

Three-Year Academic Plan 2017-2020

4/10/19 Revision

Mililani Uka Elementary School
94-380 Kuahelani Ave.
Mililani, HI 96789
www.mililaniuka.org

Initially Submitted by Heather Wilhelm	Date
Heather Wilhelm	2/4/18

Initially Approved by Bob Davis	Date
Bob Davis	5/7/18

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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"> ● Strive HI: Student Group Performance Report ● Longitudinal Data System ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category A: Organization ▪ 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 ▪ WASC Category E: School Quality and Support 	<p>School Needs:</p> <ol style="list-style-type: none"> 1. Need: Reduce the gap rate between our high needs population (consisting of ELL, economic disadvantaged, and special needs) and our non-high needs population from 29% to 19% in English Language Arts; 23% to 22% in Math; and 23% to 11% in Science by 2020 (based on the 2016 Complex Best measure). 2. Need: Increase student proficiency from 77% to 82% in English Language Arts by 2020 (based on the 2015-2016 Complex Best score). 3. Need: Increase student proficiency from 74% to 78% in Mathematics by 2020 (based on the 2015-2016 Complex Best score). 4. Need: Assist students to successfully transition to, from and within grade levels at Mililani Uka Elementary. <p>We completed the Western Association of Schools and Colleges (WASC) Self-Study which began in Quarter 2 Fall 2017 and ended Quarter 2 Fall 2018. This Academic Plan has been revised to incorporate Schoolwide Growth Areas for Follow-Up identified in the Self-Study Visiting Committee Report.</p> <p>Schoolwide Critical Areas for Follow-Up identified by the 2019 Self-Study Visiting Committee Report:</p> <ol style="list-style-type: none"> 1. Develop flow maps and communicate processes for decision making when developing policies and procedures to ensure common understanding, build a positive school culture with open communication and emphasis on transparency to build trust, satisfaction and encourage engagement. 2. Continue to foster the school-wide RTI program and allocate instructional resources to promote individual growth for all students. 3. Revisit the development and consistent implementation of curriculum maps and pacing guides throughout all grade levels to ensure curriculum is aligned to the standards and SBA assessments. 4. Implement research based reading strategies that enable students to express, share opinions and perspectives. 5. Revisit the school vision and mission. 6. Evaluate school implemented policies that promote positive behavior expectations. 7. Develop formal processes to measure the effectiveness of professional development, coaching, and mentoring. 8. Continue the cycle of working toward Smarter Balanced Assessment targets established by MUES and considering practices that are contributing to and/or not contributing to achieving those targets.

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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 sub group(s) and their needs. High-Needs Students (Economic Disadvantaged, ELL, special needs)

According to the Strive HI Student Group Performance Report:

Economic Disadvantaged: We are not a Title I school. In the 2015-16 school year, 27% of our students receive free or reduced-cost lunch. The Socio-Economic Status (SES) Gap for Mathematics Achievement went from 23.1% in 2015 to 10.1% in 2016. The SES Gap for Language Arts Achievement went from 28.9% in 2015 to 15% in 2016. For 2016-17, 27% of our students receive free or reduced-cost lunch (SSIR report 2016-17).

ELL: We have seven (7) English Language Learners at our school. Their proficiency rate continues to grow in both Mathematics and Language Arts. Mathematics 61.1% (2014-2015) to 73.8% (2015-2016) Language Arts 67.3% (2014-2015) to 77% (2015-2016). For the 2016-17 school year, we had 10 English Language Learners at our school and 10 in 2017-18.

Special Needs: Based on Smarter Balanced Assessment data, Sped students need to improve in math and reading. Although the amount of Sped students are increasing, the percent of Sped students meeting proficiency is decreasing. Inclusion began in 2012-2013. Currently, 75% of students of eligible for specialized instruction receive service in the general education inclusion setting. According to the Strive HI Reports, in the 2015-16 school year, 7.5% of our students received Special Education Programs. The Special Education Gap (SPED) for Mathematics Achievement went from 51.7% in 2015 to 65.2% in 2016. The SPED Gap for Language Arts Achievement went from 34.9% in 2015 to 65.2% in 2016.

High Needs (English Learners, Economically Disadvantaged, Special Education):

For 2014-15, the gap between the High Needs student subgroup and the Non-High Needs (all other students) student subgroups is 39% Language Arts proficiency, 39% in Math proficiency.

For 2015-16, 33% Language proficiency, 29% in Math proficiency.

For 2016-17, 22% Language Arts proficiency and 22% in Math proficiency.

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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. Heather Wilhelm/Principal 2017- December 31, 2018 (retired)	Educator Effectiveness System Academic Review Team
2. Dale Tanouye/Vice Principal 2017-19; Interim Principal January 2, 2019	Educator Effectiveness System Academic Review Team
3. Lorene Park/Student Services Coordinator 2017-2019	Comprehensive Student Support Services Academic Review Team
4. Pauline Kishimoto/Quest/RTI Coordinator 2017-2019	Comprehensive Student Supports Services Academic Review Team
5. Neal Sakaue/Counselor/SBA Test Coordinator 2017-2019	Comprehensive Student Support Services Academic Review Team
6. Dana DeRego/Counselor 2017-2019; Interim Vice-Principal January 9, 2019	Comprehensive Student Support Services Academic Review Team
7. Fay Tsurumaki/Gr. 3-5 Curriculum Coach 2018-2019 Gerri Nakasone/Gr. 3-5 Curriculum Coach 2017-2018	Common Core State Standards Formative Instruction/Data Teams Academic Review Team
8. Nalani Church/Gr. K-2 Curriculum Coach 2018-2019 Shanell Kagamida/Gr. K-2 Curriculum Coach 2017-2018	Common Core State Standards Formative Instruction/Data Teams Induction & Mentoring Academic Review Team
9. Marlene Ohira/Inclusion Coach/New Teacher Mentor 2017-2019	Inclusion Induction & Mentoring Academic Review Team
10. Bao Nguyen/Instructional Technology Coordinator 2017-2019	Instructional Technology Coordination Academic Review Team

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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>1. Student Achievement</p> <p>a. Increase student proficiency from 77% to 82% in English Language Arts by 2020 (based on the 2015-2016 Complex Best score).</p> <p>Increase student proficiency from 74% to 78% in Mathematics by 2020 (based on the 2015-2016 Complex Best score).</p> <p>b. (2019 Self-Study Schoolwide Critical Area #4) Implement research based reading strategies that enable students to express, share opinions and perspectives</p> <p>c. (2019 Self-Study Schoolwide Critical Area #3) Revisit the development and consistent implementation of curriculum maps and pacing guides throughout all grade levels to ensure curriculum is aligned to the standards and SBA assessments</p> <p>d. (2019 Self-Study Growth Area #8) Continue the cycle of working toward Smarter Balanced Assessment targets established by MUES and considering practices that are contributing to and/or not contributing to achieving those targets.</p>	<p>a. Language Arts: According to the 2015-16 Grade 3-5 Hawaii State Smarter Balanced Assessment, our English Language Arts (ELA) proficiency is 77%.</p> <ul style="list-style-type: none"> ● According to our 2016-17 Academic Plan Quarter 2 Evidence, between 59%-80% of our students are on their way to achieving proficiency towards the standards taught during Quarter 2. We have not met our goal of 85% of students meeting or exceeding common grade-level summative assessments in reading. ● According to our 2016-17 Fall and Winter STAR universal screening assessment, data indicates a greater number of students with need in reading than in math. ● For 2016-17 Score= 79% met proficiency on SBA ELA. <p>b. Mathematics: According to the 2015-16 Grade 3-5 Hawaii State Smarter Balanced Assessment, our Math proficiency is 74%.</p> <ul style="list-style-type: none"> ● According to our 2016-17 Academic Plan Quarter 2 Evidence, between 64%-92% of our students are on their way to achieving proficiency towards the standards taught during Quarter 2. Only 2 grade levels have met the goal of 85% of all students meeting or exceeding common grade-level summative assessments in math. ● For 2016-17 Score= 74% met proficiency on SBA Math.

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e. Increase the number of assessment-exempt students demonstrating progress.	To assist with planning for the education of assessment-exempt students, all of these students will participate in the Alternative Assessment.
2. Social Emotional Learning All students will have access to a challenging, relevant, and coherent curriculum with opportunities for curricular and co-curricular activities.	<p>To foster the whole child our school will ensure that every student receives appropriate social and emotional support through our SEL MindUP curriculum. We obtain information about our students through our Panorama Education data 2x/year.</p> <p>To prepare our students for success in their post-high school goals, student instruction is aligned to General Learner Objectives, Core Ethical Values (through Character Counts! pillars), and Social Emotional Learning Competencies.</p>
3. Closing the Gap Reduce the gap rate between our high needs population (consisting of ELL, economic disadvantaged, and special needs) and our non-high needs population from 29% to 19% in English Language Arts; 23% to 22% in Math; and 23% to 11% in Science by 2020.	<p>Gap: (Strive HI Performance Report)</p> <ul style="list-style-type: none"> ● English Language Arts- 2015-16 data shows 29%. ● Math-2015-16 data shows 23%. ● Science 2015-16 data shows 23%.
4. Student Transition Assist all students to successfully transition to, from and within grade levels at our school.	Students, teachers, and parents verbally report our Care Corp (incoming new student program) is successful in aiding student transition to our school. We also partner with Mililani Middle school staff to transition all Grade 5 students from our school. We will strengthen the transition process for our students between grade levels.

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Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
1. To empower students' learning we will increase student achievement through engaging and rigorous learning opportunities.	<p>A. Regularly analyze student assessment data from the following curricular programs to provide teacher support in improving instructional practices.</p> <ul style="list-style-type: none"> Wonders (Reading) Lucy Calkins Units of Study (Writing) Stepping Stones (Math) 	2017-2018 2018-2019 2019-2020	Curriculum Coaches	<ul style="list-style-type: none"> i-Ready is used to monitor student progress 3x/year. Student work will be analyzed in reading, writing, and math. <ul style="list-style-type: none"> Writing: Pre and Post Assessment Data Reading: Data Team data and Reading Assessments. Math: Math Assessments
(2019 Self-Study Schoolwide Critical area #4) Implement research based strategies that enable students to express, share opinions and perspectives.	B. Increase the number of students growing towards proficiency in Reading and Math.	2019-2020	Curriculum Coaches	<ul style="list-style-type: none"> Walkthrough Data Teacher Observation data (ie: Application of Talk Moves, Elements of Effective Instruction, and Problem Solving) End of Unit Assessments
(2019 Self-Study Schoolwide Critical area #3) Ensure curriculum is aligned to the standards and SBA assessments.	C. Revisit the development and consistent implementation of curriculum maps and pacing guides throughout all grade levels.	2019-2020	Curriculum Coaches	<ul style="list-style-type: none"> Completed grade level curriculum maps and pacing guides.

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(2019 Self-Study Schoolwide Critical area #8) Improve Smarter Assessment scores	D. Continue the cycle of working toward Smarter Balanced Assessment targets established by MUES and considering practices that are contributing to and/or not contributing to achieving those targets	2019-2020	Counselor (Testing Coordinator) Curriculum Coaches	<ul style="list-style-type: none"> ● IAB Assessments ● ICA Assessments ● Universal Screener
	E. Increase the number of assessment-exempt students demonstrating progress	2017-2018 2018-2019 2019-2020	Curriculum Coaches	<ul style="list-style-type: none"> ● Assessment-exempt students can also be measured by Individualized Educational Plan goals/objectives.
2. To foster the whole child we will provide our staff with strategies connected to Social Emotional Learning.	A. All students will be provided with Social Emotional Learning (SEL).	2017-2020	Administration Counselors	<ul style="list-style-type: none"> ● MindUP curriculum grade level implementation planning document quarterly ● Panorama Education is used to monitor student progress and identify students 2x/year
	B. 100% of teachers will be trained and then implement SEL program Minds Up curriculum.	2017-2020	Administration Counselors	<ul style="list-style-type: none"> ● Workshop sign in sheets

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<p>3. Mililani Uka students will be offered and engage in rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals. Student achievement will reflect an increase towards equity in student achievement outcome when comparing the difference between high needs and non-high need students.</p>	<p>3. Identified students will be provided a rigorous, well-rounded education through the following supports:</p> <ul style="list-style-type: none"> ● Inclusion ● Response To Intervention (RTI) ● Peer Review 	<p>2017-2018 2018-2019 2019-2020</p>	<p>RTI Coordinator Inclusion Coach</p>	<ul style="list-style-type: none"> ● 100% of students (except assessment-exempt) will be progress monitored using iReady in Early Literacy or Reading and Math. ● 75% of the identified students who receive interventions will show growth as evidenced by student work (common assessments and Data Team data) and Universal Screening Tool (STAR) data. Data will be gathered quarterly. ● According to the Strive HI Performance Report, during the 2016-17 school year, 75% of the students receiving special education services are in general education classes 80% of the school day.
<p>4. All Mililani Uka students will be prepared and resilient for successful transition throughout their educational experience</p>	<p>A. Supports will be provided to successfully transition our incoming students, current students between grade levels and students who are transitioning to other elementary schools as well as the middle school. All students will have the opportunity to receive transition support.</p>	<p>2017-2020</p>	<p>Administration Counselors</p>	<ul style="list-style-type: none"> ● TLC student support for all incoming students; SSC to review all incoming student folders; Counselor to develop and communicate support plan needed for students transitioning to other schools and within grade levels.
	<p>B. Kindergarten families will have the opportunity to attend Kindergarten Orientation at the beginning of the school year.</p>	<p>2017-2020</p>	<p>Administration Counselors</p>	<ul style="list-style-type: none"> ● Parent Evaluation Survey completed annually for Kindergarten Orientation.

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	C. Fifth grade students will have the opportunity to visit Mililani Middle School during the third quarter of the school year.	2017-2020	Administration Counselors	<ul style="list-style-type: none"> Student feedback will be gathered from Grade 5 students who participated in the Mililani Middle School Transition visit.
	D. Transition and Learning Center support is available to all students. E. Create a student pre and post survey to obtain feedback on our TLC transition process for new students.	2017-2020	Administration Counselors	<ul style="list-style-type: none"> TLC student logs Survey document – completion at end of transition process
	F. A Transition Day to meet a teacher and visit a classroom will be held at the end of the school year for grades Kindergarten to Grade 4 to visit the students' upcoming grade.	2017-2020	Administration Counselors	<ul style="list-style-type: none"> Transition Schedule Teachers will provide feedback on the Transition Day to their Grade Level Chairperson.

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Goal 2: Staff Success. Mililani Uka 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:
1. New Teacher Support To support beginning, non-tenured teachers' growth, they will be provided professional development and mentoring support 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. About 30 % of our teaching staff is non-tenured.
2. School Culture and Planning Processes Develop flow maps and communicate processes for decision making when developing policies and procedures to ensure common understanding, build a positive school culture with open communication and emphasis on transparency to build trust, satisfaction and encourage engagement.	2019 Self Study Schoolwide Critical Area #1
3. Effectiveness of Professional Development Develop formal processes to measure the effectiveness of professional development, coaching, and mentoring.	Self-Study Growth Area #7

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Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
1. To promote the professional growth for beginning, non-tenured teachers	A. Provide support for beginning, non-tenured teachers with the Mentoring and Induction Program with school-level mentor.	2017-2018	Curriculum Coach	<ul style="list-style-type: none"> All non-tenured teachers will be provided support as evidenced by Collaborative Assessment Logs (CAL) and Mentor Interaction Logs to be collected quarterly. Year 1 teachers will receive individualized support monthly. Year 2 and Year 3 teachers will receive individualized support quarterly.
	B. Continue to provide support to new teachers. Utilize school and district resources to support new teachers with implementation of Social Emotional Learning (SEL).	2018-2019	New Teacher Mentor Counselors	<ul style="list-style-type: none"> All non-tenured teachers will be provided support as evidenced by Collaborative Assessment Logs (CAL) and Mentor Interaction Logs to be collected quarterly. Year 1 teachers will receive individualized support monthly. Year 2 and Year 3 teachers will receive individualized support quarterly.

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	C. Provide new teachers with support in implementing the 1:1 technology professional development plan.	2019-2020	Technology Coordinator	<ul style="list-style-type: none"> All non-tenured teachers will be provided support as evidenced by Collaborative Assessment Logs (CAL) and Mentor Interaction Logs to be collected quarterly. Year 1 teachers will receive individualized support monthly. Year 2 and Year 3 teachers will receive individualized support quarterly.
	D. The teachers will engage in staff development to implement the Next Generation Science Standards (NGSS)	2017-2020	Curriculum Coaches	<ul style="list-style-type: none"> Sign-in sheet. Teachers will receive support in creating grade level Unit plans. Grade level Unit plans
2. (2019 Self Study Schoolwide Critical area #1) To ensure common understanding, build a positive school culture with open communication and emphasis on transparency to build trust, satisfaction and encourage engagement.	Develop flow maps and communicate processes for decision making when developing policies and procedures.	2019-2020	Admin	<ul style="list-style-type: none"> Completed flow maps for decision making Communicate process to all staff to ensure common understanding, build a positive school culture with open communication.
3. (Self-Study Growth area #7) To ensure effectiveness of resources.	Develop formal processes to measure the effectiveness of professional development, coaching, and mentoring.	2019-2020	Curriculum Coaches	<ul style="list-style-type: none"> Teacher Survey Coaching and mentoring Observations

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

Outcome: By the end of three years,	Rationale:
<p>1. Technology Resources A 1:1 Technology device is available for each student in the classroom daily.</p> <p>Teachers will have access to individual laptops which are updated and in working order.</p> <p>Classroom Technology (i.e. smart board, projector, document camera) are available in each classroom and in working order.</p> <p>Software licenses for instruction and assessment used by teachers and students are consistently available.</p>	<p>For school year 2016-17, we have 1:1 devices for only grades 3-5 students, 80% of our classroom have smart boards. Approximately 30% of the classroom have projectors and or document camera in poor working order. Teachers have laptops which are 4 years old and increasingly failing. We have software licenses for programs such as Lexia for only inclusion classrooms (6) and are unable to utilize Lexia for RTI purposes according to student needs and which are desired for use in grades K-2 especially. Due to a limited number of licenses, we have to continually remove or add students to the list of active users, thereby resulting in loss of longitudinal data.</p> <p>As a result of obtaining technology devices for all students, teachers, and classroom, teachers will be able to provide rigorous and relevant instruction. Technology will enhance and provide students with experiences beyond the textbook. Technology tools will provide students with opportunities to research, discover, and build knowledge about the world.</p>
<p>2. Technology Professional Development Teachers are provided with professional development in technology and planning time to integrate technology with instruction.</p>	
<p>3. Academic Response to Intervention (RTI) Continue to foster the school-wide RTI program and allocate instructional resources to promote individual growth for all students.</p>	2019 Self Study Schoolwide Critical area #2
<p>4. Behavior Response to Intervention (RTI) Evaluate school implemented policies that promote positive behavior expectations</p>	2019 Self Study Schoolwide Critical area #6
<p>5. Best Practices Policy and Procedures Revisit the school vision and mission</p>	2019 Self-Study Schoolwide Critical area #5

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Planning				Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
1. Adequate resources to support school plans for student success.	Maximize the allocation of resources toward purchasing new technology through WSF and school fundraisers.	2017-2018	Principal IT Coordinator	80% of students will have 1:1 devices
		2018-2019	Principal IT Coordinator	90% of students will have 1:1 devices & software licenses
		2019-2020	Principal IT Coordinator	100% of all teachers will have updated devices and software licenses
2. All teachers will utilize technology for instruction, assessment and remediation.	All Staff will be provided training on equipment and software to increase productivity and support classroom learning based on needs and best practices.	2017-2020	IT Coordinator	Completion of school staff survey to assess technology and professional development needs.
3. (2019 Self Study Schoolwide Critical area #2) To promote individual growth for all students.	Continue to foster the school-wide RTI program and allocate instructional resources.	2019-2020	RTI Coordinator	<ul style="list-style-type: none"> Teaching Materials Personnel
4. (2019 Self-Study Schoolwide Critical area #6) To ensure the effectiveness of school programs.	Evaluate school implemented policies that promote positive behavior expectations	2019-2020	Counselors	<ul style="list-style-type: none"> Behavioral Referral Data Spirit Week Data Develop Behavior RTI system of supports
5. (2019 Self-Study Schoolwide Critical area #5) To ensure the School's vision and mission is relevant and addresses our students' learning needs.	Revisit the school vision and mission.	2019-2020	Leadership/Art Team	<ul style="list-style-type: none"> Vision and Mission

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