



Three-Year Academic Plan 2017-2020

Mā'ili Elementary School



87-360 Kulaaupuni St.
Wai'anae, Hawai'i 96792
808-697-7150

Submitted by Principal Suzie Lee	Date
<i>Suzie Lee</i>	04/03/2019

Approved by CAS Ann Mahi	Date
<i>Ann Mahi</i>	04/26/2019

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) ● 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 	<ol style="list-style-type: none"> 1. Student Success-Instructional Needs: The school will continue to utilize research-based best practices in the classroom to improve student achievement. Teachers will validate the success of their instructional strategies by regularly reviewing assessment data to ensure that students are meeting rigorous Common Core State Standards (CCSS). All grade-levels will have a dedicated RTI-a academic interventions block to provide students the opportunity to work on skills based on their identified needs. All teachers will work collaboratively with students and parents to create Personal Learning Plans (PLPs) to engage students in their learning and give them ownership for their learning by empowering them to identify their own strengths and weaknesses and monitor their progress toward meeting their learning goals. <p>Student Success-Social-Emotional Needs: The school will continue to provide school wide instruction in a Social Emotional Learning (SEL) Curriculum called Second Steps. The Ho‘ihi Behavior Committee is working on improving the implementation of an effective RTI-b plan with appropriate Tiers of Support to increase positive behaviors throughout the school and across settings. RTI-b Tier I Behavioral Management Systems need to be strengthened and enforced consistently by all staff members utilizing CHAMPS as the framework. One major effort for the school will be to reduce the chronic absenteeism rate, especially kindergarten students, to help them establish appropriate attendance patterns at an early age. In addition, another goal will focus on increasing parental engagement to have them take a more active role in their child’s school attendance, academic achievement, and behavioral growth. RTI-b Tiers II and III will be monitored to ensure entrance/exit criteria are met.</p> 2. Staff Success Needs: While the school is implementing curriculum that is aligned with CCSS, teacher skill, knowledge, and their fidelity to curriculum implementation and other school initiatives will continue to be monitored by the leadership team. Training teachers to use research-based best practices, mentoring and coaching all teachers to improve their instructional practices, and raising teacher expectations for student achievement will continue. Additionally, professional development will continue to be provided to build staff ownership and responsibility in building a positive school climate and culture of high expectations. 3. Successful Systems of Support Needs: School data indicates that low numbers of parents participate in activities designed to involve them in their child’s education such as parent literacy nights. Research also indicates that parent and family involvement correlates with a child’s school success, particularly for children of poverty. The school will expand the variety of opportunities for families to be part of the school through teacher initiated parent night activities with a focus on literacy and STEM.
<ul style="list-style-type: none"> ● International Baccalaureate (IB) Authorization ● Other 	<p>Addressing Equity: Sub Group Identification In order to address equity, list the targeted subgroup(s) and their identified needs. Smaller class sizes will help to target these following subgroups:</p> <ul style="list-style-type: none"> ● Low SES ● English Learners (EL) ● Special Education ● Native Hawaiian/Pacific Islander

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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. Suzie Lee, Principal	1. Goals 1, 2 and 3.
2. Debbie Ostovich, Vice-Principal	2. Goals 1, 2 and 3.
3. Shannon Sekiya, Vice-Principal	3. Goals 1, 2 and 3.
4. Sandy Cababag, Vice-Principal	4. Goals 1, 2 and 3.
5. Wayne Terada, Academic Coach	5. Goals 1 and 2.
6. Stephanie Ikeda, Academic Coach	6. Goals 1 and 2.
7. Noreen Kong, Academic Coach	7. Goals 1 and 2.
8. Nina Janson, Academic Coach	8. Goals 1 and 2.

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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:
<ul style="list-style-type: none"> ● The achievement gap in both ELA and Math will decrease yearly as a result of the alignment of formative and summative assessments to CCSS expectations. All teachers demonstrate active participation in the data team process that results in an examination of formative and summative assessments and student work and use this data to inform instruction. ● The number of students in grades 2-6 who are able to read fluently at grade level will increase by 15% as evidenced by the DIBELS benchmark assessment. Students identified using DIBELS are placed in appropriate instructional groups for RTI-a. ● The number of students in grades 3-6 who meet or exceed proficiency in ELA on the SBA will increase by 9%. ● The number of students in grades 3-6 who meet or exceed proficiency in Math on the SBA will increase by 9%. ● Chronic absenteeism rate will decrease from 30% to 20%. ● The percentage of students who agree with the statement, “I feel safe at school”, will increase from 70.4% (2016) to 85% as reported on the School Quality Survey Student section. ● 85% of students (grades 3-6) will be able to independently identify their strengths and areas of growth based on teacher feedback. 	<p>MES has an established ART and experienced academic coaches who actively design and support instructional improvement. All teachers receive time during the school day to work on developing unit plans for ELA and Math with embedded formative and summative assessments as well as pacing guides. RTI-a implementation at the school includes a dedicated RTI-a block during the school day to provide the necessary interventions and supports for students as well as ongoing professional development for staff to improve student achievement. Administration takes an active role in identifying areas of support needed for teachers to raise academic expectations for all students.</p> <p>MES students face many of the same challenges of other students living on the Leeward coast, as a result, school staff remain focused on developing its Multi-Tiered Student Support System (MTSS) which is enhanced by student participation in self-assessment and goal setting. Creating a safe and healthy learning environment, where struggle and challenge are embraced by both staff and students, is part of the system. Providing training opportunities, ongoing support for staff with a focus on continuous improvement is a school wide goal.</p>

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Goal 1: Objective 3: 3b: Provide students of all backgrounds, ages and needs with a challenging and quality standards-based education in all subject areas				
<p>1. The achievement gap in both ELA and Math will decrease yearly as a result of the alignment of formative and summative assessments to CCSS expectations.</p> <p>17-18 target: 5% decrease in achievement gap for both ELA and Math (based on Strive HI results)</p> <p>16-17 Baseline: ELA 20 points Math 19 points</p> <p>17-18 Achievement Gap: Language Arts:20 pts Math: 22 pts</p>	<p>17-18</p> <ol style="list-style-type: none"> All teachers will participate in Data Teams and a professional learning community to collaborate and create unit plans for Reading Wonders for ELA and Stepping Stones/Springboard for Math. All teachers will continually refine their grade-level curriculum maps and pacing guides. All teachers will create rigorous summative assessments aligned to the identified standard(s). All teachers will create formative assessments aligned to the identified standard(s). Resource teachers will develop and implement project-based learning (PBL) activities utilizing 21st century competencies such as critical thinking, problem-solving, communication and technology for students in fifth and sixth-grade during their resource blocks. <p>18-19</p> <ol style="list-style-type: none"> All teachers will participate in the Data Driven Instructional Cycle (DDIC - formerly Data Teams) to analyze student assessment data and identify priority standards that will have the greatest positive impact on student achievement. All teachers will continue their work on refining grade-level curriculum maps and pacing guides during articulation meetings. All teachers will create rigorous summative 	<p>Suzie Debbie Shannon Sandy Wayne Steph Noreen Nina</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Completed pacing guides for ELA and Math Completed units and lesson plans for ELA and Math - including curriculum maps, formative assessments, and summative assessments aligned to Common Core State Standards Student work that demonstrates DOK 3 and 4 competency PBL Lesson Plans in grades K-6 Student PBL work products

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	<p>assessments in ELA and Math aligned to the identified standard(s).</p> <ol style="list-style-type: none"> 4. All teachers will create formative assessments in ELA and Math aligned to the identified standard(s). 5. Resource teachers will develop and implement project-based learning (PBL) activities utilizing 21st. century competencies such as critical thinking, problem-solving, communication and technology for students in fifth and sixth-grade during their resource blocks. 6. Adjust yearly target based on 17-18 data. 7. Implement changes as needed based on data. <p>19-20</p> <ol style="list-style-type: none"> 1. All teachers will participate in Data Teams during grade-level articulation meetings every 7 days to analyze student assessment data to inform their instruction. 2. All teachers will continue their work on refining grade-level curriculum maps and pacing guides during articulation meetings. 3. All teachers will create rigorous summative assessments with success criteria in ELA and Math aligned to the identified standard(s). 4. All teachers will create formative assessments in ELA and Math aligned to the identified standard(s). 5. All grade-levels will create common PBL lesson plans to implement in their classrooms. A select team of teachers will attend a Project Lead the Way Conference in Anaheim, CA in January 2020. 6. Resource and classroom teachers will develop and implement project-based learning (PBL) activities/lessons utilizing 21st. century 			
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	<p style="text-align: center;">competencies such as critical thinking, problem-solving, communication and technology.</p> <p>7. Continue to monitor/assess the effectiveness of all school wide initiatives and programs.</p> <p>8. Implement changes as needed based on data.</p>			
<p>2. The number of students who move from intensive to strategic or core support will increase by 5% annually as evidenced by the DIBELS benchmark assessment.</p> <p>The number of students who move from strategic to core support will increase by 3% annually as evidenced by the DIBELS benchmark assessment.</p> <p>100% of students will be identified by using DIBELS and placed in appropriate instructional groups for RTI-a.</p>	<p>17-18</p> <ol style="list-style-type: none"> 1. Coaches & Admin provide regular monitoring and support of fluency plan implementation. 2. Teachers will provide Progress Monitoring for those students who are below the expected grade-level benchmark. 3. Consultant and/or coaches will provide PD for teachers who are not implementing fluency plans with fidelity. <p>18-19</p> <ol style="list-style-type: none"> 1. Coaches & Admin continue to provide regular monitoring and support of reading and math fluency plan implementation. 2. Teachers will Progress Monitor those students who are below their expected grade-level benchmark. 3. Consultant and/or coaches will provide PD and support for teachers who are having difficulty implementing their fluency plans with fidelity. <p>19-20</p> <ol style="list-style-type: none"> 1. Coaches & Admin continue to provide regular monitoring and support of reading and math fluency plan implementation. 2. Teachers will Progress Monitor those students who are below their expected grade-level benchmark. 3. Consultant and/or coaches will provide PD and support for teachers who are having difficulty implementing their fluency plans with fidelity. 	<p>Suzie Debbie Shannon Sandy Wayne Steph Noreen Nina</p>	<p><input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>At the end of school year 2019-2020, the number of students in grades 2-6 who are able to read fluently at grade level will increase by 15% as evidenced by the DIBELS benchmark assessment.</p> <p>This data will also be used for student placement in intervention groups for RTI-a.</p> <ul style="list-style-type: none"> ● Beginning/Middle/End of Year DIBELS data. ● RTI-a intervention group lists ● RTI Program Assessments/Data for Reading Rewards (gr. 4-6), Do the Math (gr. 2-6) and Phonics for Reading (gr. 2-4).

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<p>3. The number of students in grades 3-6 who meet or exceed proficiency in ELA on the SBA will increase by 3% yearly as compared to the 16-17 baseline of 24%.</p> <p>The number of students in grades 3-6 who meet or exceed proficiency in ELA on the SBA will increase by 2% as compared to the 17-18 scores.</p> <p>The number of students in grades 3-6 who meet or exceed proficiency in ELA on the SBA will increase by 2% as compared to 18-19 scores.</p>	<p>17-18</p> <ol style="list-style-type: none"> 1. Consultant will provide PD for lesson planning within units. 2. Teachers will develop lesson plans that incorporate extended response to higher-order thinking questions and formative assessments. 3. Teachers will provide extension and enrichment activities to increase opportunities for students to receive rigorous assignments. 4. Teachers will calibrate student learning outcomes and expectations through examining student work/assessments and discussing the teaching strategies that resulted in the student work. <p>18-19</p> <ol style="list-style-type: none"> 1. Consultant will provide PD for lesson planning within units. 2. Teachers will develop lesson plans that incorporate extended response to higher-order thinking questions and formative assessments. 3. Teachers will provide extension and enrichment activities to increase opportunities for students to receive ongoing rigorous instruction. 4. Teachers will conduct inter-rater reliability on student work and assessments to ensure calibration of student assessment results. <p>19-20</p> <ol style="list-style-type: none"> 1. Consultant will provide PD for lesson planning within units. 2. Teachers will develop lesson plans that incorporate extended response to higher-order thinking questions and formative assessments. 3. Teachers will provide extension and enrichment activities to increase opportunities for students to 	<p>Suzie Debbie Shannon Sandy Wayne Steph Noreen Nina</p>	<p><input checked="" type="checkbox"/>WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● ELA unit summative assessments with student success criteria ● Student Work ● SBA assessment for ELA ● Meeting minutes
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	<p>receive ongoing rigorous instruction.</p> <ol style="list-style-type: none"> Teachers will conduct inter-rater reliability on student work and assessments to ensure calibration of grading and ensuring teachers understanding of “how” to assess students in meeting the expected standard. Teachers will plan extended writing opportunities for students to develop narrative, opinion and informative writing skills. 			
<p>4. The number of students in grades 3-6 who meet or exceed proficiency on the Math SBA will increase by 3% yearly as compared to the 16-17 baseline of 25%.</p> <p>The number of students in grades 3-6 who meet or exceed proficiency on the Math SBA will increase by 3% yearly as compared to the 18-19 scores.</p>	<p>17-18</p> <ol style="list-style-type: none"> Consultant will provide PD for lesson planning within units. Teachers will develop lesson plans incorporating multi-step problems, higher order thinking questions, and formative assessments. Teachers will calibrate student learning outcomes and expectations through examining student work/assessments and discussing the teaching strategies that resulted in the student work. <p>18-19</p> <ol style="list-style-type: none"> Consultant will provide PD for lesson planning within units. Teachers will develop lesson plans incorporating multi-step problems, higher order thinking questions and formative assessments. Teachers will conduct inter-rater reliability on student work and assessments to ensure calibration of student assessment results. <p>19-20</p> <ol style="list-style-type: none"> Consultant will provide PD for lesson planning within units. Teachers will develop lesson plans incorporating multi-step problems, higher order thinking 	<p>Suzie Debbie Shannon Sandy Wayne Steph Noreen Nina</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Math module summative assessments Student Work SBA assessment for Math Meeting minutes

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	<p>questions and formative assessments.</p> <p>3. Teachers will conduct inter-rater reliability on student work and assessments to ensure calibration of student assessment results.</p> <p>4. Continue Action Steps from 18-19</p>			
<p>5. Chronic absenteeism rate will decrease by 3% yearly as compared to the 16-17 baseline data.</p> <p>16-17 Baseline: 30%</p> <p>17-18 Data 31%</p> <p>Chronic absenteeism rate will decrease by 2% yearly as compared to the 17-18 data.</p>	<p>17-18</p> <ol style="list-style-type: none"> At the start of the school year, a database of students who met the criteria for chronic absenteeism will be created and these students will be placed in tiered groups for support and monitoring. School Social Worker and attendance EA will schedule weekly meetings with parents to address absenteeism. PSAP EAs will continue Kindergarten Attendance Program to target all K students by providing incentives and recognition for regular school attendance. A Schoolwide Action Plan will be developed to address chronic absenteeism. <p>18-19</p> <ol style="list-style-type: none"> At the start of the school year, a database of students who met the criteria for chronic absenteeism will be created and these students will be placed in tiered groups for support and monitoring. School Social Worker, Attendance EA and Counselor will schedule weekly meetings with parents to address absenteeism. PSAP EAs will continue Kindergarten Attendance Program to target all K students by providing incentives and recognition for regular school attendance. A Schoolwide Action Plan will be implemented to address chronic absenteeism. Continue to monitor/assess the effectiveness of the 	<p>Suzie Debbie Shannon Sandy</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Attendance data eCSSS parent contact information Schoolwide Action Plan implementation data

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	<p>programs/actions listed above. Implement changes as needed based on data.</p> <p>19-20</p> <ol style="list-style-type: none"> 1. At the start of the school year, a database of students who met the criteria for chronic absenteeism will be created and these students will be placed in tiered groups for support and monitoring. 2. School Social Worker, Attendance EA and Counselor will schedule weekly meetings with parents to address absenteeism. 3. PSAP EAs will continue Kindergarten Attendance Program to target all K students by providing incentives and recognition for regular school attendance. 4. A Schoolwide Action Plan will be implemented to address chronic absenteeism. 5. Continue to monitor/assess the effectiveness of the programs/actions listed above. Implement changes as needed based on data. 			
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<p>6. The percentage of students who agree with the statement, “I feel safe at school”, will increase from 70.4% (2016) to 85% as reported on the School Quality Survey Student section.</p>	<p>17-18</p> <ol style="list-style-type: none"> 1. Faculty and staff will implement CHAMPS as the schoolwide framework to establish behavioral expectations. 2. Faculty and Staff will implement RTI-b expectations with fidelity. 3. Faculty and staff will implement Ho‘ihi (Behavior Committee) plan. <p>18-19</p> <ol style="list-style-type: none"> 1. Faculty and staff will continue to implement CHAMPS as the schoolwide framework to establish behavioral expectations. 2. Faculty and staff will continue to implement RTI-b matrix. 3. Faculty and staff will continue to implement Ho‘ihi plan. <p>19-20</p> <ol style="list-style-type: none"> 1. Faculty and staff will continue to implement CHAMPS as the schoolwide framework to establish behavioral expectations. 2. Faculty and staff will continue to implement RTI-b matrix. 3. Faculty and staff will continue to implement Ho‘ihi plan. 4. Teachers will pre-teach behavior expectations at the beginning of the year and after winter break to provide refresher activities for all students. 	<p>Suzie Debbie Shannon Sandy Wayne Steph Noreen Nina</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Walkthroughs ● MES Student Survey ● School Quality Survey
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<p>7. 85% of students will be able to independently identify their strengths and areas of growth based on teacher feedback.</p>	<p>17-18</p> <ol style="list-style-type: none"> Teachers will collaborate with parents and students to create personal learning plans for their students. Personal Learning Plans (PLP) will be reviewed and teachers will conference with their students regularly to monitor progress toward meeting their learning plan goals. <p>18-19</p> <ol style="list-style-type: none"> Teachers will continue to collaborate with parents and students to create Personal Learning Plans for their students. Teachers will continue to review Personal Learning Plans and conference with their students regularly to monitor progress toward meeting their learning plan goals. <p>19-20</p> <ol style="list-style-type: none"> Students in grades 3-6 will be able to create their own PLPs based on teacher feedback and monitor their own learning progression during the school year. Students in grades K-2 will continue to collaborate with their teachers and parents to create personal learning plans. Teachers will continue to review Personal Learning Plans and conference with their students regularly to monitor progress toward meeting their learning plan goals. During classroom interviews, students will be able to verbally express what they are learning in class as well as identify their academic strengths and areas that need growth. 	<p>Suzie Debbie Shannon Sandy Wayne Steph Noreen Nina</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> Personal Learning Plans Observation data, Walkthrough data and student interview data (collected by coaches)
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Goal 2: Staff Success. Mā‘ili 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:
<ul style="list-style-type: none"> ● 100% of teachers and support staff will have attended appropriate PD that impacts instruction and/or student achievement. ● Percentage of students receiving office referrals will decrease by 6% over 3 years. ● The percentage of students who feel their teachers have control will increase from 54% to 66% as measured on the Tripod Survey. ● The percentage of students who feel their teachers care will increase from 85% to 95% as measured on the Tripod Survey. ● 85% of K-3 classrooms will have a student/teacher ratio >24:1 	<p>MES works collaboratively with private consultants to support school wide initiatives. The consultants bring a wide range of expertise and knowledge in the areas of CCSS, PBIS, Data Teams, Assessments, Success Criteria, Rubrics and DOK.</p> <p>Student safety and well-being are a high priority at MES. When looking at the Tripod Survey, there is a strength in the area of Care. However, students who were surveyed did not feel their teachers had Control within the classroom setting. MES Behavior Committee (Ho‘ihi) is working diligently to address issues around student safety, well-being and promoting a positive school culture for both students and adults. Ongoing PD and training is being provided in the area of behavior management and student supervision. School wide discipline data and attendance data is shared regularly with faculty members. The data is shared to spark critical conversations among faculty members to raise awareness levels and develop actionable next steps to create positive change.</p> <p>Small class sizes provides increased opportunities for differentiated instruction via small groups and RTI-a.</p>

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
<p>1. 100% of student work will show evidence of implementation of strategies introduced in professional development.</p> <p style="color: blue;">100% of teachers will show evidence of implementation of strategies learned during professional development as evidenced by walk-thru data.</p>	<p>17-18</p> <ol style="list-style-type: none"> 1. Consultants will provide PD on writing, DOK/rigor, rubrics/formative and summative assessments. 2. Technology coach will provide PD on technology integration. 3. In addition to all staff PD, some teachers and staff members will receive differentiated PD based on individual needs. 4. Grades K-3 classrooms will have a student to teacher ratio of <24:1 to maintain small class sizes. 5. Consultant will provide ongoing monitoring of instructional practices and feedback through structured classroom observation. <p>18-19</p> <ol style="list-style-type: none"> 1. Consultants will provide PD on writing, DOK/rigor, rubrics/formative and summative assessments. 2. Technology coordinator will provide PD on technology integration. 3. In addition to all staff PD, some teachers and staff members will receive differentiated PD based on individual needs. 4. Grades K-3 classrooms will have a student to teacher ratio of <24:1 to maintain small class sizes. 5. Consultant will provide ongoing monitoring of 	<p>Suzie Debbie Shannon Sandy Wayne Steph Noreen Nina</p>	<p><input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● Admin walkthru data ● Teacher self-reflections on how they implemented new learning in their classroom with students. ● Student work samples and assessments ● Teacher/grade-level lesson and unit plans ● Grade level artic meeting minutes

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	<p>instructional practices and feedback through structured classroom observations.</p> <p>19-20</p> <ol style="list-style-type: none"> 1. Consultants will provide PD on writing, DOK/rigor, rubrics/formative and summative assessments. 2. Technology coordinator will provide PD on technology integration. 3. In addition to all staff PD, some teachers and staff members will receive differentiated PD based on individual needs. 4. Grades K-3 classrooms will have a student to teacher ratio of <24:1 to maintain small class sizes. 5. Consultant will provide ongoing monitoring of instructional practices and feedback through structured classroom observations. 6. Continue to monitor and assess action steps from SY 18-19 and make changes as needed based on data. 			
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<p>2. Annually, the percentage of student office referrals will decrease by 2% each year as reported in eCSSS. 2016 baseline rate: 11%.</p> <p>Annually, the percentage of students who feel their teachers have control will increase by 4% on the Tripod Survey.</p> <p>Annually, the percentage of students who feel their teachers care will increase by 3% on the Tripod Survey.</p>	<p>17-18</p> <ol style="list-style-type: none"> 1. Counseling and transitional supports will be provided for students who are having academic, behavior or social difficulties in school. 2. A comprehensive school counseling program based on the ASCA model will be developed to support all students. 3. RTI-b Matrix with Tier I, II and III interventions will be implemented. 4. Faculty and staff will implement CHAMPS as the schoolwide structure to establish behavioral expectations. 5. Identified staff to attend National PBIS Conference in Chicago, share with staff and implement strategies via RTI-b plan. 6. Identified staff to attend American School Counselor Association (ASCA) Conference in Los Angeles, CA. <p>18-19</p> <ol style="list-style-type: none"> 1. Counseling and transitional supports will be provided for students who are having academic, behavior or social difficulties in school. 2. A comprehensive school counseling program based on the ASCA model will be developed to support all students. 3. RTI-b Matrix with Tier I, II and III interventions will be implemented. 4. Faculty and staff will implement CHAMPS as the schoolwide structure to establish behavioral expectations. 5. Identified staff to attend American School Counselor Association (ASCA) Conference in Los Angeles, CA. Continue to monitor/assess the effectiveness of the programs/actions listed 	<p>Suzie Debbie Shannon Sandy</p>	<p><input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> ● eCSSS discipline data ● eCSSS parent contact information ● Classroom walkthrough data for CHAMPS implementation ● Tripod Survey ● Pre/Post data for students receiving Tier II and III RTI-b interventions to measure efficacy of the supports ● Health Office Anywhere Visit Logs
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	<p>above. Implement changes as needed based on data.</p> <p>19-20</p> <ol style="list-style-type: none"> 1. Counseling and transitional supports will be provided for students who are having academic, behavior, health or social difficulties in school. 2. A comprehensive school counseling program based on the ASCA model will be implemented by the school counselors. (note: Ma'ili received RAMP designation by ASCA to validate the school counseling program as one that supports the needs of all students). 3. RTI-b Matrix with Tier I, II and III interventions will be implemented. 4. Faculty and staff will implement CHAMPS as the schoolwide structure to establish behavioral expectations. 5. Identified staff to attend American School Counselor Association (ASCA) Conference in Seattle, WA. in June 2020. 6. Continue to monitor/assess the effectiveness of the programs/actions listed 			
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Goal 3: Successful Systems of Support. The system and culture of Mā‘ili Elementary School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<ul style="list-style-type: none">● Increase parent involvement during teacher-initiated and PCNC sponsored activities.● Increase opportunities for parent/family engagement in supporting students academic achievement.	<p>Parent involvement is a critical component in student academic success. May Celebration and Family Movie Nights draw several hundred participants. However, workshops or activities that focus on student achievement and learning often have very low participation rates. MES PCNC plans and organizes various activities to build relationships with parents and create opportunities for families to engage with one another at school-sponsored events.</p> <p>MES has many partnerships with various community organizations and the military to assist with providing resources and support for students and families.</p> <p>MES financial plan is shared with all school community members. All financial resources are expended to support students and student achievement.</p>

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Planning			Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
1. The school will increase opportunities for family involvement which focus on supporting students at home.	<ol style="list-style-type: none"> Partner with community organizations to organize and plan parent activities. Read-Aloud & Literacy Workshops, Math Nights and Family Movie Nights. Health and Wellness Workshops - Health & Nutrition, Asthma Awareness, CPR, Community Based PSAs and Public Awareness. Teacher initiated parent nights to promote positive relationships with teachers, parents and families. 	Suzie Debbie Shannon Sandy	<input type="checkbox"/> WSF <input checked="" 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"> Family Interest Survey (Pre and Post annually) Parent Night Sign-in sheets Activity exit surveys/evaluation School Quality Survey