

Lihikai Elementary School

Academic Plan 2021-2022


Academic Plan & Supporting Documents

2021-2022 School Year

Principal: Barbara Oura Tavares

Contact Information

Telephone: 808-727-4500

Plan Submitted by  4-23-2021
Principal Date

Plan Approved by  4/29/21
Complex Area Superintendent Date

Academic Plan for School Year 2021-22



Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community's knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school's Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

HIDOE Learning Organization

Pipeline of Emerging Ideas: To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.

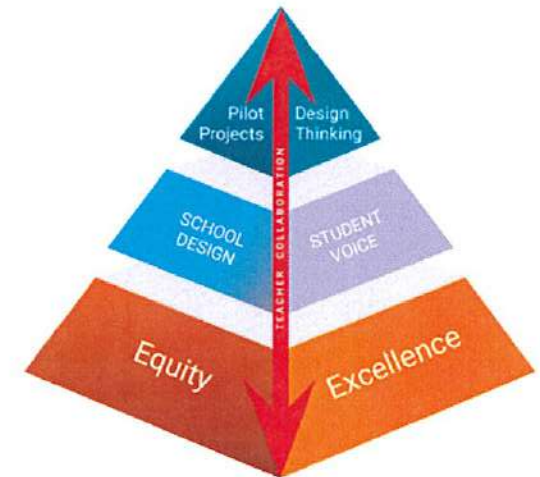
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).


Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

- The Academic Plan incorporates School Design and Student Voice for **Innovation in Support of the Core** (pages 3-4).

Teaching & Learning Core: Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



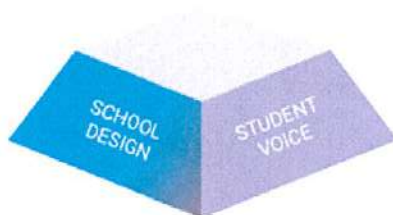
Principal (print): Barbara Oura Tavares	
Principal's signature: 	Date: April 23, 2021
Complex Area Superintendent (print): Kathleen Dimino, Ph.D.	
Complex Area Superintendent's signature:	Date:



Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specifying [enabling activities](#) in the academic plan should address identified subgroup(s) and their needs.

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>WASC Report SW1 School wide critical areas for follow up:</p> <p>WASC Self Study 2017, Mid Cycle Review 2020:</p> <ul style="list-style-type: none"> • Prioritize professional development that increases knowledge, understanding and ability to use inclusive practices and multi-tiered support with students that need diverse instructional methods, including special education students and English Language learners. • Administration needs to increase regular walkthroughs to ensure policies, procedures and agreements are adhered to, as well as identify areas of needed support. • Teachers need to continue their efforts towards a more in-depth implementation of Data Teams with a focus on instructional strategies. • Teachers need to incorporate explicit teaching and demonstration of General Learner Outcomes during instruction to foster positive behaviors while learning. • Implement with fidelity the State GLO rubric both vertically and horizontally to provide consistent evaluation of student achievement. 	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If teachers are able to</p> <ul style="list-style-type: none"> • Continuously reflect on their pedagogy with integrity, are provided with coaching support and are able to implement school wide instructional practices with fidelity, • Establish each student's baseline of ability, be able to identify his/her Zone of Proximal Development (ZPD) and continuously scaffold their learning, • Recognize, understand and design instruction that promotes equity to support all students' learning and student voice • Base their instruction on best practices - i.e. rigorous standards based curricula, small group instruction, differentiation, integration of technology, <p>then students will be better able to be self-advocates for their learning and be more engaged in their learning and thus, their achievement will increase.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Student Success:</p> <ul style="list-style-type: none"> • K-5 students receive school wide instructional practices as outlined in LES's School Design SW6 • K-5 students continued growth in universal screening scores • 3-5 students increased favorable responses in Panorama Perception Survey • 3-5 students continued growth as measured on Smarter Balanced Assessment in reading and mathematics <p>Staff Success:</p> <ul style="list-style-type: none"> • Implementation of strategies for all teachers based on LES School Design that includes: SW6 <ul style="list-style-type: none"> ◦ Gradual release ◦ Integration of technology ◦ Small group instruction ◦ Establishment of centers in all K-5 classrooms ◦ Differentiation ◦ Standards based curricula • Establishment of common academic language, routines and expectations with support provided for teachers through instructional coaches



Innovation in Support of the Core: School Design and Student Voice

Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2021-22 School Design and Student Voice.

Describe here your Conditions for Success for School Design and Student Voice

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will receive lessons built around uniform school wide instructional practices to address Lihikai's School Design to deliver rigorous standards based lessons with a focus on student voice and high engagement. SW6(i), SW6(ii) 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will receive lessons built around uniform school wide instructional practices to address Lihikai's School Design to deliver rigorous standards based lessons, with an emphasis on core content areas and a focus on student voice and high engagement, as well as skills such as critical thinking, problem solving, communication and self management. SW6(i), SW6(ii) 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will receive lessons built around uniform school wide instructional practices to address Lihikai's School Design to deliver rigorous standards based lessons, with an emphasis on core content areas and a focus on student voice and high engagement, as well as skills such as critical thinking, problem solving, communication and self management. SW6(i), SW6(ii)
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> Based on the 2017 WASC and 2020 Mid Cycle reports, teachers will implement uniform school wide instructional practices to promote individual student achievement growth for all students. SW1 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> Based on the 2017 WASC and 2020 Mid Cycle reports, teachers will implement uniform school wide instructional practices (with a focus on a minimum of 4 instructional practices a year) to promote individual growth for all students. SW1 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> Based on the 2017 WASC and 2020 Mid Cycle reports, teachers will implement uniform school wide instructional practices (with a focus on a minimum of 4 instructional practices a year) to promote individual growth for all students. SW1

<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> The implementation of uniform school wide instructional practices will increase student universal screener scores (i-Ready Diagnostic Assessment goal: to achieve 50% of the annual typical growth by the Winter Diagnostic and 100% of the annual typical growth by the Spring Diagnostic) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores for Grades K-2. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> i-Ready Diagnostic Assessment goal: to achieve 50% of the annual typical growth by the Winter Diagnostic and 100% of the annual typical growth by the Spring Diagnostic. 	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> i-Ready Diagnostic Assessment goal: to achieve 50% of the annual typical growth by the Winter Diagnostic and 100% of the annual typical growth by the Spring Diagnostic.
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Innovation in Support of the Core: School Design and Student Voice

FOCUS ON SY 2021-22: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
<p><i>Add beginning of the year measurements here.</i></p> <p>ELA: 55% Math: 53% Science: 44% ELA on track 66% ELA: 24 pt. gap Math: 26 pt. gap</p> <p><small>*data based on sy2018-19 SBA and HSA assessments; no assessments for sy2019-20 due to COVID-19 school closure</small></p>	<p><i>Add throughout the year measurements here.</i></p> <p>iReady Diagnostic 19-20:</p> <ul style="list-style-type: none"> Winter ELA Progress to Annual Growth: <ul style="list-style-type: none"> 52% (exceeds 50% goal) Winter Math Progress to Annual Growth: <ul style="list-style-type: none"> 64% (exceeds 50% goal) *Spring Progress unavailable, not all students assessed due to COVID-19 school closure <p>DIBELS 19-20:</p> <ul style="list-style-type: none"> K-2 DIBELS Status sy2020-21 data unavailable due to COVID-19 inconsistent quarterly operations and not all students available to assess 	<p><i>Add end of year goals here.</i></p> <p>sy2019-20 ELA: No SBAC Math: No SBAC Science: No HSA Students not assessed due to COVID-19 school closure</p> <p>sy2020-21 ELA: _____ Math: _____ Science: _____ Students being assessed</p> <p>sy2021-22 ELA: _____ Math: _____ Science: _____ (Goal: 3% growth every year in ELA, Math and Science)</p>

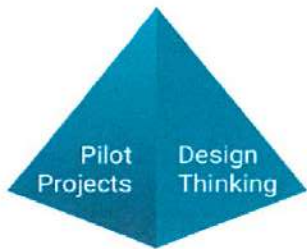
Student Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
Grades K-2 <ul style="list-style-type: none"> 100% of students will participate in DIBELS assessments 3x a year to show growth in reading skills 	<ul style="list-style-type: none"> 100% of students in K-2 will receive instruction in BFRS and the phonics component in Wonders. SW000, SW000 	Yearlong	WSF	DIBELS Benchmarks DIBELS Progress Monitoring (bi-monthly)	Three times: Beginning, mid-year, end of year	
Grades K-5 <ul style="list-style-type: none"> 100% of students will participate in iReady Diagnostics 3x a year to show growth in reading and math skills 	<ul style="list-style-type: none"> 100% of students in K-5 will receive whole group and small group instruction for reading and writing (Wonders), math (Eureka), science and social studies SW000, SW000 	Yearlong	Prog ID 18902 (Wonders, Eureka and Mystery Science)	Wonders Unit Assessments (Reading/Writing Connection) Eureka Module Assessments Data Teams Writing Wall, Science Wall - Gallery Walk Social Studies integration with Wonders	Approx. every 6 weeks Quarterly Bi-monthly for ELA Bi-monthly for Math Quarterly Quarterly	
Grades K-5 <ul style="list-style-type: none"> 100% of students will participate in iReady Diagnostics 3x a year to show growth in reading and math skills 	<ul style="list-style-type: none"> 100% of students in all K-5 will receive daily RTI support through in class small group instruction that will be structured around 1) reteach, 2) remedial and 3) preview of the next day's lesson SW000, SW000 	Yearlong	WSF Prog ID 18902 (Wonders)	K-1 Phonemic Awareness, Phonics, Decodable books, oral language and listening comprehension 2-5 Word study (prefix, suffix, latin root), vocabulary, comprehension, reading comprehension and fluency	Daily	

<p>Grades K-5</p> <ul style="list-style-type: none"> 100% of students in K-5 will receive whole group and small group instruction for reading and writing (Wonders), math (Eureka), science and social studies 	<ul style="list-style-type: none"> 100% of parents of students will be invited to participate in parent workshops focused on "how to help child at home with core content instruction" SM 7 	Yearlong	Prog ID 18935	Agenda, Parent Sign-in Sheets	Quarterly	
	<ul style="list-style-type: none"> 100% of parents of students will be invited to participate in family night activities centered on a current content focus SM 7 	Yearlong	Prog ID 18935	Newsletters, Website Student Compact	Monthly Updated as needed Annual 1-2 x quarter	

Staff Outcomes (SY 2021-22)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
<ul style="list-style-type: none"> 100% of teachers will participate in professional development to 1) support Theory of Action and its enabling activities to improve instruction, 2) use of data from academic assessments and 3) to recruit and retain effective teachers and other school personnel 	<ul style="list-style-type: none"> 100% of teachers and paraprofessionals will participate in professional development and on going in-service focused on Zone of Proximal Development, Scaffolding and Differentiation <i>SW-Q(IV)</i> 100% of teachers and paraprofessionals will participate in professional development on how to create meaningful and differentiated small group/centers instructional activities that include use of online platforms and technology - i.e. SeeSaw, Pear Deck, Imagine Learning, iReady (online instructional component) <i>SW-Q(IV)</i> 100% of teachers and paraprofessionals will participate in professional development focused on an introduction to Project Based Learning as a teaching method to actively engage students in real world and personally meaningful projects through awareness, understanding and implementation of the 7 Essential Project Design Elements of <i>Gold Standard PBL</i> <i>SW-Q(IV)</i> 	Yearlong	WSF Prog ID 18902	<p>i-Ready Diagnostic Assessment goal: to achieve 50% of the annual typical growth by the Winter Diagnostic and 100% of the annual typical growth by the Spring Diagnostic</p> <p>GLOs</p>	<p>Three times: Beginning, mid-year, end of year</p> <p>Quarterly and year end Report card grades</p>	



Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school's collective work, expand capacity to improve, and continuously advance student learning.

The HDOE 2030 Promise Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<i>Please describe your school's ideas around innovation and pilot projects.</i>	<i>Please describe your conditions for Success:</i>

Title I Addendum to the 2021 Academic Plan (AcPlan), School Year 2021-22

School Name: LIHIKAI ELEMENTARY SCHOOL

Date: 04.22.2021

Directions: <ol style="list-style-type: none"> All schoolwide (SW) program plan requirements must be addressed in the AcPlan and/or through other evidence. Within the AcPlan, label locations where SW program plan requirements are addressed, if applicable (e.g. SW 5, SW 6, SW 7). On this document, summarize locations in the AcPlan and other evidence that SW program plan requirements are addressed. 		
SW Program Plan Requirements (ESSA 1114(b))	Location in the AcPlan where the SW Program Plan Requirement is addressed (e.g. page #, section)	Other evidence that the SW Program Plan Requirement is addressed (e.g. CNA, SCC Assurances)
SW 1: 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.	<ul style="list-style-type: none"> • T&LC:EE > Achievement Gap, p. 2 • ISC:SDSV > <i>Why are you implementing them?</i>, p. 3 	
SW 2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.		<ul style="list-style-type: none"> • SCC Assurances of the AcPlan (posted in Title I Next)
SW 3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards		<ul style="list-style-type: none"> • Quarterly Academic Review Team (ART) Meetings to monitor the AcPlan (evidence of AcPlan monitoring is posted in Title I next)
SW 4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.		<ul style="list-style-type: none"> • The school's AcPlan is posted on LES's official website:

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		www.lihikaielementary.k12.hi.us , “MORE” tab
<p>SW 5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., 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).</p>		<ul style="list-style-type: none"> • Quick Build improvement project in conjunction with the Maui Metropolitan Planning Organization, County of Maui Department of Public Works, and the Healthy Eating + Active Living Coalition • Alzheimer’s Association Health Walk • Blue Zones School • Ohana 100 partnership • Various community speakers for Career Day
<p>SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <p>(I) counseling, school-based mental health programs, specialized</p>	<ul style="list-style-type: none"> • T&LC:EE > Enabling Activity> “Student Success”, “Staff Success”, p. 2 • For both (i) and (ii): <ul style="list-style-type: none"> – ISC:SDSV > Measurable Outcomes 2020-2023, p. 3 – ISC:SDSV > Student Outcomes, Enabling Activities (all EAs) p. 4-5 	<ul style="list-style-type: none"> • Counseling and BHS services provided as needed, Primary School Adjustment Project

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<p>instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;</p> <p>(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p> <p>(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p> <p>(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and</p> <p>(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;</p>	<p>• ISC:SDSV > Staff Outcomes, Enabling Activities p. 7</p>	<p>participation for students who qualify</p> <ul style="list-style-type: none"> • LES annual Career Day, Outside high school clubs and career entities doing presentations at school events, assemblies, etc. (if current safety guidelines permit) • LES's Positive Behavioral Intervention and Support Policy (PBIS curriculum, behavioral support interventions protocols) • SEL support in conjunction with counseling services <ul style="list-style-type: none"> • Primary School Adjustment Project (PSAP) for qualifying students in K-3 • Kindergarten orientation days, staggered/gradual transition schedule for the start of the Kinder year • PSAP program to help those who struggle with transitioning. • End of year visitation/orientation to Kinder for on-site preschool students (if current safety guidelines permit)
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School Name: LIHIKAI ELEMENTARY SCHOOL

Date: 04.22.2021

SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))	• ISC:SDSV > Staff Outcomes, Enabling Activities p. 6	
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