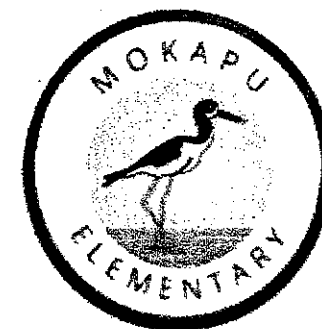


# Three-Year Academic Plan 2017-2020

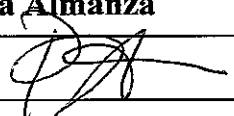
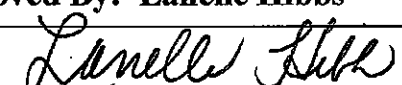


## Mokapu Elementary School

1193 Mokapu Road, Kailua, HI 96734

808-254-7964

School Website: [www.mokapuelem.org](http://www.mokapuelem.org)

Submitted By: Paloma Almanza	Date: 5/3/19
	05/08/2019
Approved By: Lanelle Hibbs	Date:
	05/08/2019

## 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"> <li>• Comprehensive Needs Assessment</li> <li>• WASC Self Study <ul style="list-style-type: none"> <li>▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction</li> <li>▪ WASC Category C: Standards Based Student Learning: Instruction</li> <li>▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability</li> </ul> </li> </ul>	<p>1. Need: According to 2015-2016 STRIVE HI data, the percentage of students at proficiency is as follows: ELA (61%), Math (55%) &amp; Science( 74%). Although these percentages exceed the State 2020 target, they are not at the level of similar schools.</p> <p>2. Need: According to our WASC initial visit, we need to focus on the following school improvement efforts:</p> <ul style="list-style-type: none"> <li>• better differentiate instruction to assist all students in learning</li> <li>• increase vertical articulation to better prepare students for the next level of education</li> <li>• expand technology to better assist students</li> <li>• provide additional professional development opportunities to provide teachers with additional tools to assist students</li> </ul> <p>3. Need: According to Chapter 1 in our WASC Self-Study Report, we have a need to improve the transitions for our students entering and exiting our school (Approximately 350-400 each year).</p> <p>4. Need: Students need to feel safe, healthy, and supported in a school that ensures a positive, engaging, high-quality educational experience that addresses all of their needs. According to the SQS 2015-2016 data, the percentage of positive responses for Safety was 77%, which is a drop from 81% from the previous year. Well-being also decreased to 78% from 82%. 2016 Tripod Data shows that only 43% of our students responded positively in the area of Control.</p>
	<p><b>Addressing Equity: Sub Group Identification</b></p>
	<p><b>In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</b></p> <p>We have a need to reduce the gap between general ed students and SpEd students; ELA gap reduced from 61% (2015) to 50% (2016); Math gap increased from 47% (2015) to 49% (2016).</p>

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

<b>ORGANIZE:</b> Identify your Academic Review Team Accountable Leads.	
<b>Name and Title of ART Team Accountable Lead</b>	<b>Responsible for implementation of the school's strategies and initiatives</b>
1. Kelly Pereza, Curriculum Coordinator	1. CCSS, PD, GLOs
2. Hilliary Piliialoha, Registrar	2. Student transition
3. Diana Masterson, RTI Coordinator, Mary Beth Tubbs, ELL Coordinator	3. RTI, ELL, Data Coordinator
4. Barbara Uno, Counselor	4. PBIS/Attendance
5. Paula Evans, Teacher	5. STEM
6. Adrienne Vincent, Technology Coordinator	6. Technology
7. Tricia Adams, VP	9. Community Relations, Induction & Mentoring
8. Joann Kubota-Phung, SCC	10. Achievement Gap
9. Paloma Almanza, Principal	11. WASC, Achievement Gap

## 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.

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
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### Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

By the end of the school year 2020, there is an increase in math proficiency by 15%, ELA proficiency by 15% and Science proficiency by 10%. (Objectives 1 & 3)

#### SBA Math

SY '15- '16	SY '16- '17	SY '17- '18
51%	55%	56%

#### SBA ELA

SY '15- '16	SY '16- '17	SY '17- '18
60%	62%	57%

#### Science HSA

SY '15- '16	SY '16- '17	SY '17- '18
67%	68%	66%

By the end of the school year 2020, Mokapu fully implements a Transition Plan through our Transition Center in partnership with Anchored4Life. (Objective 4)

By the end of the school year 2020, Mokapu's students have a well-rounded educational experience addressing their physical, social, mental, emotional, and cognitive needs, as evidenced by our students' demonstrating our Vision and Mission. (Objectives 2 & 3)

Current data shows our school is 55% proficient in Math, 61% proficient in ELA, and 74% proficient in Science. According to the state's suggested targets, the projected increase is a reasonable goal.

Our student population has a high rate of transiency. It is important for our students to have a seamless transition upon entering as well as departure from Mokapu Elementary. According to Objective 4 of the State Strategic Plan, students who feel connected to school are more likely to engage and learn.

Due to the high transient population, students have varying abilities and different experiences upon arriving at Mokapu Elementary. Therefore, we need to support their varied readiness levels, learning needs, learning styles, interests, and prior experiences.

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

	<p style="text-align: center;"><b><u>VISION</u></b></p> <p style="text-align: center;"><b>Live M-O-K-A-P-U, Spread A-L-O-H-A</b></p> <table><tr><td><b>M</b> = Mutual Respect</td><td><b>A</b> = Akahai (kindness)</td></tr><tr><td><b>O</b> = Outstanding Citizenship</td><td><b>L</b> = Lōkahi (unity)</td></tr><tr><td><b>K</b> = Keep Safe</td><td><b>O</b> = ‘Olu‘olu (agreeability)</td></tr><tr><td><b>A</b> = Aim for Excellence</td><td><b>H</b> = Ha‘aha‘a (humility)</td></tr><tr><td><b>P</b> = Problem Solving</td><td><b>A</b> = Ahonui (patience)</td></tr><tr><td><b>U</b> = Using Resources</td><td></td></tr></table> <p style="text-align: center;"><b><u>MISSION</u></b></p> <p style="text-align: center;"><i>To prepare children to become resilient lifelong learners and responsible global citizens.</i></p>	<b>M</b> = Mutual Respect	<b>A</b> = Akahai (kindness)	<b>O</b> = Outstanding Citizenship	<b>L</b> = Lōkahi (unity)	<b>K</b> = Keep Safe	<b>O</b> = ‘Olu‘olu (agreeability)	<b>A</b> = Aim for Excellence	<b>H</b> = Ha‘aha‘a (humility)	<b>P</b> = Problem Solving	<b>A</b> = Ahonui (patience)	<b>U</b> = Using Resources	
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## Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

Planning				Funding	Interim Measures of Progress
Desired Outcome Objective 1: EMPOWERED Mokapu students are empowered in their learning to set and achieve their aspirations for the future.	School Year(s) of Activity	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Mokapu students set goals and keep track of their learning. (1b) (Curriculum matrix, CSI)	2017-2020	<ul style="list-style-type: none"> <li>Provide professional development on goal setting for students utilizing Vision Management.</li> <li>Students set quarterly GLO goals and monitor progress.</li> <li>Connect our vision and mission to our IMUA Values and GLOs</li> </ul>	Kelly Pereza	<input type="checkbox"/> WSF Recognition Awards-\$400	<ul style="list-style-type: none"> <li>student work</li> <li>GLO rubrics</li> <li>GLO assessment sheets</li> <li>GLO awards</li> <li>Ha , Huaka'i (two school days)</li> <li>Ha alignment</li> <li>Morning Broadcast</li> <li>Community Days sign-in sheets</li> </ul>
	2018-2020	<ul style="list-style-type: none"> <li>Design two HA Community Days</li> </ul>			
Mokapu students engage in rigorous and relevant learning. (1a)	2017-2020	<ul style="list-style-type: none"> <li>Provide professional development to explore integrating the HCSSS, C3 and NGSS standards into the school curriculum with District AIT support.</li> </ul>	Kelly Pereza, Paula Evans	<input type="checkbox"/> WSF STEM supplies-\$8,000	<ul style="list-style-type: none"> <li>PD sign-in sheets</li> <li>grade level unit plans</li> <li>student work</li> <li>teacher surveys</li> <li>student surveys</li> </ul>
	2018-2019	<ul style="list-style-type: none"> <li>Students engage in one integrated unit through District AIT support</li> </ul>			

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

[illegible]



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

<p>Increase the percentage of students reporting positive School Climate from 77% to 88% by the end of 2020. (2a, 2b)</p>	2017-2018	<ul style="list-style-type: none"> <li>● Provide professional development on Mokapu's PBIS program</li> <li>● Implement the PBIS program that focuses on IMUA values</li> <li>● Implement the Anchored 4Life program</li> </ul>	<p>Barbara Uno, Hilliary Piliialoha, VP</p>	<input type="checkbox"/> WSF Monthly IMUA Value Book-\$4,000  IMUA Program-\$1,000  Anchored 4Life-\$250*	<ul style="list-style-type: none"> <li>● Student discipline referrals</li> <li>● SQS results</li> <li>● IMUA tickets</li> <li>● student work</li> <li>● student surveys</li> <li>● recognition awards</li> </ul>
	2018-2020	<ul style="list-style-type: none"> <li>● Review and refine the PBIS and the Transition Center program in partnership with Anchored4Life</li> </ul>			
<p>Mokapu implements a Health &amp; Wellness program to address students' physical, mental, and behavioral health which supports their overall well-being. (2b)</p>	2017-2020	<ul style="list-style-type: none"> <li>● Provide professional development to define the Health &amp; Wellness guidelines</li> <li>● Provide parent education</li> <li>● Establish priority area(s) for wellness based on State Guidelines</li> <li>● Implement plans/ priority areas</li> <li>● Wellness committee to meet three times a year to identify priority areas and monitor improvements</li> </ul>	ART Team	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> <li>● PD sign-in sheets</li> <li>● teacher survey</li> <li>● student survey</li> <li>● parent sign-in sheets</li> <li>● PE lessons</li> </ul>

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

<b>Desired Outcome</b>	<b>School Year(s) of Activity</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation in next column)</i>	<b>ART Accountable Lead(s)</b>	<b>Source of Funds</b>	<b>Define the relevant data used to regularly assess and monitor progress</b>
<b>Objective 3:</b> <b>WELL-ROUNDED</b> Mokapu's students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.					
Increase SBA ELA achievement/proficiency by 5% annually to 76% by 2020. (3a)	2017-2020                       2019-2020	<ul style="list-style-type: none"> <li>● Teachers participate in District Lab Cohort</li> <li>● Provide PD to teachers to differentiate instruction based on student's needs</li> <li>● Provide time for grade level articulation to address common strengths and needs</li> <li>● Provide professional development on iReady</li> </ul>	Kelly Perez	<input type="checkbox"/> WSF Substitutes: 30 days- \$4,800 iReady Program \$4500	<ul style="list-style-type: none"> <li>● PD attendance</li> <li>● student work</li> <li>● Common grade level assessments</li> <li>● Walkthroughs</li> <li>● iReady reports</li> </ul>
Increase SBA math achievement/proficiency by 5% annually to 70% by 2020. (3a)	2017-2020	<ul style="list-style-type: none"> <li>● Provide professional development on SMPs &amp; Collaborative Conversations through the District AIT team.</li> <li>● Continue math intervention time to address students' needs</li> <li>● Continue the Data Teams process to address effective instructional strategies</li> </ul>	Kelly Perez	<input type="checkbox"/> WSF Substitutes*see above iReady Program \$4500	<ul style="list-style-type: none"> <li>● Walkthroughs</li> <li>● Data Teams reports</li> <li>● Common grade level assessments</li> <li>● articulation meeting minutes</li> <li>● lesson plans</li> <li>● PD sign-in sheets</li> <li>● student work</li> <li>● walkthroughs</li> <li>● iReady progress monitoring reports</li> </ul>

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

	2019-2020	<ul style="list-style-type: none"> <li>• Dedicate time for vertical articulation between grade levels to have purposeful planning to strengthen foundational math skills</li> <li>• Provide professional development in higher level questioning and problem-solving</li> <li>• Provide professional development on iReady</li> </ul>			
Increase 3rd Grade Literacy by 3% annually to 87% by 2020. (3a)	2017-2020	<ul style="list-style-type: none"> <li>• Continue the Data Teams process</li> <li>• Provide grade level and vertical articulation time to address foundational skills in preparation for the next grade level(K-2)</li> <li>• Provide professional development on iReady</li> </ul>	Kelly Perez	<input type="checkbox"/> WSF *see above: iReady \$4500	<ul style="list-style-type: none"> <li>• student work</li> <li>• vertical articulation agenda minutes</li> <li>• iReady Progress monitoring reports</li> </ul>
Increase HSA Science achievement by 3% annually to 83% by 2020. (3a)	2017-2018	<ul style="list-style-type: none"> <li>• Provide professional development for teachers to develop one integrated unit that align with the NGSS standards through the District AIT team</li> </ul>	Kelly Perez, Paula Evans	<input type="checkbox"/> WSF *see above: STEM supplies	<ul style="list-style-type: none"> <li>• PD sign-in sheets</li> <li>• unit plans</li> <li>• student work</li> <li>• HSA Science achievement</li> </ul>
	2018-2019	<ul style="list-style-type: none"> <li>• Students engage in two integrated NGSS units</li> </ul>			

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

	2019-2020	<ul style="list-style-type: none"> <li>Students engage in four integrated NGSS units</li> </ul>			
Provide school level personalized learning for our students that is informed by high-quality data. (3b)	2017-2020         2018-2020	<ul style="list-style-type: none"> <li>Utilize student data to differentiate and modify the appropriate student support utilizing the iReady Program, and RTI, EL, and AGT data.</li> <li>Continue the CSSS process</li> <li>Maintain implementation of the ELL program</li> <li>Maintain implementation of RTI program (ELA)</li> <li>Continue quarterly RTI progress meetings</li> <li>Continue and refine the AGT program</li> <li>Expand implementation of RTI program to include Tier 3 Math (grades 3-6)</li> </ul>	Diana Masterson, Mary Beth Tubbs	<input type="checkbox"/> WSF iReady \$4500  ELL-\$400  RTI-Levelled Literacy Intervention (LLI)  PTTs- 10 PTTs-\$220,000  AGT-\$400	<ul style="list-style-type: none"> <li>Data Team Cycle</li> <li>CSSS data</li> <li>ELL data</li> <li>RTI data</li> <li>RTI progress meeting minutes</li> <li>AGT progress reports</li> <li>iReady reports</li> </ul>  <ul style="list-style-type: none"> <li>Updated AGT Policy</li> <li>Common Grade Level Assessments - ELA &amp; Math</li> </ul>

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

Provide classroom level personalized learning for our students that is informed by high-quality data. (3b)	2017-2020       2019-2020	<ul style="list-style-type: none"> <li>● Continue and refine the common assessment process.</li> <li>● Teachers will implement the Data Teams process to continually monitor student achievement in order to differentiate instruction</li> <li>● Teachers will utilize classroom intervention blocks to address all student needs</li> <li>● Provide professional development on the utilization of the iReady program</li> </ul>	Kelly Pereza	<input type="checkbox"/> WSF *see above: iReady Program	<ul style="list-style-type: none"> <li>● Common grade level assessments</li> <li>● Data Team Cycle documents</li> <li>● iReady scores</li> <li>● iReady personalized instructional plan</li> </ul>
Increase the inclusion rate by 3% annually to 73% by the end of the 2020 SY. (3a)	2017-2020       2019-2020	<ul style="list-style-type: none"> <li>● Provide PD to teachers to increase differentiation skills with support of District Inclusion RT</li> <li>● Provide time for SpEd &amp; General Education teachers to communicate student's instructional goals and objectives</li> <li>● Develop a Vision &amp; Mission for school model of inclusion</li> <li>● Provide PD on designing specialized instruction</li> </ul>	Joann Kubota-Phung	<input type="checkbox"/> WSF *see above: Substitutes	<ul style="list-style-type: none"> <li>● PD sign-in sheets</li> <li>● walkthroughs</li> <li>● meeting minutes</li> <li>● Vision &amp; Mission of inclusion</li> </ul>

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

<b>Desired Outcome</b> <b>Objective 4:</b> <b>PREPARED AND</b> <b>RESILIENT</b> <b>Mokapu's students</b> <b>transition successfully</b> <b>throughout their educational</b> <b>experiences.</b>	<b>School</b> <b>Year(s) of</b> <b>Activity</b>	<b>Enabling Activities</b> <i>(Indicate year(s) of implementation</i> <i>in next column)</i>	<b>ART</b> <b>Accountab</b> <b>le Lead(s)</b>	<b>Source of Funds</b>	<b>Define the relevant data used to regularly</b> <b>assess and monitor progress</b>
Mokapu has a system to support students who are transitioning between grade levels and upon entering & exiting the school. (4d)	2017-2018	<ul style="list-style-type: none"> <li>• Implement the Anchored 4Life Program</li> <li>• Investigate how grade levels prepare students to transition to the next grade level</li> <li>• Continue communication with KIS for 6th graders to transition to the intermediate</li> </ul>	Hilliary Pilialoha	<input type="checkbox"/> WSF *see above: Anchored 4Life	<ul style="list-style-type: none"> <li>• student interviews</li> <li>• student work</li> <li>• student surveys</li> <li>• parent surveys</li> <li>• teacher feedback</li> </ul>
	2018-2020	<ul style="list-style-type: none"> <li>• Continue and implement other components of Anchored 4Life</li> <li>• Create and implement between grade-level transition plan</li> </ul>			
	2019-2020	<ul style="list-style-type: none"> <li>• Establish Kinder school-based transition team</li> <li>• Counselors provide support with transitions</li> </ul>			

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

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

Outcome: By the end of three years,	Rationale:
<p>By the end of the 2020 SY, Mokapu Elementary School teachers integrate technology in the classroom to support student achievement as 21st Century learners.</p> <p>By the end of the 2020 SY, Mokapu Elementary School teachers have focused professional development to support student success and continuous improvement.</p>	<p>According to the WASC Initial Visit Report, investigating ways to expand technology on the Mokapu campus to better assist our students was suggested as one of the areas to focus on in the continuous school improvement efforts.</p> <p>According to our WASC Initial Report, providing additional Professional Development opportunities to teachers with additional tools to better assist students was one of the suggested areas to facilitate the school's continuous school improvement efforts.</p>

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

Planning				Funding	Interim Measures of Progress
Desired Outcome	School Year(s) of Activity	Enabling Activities <i>(Indicate year(s) of implementation)</i>	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Mokapu Elementary School achieves full WASC Accreditation	2017-2018  2019-2020	<ul style="list-style-type: none"> <li>Implement FOL groups and the WASC processes.</li> <li>Meet quarterly as FOL groups to monitor progress of recommendations</li> </ul>	Tricia Adams, Vice Principal  Kelly Pereza, Academic Coachinator	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> <li>FOL group reports</li> <li>meeting agenda &amp; minutes</li> <li>WASC Self-Study Report</li> </ul>
Teachers integrate technology into the curriculum to prepare students for success in the 21st Century digital age.	2017-2018          2018-2019	<ul style="list-style-type: none"> <li>Provide professional development for Google Applications For Education (GAPE) based on teacher expertise:               <ul style="list-style-type: none"> <li>-Google Classroom for beginners</li> <li>-Tech Tools for integrating technology</li> <li>- Online tools to enhance the classroom</li> </ul> </li> <li>Continue and monitor Google Classroom</li> </ul>	Adrianne Vincent	<input type="checkbox"/> WSF	<ul style="list-style-type: none"> <li>PD sign-in sheets</li> <li>Google accounts</li> <li>progress monitoring</li> <li>teacher surveys</li> </ul>



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

[illegible]

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

		7Cs (individually & as school)			
Teachers utilize student feedback to reflect, modify, and improve instruction.	2019-2020	<ul style="list-style-type: none"> <li>• Provide teachers PD on how to effectively gather and implement feedback to improve instruction.</li> </ul>	Vice-Principal, Tricia Adams		<ul style="list-style-type: none"> <li>• PD sign-in sheets</li> <li>• Surveys</li> <li>• PD Calendar</li> <li>• Data Team Articulation Minutes</li> </ul>
Provide support that increases knowledge, understanding, and the use of inclusive practices and multi-tiered systems of supports (MTSS) for all students.	2019-2020	<ul style="list-style-type: none"> <li>• Provide PD on Learner Variability (UDL) and Multi-Tiered Systems of Supports (MTSS) to address inclusive practices</li> <li>• Consult with Stetson</li> </ul>	Administration, Kelly Pereza		<ul style="list-style-type: none"> <li>• PD sign-in sheets</li> <li>• UDL resources</li> <li>• MTSS resources</li> <li>• Stetson resources</li> </ul>

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

**Goal 3: Successful Systems of Support.** The system and culture of **Mokapu Elementary** 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 the school year 2020, Mokapu Elementary strengthens school systems and increases positive community relationships.	Due to the school’s transient community, relationships and parent involvement at Mokapu Elementary have been inconsistent. It is our goal to develop, strengthen and maintain a sense of community and a caring learning network to strengthen family, neighborhood, school, and classroom for every student’s health and well-being.

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

Planning				Funding	Interim Measures of Progress
Desired Outcome	School Year(s) of Activity	Enabling Activities <i>(Indicate year(s) of implementation)</i>	ART Accountable Lead(s)	Source of Funds	Define the relevant data used to regularly assess and monitor progress
Mokapu Elementary partners with families and communities to strengthen relationships, communication, resources, and expertise to support student success.	2017-2018	<ul style="list-style-type: none"> <li>Professional research on increasing positive community engagement</li> <li>Plan &amp; host parent/community events</li> <li>Partner with 3D Marine Regiment</li> <li>HA Community Days</li> </ul>	Administration: Almanza, Adams, Felts with PCNC/SCC/PTA/TRANSITION CENTER	<input type="checkbox"/> WSF Community Nights-\$700	<ul style="list-style-type: none"> <li>sign in sheets</li> <li>SCC meeting notes</li> <li>perception surveys</li> <li>Literacy Nights</li> <li>STEM Nights</li> <li>feedback/reflection after the activity</li> <li>school website</li> <li>marquee</li> <li>New Parent orientation</li> <li>Back to School Night</li> <li>Mokapu Broadcast</li> <li>Messenger Program (Infinite Campus)</li> <li>Healthy Heart Challenge ('18-'19)</li> <li>Relay for Recess ('19-'20) (Am. Cancer Soc.)</li> </ul>
	2018-2020	<ul style="list-style-type: none"> <li>Host community Health &amp; Wellness Events</li> <li>Develop parent/community multi-media communication process</li> </ul>			

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

Mokapu Elementary utilizes a consistent form of communication.	2018-2020	Develop an in-school communication system streamlined to one primary source. (either gmail or lotus)	Tricia Adams, Vice Principal  Adrianne Vincent Tech Coordinator		<ul style="list-style-type: none"> <li>● School Wide Website</li> <li>● Thursday Folders</li> <li>● School Planners K-6</li> <li>● Staff Communication Survey</li> <li>● School Level agreement for communication purposes: Lotus vs. Google</li> <li>● School Messenger Program</li> </ul>
The ART process is an effective system in place.	2017-2018	Set up process to monitor the ART process with fidelity	Kelly Pereza	<input type="checkbox"/> WSF Quarterly Meetings-Substitutes: \$3,840	<ul style="list-style-type: none"> <li>● meeting minutes</li> <li>● calendar of progress monitoring</li> <li>● continuum of progress report</li> <li>● SCC meeting minutes</li> </ul>
	2018-2020	Refine ART process, continue quarterly progress meeting			