



Three-Year Academic Plan 2017-2020

**Liholiho Elementary School
3430 Maunaloa Avenue
Honolulu, Hawaii 96816
(808) 733-4850**

| Submitted by Christina Small, Principal | Date |
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| <i>Christina Small</i> | 3/7/19 |

| Approved by Rochelle Mahoe, FKK Complex Area Superintendent | Date |
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| <i>Rochelle Mahoe</i> | 4/2/2019 |

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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 | <ol style="list-style-type: none"> 1. Liholiho needs to continue developing its Response to Intervention (RtI) by creating a formal process that includes documentation and consistent routines for more effective implementation, leading to greater student growth. (WASC 2016, Category C) 2. Liholiho needs to continue to focus on improving students' reading comprehension skills, vocabulary acquisition, and writing across all content areas to build background knowledge and developing their abilities in effectively communicating their ideas. (CNA) 3. In order to further develop the students' critical thinking and communication skills and strategies across all content areas, the school's focus of promoting math problem solving opportunities continues to be a need. (CNA) 4. With full implementation of the Next Generation Science Standards (NGSS) in SY 2019-2020, Liholiho needs to address its science curriculum to transition from HCPS III to NGSS. (CNA) |
| Addressing Equity: Sub Group Identification | |
| <p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>Liholiho has 94 active (J) students and 21 students being monitored in SY 2018-2019. 95 students (94 active + 1 monitored requiring retest) were administered the online WIDA in January and February 2019. In SY 2017-2018, WIDA results showed six of the tested 72 ELL students exited.</p> <ul style="list-style-type: none"> ● Increase targeted support in reading and writing, especially for students receiving only inclusion services. | |

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| ORGANIZE: Identify your Academic Review Team Accountable Leads | |
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| Name and Title of ART Team Accountable Lead | Responsible for implementation of the school's strategies and initiatives |
| 1. Christina Small, Principal | 1. Refinement of RtI process (1.1), Development of ELA skills across content areas (1.2), MTSS (2.1), Integrated curriculum PD (2.2), NGSS PD (2.4), Parent awareness of HoM (3.1), Expansion of parent literacy opportunities and resources (3.2) |
| 2. Shannon Oide, Vice Principal | 2. Parent awareness of HoM (3.1), Expansion of parent literacy opportunities and resources (3.2) |
| 3. Sachi Matsushita, Student Services Coordinator & CSSS Committee Co-Chair | 3. Refinement of RtI process (1.1), MTSS (2,1), Parent awareness of HoM (3.1) |
| 4. Cheryl Nishiki, Counselor & CSSS Committee Co-Chair | 4. Refinement of RtI process (1.1), MTSS (2,1), Parent awareness of HoM (3.1) |
| 5. Alicia Chang, Curriculum Coordinator & Math/Science Committee Co-Chair | 5. Refinement of RtI process (1.1), Development of ELA skills across content areas (1.2), Emphasis on problem solving and questioning in math (1.3), NGSS implementation (1.4), MTSS (2.1), Integrated curriculum PD (2.2), Redesigning math program (2.3), NGSS PD (2.4), Expansion of parent literacy resources (3.2), Math parent resources (3.3), Community partnerships (3.4) |
| 6. Kelly Elms, ELL Coordinator | 6. Refinement of RtI process (1.1), MTSS (2,1) |
| 7. Miki Iwanaga, Grades K-2 SPED Teacher & CSSS Committee Co-Chair | 7. Parent awareness of HoM (3.1) |
| 8. Lisa Darcey, Gr. 3 Teacher & Literacy Committee Co-Chair | 8. Development of ELA skills across content areas (1.2), Expansion of parent literacy opportunities and resources (3,2) |
| 9. CathyLynne Fong, Gr. 1 Teacher & Literacy Committee Co-Chair | 9. Development of ELA skills across content areas (1.2), Expansion of parent literacy opportunities and resources (3,2) |
| 10. Katie Imanaka, Gr. 2 Teacher & Math/Science Committee Co-Chair | 10. Community partnerships (3.4) |

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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: |
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| <ul style="list-style-type: none"> ● 80% - 85% of Grades 3-5 students will meet proficiency on the ELA Smarter Balanced Assessment. ● 75% - 80% of Grades 3-5 students will meet proficiency on the Math Smarter Balanced Assessment. ● The ELA gap rate on the Smarter Balanced Assessment will decrease from 18% to 16%. ● The Math gap rate on the Smarter Balanced Assessment will decrease from 14% to 12%. ● Liholiho's science curriculum will be developed from the Next Generation Science Standards (NGSS) and implemented throughout the grade levels. | <ul style="list-style-type: none"> ● In spite of a changing student demographic (e.g. ELL, students with targeted needs), Liholiho Elementary is a high-performing school, yet the school strives for continuous growth to prepare all students to be college and career ready. ● With Liholiho Elementary being honored as an International Habits of Mind school, as well as beginning to implement a Multi-Tier System of Supports (MTSS), the school understands that the support and nurturing of the whole child will lead to greater academic success. ● With Liholiho's transition to the Next Generation Science Standards (NGSS), the implementation will provide all students with a rigorous and high-quality standards-based science education. |

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| Planning | | | | Funding | Interim Measures of Progress |
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| Desired Outcome | Enabling Activities <i>(Indicate year(s) of implementation in next column)</i> | School Year(s) of Activity | ART Accountable Lead(s) | Source of Funds | Define the relevant data used to regularly assess and monitor progress |
| 1.1 - Liholiho will refine its Response to Intervention (RtI) process. | Continue grade-level transition meetings at the end of the school year and Data Team/grade-level articulation throughout the school year to address student needs. | 2017-2018 | Christina Small Sachi Matsushita Cheryl Nishiki Alicia Chang | WSF Title III | 100% of teachers will meet yearly to discuss appropriate transitions as students move to receiving grade levels. |
| | Continue middle school transition meetings for IDEA, 504, and to include social-emotional identified students via early warning system indicators. | 2018-2019 | Christina Small Sachi Matsushita Cheryl Nishiki | | 100% of teachers will meet monthly in articulation to identify and address student needs based on i-Ready and grade-level assessment data. |
| | Continue to provide intervention (e.g. during/after school, summer) for identified students (ELL, SPED), tailored to student needs to increase student achievement and ensure appropriate academic growth. | 2017-2018 | Christina Small Kelly Elms | | 80% - 95% of students identified for RtI/ELL support services will demonstrate progress on i-Ready and grade-level assessments quarterly. |
| | Develop and utilize a template to identify students in need of RtI (e.g. reading, math, MTSS - behavioral/emotional). | 2017-2018 | Sachi Matsushita Cheryl Nishiki | | 100% of identified RtI/ELL students will receive targeted intervention and make progress according to their quarterly individual short-term goals. |

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| | Determine and implement grade-level assessments to be utilized with students of concern (Gr. K - letters, sounds; Gr. 1-2 - phonics + oral reading fluency and comp; Gr. 3-5 oral reading fluency + comp) to determine specific student needs to target and short-term goals, as well as more effective grouping and instruction. | 2017-2018 | Alicia Chang | | |
| | Increasingly utilize components of i-Ready Diagnostic data to determine and target students' RtI needs for more effective grouping and instruction. | 2018-2019 | Alicia Chang Kelly Elms | | |
| | Provide ELL and intervention teachers with a log to document a student's short-term goals, progress, and achievement of those goals. | 2017-2018 | Alicia Chang Kelly Elms | | SCC, Counselor, and CC will meet quarterly to review and discuss appropriate RtI adjustments to increase student progress. |
| | Revise ELL and intervention log to reflect instructional focus and student progress. | 2018-2019 | Alicia Chang Kelly Elms | | 100% of identified RtI/ELL students will receive targeted intervention and make progress according to i-Ready Diagnostic data. |
| | Inclusion of ELL and intervention teachers at grade-level articulation three times a quarter (beginning, mid, end). | 2017-2018 | Alicia Chang Kelly Elms | | <i>i-Ready diagnostics</i> <i>Intervention logs</i> |

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| | <p>Develop and utilize a template for classroom teachers to document their Tier I RtI strategies and outcomes with students of concern.</p> <p>Review and assess RtI process.</p> | <p>2018-2019</p> <p>2019-2020</p> | <p>Sachi Matsushita Cheryl Nishiki</p> <p>Sachi Matsushita Alicia Chang Cheryl Nishiki</p> | | <p><i>SBA data</i></p> <p><i>Teacher survey/grade-level assessments</i></p> <p><i>Data Team minutes</i></p> |
| <p>1.2 - To provide more rigorous and relevant learning opportunities, Liholiho will further develop students' reading comprehension, vocabulary, and writing skills across content areas.</p> | <p>Literacy Committee will deconstruct the literature standard RL. .2 to determine the necessary literacy skills at each grade level in the learning progression.</p> <p>Literacy Committee will identify vocabulary related to literature standard RL. .2 and develop a common understanding of vocabulary to used within instruction.</p> <p>Grade-level teachers will revise/develop and implement integrated social studies and/or science units to incorporate reading comprehension, vocabulary acquisition, and writing skills.</p> | <p>2017-2018</p> <p>2017-2019</p> | <p>CathyLynne Fong Alicia Chang</p> <p>Alicia Chang</p> | <p>WSF</p> | <p>100% of teachers will utilize the school-wide list of essential vocabulary in their ELA instruction.</p> <p>100% of teachers will implement integrated units that incorporate social studies and/or science with ELA yearly.</p> <p>100% of students will apply ELA reading and writing skills in social studies and/or science content areas.</p> |

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| | <p>A school-wide focus on literature standard RL. 2 (central ideas/themes, key ideas and details) will be addressed in grade-level Data Teams.</p> <p>At the end of the year, teachers will share their grade-level lessons and activities, as well as student work/assessments with regards to RL. 2 that meet the grade-level standard.</p> | 2018-2019 | Alicia Chang | | 75% - 85% of students will demonstrate progress on literature standard RL. 2 as measured by grade-level pre-and post-assessments yearly. |
| | <p>Continue school-wide focus on literature standard RL. 2 in grade-level Data Teams.</p> <p>Develop common understanding of selected RL. 2 vocabulary to be used during instruction.</p> <p>At the end of the year, teachers will share their grade-level lessons and activities, as well as student work/assessments with regards to RL. 2 that meet the grade-level standard.</p> <p>Literacy Committee will develop a school-wide visual progression/continuum for opinion writing to support and increase student voice.</p> | 2019-2020 | Alicia Chang | | <p>75% - 85% of students will demonstrate progress on literature standard RL. 2 as measured by grade-level pre-and post-assessments yearly.</p> <p><i>School-wide list of essential vocabulary related to RL. 2 that will be addressed at each grade level</i></p> <p><i>Literacy Committee minutes</i></p> <p><i>Opinion writing visual progression</i></p> <p><i>Data Team minutes, DT process forms, and student work</i></p> <p><i>Teacher-created pre- and</i></p> |
| | | | Lisa Darcey CathyLynne Fong | | |

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| | Review and refine the integration of ELA skills and strategies into each grade level's social studies and/or science curriculum. | | Alicia Chang | | <i>post-assessments</i> <i>Integrated SS/science units</i> |
| 1.3 - Students will be empowered and engaged through an inquiry-based/ concept discovery approach that utilizes the Stepping Stones program with a greater emphasis on problem solving and higher levels of questioning. | Teachers will increasingly incorporate problem-solving opportunities into the Stepping Stones program. | 2017-2018 | Alicia Chang | WSF | 80% - 100% of students will show quarterly progress on i-Ready math diagnostic and teacher-created assessments. |
| | Teachers will incorporate higher levels of questioning in their math instruction to support critical thinking and student engagement. | 2018-2019 | Alicia Chang | | 80% - 100% of students will be more effective and proficient problem solvers on monthly/quarterly problem solving tasks in math modules. |
| | Teachers will continue to revise and refine grade-level Stepping Stones modules to lead with problem solving and incorporate higher levels of questioning, as well as include learning targets and success criteria. | 2019-2020 | Alicia Chang | | <i>i-Ready diagnostics</i> <i>Math SBA data</i> <i>Teacher-created assessments</i> <i>Grade-level Stepping Stones modules/lessons that lead with problem solving</i> |
| | Teachers will co-construct criteria that spirals through the grade levels for math problem solving and implement it within the classroom to support and increase student voice. | 2019-2020 | Alicia Chang | | <i>Classroom walk-throughs</i> <i>Co-construction of criteria charts</i> |
| 1.4 - The Next Generation | In grade-level articulation, teachers will develop and | 2017-2020 | Alicia Chang | WSF | 100% of students will display an increased understanding of |

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| <p>Science Standards (NGSS) will be fully implemented into Liholiho's science curriculum.</p> | <p>implement science units/lessons based on the NGSS.</p> | | | | <p>the Engineering Design Process.</p> <p>100: of student will utilize inquiry and critical thinking in developed NGSS units/lessons quarterly.</p> <p><i>Grade-level science units</i></p> <p><i>SBA NGSS data</i></p> |
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Goal 2: Staff Success. Liholiho Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- ❑ **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: |
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| <ul style="list-style-type: none"> ● Liholiho will implement the Multi-Tier System of Supports (MTSS) strategies school wide, with 100% of teachers being trained in MTSS. ● 100% of teachers will receive professional development to develop and/or redesign social studies and/or science units for greater curriculum integration. ● 100% of teachers will determine consistent essential vocabulary. ● 100% of teachers will receive professional development in problem solving and higher level questioning skills to develop students' critical thinking. ● 100% of teachers will receive in-service and support in the implementation of the Next Generation Science Standards (NGSS) into the science curriculum. | <ul style="list-style-type: none"> ● Socio-emotional well being directly impacts the student's academic progress. ● Liholiho Elementary is a high-performing school, yet we strive for continuous growth, in spite of a changing student demographic (i.e. ELL, students with targeted needs). ● Reading and writing across content areas make learning more purposeful and provides experiences for students to be college and career ready. ● SBA scores in math indicate a need for greater problem solving and higher-level questioning in math instruction. ● With the State's full implementation of the NGSS schedule for SY 2019-2020, Liholiho needs to address its science curriculum by developing and/or redesigning grade-level science units. |

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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 | Define the relevant data used to regularly assess and monitor progress |
| 2.1 - In addition to academic RtI, Liholiho will implement and maintain Multi-Tier (MTSS) Strategies to develop and support the whole child. | Clarify expectations of ELL and intervention teachers. Provide support and guidance, if needed. | 2017-2018 | Alicia Chang Kelly Elms | WSF | <i>100% of teachers will impact whole child development yearly through the implementation of school-wide agreements.</i> |
| | Develop and share a flowchart to create a common understanding of the RtI process at Liholiho. | 2018-2019 | Sachi Matsushita Alicia Chang | | |
| | Liholiho will continue MTSS cohort training. | 2017-2019 | Christina Small Sachi Matsushita Cheryl Nishiki | | |
| | Liholiho's MTSS cohort will continue to conduct school-wide MTSS training. | | | | |
| | With the support of the School-Based Behavioral Health Specialist (SBBH), Liholiho will include MTSS into selected grade-level articulation/Data Teams based on need and with identified students. | | Christina Small | | |
| MTSS strategies will be implemented school wide. | 2019-2020 | Christina Small Sachi Matsushita Cheryl Nishiki | | | |

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| <p>2.2 - Through professional development focused on effective formative assessment, teachers will further develop their practices to support student success.</p> | <p>Teachers will receive further in-service on co-constructing criteria to enhance formative assessment of student learning.</p> | <p>2019-2020</p> | <p>Christina Small</p> | <p>Title II</p> | <p>100% of teachers will attend additional PD on co-constructing criteria and implement formative assessment practices in the classroom.</p> <p><i>Classroom walk-throughs</i></p> |
| <p>2.3-To promote student engagement, math instructional practices will improve by redesigning the Stepping Stones program to modify the teachers' instructional approach to math.</p> | <p>Teachers will received in-service in math problem-solving integration into the Stepping Stones program and higher-level questioning.</p> <p>With support, grade-level teachers will revise at least two Stepping Stones modules to lead with problem solving and incorporate higher-level questions into the math instruction.</p> <p>Grade-level teachers will review, assess, and refine the implementation of an inquiry-based/concept discovery approach with the Stepping Stones program and the adjustments made to math instruction.</p> | <p>2017-2019</p> | <p>Alicia Chang</p> | <p>WSF</p> | <p>100% of teachers will implement per semester redesigned math modules that incorporate problem solving and higher-level questioning.</p> <p><i>Professional development agendas</i></p> <p><i>Grade-level articulation minutes</i></p> <p><i>Grade-level Stepping Stones modules/lessons that lead with problem solving</i></p> <p><i>EES Observations</i></p> <p><i>Classroom walk-throughs</i></p> <p><i>i-Ready diagnostic data</i></p> |
| | | <p>2019-2020</p> | <p>Alicia Chang</p> | | |

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| | | | | | <i>Math SBA data</i> |
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| 2.4 - Professional development and grade-level support will be provided to develop proficiency in science curriculum development and implementation of the NGSS. | Grade-level teachers will familiarize themselves with the Next Generation Science Standards (NGSS). | 2017-2018 | Alicia Chang | WSF | 100% of teachers will increasingly implement integrated units that incorporate the NGSS yearly. |
| | With support, grade-level teachers will review, revise and/or develop at least one integrated unit that incorporates the CCSS and NGSS for implementation in SY 2017-2018. | | | | <i>Professional development agendas</i> |
| | Teachers will continue developing and/or redesigning grade-level science units/lessons that address the NGSS for implementation, as well as incorporate ELA skill/strategy (reading, vocabulary, and writing) instruction and application. | 2017-2020 | Christina Small Alicia Chang | | <i>Grade-level articulation minutes</i> |
| | At the end of the year, teachers will share their implemented grade-level integrated CCSS and NGSS unit with the faculty. | 2017-2020 | Christina Small Alicia Chang | | <i>Grade-level integrated NGSS units</i> |
| | Grade-level teachers will review and refine integrated social studies and/or science units. | 2017-2020 | Christina Small Alicia Chang | | |

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| | <p>With support, grade-level teachers will develop and integrate at least one inquiry-based project into their science units for participation in the Honolulu District Science Fair.</p> <p>Full implementation of the NGSS at all grade levels.</p> | <p>2018-2019</p> <p>2019-2020</p> | <p>Alicia Chang</p> | | <p>All grade levels will create an inquiry-based project for participation in the Honolulu District Science Fair yearly.</p> |
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Goal 3: Successful Systems of Support. The system and culture of Liholiho Elementary work to effectively organize financial, human, and community resources in support of student success.

- ❑ **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: |
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| <ul style="list-style-type: none"> ● A greater percentage of parents will be more aware of and understand school initiative (i.e. Habits of Mind, math). ● A greater percentage of parents will be more aware of school and community resources that focus on academic and socio-emotional supports. | <ul style="list-style-type: none"> ● Greater parental involvement equates to student success. ● Improving the communication and partnership between Liholiho and its families will promote greater understanding and engagement of the school's stakeholders. |

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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 | Define the relevant data used to regularly assess and monitor progress |
| 3.1 - To further promote student success, Liholiho will increase parent awareness and involvement in the teaching and application of the Habits of Mind (HoM). | Develop HoM pre- and post-survey for parents. | 2017-2018 | Cheryl Nishiki | WSF | 50% - 70% of parents yearly will have an increased understanding of HoM as determined by parent surveys and participation in HoM family activities. Increase parent participation in HoM family activities by 10% per year. <i>Parent survey</i> <i>PTS GMM agenda/minutes</i> <i>Parent participation in HoM family activities</i> |
| | The CSSS Committee will determine the Habits of Mind (HoM) rotation for quarterly focus for the next four years. | | | | |
| | The CSSS Committee will upload Habits of Mind videos on school website and/or a created HoM Google classroom for the school community to access. | 2017-2020 | Christina Small Shannon Oide | | |
| | Present the next quarter's HoM at the PTA General Membership Meeting (GMM). | | | | |
| Make the HoM more visible on campus through the arts (e.g. HoM painted in stairwells, bulletin boards, etc.) | 2018-2019 | Cheryl Nishiki Miki Iwanaga Sachi Matsushita | | | |
| Develop family activity for the HoM (1 per year). | | Cheryl Nishiki Miki Iwanaga Sachi Matsushita | | | |
| 3.2 To encourage | Plan and implement literacy | 2017-2020 | Christina Small | WSF | Parent awareness of |

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| and strengthen partnerships between the school and its families in support of student learning, Liholiho will expand its literacy opportunities and parent resources. | activities (e.g. Read Aloud Day). Provide a literacy parent workshop to promote use of literacy skills/strategies at home. | | Shannon Oide Christina Small | | school-wide math practices will increase yearly, as indicated by evaluations and feedback. <i>Workshop powerpoints</i> <i>Parent sign-in sheets</i> <i>Parent workshop evaluations/feedback</i> |
| 3.3 - To further promote a culture of continuous learning, Liholiho will provide math resources to its families to support student learning. | Continue to provide math parent workshops that emphasize problem solving and higher-level questioning. Teachers will send home or post Stepping Stones parent letters. <i>Math Committee will develop a math parent resource for grade-level operational (e.g. +, -, x, ÷) strategies.</i> | 2017-2018 | Alicia Chang | WSF | Parent participation in yearly math parent workshops will increase by 25%. Parent awareness of school-wide math practices will increase yearly, as indicated by evaluations and feedback. |
| | | 2019-2020 | Alicia Chang Katie Imanaka | | <i>Workshop powerpoints</i> <i>Parent sign-in sheets</i> <i>Parent workshop evaluations/feedback</i> |
| 3.4 - Liholiho will strengthen and expand its community partnerships to support student learning and | Increase student participation in the Honolulu District Science Fair. Utilize community resources to expand integrated units to include field experiences, | 2017-2020 | Alicia Chang Katie Imanaka Alicia Chang | WSF | Participation in the Honolulu District Science Fair will increase by two grade levels per year, with full participation from all grade levels in 2020. Grade levels will increasingly |

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| success | speakers, career connections, and/or community service projects. | | | | utilize community professional to facilitate grade-level curriculum/CTE activities yearly. |
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