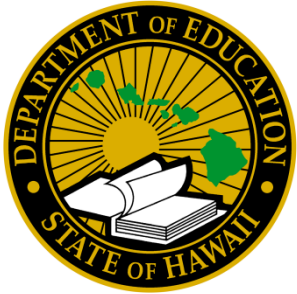


LHS Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020



**Lahainaluna High School
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Lahaina, Hawai'i 96761
808-662-4000
<http://www.lahainalunahs.org>**

Submitted by: Lynn Kahoohalahala	Date

Approved by: Lindsay Ball	Date

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

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"> ● 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 ▪ Target Setting Guide 	<ol style="list-style-type: none"> 1. Need: According to the LHS WASC Visiting Committee report a consistent, permanent administration, with a clear and consistent direction, and highly qualified teachers are needed at LHS for stability in student and school success. 2. Need: According to the LHS WASC Visiting Committee report to effectively implement a standards-based curriculum, teachers and faculty need more time to examine student work, review school-wide data, and receive additional training in current instructional strategies to meet student learning needs. Professional Development is needed for staff to learn how to use data from assessments to better understand student needs. Strengthen use of data from formative assessments to collaboratively develop strategies for addressing student needs during instruction. 3. Need: According to the LHS WASC Visiting Committee report improvement in data interpretation to drive instructional practices, meet individual student needs, and move from a teacher-centered focus to a student-centered focus is needed. Continue to explore ways to make RTI effective school-wide. Focus on what we are doing well to help each sub group of students. An effective, documented Technology Plan needs to be implemented to improve current technology support with more time, resources, and maintenance. Students and teachers need access to advanced technology.
	<p>Addressing Equity: Sub Group Identification</p> <p>The special education subgroup percentage has decreased from 12.3% to 10.8% over a three year period and the actual number of special education students has decreased from 127 to 105 over the same period. Therefore the school has a decreased number of special education teachers and educational assistants. All special education students, except those that need a FSC setting, are in general education classrooms with the support of a full time regular education certified teacher and a certified special education teacher.</p> <p>The ELL subgroup has decreased from 15.5% to 10.1% over a three year period. The actual number of ELL students has decreased from 160 to 98 students. The ELL students still struggle with demonstrating proficiency on the state assessments. Only 30.5% ELL students were proficient on the SBA ELA and only 18.4% were proficient on the Math SBA.</p> <p>A noticeable gap exists between non-high needs and high needs students. The ELA gap is 32%, the math gap is at 22% and the</p>

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

science gap at 18%

ORGANIZE: Identify your Academic Review Team Accountable Leads.

Name and Title of ART Team Accountable Lead	Responsible for reporting on
1. Shanda Sasai/Facilitator of Leadership Team	<i>1. Academic Reflection/Review Team</i>
2. Shannon Eustace	<i>2. Induction and Mentoring</i>
3. Curriculum Coordinator/Teachers	<i>3. Common Core State Standards</i>
4. Leadership Team	<i>4. Objective 1: Empowered</i>
5. Counselors	<i>5. Objective 2: Whole Child</i>
6. Tracy Poouahi/CTE	<i>6. Objective 3: Well Rounded</i>
7. Leadership Team	<i>7. Objective 4: Prepared and Resilient</i>

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

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

- **GOAL 1: 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.**

OPTIONAL

Desired Outcome: <i>By 2020 (the end of three years),</i>		Rationale: <i>Why selected outcome?</i>			Current School Data
Course offerings should reflect students' interests and supports towards their future occupational and academic goals. All students will graduate on time.		The current schedule prohibits and/or limits students enrolling in Running Start, college courses, externships, and internships.			
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2020	<ul style="list-style-type: none"> • Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices. Students will apply their learning through life experiences, questionings, and challenges. Students will practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impacts them locally and globally. • Students will have access to high-quality college and career counseling, mentorship opportunities, internships, and advanced courses, such as Early College to support their long-term success. • Increase student participation in CTE Capstone courses (increase Capstone Course offerings) 	ILT CTE Leadership Team CAST CIA Committee	CTE WSF	Peer Observations Student/ class Projects Student Surveys Sign- In Sheets on Professional Development CTE Projects/ Completers Senior Projects	

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

	<ul style="list-style-type: none">● Revisit (17-18)/ Implement (18-19)/ Review (19-20) the bell schedule to support interdisciplinary projects, opportunities, life fitness, and a student-centered focus.● Provide teachers with Professional Development in Project Based Learning.● Connect students' interests to program of study.● Na Hopena A'o - Student/Community Connections				
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LHS Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> OBJECTIVE 2: WHOLE CHILD - <i>All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.</i> 		
<ul style="list-style-type: none"> INDICATOR 1: CHRONIC ABSENTEEISM - <i>Percentage of students who are absent for 15 or more days during the school year.</i> 	2016 BASELINE 15%	2020 TARGET 9%
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
All students will graduate on time.	The WASC report stated the attendance policy needs to support student success as well as improve the LHS graduation rate.	22%

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2020	<ul style="list-style-type: none"> Cultivate a community and school culture where attendance is valued, encouraged, and supported. Extend the culture of attendance to the home; encourage families to plan for family vacations, travel, and other events during school breaks, holidays and other non-student days. Parent Education Classes provided by Complex Social Worker. Continue in school attendance activities 	Counselors Vice Principals	Complex WSF	Attendance Reports-monthly/quarterly Strive Hi Reports	SY 17- 18: 17% SY 18- 19: 12% SY 19- 20: 9%

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

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<ul style="list-style-type: none"> INDICATOR 2: SCHOOL CLIMATE - <i>Percentage of students reporting positive school climate as measured by the Safety Dimension of the School Quality Survey.</i> 	2016 BASELINE 73%	2020 TARGET 79%
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
79% of students reporting positive school climate on the School Quality Survey.	Increase student, parent, and teacher participation in completing the School Quality Survey. Currently the return rate for students is .6%, parents 1.8%, and teachers 57.8%. Research shows that when a school environment is positive and predictable, students feel safer, have better academic performance, and make better behavior choices.	28%

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2020	<ul style="list-style-type: none"> Maintain - current positive support programs/plans Ke Kukui Program to support positive behavior. Positive Behavior interventions. Implement Na Hopena A'o General Learner Outcomes 	Counselors RTi Committee Discipline Committee Safety Committee	WSF	Monitored behavioral referrals Quarterly review of RTI behavior data Reduction in suspensions and discipline referrals	SY 17- 18: 38% SY 18- 19: 50% SY 19- 20: 79%

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

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 		
<ul style="list-style-type: none"> 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. 		
<ul style="list-style-type: none"> 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 37%	2020 TARGET 51%
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
All students will be included in regular education classes at least 80% of the time.	School currently is at 52%, internal research indicates that all students are in the least restrictive environment.	52%

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2020	<ul style="list-style-type: none"> Prioritize professional development for educators and leaders 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 Learners. All students including SPED and ELL will be included in the general classroom for at least 80% of the day. Co-teaching inclusion teams will participate in collaboration days throughout the school year including curriculum mapping/pacing guides, common assessments, inclusion strategies. 	SSC Special Education ELL Coordinator RTi Committee	SPED WSF ELL	ECSSS, LRE Sign-in sheets from collaboration days Pacing guides Common assessments	SY 17- 18: 60% SY 18- 19: 70% SY 18- 19: 82%

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

<ul style="list-style-type: none"> GOAL 1: All students demonstrate they are on a path toward success in college, career and citizenship. 														
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<ul style="list-style-type: none"> INDICATOR 6: ACADEMIC ACHIEVEMENT - Percentage of students meeting achievement targets on statewide assessments in English Language Arts/Literacy, Mathematics, and Science. 														
		<table border="1"> <tr> <td></td> <td style="text-align: center;">2016 BASELINE</td> <td style="text-align: center;">2020 TARGET</td> </tr> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="text-align: center;">Math</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">54%</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">43%</td> <td style="text-align: center;">64%</td> </tr> </table>		2016 BASELINE	2020 TARGET	ELA	51%	61%	Math	42%	54%	Science	43%	64%
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	ELA	51%	61%											
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Desired Outcome: <i>By 2020 (the end of three years),</i>		Rationale: <i>Why selected outcome?</i>			Current School Data													
<p>LHS will move from a teacher-focused school to a student-focused school.</p>		<p>Time is needed to effectively evaluate student work and analyze student data and receive appropriate training to address the data.</p>			<table border="1"> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">31%</td> </tr> <tr> <td style="text-align: center;">Math</td> <td style="text-align: center;">19%</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">23%</td> </tr> </table>		ELA	31%	Math	19%	Science	23%						
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Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target													
SY 2017-20	<ul style="list-style-type: none"> All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic areas. Students will experience the interdisciplinary nature of knowledge. Teacher Collaboration periods to be used to improve data analyze of student work to drive instructional practices and meet individual student needs to move from a teacher-center focus to a student-centered focus. 	Curriculum Coordinator RTi Committee CIA Committee CTE	WSF CTE	<p>Standards and daily objectives to be posted and communicated to students daily.</p> <p>Agendas and minutes from Cdlaboration and Department meeting agenda and minutes</p> <p>Interventions</p> <p>Peer Observations</p>	<p>SY17- 18:</p> <table border="1"> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">41%</td> </tr> <tr> <td style="text-align: center;">Math</td> <td style="text-align: center;">29%</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">40%</td> </tr> </table> <p>SY18- 19:</p> <table border="1"> <tr> <td style="text-align: center;">ELA</td> <td style="text-align: center;">51%</td> </tr> <tr> <td style="text-align: center;">Math</td> <td style="text-align: center;">45%</td> </tr> <tr> <td style="text-align: center;">Science</td> <td style="text-align: center;">54%</td> </tr> </table>		ELA	41%	Math	29%	Science	40%	ELA	51%	Math	45%	Science	54%
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LHS Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

	<ul style="list-style-type: none"> ● Revisit the bell schedule to support interdisciplinary projects, opportunities, life fitness, and a student-centered focus. ● Provide teachers with Professional Development in Project Based Learning ● Implementation of Na Hopena A'o 			<p>Student/ class Projects Student Surveys Sign- In Sheet on Professional Development CTE Projects/ Completers Senior Projects</p>	<p>SY 19- 20:</p> <table border="1"> <tr> <td>ELA</td> <td>61%</td> </tr> <tr> <td>Math</td> <td>54%</td> </tr> <tr> <td>Science</td> <td>64%</td> </tr> </table>	ELA	61%	Math	54%	Science	64%
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<ul style="list-style-type: none"> INDICATOR 7: ACHIEVEMENT GAP - Performance differential between high-needs students (e.g., economic disadvantage, special needs, English learners) and their peers. 		<table border="1"> <tr> <td></td> <td>2016 BASELINE</td> <td>2020 TARGET</td> </tr> <tr> <td>ELA</td> <td>TBA points</td> <td>TBA</td> </tr> <tr> <td>Math</td> <td>TBA points</td> <td>TBA</td> </tr> </table>		2016 BASELINE	2020 TARGET	ELA	TBA points	TBA	Math	TBA points	TBA
		2016 BASELINE	2020 TARGET								
	ELA	TBA points	TBA								
Math	TBA points	TBA									
<p align="center">Desired Outcome: By 2020 (the end of three years),</p>	<p align="center">Rationale: Why selected outcome?</p>	<p align="center">Current School Data</p>									
<p>Create interdisciplinary teams of students and teachers to connect elective courses & academic classes. Provide time for teachers to collaborate.</p>	<p align="center">Successful Interdisciplinary Teams provide different student subgroups with equity in student outcomes.</p>	<table border="1"> <tr> <td>ELA</td> <td>32 Points</td> </tr> <tr> <td>Math</td> <td>22 points</td> </tr> </table>	ELA	32 Points	Math	22 points					
ELA	32 Points										
Math	22 points										

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target									
<p>SY 2017-2018</p> <ul style="list-style-type: none"> All students should experience a rigorous and well-rounded standards-based education that covers a variety of academic areas. Students will experience the interdisciplinary nature of knowledge. Teacher Collaboration periods to be used to improve data analyze of student work to drive instructional practices and meet individual student needs to move from a teacher-center focus to a student-centered focus. 		<p>CTE WFS</p>	<p>Peer Observations Student/ class Projects Student Surveys Sign- In Sheets on Professional Development CTE Projects/ Completers Senior Projects</p>	<p>SY17- 18:</p> <table border="1"> <tr> <td>ELA</td> <td>30 Points</td> </tr> <tr> <td>Math</td> <td>20 Points</td> </tr> </table> <p>SY18- 19:</p> <table border="1"> <tr> <td>ELA</td> <td>Points TBA</td> </tr> <tr> <td>Math</td> <td>Points TBA</td> </tr> </table> <p>SY 19- 20:</p> <table border="1"> <tr> <td>ELA</td> <td>Points TBA</td> </tr> </table>	ELA	30 Points	Math	20 Points	ELA	Points TBA	Math	Points TBA	ELA	Points TBA
ELA	30 Points													
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LHS Three-Year Academic Plan SY 2017-2018, 2018-2019, 2019-2020

						Math	Points TBA
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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.*

	2016 BASELINE 96%	2020 TARGET 98%
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Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
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Prioritize professional development for educators and leaders 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 Learners.	The WASC report stated: assess the effectiveness of the professional development plan regarding student performance.	
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Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2018	● Provide teachers with Professional Development in Project Based Learning.	<i>Individual responsible for collecting data</i>		Teacher Surveys Sign- In Sheets on Professional Development	
SY 2018-2019		<i>Individual responsible for collecting data</i>	<i>Optional</i>	Percentage of filled teacher positions as of August 1	
SY 2019-2020		<i>Individual responsible for collecting data</i>	<i>Optional</i>	Percentage of filled teacher positions as of August 1	

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

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

<ul style="list-style-type: none"> GOAL 2 STAFF SUCCESS <i>Public schools have a high-performing culture where employees have the training, support, and professional development to contribute effectively to student success.</i> OBJECTIVE 1: FOCUSED PROFESSIONAL DEVELOPMENT- <i>Develop and grow employees to support student success and continuous improvement.</i> OBJECTIVE 2: TIMELY RECRUITMENT AND PLACEMENT- <i>Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.</i> 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 12: Teacher Retention - <i>Percentage of teachers retained after five years.</i> 	2016 BASELINE 52%	2020 TARGET 60%
Desired Outcome: By 2020 (the end of three years),	Rationale: Why selected outcome?	Current School Data
By 2020, increase the percentage of teachers retained after 5 years.	Data indicates that teachers tend to leave after first 3 years.	52%

Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2020	Provide a mentor to all new teachers (0-3 years) Provide training for mentors	I&M Lead		Teacher Surveys (mentors & mentees)	SY 17- 18: 54% SY 18- 19: TBA SY 19- 20: TBA

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

<ul style="list-style-type: none"> 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> OBJECTIVE 1: INNOVATION - Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals. OBJECTIVE 2: ADEQUATE AND EXPANDED RESOURCES – Secure adequate resources to support school and community-based plans for student success. 		
<ul style="list-style-type: none"> INDICATOR 14: FAMILY & COMMUNITY ENGAGEMENT- 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).. 	2016 BASELINE TBA	2020 TARGET TBA

Desired Outcome: By the end of three years,		Rationale:		Current School Data	
Increase family and community engagement and partnerships, including opportunities for students participate in early college courses and mentoring/ internship programs.		The WASC report stated communication & opportunities with community stakeholders is an area of continued growth to allow for great opportunities for students in the community.		TBA	
Enabling Activities		Lead(s) responsible for reporting	Source of Funds	Interim Measures of Progress: Define the relevant data used to regularly assess and monitor progress	School Target
SY 2017-2020	Increase student engagement and empowerment through relevant, rigorous learning opportunities that incorporate students' voices. Students will apply their learning through life experiences, questionings, and challenges. Students will practice creative problem solving and can see themselves as part of a community effort to address complex questions and challenges that impacts them locally and globally.			Student/ class Projects Student Surveys CTE Projects/ Completers Senior Projects	