

Lihikai Elementary School
Academic Plan 2020-2021
Academic Plan & Supporting Documents

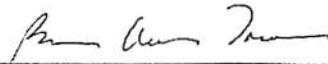
2020-2021 School Year

Principal: Barbara Oura Tavares

Contact Information

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Plan Submitted by



Principal

5-24-2020

Date

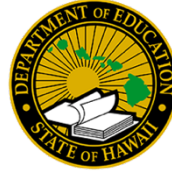
Plan Approved by



Complex Area Superintendent

6/5/2020

Date



2020 Academic Plan, School Year 2020-21

Lihikai Elementary School

Developing a collaborative Academic Plan framed by the HDOE Learning Organization is the foundation for a forward focused 3-Year 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 the 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, Study, Act (PDSA) cycles, and systemized by leading indicators.

HDOE 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.

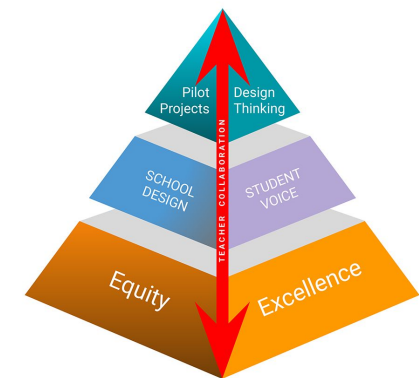
- The **Pipeline of Emerging Ideas** is linked to the HDOE 2020-30 Strategic Plan (page 5).

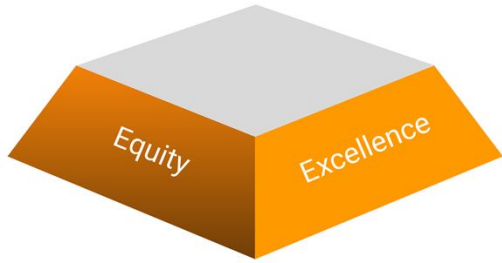
Innovation in Support of the Core: New strategies and systems for delivering teaching and learning. High-Impact strategies: School Design, Teacher Collaboration, Student Voice.

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

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

- The 3-Year Academic Plan is structured by the HDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).

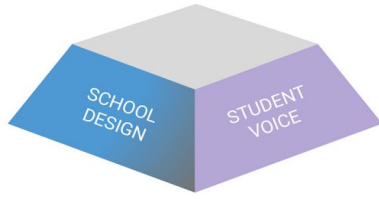




Teaching & Learning Core: Equity and Excellence

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

Achievement Gap	Theory of Action	Enabling Activity
<p><i>Identify and describe an achievement gap including but not limited to Special Education or English Learners or any other sub group. The description must be gathered from a CNA such as Title I, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>WASC Report</p> <p>School-wide critical areas for follow up:</p> <p>WASC Self Study-2017, Mid Cycle review-2020: Prioritize professional development that increases knowledge, understanding, and ability to use inclusive practices and multi-tiered supports with students that need diverse instructional methods, including special education students and English Language learners.^(SW1)</p> <p>WASC Self Study-2017, Mid Cycle review-2020: The administration needs to increase regular walkthroughs to ensure policies, procedures, and agreements are adhered to, as well as identifying areas of needed support.^(SW1)</p>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p>If teachers are able to continuously reflect on their pedagogy with integrity, are provided with coaching support and are able to implement school wide instructional practices with fidelity, then students will receive instruction based on best practices - i.e. rigorous standards-based curricula, small group instruction, differentiation, integration of technology - and therefore, student achievement will increase.</p>	<p><i>What are your Enabling Activities to improve the achievement gap?</i></p> <p>Student Success:</p> <ul style="list-style-type: none"> - K-5 students receive schoolwide instructional practices as outlined in LES's School Design - K-5 students continued growth in universal screening scores. <p>Staff Success:</p> <ul style="list-style-type: none"> - Building Instructional Coherence (BIC) PD with support provided for teachers through Coaching Connections. - Implementation of Strategies for all teachers based on LES School Design: <ul style="list-style-type: none"> - Gradual release - Integration of technology - small group instruction - differentiation - Standards based curriculum



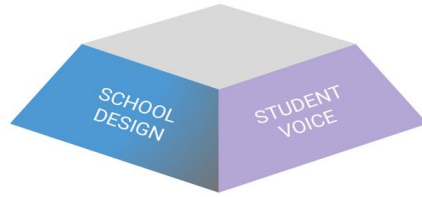
Innovation in Support of the Core: School Design and Student Voice

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

Describe here your current and continuing initiatives that will further advance your 2020-21 School Design and Student Voice.

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

SY 2020-21 Measurable Outcomes	SY 2021-22 Measurable Outcomes	SY 2022-23 Measurable Outcomes
<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will receive lessons built around uniform school wide instructional practices to address Lihikai's school design to deliver rigorous standards based lessons with a focus on student voice and high engagement. ^(SW6i,ii) 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will receive lessons built around uniform school wide instructional practices to address Lihikai's school design to deliver rigorous standards based design with a focus on student voice and high engagement. ^(SW6i,ii) 	<p>What are your Measurable Outcomes around School Design and Student Voice? What are you designing?</p> <ul style="list-style-type: none"> All students will receive lessons built around uniform school wide instructional practices to address Lihikai's school design to deliver rigorous standards based design with a focus on student voice and high engagement. ^(SW6i,ii)
<p>Why are you implementing them?</p> <ul style="list-style-type: none"> Based on the 2017 WASC & 2020 Mid-Cycle reports, teachers will implement uniform schoolwide instructional practices to promote individual student achievement growth for all students. ^(SW1) 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> Based on the 2017 WASC & 2020 Mid-Cycle reports, teachers will implement uniform schoolwide instructional practices (with a focus on 3 instructional practices a year) to promote individual growth for all students. ^(SW1) 	<p>Why are you implementing them?</p> <ul style="list-style-type: none"> Based on the 2017 WASC & Mid-Cycle reports, teachers will implement uniform schoolwide instructional practices (with a focus on 3 instructional practices a year) to promote individual growth for all students. ^(SW1)
<p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> The implementation of uniform schoolwide instructional practices will increase student universal screener scores (i-Ready Diagnostic Assessment - goal: to achieve 50% of the annual typical growth by the Winter Diagnostic, and 100% of the annual typical growth by the Spring Diagnostic), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores for Grades K-2. 	<p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> i-Ready Diagnostic Assessment - goal: to achieve 50% of the annual typical growth by the Winter Diagnostic, and 100% of the annual typical growth by the Spring Diagnostic 	<p>How will you know that they are causing an improvement?</p> <ul style="list-style-type: none"> i-Ready Diagnostic Assessment - goal: to achieve 50% of the annual typical growth by the Winter Diagnostic, and 100% of the annual typical growth by the Spring Diagnostic



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

FOCUS ON SY 2020-21: Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals
ELA: 55% Math: 53% Science: 44% ELA on track 66% ELA: 24 pt. gap Math: 26 pt. gap	iReady Diagnostic 19-20: <ul style="list-style-type: none"> Winter ELA Progress to Annual Growth: 52% (exceeds 50% goal) Winter Math Progress to Annual Growth: 64% (exceeds 50% goal) *Spring Progress unavailable - not all students assessed due to COVID-19 School closures DIBELS SY 19-20: K-2 DIBELS Status <ul style="list-style-type: none"> SY 20-21: 	SY 2020-21 ELA: 58% Math 56% Science: 47% SY 2021-22 ELA: 61% Math 59% Science: 50% (3% growth every year in ELA, math, and science)

Student Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
SY 2020- 2023 Grades K-2 100% of the students will participate in DIBELS assessments 3x a year to show growth in reading skills.	100% of students in K-2 will receive instruction in BFRS and the phonics component in Wonders. (SW6i,ii)	Yearlong		DIBELS Benchmarks DIBELS Progress Monitoring (every other week)	Three times: beginning, mid-year, and end of year	
SY 2020-2023 Grades K-5 Exit Pass	80% of students in K-5 will be able to name the strategy used in the lesson on an exit pass, at least once a week. (SW6i,ii)	Yearlong		Exit Passes (At least one a week)	Weekly	

Student survey	100% of students in K-5 will complete the student survey every quarter. (SW6i,ii)			Spreadsheet of data collected from student survey	Four times a year at the end of each quarter	

Staff Outcomes (SY 2020-21)

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity	Frequency Quarter, Semester, Annual	Complex Monitoring Activity (to be completed by CAS)
SY 2020 -2022 100% of classroom teachers will participate in BIC inservice by Catapult followed by coaching with Catapult and Lihikai coaches to build cohesiveness in daily instructional practices	100% of teachers will attend professional development on Building Instructional Coherence (BIC) and implement strategies covered in workshop (SW6iii,IV)			Walkthroughs will be conducted bi-monthly to provide support for all teachers and PTTs.		
SY 2020 - 2023 100% of classroom teachers will implement rigorous/highly engaging standards based lessons, focusing on inclusive strategies and student voice as planned by grade level and recorded in the pacing guide.	Professional Development (Catapult Learning, Stetson Associates, GLAD) (SW6iii,IV) 100% of teachers In grade level planning sessions, will plan curriculum and learning design to implement the school design and record such in pacing guide for the grade level. Cadre of teachers to coach on areas of school design. (SW6iii,IV)			Walkthroughs will be conducted bi-monthly to provide support for all teachers and PTTs.		
SY 2020 - 2023 100% of the classroom teachers will implement	Each grade level is given the opportunity to plan, implement and					

a project based learning module in a core curriculum area 2 times a year and share process/projects with staff and students in the library.	display processes/projects in library 2x a year.					
SY 2022-2023 80% of students will participate in student led conferences to showcase student growth and achievement	100% of teachers and students will receive training on how to run a student led conference. (SW6iii,IV)					
SY 2020 - 2023 Parent and Family Engagement activities/strategies (SW7)						

Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

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

As the HIDOE 2030 Promise Plan is finalized, a “Forward Focused” Plan will be drafted to help school communities open conversations about the *Pipeline of Emerging Ideas*.

School Ideas for Innovation and Pilot Projects	Conditions for Success
<p><i>While referencing the “Forward Focused” Plan, please describe your school’s ideas around innovation and pilot projects. Your draft will be a valuable tool to collect feedback and solicit support from the Complex Area Superintendent, parents, students, and community stakeholders.</i></p>	<p><i>Please describe your Conditions for Success:</i></p>

Title I Addendum to the 2020 Academic Plan (AcPlan), School Year 2020-21

School Name: LIHIKAI ELEMENTARY

Date: 05-18-20

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

<p>programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).</p>		
<p>SW 6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—</p> <p>(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards:</p> <p>(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and</p> <p>(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</p> <p>(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;</p> <p>(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</p> <p>(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</p>	<p>For both (i) and (ii):</p> <ul style="list-style-type: none"> - ISC:SDSV > Measurable Outcomes 2020-2023, p. 3 - ISC:SDSV > Student Outcomes, Enabling Activities (all EAs) p. 4-5 	<ul style="list-style-type: none"> - Counseling and BHS services provided as needed, Primary School Adjustment Project participation for students who qualify - LES annual Career Day, Outside high school clubs and career entities doing presentations at school events, assemblies, etc. - LES’s Positive Behavioral Intervention and Support Policy (Positive Action curriculum, behavioral support interventions protocols) - SEL support in conjunction with counseling services - PD dedicated to train teachers in SEL support and other subjects

		like recognizing, dealing with and preventing bullying. - PD time to look at schoolwide data (i.e. Panorama) to determine areas of need
(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;	- ISC:SDSV > Staff Outcomes, Enabling Activities (first, second, fourth, and sixth EA) p. 5-6	
SW 7: The Academic Plan includes parent and family involvement activities and strategies that are consistent with the HIDOE parent and family engagement policy and aimed at improving student academic achievement and school performance. (1116(a)(2)(B))	- ISC:SDSV > Staff Outcomes, Measurable Outcomes (fifth outcome), p. 6	- Kindergarten orientation days, staggered/gradual transition schedule for the start of the Kinder year - PSAP program to help those who struggle with transitioning. - End of year visitation/orientation to Kinder for on-site preschool students