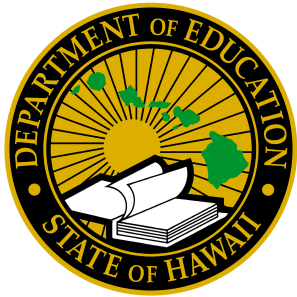


Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020



Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

Makalapa Elementary
4435 Salt Lake Blvd.
Honolulu, HI 96818

Submitted by Denise Arai	Date
Signature on file	

Approved by John Erickson	Date
Signature on file	

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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"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ 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 	<p>Makalapa Mission: We are a dedicated staff who inspire students to become college, career and citizenship ready.</p> <ol style="list-style-type: none"> 1. Incorporating instructional strategies in all content areas to support student achievement 2. Providing support for all students to ensure that grade level benchmarks are met. 3. Use data to make instructional decisions in the classroom.
	<p>Addressing Equity: Sub Group Identification</p>
	<p>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. (37 cell %)</p> <ol style="list-style-type: none"> 1. Military: With 65%+ of military dependents, they are the majority of the school population. Data shows that entering Makalapa, military students are scoring below their peers. When students rotate out from our campus, we want them to be able to compete with students at any school that they may attend. 2. Free/Reduced: We have 50%+ of students that are receiving free or reduced meals on campus. We need to ensure that these students are addressed, along with the rest of the student body on campus. 3. Asian/Pacific: This group makes up our “local” student population who fall into the free/reduced and/or ELL category as well. This group makes up roughly 35% of the student population. This group will be monitored as it is the second largest group on campus. 4. Spec. Ed.: While our SPED number has remained constant, this sub group will be monitored to ensure progress being made on the IEP and in relation to grade level benchmarks. Monitoring this student population will also assist teachers to gather data and rescind students from SPED. 5. ELL: Our ELL populations has slowly increased over the last three years. We are currently at 10%, with a third of the students in K and 1. The top languages of students being served include: Filipino, Marshallese, and Chuukese.

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	Title of ART Team Accountable Lead
1. Greg Maeda, Naomi Mihara	1. Curriculum <ul style="list-style-type: none"> • ELA, Math and Science • RTI (tier 1 and 2) and tutoring
2. Shirlee Maluo-Smith, Christine Dung	2. Student Support - CSSS <ul style="list-style-type: none"> • Academic support • RTI (tier 3) • ELL
3. Ross Miyose, Kasey Lahousse	3. Student Support – Counseling and Guidance <ul style="list-style-type: none"> • Leader In Me • Behavior • Absences • State testing
4. Michelle Okamoto-Lum, Mike Kawatachi, Carol Nishita	4. Systems of Support <ul style="list-style-type: none"> • Title I, Grants • AVID – Student Leadership • Formative Assessments • Parental Involvement
5. Maricar Kawasaki, Shirlee Maluo-Smith, Carol Nishita, Lloyd Takeshita	5. Technology Integration

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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>ELA</p> <ul style="list-style-type: none">Students will read on or above grade level with strategies and skills to comprehend text or passage.Students will respond to a prompt in written form and cite evidence from a reading/text. <p>Math</p> <ul style="list-style-type: none">Students will complete math content specific to their grade level.Students will think creatively and problem solve while applying the Mathematical Practices to everyday situations. <p>College, Career, and Citizenship Readiness</p> <ul style="list-style-type: none">Students will transition from grade to grade and into Middle School with strategies in Writing, Inquiry, Collaboration, Organization, and Reading. <p>Digital Citizenship</p> <ul style="list-style-type: none">Students will be able to use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. <p>Student Support Programs</p> <ul style="list-style-type: none">Support for students needing additional assistance beyond the core instructional time. Assistance will be addressed through small group and differentiated instruction.Students will be given opportunities beyond the classroom to grow as leaders in the classroom, school and community.	<p>ELA and Math:</p> <p>Makalapa Elementary historically scores at or above the state average. Over three years, the goal for the school is to incrementally increase the scoring percentage on the SBA by focusing on reading comprehension, writing, math practices and problem solving. Our goal is to have a curriculum in place that will support students to achieve at high levels.</p> <p>College, Career, and Citizenship Ready:</p> <p>With AVID being implemented in 2013 at the elementary level, Radford Complex is able to move together in preparing students for college, and career, and citizenship readiness. We will utilize AVID to help students to be prepared with organization and collaboration as the school focuses on strengthening reading and writing skills.</p> <p>Digital Citizenship:</p> <p>Makalapa is a one-to-one school with devices used on campus. Students need to use the device to extend their knowledge and personalize their learning.</p> <p>Student Support Programs:</p> <p>There is a large group of students that fall into the “approaching” category every year. ELL students make up a part of this population. We lessen the students in that group by providing support through RTI groups and tutoring. Support programs have been helpful at school as we have been able to lessen the number of students that are scoring in the “Well Below” category on SBA in the past. We will maintain these</p>

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	<p>support programs in the future.</p> <p>Students need to be prepared for the future. Makalapa will continue to provide opportunities for all students to develop character, teamwork, responsibility, and perseverance. We will continue to build the students with leadership skills/talents outside the realm of academics.</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><i>By 2020, 80% of students in grades K-2 will meet reading literacy targets.</i></p> <p><i>By 2020, 86% of students in grade 3 will meet reading literacy targets based on SBA.</i></p> <p><i>By 2020, 72% of students in grades 3-6 will be proficient in ELA based on SBA.</i></p>	<p>1. Implementation of a Consistent Literacy Program.</p> <p>Focused strategy instruction focusing on the BIG FIVE ideas in reading.</p> <ul style="list-style-type: none"> ● Phonemic awareness ● Phonics ● Vocabulary ● Comprehension ● Fluency 	2017-2020	Naomi Mihara	<input type="checkbox"/> WSF Title I SFA Materials and training Edmentum Reading Connections Ka Hui Heluhelu Stipends <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	<ul style="list-style-type: none"> ● Updated grade level pacing guides with aligned instruction for ELA, as evidenced by articulation minutes. <ul style="list-style-type: none"> ○ Use Early Literacy to predict fluency for K. ○ Continue to use SFA screener at the end of K for reading placement in grade 1. ● 100% of teachers update grade level data sheets using data to track students in reading for in-school monitoring. <ul style="list-style-type: none"> ○ Grades K-6: Utilize Star, Early Literacy, SFA to determine RTI groups and gather progress monitoring data. ○ ELL monitoring data <ul style="list-style-type: none"> ▪ Track WIDA scores. ▪ Benchmark student progress quarterly.

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					<ul style="list-style-type: none"> 100% of gr. 1-6 teachers will track Lexile levels quarterly using universal screener data, or Achieve 3000. (data sheets) <ul style="list-style-type: none"> Students use lexile tracker to monitor monthly lexile progress for all students grades 2-6. (school form) (18-19)
<p>By 2020, 80% of students in grades K-2 will be proficient on grade level content in Math.</p> <p>By 2020, 60% of the students in grades 3-6 will be proficient in Math based on SBA.</p>	<p>2. Implementation of a Consistent Math Program.</p> <p>Focused Strategy Instruction:</p> <ul style="list-style-type: none"> Build conceptual understanding [concrete, semi-concrete (visual, pictorial) ,abstract (symbolic)]. Apply Mathematical Practice standards to daily life. Integrate Stepping Stones into pacing guides for grade K-5 Focus on visualization, reasoning and number sense. Utilization of anchor tasks. 	2017-2020	Greg Maeda	<input type="checkbox"/> WSF Title I Substitutes NCTM membership Edmentum Stepping Stones 3R's Consulting Services <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	<ul style="list-style-type: none"> Updated grade level pacing guides with aligned instruction for Math, as evidenced by articulation minutes. 100% of teachers update grade level data sheets. Quarterly, teachers will provide students with real life application in math through performance tasks or situational experiences in the classroom as evidenced by student work or classroom observations. <ul style="list-style-type: none"> Engage students in application of math concepts in real life situations. (18-19) Student journals, classroom observation and discussion

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					to assess student knowledge and guide teacher instruction.
<i>By 2020, 64% of the students in grade 5 will be proficient in science, as measured by state assessment.</i>	<p>3. Implementation of a Consistent Science Program.</p> <p>Focused Strategy Instruction:</p> <ul style="list-style-type: none"> Investigate to understand NGSS. Pacing guides for NGSS K-5, 6-8 Implement NGSS schoolwide. 	2017-2020	Naomi Mihara, Michelle Okamoto-Lum	<input type="checkbox"/> WSF Title I Substitutes Stipends NSTA Institutional Membership STEMscopes Travel: <ul style="list-style-type: none"> National Science Teachers Association <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	<ul style="list-style-type: none"> Create pacing guide for science based on NGSS. Create lessons based on the 5E's which includes: Engage, Explain, Explore, Elaborate, Evaluate. (18-19) Complete NGSS lessons based on problem driven learning, with the following: <ul style="list-style-type: none"> Phenomenon Storyline or Integration of engineering design
<i>By 2020, 100% of the students will complete inquiry-based investigation.</i>	<p>4. Technology integration to prepare students for the future.</p> <ul style="list-style-type: none"> Review and revise tech continuum. Apply digital tools to gather, evaluate and use information. 	2017-2020	Maricar Kawasaki, Shirlee Maluo-Smith, Carol Nishita, Lloyd Takeshita	<input type="checkbox"/> WSF 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	<ul style="list-style-type: none"> Refine and Implement Makalapa Tech Scope and Sequence continuum. Implement the Radford Complex Digital Literacy Skills Alignment (18-19) Students' digital portfolio show implementation of grade level digital tools. <ul style="list-style-type: none"> Three products within each yearly

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					portfolio. (18-19)
<p><i>By 2020, 70% of the students will score at the proficient level or better on the STAR Universal Screener for ELA and iReady screener for Math.</i></p>	<p>5. Provide assistance through support systems to address students' learning needs.</p> <ul style="list-style-type: none"> ● Utilize the universal screener to progress monitor students. ● Articulation and Collaboration among and between grade levels to discuss and assess student progress. ● Provide inclusionary settings as least restrictive environment for students with special needs. 	2017-2020	<p>Shirlee Maluo-Smith, Naomi Mihara, Greg Maeda</p>	<input type="checkbox"/> WSF Title I <input type="checkbox"/> PPT Tutors <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	<ul style="list-style-type: none"> ● Monthly monitoring of RTI students. <ul style="list-style-type: none"> ○ Decrease the number of tier 2 and tier 3 students as measured by the universal screener. ○ Grades K-6: Utilize Star, Early Literacy, SFA to determine RTI groups and gather progress monitoring data. (18-19) ● 100% of teachers update grade level data sheets using common assessments and/or universal screener data to track students in reading/math for in-school monitoring as noted in articulation notes. Attention to the following disaggregated groups: <ul style="list-style-type: none"> ○ SPED

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					<ul style="list-style-type: none"> ○ ELL ○ Disadvantaged ○ 7 year club ● Monitoring of intervention strategies to determine effectiveness in student's success. ● Progress monitor instructional strategies through RTI. <ul style="list-style-type: none"> ○ Monitor intervention strategies that are used in Data Teams.
<p><i>By 2020, 80% of students in grades K-2 will meet reading literacy targets.</i></p> <p><i>By 2020, 86% of students in grade 3 will meet reading literacy targets based on SBA.</i></p> <p><i>By 2020, 72% of students in grades 3-6 will be proficient in ELA based on SBA.</i></p> <p><i>By 2020, 60% of students in grades K-2 will be proficient on grade level content in Math</i></p>	<p>6. Utilize Collaborative Conversations (Data Teams) to align instructional practices and strategies to the needs of the students.</p> <ul style="list-style-type: none"> ● Refine and implement with fidelity Benchmark assessments with rubrics and proficiency targets. ● Develop a process appropriate to Analyze data to determine best instructional strategies and practices. ● Review and implement a procedure that Involves students in the learning process. <ul style="list-style-type: none"> ○ Co-constructing criteria ○ Providing descriptive feedback 	2017-2020	Naomi Mihara, Greg Maeda	<input type="checkbox"/> WSF Title I Substitutes Stipends Edmentum <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	<ul style="list-style-type: none"> ● 100% of teachers will analyze student work as a collaborative group when meeting in Data Teams with focus on analysis of data, prioritizing needs, and determination of results indicators. ● 100% of teachers update grade level data sheets using common assessments and/or universal screener data to track students in reading/math for in-school monitoring as noted in articulation notes. Attention to the following disaggregated groups: <ul style="list-style-type: none"> ○ SPED ○ ELL ○ Disadvantaged ● Monitoring of intervention

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<p><i>By 2020, 60% of the students in grades 3-6 will be proficient in Math based on SBA.</i></p>	<ul style="list-style-type: none"> ○ Self and peer reflections ● Implement Collegial walk-throughs to reflect on teaching practice to gain new instructional strategies and practices. (18-19) 				<p>strategies to determine effectiveness in student's success.</p> <ul style="list-style-type: none"> ● 100% of students will self-reflect upon completion of common assessments assigned that are accompanied by a rubric or criteria sheet. <ul style="list-style-type: none"> ○ Co-construct criteria ○ Feedback ○ Self Evaluation (DLIQ) ● Teacher reflect on collegial walkthrough as evidenced by articulation minutes.
<p><i>By 2020, 80% of students in grades K-2 will meet reading literacy targets.</i></p> <p><i>By 2020, 86% of students in grade 3 will meet reading literacy targets based on SBA.</i></p> <p><i>By 2020, 72% of students in grades 3-6 will be proficient in ELA based on SBA.</i></p>	<p>7. Utilize AVID and WICOR strategies:</p> <ul style="list-style-type: none"> ● SLANT ● STAR notes ● Writing ● Inquiry and questioning ● Collaboration ● Organization skills ● Reading strategies 	2017-2020	Michelle Okamoto-Lum	<input type="checkbox"/> WSF Title I Planners and folders Summer Path Training <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	<ul style="list-style-type: none"> ● WICOR strategies will be utilized in daily lessons with students. <ul style="list-style-type: none"> ○ Students use writing rubrics on selected writing assignments. (18-19) ○ Students will be able to ask/write questions that reflect level 2 and 3. (18-19) ● Students regularly utilize self-reflection tools to summarize, make connections with their learning. ● Students set goals after each quarter.

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Goal 2: Staff Success. Makalapa 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:
<p>Focused Professional Development:</p> <ul style="list-style-type: none">Teachers will be able to use and facilitate the research-based instructional strategies and practices that address the needs of the students. <p>Collaborative Conversations: (Data Teams)</p> <ul style="list-style-type: none">Teachers will participate in collaborative conversations to ensure effective instructional practices and strategies align with school initiatives based on data analysis.	<p>Focused Professional Development:</p> <p>Teachers have requested various training and interest areas that they feel will help them to address areas for student growth and help with making needed instructional decisions. Change in staff composition requires new staff to be trained so that all staff members understand and use the same teaching strategies for consistency among school staff.</p> <p>Based on in-school data from SY 16-17 and SY 17-18, data shows that we need to invest and focus our attention in math instruction and application. Professional development opportunities will be directed at these targets set for the school.</p> <p>Collaborative Conversations:</p> <p>One of the recommendations from WASC was to measure and monitor the effectiveness of curricular and instructional choices. While Data Teams is being used to address selected areas of the curriculum, we believe that we need to start to reflect on our craft to become better educators. Collaborative conversations, using reflective walk through, we feel will help us achieve this.</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
<i>By 2020, 100% of staff members will be trained in school-wide programs or strategies to provide continuity within the school.</i>	<p>8. Provide professional development, grounded in best practices, for teachers based on teacher needs and student determined needs. Research based institutional practices such as:</p> <ul style="list-style-type: none"> • AVID • Thinking Maps • Comprehension Skills and Strategies • Beginning Reading Skills and Strategies • Differentiated/Small Group Instruction • Math Concepts, Skills and Problem Solving • Technology Integration and Innovation • NGSS • Success For All • Writing Strategies 	2017-2020	Michelle Okamoto-Lum, Denise Arai	<input type="checkbox"/> WSF Title I Substitutes Stipends NCTM Ka Hui Helu Helu Travel <ul style="list-style-type: none"> • NSTA National Conference • Greg Tang Conference <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	<ul style="list-style-type: none"> • 100% of teachers will implement new professional development information into classroom practice as evidenced by student work reviewed at articulation. • Teacher PD calendar. • Provide time to collaborate/integrate PD learning into curriculum and instruction. • 100% of documentation will be completed on Google apps.

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

Outcome: By the end of three years,	Rationale:
<p>AVID Certification:</p> <ul style="list-style-type: none">● Complete certification documents that will keep Makalapa Elementary certified as an AVID Elementary School. <p>Program Monitoring and Systems of Support:</p> <ul style="list-style-type: none">● Ensure programs and services are effective in meeting the needs of students.<ul style="list-style-type: none">○ ELL○ SPED○ Disadvantaged● Program evaluations and reviews measure effectiveness according to students' needs.● Consistent school-wide implementation of SEL Program● Program evaluation and review for effectiveness:<ul style="list-style-type: none">○ 5% decrease of behavioral referrals	<p>AVID Certification:</p> <p>Radford Complex strives to work together in building the AVID implementation complex-wide. We are determined to help our complex by preparing students to be college, career, and citizenship ready.</p> <p>Program Monitoring and Systems of Support:</p> <ul style="list-style-type: none">● The WASC Visiting Committee recommended that Makalapa focus on the programs that we offer to the students and try to make correlations for student success. We are looking at both the effectiveness of the program, as well as the program meeting the needs of the students. Groups that have been identified for in-school monitoring include: ELL, SPED, and the Disadvantaged (F/R) group.● SEL program: tripod survey data shows that Classroom Management is an area of needed improvement. We are looking for ways to assist teachers in the classroom with students and change students' perceptions of classroom management.

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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
<i>By 2020, Makalapa will continue to be an AVID Certified Elementary School.</i>	9. Complete self-study and submit certification documents. • Secure rating of “Routine Use” or “Institutionalization” on certification documents.	2017-2020	Michelle Okamoto-Lum	<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	• Continue AVID Program implementation plan for Makalapa Elementary. ◦ Site Team Plan • Provide AVID professional development such as Summer Institute/Path Training/National Conference for teachers and staff. • Complete AVID Initial Self Study (ISS) in the Fall and complete Comprehensive Self Study (CSS) certification in the Spring of 2018, 2019, 2020. • Makalapa AVID Site Team to complete walk-throughs to monitor the progress of Makalapa’s AVID Implementation Plan with the focus on WICOR.

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<p>By 2020, Makalapa will implement a comprehensive array of support programs will be in place, and monitored for program effectiveness in relation to student academic achievement, as well as social emotional learning.</p>	<p>10. Provide a Comprehensive Student Support System.</p> <ul style="list-style-type: none"> ● Implement effective programs for students support and leadership. ● Review and revise student support programs <ul style="list-style-type: none"> ○ ELL ○ SPED ○ Disadvantaged ● Monitor program effectiveness ● 	<p>2018-2020</p>	<p>Ross Miyose, Kasey LaHousse, Michael Kawatachi, (Shirlee Maluo-Smith, Naomi Mihara, Michelle Okamoto-Lum, Greg Maeda)</p>	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> ● Develop/implement criteria for the student success in each program. ● Student satisfaction survey for student programs. ● Program review via analysis of student data and success in the classroom. ● Teacher feedback on programs and its effect on student motivation and classroom success. ● Collect data relating to the implementation of an SEL program. ● Tracking sub-groups using progress monitoring. ● Provide additional training to teachers and staff based on best instructional practices for subgroup populations. ● ACCESS/WIDA training for staff to understand the score results and target specific strategies to be used with targeted students.
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Makalapa Elementary will continue to encourage parents to be involved partners in the education for all students.	11. Provide various opportunities for parents to be involved in school: <ul style="list-style-type: none"> • Website • Emails • Parent newsletter • School notices • Student planners 	2018-2020	Michelle Okamoto-Lum, Michael Kawatachi	<input type="checkbox"/> WSF <input type="checkbox"/> Title I Paper goods, meals/snacks <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	<ul style="list-style-type: none"> • Documents loaded onto the Title I Next site. • Copies of newsletters and notices sent home to families. • Flyers, sign-in sheets, surveys of parent events held on campus.
Students will be prepared in all four content areas as they transition to Aliamanu Middle School.	Middle School Model: <ul style="list-style-type: none"> • Time on task for the four content areas (ELA, Math, Science and Social Studies). • Provide transitions within the four content areas. 	2018-2020	Michelle Okamoto-Lum	<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	<ul style="list-style-type: none"> • Modification to the bell schedule for content areas. • Informational meeting for Makalapa parents, in January, with the Aliamanu Middle School Principal and staff. • 6th grade orientation visit to Aliamanu Middle School.

SY 2018-19 revisions #a in green 04/26/18

SY 2018-19 revisions #1 in blue 9-17-18