


Three-Year Academic Plan 2017-2020

MAUKA LANI ELEMENTARY SCHOOL

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Submitted by: Sam Izumi	Date:
	MAY 14 2019
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	05/14/2019

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
- International Baccalaureate (IB) Authorization
- Other

WASC Visiting Committee School-Wide Critical Areas for Follow-Up (from April 2016):

1. Continue with the development and implementation of the school-wide Technology Plan
2. Develop a plan to increase the number of teachers implementing the State GLO rubric
3. Continue to improve and refine the RTI process school-wide for behavior and academics
4. Teachers need to include, during their collaboration time discussions, conversations on how to incorporate interventions during class time that promotes greater student achievement
5. Continue to develop a better understanding of the relationship between the State's three goals, six priority strategies, and the school's vision and mission statement

Comprehensive Needs Assessment (CNA) - Common Implications and Contributing/Root Causes (from May 2019):

1. Need: **Academic RTI System/Structure**
2. Need: **Behavioral RTI System/Structure**
3. Need: **Professional Development and/or Professional Learning Communities for Teachers**
4. Need: **Formal Communication System/Protocol**

Addressing Equity: Sub Group Identification

In order to address equity, list the targeted sub group(s) and their identified needs.

- **Special Education (SpEd)**

Our special education students in Grades 3-5 consistently do not meet proficiency levels for ELA and Math on the Smarter Balanced Assessment.

	ELA Proficiency			Math Proficiency		
	2015 - 2016	2016-2017	2017-2018	2015 - 2016	2016-2017	2017-2018
ALL	37.2%	43.1%	48.4%	39.5%	39.4%	43.1%
Special Education	3.5%	11.1%	17.6%	7.4%	11.1%	17.6%

Data from ARCH Accountability Data Center

- Low SES (Disadvantaged)**

Our Low SES (Disadvantaged) students in Grades 3-5 consistently perform slightly under the proficiency average of all students in ELA and Math on the Smarter Balanced Assessment.

	ELA Proficiency			Math Proficiency		
	2015 - 2016	2016-2017	2017-2018	2015 - 2016	2016-2017	2017-2018
ALL	37.2%	43.1%	48.4%	39.5%	39.4%	43.1%
Low SES (Disadvantaged)	29.3%	32.5%	37.8%	32.7%	31.4%	35.6%

Data from ARCH Accountability Data Center

ORGANIZE: Identify your Academic Review Team (ART) Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Stacey Chang, ELA Academic Coach Nathan Takahashi, Math Academic Coach	1. Student Success - Academic Response to Intervention System/Structure (Goal 1, Enabling Activity 1)
2. Lynne Hirata, Vice-Principal Loren Rivers, Counselor	2. Student Success - Behavioral Response to Intervention System/Structure (Goal 1, Enabling Activity 2)
3. Sam Izumi, Principal	3. Successful Systems of Support - Communication Protocol (Goal 3, Enabling Activity 1)

Outcome: By the end of three years,	Rationale:
<p><u>Goal 1 Outcome: Student Success</u></p> <p>At the end of SY 2019-2020, there will be an effective academic and behavioral RTI system in place that addresses the Tier 1, 2, and 3 social, emotional, and academic learning needs of all students.</p>	<p><u>Goal 1 Rationale: Student Success</u></p> <p>As a result of the Comprehensive Needs Assessment (CNA) that was conducted during SY 2018-2019 (May 2019), it was identified by the Mauka Lani Elementary School Leadership Team that there is a need to continue to implement and revise/refine our current Academic and Behavioral Response to Intervention (RTI) systems to support/address our students' individual learning needs due to:</p> <ul style="list-style-type: none"> • The continued increase in the amount of students chronically absent • The increase in ELA and Math proficiency scores • Lack of supports/strategies to address the needs of our identified subgroups for academics and behaviors • Continued proficiency gaps between our High-Needs and Non-High Needs students. • A majority of students are not proficient in Reading and/or Math according to longitudinal SBA scores/results
<p><u>Goal 2 Outcome: Staff Success</u></p> <p>At the end of SY 2019-2020, there will be an effective Professional Development (PD) and Professional Learning Community (PLC) structure in place that addresses the learning needs of the faculty and staff.</p>	<p><u>Goal 2 Rationale: Staff Success</u></p> <p>Also as a result of the CNA conducted during SY 2018-2019, it was identified that there is a need to implement a formal Professional Development (PD) and Professional Learning Community (PLC) structure to ensure a common understanding of the school and Complex Area initiatives (focus areas) as well as support the learning needs of the faculty and staff to:</p> <ul style="list-style-type: none"> • Attract/Retain teachers at our school • Support the implementation of school and Complex Area initiatives • Support our identified subgroups and High-Needs students

<p><u>Goal 3 Outcome: Successful Systems of Support</u></p> <p>At the end of SY 2019-2020, there will be an effective and efficient communication protocol that ensures school-wide consistency to support increased student achievement and success.</p>	<p><u>Goal 3 Rationale: Successful Systems of Support</u></p> <p>Also as a result of the CNA conducted during SY 2018-2019, it was identified that there is a need to continue to implement and revise/refine our formal communication system/protocol to ensure school-wide consistency and understanding by all role groups due to:</p> <ul style="list-style-type: none"> • The support needed for our identified subgroups and High-Needs students • The need to continue to involve parents in the of their children • Lack of communication opportunities and/or inconsistent understanding among/within various role groups on campus • Challenges accessing information and/or services/supports
<p>Statewide Student Success Indicator Outcomes: By the end of three years,</p> <ul style="list-style-type: none"> ■ <u>Chronic Absenteeism:</u> Nine percent of full academic year (FAY) students will have no more than 15 absences as measured by the Longitudinal Data System (LDS). 	<p>Rationale:</p> <ul style="list-style-type: none"> • According to SY 2015-16 data, 13 percent of Mauka Lani Elementary School students were chronically absent. Our three year goal is to decrease our percentage of students who are chronically absent by four percent as student attendance is a powerful predictor of student success, even accounting for other factors such as prior academic preparation and poverty. As further stated in the Strategic Plan, students need to be in school to achieve/grow and the habit of “showing up” is an important life skill.

<ul style="list-style-type: none"> ■ School Climate: Seventy-nine percent of students report a positive school climate as measured by the safety dimension of the School Quality Survey (SQS). 	<ul style="list-style-type: none"> ● According to SY 2015-16 data, 72 percent of Mauka Lani Elementary School students reported a positive climate as measured by the safety dimension of the School Quality Survey (SQS). Our three year goal is to increase the amount of students who report a positive school climate on the safety dimension of the SQS by seven percent, as students' sense of safety in school is important for maintaining relationships, desire to come to school, and basic need to feel safe so they can focus on academics.
<ul style="list-style-type: none"> ■ Inclusion Rate: Fifty-one percent of students receiving special education services will be in general education classes for 80 percent or more of the school day as evidenced by eCSSS. 	<ul style="list-style-type: none"> ● According to SY 2015-16 data, 34 percent of Mauka Lani Elementary School students are in an inclusion setting (LRE). Our three year goal is to increase our percentage of students who are in inclusion by 17 percent as inclusion is a commitment to success for all students. Research shows that inclusive practices result in better attendance, achievement, referral rates and postsecondary outcomes.
<ul style="list-style-type: none"> ■ Third Grade Literacy: Seventy-six percent of 3rd graders demonstrate reading proficiency "At or Near" or "Above" grade-level expectations as measured by the Smarter Balanced Assessment (reading claim). 	<ul style="list-style-type: none"> ● According to SY 2015-16 data, the third grade literacy percentage was 48 percent at Mauka Lani Elementary School. Our three year goal is to increase our third grade literacy percentage by 28 percent as reading at grade level by third grade is a critical milestone of student success because literacy is a foundation for future learning.
<ul style="list-style-type: none"> ■ Academic Achievement - ELA Proficiency: Sixty-one percent of students will meet achievement standards/proficiency on statewide assessments in English Language Arts/Literacy ELA as evidenced by the Smarter Balanced Assessment. 	<ul style="list-style-type: none"> ● According to SY 2015-16 data, 37 percent of Mauka Lani Elementary School students were proficient in ELA. Our three year goal is to increase our percentage of students who are proficient in ELA by at least 24 percent as we would like all students to develop and demonstrate the rigorous skills necessary for college and career readiness.

<ul style="list-style-type: none"> ■ Academic Achievement - MATH Proficiency: Fifty-four percent of students will meet achievement standards/proficiency on statewide assessments in Mathematics as evidenced by the Smarter Balanced Assessment. 	<ul style="list-style-type: none"> ● According to SY 2015-16 data, 40 percent of Mauka Lani Elementary School students were proficient in mathematics. Our three year goal is to increase our percentage of students who are proficient in mathematics by at least 14 percent, as we would like all students to develop and demonstrate the rigorous skills necessary for college and career readiness.
<ul style="list-style-type: none"> ■ Academic Achievement - SCIENCE Proficiency: Sixty-four percent of students will meet achievement standards/proficiency on statewide assessments in Science as evidenced by the Hawaii State Science Assessment. 	<ul style="list-style-type: none"> ● According to SY 2015-16 data, 62 percent of Mauka Lani Elementary School students were proficient in science. Our three year goal is to increase our percentage of students who are proficient in science by at least two percent, as we would like all students to develop and demonstrate the rigorous skills necessary for college and career readiness.
<ul style="list-style-type: none"> ■ Achievement Gap - ELA: The difference (% points) between High Need students (i.e.: economically disadvantaged, special needs, and English language learners) and Non-High Need students meeting or achieving proficiency on English Language Arts (ELA)/Literacy standards on the statewide assessments will decrease to 12 percent. 	<ul style="list-style-type: none"> ● According to SY 2015-16 data, the ELA proficiency gap at Mauka Lani Elementary School was 24 percent. Our three year goal is to decrease our ELA gap by 12 percentage points, as we would like different student subgroups to reflect equity in student outcomes.
<ul style="list-style-type: none"> ■ Achievement Gap - MATH: The difference (% points) between High Need students (i.e.: economically disadvantaged, special needs, and English language learners) and Non-High Need students meeting or achieving proficiency on Mathematics standards on the statewide assessments will decrease to 10 percent. 	<ul style="list-style-type: none"> ● According to SY 2015-16 data, the mathematics proficiency gap at Mauka Lani Elementary School is 20 percent. Our three year goal is to decrease our mathematics gap by 10 percentage points, as we would like different student subgroups to reflect equity in student outcomes.

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

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	School Year(s) of Activity	ART Accountable Lead(s)	Define the relevant data used to regularly assess and monitor progress
<ul style="list-style-type: none"> Enabling Activity #1 Desired Outcome: <ul style="list-style-type: none"> There will be an effective academic RTI system in place that addresses the Tier 1, 2, and 3 learning needs of all students. Statewide Student Success Indicator Goals for Year One: <ul style="list-style-type: none"> Inclusion Rate: 39% 3rd Grade Literacy: 57% ELA Proficiency: 45% Math Proficiency: 44% ELA Gap: 20% Math Gap: 17% 	G1.EA1.Y1 <ul style="list-style-type: none"> Establish and build a school-wide academic RTI system/structure: <ul style="list-style-type: none"> Explore different academic RTI models at other schools. Build a common understanding of the academic RTI process among the faculty/staff. 	2017-2018	Sam Izumi (Principal)	<ul style="list-style-type: none"> Agendas/Minutes from PD Trainings and/or Meetings Data Team (PAWS) Meeting Minutes and Documents Academic RTI System/Structure Flowchart
<ul style="list-style-type: none"> Enabling Activity #1 Desired Outcome: <ul style="list-style-type: none"> There will be an effective academic RTI system in place that addresses the Tier 	G1.EA1.Y2 <ul style="list-style-type: none"> Implement a school-wide academic RTI system/structure that includes Tiers 1, 2, and 3 supports for ELA and 	2018-2019	Sam Izumi (Principal), Nathan Takahashi (Math AC), Stacey Chang (ELA AC)	<ul style="list-style-type: none"> Academic Student Review Team Minutes Data Team (PAWS) Meeting Minutes and Documents iReady Data Zipthrough Data

<p>1, 2, and 3 learning needs of all students.</p> <ul style="list-style-type: none"> Statewide Student Success Indicator Goals for Year Two: <ul style="list-style-type: none"> Inclusion Rate: 45% 3rd Grade Literacy: 66% ELA Proficiency: 53% Math Proficiency: 49% ELA Gap: 16% Math Gap: 14% 	<p>Tiers 1 and 2 for Math.</p> <ul style="list-style-type: none"> Establish and implement the use of Student Review Team documents and procedures Ensure there is a common understanding of the academic RTI process among the faculty/staff. 			<ul style="list-style-type: none"> BAS Data (Tier 3 students)
<ul style="list-style-type: none"> Enabling Activity #1 Desired Outcome: <ul style="list-style-type: none"> There will be an effective academic RTI system in place that addresses the Tier 1, 2, and 3 learning needs of all students. Statewide Student Success Indicator Goals for Year Three: <ul style="list-style-type: none"> Inclusion Rate: 51% 3rd Grade Literacy: 76% ELA Proficiency: 61% Math Proficiency: 54% ELA Gap: 12% Math Gap: 10% 	<p>G1.EA1.Y3</p> <ul style="list-style-type: none"> Review, refine, and continue to implement a school-wide academic RTI system/structure that includes Tiers 1, 2, and 3 supports for ELA and Math. <ul style="list-style-type: none"> Continue to utilize PAWS Time to plan for targeted instruction/interventions Continue to implement school-wide intervention blocks Continue to implement the Tier 3 Reading Intervention program (i.e.: LLI) Establish and Implement a Tier 3 Math Intervention program 	<p>2019-2020</p>	<p>Sam Izumi (Principal), Nathan Takahashi (Math AC), Stacey Chang (ELA AC)</p>	<ul style="list-style-type: none"> Academic Student Review Team Minutes Data Team (PAWS) Meeting Minutes and Documents iReady Data Zipthrough Data BAS Data (All students)

<ul style="list-style-type: none"> ● Enabling Activity #2 Desired Outcome: <ul style="list-style-type: none"> ○ There will be an effective behavioral RTI system in place that addresses the Tier 1, 2, and 3 social and emotional learning needs of all students. ● Statewide Student Success Indicator Goals for Year One: <ul style="list-style-type: none"> ○ Chronic Absenteeism: 12% ○ School Climate: 74% 	<p>G1.EA2.Y1</p> <ul style="list-style-type: none"> ● Establish and build a school-wide behavioral RTI system/structure: <ul style="list-style-type: none"> ○ Conduct an inventory of the Tier 1, 2, and 3 supports that our school currently has in place and identify the areas of need. ○ Review and select a school-wide Social-Emotional Learning (SEL) program. ○ Build a common understanding of the behavioral RTI process among the faculty/staff. 	<p>2017-2018</p>	<p>Sam Izumi (Principal), B-RTI Committee</p>	<ul style="list-style-type: none"> ● Agendas/Minutes from PD Trainings and/or Meetings ● eCSSS Incident Referral Data ● BEISY (or BIMAS) Universal Behavior Screener Data ● Behavioral RTI System/Structure Flowchart
<ul style="list-style-type: none"> ● Enabling Activity #2 Desired Outcome: <ul style="list-style-type: none"> ○ There will be an effective behavioral RTI system in place that addresses the Tier 1, 2, and 3 social and emotional learning needs of all students. ● Statewide Student Success Indicator Goals for Year Two: <ul style="list-style-type: none"> ○ Chronic Absenteeism: 11% ○ School Climate: 76% 	<p>G1.EA2.Y2</p> <ul style="list-style-type: none"> ● Implement a school-wide behavioral RTI system/structure that includes Tier 1, 2, and 3 supports. <ul style="list-style-type: none"> ○ Establish and implement the use of Student Review Team documents and procedures ○ Ensure there is a clear school-wide discipline procedure that is known and followed by all ○ Ensure there is a common understanding of the behavioral RTI process 	<p>2018-2019</p>	<p>Lynne Hirata (VP), Loren Rivers (Counselor), Jennifer Koo (Counselor)</p>	<ul style="list-style-type: none"> ● eCSSS Incident Referral Data ● Behavioral Student Review Team Meeting Minutes ● BEISY (or BIMAS) Universal Behavior Screener Data ● SEL Program Data ● Zipthrough Data

	among the faculty/staff.			
<ul style="list-style-type: none"> Enabling Activity #2 Desired Outcome: <ul style="list-style-type: none"> There will be an effective behavioral RTI system in place that addresses the Tier 1, 2, and 3 social and emotional learning needs of all students. Statewide Student Success Indicator Goals for Year Three: <ul style="list-style-type: none"> Chronic Absenteeism: 9% School Climate: 79% 	G1.EA2.Y3 <ul style="list-style-type: none"> Review, refine, and continue to implement a school-wide behavioral RTI system/structure that includes Tier 1, 2, and 3 supports. <ul style="list-style-type: none"> Review/Revise attendance supports Continue NCT's mentoring of identified students Continue recess stations Explore/Develop before school programs (i.e.: 21st Century) 	2019-2020	Lynne Hirata (VP), Loren Rivers (Counselor), Jennifer Koo (Counselor)	<ul style="list-style-type: none"> eCSSS Incident Referral Data Behavioral Student Review Team Meeting Minutes BEISY (or BIMAS) Universal Behavior Screener Data SEL Program Data Zipthrough Data

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

Goal 2: Staff Success. Mauka Lani Elementary School 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
<ul style="list-style-type: none"> Enabling Activity #1 Desired Outcome: <ul style="list-style-type: none"> There will be an effective Professional Development (PD) and Professional Learning Community (PLC) structure in place that addresses the learning needs of the faculty and staff. Statewide Student Success Indicator Goals for Year One (<i>New Enabling Activity - May 2019</i>): <ul style="list-style-type: none"> 3rd Grade Literacy: 76% ELA Proficiency: 61% Math Proficiency: 54% ELA Gap: 12% Math Gap: 10% 	<p>G2.EA1.Y1 (New Enabling Activity)</p> <ul style="list-style-type: none"> Establish and Implement a formal Professional Development (PD) and Professional Learning Community (PLC) structure to support the learning needs of the faculty and staff. <ul style="list-style-type: none"> Utilize teachers' 21-hours to support PLCs that promote sharing and learning around the school and Complex Area initiatives/focus areas (i.e.: NGSS, ELL, Differentiated Instruction, Student Voice, BAS/LLI, Second Steps, Discovery Education, Tech/Google Apps, OG, Big Universe, Thinking Maps) 	2019-2020	Sam Izumi (Principal), Nathan Takahashi (Math AC), Stacey Chang (ELA AC)	<ul style="list-style-type: none"> PD/PLC Agendas & Minutes Data Team (PAWS) Meeting Minutes and Documents iReady Data Zipthrough Data Bernhardt Survey (Staff)

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

Goal 3: Successful Systems of Support. The system and culture of Mauka Lani Elementary School works to effectively organize financial, human, and community resources in support of 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
<ul style="list-style-type: none"> Enabling Activity #1 Desired Outcome: <ul style="list-style-type: none"> There will be an effective and efficient communication protocol that ensures school-wide consistency to support increased student achievement and success. Statewide Student Success Indicator Goals for Year One: <ul style="list-style-type: none"> 3rd Grade Literacy: 57% ELA Proficiency: 45% Math Proficiency: 44% ELA Gap: 20% Math Gap: 17% 	G3.EA1.Y1 <ul style="list-style-type: none"> Explore and design a formal communication protocol that will ensure school-wide consistency and understanding. 	2017-2018	Sam Izumi (Principal)	<ul style="list-style-type: none"> Bernhardt Survey (Staff) School Quality Survey (SQS) Comprehensive Needs Assessment (CNA) Academic Focus Area Newsletter (PAW Prints)
<ul style="list-style-type: none"> Enabling Activity #1 Desired Outcome: <ul style="list-style-type: none"> There will be an effective communication protocol that ensures school-wide consistency to support increased student achievement and success. Statewide Student Success Indicator Goals for Year Two: <ul style="list-style-type: none"> 3rd Grade Literacy: 66% 	G3.EA1.Y2 <ul style="list-style-type: none"> Establish and implement a formal communication protocol for school-wide consistency and understanding. <ul style="list-style-type: none"> Review and Restructure the school's Committees to support focus areas. Identify and establish communication leads to support the school's focus 	2018-2019	Sam Izumi (Principal)	<ul style="list-style-type: none"> Bernhardt Survey (Staff) School Quality Survey (SQS) Committee Agendas & Minutes Academic Focus Area Newsletter (PAW Prints)

<ul style="list-style-type: none"> ○ ELA Proficiency: 53% ○ Math Proficiency: 49% ○ ELA Gap: 16% ○ Math Gap: 14% 	<p>areas.</p> <ul style="list-style-type: none"> ○ Each of the school's committees to plan and deliver one parent involvement activity supporting their focus area. 			
<ul style="list-style-type: none"> ● Enabling Activity #1 Desired Outcome: <ul style="list-style-type: none"> ○ There will be an effective communication protocol that ensures school-wide consistency to support increased student achievement and success. ● Statewide Student Success Indicator Goals for Year Three: <ul style="list-style-type: none"> ○ 3rd Grade Literacy: 76% ○ ELA Proficiency: 61% ○ Math Proficiency: 54% ○ ELA Gap: 12% ○ Math Gap: 10% 	<p>G3.EA1.Y3</p> <ul style="list-style-type: none"> ● Review, revise, and continue to implement a formal communication protocol for school-wide consistency and understanding. <ul style="list-style-type: none"> ○ Continue to support the school's Committees to ensure school-wide understanding and the consistent implementation of all school focus areas. ○ Each of the school's committees to continue to deliver a parent involvement activity that supports their focus area. 	<p>2019-2020</p>	<p>Sam Izumi (Principal)</p>	<ul style="list-style-type: none"> ● Bernhardt Surveys (Staff, Parents) ● School Quality Survey (SQS) ● Committee Agendas & Minutes ● Academic Focus Area Newsletter (PAW Prints)