



# Three-Year Academic Plan 2017-2020

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

Where are we now?

### **Ma'ema'e Elementary School**

**319 Wylie Street  
Honolulu, Hawaii 96817  
(808) 595-5400  
[www.maemaeschool.com](http://www.maemaeschool.com)**

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<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 (Title I Schools)</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> <li>● International Baccalaureate (IB) Authorization</li> <li>● Other</li> </ul>	<ol style="list-style-type: none"> <li>1. Need:             <ul style="list-style-type: none"> <li>● address critical thinking and problem solving skills to analyze and solve a variety of problems with new and creative solutions</li> </ul> </li> <li>2. Need:             <ul style="list-style-type: none"> <li>● address number sense to ensure that students apply their understanding numbers and number relationships to real world situations</li> </ul> </li> <li>3. Need:             <ul style="list-style-type: none"> <li>● address constructed responses to demonstrate complex thinking skills</li> </ul> </li> </ol>
<p><b>Addressing Equity: Sub Group Identification</b></p>	
<p><b>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.</b></p> <p>Our Special Education and Disadvantaged Sub Groups' proficiency rate is lower than All Students' proficiency rate. Our ELL subgroup performs at or above the All Students' proficiency rate.</p> <p>Listed below are the resources available to the students in the targeted sub groups.</p> <p>Special Education</p> <ul style="list-style-type: none"> <li>● Fifth Grade Inclusion</li> <li>● Resource Room</li> <li>● RTI</li> </ul>	

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	<p>Disadvantaged</p> <ul style="list-style-type: none"> <li>● RTI</li> <li>● After School Tutoring</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>● RTI</li> <li>● Resource Room</li> <li>● After School Tutoring</li> </ul>
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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. Lenn Uyeda	1. Focused Professional Development
2. Ned Uemae	2. Academic Review Team
3. Myles Ibara	3. Comprehensive Student Support System (CSSS)
4. Lisa Kumashiro/Tammie Katsuki	4. Response to Intervention (RTI)
5. Lisa Kumashiro/Tammie Katsuki	5. Formative Instruction/Data Teams

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6. Lisa Kumashiro/Tammie Katsuki	6. Induction and Mentoring
7. Lisa Kumashiro/Tammie Katsuki	7. Implementation of Next Generation Science Standards
8. Matt Nakamura	8. Student Council/PBS
9. Chris Lau/Melanie Kawai	9. Parent and Community Activities

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

*X Objective 1: Empowered - All students are empowered in their learning to set and achieve their aspirations for the future.*

*X Objective 2: Whole Child - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.*

*X 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.*

*X Objective 4: Prepared and Resilient - All students transition successfully throughout their educational experiences.*

Outcome: By the end of three years,	Rationale:
<p>By the end of school year 2019-2020, all students at Ma'ema'e will:</p> <ul style="list-style-type: none"> <li>● be safe, healthy and supported in school</li> <li>● engage in high quality educational opportunities</li> <li>● practice creative problem solving and apply their learning to life experiences</li> <li>● experience a rigorous and well rounded standards based education that covers a variety of subject areas</li> <li>● transition successfully from one grade level to the next</li> </ul>	<p>To prepare all students to be successful in college, career and citizenship we will work towards:</p> <ul style="list-style-type: none"> <li>● increasing proficiency in ELA, Math, and Science</li> <li>● decreasing the gap between all students and students within sub groups</li> <li>● increasing 3rd grade literacy rate</li> <li>● increasing GLO - Consistently and Usually to 80%</li> </ul>

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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
During School Years 2017-2020  Students will participate in all “Healthy Mind & Body Activities”	Plan and implement school-wide activities to promote students’ healthy minds and bodies <ul style="list-style-type: none"> <li>● Literacy Week</li> <li>● Fitness Day/Dolphin Dash</li> <li>● Student Council Activities</li> </ul>	2017-2020	Chris Lau, Melanie Kawai, Matt Nakamura	<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 checked="" type="checkbox"/> PTSA <input type="checkbox"/> N/A	The ART will monitor <ul style="list-style-type: none"> <li>-timelines</li> <li>-schedules</li> <li>-attendance</li> </ul> of these activities
By end of school year 2019-2020  ELA Proficiency will be 86% Math Proficiency will be 83% Science Proficiency will be 90%	Implement the data team process by utilizing data to collaboratively plan and generate common formative instructional strategies and assessments.	2017-2020	Tammie Katsuki, Lisa Kumashiro	<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 checked="" type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>-Grade level formative and summative assessments</li> <li>-i-Ready Assessments</li> <li>-SBA Interim Assessment</li> </ul>

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<p>By end of school year 2019-2020</p> <p>ELA Proficiency will be 86%</p> <p>Math Proficiency will be 83%</p> <p>Science Proficiency will be 90%</p>	<p>Articulate within and across grade levels to build consistency in the implementation of our school's curriculum and instructional strategies</p>	<p>2017-2020</p>	<p>Tammie Katsuki, Lisa Kumashiro</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 checked="" type="checkbox"/> N/A</p>	<p>-Grade level formative and summative assessments  -i-Ready Assessments  -SBA Interim Assessment</p>
<p>By end of School Year 2019-2020</p> <p>80% or more of students will earn consistently/usually in each of the six GLO categories</p>	<p>Plan, implement, and assess Positive Behavior Intervention Support (PBS) programs, character education, instruction, and interventions to promote student success in all school settings to broaden students' understanding and demonstration of the expected behaviors and demonstration of the General Learners Outcomes (GLOS).</p>	<p>2017-2020</p>	<p>Matt Nakamura</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>	<p>Quarterly General Learner Outcomes grades</p>

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<p>By the end of School Year 2019-2020</p> <p>Science Proficiency will be 90%</p>	<p>Implement NGSS standards and practices</p>	<p>2017-2020</p>	<p>Tammie Katsuki, Lisa Kumashiro</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>	<p>HSA Science Assessment</p> <ul style="list-style-type: none"> <li>- 1st Round Testing Scores</li> <li>- 2nd Round Testing Scores</li> </ul>
<p>By end of school year 2019-2020</p> <p>ELA Proficiency will be 86%</p> <p>Math Proficiency will be 83%</p> <p>Science Proficiency will be 90%</p>	<p>Implement curriculum, instruction, and assessments which are aligned to the Common Core State Standards and includes:</p> <p>Math Strategies to develop critical thinking, problem solving skills, and number sense</p> <ul style="list-style-type: none"> <li>● Concrete-Pictorial-Abstract</li> <li>● Step-by-Step Model Drawing</li> <li>● Number Bonds</li> </ul> <p>Reading and Other Content Area Strategies</p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Higher Level Inquiry</li> <li>● Accountable Talk</li> </ul> <p>Integrated Subject Areas that Promote</p> <ul style="list-style-type: none"> <li>● Inquiry</li> <li>● Problem Solving</li> </ul>	<p>2017-2020</p>	<p>Tammie Katsuki, Lisa Kumashiro</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 X N/A</p>	<p>-Grade level formative and summative assessments</p> <p>-i-Ready Assessments</p> <p>-SBA Interim Assessment</p>



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	<ul style="list-style-type: none"> <li>• Critical Thinking Curriculum Support</li> <li>• i-Ready Universal Screener</li> </ul>				
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**Goal 2: Staff Success.** Ma'ema'e 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:
By the end of school year 2019-2020 faculty and staff will have the training, support, and professional development to contribute effectively to student success and continuous improvement.	All faculty and staff will increase their knowledge, understanding, and ability to use inclusive practices with all students through diverse instructional methods.

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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 end of School Year 2019-2020  All teachers will utilize the STAR framework, protocol and process	Duane Baker - 3 Years Professional Development Plan <ul style="list-style-type: none"> <li>● Year 1                             <ul style="list-style-type: none"> <li>○ Common Awareness and Understanding: STAR Protocol &amp; Process</li> </ul> </li> </ul>	2017-2018	Tammie Katsuki, Lisa Kumashiro	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 X PTSA <input type="checkbox"/> N/A	Baseline Data Teacher Reflection Teacher Observation
	<ul style="list-style-type: none"> <li>● Year 2                             <ul style="list-style-type: none"> <li>○ Common Language: Power Teaching Learning for your PLC</li> </ul> </li> </ul>	2018-2019			
	<ul style="list-style-type: none"> <li>● Year 3                             <ul style="list-style-type: none"> <li>○ Common</li> </ul> </li> </ul>	2019-2020			

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	Practice: Powerful Teaching and Learning for Sustainability				
All beginning teachers will meet with School Level Mentors weekly	Continue our school level induction and mentoring program.	2017-2020	Tammie Katsuki, Lisa Kumashiro	<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 checked="" type="checkbox"/> N/A	NTC Portal -Interaction Log

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

<b>Outcome:</b> By the end of three years,	<b>Rationale:</b>
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<p>By the end of school year 2019-2020, Ma'ema'e School will:</p> <ul style="list-style-type: none"> <li>● maximize resources to advance equity and excellence for all students</li> <li>● partner with families and communities to support students</li> <li>● strengthen a culture of continuous improvement</li> </ul>	<p>To prepare all students to be successful Ma'ema'e School will:</p> <ul style="list-style-type: none"> <li>● increase proficiency in ELA, Math, and Science</li> <li>● decrease the gap between all students and students within sub groups</li> <li>● increase 3rd grade literacy rate</li> <li>● increase GLO - Consistently and Usually to 80%</li> </ul>
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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
<p>During School Years 2017-2020:</p> <p>Students will participate in parent, child, and community activities/academic nights</p>	<p>Plan and implement parent, child, and community activities/academic nights</p> <ul style="list-style-type: none"> <li>● STEAM Night</li> <li>● Family Night</li> <li>● Parent Workshops</li> <li>● May Day/Song Fest</li> <li>● Fright Night</li> <li>● Campus Beautification</li> <li>● Other PTSA Sponsored Activities</li> </ul>	2017-2020	Chris Lau, Melanie Kawai	<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 checked="" type="checkbox"/> PTSA <input type="checkbox"/> N/A	<p>The ART will monitor</p> <ul style="list-style-type: none"> <li>-timelines</li> <li>-schedules</li> <li>-attendance</li> <li>-sign in sheets of these activities</li> </ul>

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<p>By end of school year 2019-2020</p> <p>SpEd Subgroup will increase proficiency in Math, ELA, and Science by 15%</p>	<p>Provide support for IDEA/504 Students</p> <ul style="list-style-type: none"> <li>● implementation of inclusion in Grade 5</li> <li>● resource services</li> </ul>	<p>2017-2020</p>	<p>Myles Ibara</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> PTSA</li> <li>X N/A</li> </ul>	<p>-Grade level formative and summative assessments</p> <p>-i-Ready Assessments</p> <p>-SBA Interim Assessment</p>
<p>By end of school year 2019-2020</p> <p>ELA Proficiency will be 86%</p> <p>Math Proficiency will be 83%</p> <p>Science Proficiency will be 90%</p> <p>The ELA Gap will be 16%</p> <p>The Math Gap will be 13%</p> <p>The Science Gap will be 10%</p>	<p>Provide instructional support to meet students' academic needs:</p> <ul style="list-style-type: none"> <li>● Learning Center</li> <li>● Gifted/Talented</li> <li>● Fun Facts</li> <li>● Weekly RTI period</li> <li>● Grades K-5 support with Part-Time teachers as needed</li> </ul>	<p>2017-2020</p>	<p>Tammie Katsuki, Lisa Kumashiro</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF</li> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Homeless</li> <li><input type="checkbox"/> CTE</li> <li><input type="checkbox"/> PTSA</li> <li>X N/A</li> </ul>	<p>-Grade level formative and summative assessments</p> <p>-i-Ready Assessments</p> <p>-SBA Interim Assessment</p>

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