



Three-Year Academic Plan 2017-2020

Mililani Mauka Elementary School

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

Where are we now?	
<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 ■ WASC Category C: Standards Based Student Learning: Instruction ■ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● Strive HI 	<ol style="list-style-type: none"> 1. Need: 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) 2. Need: Continue to focus on increased rigor in mathematics and math problem solving. (Focus was for SY 2017-18) 3. Need: Focus on curriculum alignment to Next Generation Science Standards (NGSS) 4. Need: Work on including Social Emotional Learning (SEL) to address the needs of the whole child 5. Need: Focus on responding to questions based on informational texts.(SY 2018-19)
	<p>Addressing Equity: Sub Group Identification</p>

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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.

All Students	Non High Needs	High Needs	Gap
Math	89% (82%)*	56% (51%)*	33 points (31 points)*
ELA	89% (82%)*	57% (54%)*	32 points (27 points)*

2018 Strive HI Data 2017 Strive HI Data

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SY 2015-2016, SY 2016-2017, SY 2017-2018 Longitudinal (all students)														
MATHEMATICS	Grade 3					Grade 4					Grade 5			
	% 3 or above	4	3	2	1	% 3 or above	4	3	2	1	% 3 or above	4	3	2
SY 2015-2016	87	48	39	8	5	72	30	42	24	4	73	39	34	22
SY 2016-2017	80	41	39	10	10	75	37	39	20	5	66	36	30	27
SY 2017-2018	81	50	31	13	4	76	40	36	19	5	84	64	20	9
LANGUAGE ARTS	Grade 3					Grade 4					Grade 5			
	% 3 or above	4	3	2	1	% 3 or above	4	3	2	1	% 3 or above	4	3	2
SY 2015-2016	81	55	27	13	6	77	50	27	15	8	82	44	38	12
SY 2016-2017	75	56	19	14	11	73	48	25	16	11	73	36	36	19
SY 2017-2018	77	52	25	13	9	74	49	26	12	13	87	47	40	4
SCIENCE						Grade 4								
						Proficient	E	M	A	WB				
SY 2015-2016						84	24	60	15	1				
SY 2016-2017						89	30	58	11	1				
SY 2017-2018						80	16	64	17	2				

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Role of Team Member
1. Avis Nanbu	<ul style="list-style-type: none"> Academic Review Team
2. Kyle Shimabukuro	<ul style="list-style-type: none"> Academic Review Team
3. Kimberly Kaneshiro	<ul style="list-style-type: none"> Induction and Mentoring Educator Effectiveness System
4. Gayle Watabu	<ul style="list-style-type: none"> Common Core State Standards
5. Carita Inoue	<ul style="list-style-type: none"> Educator Effectiveness System Formative Instruction, Data Teams
6. Lori Jakahi	<ul style="list-style-type: none"> Common Core State Standards
7. Scott Miyagi	<ul style="list-style-type: none"> Response to Intervention
8. Dave Morishige	<ul style="list-style-type: none"> Formative Instruction, Data Teams
9. Cynthia Takamoto	<ul style="list-style-type: none"> Response to Intervention

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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 participate in curriculum aligned to the Common Core State Standards (CCSS) and HCPSIII/Next Generation Science Standards (NGSS).</p> <p>In 3 years, reduce the achievement gap in:</p> <ul style="list-style-type: none"> ● ELA: from 29% to 23% <ul style="list-style-type: none"> ○ 32 pts. to 28 pts. ● Math: from 22% to 16% <ul style="list-style-type: none"> ○ 33 pts. to 29 pts. ● Science: from 12% to 9% <ul style="list-style-type: none"> ○ 12 pts. to 9 pts. <p>Note: Data changed from percentage to points in 2017-2018.</p> <p>In 3 years, increase inclusive rate from 13% to 25%.</p> <p>Increase rigor and problem solving skill in mathematics and increase the SBA Math proficiency by 6% to 84%.</p> <p>In 3 years, increase SBA ELA proficiency by 6%, to 86%</p>	<p>Mililani Mauka Elementary strives to develop students to be complex thinkers and provides students with rigorous learning opportunities to support all students.</p> <p>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.</p> <p>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)</p> <p>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.</p> <p>We believe in continuous school growth and achievement as we strive for all students to be college and career ready.</p>

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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.
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Planning				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)	Define the relevant data used to regularly assess and monitor progress
<p>Closing the Achievement gap: In 3 years, reduce the achievement gap</p> <ul style="list-style-type: none"> in ELA, from 29 pts. to 23 pts. <p>SY 17-18 = 27% (32 pts) SY 18-19 = 30 pts SY 19-20 = 28 pts</p> <ul style="list-style-type: none"> in Math, from 22% to 16% <p>SY 17-18 = 20% (33 pts) SY 18-19 = 31 pts SY 19-20 = 29 pts</p>	<p>Continue implementation of an RTI system to provide appropriate and timely supports to all students so that all achieve</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Progress monitoring/universal screening data (iReady) Quarterly tutor reports for each child receiving tier 2 pull out supports Differentiated and formative instructional practices

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Note: Data changed from percentage to points in 2017-2018.				
<p>Closing the Achievement gap in Science, from 12 pts. to 9 pts.</p> <p>SY 17-18 = 11% SY 18-19 = 10 pts. SY 19-20 = 9 pts.</p> <p>Note: Data changed from percentage to points in 2017-2018.</p>	<p>Continue engaging science lessons during class and implementing a Science after school RTI system for SED students</p> <ul style="list-style-type: none"> Hands-on activities Application of concepts learned Science and Engineering Practices 	2017-2020	Dave Morishige	<ul style="list-style-type: none"> Quarterly progress monitoring <ul style="list-style-type: none"> Student/teacher records HSA Science monitoring <ul style="list-style-type: none"> Round 1 Round 2 Round 3 [SY 2017-18 & 18-19: HSA Science Bridge Assessment given up to 2 times]
<p>In 3 years, increase inclusive rate 13% to 25%</p> <p>SY 17-18 = 17% (7%) SY 18-19 = 21% SY 19-20 = 25%</p>	<p>Continue to increase inclusive practices</p> <ul style="list-style-type: none"> Co-teaching/inclusion Differentiation 	2017-2020	<p>Scott Miyagi</p> <p>Carita Inoue</p>	<ul style="list-style-type: none"> % of students in inclusive settings PD training in co-teaching/inclusion PD training in differentiation

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<p>Next Generation Science Standards (NGSS) curriculum and scope and sequence alignment</p> <ul style="list-style-type: none"> By SY 2019-2020, all grade levels will be fully implementing NGSS curriculum. 	<p>Examine science NGSS curriculum and develop lessons, assessments, and create/update curriculum maps</p> <ul style="list-style-type: none"> Provide planning days Provide resources 	2017-2020	Dave Morishige	<ul style="list-style-type: none"> Science planning meeting agendas and minutes Grade level pacing guides and curriculum maps Faculty PD agenda and feedback survey
<p>To foster the whole child we will provide our staff with strategies connected to Social Emotional Learning.</p> <ul style="list-style-type: none"> All students will be provided with Social Emotional Learning (SEL) 	<p>100% of teachers will be trained and then implement the SEL program—Mind Up</p> <p>Align Mind Up curriculum with Character Counts! Complex initiative</p>	2017-2020	Admin	<ul style="list-style-type: none"> Sign in sheets PD agenda

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To increase the achievement of proficiency for all students in ELA from 80% to 84% by end of SY 2019-2020	<p>Continue engaging in ELA lessons that focus on responding to informational/nonfiction texts. Instructional strategies and data collection will be addressed through data teams.</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Data Team Minutes• iReady Data• SBA Data
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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.

Outcome: By the end of three years,	Rationale:
Facilitate support to beginning, non-tenured teachers' growth, so they will be provide professional development and mentoring to support student and teacher success.	Due to turnover in teacher staffing (i.e., retirements, mainland teachers), we must hire beginning, non-tenured teachers annually.
Provide professional development for teachers to increase knowledge, understanding, and the ability to use various strategies to support student achievement.	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.

Planning				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)	Define the relevant data used to regularly assess and monitor progress
To promote the professional growth for beginning, non-tenured teachers	<p>Provide support for beginning non-teachers with the Mentoring and Induction Program with a school-level mentor.</p> <p>Continue to provide support to new teachers. Utilize school and district resources to support new teachers.</p>	2017-2020	Kimberly Kaneshiro	<p>Mentoring Interaction Logs</p> <ul style="list-style-type: none"> Year 1 teachers will receive individualized support monthly. Year 2 and 3 teachers will receive individualized support quarterly.

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<p>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:</p> <ul style="list-style-type: none"> ● Inclusion ● Differentiation ● SEL- Mind Up ● NGSS ● math problem solving ● SMP#3 ● ELA focus 	<p>Promote collaboration and team-problem solving through data teams and grade level planning</p>	<p>2017-2020</p>	<p>Planning Cadre</p>	<ul style="list-style-type: none"> ● Articulation meetings ● PD agendas ● Student performance ● Teacher reflection ● Grade level curriculum maps
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