
Lihikai Elementary School
Three-Year Academic Plan 2017-2020
Academic Plan & Supporting Documents

2017-18 School Year

Principal: Shannon Cabanilla

Contact Information

Telephone: 808-727-4500

Plan Approved on	<u>5/11/17</u>
	Date
Plan Approved by	<u>[Signature]</u>
	Complex Area Superintendent



Three-Year Academic Plan

2017-2020

Lihikai Elementary School

335 S. Papa Ave.

Kahului, HI, 96732

(808) 727-4500

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

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

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - 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

Need: The Strive HI 3.0 accountability system continues to monitor student achievement, student growth and student gap. The goal is to meet the school level targets by the year 2020. The desired outcomes and the enabling activities will be implemented to support Lihikai's ongoing effort to meet the goals by 2020.

Area	2016	2020 - Target
Chronic Absenteeism	15%	9%
School Climate	73%	79%
Inclusion Rate	37%	51%
3rd Grade Literacy	65%	76%
ELA Proficiency	51%	61%
Math Proficiency	42%	54%
Science Proficiency	43%	64%
ELA Gap	TBA	TBA
Math Gap	TBA	TBA
Science Gap	TBA	TBA

Need: From WASC Final Report:

School-wide Critical Areas for Follow-up

Administration and leadership needs to prioritize professional development for educators and leaders that increases knowledge,

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

	<p>understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Language Learners.</p> <p>Need: From WASC Final Report: The administration needs to increase regular walkthroughs to ensure that policies, procedures, and agreements are adhered to, as well as to identify areas of needed support.</p> <p>Addressing Equity: Sub Group Identification</p> <p>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.</p> <p>Low SES: ELL: Part Hawaiian: Pacific Islander: Asian (Filipino): Special Education:</p>
--	--

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

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. Shannon Cabanilla, Michele Asato	1. Professional Development
2. Nicole Saito	2. Universal Screener/Title I
3. Michele Asato, Tess Fuchikami, Elizabeth Tamori, Nicole Saito	3. Data Teams
4. Michele Asato, Tess Fuchikami, Elizabeth Tamori, Nicole Saito, Reid Fukushima	4. CCSS: ELA, Math, Science
5. Michele Asato, Tess Fuchikami, Elizabeth Tamori, Nicole Saito	5. Growth Block Curriculum, Services, and Data
6. Michele Asato	6. Data
7. Linda Chun, Nicole Saito, Elizabeth Tamori, Tess Fuchikami, Dahlia Evans	7. Technology/Computer Programs
8. Dahlia Evans, Michele Asato,	8. ELL
9. GraceMary Watanabe-Romias, Michele Asato, Elizabeth Tamori,	9. CSSS: RtI, Curriculum

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

10. Veanne Matson, Reid Robinson, Nancy Sandoval

10. Attendance

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.

Math: Implementation of core math program with emphasis on concrete, pictorial, abstract strategies.

ELA: Implementation of core program with emphasis on genre writing

Science: Implementation of NGSS with emphasis on inquiry/project base.

Technology: Math-Whizz/Imagine Learning/i-Ready

Attendance: Maintain school attendance policy

Rationale:

The common statewide measures of student success in the Strive HI 3.0 are the guiding focus areas that drive Lihikai's 3 year academic plan. The plan addresses the area of well-rounded education as there is a continued focus on ELA/Math/Science proficiency. The ELA/Math growth block with a center's focus on math and ELA, addresses the growth and achievement gap for the school. The whole child is addressed in the attendance plan as Lihikai strives to maintain a 9% in chronic absenteeism. We will continue to move forward in maintaining a positive school climate as measured in the SQS and increase the inclusion rate. With a population of approximately 230 ELL students, Lihikai will continue to inservice teachers on best practices in working with ELL students to monitor their language acquisition as they move towards proficiency with the support of a language acquisition core program (Avenues).

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

--	--

Planning		Funding		Interim Measures of Progress	
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
ELA: 100% of the students will continue Wonders with writing emphasis and growth block implementation to increase growth and decrease gap in all students.	<ul style="list-style-type: none"> • Continue with genre writing and #21 in writing and monitoring data in data teams. • Continue with implementation of growth block to address needs of all subgroups. • Continue with core program. 	Year 1, 2, & 3	Michele Asato Tess Fuchikari	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	Data team minutes will be used to monitor student growth and gap. i-Ready scores will be reviewed quarterly to monitor student growth.
Math: 100% of the students will receive Stepping Stones 2.0 as a core curriculum with CPA to supplement lessons.	<ul style="list-style-type: none"> • Students will receive instruction from Stepping Stones 2.0 • Students will receive CPA strategies to reinforce concepts taught in Stepping Stones. 	Year 1, 2, & 3	Michele Asato Elizabeth Tamori	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	CC will monitor implementation by doing pacing checks with the grade levels. Data team notes will be used to monitor student progress in Stepping Stones 2.0.

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

<p>PBS: 100% of classes will implement Positive Action as the school's PBS curriculum</p>	<ul style="list-style-type: none"> Students will receive PBS units throughout the year. 	<p>Year 1, 2, & 3</p>	<p>Shannon Cabanilla Nancy Sandoval</p>	<p>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>Wellness/PBS committee will collect random sample of lessons from Positive Action units.</p>
<p>Science: 100% of the students will participate in project based science with a portfolio as evidence to be shared with other students.</p>	<ul style="list-style-type: none"> Students will participate in inquiry/project based lessons that align to NGSS. Students will engage in NGSS activities through the adoption of inquiry/project based (program/curriculum/system) & on-line resources. 	<p>Year 1 Year 1 & 2</p>	<p>Michele Asato Nicole Saito Reid Fukushima</p>	<p>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>Teachers and students will participate in sharing projects with other classes and teachers at designated time.</p>
<p>100% of the students will access web-based programs: Math-Whizz, Imagine Learning, and i-Ready.</p>	<ul style="list-style-type: none"> Students will utilize web-based programs to enhance core curriculum lessons. 	<p>Year 1, 2, & 3</p>	<p>Michele Asato Nicole Saito Elizabeth Tamori Dahila Evans Tess Fuchikami Linda Chun</p>	<p>WSF <input type="checkbox"/> Title I (Math-Whizz, i-Ready) <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>Participation will be monitored by reviewing quarterly reports.</p>
<p>PSAP: 100% of PSAP students will participate in</p>	<ul style="list-style-type: none"> PSAP Team students & families will participate in PSAP activities and meetings to support 	<p>Year 1, 2, & 3</p>	<p>Reid Robinson</p>	<p>WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless</p>	<p>Log of Intake and exit meetings with effectiveness rating Sign in sheet from parent involvement activities.</p>

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

<p>school centered & parent engagement activities to build School & Family-Home relations.</p>	<p>student's home to school transitional needs.</p> <ul style="list-style-type: none"> PSAP and Counseling services will be provided to help students entering and exiting Lihikai School. 	<p>Year 1, 2, & 3</p>	<p>Reid Robinson Nancy Sandoval Veanne Matson</p>	<p><input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Log of services for entering and exiting students will be kept.</p>
<p>Attendance: 100% of the students will be monitored in accordance with the attendance plan to maintain chronic absenteeism rate of 9%.</p>	<ul style="list-style-type: none"> Counselors and teachers will implement steps to inform parents of student attendance as stated in the attendance plan. 	<p>Year 1, 2, & 3</p>	<p>Veanne Matson Reid Robinson Nancy Sandoval</p>	<p>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>List of students with number of absences will be monitored quarterly with data from counselors and LDS system.</p>
<p>CSSS Services: 100% of the students will be monitored to maintain student goals and timelines.</p>	<ul style="list-style-type: none"> All staff will continue to maintain CSSS array for all students with a focus on student success based on IDEA. All special education student's IEPs and 60 day timeline completed within specified timeline 	<p>Year 1, 2, & 3</p>	<p>Grace Mary Watanabe-Romias, Shannon Cabanilla All teachers</p>	<p>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>Monitor the % of yearly reevaluations of IEPs and timelines that are implemented in a timely manner.</p>
<p>ELL Services: 100% of identified</p>	<ul style="list-style-type: none"> All ELL students will receive Avenues lessons 	<p>Year 1, 2, & 3</p>	<p>Shannon Cabanilla</p>	<p>WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II</p>	<p>iReady scores will be monitored quarterly.</p>

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

<p>ELL students will receive a core language acquisition program (Avenues) 4X a week.</p>	<p>with an emphasis embedded in speaking, listening, reading and writing.</p>	<p>Michele Asato Dahia Evans Tess Fuchikami Nicole Saito Elizabeth Tamori</p>	<p><input checked="" 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>iReady monthly growth monitoring</p>
---	---	---	--	---

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

Goal 2: Staff Success. Lihikai 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.	
<p>Plan and implement a professional development plan that address:</p> <ul style="list-style-type: none"> ● ELL Language Acquisition stages and implementation of instructional strategies. ● Student portfolios ● Math Core-SS 2.0 ● NGSS/STEM <p>All teachers will explicitly teach the GLO's and use the GLO rubric for grading.</p> <p>Continue implementation of data teams on formative assessments agreed upon by school with emphasis on strategies to increase growth and achievement.</p> <p>Formalize the special education curriculum to continue to meet the annual 3% goal in proficiency.</p> <p>Continue vertical articulation within grade levels and implementation of agreements.</p> <p>Work with Maui Waena to address the transition from elementary to middle school.</p>	<p>Rationale:</p> <p>As a result of our WASC visitation, the visiting committee listed 7 areas for follow up. 5 of the areas are listed in the staff success.</p> <p>The first focus is on prioritizing professional development to meet the needs of diverse learners, including ELL and Special Education. Two other areas address continuing to use the rubric for grading GLO's and expliciting teaching them. Another area focuses on continuing to go deeper into instructional strategies in data team meetings. Two other areas speak to doing more vertical articulation within the grade levels of the school and with Maui Waena, as well as using data for the middle school students to measure the effectiveness of the elementary curriculum.</p> <p>These follow up areas from our WASC visitation are addressed in the academic plan</p>

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

Planning	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Funding <i>(Check applicable boxes to indicate source of funds)</i>	Interim Measures of Progress
Desired Outcome English Language Learners: 100% of the teachers will participate in professional development to identify students in the 5 stages of language acquisition and appropriately plan and implement instructional strategies to meet the needs of their students.	2017-18: <ul style="list-style-type: none"> All teachers will attend GLAD training Faculty inservice on WIDA data and the use of data to identify students language acquisition level and characteristics of level. Begin integration on implementation of strategies in classroom. 2018-19: <ul style="list-style-type: none"> Continue with implementation of effective classroom strategies. Monitor data of students WIDA level Create planning/pacing template with levels of thinking and language acquisition template. 2019-2020: <ul style="list-style-type: none"> Full implementation of 	Year 1 Year 2	Shannon Cabanilla Michele Asato	<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	Define the relevant data used to regularly assess and monitor progress PDE3 sign up for GLAD training Admin walk-throughs to monitor implementation of ELL instructional strategies. Admin walk-throughs to monitor implementation of ELL instructional strategies. School presentation of WIDA data at staff meeting. Grade Level pacing charts which include language acquisition stages and strategies. Admin walk-throughs to monitor implementation of ELL instructional strategies. School presentation of WIDA data at staff meeting.

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

	strategies with planning template to address needs of ELL students.	Year 3		Grade Level pacing charts which include language acquisition stages and strategies.
<p>CCSS:</p> <p>Math-</p> <p>100% of the teachers will participate in inservice activities followed by the implementation of Stepping Stone 2.0</p> <p>100% of the teachers will attend professional development sessions on Singapore strategies, engage in fluency supplemental SS program to decrease gap and increase growth.</p> <p>ELA - 100% of the teachers will continue to implement CCSS</p>	<p>2017-18</p> <ul style="list-style-type: none"> Inservice on Stepping Stones 2.0. Revisiting of CPA/fluency strategies to enhance activities. <p>2018-19 & 2019-2020</p> <ul style="list-style-type: none"> Implementation of Stepping Stones with continuation of Singapore strategies and engage in fluency. <p>2017-18 to 2020</p> <ul style="list-style-type: none"> Inservice i-Ready 	<p>Year 1</p> <p>Year 2 & 3</p> <p>Years 1, 2, & 3</p>	<p>Michele Asato Elizabeth Tamori</p> <p>Curriculum</p>	<p>Inservice sign in sheet and agenda.</p> <p>Walk-through to monitor implementation.</p> <p>Data team data</p> <p>Inservice sign in sheet and agenda.</p> <p>Walk-through to monitor implementation.</p> <p>Inservice sign in sheet and agenda.</p> <p>Walk-through to monitor implementation.</p>

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

<p>standard in ELA with a writing emphasis; continue growth block implementation to increase growth and decrease gap in all students.</p> <p>Science- 100% of the teachers will participate in professional development in inquiry/ project-based science lesson to implement NGSS science standard</p>	<p>(universal screener) to be used for small group and growth block.</p> <ul style="list-style-type: none"> Implement Avenues as a core ELL program to ELL students 4x a week. Provide inservice during the summer of 2017 on inquiry/project based activities that align to NGSS. Teachers will take projects and implement in classroom during semester 1. Teachers share learnings with staff throughout the year. Explore NGSS curriculum that meets needs of school. Select and begin implementation of NGSS Curriculum. Full implementation of NGSS curriculum 	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p>	<p>Associates</p> <p>Elizabeth Tamori Michele Asato</p> <p>Michele Asato, Nicole Saito Reid Fukushima</p>	<p>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>Data Team data</p> <p>Monitor growth in WIDA language acquisition levels.</p> <p>Inservice sign in sheet and agenda.</p> <p>Walk-through to monitor implementation.</p>
<p>GLO - 100% of the teachers will</p>	<ul style="list-style-type: none"> Teachers will be given Wednesday time to share class experiences in 	<p>Year 1, 2, & 3</p>	<p>Michele Asato</p>	<p>WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III</p>	<p>Data will be collected during admin walk-throughs.</p>

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

<p>explicitly teach GLO's during lessons.</p> <p>100% of the teachers will use the state rubric when grading students for report cards.</p>	<p>explicitly teaching GLO's.</p> <ul style="list-style-type: none"> Teachers will be given google survey to monitor % of teachers grading students using the state rubric for GLO's. 	<p>Year 1, 2, & 3</p>		<p>Survey conducted yearly to monitor % of teachers using rubric to grade.</p>
<p>Data Teams:</p> <p>100% of the teachers will participate in bi-monthly data teams with an emphasis on specific instructional strategies per quarter</p>	<ul style="list-style-type: none"> Provide "specials" to release teachers to attend data team meetings. Provide time during Wednesday meetings for grade level data teams. During DT meeting, place more emphasis on specific instructional strategies to meet the needs of diverse learners. 	<p>Year 1, 2, & 3</p>	<p>Michele Asato Tess Fuchikami Elizabeth Tamori</p>	<p>Data Team worksheet to monitor student growth and achievement will be shared at ART meetings with focus on instructional strategies.</p>
<p>DATA Conferences:</p> <p>100% of the Grades 3-5 teachers will participate in individual Data</p>	<ul style="list-style-type: none"> Teachers will meet with Admin & CC to review SBA & i-Ready data to set class growth goals. 	<p>Year 1, 2, & 3</p>	<p>Shannon Cabanilla Michele Asato</p>	<p>Data will be collected during admin walk-throughs.</p>

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

<p>Conferences to review data to drive instruction.</p>				<input type="checkbox"/> Other <input type="checkbox"/> N/A	
<p>Portfolios: 100% of the teachers will receive training on creating an electronic and/or binder portfolio to monitor growth of students through project based activities.</p>	<ul style="list-style-type: none"> Allow time for teachers to set up a Google folder for each student in the classroom where electronic pieces of student work will be stored. 	Year 1, 2, & 3	Michele Asato	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	Monitor portfolios through staff sharing.
<p>100% of teachers will participate in a committee to monitor progress of Vertical Articulation agreements amongst the grade levels.</p>	<ul style="list-style-type: none"> Allow time for committees to meet and discuss agreements in the areas of ELA, Math & Science across Grades K-5. Communicate with Maui Waena teachers on readiness of students to transition to middle school and the data of students to monitor progress of 	Year 1, 2 & 3	Michele Asato Tess Fuchikami Elizabeth Tamori Nicole Saito	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	Notes from committee meeting at semester and end of the year.

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

<p>RtI: Teacher Think Tank</p> <p>100% of the teachers will be inserviced in the TTT protocols for assistance with students in need of tier 1 interventions.</p>	<p>students from Lihikai.</p> <ul style="list-style-type: none"> Phase 1 with inservice for teachers in K-2 in goal and protocol of TTT. Implementation of TTT in grades K-2. Phase 2 with inservice for teachers in 3-5 in goal and protocol of TTT. Implementation of TTT in grades K-5. Phase 3 with implementation for grade K-5. 	<p>Year 1</p> <p>Year 2</p> <p>Year 3</p>	<p>Michele Asato Elizabeth Tamori</p>	<p>WSP</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>	<p>Phase 1</p> <p>Quarterly report of # of students screened, % of success through i-Ready data.</p> <p>Schedule of TTT (phase 1) sessions with notes for protocol, process, and agendas.</p> <p>Phase 2</p> <p>Quarterly report of # of students screened, % of success through i-Ready data.</p> <p>Schedule of TTT (phase 2) sessions with notes for protocol, process, and agendas in grades K-5</p> <p>Phase 3</p> <p>Quarterly report of # of students screened, % of success through i-Ready data.</p> <p>Schedule of TTT (phase 3) sessions with notes for protocol, process, and agendas in grades K-5</p>
--	--	---	---	---	---

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

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

Outcome: By the end of three years.	Rationale:
<p>Revise student handbook for the 2017-18 school year.</p> <p>Update and monitor safety procedure yearly.</p> <p>Include Catapult as a partner to ensure the needs for teacher and student success are being met.</p> <p>Implement a System for walk-throughs to monitor implementation of various initiatives</p> <p>Continue of PCNC newsletters to inform parents of school activities.</p> <p>Provide all students with planners to enhance communication with families.</p> <p>Continue with parent teacher conferences to inform parents of academic progress.</p> <p>Continue to address the inclusion minutes to meet STRIVE HI 3.0 goal.</p>	<p>The state has included 3 objectives for ensuring that systems are in place to support the people and processes that support student achievement. These objectives address effective instructional and operations practices, adequate resources, and increase efficiency and transparency of instructional and operational supports.</p> <p>The system's goal set forth in the academic plan address the areas that are included within our Title I plan, the WASC recommendations, and keeping an open line of communication with parents and the community which ultimately impact student achievement.</p>

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

Planning		Funding			Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Special Education: Lihikai will meet the 95% goal of inclusion by the year 2020.	<ul style="list-style-type: none"> 100% of IDEA students will be monitored for growth in academic subjects to ensure best placement for each individual student. 	Year 1, 2, & 3	Grace Mary Watanabe-Romias	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	Quarterly monitoring of minutes on inclusion and how the inclusion plan is working.
Update and monitor safety procedures	<ul style="list-style-type: none"> Staff will participate in implementing safety procedures and continually reevaluate procedures to keep all safe. 	Year 1, 2, & 3	Vice Principal	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	Records with dates of drills conducted. Safety committee meeting minutes that to monitor input and updating of procedures
State, Complex and outside services will be used to support staff development and student achievement.	<ul style="list-style-type: none"> All Staff will engage with the resources & coaching sessions provided by the State, Complex and outside services to build capacity towards raising student achievement. 	Year 1, 2 & 3	Shannon Cabanilla	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I (Catapult and/or other Providers) <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	Quarterly report of input, reports, services with target goals to support student achievement.
State, Complex and		Year 1, 2 & 3			

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

<p>outside services will be used to identify, support, and address the prioritized school needs.</p> <p>Staff members will participate in Catapult's PD and Leadership Trainings to keep abreast of current research, delve deeper into CCSS practices, and explore proven strategies to increase student achievement.</p>	<ul style="list-style-type: none"> Staff members will participate in state, complex and school level professional development sessions provided by Catapult and other providers, to enrich and build capacity towards raising student achievement. Leadership Team will collaborate with State, Complex and outside services to identify, support, and address the prioritized school needs. Leadership Team will collaborate with State, Complex and outside services to identify, support and enrich the learning for all students. 	<p>Year 1, 2, & 3</p>		<p>Teachers attending ILC will report to staff about sessions attended and how it can be used to impact student achievement.</p> <p>Teachers will review iReady data to monitor the growth for all students participating in an extended learning environment.</p>
<p>System for walk-throughs to monitor</p>	<ul style="list-style-type: none"> Admin will set up and conduct walk-throughs on a regular basis to 	<p>Year 1, 2, & 3</p>	<p>Shannon Cabanilla</p>	<p>Quarterly reports shared on # of walk-throughs and summary of data collected</p>

WSF
 Title I
 Title II

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

Implementation of school initiatives	monitor targeted areas.			<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	will be shared by admin.
<p>In accordance with our vision and mission, Lihikai School will provide opportunities for students, parents, and community to participate in activities designed to encourage community involvement, facilitate communication with parents.</p>	<ul style="list-style-type: none"> 100% of the parents will be offered an opportunity to participate in parent-teacher conferences to be held after quarter 1. Each student in grades 2-5 will be provided with a student planner to organize and encourage communication with parents. Each family will be provided with a Parent/Student Handbook to inform families of the policies and procedures at Lihikai School. PCNC serves as a liaison for the school, parents and community. PCNC engages in active communication through email, school newsletters 	<p>Year 1, 2, & 3</p> <p>Year 1, 2, & 3</p> <p>Year 1, 2, & 3</p> <p>Year 1, 2, & 3</p>	<p>Shannon Cabanilla</p> <p>Rosa Stone</p>	<input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I (Parent/Student Handbooks, Parent involvement Activities, Parent Communication) <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>Teachers will submit % of parents attending parent teacher conferences.</p> <p>Planners will be distributed at the beginning of the school year.</p> <p>Handbooks will be distributed to families with the beginning of the year packets.</p> <p>PCNC will keep a folder of all newsletters.</p> <p>Calendar of all school related activities will kept as evidence.</p>

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

	<p>and phone calls.</p> <ul style="list-style-type: none"> School & Community Partnerships and parent engagement opportunities will be fostered through programs and events such as: Junior Police Officer Program, School Community Council, PTSA, Positive Action Program Primary School Adjustment Program (PSAP), Creative Arts Programs, Reflections Program yearly bazaar, Open House, Harvest Night, Spaghetti Night, and other school events. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	
--	--	--	--	--


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


TITLE I ADDENDUM FOR THREE-YEAR ACADEMIC PLAN SY 2017-18, SY 2018-19, SY 2019-20 ASSURANCES FOR THE TITLE I SCHOOLWIDE PROGRAM TO BE COMPLETED BY THE SCHOOL

The principal assures the following and will provide evidence upon request:
Check all.

✓	The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.
✓	The school's Academic Plan provides opportunities and addresses the needs of all children, including each of the subgroups, particularly those at risk, to meet the challenging State academic standards.
✓	The school's Academic Plan uses methods and instructional strategies that strengthen the academic program, increases learning time, and provides an enriched and accelerated curriculum to provide a well-rounded education.
✓	The school's Academic Plan includes Title I funded activities, which are considered to be the Title I Schoolwide Program. The Schoolwide Program is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
✓	The school's Academic Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.
✓	The school's Academic Plan is available to the Department of Education, parents, and the public.
✓	The school's Academic Plan remains in effect for school years 2017-18, 2018-19 and 2019-20, except that the plan and its implementation shall be <u>regularly monitored</u> and revised as necessary based on monitoring and evaluation.
✓	The school's Academic Plan will be annually evaluated by the school using data from the STRIVE HI indicators, other student performance data and perception data to determine if the school's Academic Plan has been effective in addressing the contributing/root causes and, in turn, increasing student achievement, particularly for the lowest-achieving students
✓	A description of expenditure item(s) to support the school's Academic Plan strategies and enabling activities are documented in the Title I Handbook housed at the school. The Title I Handbook describes how the school's Academic Plan Title I expenditure addresses the contributing/root cause(s) and supports the Academic Plan's strategies and enabling activities

TITLE I ADDENDUM FOR THREE YEAR ACADEMIC PLAN SY2017-18, SY2018-19, SY2019-20

FOR TITLE I FUNDS ONLY	
Requested Funds for Schoolwide Program by [Insert Principal's Name] Shannon Cabanilla	Date
 [Insert Principal's Signature]	[Insert Date] 4-28-17

FOR TITLE I FUNDS ONLY	
Recommendation for Approval of Schoolwide Program by [Insert Complex Area Superintendent's Name] Leila Hayashida	Date
 [Insert Complex Area Superintendent's Signature]	[Insert Date]

FOR TITLE I FUNDS ONLY	
Approval for Funds for Schoolwide Program by [Insert School Transformation Branch Name]	Date
[Insert School Transformation Branch Director's Signature]	[Insert Date]