



# Three-Year Academic Plan 2017-2020

## Mililani Waena Elementary School

95-502 Kipapa Drive

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Submitted by Troy Tamura, Principal	Date
	5/10/19

Approved by Bob Davis, CAS	Date

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

<b>Where are we now?</b>	
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment (Title I Schools)</li> <li>● WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<p><b>Need Statement:</b> Students will increase grade-level proficiencies in reading and math through rigorous and relevant learning opportunities.</p> <p><b>Need Statement:</b> The changing demographics of the staff due to a growing student enrollment and staff attrition requires the need to have a process in place to provide focused professional development to ensure the continuity of student success.</p> <p>Mililani Waena will complete WASC Accreditation in the Spring of SY 17-18 and the findings from the Self Study will be included in the plan</p>
	<p><b>Addressing Equity: Sub Group Identification</b></p>
	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>● Social-Economic Status</li> <li>● SPED</li> <li>● ELL</li> <li>● Homeless</li> <li>● Military</li> </ul>

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<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Troy Tamura, Principal	1. Academic Review Team Lead
2. Kristal Taylor, Vice Principal	2. Successful System of Support
3. Sean Takashima, Vice Principal	3. Staff Success
4. Tiffany Honda, Student Services Coordinator	4. Comprehensive Student Supports, Induction and Mentoring
5. Althea Sabado and Krislyn Hong, Curriculum Coaches	5. Student Success
6. Laurie Uyeno, Data Coordinator	6. Digital Reports
7.	7.
8.	8.
9.	9.
10.	10.

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

## 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.

Outcome: By the end of three years,	Rationale:
<p><b>Objective 1: Empowered</b> MWES will promote a <b>blended approach to learning</b> to empower students to learn, reflect, and make decisions about their learning. <b>Digital Portfolios</b> will aid in capturing student learning, feedback, and self-reflection each quarter.</p> <p><b>Objective 2: Whole Child</b> MWES will provide a focused and responsive system of support relevant to the “<b>whole-child</b>” that will enhance the well-being of all students.</p> <p><b>Objective 3: Well Rounded</b> MWES will provide opportunities through <b>curricular, co-curricular, and extracurricular</b> experiences that are <b>well-rounded to support college and career readiness</b> for all students.</p> <p><b>Objective 4: Prepared and Resilient</b> MWES will provide students with the transitional supports <u>and</u> opportunities to assist them in meeting or exceeding proficiency standards.</p>	<p>Current Reading achievement is 70% (SBA Reading, 2015-16), Mathematics achievement is 65% (SBA mathematics, 2015-16), and Science achievement is 74% (HSA science, 2015-16).</p>

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Planning				Funding	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)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Students will increase <b>reading</b> proficiency as measured by our school's progress monitoring system. Students will increase from 70% to 80% on the Smarter Balanced Assessment.</p> <p>Students will increase math proficiency as measured by our school's progress monitoring system. Students will increase from 65% to 80% on the Smarter Balanced Assessment.</p>	<p>1.1.a Students will be afforded experiences that empower choice through blended learning approaches by creating, maintaining, updating, and sharing their learning (self-reflections) through digital portfolios.</p> <p>1.1.b Teachers will integrate the use of digital devices to plan blended learning approaches to meet the needs of diverse learners in reading and math. Lesson structure to include:</p> <ul style="list-style-type: none"> <li>● Mini lessons</li> <li>● Independent engagement</li> <li>● Digital content</li> <li>● Digital portfolio</li> </ul> <p>1.1.c Teachers will utilize guided reading as a powerful instructional practice to differentiate the reading content and process to address the needs of all students as measured by quarterly walkthroughs. Guided reading is an essential component of a Balanced Literacy block. Balanced Literacy includes:</p> <ul style="list-style-type: none"> <li>● Read aloud</li> </ul>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment)</p> <p>SY 19-20 (To be adjusted through formative assessment)</p>		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>1.1.a Student entries into Digital Portfolios</p> <ul style="list-style-type: none"> <li>● <b>Quarter 1:</b> A minimum of (2) new entries into a student's digital portfolio.</li> <li>● <b>Quarter 2:</b> A minimum of (2) new entries into a student's digital portfolio.</li> <li>● <b>Quarter 3:</b> A minimum of (3) new entries into a student's digital portfolio.</li> <li>● <b>Quarter 4:</b> A minimum of (3) new entries into a student's digital portfolio</li> </ul> <p>1.1.b Progress documented by i-Ready reports, Classroom Profile sheets, At-A-Glance sheets.</p> <ul style="list-style-type: none"> <li>● By mid-year, 70% of students in each class will reach proficiency in reading and math as demonstrated through the Classroom Profile sheet.</li> <li>● By mid-year (i-Ready Standard View), 70% of students in each class will reach "on level" placement in reading and</li> </ul>

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	<ul style="list-style-type: none"> <li>● Shared reading             <ul style="list-style-type: none"> <li>○ Whole group instruction with grade-leveled texts to address phonics, spelling, and comprehension skills</li> </ul> </li> <li>● Guided reading             <ul style="list-style-type: none"> <li>○ Small group instruction with independently-leveled texts</li> </ul> </li> <li>● Independent reading             <ul style="list-style-type: none"> <li>○ Access and choice of books</li> <li>○ Time is allotted for students to read books at their independent reading level</li> </ul> </li> </ul> <p>1.1.d Teachers will set up, review, and maintain access to student digital portfolios.</p>				<p>math according to i-Ready.</p> <ul style="list-style-type: none"> <li>● By the end of the year, 80% of students in each class will reach proficiency or higher in reading and math as demonstrated through the Classroom Profile sheet.</li> <li>● By the end of the year (i-Ready Standard View), 80% of students in each class will reach “on level” placement in reading and math according to i-Ready.</li> </ul> <p>1.1.c. Walkthrough data will be collected to indicate teachers’ implementation of Balanced Literacy.</p> <p>1.1.d. Teachers provide descriptive feedback or comments on students’ digital portfolios.</p> <ul style="list-style-type: none"> <li>● Kindergarten             <ul style="list-style-type: none"> <li>○ By end of Quarter 2 - A minimum of one (1) comment,</li> <li>○ Quarter 3 and 4 - A minimum of one (1) comment per quarter</li> </ul> </li> <li>● Grades 1 to 5             <ul style="list-style-type: none"> <li>○ Quarter 1 and 2 - A minimum of one (1) comment</li> <li>○ Quarter 3 - A</li> </ul> </li> </ul>
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<p>Teachers providing Comprehensive Student Supports and instructional management as documented by the eCSSS database.</p> <p>2018 WASC Critical Areas for Follow Up: Create a schoolwide Positive Behavior Intervention and Supports continuum all staff and students can follow.</p>	<p>1.2.a Students will be provided appropriate and timely supports to meet diverse learner needs.</p> <ul style="list-style-type: none"> <li>● Literacy Center</li> <li>● Response to Interventions</li> <li>● Least Restrictive Environment through Co-Teaching/Inclusionary Practices</li> <li>● Continuum of special education services</li> <li>● Gifted and Talented Program</li> <li>● English Language Learners</li> <li>● Targeted Tutoring</li> <li>● Counseling and Guidance</li> <li>● Speech</li> <li>● Schoolwide Positive Behavior Intervention and Supports continuum?</li> </ul> <p>1.2.b Students receiving special education services will have appropriate program and placement in the least restrictive environment.</p>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment)</p> <p>SY 19-20 (To be adjusted through formative assessment)</p>		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>1.2.a Weekly: Coordinated service plan reviews for targeted students, documentation, and implementation of plans by Student Intervention Response (STIR) team.</p> <ul style="list-style-type: none"> <li>● 100% of students participating in Literacy Center will receive multi-sensory instruction at least two times per week for 20 minutes a session.</li> <li>● Need data (# of students, frequency of meetings, etc.) for ELL, GT, Targeted Tutoring, Counseling &amp; guidance, speech</li> </ul> <p>1.2.b Quarterly: Coordinated service plan reviews by IEP Care Coordinators and Student Services Coordinator.</p> <ul style="list-style-type: none"> <li>● Data of tiered students</li> </ul>



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<p>Students will participate in curricular, co-curricular and extracurricular activities to personalize learning opportunities as documented by attendance/registration forms.</p>	<p>1.3.a Students will be provided with opportunities to engage in curricular, co-curricular and extracurricular activities that are well rounded to support college and career readiness. Opportunities might include:</p> <ul style="list-style-type: none"> <li>● Instructional Resource Augmentation classes</li> <li>● Cross Country</li> <li>● Track</li> <li>● Na Leo O Menehune</li> <li>● Junior Police Officer</li> <li>● Student Council</li> <li>● Robotics</li> <li>● Makerspace</li> <li>● Japanese Club</li> <li>● Intramurals</li> <li>● National History Day</li> <li>● Spelling Bee</li> </ul> <p>1.3.b Teachers will be aware of age-appropriate co-curricular and</p>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment) SY 19-20 (To be adjusted through formative assessment)</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p>1.3.a Quarterly: Attendance/registration forms collected.</p> <ul style="list-style-type: none"> <li>● At least 75% participation of students in grades 3, 4, and 5</li> </ul> <p>1.3.b Quarterly: Review attendance/registration forms to</p>

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	extracurricular opportunities and encourage student participation.				identify the demographic population participating in these opportunities.
Students will demonstrate growth towards meeting or exceeding proficiency on formative or summative assessments.	<p>1.4.a Students will set personal academic goals and reflect on their progress and learning.</p> <p>1.4.b All teachers will implement MWES's Progress Monitoring System through a systematic continuum of assessment and instructional practices.</p> <ul style="list-style-type: none"> <li>● Response-to-Intervention data cycles</li> <li>● Formative and Summative grade-level common assessments in all content areas</li> </ul>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment)</p> <p>SY 19-20 (To be adjusted through formative assessment)</p>		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>1.4.a Students will participate in goal setting through digital portfolios, teacher-student conferences, and/or personal reflection opportunities.</p> <p>1.4.b.i Quarterly: Progress documented by i-Ready reports, Classroom Profile sheets, and At-A-Glance sheets.</p> <p>1.4.b.ii Quarterly: Reviews will be conducted to set and monitor progress towards school target, classroom targets, and to ensure students meet or exceed proficiency</p>

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

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p><b>Objective 1:</b> MWES will provide Professional Development experiences to foster growth and innovation.</p> <p><b>Objective 2:</b> MWES will adhere to implementing requisite training as required by Hawaii DOE policies.</p> <p><b>Objective 3:</b> MWES will promote Leadership Development.</p>	<p>Our staff demographics have changed due to increase in student enrollment and staff attrition, as a result 17 out of 39 or 44% of teachers have been at Mililani Waena for five years or longer. 13 out of 39 or 36% of teachers are in their first year at Mililani Waena. 5 out of 39 or 13% of teachers are new to a grade level. The need for focused professional development, trainings required by Hawaii DOE policies and promotion of leadership development.</p>

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<p>Students will increase <b>reading</b> proficiency as measured by our school's progress monitoring system.</p> <p>Students will increase <b>math</b> proficiency as measured by our school's progress monitoring system.</p> <p>Students will increase <b>science</b> proficiency from 74% to 80% as measured by Hawaii State Assessment.</p> <p>2018 WASC Critical Area for Follow UP: Collaboratively establish agreements with regards to schoolwide programs such as blended learning, Thinking Maps, differentiation, etc.</p> <p>2018 WASC Critical</p>	<p>2.1.a Teachers will revise and implement curriculum maps for Reading, Writing, Math, Science, and Social studies that align with Common Core State Standards, Hawaii State Content Performance Standards, and Next Generation Science Standards.</p> <p>2.1.b Teachers will differentiate to meet diverse learner needs:</p> <ul style="list-style-type: none"> <li>● Content</li> <li>● Product</li> <li>● Process</li> <li>● Environment</li> </ul> <p>2.1.c Teachers will revise and create interdisciplinary units of study that encourages real-life application.</p> <p>2.1.d Provide professional development around Mathematical Practices:</p> <ul style="list-style-type: none"> <li>● #1- Making sense of the problem</li> <li>● #2- Reason abstractly and</li> </ul>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment) SY 19-20 (To be adjusted through formative assessment)</p>	<p>Admin, GLCs, Other Staff</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>2.1.a Teachers will revisit and/or update curriculum maps as needed.</p> <p>2.1.b Quarterly: Teachers inputting of student data into Classroom Profile Sheets and At-A-Glance Forms, teacher created Action Plans.</p> <p>2.1.c Teachers will implement interdisciplinary units of study.</p> <ul style="list-style-type: none"> <li>● Teachers will use formative checks within the units to assess student's proficiency towards priority standards</li> <li>● Teachers will report the levels of proficiency.</li> </ul>

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<p>Area for Follow Up: Review the vision, mission, and belief statements.</p> <p>Teachers will implement professional development focus as documented by student work, observations, and student learning.</p> <p>WASC Critical Area for Follow Up: Create and implement a systematic professional development plan based on student achievement data and staff needs, provides training with digital learning tools builds teacher's repertoire of multi-media strategies tools.</p>	<p>quantitatively</p> <ul style="list-style-type: none"> <li>● #3- Construct viable arguments and justifications</li> <li>● #4- Model with mathematics</li> <li>● #5- Use appropriate tools strategically</li> <li>● #6- Attend to precision</li> <li>● #7- Look for and make use of structure</li> <li>● #8- Look for and express regularity in repeated reasoning</li> </ul> <p>2.1.e Provide professional development around English Language Arts Common Core Shifts:</p> <ul style="list-style-type: none"> <li>● #1- Balancing Informational and Literary Text</li> <li>● #2- Building Knowledge in the Disciplines</li> <li>● #3- Staircase of Text Complexity</li> <li>● #4- Text-Dependent Questions, Text-Dependent Answers</li> <li>● #5- Writing from Sources</li> <li>● #6- Academic Vocabulary</li> </ul>				<p>2.1.d Quarterly review of implementation practices as documented by Content Area Group minutes.</p> <p>2.1.e Quarterly review of implementation practices as documented by Content Area Group minutes.</p>
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<p>Students will use their devices to access information, share ideas, and produce products as evidenced through student work, observations, and digital portfolio.</p>	<p>2.1.f Teachers will integrate the use of digital devices to access information, share ideas, and produce products using:</p> <ul style="list-style-type: none"> <li>● Google Apps for Education: Documents, Presentations, Forms, and Sheets</li> <li>● Apple (Mac) software programs (e.g. iMovie, Photobooth)</li> <li>● Microsoft Office</li> <li>● Apps for iPad</li> </ul> <p>2.1.g Grade Levels will be provided with a planning day, once per Semester for the purposes of:</p> <ul style="list-style-type: none"> <li>● Revising Curriculum Maps</li> <li>● Common Assessments</li> </ul>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment) SY 19-20 (To be adjusted through formative assessment)</p>		<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>2.1.f Teachers are provided with at least one digital device (e.g. laptop) to accomplish their professional responsibilities.</p> <p>2.1.g Quarterly and Semester: Review of curriculum maps, common assessments, minutes from planning day.</p>
<p>Teachers implement professional development focus as documented by student work, observations, and student learning in digital portfolios.</p>	<p>2.2.a All probationary teachers, new teachers to our school, and/or teachers needing further assistance will be provided training, coaching, collaboration time with mentors, and/or specialist support for:</p> <ul style="list-style-type: none"> <li>● Lesson planning</li> <li>● Instructional strategies</li> <li>● Instructional resources and materials</li> <li>● Analysis of student work</li> <li>● Analyzing data</li> <li>● Classroom management</li> <li>● Reflections</li> <li>● Professional duties</li> <li>● MWES Planning Protocol</li> </ul>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment) SY 19-20 (To be adjusted through formative assessment)</p>		<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>2.2.a Quarterly reviews as documented by, but not limited to collaborative conferences, meeting with Grade Level Chair, Content Area Leader, Curriculum Coordinator, assigned mentor.</p>

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<p>All staff will receive the required training as documented by MWES’s Mandatory Training Items for School Employees Checklist and training sign in sheets.</p>	<p>2.2.b All staff will be provided with the required training as part of the Opening of the School Year Packet and additional required trainings throughout the year.</p>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment) SY 19-20 (To be adjusted through formative assessment)</p>		<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>2.2.b Quarterly: Up-to-date documentation of employee trainings kept in a file located in office.</p>
<p>Teacher leadership opportunities provided as documented by meeting minutes</p>	<p>2.3.a The Leadership Team, consisting of Focus Group Leaders, Content Area Leaders and Grade Level Chairs, will meet for the purposes of planning and implementing school-wide initiatives such as:</p> <ul style="list-style-type: none"> <li>● Data Analysis</li> <li>● Digital Reports</li> <li>● Digital Programs</li> <li>● Blended Learning</li> <li>● Thinking Maps</li> </ul> <p>2.3.b Attendance at District, State, and/or National Conventions or Trainings.</p>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment) SY 19-20 (To be adjusted through formative assessment)</p>		<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>2.3.a Quarterly review documented by Curriculum Council Meeting Minutes.</p> <p>2.3.b Quarterly reviews documented by attendance sheets or registration.</p>

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

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
<p><b>Objective 1:</b> MWES will develop, maintain, and renew family and community relations to enhance school partnerships.</p> <p><b>Objective 2:</b> MWES will maintain systems of practice that help to diagnose, collaborate, innovate, apply, and manage the full scope of duties necessary to run an effective school.</p>	<p>An effective school has systems in place that are not bound to specific individuals but to the process. Here at Mililani Waena Elementary, there are systems in place to support the diverse learning needs of our students. These systems are guided by the frame of reaching the diverse learning needs of our students.</p>



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<p>Families and community members will participate in school-wide or grade level activities as documented by event sign-in sheets.</p> <p>2018 WASC Critical Area for Follow Up: Explore additional strategies to further engage parents in the school community, including further expansion of the role of the School Community Council in the school improvement process.</p> <p>2018 WASC Critical Area for Follow Up: Continue to reflect on the self study process in a way that engages all stakeholders.</p>	<p>3.1.a Offer the opportunities for families and community to become involved through school-wide or grade level activities:</p> <ul style="list-style-type: none"> <li>● School Community Council</li> <li>● Open House</li> <li>● Recognition Assemblies</li> <li>● School-wide activities</li> <li>● Grade level activities</li> <li>● Field trips</li> <li>● WASC accreditation self-study process</li> </ul> <p>3.1.b Teachers will provide opportunities for family and/or community participation through activities.</p>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment) SY 19-20 (To be adjusted through formative assessment)</p>		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>3.1.a Quarterly announcements made through Family Bulletins, Website, Voice Messenger.</p> <p>3.1.b Quarterly review of participation documented by attendance or registration forms.</p>

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

<p>MWES will maintain, create and adjust systems of practice to run an effective school.</p> <p>2018 WASC Critical Area for Follow Up: Ensure that the school improvement strategies such as curriculum mapping and improving differentiation are implemented consistently across grade-levels.</p>	<p>3.2.a Each grade level will participate in Student Focused Planning Time every three days for 80 minutes to:</p> <ul style="list-style-type: none"> <li>● Analyze Student Work</li> <li>● Participate in inter-rater reliability scoring</li> <li>● Develop Curriculum</li> <li>● Share instructional strategies and practices</li> <li>● Establish instructional groupings and instructional next steps</li> <li>● Effective use of data to instruction</li> <li>● Set SMART goals</li> <li>● Monitor for consistent application of strategies across grade levels horizontal and vertical</li> </ul> <p>3.2.b Teachers will meet in Professional Learning Communities to extend and support implementation of:</p> <ul style="list-style-type: none"> <li>● Academic</li> <li>● Behavioral</li> <li>● Social-Emotional</li> <li>● School-Wide</li> <li>● Cross-Curricular</li> </ul>	<p>SY 17-18 SY 18-19 (To be adjusted through formative assessment) SY 19-20 (To be adjusted through formative assessment)</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> Other</li> <li><input type="checkbox"/> N/A</li> </ul>	<p>3.2.a Quarterly reviews include but are not limited to:</p> <ul style="list-style-type: none"> <li>● Curriculum Maps</li> <li>● Classroom Observations</li> <li>● Classroom Profiles</li> <li>● At-A-Glance Forms</li> <li>● Analysis of student work data</li> <li>● Quarterly Benchmark Assessment</li> <li>● Student Growth Data</li> <li>● i-Ready Digital Reports</li> </ul> <p>3.2.b Quarterly reviews include but are not limited to:</p> <ul style="list-style-type: none"> <li>● PLC: Agendas, Minutes, Reflection (inclusive of next step actions)</li> </ul>
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