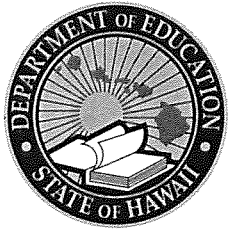


Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020



Lahaina Intermediate School
Three-Year Academic Plan
2017-2020

Lahaina Intermediate
871 Lahainaluna Road
Lahaina, Hawaii 96761

(808)662-3965

Submitted by: Stacy Bookland	Date
<i>Stacy Bookland</i>	5.10.17

Approved by: Lindsay Ball	Date

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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 	<ol style="list-style-type: none"> 1. Needs according to WASC Category B: Revised Bell Schedule to support more contact time for student academic growth and needs of the students. Highly Qualified Teachers in positions for effective teaching and learning specifically for Special Education and English Language Learner students. Collaboration time to increase grade level teams to plan interdisciplinary units and inclusion practices for modifications/interventions of RTI or high needs students. Clarification of the roles and responsibilities of ILT and Data Teams. 2. Needs according to WASC Category C: Implement differentiated instruction strategies for all learners. Continue schoolwide Close Reading and Collaborative Conversation strategies. Increase Teacher collaboration time. Integrate content-based supports and TRIBES activities. 3. Needs according to WASC Category D: Teachers create formative and summative assessments that directly address CCSS and Standards-based Grading. Refine the mechanism for school improvement to continue the cycle of planning, assessing and monitoring students progress effectively. Address the whole child through TRIBES curriculum, build a positive community and sense of belonging. Create a measure for the General Learner Outcomes as well as a comprehensive outcomes framework that speaks to academic, character, physical and social emotional well being. 4. Needs according to WASC Schoolwide Critical Areas for Follow up: Create an effective communication system that focuses on the entire LIS community. Roles, purpose and responsibilities of each role groups need to be transparent, delineated and communicated. 5. Understand the keys to educating young adolescents and what successful schools do for young adolescents by understanding and practicing the 16 Characteristics that are essential for a school educating young adolescents.
<ul style="list-style-type: none"> ● International Baccalaureate (IB) Authorization ● Association for Middle Level Education 16 	<p>Addressing Equity: Sub Group Identification 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>

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Characteristics	
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ORGANIZE: Identify your Academic Review Team Accountable Leads. Report out on 8 indicators (1, 2, 3, 6, 7, 11, 12, 14 for Middle School)	
Name and Title of ART Team Accountable Lead	Responsible for reporting
1. Anthony Griffith/Student Services Coordinator	<i>1. Academic Reflection/Review Team</i>
2. Beth Fobbe-Wills/Teacher	<i>2. Induction and Mentoring (Goal 2-Indicators 11 & 12)</i>
3. Michelle Strauser/Data Coach/Curriculum Coordinator	<i>3. Common Core State Standards (ELA, Math, Science, Social Studies Department Head's)</i>
4. Mark Gilmore/Teacher	<i>4. Objective 1: Empowered</i>
5. Darryl Munetake/Registrar	<i>5. Objective 2: Whole Child Indicators 1, 2 Haley Van Noord</i>
6. John Manning/Teacher	<i>6. Objective 3: Well Rounded (Indicators 3 John Manning, 6 DH's, 7 DH's)</i>
7. Nzinga Ebron/Teacher	<i>7. Goal 2 Staff Success</i>
8. Robert Norton/Tech Coordinator	<i>8. Goal 3 Indicator 14 Family and Community Engagement</i>
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<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. OBJECTIVE 1: EMPOWERED - <i>All students are empowered in their learning to set and achieve their aspirations for the future.</i> 		
Percentage of teachers educated and embedding HA framework into their curriculum.	0%	90%

Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale(why selected outcome?) Current School Data Baseline ??:		
Have the HA framework integrated into our school culture and climate by 2020 through the use of TRIBES and GLO activities.		Bi-annual staff perception surveys and SQS data will be used to monitor the school's strategic plan in addressing the whole child through TRIBES curriculum.		
Enabling Activities(activities we will undertake each year to reach the desired outcome)		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress (what are the data points or sources we will use to measure progress?) List target for each year
SY 2017-2018	INTRODUCTION 100% of staff will be introduced to the HA framework as we incorporate it into the GLO's.	Mark Gilmore	Funding for presenters & classroom posters needed.	Survey
SY 2018-2019	INTEGRATION TRIBES activities that incorporate GLO's should overlap with the HA framework.	Mark Gilmore	TBA	Survey
SY 2019-2020	IMPLEMENTATION Embed the HA framework into curriculum	Mark Gilmore	N/A	Survey

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<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. OBJECTIVE 2: WHOLE CHILD - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities. 		
<ul style="list-style-type: none"> Indicator 1: Chronic Absenteeism - Percentage of students who are absent for 15 or more days during the school year. 	2016 BASELINE 13%	2020 TARGET 9%

Desired Outcome: By the end of 2020, LIS would like to accomplish,		Rationale(why selected outcome?) Current School Data 13%:	
LIS would like to accomplish a 9% target for students who are absent for 15 or more days during the school year.		Create an effective communication system that focuses on the entire LIS community. Address the whole child through TRIBES curriculum, build a positive community and sense of belonging.	
Enabling Activities (activities we will undertake each year to reach the desired outcome)		Lead(s) responsible for reporting	Source of Funds
Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress (what are the data points or sources we will use to measure progress?) List target for each year			
SY 2017-2018	<ol style="list-style-type: none"> Survey students for what electives they would want to have. Survey would be distributed, collected, and analyzed by end of the 1st semester. Build Perfect attendance award. Details of how award works, what prizes, and how often we distribute awards will be organized by the Attendance committee. Award plan will be completed by the end of the 3rd quarter and implemented the following year. 	<ol style="list-style-type: none"> Steve Royer <ol style="list-style-type: none"> Kama Ka'aikaula Darryl Munetake Kekai Keahi Shane Cunanan Niko Miller 	
		Using relevant data from Infinite Campus which is our attendance and grading operating system to monitor our improvement on a semester basis. Our goal after year one is 12%	

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	3. Add 4 tribes/intramural events. We will host one event per quarter. To participate in events students can not have 3 or more absences per quarter. End of the quarter the absences reset.			
SY 2018 -201 9	<ol style="list-style-type: none"> 1. Implement elective(s) based on administration's decision, school facilities, and qualified teachers. (Niko) 2. Implement attendance award (Steve, Kama) 3. Continue Tribes Events/intramural events (Niko, Shane) 	<ol style="list-style-type: none"> 1. Steve Royer 1. Kama Ka'aikaula 2. Darryl Munetake 2. Kekai Keahi 3. Shane Cunanan 3. Niko Miller 		Using relevant data from Infinite Campus which is our attendance and grading operating system to monitor our improvement on a semester basis. Our goal after year one is 11%
SY 2019 -202 0	<ol style="list-style-type: none"> 1. Assess and Adjust (Attendance Committee) 2. Continue with Perfect Attendance Award and Tribes Events (Attendance Committee) 	<ol style="list-style-type: none"> Steve Royer Kama Ka'aikaula Darryl Munetake Kekai Keahi Shane Cunanan Niko Miller 		Using relevant data from Infinite Campus which is our attendance and grading operating system to monitor our improvement on a semester basis. Our goal after year one is 9%

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<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. OBJECTIVE 2: WHOLE CHILD - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities. 		
<ul style="list-style-type: none"> Indicator 2: School Climate - Percentage of students reporting positive school climate as measured by the Safety Dimension of the School Quality Survey. 	2016 BASELINE 62%	2020 TARGET 79%

Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale (why selected outcome?) Current School Data 62%:		
LIS will be at 79% in the school climate safety dimension of the school quality survey.		#5, Page 2 “Understand the keys to educating young adolescents and what successful schools do for young adolescents by understanding and practicing the 16 Characteristics that are essential for a school educating young adolescents.”		
Enabling Activities(activities we will undertake each year to reach the desired outcome)		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.
SY 2017-2018	<ul style="list-style-type: none"> Use Tribes activities to ensure all school rules are understood at the beginning of the year. School wide variety of fun activities like “Lunch on the Lawn” to build positive relationships with staff and students Quarterly surveys for teachers to find out what percentage are using Tribes 	Haley Van Noord	Funding will be needed for new teachers to be Tribe trained and may be needed for school wide activities and attendance awards.	Quarterly “temperature checks” with teachers to see if tribes is being implemented...every teacher will implement at least four Tribes activities each quarter (Climate team will create survey). 68%

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	<ul style="list-style-type: none"> • Train new teachers in Tribes. • Review and revise D offenses as a staff • Create survey for students to anonymously figure out where and when bullying is happening on campus (Climate team will create) 			
SY 2018- 2019	<ul style="list-style-type: none"> • Train willing Tribe trainers. • Implement new D offenses. 			72%
SY 2019- 2020				79%

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- **GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.**
- **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.

• Indicator 3: Inclusion Rate - Percentage of students receiving special education services who are in general education classes for 80 percent or more of the school day.	2016 BASELINE 24%	2020 TARGET 51%
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Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale (why selected outcome?) Current School Data 24%:	
Our desired outcome is to achieve the state student success indicator of a 51% inclusion rate by the end of 2019/2020 school year.		The Hawaii DOE has set a higher target rate for inclusion as research shows that inclusive practices result in better attendance, achievement, referral rates and postsecondary outcomes.	
Enabling Activities(activities we will undertake each year to reach the desired outcome)		Lead(s) responsible for reporting	Source of Funds
Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.			
SY 2017-2018	Semester 1-Define inclusion; Research best practices for inclusion and report out Semester 2-Decide on a plan that LIS will implement as a staff	Ed Manning	
SY 2018-2019	Semester 1- Train staff on chosen model Hire SPED positions necessary		

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SY 2019 -202 0	Implement chosen inclusion model			
	Continue training			

<ul style="list-style-type: none"> • GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. • OBJECTIVE 3: WELL ROUNDED - <i>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.</i> 														
<ul style="list-style-type: none"> • Indicator 6: Academic Achievement - <i>Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science.</i> 	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">2016 BASELINE</th> <th style="width: 15%;">2020 TARGET</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="text-align: center;">Math</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">54%</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">64%</td> </tr> </tbody> </table>		2016 BASELINE	2020 TARGET	ELA	40%	61%	Math	26%	54%	Science	24%	64%	
	2016 BASELINE	2020 TARGET												
ELA	40%	61%												
Math	26%	54%												
Science	24%	64%												

Desired Outcome: By the end of 2020, LIS would like to accomplish:	Rationale(why selected outcome?) Current School Data (see above):		
<i>Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science will match the state targets.</i>	We need our students to be proficient in English Language Arts/Literacy, Mathematics, and Science in order to be college, career and citizenship ready.		
Enabling Activities (activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.

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<p>SY 2017- 2018</p>	<ul style="list-style-type: none"> ● Teachers will use literacy/mathematical practice strategies that will support reading comprehension in order to increase school-wide literacy (ILT) ● All teachers will be trained how to create Interdisciplinary Units and trial second semester ● All teachers will use common formative and summative assessments that address CCSS ● Teachers will be trained to administer the SBA ELA Interim Assessment ● Math SBA Interim Assessment will be administered at least once a semester 	<p>O’Connell</p>		<p>Common formative Assessments (IE STAR360, SBA Interim, Grade level common assessments)</p> <p>Common Summative Assessments (STAR Universal)</p> <p>Evidence: Pre and Post Performance Tasks for IDU</p>
<p>SY 2018- 2019</p>	<ul style="list-style-type: none"> ● Train on Standards Based Grading 			
<p>SY 2019- 2020</p>				

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- **GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship.**
- **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.

- **Indicator 7: Achievement Gap** - Performance differential between high-needs students (e.g., economic disadvantage, special needs, English learners) and their peers. (Data determined by straight subtractions-go by points according to Complex ART lead-Liane)

	2016 BASELINE	2020 TARGET
ELA	(30%) 32 pts	TBA
Math	(24%) 29 pts	TBA
Science	(18%) 28 pts	TBA

Desired Outcome: By the end of 2020, LIS would like to accomplish:

Create an effective Response to Intervention program to close the Achievement Gap

Rationale(why selected outcome?) Current School Data (see above):

Our achievement gap is growing because we don't have the infrastructure in place to effectively respond to our high needs students.

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	Enabling Activities(activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.
SY 2017 -201 8	<ul style="list-style-type: none"> ● Develop a system for Early Parental Conferencing for At Risk students. (Mid Second Quarter, and January Beginning of Third Quarter Promptly) ● Identify what our RTI process will look like at LIS ● Identify the essential standards by content quarterly 			<p>Agenda/minutes and the actual RTI plan shared with all stakeholders</p> <p>All departments will share the essential standards by quarter with all stakeholders</p>
SY 2018 -201 9	<ul style="list-style-type: none"> ● Establish a common understanding of Differentiated Instruction ● Train on creating Common Formative Assessment (SBA Interim) 			<p>Agenda/minutes and a written plan of what Differentiation looks like at LIS</p> <p>Agenda/minutes</p>
SY 2019 -202 0				

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<ul style="list-style-type: none"> • GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. • OBJECTIVE 4: PREPARED and RESILIENT -All students transition successfully throughout their educational experiences. 		

Desired Outcome: By the end of 2020, LIS would like to accomplish:	Rationale(why selected outcome?) Current School Data: ??		
Enabling Activities(activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.
SY 2017 -201 8			
SY 2018 -201 9			
SY 2019 -202 0			

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- GOAL 2 STAFF SUCCESS**

Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.

- OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT-** *Develop and grow employees to support student success and continuous improvement.*
- OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT-** *Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.*
- OBJECTIVE 3: EXPANDED PROFESSIONAL PIPELINE** – *Expand well-qualified applicant pools for all Hawai‘i educator positions and expand the number of candidates who are prepared to support Student Success objectives.*

<ul style="list-style-type: none"> Indicator 11: Teacher Positions Filled - <i>Percentage filled as of August 1 each year.</i> 	2016 BASELINE 96%	2020 TARGET 98%
<ul style="list-style-type: none"> Indicator 12: Teacher Retention - <i>Percentage of teachers retained after five years.</i> 	2016 BASELINE 52%	2020 TARGET 60%

Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale(why selected outcome?) Current School Data: ??	
Retain at least 66% of teaching staff from year to year.		Retaining at least 66% will help with defining the culture and norms of our PLCs.	
Enabling Activities (activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.

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SY 2017 -201 8	<p>1. Enhance the support system for all teachers new to LIS.</p> <ol style="list-style-type: none"> a. All beginning teachers (BT) will be offered I&M support. b. All 1st and 2nd year teachers will be paired with a trained mentor teacher (MT)(3rd year supported as needed). c. BT/MT visit other classroom/school for learning walks/observations/reflections/collaborations. d. Create digital FAQ reference of LIS systems and processes to support teachers transitioning into the LIS community. <p>2. Create Teaching & Learning committee to help maximize the effectiveness of our PLC.</p> <ol style="list-style-type: none"> a. Develop a PD team utilizing Teacher Leaders on staff. b. Improve current (or create new systems) to support teacher growth and development. 	Nzinga		<p>PDE3 enrollment, email, BT/MT conversations, reflections sheets</p> <p>PDE3 information, reflections, emails, BT/MT collaboration</p> <p>Log all BT/MT communication on PDE3 Mentor forum/training/reflection/feedback NTC survey</p> <p>Utilize surveys and self assessments to gather data on PD needs.</p> <p>Mid-year survey to follow-up on the “climate” of each PLC team.</p>
SY 2018 -201 9	<p>Explore adopting a revised vision/mission that better communicates how we will address that needs of our community of diverse learners.</p>	Nzinga		Surveys
SY 2019 -202 0	<p>Focus on community building (annual) events catered to teachers and staff.</p>	Nzinga	<p>Not sure</p> <p>Sunshine Fund??</p>	Surveys

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<p>GOAL 3 SUCCESSFUL SYSTEMS OF SUPPORT <i>The system and culture of public education works to effectively organize financial, human, and community resources in support of student success.</i></p>		
<p>OBJECTIVE 1: INNOVATION - <i>Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.</i></p>		
<p>OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES – <i>Secure adequate resources to support school and community-based plans for student success.</i></p>		
<p>Indicator 14: Family & Community Engagement - <i>Indicator added as an amendment during discussion at the BOE's Dec. 6, 2016 General Business Meeting (GBM). Metric to be determined with discussion at the BOE's Student Achievement Committee (SAC)..</i></p>	<p>2016 BASELINE TBD</p>	<p>2020 TARGET TBD</p>

Desired Outcome: By the end of 2020, LIS would like to accomplish:		Rationale(why selected outcome?) Current School Data: ??		
An agreed upon bell schedule that meets priorities identified by stakeholders.		The most recent WASC report identified several concerns that dealt with the amount of time and frequency students spent with teachers as well as the lack of teacher collaboration time.		
	Enabling Activities(activities we will undertake each year to reach the desired outcome)	Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress(what are the data points/sources we will use to measure progress?) List target for each year.
SY 2017 -2018	1. Bell Schedule Committee - Registrar needs to be a part of this. Revise bell schedule to support more contact time for student academic growth.	Tom Norton	N/A	<ul style="list-style-type: none"> ● Bell Schedule Committee formed and holds initial meeting by September 1st. ● Develop list of potential priorities to be addressed in schedule by August 16. ● Prioritizing bell schedule focus by September 1st. ● Have a draft of proposed bell schedule by Dec. 1 ● Begin consensus process by Dec. 1. ● Staff consensus or vote on approval of schedule.

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				<ul style="list-style-type: none"> • Submitting schedule to the SCC for approval. • Submitting schedule to CAS for approval.
SY 2018 -201 9				
SY 2019 -202 0				