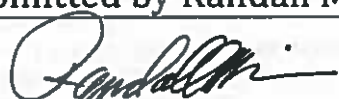



Three-Year Academic Plan 2017-2020

Leihoku Elementary School

86-285 Leihoku Street
Waianae, Hawaii 96792
Phone: 808-697-7100

Submitted by Randall Miura	Date
	4/11/19

Approved by Ann Mahi	Date
	04/26/2019

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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>School data supports the identification of the following student needs:</p> <p>Student Success:</p> <ul style="list-style-type: none"> • Increase in Student Attendance <ul style="list-style-type: none"> - Daily Attendance Rate - Reduction in Chronic Absentee • Academic achievement <ul style="list-style-type: none"> - Language Arts (Reading, Writing, and Communications) - Math (Computation, Problem Solving, Application) - Differentiated Instruction • Multi Tiered System of Support <ul style="list-style-type: none"> - Tier I (A & B) - Tier II (B) <p>Staff Success:</p> <ul style="list-style-type: none"> • Teacher recruitment and retention of Highly Qualified and Highly Effective Teachers • Professional Development and Training <p>Successful Systems of Support</p> <ul style="list-style-type: none"> • Staff, Parent, Student satisfaction of purpose, support, and environment • Increase parent and community engagement <p>For School Data and Needs Assessment, please refer to the following:</p> <ol style="list-style-type: none"> 1. 2017-18 Comprehensive Needs Assessment Update 2. WASC 2015 Accreditation Report
	<p>Addressing Equity: Sub Group Identification</p>
	<p>Economic Disadvantaged</p> <p>Special Education</p>

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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. Randall Miura, Principal	1. Randall Miura, Principal
2. Kristofer Phifer, Vice Principal	2. Debbie Ginoza, Data Coach
3. Kendall Maeda, Vice Principal	3. Lori Simbahon, Literacy Coach
4. Debbie Ginoza, Data Coach	4. Linda Terada, Literacy Coach
5. Lori Simbahon, Literacy Coach	5. Monica Manegdeg, Math Coach
6. Linda Terada, Literacy Coach	6. Gerald Ishikawa, Math Coach
7. Monica Manegdeg, Math Coach	7. Shannon Foster, Counselor
8. Gerald Ishikawa, Math Coach	8.
9. Gail Nakao, Student Services Coordinator	9.
10. Shannon Foster, Counselor	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>Outcome 1: By the end of school year 2019-2020, the chronic absenteeism rate will be reduced from 22% (2015-2016) to 15% as evidenced by the Strive HI report.</p> <p>Outcome 2: By the end of the school year 2019-2020, ELA and Math state achievement scores as measured on the SBA will improve by 5% more students meeting or exceeding expectations.</p> <p>Outcome 3: By the end of the school year 2019-2020, 90% of the students will report feeling safe and valued in school as reported on school surveys and the School Quality survey.</p> <p>Outcome 4: By the end of the school year 2019-2020, student needs will be met through a well-developed MTSS</p>	<p>Attendance is a foundational component of effective education. You need to be in school to learn, and experience learning opportunities to become a well-rounded, whole child. Attendance – both daily and chronic absenteeism continues to be a challenge for the school and community.</p> <p>Once in school, students must receive a comprehensive, sequential, systemic system of instruction and support. Instruction and support must be data driven through summative and formative data and processes that identifies student needs, for differentiated instruction.</p> <p>For classroom curriculum, instruction, and assessment to be effective; a positive classroom/school environment and culture is essential to a conducive learning environment. Students and teachers need to be in a “safe” environment where collaborative learning, risk taking, inquiry, and problem solving; can occur to promote higher level thinking. Thus, explicit efforts are required to insure consistent, timely, and effective Tier I and Tier II interventions for a positive learning environment.</p>

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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
Outcome 1: Reduce chronic absenteeism by 5% yearly.	<ol style="list-style-type: none"> Student attendance will be monitored by: <ul style="list-style-type: none"> classroom teacher grade level counselor and will be followed up by the Leihoku Attendance Policy process. Hire an attendance clerk to monitor and call parents Create attendance awareness and student incentive program 	2017-18 2018-19 2019-20	S. Foster K. Maeda K. Phifer	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 <input type="checkbox"/> Other <input type="checkbox"/> N/A	Daily Attendance Rate Chronic Attendance Monitoring Classroom Attendance Monitoring
Outcome 2: ELA and Math state achievement scores as measured on the SBA will improve by 5% more students meeting or exceeding expectations.	<ol style="list-style-type: none"> Implementation of the state's Common Core Curriculum – Wonders (Language Arts K-5), Stepping Stone (Math, K-5), SpringBoard (Grade 6) All teachers shall participate in Grade Level Data Teams process <ul style="list-style-type: none"> Will meet at least once every two weeks to collaboratively plan, implement, monitor, and assess grade level formative 	2017-18 2018-19 2019-20	D. Ginoza L. Terada L. Simbahon M. Manegdeg G. Ishikawa	x WSF x 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	Developmental Reading Assessment iReady – Reading and Math MyOn – Lexile SBA Unit Assessments

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	<p>assessments and data cycle.</p> <ul style="list-style-type: none"> - Professional development on effective instructional strategies as related to the data team cycle. <p>3. Implement the ILT Learning Cycle</p> <p>4. Implementation of AVID strategies from Kindergarten through Grade 6:</p> <ul style="list-style-type: none"> - Organization: Binders, calendars, planners - Note Taking - School/Career planning – setting targets/goals - AVID site team shall meet monthly with follow-up faculty meeting and grade level meeting - AVID classroom observation and data collection. <p>5. Development of effective teachers (instruction) through formative data analysis and effective instructional practices.</p> <ul style="list-style-type: none"> - Professional development and collaborative planning in the use of formative 				
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	<p>assessment strategies to inform instructional strategies</p> <ul style="list-style-type: none"> - Professional development (training, workshops) opportunities will be provided to all staff members on effective instructional and formative strategies - Students shall be able to engage in peer driven reviews and feedback. <p>6. Safety Net-Identified targeted students to receive small group differentiated instruction (ie. guided reading instruction, math) through:</p> <ul style="list-style-type: none"> - RTI Block - After school tutoring 				
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<p>Outcome 3: 90% of the students will report feeling safe and valued in school as reported on school surveys and the School Quality survey.</p>	<ol style="list-style-type: none"> 1. Integration of technology as a learning tool. Implementation of Digital Citizenship in all grades 2. MTSS <ul style="list-style-type: none"> - Behavioral Matrix - Pueo Points Program - Social Emotional Learning Program (K-6) 3. Pueo Room - Reflective Time Out 4. Students shall have the opportunity to participate in developmental activities before, during, and after the school day: <ul style="list-style-type: none"> - Robotic - Cheerleading - Student Leadership - Green Team - Athletics - Yearbook - Cultural Hui - Library Club - Drumming - Ukulele - Video 	<p>2017-18 2018-19 2019-20</p>	<p>S. Foster K. Maeda K. Phifer</p> <p>S. Foster K. Maeda K. Phifer</p> <p>D. Ginoza</p>	<p>x WSF x 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>Daily Attendance Rate Student Referral Data Student Suspension Data School Quality Survey</p>
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<p>Outcome 4: Student needs will be met through a well-developed MTSS</p>	<ol style="list-style-type: none"> 1. Planning and implementation of a Multi-Tiered System of Support for all students: <ol style="list-style-type: none"> a. Tier I: Academic/Behavioral b. Tier II: Academic/Behavioral 2. Implementation of a school wide social emotional learning program 3. Behavioral Universal Screener 4. All classroom teachers will participate in the monthly Case Review process (RTI) with school support personnel: <ol style="list-style-type: none"> a. Administration b. School Services Coordinator c. Academic Coaches d. School Counselors & SBBH <p>To monitor student academic progress, attendance, behavior, and social relationships. Plan for accommodations, modifications, differentiated instruction, and coordinated support services (tutoring, counseling); and monitoring for results</p> 5. 3. Representative staff to participate in Year 2 training (Diana Browning Wright) to implement a Continuum of Behavioral 	<p>2017-18 2018-19 2019-20</p>	<p>S. Foster K. Maeda K. Phifer</p>	<p>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 <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>Daily Attendance Rate Student Referral Data Student Suspension Data School Quality Survey</p>
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	Instruction and Intervention 6. Establish a MTSS Team 7. PBIS and Classroom Management Training				
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Goal 2: Staff Success. Leihoku 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:
<p>Outcome 1: By the end of the 2020 school year, all teachers, support staff, and administrators shall be trained in all school initiatives.</p> <p>Outcome 2: All teachers will be Highly Qualified.</p> <p>Outcome 3: 75% of new teachers will be retained 5 years.</p>	<p>Students learn most effectively by teachers. Thus, all teachers must be highly trained. To facilitate the application of such training, all trainings needs to be followed up by coaching, and teachers must receive formative feedback for reflective inquiry, for effective processes and practices.</p> <p>Teacher experience and knowledge, not only of curriculum, instruction, and assessment, but of the community and student population is also critical to relationship building and effective instructional practices. Thus, teacher retention is critical to facilitating higher student achievement.</p>

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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>Outcome 1: All teachers, support staff, and administrators shall be trained in all school initiatives.</p> <p>All teachers shall be highly effective instructional facilitators</p>	<p>1. Instructional Leadership Team, AVID Site Team, Technology Integration Team, Accreditation Team, and Multi-Tiered System of Support Team, and leadership team shall meet monthly with follow up at grade level ARTIC and faculty meetings.</p> <p>a. K-6 representation/alignment</p> <ul style="list-style-type: none"> - identify and create school SmartE goals - Implement school powerful learning cycles - Monitor school learning cycles - Professional Development <p>2. Professional development:</p> <ul style="list-style-type: none"> - Reading Strategies (guided reading, close reading, comprehension, fluency) - Writing Strategies - Math Strategies - Differentiated teaching/learning strategies 	<p>2017-18</p> <p>2018-19</p> <p>2019-20</p>	<p>D. Ginoza</p> <p>L. Terada</p> <p>L. Simbahon</p> <p>M. Manegdeg</p> <p>G. Ishikawa</p>	<p>x WSF</p> <p>x 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>Committee Meeting agenda and minutes</p> <p>Faculty meeting agendas</p> <p>Teacher sign in logs</p>

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	<ul style="list-style-type: none"> - Formative assessments and strategies - Thinking Maps - Engagement and communication strategies - Social Emotional Learning - Technology Integration - Digital Citizenship - Maker Space/Thinking Project Based 				
<p>Outcome 2: All teachers shall be highly qualified.</p> <p>75% of new teachers will be retained retained 5 years.</p>	<ol style="list-style-type: none"> 1. All first year and second year teachers shall be mentored by: <ul style="list-style-type: none"> - Grade level mentor - School level mentor - Academic Coaches 2. All first year and second year teachers shall: <ul style="list-style-type: none"> - Participate in complex mentoring PD - School PD 3. All first and second year teachers shall receive academic coaching which will include professional development, technical assistance, and modeling by school academic coaches. <ul style="list-style-type: none"> - Curriculum - Instructional Practices - Assessment (application and 	2017-18 2018-19 2019-20	R. Miura	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 <input type="checkbox"/> Other <input type="checkbox"/> N/A	New Teacher Survey Teacher Retention Number of vacant positions

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	<p>analysis)</p> <ul style="list-style-type: none"> - Content Knowledge - Management/Student Engagement - Parent Engagement <p>4. Recruit and Retain Highly Qualified Teachers</p> <ul style="list-style-type: none"> - Recruitment presentations at local colleges (UH, Chaminade, University of Phoenix) - Out of State Recruitment with Office of Human Resources. - Participate in intake interviews of new applicants (Ventures Interview) - Induct and Mentor new teachers - Host college visitations - Participate in DOE Job Fair 				
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Goal 3: Successful Systems of Support. The system and culture of Leihoku Elementary School works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years.	Rationale:
<p>Outcome 1: Leihoku will continue to be a WASC Accredited School in good standing.</p> <p>Outcome 2: Leihoku's yearly staff retention rate shall be 90%.</p> <p>Outcome 3: Parent and Teacher perception of Leihoku, as measured by the School Quality Survey shall be at 85% satisfaction.</p> <p>Outcome 4: Parent and Community complaints shall be reduced by 20%.</p>	<p>"It takes a village to raise a child." A overused, but powerful statement that is the foundation of any effective school community. Effective schools are a result of collaborative, supportive team within a school; that shares a common mission and vision, has common prioritized focus areas, were everyone "walks the talk." For school success, the teaming requires partnerships beyond the boundaries of the school. Parents, community, and the Department of Education are key partners in developing and sustaining powerful "systems of support" for student achievement and growth.</p>

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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
Outcome 1: WASC Accreditation	<p>Leihoku shall successfully complete its 6 year mid cycle evaluation</p> <p>Leihoku shall be receive WASC Accreditation</p>	<p>2017-18</p> <p>2019-20</p>	R. Miura	<p>x WSF</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>Accreditation Team meeting</p> <p>Agenda and minutes</p> <p>WASC Accreditation results</p>
Outcome 2: 90% Staff Retention	<p>Staff shall participate and have input in all school initiatives:</p> <ol style="list-style-type: none"> 1. Instructional Leadership Team 2. AVID 3. Multi Tiered System of Support 4. Technology Integration 5. Accreditation/School Improvement Process 6. Operations – Leadership Team 	<p>2017-18</p> <p>2018-19</p> <p>2019-20</p>	<p>D. Ginoza</p> <p>L. Terada</p> <p>L. Simbahon</p> <p>M. Manegdeg</p> <p>G. Ishikawa</p>	<p>x WSF</p> <p>x 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>Title I:</p>	<p>Committee agendas and minutes</p> <p>Staff Retention rates and reason for leaving</p>

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<p>Outcome 3: Parent Satisfaction Parent and Community complaints shall be reduced by 20%.</p>	<p>1. Parent Communication and Partnerships</p> <ul style="list-style-type: none"> - Parents will be communicated by monthly news bulletin and home-school notebooks - Parents will be engaged by: <ul style="list-style-type: none"> a. Meet and Greet b. Open House c. Kindergarten Orientation d. Grade level parent involvement activities - Parent Education: <ul style="list-style-type: none"> a. Parent AVID Nights b. Grade level parent nights c. Grade/School Technology parent nights 	<p>2017-18 2018-19 2019-20</p>	<p>R. Miura</p>		<p>Parent participation Complaints</p>
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