

# 2021 Academic Plan, School Year 2021-22



## School: Lanakila Elementary

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 a school how to close an achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. 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


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

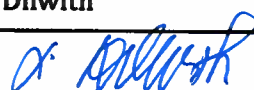
- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core

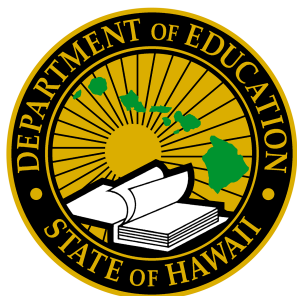
**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports.

- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core



Principal (print): Kerry Higa	
Principal's signature: 	Date: 4/22/21

Complex Area Superintendent (print): Linell Dilwith	
Complex Area Superintendent's signature: 	Date: 5/12/21



# **KMR**

# **Two-Year Academic Plan**

# **2021-2023**

Lanakila Elementary School

717 N. Kuakini St.  
Honolulu, HI 96817  
(808) 587-4466

## Two-Year Academic Plan SY 2021-2022, 2022-2023

Where are we now? (School Wide Program 1- pages 2-6)	
<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>	<ul style="list-style-type: none"> <li><b>Reading Achievement Across All Content Areas</b> <ul style="list-style-type: none"> <li>In SY 2018-19, 56% of all students had met proficiency on the <i>SBA</i>.</li> <li><i>Reading &amp; Research/Inquiry</i> are our weakest strands from grades 3-5.</li> <li>Of the math content, academic vocabulary is rigorous, and in order to successfully perform in Claim #1: <i>Concepts/Procedures (Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.)</i> our weakest strand, students should be able to read for understanding to successfully affect procedures.</li> <li>In SY 2018-19 78% of 3rd graders were near or at proficiency for reading, and to maintain the attainment of the superintendent's vision of 76% near or proficiency for reading, foundational reading skills need to be mastered.</li> <li>For EL students, the <i>SBA</i> data indicates that 16% of students have met proficiency in ELA achievement</li> </ul> </li> <li><b>Math Achievement</b> <ul style="list-style-type: none"> <li>In SY 2018-19, 52% of students met proficiency in which the most problematic strand is Claim #1: <i>Concepts &amp; Procedures "Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."</i></li> <li>The <i>SBA</i> data indicates that 18% of EL students met proficiency in math.</li> <li>The <i>SBA</i> data indicates that SpEd students met 6% proficiency in math</li> </ul> </li> <li><b>Writing Achievement</b> <ul style="list-style-type: none"> <li>Although progress was made from SY 2017-18 to 2018-19 in the <i>SBA</i> writing strand results, SY 2018-19, <i>SBA</i> results show critical areas of need in: <i>interpreting and using information delivered orally and citing evidence to support opinions and ideas; composing full narrative texts and to interpret and integrate information; and applying grade appropriate conventions to edit and clarify all genres.</i></li> <li>In SY 2018-19 EL students placed in the lower levels of entering, emerging, and developing struggle with writing. In grades K-1, 100% of students were in those three levels. In gr. 2 - 69%, gr. 3 - 82%, gr. 4 - 73%, and gr. 5 - 43% for the ACCESS for ELLs 2.0 assessment.</li> </ul> </li> <li><b>Chronic Absenteeism</b> <ul style="list-style-type: none"> <li>Although progress was made in decreasing chronic absenteeism from SY 2018-19 to 2019-20, 7 to 5%, distance learning may have increased absenteeism in SY 2020-21.</li> </ul> </li> <li><b>Soft Skills Development</b> <ul style="list-style-type: none"> <li>Students' social-emotional learning (SEL) needs greatly impact their academic performance and is evident when transitioning grades levels and between elementary and middle school.</li> </ul> </li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

	<ul style="list-style-type: none"><li>● <b>Safety and Classroom Climate</b><ul style="list-style-type: none"><li>○ According to the SY 2019-20 Panorama Survey, students' responses scored low on safety and classroom climate. Students should feel safe at school and learn in a positive classroom climate .</li></ul></li></ul>
	<ul style="list-style-type: none"><li>● <b>Addressing Equity: Subgroup Identification</b></li><li>● <b>Special Education</b><ul style="list-style-type: none"><li>○ In SY 2018-19, 5% of the students were certified as needing Special Education support and services.</li><li>○ Achievement data from the SBA indicates that SpEd students met 6% proficiency in math and 18% proficiency in reading.</li><li>○ In SY 2018-19, the achievement gap in ELA was 35 percentage points and 47 percentage points in Math.</li></ul></li><li>● <b>English Learners</b><ul style="list-style-type: none"><li>○ In SY 2018-19, ELs comprised approximately 30% of the total number of students enrolled in our school.</li><li>○ The highest number of ELs are Mandarin speakers followed by Cantonese speakers.</li><li>○ The SBA data indicates that 16% of students have met proficiency in ELA achievement and 18% in Math achievement.</li><li>○ In SY 2018-19 the achievement gap in ELA was 43 percentage points and Math was 41 percentage points.</li><li>○ Our <i>STRIVE HI</i> data also indicates growth to target at 51% of students learning English are on-track to English language proficiency decreasing from 56% in SY 2017-18.</li></ul></li><li>● <b>Disadvantaged</b><ul style="list-style-type: none"><li>○ All students need to have equitable access to quality education in order to close the achievement gap between high-need and non-high need students.</li><li>○ In SY 2018-19, the achievement gap in ELA was 14 percentage points.</li><li>○ In SY 2018-19, the achievement gap in Math was 11 percentage points.</li></ul></li><li>● <b>Non-High Needs vs. High Needs:</b><ul style="list-style-type: none"><li>○ In SY 2018-19, the achievement gap in ELA was 23 percentage points.</li><li>○ In the same school year, the achievement gap in math was 28 percentage points.</li></ul></li></ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

**ORGANIZE:** Identify your Academic Review Team Accountable Leads. **School Wide Program 6 (pg. 4-19)**

Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
<p>1. Kerry Higa, Principal</p> <p>Lisa Grinder, Curriculum Coordinator</p> <p>Seiko Naumu, Data Specialist</p> <p>Grade Level Chairpersons: Cassie Romero, Gr. K; Lindsey Tamai, Gr. 1; Juliet Cole, Gr. 2; Peter Borcena, Gr. 3; Hye Chin Kurano, Gr. 4; Nohelani Kobayashi, Gr. 5; Kimberly Mahoney, SPED</p>	<p><b>1. Reading Achievement Across All Content Areas</b></p> <ul style="list-style-type: none"> <li>• <i>Wonders</i> Reading Program</li> <li>• <i>i-Ready Reading</i> Online Program <ul style="list-style-type: none"> <li>◦ <i>Standards Mastery</i> (Gr. 2-5 Common Formative Assessments)</li> </ul> </li> <li>• Small Group Intervention (Pull-Out/Step-In)</li> <li>• Gr. K-5 DIBELS Progress Monitoring</li> <li>• Gr. K-2 Reading Intervention: <ul style="list-style-type: none"> <li>◦ <i>ECRI (Enhanced Core Reading Instruction)</i></li> <li>◦ <i>Instructional Routines for Phonological Awareness and Alphabetic Principle</i></li> <li>◦ <i>OG (Orton-Gillingham) Reading</i></li> </ul> </li> <li>• Gr. 1-5 Reading Intervention <ul style="list-style-type: none"> <li>◦ <i>PFR (Phonics for Reading)</i></li> </ul> </li> <li>• Gr. 2-5 Reading Intervention <ul style="list-style-type: none"> <li>◦ <i>Rewards</i></li> </ul> </li> </ul>
<p>2. Kerry Higa, Principal</p> <p>Lisa Grinder, Curriculum Coordinator</p> <p>Seiko Naumu, Data Specialist</p> <p>Grade Level Chairpersons: Cassie Romero, Gr. K; Lindsey Tamai, Gr. 1; Juliet Cole, Gr. 2; Peter Borcena, Gr. 3; Hye Chin Kurano, Gr. 4; Nohelani Kobayashi, Gr. 5; Kimberly Mahoney, SPED</p>	<p><b>2. Math Achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Stepping Stones</i> Math Program</li> <li>• <i>i-Ready Math</i> <ul style="list-style-type: none"> <li>◦ <i>Standards Mastery</i> (Gr. 2-5 Common Formative Assessments)</li> </ul> </li> <li>• <i>Meghan Hargrave Math Strategies Training</i> <ul style="list-style-type: none"> <li>◦ Problem Solving</li> <li>◦ Number Talks</li> </ul> </li> </ul>
<p>3. Kerry Higa, Principal</p>	<p><b>3. Writing Achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Meghan Hargrave Writing Training: Lucy Calkin's</i></li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>Lisa Grinder, Curriculum Coordinator</p> <p>Seiko Naumu, Data Specialist</p> <p>Grade Level Chairpersons: Cassie Romero, Gr. K; Lindsey Tamai, Gr. 1; Juliet Cole, Gr. 2; Peter Borcena, Gr. 3; Hye Chin Kurano, Gr. 4; Nohelani Kobayashi, Gr. 5; Kimberly Mahoney, SPED</p>	<ul style="list-style-type: none"> <li>○ <i>Writing Pathways</i></li> <li>○ <i>Units of Study</i></li> <li>● Quarterly Writing Assessments</li> <li>● Writing Toolbox <ul style="list-style-type: none"> <li>○ <i>Thinking Maps</i></li> <li>○ <i>Daily Oral Language</i></li> <li>○ <i>Write Tools</i></li> </ul> </li> </ul>
<p>6. Kerry Higa, Principal</p> <p>Dwight Uetake, Vice Principal</p> <p>Kay Matsushige, Student Services Coordinator</p> <p>Kimberly Mahoney, SPED GLC</p>	<p><b>6. Inclusion</b></p> <ul style="list-style-type: none"> <li>● Co-teaching Models: <ul style="list-style-type: none"> <li>○ One Teach/One Observe</li> <li>○ One Teach/One Assist</li> <li>○ Parallel Teaching</li> <li>○ Alternative Teaching</li> <li>○ Team Teaching</li> <li>○ Station Teaching</li> </ul> </li> </ul>
<p>7. Kerry Higa, Principal</p> <p>Audrey Sugai, EL Coordinator</p>	<p><b>7. EL Strategies</b></p> <ul style="list-style-type: none"> <li>● <i>Project GLAD (Guided Language Acquisition Design)</i></li> <li>● <i>MELD (Morning English Language Development)</i></li> <li>● <i>After School PBL (Project-Based Learning)</i></li> <li>● Pull-Out Small Group Instruction</li> <li>● Language Acquisition Programs <ul style="list-style-type: none"> <li>○ <i>Imagine Learning</i></li> <li>○ <i>Finish Line</i></li> <li>○ <i>Language for Learning</i></li> </ul> </li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>8. Kerry Higa, Principal</p> <p>Lisa Grinder, Curriculum Coordinator</p> <p>Carol Kim, Technology Coordinator</p>	<p><b>8. Online Programs</b></p> <ul style="list-style-type: none"><li>● <i>i-Ready</i></li><li>● <i>Imagine Math Facts</i></li><li>● <i>Generation Genius</i></li><li>● <i>Go Guardian</i></li><li>● <i>Brain Pop/Brain Pop Jr.</i></li><li>● <i>Pear Deck</i></li><li>● <i>IXL</i></li></ul>
<p>9. Kerry Higa, Principal</p> <p>Dwight Uetake, Vice Principal</p> <p>Nicole Higa &amp; Stacy Miyashiro, Counselors</p>	<p><b>9. Social-Emotional Learning</b></p> <ul style="list-style-type: none"><li>● <i>Leader in Me</i><ul style="list-style-type: none"><li>○ <i>7 Habits/GLOs</i></li><li>○ Student Leadership Binders</li><li>○ Adult Lighthouse Team</li><li>○ Student Leadership Team</li><li>○ <i>Genius Hour</i></li></ul></li><li>● <i>Walking School Bus</i></li><li>● <i>Lunch Bunch</i></li><li>● <i>P.S.A.P. (Primary School Adjustment Project)</i></li><li>● <i>P.L.A.Y. ( Proactive Leadership Amongst Youth)</i></li></ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

**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 two years,	Rationale:
<ul style="list-style-type: none"><li>100% of students will show growth in reading.</li></ul>	<ul style="list-style-type: none"><li>In SY 2018-19, 56% of all students had met proficiency on the <i>SBA</i>.</li><li><i>Reading &amp; Research/Inquiry</i> are our weakest strands from grades 3-5.</li><li>Of the math content, academic vocabulary is rigorous, and in order to successfully perform in <i>Concepts/Procedures</i>, our weakest strand, students should be able to read for understanding to successfully affect procedures.</li><li>To ensure a seamless transition between 2nd to 3rd grade and the attainment of the superintendent's vision of 76% of students meeting near or at proficiency, reading skills need to be addressed.</li><li>With the <i>NGSS</i> test in grade 5, prompts require a higher level of reading and thinking skills making it challenging for students to respond accurately.</li><li>The related transitions in reading and the extension to all other content areas such as social studies and science which is a foundational and progressional concern in regards to reading achievement across all grade levels.</li><li>The better students read, the more they will learn.</li></ul>
<ul style="list-style-type: none"><li>100% of students will show growth in math.</li></ul>	<ul style="list-style-type: none"><li>In SY 2018-19, 52% of students met proficiency in which the most problematic strand is <i>Concepts and Procedures</i>.</li><li>Generally, performance among subgroups continues to be a challenge. Of concerns are the transitions between grade levels in which content and concepts build upon one another.</li><li>We continue to address math fluency in addition and subtraction from kindergarten to grade 2; multiplication and division from</li></ul>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

<ul style="list-style-type: none"><li>● 100% of students will show growth in writing.</li><li>● Chronic absenteeism will decrease 1-2 percentage points.</li><li>● 100% of students will develop 1-2 soft skills.</li><li>● 100% of Administration and staff will implement 2 protocols on campus and in the classroom to increase safety and a positive climate.</li></ul>	<p>grades 2-5 to ensure these foundational skills are mastered so students may focus cognitive energy on rigorous performance tasks.</p> <ul style="list-style-type: none"><li>● Although progress was made from SY 2017-18 to 2018-19 in the SBA writing strand results, SY 2018-19, SBA results show critical areas of need in: <i>interpreting and using information delivered orally and citing evidence to support opinions and ideas; composing full narrative texts and to interpret and integrate information; and applying grade appropriate conventions to edit and clarify all genres.</i></li><li>● Each year, ACCESS for ELLs 2.0 assessment shows the delivery domains of writing and speaking to be areas of concern.</li><li>● In SY 2018-19 EL students placed in the lower levels of entering, emerging, and developing struggle with writing. In grades K-1, 100% of students were in those three levels. In gr. 2 - 69%, gr. 3 - 82%, gr. 4 - 73%, and gr. 5 - 43%.</li><li>● Students' writing skills are critical in order to ensure access to college and career opportunities.</li><li>● In SY 2019-20, chronic absenteeism went down from 7% to 5%.</li><li>● Due to distance learning/limited face-to-face student enrollment, attendance protocols will be revisited and revised as necessary.</li><li>● According to one of our <i>WASC</i> critical areas of need from SY 2015, grade level to grade level/middle school transition has been an ongoing concern.</li><li>● According to SY 2019-20 <i>Panorama</i> student survey results show safety/and a positive classroom climate to be a problematic area of need.</li></ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	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>By the end of SY 2021-22, 90% of students will show growth in reading and math.</p> <p>By the end of SY 2022-23, 100% of students will show growth in reading and math</p>	<p><i>i-Ready</i> Diagnostics, Lessons, and Standards Mastery</p> <ul style="list-style-type: none"> <li>All students will have 45 minutes a week of usage time each for reading/math</li> <li>Grades 2-5 teachers will administer Standards Mastery for CFAs.</li> </ul> <p><b>School Wide Program 6 (i)</b></p>	SY 2021-22/23	<p>-Principal</p> <p>-CC</p> <p>-Data Specialist</p> <p>-GLCs</p>	<p><input type="checkbox"/> WSF</p> <p>x Title I (\$18,000)</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>	<ul style="list-style-type: none"> <li><i>i-Ready</i> Usage Report</li> <li><i>i-Ready</i> Diagnostics #1, 2, 3 <ul style="list-style-type: none"> <li>Grades K, 3, 5</li> </ul> </li> <li><i>i-Ready</i> Diagnostic #1, 2, 3, 4 <ul style="list-style-type: none"> <li>Grades 1, 2, 4</li> </ul> </li> <li><i>SBA(Smarter Balanced Assessment) and ICA (Interim Comprehensive Assessment)</i> Grades 3, 4, 5</li> </ul>
<p>By the end of SY 2021-22/, 90% of students will show growth in phonological awareness and fluency.</p> <p>By the end of SY 2022-23/, 100% of students will show growth in phonological awareness and fluency.</p>	<p><i>DIBELS (Dynamic Indicator of Basic Early Literacy Skills)</i> 8th Edition</p> <ul style="list-style-type: none"> <li>From SY 2020-21, Gr. 4 Tiers 2 &amp; 3 students were tested due to missing 4th quarter instruction.</li> <li>From SY 2021-22, all grades will be tested due to distance learning/face-to-face challenges during the pandemic.</li> </ul>	SY 2021-22/23	<p>-Principal</p> <p>-CC</p> <p>-Data Specialist</p>	<p>x WSF (\$500)</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>	<ul style="list-style-type: none"> <li><i>DIBELS</i> Fall, Winter, and Spring Assessment</li> <li>Progress monitoring report for intensive and strategic level students</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

	School Wide Program 6 (i)				
<p>By the end of SY 2021-22, 90% of teachers will implement <i>Leader in Me</i> strategies in an interdisciplinary manner throughout the day.</p> <p>By the end of SY 2022-23, 100% of teachers will implement <i>Leader in Me</i> strategies in an interdisciplinary manner throughout the day.</p> <p>By the end of SY 2021-22, 90% of students will display the <i>Leader in Me</i> 8 habits throughout the day.</p> <p>By the end of SY 2022-23, 100% of students will display the <i>Leader in Me</i> 8 habits throughout the day.</p>	<p><i>Leader in Me</i></p> <ul style="list-style-type: none"> <li>Franklin Covey's whole school transformation process, teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader.</li> <li>The GLOs and 8 Habits are strategically combined, aligned, and posted throughout the school.</li> </ul> <p>School Wide Program 6 (ii,iii)</p>	SY 2021-22/23	<p>-Principal</p> <p>-V.Principal</p> <p>-Counselors</p>	<p><input type="checkbox"/> WSF</p> <p>x Title I (\$7,000)</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>	<ul style="list-style-type: none"> <li>Teacher/Student Feedback Survey Results</li> <li>Attendance Sheet</li> <li>GLO Quarterly Marks</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of teachers will implement Genius Hour for a minimum of 4x a quarter.</p> <p>By the end of SY 2022-23, 100% of teachers will implement Genius Hour for a minimum of 4x a quarter.</p> <p>By the end of SY2021-22, 90% of students will increase student voice and collaboration skills.</p> <p>By the end of SY2022-23, 100% of students will increase student voice and collaboration skills.</p>	<p><i>Genius Hour</i></p> <ul style="list-style-type: none"> <li>An online science program provides many opportunities for personalized learning for our community of learners.</li> </ul> <p><b>School Wide Program 6 (i, ii)</b></p>			<p>x WSF (\$1,000)</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>	<ul style="list-style-type: none"> <li>Usage Report</li> <li>Teacher Usage Survey Results</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of students will increase student voice, collaboration skills, and develop meaningful relationships with peers and mentors.</p> <p>By the end of SY 2022-23, 100% of students will increase student voice, collaboration skills, and develop meaningful relationships with peers and mentors.</p>	<p><i>P.L.A.Y. (Proactive Leadership Amongst Youth)</i></p> <ul style="list-style-type: none"> <li>The P.L.A.Y. initiative provides students with opportunities to work one-on-one and in groups on healthy relationships with peers and mentors, increase self-esteem and self-confidence, positive behavior, a sense of accomplishment, insight and practice in being leaders.</li> </ul> <p><b>School Wide Program 6 (iii)</b></p>	SY 2021-22/23	-Principal -V. Principal	<p>x WSF (\$17,000)</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>	<ul style="list-style-type: none"> <li>Confirmation Forms</li> <li>Attendance Sheet</li> <li>Grade Level Articulation Meeting Minutes</li> <li>Classroom Visits</li> </ul>
<p>By the end of SY 2021-22, 90% of students will make gains in writing and speaking domains in the ACCESS for ELLs 2.0 assessment.</p> <p>By the end of SY 2022-23, 100% of students will make gains in writing and speaking</p>	<p><i>MELD (Morning English Language Development)</i></p> <ul style="list-style-type: none"> <li>EL students who scored between 4.0 and 4.9 on the ACCESS 2.0 test will be targeted to address writing and speaking domains.</li> </ul>	SY 2021-22/23	-Principal -EL Coordinator	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p>x Title III (\$5,000)</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>	<ul style="list-style-type: none"> <li>Attendance Sheet</li> <li>Teacher Feedback</li> <li>ACCESS for ELLs 2.0 Assessment Results</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

domains in the ACCESS for ELLs 2.0 assessment.					
<p>By the end of SY 2021-22, 90% of students will increase voice/collaboration and speaking/writing skills.</p> <p>By the end of SY 2022-23, 100% of students will increase voice/collaboration and speaking /writing skills.</p>	<p><i>After School PBL</i> (Project-Based Learning)</p> <ul style="list-style-type: none"> <li>EL students will create and present projects with peers to increase student voice and collaboration and speaking/writing skills.</li> </ul>	SY 2021-22/23	-Principal -EL Coordinator	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input checked="" type="checkbox"/> Title III (\$18,000) <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> <li>1st and 2nd Semester Presentation Rubrics</li> </ul>
<p>By the end of SY 2021-22, 90% of students will show growth in reading, math, and writing.</p> <p>By the end of SY 2022-23, 100% of students will show growth in reading, math, and writing.</p> <p>By the end of SY 2021-22, 90% of teachers will use <i>Pear Deck</i> to</p>	<p><i>Pear Deck</i></p> <ul style="list-style-type: none"> <li>All teachers will be monitored for the usage of the program to enhance instruction and student engagement.</li> </ul> <p><b>School Wide Program 6 (i)</b></p>	SY 2021-22/23	-Principal -CC -Technology Coordinator	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I (\$1,800) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Usage Report</li> <li>Teacher Usage Survey Results</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>increase student growth in reading, math, and writing.</p> <p>By the end of SY 2022-23, 100% of teachers will use <i>Pear Deck</i> to increase student growth in reading, math, and writing.</p>					
<p>By the end of SY 2021-22, 90% of students will show growth in math fluency.</p> <p>By the end of SY 2022-23, 100% of students will show growth in math fluency.</p> <p>By the end of SY 2021-22, 90% of teachers will use <i>Imagine Math Facts</i> to increase student growth in math fluency.</p> <p>By the end of SY 2022-23, 100% of teachers will use <i>Imagine Math</i></p>	<p><i>Imagine Math Facts</i></p> <ul style="list-style-type: none"> <li>All students will be monitored for the usage of the program to enhance automaticity and fluency in math facts.</li> </ul> <p><b>School Wide Program 6 (i)</b></p>	SY 2021-22/23	<p>-Principal</p> <p>-CC</p> <p>-Technology Coordinator</p>	<p><input type="checkbox"/> WSF</p> <p>x Title I (\$5,225)</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>	<ul style="list-style-type: none"> <li>Usage Report</li> <li>Teacher Usage Survey Results</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<i>Facts</i> to increase student growth in math fluency.					
<p>By the end of SY 2021-22, 90% of students will show increased engagement in all virtual instruction.</p> <p>By the end of SY 2022-23, 100% of students will show increased engagement in all virtual instruction.</p> <p>By the end of SY 2021-22, 90% of teachers will use Go Guardian to increase online program usage and virtual behavior management.</p> <p>By the end of SY 2022-23, 100% of teachers will use Go Guardian to increase online program usage and virtual behavior management.</p>	<p><i>Go Guardian</i></p> <ul style="list-style-type: none"> <li>All students will be monitored via Go guardian to ensure only school/or teacher-directed programs are being used and engaged in virtual instruction.</li> </ul>	SY 2021-22/23	-Principal -Technology Coordinator	<input type="checkbox"/> WSF x Title I (\$2,500) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Usage Report</li> <li>Teacher Usage Survey Results</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> <li>Student Self-Assessment</li> </ul>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of students will show growth in science.</p> <p>By the end of SY 2022-23, 100% of students will show growth in science.</p> <p>By the end of SY 2021-22, 90% of teachers will increase student engagement and student voice.</p> <p>By the end of SY 2022-23, 100% of teachers will increase student engagement and student voice.</p>	<p><i>Generation Genius</i></p> <ul style="list-style-type: none"> <li>All teachers/students will be monitored for the usage of the program to enhance NGSS instruction.</li> </ul> <p><b>School Wide Program 6 (i)</b></p>	SY 2021-22/23	<p>-Principal</p> <p>-CC</p> <p>-Technology Coordinator</p>	<p><input type="checkbox"/> WSF</p> <p>x Title I (\$795)</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>	<ul style="list-style-type: none"> <li>Usage Report</li> <li>Teacher Usage Survey Results</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of students will show growth in reading and math.</p> <p>By the end of SY 2022-23, 100% of students will show growth in reading and math.</p>	<p><i>Brain Pop/Brain Pop Jr.</i></p> <ul style="list-style-type: none"> <li>All teachers/students will be monitored for the usage of the program to enhance reading and math instruction and student engagement.</li> </ul> <p><b>School Wide Program 6 (i)</b></p>	SY 2021-22/23	<p>-Principal -CC -Technology Coordinator</p>	<p><input type="checkbox"/> WSF x Title I (\$3,082.75) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Usage Report</li> <li>Teacher Usage Survey Results</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> </ul>
<p>By the end of SY 2021-22, 90% of students will show growth in reading math, science, and social studies.</p> <p>By the end of SY 2022-23, 100% of students will show growth in reading math, science, and social studies.</p> <p>By the end of SY 2021-22, 90% of teachers will use <i>IXL</i> to increase student growth in reading, math, science, and social studies.</p>	<p><i>IXL</i></p> <ul style="list-style-type: none"> <li>All teachers/students will be monitored for the usage of the program to enhance reading, math, science, and social studies instruction and student engagement.</li> </ul> <p><b>School Wide Program 6 (i)</b></p>	SY 2021-22/23	<p>-Principal -CC -Technology Coordinator</p>	<p>x WSF (\$6,000) <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>	<ul style="list-style-type: none"> <li>Usage Report</li> <li>Teacher Usage Survey Results</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

By the end of SY 2022-23, 100% of teachers will use <i>IXL</i> to increase student growth in reading, math, science, and social studies.					
<p>By the end of SY 2021-22, 90% of students will receive instructional support from an EA, PPE, PPT or PTT to increase reading, math, and writing achievement.</p> <p>By the end of SY 2022-23, 100% of students will receive instructional support from an EA, PPE, PPT or PTT to increase reading, math, and writing</p>	<p>Instructional Support Staff</p> <ul style="list-style-type: none"> <li>1 Halftime EA <ul style="list-style-type: none"> <li>SPED</li> <li>3 PPE (Paraprofessional Educator) - Step-in Support</li> </ul> </li> <li>EL PPT (Clerical Support) /PTT (EL Pull-Out)</li> <li>6 PPEs (Step-in Support)</li> </ul>	SY 2021-22/23	<p>-Principal</p> <p>-V. Principal</p> <p>-SSC</p> <p>-CC</p> <p>-EL Coordinator</p>	<p>x WSF (\$60,000)</p> <p>x Title I (\$55,000)</p> <p><input type="checkbox"/> Title II</p> <p>x Title III (\$27,000)</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p>x Other (\$50,000)</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>PTT Meeting Minutes</li> <li>Grade Level Articulation Meeting Minutes</li> <li>Classroom Teacher Feedback</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of students will show growth in Art, Music, Hawaiian Studies, Maker Space and P.E.</p> <p>By the end of SY 2021-22, 100% of students will show growth in Art, Music, Hawaiian Studies, Maker Space and P.E.</p>	<p>Specials Classes</p> <ul style="list-style-type: none"> <li>Art, Music, Hawaiian Studies, Maker Space, &amp; P.E. scheduled every 6 days while grade level teachers articulate during data teams.</li> </ul> <p><b>School Wide Program 6 (ii)</b></p>	SY 2021-22/23	<p>-Principal -CC -Tech Coordinator</p>	<p>x WSF (\$51,000)</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>x Other (\$17,000)</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Attendance Sheet</li> <li>Grade Level Articulation Meeting Minutes</li> <li>ART Meeting Minutes</li> </ul>
<p>By the end of SY 2021-22, 90% of incoming kindergarteners will show growth in reading, math and writing.</p> <p>By the end of SY 2022-23, 100% of incoming kindergarteners will show growth in reading, math and writing.</p> <p>By the end of SY 2021-22, 90% of Grades 1-4 students will show</p>	<p>Summer School Kinder Camp</p> <ul style="list-style-type: none"> <li>Incoming kindergarteners will be invited to Kinder Camp for support and adjustment in the first year of school.</li> </ul> <p>Grades 1-4</p> <ul style="list-style-type: none"> <li>Students will be enrolled in intervention or enrichment instruction.</li> </ul> <p><b>School Wide Program 6 (i, ii)</b></p>	SY 2021-22/23	<p>-Principal -CC</p>	<p><input type="checkbox"/> WSF</p> <p>x Title I (\$20,000)</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>x Other (CARES Grant \$30,000)</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Attendance Sheet</li> <li>Summer School Report</li> <li>Kinder Checklist Pre/Post</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>growth in reading, math and writing.</p> <p>By the end of SY 2022-23, 100% of Grades 1-4 students will show growth in reading, math and writing.</p>					
<p>By the end of SY 2021-22 90% of students will show growth in student voice and collaboration.</p> <p>By the end of SY 2022-23 100% of students will show growth in student voice and collaboration.</p>	<p><i>P.S.A.P.</i></p> <ul style="list-style-type: none"> <li>The coordinator will continue to provide services for K-5 students in need of adjustment to the school environment and culture in a safe, inclusive environment where student voice is nurtured.</li> </ul> <p><b>School Wide Program 6 (iii)</b></p>	SY 2021-22/23	<p>-Principal -V.Principal -Counselors</p>	<p>x WSF (\$8,500)</p> <p><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>	<ul style="list-style-type: none"> <li>Attendance Log</li> <li>Cadre Meeting Minutes</li> <li>Grade Level Articulation Meeting Minutes</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of students will increase attendance and decrease tardiness.</p> <p>By the end of SY 2021-22, 100% of students will increase attendance and decrease tardiness.</p> <p>By the end of SY 2021-22, 90% of students will show growth in attendance, decrease behavior issues, and increase course marks.</p> <p>By the end of SY 2022-23, 100% of students will show growth in attendance, decrease behavior issues, and increase course marks.</p>	<p><i>Walking School Bus</i></p> <ul style="list-style-type: none"> <li>On the first day of every week, counselors, admin, or grade level teachers walk to the neighborhood housing area to encourage students to attend school and deter tardies.</li> </ul> <p><b>School Wide Program 6 (iii)</b></p> <p><i>ABC Wall</i></p> <ul style="list-style-type: none"> <li>Counselors track attendance, behavior, and course marks on a graph for high needs students.</li> </ul> <p><b>School Wide Program 6 (iii)</b></p>	<p>SY 2021-22/23</p>	<p>-Principal -V.Principal -Counselors</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>	<ul style="list-style-type: none"> <li>Attendance Log</li> <li>Cadre Meeting Minutes</li> <li>Grade Level Articulation Meeting Minutes</li> <li>Walking School Bus Log</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of students will show growth in soft skills.</p> <p>By the end of SY 2022-23, 100% of students will show growth in soft skills.</p> <p>By the end of SY 2021-22, 90% of students will show growth in individualized areas of need.</p> <p>By the end of SY 2022-23, 100% of students will show growth in individualized areas of need.</p>	<p><i>Lunch Bunch</i></p> <ul style="list-style-type: none"> <li>● Counselors have lunch with small groups of students in need of social emotional support.</li> </ul> <p><b>School Wide Program 6 (iii)</b></p> <p>Monthly Cadre Meetings</p> <ul style="list-style-type: none"> <li>● Student concerns are addressed each month.</li> </ul>				
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of students will increase voice and collaboration skills.</p> <p>By the end of SY 2022-23, 100% of students will increase voice and collaboration skills.</p>	<p>Buses/Field Trips</p> <ul style="list-style-type: none"> <li>Each grade level will receive one field trip and bus cost waiver.</li> </ul>	SY 2021-22/23	-Principal -GLCs	<input type="checkbox"/> WSF x Title I (\$2,000) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Attendance Sheet</li> <li>Teacher/Student Feedback</li> <li>Written/or Oral Reflection</li> </ul>
<p>By the end of SY 2021-22, 90% of parents will be present virtually or in person for child's grade level parent activity.</p> <p>By the end of SY 2022-23, 100% of parents will be present virtually or in person for child's grade level parent activity.</p>	<p>Parent Involvement</p> <ul style="list-style-type: none"> <li>Grade levels will continue to host parent activities/or events once a year on campus to engage and inform student learning in which to build rapport and meaningful relationships with parents.</li> </ul> <p><b>School Wide Program 7 (pg. 19)</b></p>	SY 2021-22/23	-Principal -GLCs	<input type="checkbox"/> WSF x Title I (\$1,700) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Parent Sign-In Sheet</li> <li>Parent Survey Results</li> <li>Teacher Survey Results</li> </ul>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

**Goal 2: Staff Success.** Lanakila Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of two years,	Rationale:
<ul style="list-style-type: none"><li>100% of teachers will implement strategies presented in professional development.</li><li>100% of teachers will participate in grade level planning days</li><li>100% of teachers will engage in data teams/articulation every 6 days</li><li>100% of new teachers to the school and new to the grade level will be mentored.</li><li>100% of teachers will utilize equipment provided by the school to increase enhanced instruction.</li></ul>	<ul style="list-style-type: none"><li>With some of our previous professional developments such as <i>Write Tools</i> which builds formulaic writing, there is a need to strengthen student voice and creativity according to SBA committee test developers. Strategies used for all content areas such as small group instruction need to be further developed to reach all students. To continue forward in SY 2021-2223 for SPED inclusion classes, inclusive teaching practices is a key strategy for effective team teaching in these classrooms.</li><li>In grade level planning days, collaborative discussions need to be focused on curriculum maps, pacing, and student progress in order to adjust plans accordingly throughout the year. Through these designated times within grade levels, communication is vital to increase student growth through agreed upon effective instructional strategies.</li><li>In order to close the achievement gap and meet the needs of all students to increase growth in reading, math, and writing (see pg. 2 &amp; 3), a consistent and intentional data teams/articulation schedule is critical for teacher and student success.</li><li>New teachers to the school are adjusting to new systems and new to the grade level are adjusting to grade level curriculum. Mentors are able to guide colleagues for teacher success.</li><li>Due to the age of current utilized equipment and the required usage for each teacher, replacement equipment will enhance instruction.</li></ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

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Planning				Funding/Amount	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>By the end of SY 2021-22, 90% of teachers will implement the high effect instructional strategies across reading, math, and writing to close the achievement gap between high-need and non high-need students.</p> <p>By the end of SY 2022-23, 100% of the high-need and non high-need students' achievement will increase in all content areas.</p>	<p>Professional Development with Meghan Hargrave</p> <ul style="list-style-type: none"> <li>For high effect instructional strategies across reading, math, and all other content areas.</li> </ul>	2021-22/23	<p>-Principal -CC -Data Specialist -GLCs</p>	<p><input type="checkbox"/> WSF x Title I (\$5,000) x Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Classroom Observation Form</li> <li>Teacher Survey Results</li> <li>ART Meetings Minutes</li> <li>Faculty &amp; Staff Meeting Minutes</li> </ul>
By the end of SY 2021-22, 90% of teachers will implement Leader in	Leader in Me Refresher with Gary McGuey	2021-22/23	<p>-Principal -CC -Counselor</p>	<p><input type="checkbox"/> WSF x Title I (\$5,000) <input type="checkbox"/> Title II</p>	<ul style="list-style-type: none"> <li>Classroom Observation Form</li> <li>Teacher Survey Results</li> <li>ART Meeting Minutes</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>Me strategies in an interdisciplinary manner throughout the day.</p> <p>By the end of SY 2022-23, 100% of teachers will implement Leader in Me strategies in an interdisciplinary manner throughout the day.</p> <p>By the end of SY 2021-22, 90% of students will display the <i>Leader in Me</i> 8 habits throughout the day.</p> <p>By the end of SY 2022-23, 100% of students will display the <i>Leader in Me</i> 8 habits throughout the day.</p>	<ul style="list-style-type: none"> <li>Teachers and staff will receive a refresher on the 8 habits and effective strategies on moving forward in the new school year.</li> </ul>			<input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Grade Level Articulation Minutes</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of teachers will implement updates and strategies presented during professional development to increase student learning in reading and math.</p> <p>By the end of SY 2022-23, 100% of teachers will implement updates and strategies presented during professional development to increase student learning in reading and math.</p>	<p><i>i-Ready</i> Refresher</p> <ul style="list-style-type: none"> <li>Teachers and staff will receive a refresher and updated information on new components of the program.</li> </ul>	2021-22/23	-Principal -CC	<p>x WSF (\$1,500)</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>x Other</p> <p><input type="checkbox"/> N/A</p>	<ul style="list-style-type: none"> <li>Classroom Observation Form</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> <li>i-Ready Usage Report</li> <li>i-Ready Diagnostics Tests</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of teachers will increase implementation of effective instruction.</p> <p>By the end of SY 2022-23, 100% of teachers will increase implementation of effective instruction.</p>	<p>Grade Level Planning Days</p> <ul style="list-style-type: none"> <li>Teachers will meet 2 days in the summer <ul style="list-style-type: none"> <li>1 day per semester</li> <li>1 half day per semester.</li> </ul> </li> </ul>	2021-22/23	-Principal -CC	x WSF (School Year) x Title I (Summer) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Grade Level Curriculum/Pacing Guide</li> <li>Grade Level Data Template</li> <li>Grade Level Articulation Minutes</li> <li>ART Meeting Minutes</li> </ul>
<p>By the end of SY 2021-22, 90% of students will show growth in reading, writing, and math.</p> <p>By the end of SY 2022-23, 100% of students will show growth in reading, writing, and math.</p>	<p>Data Teams &amp; Grade Level Articulation</p> <ul style="list-style-type: none"> <li>Teachers will meet every 6 days for data teams &amp; grade level articulation.</li> </ul>	2021-22/23	-Principal -CC	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Grade Level Curriculum/Pacing Guide</li> <li>Grade Level Data Team Template</li> <li>Grade Level Articulation Minutes</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of ART members will meet and discuss data points/instructional strategies, initiatives, and continuous school improvement components.</p> <p>By the end of SY 2022-23, 100% of ART members will meet and discuss data points/instructional strategies, initiatives, and continuous school improvement components.</p>	<p>Quarterly ART Meetings</p> <ul style="list-style-type: none"> <li>ART members will meet for quarterly meetings to help make decisions on continuous school improvement components.</li> </ul> <p><b>School Wide Program 3</b></p>	2021-22/23	-Principal -CC	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Meeting Minutes</li> </ul>
<p>By the end of SY 2021-22, 90% of mentors will meet with mentees once a week to support instruction, well-being, and professionalism.</p> <p>By the end of SY 2022-23, 100% of mentors will meet with mentees once a week to support</p>	<p>Induction &amp; Mentoring</p> <ul style="list-style-type: none"> <li>Mentors/mentees will receive district training.</li> <li>Grade level chairpersons, Curriculum coordinator, and tech coordinator will mentor new teachers to the school and to the grade level.</li> </ul>	SY 2021-22/23	-Principal -CC	<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"/> Other (District) <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Time Log</li> <li>Collaboration Log</li> <li>Observation Form</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

instruction, well-being, and professionalism.					
<p>By the end of SY 2021-22, 90% of teachers will receive school issued equipment to support instruction.</p> <p>By the end of SY 2022-23, 100% of teachers will receive school issued equipment to support instruction.</p>	<p>Technology Equipment Replacements</p> <ul style="list-style-type: none"> <li>Teachers will receive equipment to support instruction.</li> </ul>	SY 2021-22	<p>-Principal</p> <p>-Technology Coordinator</p>	<input type="checkbox"/> WSF x Title I (\$28,000) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>Sign-out Sheet for device</li> <li>ART Meeting Minutes</li> <li>Grade Level Articulation Minutes</li> </ul>
<p>By the end of SY 2021-22, 90% of teachers and support staff will implement high effect strategies based on the ASCA model to improve classroom climate, environment, and student behavior.</p> <p>By the end of SY 2022-23, 100% of teachers and support staff will implement high effect strategies based on the ASCA model to improve</p>	<p><i>ASCA (Association of Student Conduct) Conference 2022</i></p> <ul style="list-style-type: none"> <li>Administration and counseling staff will attend to find ways with the staff to strengthen and increase SEL support to positively impact student achievement based on the ASCA National Model.</li> </ul>	SY 2021-22	<p>-Principal</p> <p>-V. Principal</p> <p>-Counselors</p>	<input type="checkbox"/> WSF x Title I (\$8,000) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>ABC Wall</li> <li>Daily Attendance</li> <li>Referrals Log</li> <li>Grade Level Articulation Minutes</li> <li>ART Meeting Minutes</li> <li>Cadre Meeting Minutes</li> <li>Walking School Bus Log</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

classroom climate, environment, and student behavior.					
<p>By the end of SY 2021-22, 90% of teachers will integrate across the curriculum, instructional strategies or a NGSS lesson idea presented by the NGSS cadre.</p> <p>By the end of SY 2022-23, 100% of teachers will integrate across the curriculum, instructional strategies or a NGSS lesson idea presented by the NGSS cadre.</p>	<p><i>NSTA (National Science Teaching Association) Virtual Conference</i></p> <ul style="list-style-type: none"> <li>● NGSS Cadre will attend the conference to share information on instructional strategies for all students to increase opportunities for student voice in and out of the class.</li> </ul>	SY 2021-22	-Principal -CC	<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"/> Other (\$2,100) <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>● Classroom Observation Form</li> <li>● Grade Level Observation Form</li> <li>● Grade Level Articulation Minutes</li> <li>● ART Meeting Minutes</li> <li>● NGSS Cadre Meeting Minutes</li> </ul>



## Two-Year Academic Plan SY 2021-2022, 2022-2023

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

Outcome: By the end of two years,	Rationale:
<ul style="list-style-type: none"><li>● 100% of SCC members will continue to give voice to the school's academic plan through quarterly SCC meetings.</li><li>● 100% of targeted parents will attend Parent Coffee Hours each month to increase parent involvement, communication and foster meaningful relationships for student success.</li><li>● 100% of student, staff, and community needs presented to the Lanakila Community Partners will be addressed through bringing resources, organizations, and people together.</li></ul>	<ul style="list-style-type: none"><li>● In order to receive feedback from parents/community on the academic plan, continuous structured meetings are necessary to create the school's academic plan.</li><li>● Parent Coffee Hours have included less than 10% of the total number of students' parents in attendance in the past several years. In order to increase parent involvement and foster meaningful relationships, a way to reach out to the parents and make it worth their time to meet needs to be addressed.</li><li>● Due to the pandemic, student, staff, and community needs have increased. According to the A.L.I.C.E. (Asset Limited, Income Constrained, Employed) report researched by <i>Aloha United Way</i> 58% of families in Hawaii are unable to pay an unexpected \$400 bill. Before the pandemic, 48% were unable to pay for that bill.</li></ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

Planning				Funding/Amount	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>By the end of SY 2021-22, 90% of council members will attend quarterly meetings to give voice to the academic plan and be informed of initiatives and events.</p> <p>By the end of SY 2022-23, 100% of council members will attend quarterly meetings to give voice to the academic plan and be informed of initiatives and events.</p>	<p>SCC (School Community Council)</p> <ul style="list-style-type: none"> <li>• SCC will meet in August, October, March, and May.</li> </ul> <p><b>School Wide Program 2/4</b></p>	SY 2021-22/23	-Principal -CC	<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	<ul style="list-style-type: none"> <li>• SCC Meeting Minutes</li> <li>• Council Feedback Survey Results</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, at least 15 parents from each will attend each monthly coffee hour.</p> <p>By the end of SY 2022-23, at least 25 parents will attend each monthly coffee hour.</p>	<p>Parent Coffee Hour</p> <ul style="list-style-type: none"> <li>Parent Community Network Coordinator (PCNC) will plan monthly parent coffee hours to increase parent involvement and to develop meaningful relationships to establish communication and support.</li> </ul> <p><b>School Wide Program 7</b></p>	<p>SY 2021-22/23</p>	<p>-Principal -PCNC</p>	<p>x WSF (\$2,000)</p> <p><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>	<ul style="list-style-type: none"> <li>Parent Sign-In Sheet</li> <li>Parent Survey Results</li> <li>ART Meeting Minutes</li> <li>Faculty &amp; Staff Meeting Minutes</li> </ul>
<p>By the end of SY 2021-22, 90% of informed needs will be addressed.</p> <p>By the end of SY 2022-23, 100% of informed needs will be addressed.</p>	<p><i>Lanakila Community Partners</i></p> <ul style="list-style-type: none"> <li>The partners will bring resources, organizations, and people together to support Lanakila students, families, and staff.</li> </ul>	<p>SY 2021-22/23</p>	<p>-Principal -CC</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>	<ul style="list-style-type: none"> <li>Community Partners Monthly Meeting Minutes</li> <li>ART Meeting Minutes</li> <li>Teacher Survey Results</li> </ul>

## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of teachers will increase knowledge of art/science integration.</p> <p>By the end of SY 2022-23, 100% of teachers will increase knowledge of art/science integration.</p> <p>By the end of SY 2021-22, 90% of students will increase collaboration skills and student voice.</p> <p>By the end of SY 2022-23, 100% of students will increase collaboration skills and student voice.</p>	<p><i>Honolulu Museum of Art</i></p> <ul style="list-style-type: none"> <li>Professional Development, art materials, and visiting artists will provide lessons for teachers and students to integrate science with art media.</li> </ul>	<p>SY 2021-22/23</p>	<p>-Principal -CC</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>	<ul style="list-style-type: none"> <li>Student/Teacher Survey Results</li> <li>Grade Level Articulation Meeting Minutes</li> <li>Faculty &amp; Staff Meeting Minutes</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of 2nd graders will show growth in creativity and student voice.</p> <p>By the end of SY 2022-23, 100% of 2nd graders will show growth in creativity and student voice.</p> <p>By the end of SY 2021-22, 90% of 2nd grade teachers will receive professional development to increase knowledge of art.</p> <p>By the end of SY 2022-23, 100% of 2nd grade teachers will receive professional development to increase knowledge of art</p>	<p><i>Hawaii State Foundation on Culture and the Arts</i></p> <p><i>Artists in the School</i></p> <ul style="list-style-type: none"> <li>A visiting artist will integrate social studies standards with art to create lessons for all 2nd grade students.</li> </ul>	<p>SY 2021-22/23</p>	<p>-Principal -CC -Gr. 2 GLC</p>	<p>x WSF (\$600)</p> <p><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>	<ul style="list-style-type: none"> <li>Student/Teacher Survey Results</li> <li>Grade Level Articulation Meeting Minutes</li> </ul>
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## Two-Year Academic Plan SY 2021-2022, 2022-2023

<p>By the end of SY 2021-22, 90% of 4th graders will increase bicycle riding skills.</p> <p>By the end of SY 2022-23, 100% of 4th graders will increase bicycle riding skills.</p>	<p><i>Hawaii Bicycling League</i></p> <ul style="list-style-type: none"> <li>The five-day program teaches students how to ride a bicycle, basic cycling safely, and laws of the road.</li> </ul>	<p>SY 2021-22/23</p>	<p>-Principal -Gr. 4 GLC</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>	<ul style="list-style-type: none"> <li>Student/Teacher Survey Results</li> <li>Grade Level Articulation Meeting Minutes</li> </ul>
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### School Wide Program 5