



Three-Year Academic Plan 2017-2020

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

Where are we now?	
Prioritize school's needs as identified in one or more of	<ol style="list-style-type: none">In order for graduates to be successful in an innovation driven world and economy, they need to acquire and demonstrate the 21st Century mindsets, skills and competencies. We define 21st Century mindsets, skills and competencies as the Global Learner Outcomes (GLOs) as described in the Hawaii's Blueprint for Education.<ul style="list-style-type: none">Self-directed Learner (The ability to be responsible for one's own learning)Community Contributor (The understanding that it is essential for human beings to work together)Complex Thinker (The ability to demonstrate critical thinking and problem solving)Quality Producer (The ability to recognize and produce quality performance and quality products)Effective Communicator (The ability to communicate effectively)Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)Creative InnovatorAll students need foundational reading skills in order to be successful in life. MES has students who continue to struggle with foundational reading skills and reading comprehension; therefore, we are focused on supporting students to ensure all students read on grade level by the end of grade 2.Assessment of and for learning is an important component to make decisions on instruction and curriculum that increase student achievement. Our school has not had focused professional development and training in assessment for more than five (5) years. Faculty survey results conducted in 2014-15 SY indicate this is an area of need.We believe in continuous growth in teaching practice. High yield instructional strategies have been proven to be highly effective in impacting student achievement; therefore, we continue to engage in a professional learning community focused on high yield instructional strategies. Faculty survey results conducted in 2014-17 SY indicate this is an area of interest.Grade levels report the writing component in the state selected Reading Wonders ELA program is weak. They currently supplement and request the school searches and implement a more effective school-wide writing program.
the following needs assessments:	<p>The WASC Visiting Committee recommended and supported consolidating the critical follow up areas as follows:</p> <ol style="list-style-type: none"><u>New Consolidated WASC Critical Area #1</u> Administration and leadership team develop and implement a multi-year, written Professional Development Plan aligned to the following Moanalua Elementary School Critical Areas for Follow Up and Academic Plan. The Professional Development Plan is to address the following:<ul style="list-style-type: none">Student learning results should drive the identification of areas of Professional Development.The alignment of curriculum with standards and GLOs and processes for evaluating the effectiveness of the curriculum and remediating incongruences between the standards and curriculum.Staff training and involvement in collecting, disaggregating and analyzing an array of appropriate data that directly influences the decision-making processes that design and implement classroom instruction as well as schoolwide improvement.Validating the effectiveness of assessment tools and educational programs

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<ul style="list-style-type: none"> ● 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 	<ol style="list-style-type: none"> 2. <u>New Consolidated WASC Critical Area #2</u> Administration and Leadership Team will provide leadership that results in a positive school culture and improved student learning by: <ul style="list-style-type: none"> ○ Empowering and facilitating effective forms of communication amongst all stakeholders to strengthen all-inclusive relationships. ○ Expanding the involvement of teacher, classified staff, parents, community members, and students directly in the key critical decision-making processes of the school ○ Working together with all stakeholder groups to cultivate respect, pride, trust, and positive interactions in a collaborative manner to nurture the school culture and increase a sense of community. 3. <u>New Consolidated WASC Critical Area #3</u> (For Complex Area Superintendent) Complex Area Staff develops a plan for retaining and supporting effective administrators for Moanalua Elementary School 4. <u>New Consolidated WASC Critical Area #4</u> Administration, leadership team, classified and certificated staff develop, implement, and sustain organizational systems that guide all school-wide operations effectively. These should include, but are not limited to: <ul style="list-style-type: none"> ○ Policies and procedures ○ Articulation between Moanalua Elementary and Moanalua Middle School ○ Validating the effectiveness of system evaluation tools and educational programs 																																
<h3>Addressing Equity: Sub-Group Identification</h3>																																	
<p>Moanalua Elementary is focused on closing the achievement gap in ELA between disadvantaged and non-disadvantaged subgroups. Currently, the ELA gap is approximately 26 points.</p>																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="2" style="text-align: center;">Measures</th> <th style="text-align: center;">2015-16</th> <th style="text-align: center;">2016-17</th> <th style="text-align: center;">2017-18</th> </tr> </thead> <tbody> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">ACHIEVEMENT</td> <td style="text-align: left;">HSA/SBA Math Proficiency</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">59%</td> <td style="text-align: center;">55%</td> </tr> <tr> <td style="text-align: left;">HSA/SBA Reading Proficiency</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">67%</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">READINESS</td> <td style="text-align: left;">Chronic Absenteeism</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">6%</td> <td></td> </tr> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;">ACHIEVEMENT GAP</td> <td style="text-align: left;">Math - Non-High Needs</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td style="text-align: left;">ELA - Non-High Needs</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">72%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: left;">Math - High Needs</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">36%</td> </tr> </tbody> </table>		Measures		2015-16	2016-17	2017-18	ACHIEVEMENT	HSA/SBA Math Proficiency	60%	59%	55%	HSA/SBA Reading Proficiency	70%	66%	67%	READINESS	Chronic Absenteeism	5%	6%		ACHIEVEMENT GAP	Math - Non-High Needs	65%	64%	64%	ELA - Non-High Needs	76%	72%	75%	Math - High Needs	43%	43%	36%
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		ELA - High Needs	51%	46%	49%
		Math Gap Rate	34% (22)	21%	28%
		ELA Gap Rate	33% (25)	26%	25%
	Other	3rd Grade Advanced Reading	27%	81%	84%

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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. Curriculum Coach A (Merri Wada-Tanji)	1. Common Core State Standards
2. Student Services Coordinator (Marix Dumlao), Instructional Specialists (Jihan Ahmed, Tiffany Chinen)), Curriculum Coach B (Joanne Rosen)	2. Comprehensive Student Supports
3. Curriculum Coach A (Merri Wada-Tanji)	3. Formative Instructional/Data Teams
4. Principal (Lynda Galera) :	4. Educator Effectiveness
5. Curriculum Coach B (Joanne Rosen)	5. Induction and Mentoring
6. Curriculum Coach B (Joanne Rosen)	6. 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>Objective 1: Empowered All teachers increase student engagement and empowerment through rigorous, authentic learning opportunities.</p> <p>Objective 3: Well Rounded All teachers continue to design and implement a rigorous and well-rounded curriculum based on the Common Core State Standards</p> <p>Objective 4: Prepared and Resilient By the end of SY 2019-20, a comprehensive RTI system fully implemented with continuous reflection and refinement.</p>	<p>Objective 1: Empowered In order for graduates to be successful in an innovation driven world and economy, they need to acquire and demonstrate the 21st Century mindsets, skills and competencies. We define 21st Century mindsets, skills and competencies as the Global Learner Outcomes (GLOs).</p> <p>Objective 3: Well Rounded Grade levels report the state selected Reading Wonders ELA program has a weak writing component. They request the school adopt a school-wide writing program.</p> <p>According to HI DOE, full implementation of NGSS is 2019-20 SY ; therefore, the academic plan shall include transition to NGSS</p> <p>Assessment of and for learning is an important component to make decisions on instruction and curriculum that increase student achievement. Our school has not had focused professional development and training in assessment in the last five (5) years. Faculty survey results conducted in 2014-15 SY and ongoing surveys indicate this is an area of need.</p> <p>Objective 4: Prepared and Resilient All students need foundational reading skills in order to be successful in life. MES has students who continue to struggle with foundational reading skills and reading comprehension; therefore, we are focused on supporting students</p>

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to ensure all students read on grade level by the end of grade 2.

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>Goal 1: Student Success Objective 1: EMPOWERED All teachers increase student voice, engagement, empowerment, and empathy through rigorous, authentic, meaningful, and collaborative learning opportunities.</p> <p>Theory of Action: If the school implements PBL effectively THEN students will be engaged in deeper learning experiences that develop 21st century life skills and allow them to showcase their strengths.</p>	<p>Project Based Learning</p> <ul style="list-style-type: none"> All teachers continue professional development for authentic interdisciplinary unit planning in grades K-6. All teachers continue designing interdisciplinary units of study providing authentic learning opportunities that incorporate reading, writing, science/social studies (STEM and priority ELA CCSS), and technology. Students at each grade level participate in a public exhibition of PBL unit at the end of each PBL unit. Grade 6 team researches and drafts criteria for a grade 6 student passion project that contributes to the community 	2017-18	Curriculum Coach A	<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"> School-wide Professional Development plan to include continued training on authentic interdisciplinary unit planning By the end of 2017-18 SY, each grade level develops a second interdisciplinary unit of study providing authentic learning opportunities that incorporates reading, writing, science/social studies and technology (STEM and priority ELA CCSS) along with rigorous common formative and summative assessments aligned to CCSS and GLOs. 100% of students at each grade level participate in a public exhibition of PBL unit at the end of each PBL unit. Grade 6 team researches and drafts criteria for a

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					grade 6 student passion project that contributes to the community and demonstrates GLOs
	<ul style="list-style-type: none"> 100% of grade levels self-assess and refine the interdisciplinary units using the <u>Buck Institute for Education Project Design Rubric</u> (PBL Essential Design Elements include: Key knowledge, Understanding & Success skills; Challenging problem or Question; Sustained Inquiry; Authenticity; Student Voice & Choice; Reflection; Critique & Revision; Public Product.) 100% of grade levels get feedback from others on one of their PBL units based on the BIE tuning protocol and continue to refine it. 100% of grade levels self-assess their PBL unit's <ul style="list-style-type: none"> common summative assessment for level of rigor using the Rigor and Relevance Framework Alignment to CCSS 	2018-19	Curriculum Coach A	<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"> 100% of the grade levels' interdisciplinary projects will be at the "Includes Features of Effective PBL" level based on their self-assessment using the Buck Institute for Education Project Design Rubric. 100% of students at each grade level participate in a public exhibition of PBL unit at the end of each PBL unit. 100% of grade levels refine one of their PBL units after receiving feedback based on the BIE tuning protocol. 100% of grade levels complete a self assessment questionnaire indicating the level of rigor and relevance

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	<p style="text-align: center;">priority standards</p> <ul style="list-style-type: none"> • By the end of 2019-20 SY, MES develops a new MES school wide rubric that measures evidence of GLO 3 - Critical Thinking. • 100% of grade levels self-assess their PBL unit's <ul style="list-style-type: none"> ○ common summative assessment for level of rigor using the Rigor and Relevance Framework ○ Alignment to CCSS priority standards ○ Alignment to GLO # 3: Critical Thinker 	<p style="text-align: center;">2019-20</p>	<p>Curriculum Coach A</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	<ul style="list-style-type: none"> • MES school wide GLO3 rubric for critical thinking • 100% of grade levels complete a self assessment questionnaire indicating the level of rigor and relevance • Assessments include priority standards and GLO #3
<p>Goal 1: Student Success Objective 3: WHOLE CHILD</p> <p>Faculty and staff create and sustain a positive learning environment and safe learning community.</p> <p>Theory of Action: If the school</p>	<p>Tribes</p> <ul style="list-style-type: none"> • 100% of teachers participate in Tribes training (refresher course for veteran teachers) to incorporate Social Emotional Learning in their classroom • 100% of teachers incorporate SEL/Tribes activities daily in classroom • Teachers use common language/Tribes 	<p style="text-align: center;">2018-19</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	<ul style="list-style-type: none"> • 100% of teachers complete the Tribes training or Refresher course in SY 2018-19 • Walkthrough data collection to determine percentage of teachers conducting Tribes activities/SEL and using Tribes common language/agreements • Mid-year and End-of-year

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implements Tribes effectively, then it will have a stronger sense of community – students will feel safe, respected , valued, and demonstrate positive behavior resulting in rigorous and relevant learning and positive attitudes towards school.	agreements daily in the classroom				surveys will reveal that 80% of students and teachers report that they feel a sense of community and family in the classroom and school.
	<ul style="list-style-type: none"> ● Select a walk-through tool to collect data on Tribes implementation in the classrooms. ● 100% of teachers incorporate SEL/Tribes activities daily in classroom ● Teachers use common language/Tribes agreements daily in the classroom 	2019-20			<ul style="list-style-type: none"> ● Walk-through protocol adopted by school ● Walkthrough data collection and survey to determine percentage of teachers conducting Tribes activities/SEL and using Tribes common language/agreements ● Mid-year and End-of-year surveys will reveal that 80% of students and teachers report that they feel a sense of community and family in the classroom and school.
Goal 1: Student Success Objective 4: PREPARED AND RESILIENT By the end of SY 2019-20, a comprehensive RTI system will be fully implemented with continuous reflection and refinement.	RTI - Literacy <ul style="list-style-type: none"> ● The school continues to revise and refine an effective reading support and progress monitoring system for students in Tier 2 and Tier 3 ● All grade level teachers analyze class data, complete a Classroom Profile Sheet and Student Profile sheet for all 	2017-18	Curriculum Coach B		<ul style="list-style-type: none"> ● By the end of the 2017-18 SY, 80% of students in tiers 2 and 3 have an effect size of at least .40 based on a reading assessment (Progress monitoring probes, universal screener, etc) ● By the end of the 2017-18 SY, at least 70% of “disadvantaged” students at each grade level in

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<p>The teachers will provide quality instruction that supports all learners with research based, differentiated and targeted, CCSS instruction.</p> <p>Theory of Action: If the school implements the RTI process effectively, then student who are struggling will be able to make significant gains to close the academic gap between themselves and the grade level peers.</p>	<p>students in tier 2 and 3</p> <ul style="list-style-type: none"> All grade level teachers meet monthly with the SSC, counselor, CC and administrator and conducts grade level peer review 				<p>grades K-2 reads at grade level according to selected reading assessment.</p> <ul style="list-style-type: none"> By the end of the 2017-18 SY, at least 65% of “disadvantaged” students at each grade level in grades 3-6 meets or exceeds grade level lexile according to Kidbiz reading assessment By the end of the 2017-18 SY, at least 80% of students at each grade level in grades K-2 reads at grade level according to selected reading assessment. By the end of the 2017-18 SY, at least 70% of students at each grade level in grades 3-6 meets or exceeds grade level lexile according to Kidbiz reading assessment Each grade level data team minutes includes minutes from monthly grade level peer review
	<ul style="list-style-type: none"> The school continues to revise and refine an effective reading support and progress monitoring system to address all students’ needs. 	<p>2018-19</p>	<p>Curriculum Coach B</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 	<ul style="list-style-type: none"> By the end of the 2018-19 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended

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	<ul style="list-style-type: none"> All teachers collect and analyze class data in their data teams and use the information to plan for instruction 			<input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>RTI targets based on the universal screener, iReady (end of year view):</p> <ul style="list-style-type: none"> 85% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) 10% or less with an overall scaled score at one grade level below (yellow - tier 2) 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) <ul style="list-style-type: none"> By the end of the 2018-19 SY, 85% of students in grades 2-6 will meet or exceed grade level Lexile targets. By the end of the 2018-19 SY, at least 85% of students at each grade level in grades K-1 meets or exceeds grade level targets according to selected reading assessments. Grade level data team cycle spreadsheets, step
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	<ul style="list-style-type: none"> ● All teachers monitor iReady reports to encourage 100% of students in grades K-6 completes the iReady Online lesson usage goal per week with 70% pass rate <ul style="list-style-type: none"> ○ Tier 1: one lesson completed with 70% pass rate ○ Tier 2: two lessons completed with 70% pass rate ○ Tier 3: three lessons completed with 70% pass rate ● All general education teachers complete a Student Profile sheet for students of concern and/or those requiring tier 3 supports. Those students are discussed and tracked in the monthly peer reviews. ● All grade level teachers meet monthly with the Peer Review Team: School Services Coordinator, counselor, SpEd teacher, Curriculum Coordinator 				<p>4, instructional strategies</p> <ul style="list-style-type: none"> ● 100% of students in grades K-6 meet their iReady Online usage goal per week with 70% pass rate, 75% of the time <ul style="list-style-type: none"> ○ Tier 1: one passed lesson completed with 70% pass rate ○ Tier 2: two passed lessons completed with 70% pass rate ○ Tier 3: three passed lessons completed with 70% pass rate ● Monthly student profile sheets completed with concerns, interventions, next step actions, and services noted. ● Each general education teacher's student profiles are discussed and updated in the peer reviews monthly. ● 85% of classroom teachers report the monthly grade level peer review problem solving
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	and administrator (as needed). Services are determined and student progress is tracked.				process effectively supports struggling learners (through effective feedback, timely supports, etc.)
	<ul style="list-style-type: none"> The school continues to revise and refine effective reading and math supports and progress monitoring system to address all students' needs. All teachers collect and analyze class data in their data teams and use the information to plan for instruction All teachers monitor iReady reports for student 	2019-20	Curriculum Coach B		<p>2019-20</p> <ul style="list-style-type: none"> By the end of the 2019-20 SY, the percentage of MES grade K-6 students at each grade level will be within the recommended RTI targets based on the universal screener, iReady (end of year view): <ul style="list-style-type: none"> 85% or more with an overall scaled score at mid-year on grade level or above (green - tier 1) 10% or less with an overall scaled score at one grade level below (yellow - tier 2) 5% or less with an overall scaled score at 2+ grade levels below (red - tier 3) By the end of the 2019-20 school year, 100% of

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	<p>growth targets.</p> <ul style="list-style-type: none"> All general education teachers complete a Student Profile sheet for students of concern and/or those requiring tier 3 supports. Those students are discussed and tracked in the monthly peer reviews. All grade level teachers meet monthly with the Peer Review Team: School Services Coordinator, counselor, SpEd teacher, Curriculum Coordinator 				<p>students will meet their individual goal (typical or stretch) for Reading based on iReady End of Year view.</p> <ul style="list-style-type: none"> By the end of the 2019-20 school year, 100% of students will meet their individual goal (typical or stretch) for Math based on iReady End of Year view. By the end of the 2019-20 SY, 85% of students in grades K-6 will meet or exceed grade level Lexile targets. Grade level data team cycle spreadsheets, step 4, instructional strategies Monthly student profile sheets completed with concerns, interventions, next step actions, and services noted. Each general education teacher's student profiles are discussed and updated in the peer reviews monthly. 85% of classroom teachers report the monthly grade level peer
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	and administrator (as needed). Services are determined and student progress is tracked.				review problem solving process effectively supports struggling learners (through effective feedback, timely supports, etc.)
<p>Goal 1: Student Success Objective 3: Well-Rounded Education Experience</p> <p>Teachers will provide intensive, individualized education services to students who qualify. Instruction will be informed by high quality data.</p> <p>Theory of Action: If the school implements special education services effectively, then students will be able to make significant gains to close the academic gap between themselves and the grade level peers.</p>	<p>Special Education</p> <ul style="list-style-type: none"> All SpEd teachers will collect and analyze data in monthly SpEd data team meetings. Information will be used to determine what interventions need to be done. 	2018-19	Student Services Coordinator	<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"> By the end of the 2018-2019 school year, all SpEd students will make progress towards or master ___% of their IEP goals and objectives. When analyzing their data, if students are not making adequate progress, SpEd teacher will provide interventions before triggering an IEP Revision meeting. By the end of the 2018-2019 school year, 100% of students with special needs meet their individual goal (typical or stretch) for Reading based on iReady End of Year view. By the end of the 2018-2019 school year, 100% of students with special needs meet their individual goal (typical or stretch) for Math based on iReady End of Year view.

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	<ul style="list-style-type: none"> • IEP team will discuss and propose appropriate student placement based on student needs and current performance based on data at an IEP meeting. • All SpEd teachers monitor iReady reports to encourage 100% of students in grades 2-6 to complete their iReady online lesson usage goal each week with 70% pass rate for reading and math. 				<ul style="list-style-type: none"> • By the end of the 2018-2019 school year, 100% of General Education teachers and/or SpEd personnel will provide accommodations for inclusion students, as documented in a student's IEP. SpEd and General Education teachers will communicate and collaborate weekly. If inclusion student is performing well below grade level standards, an IEP Revision meeting will be triggered to determine appropriate placement based on student's current performance and needs. • 100% of students in grades K-6 meet their iReady online usage goals for reading and math, 75% of the time.
	<ul style="list-style-type: none"> • All SpEd teachers will collect and analyze data in monthly SpEd data team meetings. Information will be used to determine what 	<p>2019-20</p>	<p>Student Services Coordinator</p>		<ul style="list-style-type: none"> • By the end of the 2019-20 school year, 100% of students with special needs meet their individual goal (typical or

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	<p>interventions need to be done.</p> <ul style="list-style-type: none"> All SpEd teachers monitor iReady reports to encourage 100% of students in grades 2-6 to complete their iReady online lesson usage goal each week with 70% pass rate for reading and math. 				<p>stretch) for Reading based on iReady End of Year view.</p> <ul style="list-style-type: none"> By the end of the 2019-20 school year, 100% of students with special needs meet their individual goal (typical or stretch) for Math based on iReady End of Year view. By the end of the 2019-20 SY, 85% of students with special needs in grades 2-6 will meet or exceed their end-of-year Lexile goal.
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Goal 2: Staff Success. Moanalua Elementary School has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>Objective 1: FOCUSED PROFESSIONAL DEVELOPMENT All teachers engage in a professional learning community</p>	<p>Objective 1: FOCUSED PROFESSIONAL DEVELOPMENT We believe in continuous growth in teaching practice. High yield instructional strategies have been proven to be highly effective in impacting student achievement; therefore, we continue to engage in a professional learning community focused on high yield instructional strategies. Faculty survey results conducted in 2014-15 SY indicate this is an area of interest.</p>

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<p>standards-based, it has greater potential to change what educators know, are able to do, and believe.</p> <p>2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.</p> <p>3. When educator practice improves, students have a greater likelihood of achieving results.</p> <p>4. When student results improve, the cycle repeats for continuous improvement.</p>					<p>off-campus as evidenced by data team minutes and teacher commitments shared with their data team.</p> <ul style="list-style-type: none"> ● 90% of beginning teachers indicate mentor program enhanced teacher practice and increasing student achievement, as evidenced by survey conducted at the end of semester one (1) and semester two (2)
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	<p>Schoolwide Professional Learning Plan</p> <p>GOAL #1: MES will implement a schoolwide instructional model or framework (Rigor and Relevance Framework) to ensure clarity and consistency on instructional methods and approaches.</p> <ul style="list-style-type: none"> Professional development and training will be provided for all teachers and staff on the instructional model (Rigor and Relevance Framework). Faculty will apply and implement specific strategies of the instructional model consistently and effectively and to the extent that it results in improved teaching practices in the classroom. Faculty members will attend professional conferences and receive additional training 	<p><u>2018-19</u></p>	<p>Curriculum Coach B</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"> 100% of teachers will complete training and professional development on the instructional model (Rigor and Relevance Framework). 100% of teachers will complete a survey indicating their level of understanding of the Rigor and Relevance Framework, with 75% reporting to be at the proficient level. 100% of grade levels complete a self assessment questionnaire indicating the level of rigor and relevance 50% of Classroom walk-through data will show that students are thinking critically (working at the analysis, synthesis, and evaluation leve using the Rigor and Relevance Framework).
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	<p>related to the selected instructional model.</p> <ul style="list-style-type: none"> 100% of grade levels self-assess their PBL units for level of rigor using the Rigor and Relevance Framework <p>GOAL #2: Each Grade Level will receive ongoing and differentiated support for a priority need area for professional development during the 2018-2019 school year.</p> <ul style="list-style-type: none"> Each Grade Level will identify priority need area for professional development determined by student learning results, teacher PD needs, and vertical articulation meetings. A plan will be developed to support each grade level by addressing the needs through available resources. Grade levels share their priority area of learning, growth and changes in 				<p>2a and 2b) 100% of grade levels identify a priority need area for professional development as determined by student learning results (classroom data, walkthrough data,etc.), teacher PD needs, and vertical articulation meetings. The grade levels will align their plan to the school-wide Instructional Model (Rigor & Relevance Framework), and resources and support will also be aligned to grade level plan.</p> <p>2c. 100% of grade levels share their priority area of learning, growth and changes in practice to an authentic audience (Teachers may choose to present at Moanalua HS PD Conference, or during MES Academy Sharing Day, reflections included in Moanalua Elementary Professional</p>
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	<p>practice to an authentic audience (present at Moanalua HS PD Conference, reflections included in Moanalua Elementary Professional Learning journal, multi-media presentation on website, etc.)</p> <p>GOAL #3: Individual teachers will receive quality support and professional learning related to a priority need area of support.</p> <ul style="list-style-type: none"> ● Individual teachers identify a priority need area of support for instruction. ● PD groups (PLCs) will be created based on needs to provide support and collaboration. ● Teachers share their priority area of learning, growth and changes in practice to an authentic audience 				<p>Learning journal, multi-media presentation on website, etc.)</p> <p>3a. 100% of teachers develop an Individual Professional Learning plan after identifying a priority need area of support for instruction. This may or may not be the same as their grade level PD plan.</p> <p>3c. 100% of grade levels share their priority area of learning, growth and changes in practice to an authentic audience (Teachers may choose to present at Moanalua HS PD Conference, or during MES Academy Sharing Day, reflections included in Moanalua Elementary Professional Learning journal, multi-media presentation on website, etc.)</p>
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	<p>GOAL #4: MES will support and increase the capacity and skills of its professional development delivery team</p> <p>Enabling Activities: MES will support and increase the capacity and skills of its professional development delivery team by:</p> <ul style="list-style-type: none"> ● implementing a strength based approach to collaboration, ● providing PD for administration, curriculum coordinators, and grade level chairpersons in instructional coaching, meeting facilitation, and teacher collaboration processes, ● providing support for data / evidence collection and analysis. 				<p>4. Teachers will be surveyed to determine effective support and delivery of PD</p>
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	<ul style="list-style-type: none"> MES will provide a clear purpose for each PD initiative, specific indicators / metrics for data collection and analysis to determine effectiveness. 				
	<p>GOAL #1: MES will implement a schoolwide instructional model or framework (Rigor and Relevance Framework) to ensure clarity and consistency on instructional methods and approaches.</p> <p>A. Professional development and training will be provided for all teachers and staff on the instructional model (Rigor and Relevance Framework).</p> <p>B. Faculty will apply and implement specific strategies of the instructional model consistently and effectively and to the extent that it results in</p>	<p><u>2019-20</u></p>			<p><u>2019-20</u></p> <ul style="list-style-type: none"> 100% of teachers will complete training and professional development on the instructional model (Rigor and Relevance Framework). 100% of teachers will complete a survey indicating their level of understanding of the Rigor and Relevance Framework, with 75% reporting to be at the proficient level. 100% of teachers will complete a survey indicating their level of application of the Rigor and Relevance Framework concepts into

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	<p>improved teaching practices in the classroom.</p> <p>C. Faculty members will attend professional conferences and receive additional training related to the selected instructional model.</p> <p>D. 100% of grade levels self-assess their PBL units for level of rigor using the Rigor and Relevance Framework</p> <p>GOAL #2: Each Grade Level will receive ongoing and differentiated support for a priority need area for professional development during the 2018-2019 school year.</p>				<p>their lesson planning, with 75% reporting to be at the proficient level.</p> <ul style="list-style-type: none"> ● 100% of grade levels complete a self assessment questionnaire indicating the level of rigor and relevance of their PBL units. ● 50% of Classroom walk-through data will show that students are thinking critically (working at the analysis, synthesis, and evaluation level using the Rigor and Relevance Framework). <p>2A and 2B) 100% of grade levels identify a priority need area for professional development as determined by student learning results (classroom data, walkthrough data, etc.), teacher PD needs, and vertical articulation meetings. The grade levels will align their plan to the</p>
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	<p>A. Each Grade Level will identify priority need area for professional development determined by student learning results, teacher PD needs, and vertical articulation meetings.</p> <p>B. A plan will be developed to support each grade level by addressing the needs through available resources.</p> <p>C. Grade levels share their priority area of learning, growth and changes in practice to an authentic audience (present at Moanalua HS PD Conference, reflections included in Moanalua Elementary Professional Learning journal, multi-media presentation on website, etc.)</p> <p>D.</p> <p>GOAL #3: Individual teachers will receive quality support and professional learning related to a priority need area of support.</p>				<p>school-wide Instructional Model (Rigor & Relevance Framework), and resources and support will also be aligned to grade level plan.</p> <p>2C. 100% of grade levels share their priority area of learning, growth and changes in practice to an authentic audience (Teachers may choose to present at Moanalua HS PD Conference, or during MES Academy Sharing Day, reflections included in Moanalua Elementary Professional Learning journal, multi-media presentation on website, etc.)</p> <p>3A. 100% of teachers develop an Individual Professional Learning plan after identifying a priority need area of support for instruction. This may or may not</p>
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	<p>A. Individual teachers identify a priority need area of support for instruction.</p> <p>B. PD groups (PLCs) will be created based on needs to provide support and collaboration.</p> <p>C. Teachers share their priority area of learning, growth and changes in practice to an authentic audience</p> <p>GOAL #4: MES will support and increase the capacity and skills of its professional development delivery team</p> <p>Enabling Activities: MES will support and increase the capacity and skills of its professional development delivery team by:</p> <ul style="list-style-type: none"> ● implementing a strength based approach to collaboration, ● providing PD for administration, 				<p>the the same as their grade level PD plan.</p> <p>3C. 100% of grade levels share their priority area of learning, growth and changes in practice to an authentic audience (Teachers may choose to present at Moanalua HS PD Conference, or during MES Academy Sharing Day, reflections included in Moanalua Elementary Professional Learning journal, multi-media presentation on website, etc.)</p> <p>4. Teachers will be surveyed to determine effective support and delivery of PD.</p>
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	<p>curriculum coordinators, and grade level chairpersons in instructional coaching, meeting facilitation, and teacher collaboration processes,</p> <ul style="list-style-type: none">● providing support for data / evidence collection and analysis.● MES will provide a clear purpose for each PD initiative, specific indicators / metrics for data collection and analysis to determine effectiveness.				
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