



Three-Year Academic Plan 2017-2020

Aiea – Moanalua – Radford

Makalapa Elementary
4435 Salt Lake Blvd.
Honolulu, HI 96818

Submitted by Denise Arai	Date

Approved by John Erickson	Date

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Where are we now?	
<p>Prioritize school’s needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> • Comprehensive Needs Assessment (Title I Schools) • WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability • International Baccalaureate (IB) Authorization • Other 	<p>Makalapa Mission: We are a dedicated staff who inspire students to become college, career and citizenship ready.</p> <ol style="list-style-type: none"> 1. Incorporating instructional strategies in all content areas to support student achievement 2. Providing support for all students to ensure that grade level benchmarks are met. 3. Use data to make instructional decisions in the classroom.
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. (37 cell %)</p> <ol style="list-style-type: none"> 1. Military: With 65%+ of military dependents, they are the majority of the school population. Data shows that entering Makalapa, military students are scoring below their peers. When students rotate out from our campus, we want them to be able to compete with students at any school that they may attend. 2. Free/Reduced: We have 50%+ of students that are receiving free or reduced meals on campus. We need to ensure that these students are addressed, along with the rest of the student body on campus. 3. Asian/Pacific: This group makes up our “local” student population who fall into the free/reduced and/or ELL category as well. This group makes up roughly 35% of the student population. This group will be monitored as it is the second largest group on campus. 4. Spec. Ed.: While our SPED number has remained constant, this sub group will be monitored to ensure progress being made on the IEP and in relation to grade level benchmarks. Monitoring this student population will also assist teachers to gather data and rescind students from SPED. 	

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name of ART Team Accountable Lead	Title of ART Team Accountable Lead
1. Naomi Mihara, Greg Maeda	1. Common Core State Standards
2. Shirlee Maluo-Smith, Ross Miyose, Peter Tovey	2. Comprehensive Student Support
3. Michelle Okamoto-Lum	3. Formative Assessment and Data Teams
4. Michelle Okamoto-Lum,	4. Academic Review Team
5. Maricar Kawasaki, Nicole Yonting, Denise Arai	5. Technology Integration
6. Educator Effectiveness System	6. Peter Tovey, Denise Arai
7.	7.
8.	8.
9.	9.
10.	10.

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

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

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	responsibility, and perseverance.
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p><i>By 2020, 80% of students in grades K-2 will meet reading literacy targets.</i></p> <p><i>By 2020, 86% of students in grade 3 will meet reading literacy targets based on SBA.</i></p> <p><i>By 2020, 72% of students in grades 3-6 will be proficient in ELA based on SBA.</i></p>	<p>Implementation of a Consistent Literacy Program.</p> <p>Focused strategy instruction focusing on the BIG FIVE ideas in reading.</p> <ul style="list-style-type: none"> Phonemic awareness Phonics Vocabulary Comprehension Fluency 	2017-2020	Naomi Mihara	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I Substitutes Stipends SFA Materials and training Edmentum Reading Connections <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> Updated grade level pacing guides with aligned instruction for ELA, as evidenced by articulation minutes. 100% of teachers update grade level data sheets using the Universal screener data to track students in reading for in-school monitoring during articulation 100% of gr. 1-6 teachers will track Lexile levels quarterly using universal screener data, or Achieve 3000.

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<p><i>By 2020, 80% of students in grades K-2 will be proficient on grade level content in Math.</i></p> <p><i>By 2020, 60% of the students in grades 3-6 will be proficient in Math based on SBA.</i></p>	<p>Implementation of a Consistent Math Program.</p> <p>Focused Strategy Instruction:</p> <ul style="list-style-type: none"> Continued instruction on procedural skills and fluency. Build conceptual understanding (concrete, symbolic, abstract). Apply Mathematical standards to daily life. 	<p>2017-2020</p>	<p>Greg Maeda</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <li style="color: red;">NCTM membership <li style="color: red;">Edmentum <li style="color: red;">Travel: <li style="color: red;">• NCTM Conference <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> Updated grade level pacing guides with aligned instruction for Math, as evidenced by articulation minutes. 100% of teachers update grade level data sheets using the Universal screener data to track students in math for in-school monitoring during articulation. Procedural skills and fluency targets by end of the year: <ul style="list-style-type: none"> ○ Gr. K Number Sense to 10 ○ Gr. 1 +/- to 10 ○ Gr. 2 +/- to 20 ○ Gr. 3 \times/\div to 10 ○ Gr. 4-6 \times/\div to 12 Quarterly, teachers will provide students with real life application in math through performance tasks or situational experiences in the classroom as evidenced by student work or classroom observations.
<p><i>By 2020, 64% of the students in grade 5 will be proficient in science, as measured by state assessment.</i></p>	<p>Implementation of a Consistent Science Program.</p> <p>Focused Strategy Instruction:</p> <ul style="list-style-type: none"> Investigate to understand NGSS. 	<p>2017-2020</p>	<p>Naomi Mihara, Michelle Okamoto-Lum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <li style="color: red;">Substitutes <li style="color: red;">Stipends <li style="color: red;">Travel: <li style="color: red;">• National Science 	<ul style="list-style-type: none"> Create pacing guide for science based on NGSS.

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	<ul style="list-style-type: none"> • Pacing guides for NGSS K-5, 6-8 • Implement NGSS schoolwide. 			<p style="color: red;">Teachers Association</p> <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><i>By 2020, 100% of the students will complete inquiry-based investigation.</i></p>	<p>Technology integration to prepare students for the future.</p> <ul style="list-style-type: none"> • Review and revise tech continuum. • Apply digital tools to gather, evaluate and use information. 	2017-2020	<p>Maricar Kawasaki, Nicole Yonting, Denise Arai</p>	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <p style="color: red;">GAFE Summit Travel:</p> <ul style="list-style-type: none"> • ISTE <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"> • Implement Makalapa Tech Scope and Sequence continuum • Radford Complex Tech Matrix- “Adaptation/Infusion” • Pre/post teacher and student tech integrations survey. • Students’ digital portfolio show implementation of grade level digital tools.
<p><i>By 2020, 70% of the students will score at the proficient level or better on the STAR Universal Screener.</i></p>	<p>Provide assistance through support systems to address students’ learning needs.</p> <ul style="list-style-type: none"> • Utilize the universal screener to progress monitor students. • Articulation and Collaboration among and between grade levels to discuss and assess student progress. • Provide inclusionary settings as least restrictive 	2017-2020	<p>Shirlee Maluo-Smith</p>	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <p style="color: red;">PTT/PPT Tutors</p> <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> • Monthly monitoring of RTI students. <ul style="list-style-type: none"> ○ Decrease the number of tier 2 and tier 3 students as measured by the universal screener. • 100% of teachers update grade level data sheets using common assessments and/or universal screener data to track students in

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	environment for students with special needs.				<p>reading/math for in-school monitoring as noted in articulation notes.</p> <ul style="list-style-type: none"> Monitoring of intervention strategies to determine effectiveness in student's success.
<p><i>By 2020, 80% of students in grades K-2 will meet reading literacy targets.</i></p> <p><i>By 2020, 86% of students in grade 3 will meet reading literacy targets based on SBA.</i></p> <p><i>By 2020, 72% of students in grades 3-6 will be proficient in ELA based on SBA.</i></p> <p><i>By 2020, 60% of students in grades K-2 will be proficient on grade level content in Math</i></p> <p><i>By 2020, 60% of the students in grades 3-6 will be proficient in Math based on SBA.</i></p>	<p>Utilize Collaborative Conversations (Data Teams) to align instructional practices and strategies to the needs of the students.</p> <ul style="list-style-type: none"> Benchmark assessments with rubrics and proficiency targets. Analyze data to determine best instructional strategies and practices. Involve students in the learning process. <ul style="list-style-type: none"> Co-constructing criteria Providing descriptive feedback Self and peer reflections 	2017-2020	Michelle Okamoto-Lum	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I Substitutes Stipends Edmentum <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> 100% of teachers will analyze student work as a collaborative group when meeting in Data Teams with focus on analysis of data, prioritizing needs, and determination of results indicators. 100% of teachers update grade level data sheets using common assessments and/or universal screener data to track students in reading/math for in-school monitoring as noted in articulation notes. Monitoring of intervention strategies to determine effectiveness in student's success. 100% of students will self-reflect upon completion of common assessments assigned that are accompanied by a rubric or criteria sheet.

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<p><i>By 2020, 80% of students in grades K-2 will meet reading literacy targets.</i></p> <p><i>By 2020, 86% of students in grade 3 will meet reading literacy targets based on SBA.</i></p> <p><i>By 2020, 72% of students in grades 3-6 will be proficient in ELA based on SBA.</i></p>	<p>Utilize AVID and WICOR strategies:</p> <ul style="list-style-type: none"> • SLANT • STAR notes • Writing • Inquiry and questioning • Collaboration • Organization skills • Reading strategies 	<p>2017-2020</p>	<p>Michelle Okamoto-Lum, Naomi Mihara</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I Planners and folders <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> • WICOR strategies will be utilized in daily lessons with students. • Students regularly utilize self-reflection tools to summarize, make connections with their learning. • Students set goals after each quarter, or unit of study.
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Goal 2: Staff Success. Makalapa Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>Focused Professional Development:</p> <ul style="list-style-type: none"> • Teachers will be able to use and facilitate the research-based instructional strategies and practices that address the needs of the students. <p>Collaborative Conversations: (Data Teams)</p> <ul style="list-style-type: none"> • Teachers will participate in collaborative conversations to ensure effective instructional practices and strategies align with school initiatives based on data analysis. 	<p>Focused Professional Development:</p> <p>Teachers have requested various training and interest areas that they feel will help them to address areas for student growth and help with making needed instructional decisions. Change in staff composition requires new staff to be trained so that all staff members understand and use the same teaching strategies for consistency among school staff.</p> <p>Collaborative Conversations:</p> <p>One of the recommendations from WASC was to measure and monitor the effectiveness of curricular and instructional choices. While Data Teams is being used to address selected areas of the curriculum, we believe that we need to start to reflect on our craft to become better educators. Collaborative conversations, using reflective walk through, we feel will help us achieve this.</p>

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<p><i>By 2020, 100% of staff members will be trained in school-wide programs or strategies to provide continuity within the school.</i></p>	<p>Provide professional development, grounded in best practices, for teachers based on teacher needs and student determined needs. Research based institutional practices such as:</p> <ul style="list-style-type: none"> • AVID • Thinking Maps • Comprehension Skills and Strategies • Beginning Reading Skills and Strategies • Differentiated/Small Group Instruction • Math Concepts, Skills and Problem Solving • Technology Integration and Innovation • NGSS • Success For All • Writing Strategies 	2017-2020	<p>Michelle Okamoto-Lum, Naomi Mihara, Denise Arai</p>	<p><input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I Substitutes Stipends Travel</p> <ul style="list-style-type: none"> • ISTE • NCTM • AVID National • International Literacy Association • NSTA National Conference • Differentiated/Small Groups (Debbie Diller Training) • Greg Tang Conference <p><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"> • 100% of teachers will implement new professional development information into classroom practice as evidenced by student work reviewed at articulation. • Teacher PD calendar. • Provide time to collaborate/integrate PD learning into curriculum and instruction. • 100% of documentation will be completed on Google apps.

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<p><i>By 2020, 100% of the teachers will participate in collegial sharing based on targets noted by collegial walk-throughs</i></p>	<p>Utilize Data Team process school-wide to engage teachers in collaborative conversations that align instructional practices and strategies to the needs of the students.</p> <p>Implement Collegial walk-throughs to reflect on teaching practice to gain new instructional strategies and practices.</p>	<p>2017-2020</p>	<p>Michelle Okamoto-Lum</p>	<p><input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I Substitutes Stipends Edmentum <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> • 100% of teachers will implement new professional development information into classroom practice as evidenced by student work. • Provide time for teachers to collaborate. • 100% of documentation will be completed on Google apps. • Teacher reflect on collegial walkthrough as evidenced by articulation minutes.
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Goal 3: Successful Systems of Support. The system and culture of **Makalapa Elementary** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>AVID Certification:</p> <ul style="list-style-type: none"> Complete certification documents that will keep Makalapa Elementary certified as an AVID Elementary School. <p>Program Monitoring and Systems of Support:</p> <ul style="list-style-type: none"> Ensure programs and services are effective in meeting the needs of students. Program evaluations and reviews measure effectiveness according to students' needs. 	<p>AVID Certification:</p> <p>Radford Complex strives to work together in building the AVID implementation complex-wide. We are determined to help our complex by preparing students to be college, career, and citizenship ready.</p> <p>Program Monitoring and Systems of Support:</p> <ul style="list-style-type: none"> The WASC Visiting Committee recommended that Makalapa focus on the programs that we offer to the students and try to make correlations for student success. We are looking at both the effectiveness of the program, as well as the program meeting the needs of the students.

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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 2020, Makalapa will continue to be an AVID Certified Elementary School.	Complete self-study and submit certification documents. <ul style="list-style-type: none"> Secure rating of “Routine Use” or “Institutionalization” on certification documents. 	2017-2020	Michelle Okamoto-Lum, Naomi Mihara	<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"> Continue AVID Program implementation plan for Makalapa Elementary. Provide AVID professional development such as Summer Institute/Path Training/National Conference for teachers and staff. Complete AVID Initial Self Study (ISS) in the Fall and complete Comprehensive Self Study (CSS) certification in the Spring of 2018, 2019, 2020. Makalapa AVID Site Team to complete walk-throughs to monitor the progress of Makalapa’s AVID Implementation Plan with the focus on WICOR.

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<p>By 2020, Makalapa will implement a comprehensive array of support programs will be in place, and monitored for program effectiveness in relation to student academic achievement.</p>	<p>Provide a Comprehensive Student Support System.</p> <ul style="list-style-type: none"> • Establish an effective RTI flow chart school-wide. • Review and revise student support programs • Monitor program effectiveness 	<p>2017-2020</p>	<p>Shirlee Maluo-Smith, Ross Miyose, Peter Tovey</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"> • Documented RTI flow chart revisions. • Develop/implement criteria for the student success in each program. • Student satisfaction survey for student programs. • Program review via analysis of student data and success in the classroom. • Teacher feedback on programs and its effect on student motivation and classroom success.
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