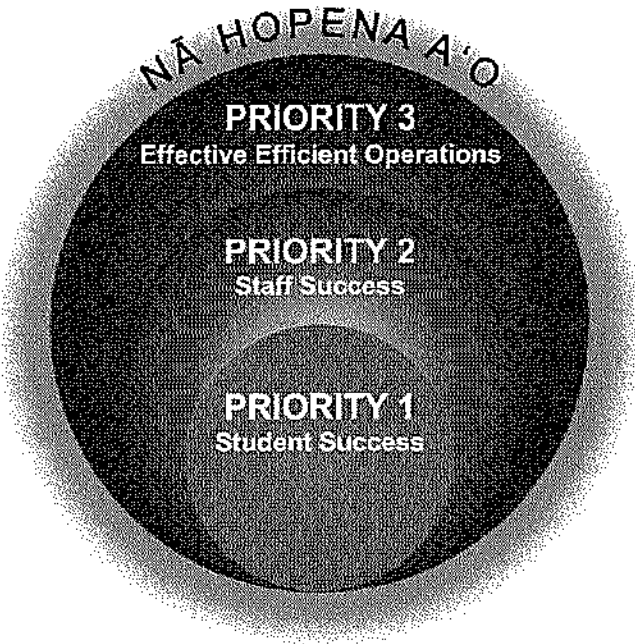


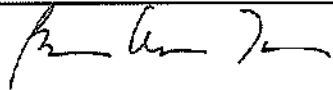


Lihikai Elementary School Academic Plan SY 2024-2025

335 S. Papa Avenue
Kahului, HI 96732
(808) 727-4500
Lihikai Website



Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

Submitted by Principal Barbara Oura Tavares	
	4-01-24

Approved by Complex Area Superintendent Desiree Sides	
[Insert signature] 	[insert date] 4/15/2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade K-5	Wonders 2020	Eureka ² Math	Mystery Science	

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grade K-5	iReady ▾	iReady ▾
Grade K-5	Achieve 3000 ▾	Select One ▾
Grade K-2	DIBELS ▾	Select One ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: March 2024, Next Full Self-Study: Spring 2030
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.
“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> Assimilate Hawaii Multi-Tiered System of Support / Response to Intervention</p> <ol style="list-style-type: none"> 1. Proficiency score in Math/ELA/Science (CNA/WASC) 2. Early Literacy Skills (DIBELS) 3. Kindergarten Entry Assessment (KEA) 4. LES Discipline Data and All Offense Data (CNA/WASC) 5. SEL Panorama Data (Emotional Regulation, Growth Mindset, Self Management) <p><u>Root/Contributing cause(s):</u></p> <ol style="list-style-type: none"> a. Staff is learning the new HODOE HMTSS system and refined Rtl school process; Lack of clear understanding which impedes the implementation of HMTSS/Rtl process b. Staff has various knowledge levels of strategies that can be implemented to address identified students academic, behavior, emotional and physical needs c. Staff has various knowledge levels of quantity & types of student work and evidence (data) to collect to demonstrate student progress or lack thereof d. Low proficiency in math, ELA and science; high achievement gap; high EL/Sped
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2 Student Need: Decrease Achievement Gap (ELA/Math) / Increase Proficiency (ELA/Math/Science)

ELA Proficiency				Math Proficiency				GR 5 Science Proficiency			
Gr/Yr	2020-21	2021-22	2022-23	Gr/Yr	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
Grade 3	35.0%	53.6%	47.4%	Grade 3	33.9%	60.4%	59.5%	Well Below	43.0%	24.0%	32.8%
Grade 4	33.8%	41.6%	36.4%	Grade 4	21.1%	37.9%	50.4%	Approaches	37.4%	46.4%	31.2%
Grade 5	40.2%	50.5%	43.6%	Grade 5	20.5%	30.3%	38.7%	Meets	15.9%	22.4%	28.0%
								Exceeds	3.74%	7.20%	8.0%

ELA: Sub-Group Total Proficient (Exceeds or Meets)

School Year	All Students	Non-High Needs	High Needs	Low SES	IDEA	ELL
SY 2020-21	36.7%	56.4%	29.1%	31.6%	8.3%	13.0%
SY 2021-22	45.6%	73.8%	35.3%	35.9%	0.0%	24.8%
SY 2022-23	42.0%	64.0%	34.3%	36.4%	0.0%	26.1%

MATH: Sub-Group Total Proficient (Exceeds or Meets)

School Year	All Students	Non-High Needs	High Needs	Low SES	IDEA	ELL
SY 2020-21	26.2%	47.1%	18.3%	18.23%	5.9%	9.5%
SY 2021-22	43.6%	69.9%	34.0%	33.5%	10.3%	27.6%
SY 2022-23	49.4%	68.0%	42.8%	44.5%	6.1%	30.8%

SCIENCE Sub-Group Total Proficient (Exceeds or Meets)

School Year	All Students	Non-High Needs	High Needs	Low SES	IDEA	ELL
SY 2020-21	19.6%	36.4%	12.2%	15.8%	0.0%	2.6%
SY 2021-22	29.6%	56.3%	20.4%	22.4%	0.0%	6.9%
SY 2022-23	36.0%	55.9%	28.6%	29.1%	0.0%	11.1%

Sub-Group Gap Data

School Year	Language Arts			Math		
	Non-High Needs	High Needs	Achievement Gap	Non-High Needs	High Needs	Achievement Gap
SY 2020-21	54.0%	30.0%	24 Points	47%	19%	28 Points
SY 2021-22	73%	37%	36 Points	69%	35%	34 Points
SY 2022-23	63%	36%	27 Points	70%	44%	26 Points

Root/Contributing cause(s):

- Kindergarten students entering elementary school not ready for learning academically or behaviorally; lack of pre-school
- Inconsistent differentiated instruction and scaffolding schoolwide
- Lack of common shared schoolwide agreements related to curriculum, instruction, assessments, and programs
- Core content areas are not sufficiently aligned vertically or horizontally
- Staff has varying levels of lesson development to create relevant standards-based content that engage all students and align with student interest and real-world application

3 Student Need: Improve the Culture for Learning (SY 2022-23/SY 2023-24 Identified need)

- Panorama SEL Survey Results
- Panorama Perception Survey Results



- 3. SQS Survey Results
- 4. Staff Well Being Survey Results

SY 2021-22 / SY 22-23 / SY 23-24 SEL Panorama Survey Comparison- *Grade K-2: Teacher Perception*

TOPIC	Fall 2021 Percent Favorable	SY 2022-23 Percent Favorable		Fall 2023 Percent Favorable	Fall 2023 BKKM Complex	Fall 2023 HIDOE
		Fall 2022	Spring 2023			
Emotional Regulation	64%	54%	75%	48%	66%	68%
Grit	48%	31%	60%	37%	52%	54%
Self-Efficacy	45%	28%	53%	31%	48%	51%
Self-Management	39%	24%	50%	23%	42%	45%
Social Awareness	63%	41%	63%	42%	62%	65%
Growth Mindset	53%	54%	58%	55%	57%	57%
Sense of Belonging	74%	77%	78%	72%	71%	72%

SY 2021-22 / SY 22-23 / SY 23-24 SEL Panorama Survey Comparison - *Grade 3-5: Student Perception*

TOPIC	Fall 2021 Percent Favorable	SY 2022-23 Percent Favorable		Fall 2023 Percent Favorable	Fall 2023 BKKM Complex	Fall 2023 HIDOE
		Fall 2022	Spring 2023			
Emotional Regulation	48%	54%	56%	49%	48%	47%
Grit	57%	62%	67%	61%	59%	58%
Self-Efficacy	52%	54%	61%	61%	55%	56%
Self-Management	67%	73%	72%	72%	69%	70%
Social Awareness	65%	73%	74%	70%	69%	69%
Growth Mindset	53%	54%	58%	55%	57%	57%
Sense of Belonging	74%	77%	78%	72%	71%	72%

Spring 2023 Staff Well Being Survey

Teacher Survey - 34 Responses				Staff Survey - 14 Responses			
TOPIC	Percent Favorable	BKM Complex	State	TOPIC	Percent Favorable	BKM Complex	State
Belonging	52%	57%	62%	Belonging	78%	65%	66%
School Climate	49%	52%	59%	School Climate	35%	55%	58%
School Leadership	17%	40%	50%	School Leadership	25%	54%	59%
Staff-Leadership Relationships	28%	53%	62%	Staff-Leadership Relationships	50%	58%	62%
Well-Being	46%	59%	62%	Well-Being	54%	67%	67%
Teacher Self Reflection	61%	70%	71%				



SQS Positive Responses

Dimension	Group	SY 20-21 Return Rate: Teachers 59.2% / Parents 5.4% Students 89.3%		SY 21-22 Return Rate: Teachers 49.0% / Parents 12.8% Students 80.4%		SY 22-23 Return Rate: Teachers 90.4% / Parents 18.6% Students 78.3%	
		LES %	State %	LES %	State %	LES %	State %
Safety	Teachers	67.8%	76.7%	60.6%	78.8%	53.3%	77.7%
	Parents	87.1%	90.5%	86.5%	87.9%	89.0%	88.0%
	Students	67.1%	71.1%	67.9%	69.8%	71.9%	72.5%
Well-Being	Teachers	62.5%	75.6%	57.4%	77.4%	42.2%	76.4%
	Parents	92.0%	91.3%	90.9%	92.1%	94.9%	92.5%
	Students	-	-	-	-	-	-
Satisfaction	Teachers	46.4%	70.7%	48.1%	72.7%	26.2%	73.7%
	Parents	83.8%	86.0%	90.5%	87.0%	90.1%	88.0%
	Students	-	-	-	-	-	-
Involvement / Engagement	Teachers	48.1%	72.2%	42.2%	74.5%	27.5%	74.4%
	Parents	85.1%	85.7%	84.9%	85.2%	88.4%	88.4%
	Students	-	-	-	-	-	-

Root/Contributing cause(s):

- System of communication between and among stakeholders needs to be refined
- Monitoring and implementation of schoolwide systems, policies, and procedures needs to be refined
- Lack of common shared schoolwide agreements related to curriculum, instruction, assessments, and programs
- Minimal opportunities for parent/community engagement in cultural and academic events
- Staff turnover creates a need for ongoing acculturation
- Students have a limited ability to retain and sustain social-emotional skills

4 Student Need: Increase Regular Attendance (SY 2022-23/SY 2023-24 Identified need)

Chronic Absenteeism Rates					All Student Attendance			
	2018-19	2019-20	2020-21	2021-22		2020-21	2021-22	2022-23
All Students	14	12%	21%	55%	All Students	91.5%	87.3%	89.7%
Disadvantaged	16%	15%	28%	62%	High Needs	89.9%	86.2%	88.9%
Disabled (SPED)	25%	18%	49%	67%	Non-High Needs	96.3%	90.1%	92.0%
English Learner	13%	12%	30%	51%				
Asian (No Filipino)	7%	3%	9%	41%				
Filipino	6%	10%	9%	41%				
Hispanic	17%	N/A	N/A	N/A				
Native Hawaiian	18%	15%	30%	68%				
Pacific Islander	29%	17%	43%	78%				

Regular Attendance Data (New Data Metric Spring 2024)
 SY 2020-21: 79.8% (Virtual Q1-Q3; Hybrid Q4)
 SY 2021-22: 47.8% (Virtual 1 Class/GL)
 SY 2022-23: 63.5% (New "Normal" Schedule)



White	15%	8%	20%	56%
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Root/Contributing cause(s):

- a. Identifying root causes for low attendance and chronic absenteeism has not been investigated
- b. Outdated attendance policy; Inconsistent implementation
- c. Lack of cohesive support system that helps engage families & students who are chronically absent

WASC Critical Area #1 - Attendance: The administration and support staff need to develop policies and practices to improve attendance so all students have equitable access to the educational opportunities at Lihikai Elementary.

WASC Critical Area #2 - Communication: Led by administration, teachers and staff should continue to collaborate on identifying areas to improve communication processes and systems across all areas to ensure stakeholders, including parents, receive information in a timely, relevant manner. Improved collaboration will provide for the transparent sharing of knowledge and understanding of school decisions and awareness of the student/family activities.

WASC Critical Area #3 - HMTSS / Rtl: The administration, support staff and teachers should continue to implement a multi-tiered system of support for student academic and social-emotional learning needs that provides a systematic process of identification, referral, intervention and reflection so that all students have access to the full range of curricular and extra-curricular offerings at Lihikai Elementary.

WASC Critical Area #4 - Parent/Community Involvement: The administration, staff, and parents should pursue expanding parent and community involvement in volunteer opportunities and school events that incorporate the culture and talents of the families so all students experience a collaborative, nurturing learning environment

WASC Critical Area #5 - Processes & Policies: To improve operational processes and increase the involvement of all staff in transparent, shared decision-making, the administration and designated staff should review and update school-wide policies in parent, staff handbooks and student planners and establish procedures to evaluate the effectiveness and relevance of these policies. Regular, whole-staff review will ensure that best practices and current educational research guide the systems and policies of the school.

WASC Critical Area #6 - Common Schoolwide Agreements: Through the PLC process, teachers and designated staff should continue working toward establishing common schoolwide agreements and expectations for the implementation of curriculum, instructional strategies, and assessments. These common agreements will ensure consistent focus K-5 on closing the achievement gap, building literacy skills, sharing of best practices and designing effective interventions to ensure all students have equitable access to demonstrating their learning of content standards.

WASC Critical Area #7 - SEL/GLOs/HĀ: As a means to unify school efforts in meeting the academic, social and emotional needs of all students, the teachers should implement and monitor consistent and clear instruction in the GLOs, SEL curriculum and HĀ. Included in the process should be designing a means of measuring student growth in what students should know, understand and be able to do by grade-level.

WASC Critical Area #8 -Alignment / PBL: Through PLCs and vertical teams, teachers and support staff should continue to identify grade-level and vertically-aligned power standards and differentiated-instructional strategies around which they can design rigorous curriculum and common



assessments in all subject areas. This integrated, interdisciplinary approach can provide additional opportunities for students to demonstrate learning in real-world applications through their PBL and POL activities

WASC Critical Area #9 -Facilities: In order to further support high quality learning and student safety, access to the school library and the playground for upper grade students should continue to be addressed within current funding and staffing challenges. (Not embedded in Ac Plan)

In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1 **Targeted Subgroup:** English Learners

- WIDA Access

Identified Student Need(s):

- Tier II Interventions
- SEL Support

WIDA Access Composite Proficiency			
Level/Year	2020-21	2021-22	2022-23
Level 1	18%	16%	18%
Level 2	17%	20%	15%
Level 3	36%	37%	33%
Level 4	24%	25%	25%

Level/Year	2020-21	2021-22	2022-23
Exited 5/6	11	5	18

On-track to English Language Proficiency	2020-21	2021-22	2022-23
	51%	47%	55%

2 **Targeted Subgroup:** SpEd

Identified Student Need(s): (See proficiency data in Identified School Needs above)

- Tier II Interventions
- SEL Support

3 **Targeted Subgroup:** Low SES



Identified Student Need(s): (See proficiency data in Identified School Needs above)

- Title I
- Tier II Interventions
- SEL Support

4 Targeted Subgroup: Kindergarten

Identified Student Need(s):

- KEA data
- DIBELS data (* DIBELS Next / **DIBELS 8th)
- Early Literacy Skills

KEA Data: SY 2023-24

BKCM Complex Data (n959): 19.1% Demonstrating Readiness / 39.4% Approaching Readiness / 41.5% Emerging Readiness

Lihikai School Data (n99): 11% Demonstrating Readiness / 36% Approaching Readiness / 53% Emerging Readiness

DIBELS Composite (Kindergarten)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
*2019-20	12%	10%	78%	12%	13%	75%	No Data due to COVID		
2020-21	No Data due to COVID								
**2021-22	11%	17%	72%	24%	14%	63%	41%	11%	62%
**2022-23	22%	20%	58%	40%	11%	49%	52%	15%	34%
**2023-24	18%	24%	57%	39%	18%	43%	TBD	TBD	TBD

DIBELS Composite (Grade 1)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
*2019-20	26%	17%	57%	36%	20%	44%	No Data due to COVID		
2020-21	No Data due to COVID								
**2021-22	37%	13%	50%	46%	16%	37%	63%	12%	25%
**2022-23	38%	12%	50%	48%	13%	39%	60%	12%	27%
**2023-24	48%	14%	38%	50%	18%	31%	TBD	TBD	TBD

DIBELS Composite (Grade 2)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
*2019-20	31%	21%	49%	28%	20%	52%	No Data due to COVID		



2020-21	No Data due to COVID								
**2021-22	46%	13%	42%	46%	12%	41%	43%	21%	36%
**2022-23	56%	8%	35%	56%	13%	31%	65%	12%	23%
**2023-24	50%	14%	36%	49%	22%	30%	TBD	TBD	TBD



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	<ul style="list-style-type: none"> 1d 2a 	<p>EA 1.1.1(a): All incoming kindergarten students will be assessed for readiness in a timely manner using KEA and other designated assessments [<i>Lead: K. Sabado / T. Fuchikami</i>]</p> <p>EA 1.1.1(b): All kindergarten students will receive instruction based on the schoolwide initiatives to develop foundational skills in reading and math (BFRS, Number Talks, Small Groups, Targeted Learning Centers) [<i>Lead: N. Saito / T. Fuchikami / W. Wells / K.Sabado</i>]</p>	<ul style="list-style-type: none"> DIBELS Benchmark Data and PM Data i-Ready Diagnostic & GM Data Gr K Quarterly Assessments Data Walkthroughs 	<input checked="" type="checkbox"/> WSF, \$11,130 BFRS \$7.8K KEA \$3,330



One-Year Academic Plan SY 2024-2025

<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p>SLN#2 Achievement</p> <p>WASC CA#6 - Common Schoolwide Agreements</p> <p>WASC CA#8 - Alignment/PBL</p>	<ul style="list-style-type: none"> ● 1a ● 1d ● 2b ● 2c ● 2d 	<p>EA 1.1.2 (a): All students will receive instruction based on the schoolwide initiatives to develop foundational skills in reading (BFRS, PFR, Small Groups, Targeted Learning Centers). <i>[Lead: N. Saito / T. Fuchikami / K. Sabado]</i></p> <p>EA 1.1.2 (b): All students will continue to participate in diagnostics and monitoring for i-Ready (K-5) and DIBELS (K-2) as designated. <i>[Lead: N. Saito / T. Fuchikami]</i></p> <p>EA 1.1.2 (c): 100% of students in all K-5 will continue to receive instruction based on HCCSS ELA (priority) standards that are horizontally and vertically aligned. <i>[Lead: K.Sabado]</i></p> <p>EA 1.1.2 (d): All students will receive tiered instructional support to improve literacy skills based on need. <i>[Lead: K.Sabado / N. Saito]</i></p>	<ul style="list-style-type: none"> ● Data Walkthroughs ● DIBELS & i-Ready Data ● Common Schoolwide agreements ● PLC Notes ● Peer Review ● RtI Process Documents 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$14,100 PFR \$5K, DIBELS \$1.2K, Print Resources 7.9K <input checked="" type="checkbox"/> Title I, \$110,400 Wonders \$45.8K, iReady \$30K, Achieve/Smarty \$30K, Flocabulary \$4.6K
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One-Year Academic Plan SY 2024-2025

<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p>SLN#2 Achievement</p> <p>WASC CA#6 - Common Schoolwide Agreements</p> <p>WASC CA#8 - Alignment/PBL</p>	<ul style="list-style-type: none"> • 1a • 1d • 2b • 2c • 2d 	<p>EA 1.1.3 (a): All students will receive instruction based on the schoolwide initiatives to develop foundational math (Number Talks, Small Groups). <i>[Lead: W. Wells / K. Sabado]</i></p> <p>EA 1.1.3 (b): 100% of K-5 students will continue to participate in i-Ready Diagnostics 3x a year to show growth in math skills. <i>[Lead: N.Saito]</i></p> <p>EA 1.1.3 (c): 100% of students in all K-5 will continue to receive instruction based on HCCSS Math (priority) standards and SMPs that are horizontally and vertically aligned. <i>[Lead: W. Wells / K.Sabado]</i></p> <p>EA 1.1.3 (d): All students will receive tiered instructional support to improve literacy skills based on need. <i>[Lead: K.Sabado / W. Wells]</i></p>	<ul style="list-style-type: none"> • i-Ready Diagnostic & GM Data • Gr K Quarterly Assessments • Data Walkthroughs • PLC Notes • Peer Review • RtI Process Documents 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,500 Number Talks \$2.5K <input checked="" type="checkbox"/> Title I, \$59,000 Eureka \$55.5K, Resources \$3.5K
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One-Year Academic Plan SY 2024-2025

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>SLN#2 Achievement</p> <p>WASC CA #3 - HMTSS / RtI</p> <p>WASC CA#8 - Alignment/PBL</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> • 1a • 1d • 2b • 2c • 2d 	<p>EA 1.1.4 (a): All students will receive tiered instructional supports (Small Groups, TLCs, EL Groups, and other scaffolds) to improve skills in core content areas (ELA, Math, Science, SS) based on need [Lead: <i>K.Sabado / N. Saito</i>] LES EL Comp Plan SY 2024-25 (Provide Link)</p> <p>EA 1.1.4 (b): All students will participate in rigorous learning activities based on grade level aligned HCCSS lessons that include: [Lead: <i>K.Sabado / W. Wells</i>]</p> <ol style="list-style-type: none"> 1. Presentations of Learning / Project-based Learning / Place-based Learning 2. NGSS Phenomena-based lessons 3. C3 Framework 4. Computer Science 5. ELA/Math 6. Number Talks 7. PE/Health 	<ul style="list-style-type: none"> • EL Groups & Data (WIDA Assessment) • i-Ready Diagnostic • DIBELS Assessment • SBA/IAB/HSA Science Data • Lesson Plans • POL & Alignment documents & resources 	<p><input checked="" type="checkbox"/> Title I, \$34,400</p> <p>Inner Orbit 2.8K</p> <p>Mystery Science 4.5K</p> <p>Imagine Learning 27.1K</p>
<p>1.1.5. All students transition successfully at critical points, into elementary and from elementary to middle school. <i>(revised)</i></p> <p>SLN#1 HMTSS/RtI</p> <p>WASC CA #3 - HMTSS / RtI</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> • 1a • 2a • 2d + middle school articulation 	<p>EA 1.1.5 (a): Review and refine kindergarten beginning of school year entrance processes and procedures. [Lead: <i>K.Sabado, T. Fuchikami, L. Tamori, Grade K Chair</i>]</p> <p>EA 1.1.5 (b): Identify opportunities to improve student entrance and exit (transitions) into elementary and middle school. [Lead: <i>Counselors, V. Matson</i>]</p> <p>EA 1.1.5 (c): All 5th grade students will participate in rotation learning blocks to simulate middle school bell schedule and learning opportunities of elective courses [Lead: <i>Grade 5 Chair, K. Sabado</i>]</p>	<ul style="list-style-type: none"> • Transition discussion and notes • 5th Grade Rotation Schedule 	<p><input checked="" type="checkbox"/> N/A</p>



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p>SLN#4 Attendance</p> <p>WASC CA#1 - Attendance</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> • 4a • 4b • 4c 	<p>1.2.1 (a): Review and update school attendance policy to include a monitoring system. <i>[Lead: T. Ostermiller, Counselors]</i></p> <p>1.2.1 (b): Create a plan to begin investigating the root causes of inconsistent attendance based on family and student needs and culture. <i>[Lead: T. Ostermiller, Counselors]</i></p>	<ul style="list-style-type: none"> • Attendance Data • Root Cause Plan 	<p><input checked="" type="checkbox"/> N/A</p>



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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>SLN#3 Learning Culture</p> <p>WASC CA#1 - Attendance</p> <p>WASC CA#7 - SEL/GLOs/HĀ</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> • 3c • 3f 	<p>EA 1.2.2 (a): All students will be provided regular opportunities to participate in SEL/Choose Love activities/lessons and reflect on their learning and behaviors. <i>[Lead: Counselors]</i></p> <p>EA 1.2.2 (b): All students will participate in grade-level aligned GLO curriculum, instruction and assessment. <i>[Lead: K. Sabado]</i></p>	<ul style="list-style-type: none"> • SEL Panorama Data • Discipline Data • GLO Data & rubric 	<input checked="" type="checkbox"/> N/A
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>SLN#3 Learning Culture</p> <p>WASC CA#3 - HMTSS/RtI</p> <p>WASC CA#7 - SEL/GLOs/HĀ</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> • 1b • 2c • 3f 	<p>EA 1.2.3 (a): All students will continue to participate in grade-level aligned SEL, Student Voice, and HĀ integrated activities and the designated surveys. <i>[Lead: K. Sabado]</i></p>	<ul style="list-style-type: none"> • Student Voice Surveys • SEL Surveys • HĀ Activities & Resources 	<input checked="" type="checkbox"/> N/A



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/ Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>SLN#2 Achievement</p> <p>WASC CA#8 - Alignment/PBL</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> • 2d • 2e 	<p>EA 1.3.1 (a): All students will participate in rigorous learning activities based on grade-level aligned HCCSS lessons that include: <i>[Lead: K.Sabado / W. Wells]</i></p> <ol style="list-style-type: none"> 1. Presentations of Learning / Project-based Learning / Place-based Learning 2. NGSS Phenomena-based lessons 3. C3 Framework 4. Computer Science 5. ELA/Math 6. Number Talks 7. PE/Health 8. SEL/GLOs/HĀ/Student Voice 	<ul style="list-style-type: none"> • SBA/IAB/HSA Science Data • Lesson Plans • POL & Alignment documents & resources 	<p><input checked="" type="checkbox"/> N/A</p>



<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> <p>WASC CA#8 - Alignment/PBL</p>	<ul style="list-style-type: none"> • 2d • 2e 	<p>EA 1.3.2 (a): All students will participate in rigorous learning activities based on grade-level aligned HCCSS lessons that include: <i>[Lead: K.Sabado / W. Wells]</i></p> <ol style="list-style-type: none"> 1. Presentations of Learning / Project-based Learning / Place-based Learning 2. NGSS Phenomena-based lessons 3. C3 Framework 4. Computer Science 5. ELA/Math 6. Number Talks 7. PE/Health 8. SEL/GLOs/HÃ/Student Voice 	<ul style="list-style-type: none"> • SBA/IAB/HS A Science Data • Lesson Plans • POL & Alignment documents & resources 	<p><input checked="" type="checkbox"/> N/A</p>
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
 - Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.2. All teachers are effective or receive the necessary support to become effective SLN#2 Achievement SLN#3 Learning Culture WASC CA#6 - Common Schoolwide	<ul style="list-style-type: none"> ● 1a ● 1b ● 1c ● 2c ● 2d ● 2e ● 3e 	EA 2.1.2 (a): Teachers and paraprofessionals will participate in professional development & will receive support on designing, integrating and reflecting on the following (as appropriate): <i>[Lead: K.Sabado / W. Wells]</i> <ol style="list-style-type: none"> 1. Small group/centers instructional activities 2. Basic Reading Foundational Skills 3. Phonics for Reading 4. NGSS Lessons 5. C3 Framework 6. Computer Science 7. ELA/Math 8. Number Talks 	<ul style="list-style-type: none"> ● PD Resources (agendas, slides, materials) ● Lesson Plans and other teacher created resources ● PLCs Action Plans ● Alignment Documents, 	<input checked="" type="checkbox"/> N/A



<p>Agreements WASC CA#8 - Alignment/PBL</p>		<p>9. PE/Health 10. SEL/GLOs/HĀ/Student Voice</p> <p>EA 2.1.2 (b): Teachers will collaborate to design, implement, & reflect on lesson plans (CIA) related to: <i>[Lead: K.Sabado / W. Wells]</i></p> <ol style="list-style-type: none"> 1. Small group/centers instructional activities 2. Basic Reading Foundational Skills 3. Phonics for Reading 4. NGSS Lessons 5. C3 Framework 6. Computer Science 7. ELA/Math 8. Number Talks 9. PE/Health 10. SEL/GLOs/HĀ/Student Voice <p>EA 2.1.2 (c): Teachers will collaborate to examine and prioritize standards to align standards and core programs vertically and horizontally. <i>[Lead: K.Sabado / W. Wells]</i></p> <p>EA 2.1.2 (d): 100% of teachers will continue participation in Data Teams/PLCs to increase student achievement (ie: math, ELA, science).<i>[Lead: K.Sabado]</i></p> <p>EA 2.1.2 (e): Teachers will receive ongoing training and support in the HMTSS/RtI process to promote student achievement. <i>[N.Saito]</i></p>	<p>Rubrics & Other Resources</p> <ul style="list-style-type: none"> • RtI Process Documents 	
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Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p>	<p>EA 3.3.1 (a): The School Community Council will meet consistently to engage with the principal to provide support and feedback on school initiatives. <i>[Lead: SCC Chair]</i></p>	<ul style="list-style-type: none"> Monthly SCC Agendas & Minutes & other formal documents 	<p><input checked="" type="checkbox"/> N/A</p>



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>3.4.1 Provide parent and family engagement activities/ strategies aimed at building a collaborative culture to improve student academic achievement.</p> <p>SLN#2 Achievement SLN#3 Learning Culture WASC CA#4 - Parent/Community Involvement</p>	<ul style="list-style-type: none"> • 3d • 4c 	<p>EA 3.4.1 (a): 100% of parents of students will be invited to participate in family activities centered on cultural activities and/or a current content focus including strategies to assist with learning at home. <i>[Lead: Support Staff]</i></p>	<ul style="list-style-type: none"> • Agendas, Resources, & Sign-in sheets 	<p><input checked="" type="checkbox"/> Title I, \$900</p>



★ Other Systems of Support				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.5.1 LES uses a system to monitor programs and processes</p> <p>SLN#1 HMTSS/RtI</p> <p>SLN#4 Attendance</p> <p>WASC CA#5 - Processes & Policies</p>	<ul style="list-style-type: none"> • 1a • 2c • 2d • 3a • 3b • 4b 	<p>EA 3.5.1 (a): Identify specific programs and processes and develop a monitoring process or evaluation system to determine effectiveness. [Lead: Support Team]</p>	<ul style="list-style-type: none"> • Program w/monitoring plan document & data • Meeting notes 	<input checked="" type="checkbox"/> N/A
<p>3.6.1 Increase the opportunity for, and methods of, communication for all stakeholders</p> <p>WASC CA#2 - Communication</p>	<ul style="list-style-type: none"> • 3a 	<p>EA 3.6.1 (a): Identify and refine areas for improvement to strengthen effective and timely communication between all stakeholders. [Lead: Admin & Instructional Leadership Teams]</p>	<ul style="list-style-type: none"> • Procedures & supporting documents 	<input checked="" type="checkbox"/> N/A



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Lihikai Elementary School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,083 Hours/year
Did your school submit a SCC Waiver Request Form? Please explain.	N/A
Bell Schedule: BELL SCHEDULE 23-24	