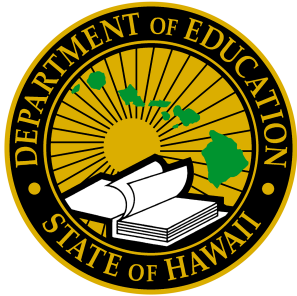


Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020



Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

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

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) • Western Association of Schools and Colleges (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"> 1. Students need to understand and apply Common Core State Standards (CCSS) math skills. 2. Students need to understand and apply CCSS English Language Arts (ELA) skills. 3. Students need the knowledge and skills to use technology as a resource and a tool. 4. Students need behavioral support and a well-managed, orderly environment for effective learning.
	Addressing Equity: Sub Group Identification
	<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.</p> <p>Special education students make-up approximately 19% of our population. 36% of our students receive free or reduced lunch. 3% of our students are English Language Learners. (Longitudinal Data System)</p> <p>These students need supports through intervention programs, Response to Intervention (RTI) practices, and varied modes of teaching and learning.</p>

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

ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	Title of ART Team Accountable Lead
1. Shannon Tamashiro	1. Principal/EES
2. Linda Chingon	2. ART Lead
3. Jane Lee	3. CSSS/RTI
4. Linda Chingon	4. Formative Instruction/Data Teams/RTI
5. Jamie Kawamura	5. CCSS/STEM
6. Seth McKeague	6. CCSS/STEM
7. Amy Okinishi	7. CCSS/STEM
8. Iris Lazor	8. I&M

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:
By the end of three years, Mokulele Elementary School will have provided all students with a rigorous and well-rounded education that prepares them for a path toward success in college, career, and citizenship. To do this, we will provide students with focused instruction aligned to CCSS and state standards, while also providing teachers with opportunities to collaborate to establish best teaching practices that will improve student achievement and support the growth of the “whole child.”	Meeting the needs of the “whole child” requires consistent and focused instruction that not only addresses our CCSS and state standards but also accommodates our students’ unique learning needs. Additionally, our goal is to increase our Smarter Balanced Assessment (SBA) math and ELA scores.

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

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
By school year 2020, increase math and ELA proficiency on the SBA math and ELA assessments by 10%.	<ul style="list-style-type: none"> Full implementation of Stepping Stones math curriculum (grades K-5) and Go Math! math curriculum (grade 6). 	2017-2020	Linda Chingon	<input checked="" 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"> Quarterly Stepping Stones/Go Math Data Assessments. Walkthrough Data Professional Learning Community (PLC)/Data Team Minutes Pacing Guides
By school year 2020, increase math and ELA proficiency on the SBA math and ELA assessments by 10%.	<ul style="list-style-type: none"> Full implementation of Wonders ELA curriculum. Implement Step-up to Writing, 6+1 Traits, Thinking Maps. Implement AVID—WICOR strategies 	2017-2020	Linda Chingon	<input checked="" 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"> Student Work - Writing Samples of Question 21 in Wonders and Grade Level Writing Prompts Uniformity of Rubrics per Grade Level to Measure Quarterly Student Progress Walkthrough Data PLC/Data Team Minutes Pacing Guides

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

By school year 2020, increase math and ELA proficiency on the SBA math and ELA assessments by 10%.	<ul style="list-style-type: none"> Provide committed time for teachers to work on curriculum implementation of CCSS. 	2017-2020	Linda Chingon	<input checked="" 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"> PLC/Data Team Minutes Data Boards Vertical Articulation Minutes Grade Level Minutes Documentation of Pacing Guides, Curriculum Maps, Scope and Sequences, etc.
Every student will be tested at their Lexile/readiness level at the beginning of the year. All students will improve their Lexile/readiness level a minimum of one year's growth by the end of the year.	<ul style="list-style-type: none"> Implement Front Row Ed, Achieve3000, and STAR Universal Screener. 	2017-2020	Linda Chingon	<input checked="" 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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Freckle Quarterly Data Achieve3000 Summary Reports STAR Reports
By SY 2017-2018, Implement RTI process.	<ul style="list-style-type: none"> Train teachers on RTI process. Implement RTI process. 	2017-2018	Jane Lee Linda Chingon	<input checked="" 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"> Universal Screener to Gather Data for RTI Analyze, Revise Data and Next Steps

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

By SY 2018-2019, Assess RTI process	<ul style="list-style-type: none"> • Revisit and revise the RTI process for Reading • Extend RTI process beyond Reading 	2018-2019	Jane Lee Linda Chingon	<input checked="" 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"> • Assessment of Ongoing RTI Process to Determine Schoolwide Structures. • Determine Other Areas to Expand RTI Based on School Needs.
By SY 2019-2020, Refine RTI process	<ul style="list-style-type: none"> • Focus on deepening RTI implementation and structures to sustain the process. 	2019-2020	Jane Lee Linda Chingon	<input checked="" 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"> • Assess Ongoing RTI Process and Structures to Determine Next Steps.
Prepare students to be college, career, and citizenship ready through Advancement Via Individual Determination (AVID).	<ul style="list-style-type: none"> • 100% of teachers will implement AVID strategies. 	2017-2020	Linda Chingon Jamie Kawamura	<input checked="" 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 checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • Walkthroughs • AVID Parent Nights • AVID Site Team Meeting Minutes • Faculty Meeting Minutes • PLC/Data Team Minutes

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

Goal 2: Staff Success. Mokulele 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>By the end of three years, Mokulele Elementary School’s faculty and staff will be provided with the training, support, and professional development needed to equip them with tools and skills to effectively implement schoolwide initiatives that will contribute to student success.</p>	<p>Much of student success is driven by the quality of instruction students receive. Therefore, it is critical that our faculty and staff are provided with the supports they need to effectively deliver quality instruction.</p>

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

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
Teachers will participate in, implement, and integrate skills/strategies learned through professional development opportunities.	<ul style="list-style-type: none"> Teachers will participate Complex Waiver Day sessions. Teachers will participate in PD during extended faculty meetings in order to implement school programs with fidelity (e.g. Wonders, Achieve3000, Front Row Ed, etc.) Teachers will attend workshops/classes to support instruction as budget allows. 	2017-2020	Shannon Tamashiro Jamie Kawamura Seth McKeague	X 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"> Walkthrough Data PLC/Data Team Minutes Faculty Meeting Minutes Reflection/Exit Passes on PD. Online usage data (e.g. Wonders, Achieve, Freckle, etc.) MES Showcase Evidence
By SY 2017-2018, teachers will integrate technology in ELA and Math.	<ul style="list-style-type: none"> Research uses of Google Classroom. 	2017-2018	Jamie Kawamura Seth McKeague	X 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"> Classroom Technology Implementation Plan for SY: 18-19

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

By SY 2018-2019, all teachers will be trained in Google Classrooms.	<ul style="list-style-type: none"> Introduce Google Classrooms. 	2018-2019	Jamie Kawamura Seth McKeague	X 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"> Surveys, Exit Passes & Reflections
By SY 2019-2020, grades 4-6 will implement Google Classrooms into their curriculum.	<ul style="list-style-type: none"> Implement Google Classrooms into the curriculum (1:1 classes) 	2019-2020	Jamie Kawamura Seth McKeague	X 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"> Teacher and Student Artifacts
Every grade level teams will work together to develop, implement, and refine common pacing guides for math and ELA.	<ul style="list-style-type: none"> Provide committed time for teachers to work on pacing guides. 	2017-2020	Linda Chingon	X 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"> Pacing Guides PLC/Data Team Minutes Vertical Articulation Minutes Faculty Meeting Minutes

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

Teachers will share best practice strategies with each other during Teachers Teaching Teachers (TTT) sessions.	<ul style="list-style-type: none"> MES teachers conduct PD and share effective strategies—in all areas. 	2017-2020	Amy Okinishi	X 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"> Surveys, Reflections & Exit Passes Faculty Meeting Minutes
100% of teachers will use the Data Teams process to make informed decisions on teaching and learning based on student work and student needs.	<ul style="list-style-type: none"> Use Data Teams to analyze student work; set Specific, Measurable, Attainable, Results-oriented, Time-bound (SMART) goals; select teaching strategies; determine result indicators for success; and reflect on teaching practices. 	2017-2020	Linda Chingon	X 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"> PLC/Data Team Minutes Data Team Boards and Charts
100% of teachers will be effective/proficient or higher in all Danielson framework measures.	<ul style="list-style-type: none"> Implement Educator Effectiveness System (EES). Continue to conduct walkthroughs to support teacher learning. Provide staff training to support all teachers with EES requirements. 	2017-2020	Shannon Tamashiro	X 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"> EES Requirements and Documentation Walkthrough Feedback EES Training Documentation

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

100% of new/beginning teachers will receive support from a district mentor and/or school level mentor.	<ul style="list-style-type: none"> New/beginning teachers will collaborate with a district mentor and/or school level mentor to provide them with induction and mentoring support. They will also participate in school level seminars regarding needs, issues, and concerns relevant to beginning level teachers. 	2017-2020	Iris Lazor	X 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"> Induction and Mentoring Meeting Notes and Sign-in Sheets Communication Logs
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Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

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

Outcome: By the end of three years,	Rationale:
By the end of three years, Mokulele Elementary School will have implemented successful systems and supports that adapted to the needs of our students, thereby contributing to their success.	We are living in an ever-changing world where we need to continuously adapt to the needs of the students we serve.

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

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
Implement Social Emotional Learning (SEL) supports.	<ul style="list-style-type: none"> Year 1: reconnect with TRIBES. Year 2: reconnect with Habits of Mind. Year 3: sustain and deepen TRIBES and Habits of Mind. Correlate TRIBES, Mindfulness, AVID and I messages with SEL competencies messages. Follow schoolwide agreement on frequency of SEL practices. Conduct TRIBES Training for non-certified teachers. Conduct Refresher TRIBES training for staff. Appreciate/reinforce by celebrating positive work/behaviors. Conduct refresher training for Mindfulness practice 	2017-2020	Linda Chingon	X 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"> SEL practices schedule Walkthrough Data Exit Passes for Ohana Lessons. Incident Referral Data Peer Trackers

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

Increase parent and community involvement	<ul style="list-style-type: none"> ● Refine and enhance schoolwide activities ● Flyers Day—Meet and Greet. ● Open House. ● Parent Information Night. ● Parent Coffee Hour. ● SCC monthly meetings. ● Schoolwide events utilizing Military Partnership Volunteers. ● Parent/community participation in annual schoolwide events 	2017-2020	ART Team	X 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"> ● Baseline data using <ul style="list-style-type: none"> ○ Sign-in ○ Surveys ○ Evaluations ● Monitor data using <ul style="list-style-type: none"> ○ Sign-in ○ Surveys ○ Evaluations ○ Photos
Every teacher will integrate technology into ELA and math instruction.	<ul style="list-style-type: none"> ● Utilize Chromebooks and Google Docs as a means of shared communication, planning & learning. ● Use 1:1 programs and applications to support differentiate instruction. 	2017-2020	Jamie Kawamura Seth McKeague	X 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"> ● Online usage data (e.g. Wonders, Achieve, Freckle, etc.) ● Teacher and Student Artifacts