3: **Successful Systems of Support.** The system and culture of Mililani 'Ike Elementary works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
Mililani 'Ike Elementary will continue to: • maintain positive partnerships with our families and community. • partner with community groups or businesses. • provide opportunities for students to explore future possibilities for college and career planning.	Mililani 'Ike understands positive working partnerships are necessary to provide a comprehensive system of support for all students, faculty, and staff. As the student population continues to decrease with the aging of our community, it's important to continue to develop supportive partnerships for our school to be able to maintain the various programs in provided for student achievement and development. We continue to coordinate family involvement opportunities with our Parent Teacher Organization (PTO) with the goal to sustain and possibly increase family participation. Another reason for continuing to foster community resources is to provide students with real life learning opportunities. As Mililani 'Ike begins to transition into the C3 Framework, students will become more aware of their role as community members. Students will begin finding ways to positively affect their community as well as begin planning for their future as working citizens.

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Mililani ʻIke will continue to provide students with different community resources for various needs (health, safety, social emotional support).	Continue to maintain school community partnerships to provide services to students and families (Operation Hero, Vision/Hearing Screening, Family Events, Military Partners)		Lynne, Kelvin, Rosanne	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	____% of targeted groups will receive services from community partners as documented through participation logs, parent permission sheets, program documents.
Mililani ʻIke will continue to provide students opportunities to discuss and plan for college and possible careers.	Continue to provide College and Career education for students through presentations and discussions.		Rosanne, Steve		100% of students will participate in college and career educational opportunities as documented through classroom observations, presentation schedules.

Mililani ʻIke will continue to provide students with different community resources for various needs (health, safety, social, emotional support).	Continue to provide leadership training and public service opportunities for students the partnership with Wahiawa Community Policing Team. • Stranger Danger • Pedestrian Safety Awareness • Safe Driving • Campus Police Officers		Kelvin	☐ WSF ☐ Title I ☐ Title II ☐ Title III ☐ IDEA ☐ Homeless ☐ CTE ☐ Other ☐ N/A	100% of students will receive information on becoming a safe and positive community member.