

# Lihikai Elementary School

## Academic Plan 2023-2024

### Academic Plan & Supporting Documents

2023-2024 School Year

Principal: Barbara Oura-Tavares

Contact Information

Telephone: 808-727-4500

Plan Submitted by  4-01-2023  
Principal Date

Plan Approved by  04/24/2023  
Complex Area Superintendent Date



**Academic Plan for School Year 2023-24**

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused 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 the closing of the achievement gap; and 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools study organizational, instructional, and student support systems to design measurable outcomes. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles and systemized by leading indicators.

**HIDOE 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.

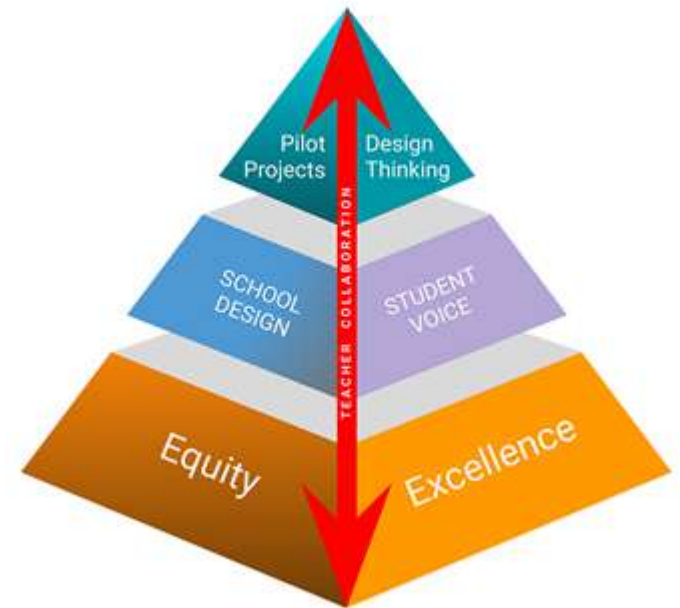
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (page 5).

**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 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 Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the **Teaching & Learning Core** (page 2).



Principal (print): Barbara Oura Tavares	
Principal's signature:	Date: 03/31/2023

Complex Area Superintendent (print): Desiree Sides	
Complex Area Superintendent's signature:	Date:

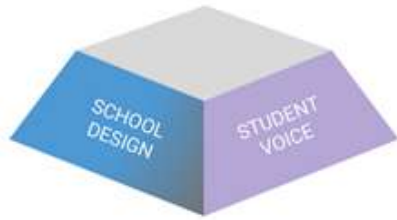


**Teaching & Learning Core: Equity and Excellence**

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.

<b>GOAL(s)</b> <b>1. Improve literacy across all content areas in all grade levels</b> <b>2. Provide social emotional support for all students</b>		
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 comprehensive needs assessment (CNA), such as Title I CNA, WASC Self Study, International Baccalaureate, and may include additional local measurements.</i></p> <p>WASC Report *SW1, *SW2 (as staff, students and community are a part of the WASC process)</p> <p><b>School wide critical areas for follow up:</b></p> <p>WASC Self Study 2017, Mid Cycle Review 2020:</p> <ol style="list-style-type: none"> <li>1. Prioritize professional development that increases knowledge, understanding and ability to use inclusive practices and multi-tiered support with students that need diverse instructional methods, including special education students and English Language learners. (ongoing)</li> <li>2. Implement with fidelity the State GLO rubric both vertically and horizontally to provide consistent evaluation of student achievement. (ongoing)</li> <li>3. The school participates in formalized curriculum articulation with middle school to help ensure readiness and successful transition to middle school for fifth graders. Utilizing student outcome data, as former students attending the middle school could be useful for curriculum review at Lihikai Elementary School. (SY 2023-24)</li> <li>4. The school’s tight coupling of the written, taught, and tested curriculum would create a sharp focus on achieving the CCSS. (ongoing)</li> <li>5. The school clarifies a multi-tiered system of support for full implementation of RtI. (SY 2022-23)</li> <li>6. Teachers need to incorporate explicit teaching and demonstration</li> </ol>	<p><i>What is your Theory of Action (if-then) to improve the achievement gap?</i></p> <p><b>If staff are able to:</b></p> <ol style="list-style-type: none"> <li>1. Continuously reflect on their pedagogy with integrity, are provided with identified supports and are able to implement school wide instructional programs with fidelity</li> <li>2. Establish each student’s baseline of ability and provide differentiated instruction using best practices in order to continuously scaffold their learning</li> <li>3. Recognize, understand and design instruction that promotes equity to support all students’ learning and student voice</li> <li>4. Integrate SEL/HĀ/Student Voice student support strategies (Choose Love, etc) to address student social-emotional needs</li> <li>5. Continuously monitor and evaluate school wide programs, processes, and student achievement</li> </ol> <p><b>then students will build foundational 21st century skills that empower them to become college and career ready individuals who are independent, contributing members of the community.</b></p>	<p><i>What are your <a href="#">Enabling Activities</a> to improve the achievement gap?</i></p> <p><b>Student Success:</b></p> <ul style="list-style-type: none"> <li>● K-5 students receive instruction based on school wide instructional programs as outlined in <a href="#">LES’s School Design</a> *SW6</li> <li>● K-5 students continued growth in universal screening scores and school wide assessments</li> <li>● 3-5 students increased favorable responses in Panorama Perception Survey and Social Emotional Survey</li> <li>● 3-5 students continued growth as measured on Smarter Balanced Assessment in reading and mathematics</li> <li>● K-5 students receive instruction and demonstrate progress in the achievement of the GLOs</li> </ul> <p><b>Staff Success:</b></p> <ul style="list-style-type: none"> <li>● Implementation of strategies for all teachers based on LES School Design that includes: *SW6               <ul style="list-style-type: none"> <li>○ Professional Development &amp; support</li> <li>○ Small group instruction</li> <li>○ Differentiation</li> <li>○ Response to Intervention (RtI)</li> <li>○ Schoolwide Standards-based/Priority Standards CIA</li> <li>○ Data Teams</li> <li>○ Social Emotional Learning/Student Voice/HĀ</li> </ul> </li> <li>● Establishment of common academic language, routines and</li> </ul>

<p>of General Learner Outcomes during instruction to foster positive behaviors while learning. (ongoing)</p> <p>7. Teachers need to continue their efforts towards a more in-depth implementation of Data Teams with a focus on instructional strategies. (ongoing)</p> <p>8. Administration needs to increase regular walkthroughs to ensure policies, procedures and agreements are adhered to, as well as identify areas of needed support. (ongoing)</p>		<p>expectations with support provided for teachers through PLCs and LES Committees</p> <p><b>Systems of Success:</b></p> <ul style="list-style-type: none"> <li>• All stakeholders participate in the school improvement process</li> </ul>
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**Innovation in Support of the Core: School Design and Student Voice**

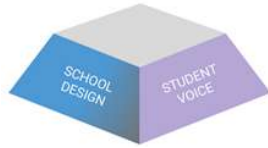
Describe here your complex/school contexts for School Design and Student Voice.

Describe here your current and continuing initiatives that will further advance your 2022-23 School Design and Student Voice.

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

SY 2022-23 <a href="#">Measurable Outcomes</a>	SY 2023-24 <a href="#">Measurable Outcomes</a>	SY 2024-25 <a href="#">Measurable Outcomes</a>
<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>All students will receive lessons built around uniform school wide instructional programs and practices to address Lihikai’s School Design to deliver rigorous standards based lessons, with an emphasis on core content areas and a focus on school-wide instructional practices, specialized student support, student voice and high engagement, data collection, and social-emotional learning. *SW6(i), SW6(ii)</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>All students will receive lessons built around uniform school wide instructional programs and practices to address Lihikai’s School Design to deliver rigorous standards based lessons, with an emphasis on core content areas and a focus on school-wide instructional practices, specialized student support, student voice and high engagement, data collection, and social-emotional learning. *SW6(i), SW6(ii)</li> </ul>	<p><i>What are your <a href="#">Measurable Outcomes</a> around School Design and Student Voice? What are you designing?</i></p> <ul style="list-style-type: none"> <li>All students will receive lessons built around uniform school wide instructional program and practices to address Lihikai’s School Design to deliver rigorous standards based lessons, with an emphasis on core content areas and a focus on school-wide instructional practices, specialized student support, student voice and high engagement, data collection, and social-emotional learning. *SW6(i), SW6(ii)</li> </ul>
<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>Based on the 2017 WASC and 2020 Mid Cycle reports, teachers will implement uniform school wide instructional programs and practices to promote individual student achievement growth for all students. *SW1</li> </ul>	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>Based on the ongoing school improvement &amp; WASC Cycle reports, teachers will implement uniform school wide instructional programs and practices to promote individual social and academic growth for all students. *SW1, SW6(iii)(I)</li> </ul>	<p><i>Why are you implementing them?</i></p> <ul style="list-style-type: none"> <li>Based on the ongoing school improvement &amp; WASC Cycle reports, teachers will implement uniform school wide instructional programs and practices to promote individual social and academic growth for all students. *SW1, SW6(iii)(I)</li> </ul>
<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>i-Ready Diagnostic Assessment goal: Diagnostic data in Reading and Math shows an overall positive trend in achievement over Fall, Winter and Spring.</li> <li>Winter and spring DIBELS data shows an overall positive trend in academic growth.</li> <li>Referral Data (Attendance, Discipline, Panorama Surveys) shows positive trend in improvement.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>i-Ready Diagnostic Assessment goal: Diagnostic data in Reading and Math shows an overall positive trend in achievement over Fall, Winter and Spring.</li> <li>Winter and spring DIBELS data shows an overall positive trend in academic growth.</li> <li>Referral Data (Attendance, Discipline, Panorama Surveys) shows positive trend in improvement.</li> </ul>	<p><i>How will you know that they are causing an improvement?</i></p> <ul style="list-style-type: none"> <li>i-Ready Diagnostic Assessment goal: Diagnostic data in Reading and Math shows an overall positive trend in achievement over Fall, Winter and Spring.</li> <li>Winter and spring DIBELS data shows an overall positive trend in academic growth.</li> <li>Referral Data (Attendance, Discipline, Panorama Surveys) shows positive trend in improvement.</li> </ul>

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



**FOCUS ON SY 2022-23:** Crosswalk enabling activities, measurable outcomes, and budget outlay and monitoring.

Baseline Measurements	Formative Measures	Summative Goals																																																																																																																																																																																																																
<p><i>Add beginning of the year measurements here.</i></p> <p>SY 2018-19                      ELA: 55%      Math: 53%      Science: 44%                      EL on track 66%    ELA: 24 pt. gap    Math: 26 pt. gap</p> <p>*data based on SY 2018-19 SBA and HSA assessments; no assessments for SY 2019-20 due to COVID-19 school closure</p> <p>SY 2020-21 (<i>percentages based on participation</i>)                      ELA: 37% (*69%)    Math: 27% (*76%)    Science: 20% (*72%)                      EL on track 51%    ELA: 24pt. gap      Math: 28pt. gap                      * <i>Participation Rate</i></p> <p>SY 2021-22                      ELA: 46%      Math: 44%      Science: 29%                      EL on track 47%    ELA: 36pt. gap    Math: 34pt. gap</p> <p>SY 2022-23 (TBD)                      ELA:            Math:            Science:                      EL on track    ELA:    pt. gap    Math:    pt. gap</p>	<p><i>Add throughout the year measurements here.</i></p> <p>i-Ready Diagnostic: ELA (% of students)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>SY 19-20</th> <th>SY 20-21</th> <th colspan="3">SY 21-22</th> <th colspan="3">SY 22-23</th> </tr> <tr> <th>Grade</th> <th>S</th> <th>S</th> <th>F</th> <th>W</th> <th>S</th> <th>F</th> <th>W</th> <th>S</th> </tr> </thead> <tbody> <tr> <td rowspan="2">K</td> <td>Y</td> <td>61%</td> <td>19%</td> <td>83%</td> <td>59%</td> <td>37%</td> <td>85%</td> <td>46%</td> <td>TBA</td> </tr> <tr> <td>G</td> <td>39%</td> <td>80%</td> <td>17%</td> <td>41%</td> <td>63%</td> <td>15%</td> <td>54%</td> <td>TBA</td> </tr> <tr> <td rowspan="2">1</td> <td>R</td> <td>12%</td> <td>2%</td> <td>14%</td> <td>1%</td> <td>2%</td> <td>15%</td> <td>9%</td> <td>TBA</td> </tr> <tr> <td>Y</td> <td>53%</td> <td>49%</td> <td>71%</td> <td>68%</td> <td>46%</td> <td>78%</td> <td>63%</td> <td>TBA</td> </tr> <tr> <td rowspan="2">2</td> <td>G</td> <td>36%</td> <td>49%</td> <td>15%</td> <td>31%</td> <td>52%</td> <td>7%</td> <td>28%</td> <td>TBA</td> </tr> <tr> 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3	R	24%	30%	51%	25%	7%	44%	24%	TBA
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	G	49%	39%	7%	25%	55%	10%	29%	TBA
4	R	16%	22%	45%	31%	20%	36%	30%	TBA
	Y	29%	46%	41%	39%	30%	43%	38%	TBA
	G	55%	33%	13%	29%	50%	22%	33%	TBA
5	R	21%	33%	45%	33%	24%	39%	29%	TBA
	Y	34%	27%	39%	39%	34%	38%	37%	TBA
	G	45%	39%	16%	29%	42%	25%	24%	TBA

R=  $\geq 2$  grade levels below | Y=1 grade below | G= on/above grade level

#### DIBELS

F=Fall W=Winter S=Spring

R=(Intensive) Y=(Strategic) G=(Core) B=(Core^)

Year	SY 19-20			SY 20-21			SY 21-22			SY 22-23		
Grade	F	W	S	F	W	S	F	W	S	F	W	S
K	R	78%	75%	-	-	-	72%	63%	54%	58%	49%	TBA
	Y	10%	13%	-	-	-	17%	14%	10%	20%	11%	TBA
	G	12%	12%	-	-	-	8%	15%	25%	16%	23%	TBA
	B	NA	NA	-	-	-	3%	9%	11%	6%	17%	TBA
1	R	58%	44%	-	-	-	50%	37%	25%	49%	40%	TBA
	Y	17%	20%	-	-	-	13%	16%	12%	12%	13%	TBA
	G	26%	36%	-	-	-	15%	22%	28%	24%	34%	TBA
	B	NA	NA	-	-	-	22%	25%	35%	15%	14%	TBA
2	R	49%	52%	-	-	-	42%	41%	36%	34%	31%	TBA
	Y	20%	20%	-	-	-	13%	12%	21%	8%	14%	TBA
	G	31%	28%	-	-	-	28%	34%	30%	30%	27%	TBA

	B	NA	NA	-	-	-	-	18%	12%	13%	28%	29%	TBA
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SY 19-20 DIBELS Next = Recommended Goals  
 \*No data for Spring due to COVID-19  
 SY 20-21 No DIBELS due to COVID-19  
 SY 21-22 & SY 22-23 DIBELS 8th = Composite Score

**Student Outcomes (SY 2023-24)**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity <i>*SW3</i>	Frequency Quarter, Semester, Annual <i>*SW3</i>	Complex Monitoring Activity (to be completed by CAS)
(1) LES K-5 students will continue to show growth in reading and math <i>(WASC CA#4/CA#7)</i>	1. 100% of K-2 students will continue to participate in DIBELS assessments 3x a year to monitor progress in beginning reading skills	Yearlong	WSF	DIBELS Benchmarks DIBELS Progress Monitoring (bi-monthly)	Three times: Beginning, mid-year, end of year	
	100% of K-5 students will continue to participate in i-Ready Diagnostics 3x a year to show growth in reading and math skills	Yearlong	Title 1	i-Ready Diagnostics/Reports	3x/year (Fall, Winter, Spring)	
	100% of students in K-5 will continue to receive whole group and small group instruction for reading and writing (Wonders), math (Eureka) <i>*SW6(i), SW6(ii), SW6(iii)</i>	Yearlong	Title 1	Wonders Unit Assessments (Reading/Writing Connection) Eureka Module Assessments Data Teams Data Walkthroughs Small Group Schedules Teacher Survey EL Comp Plan EL Instructional Supports	Quarterly	
	100% of students in K-2 will continue to receive instruction in BFRS and the phonics component in Wonders. <i>*SW6(i), SW6(ii)</i>	Yearlong	Title 1	DIBELS Benchmarks DIBELS Progress Monitoring (bi-monthly)	Three times: Beginning, mid-year, end of year	
	100% of students in all K-5 will continue to receive instruction based on HCCSS ELA and Math (priority) standards <i>*SW6(i)</i>	Ongoing		Pacing Guides Core Subject Frameworks Walkthroughs (Standard)	Quarterly	



<p>(2) 100% of students in Grade K-5 will continue to receive standards based instruction for science (NGSS) (WASC CA#4) *SW6(i), SW6(ii)</p>	<p>1. In addition to ongoing science content instruction, all students will participate in newly developed comprehensive NGSS lessons at least 2x by the end of SY 2023-24 *SW6(i), SW6(ii)</p>	<p>Yearlong</p>	<p>WSF</p>	<p>Domain progressions Grade Level Pacing NGSS Lessons</p>	<p>Semester Quarterly Committee Meetings GL Meetings</p>	
<p>(3) 100% of students in Grade K-5 will continue to receive SEL activities and support (WASC CA#2/CA#6) *SW5, SW6(iii)(I), (III)</p>	<p>1. All students will continue to participate in SEL, Student Voice, and HĀ surveys and activities</p>	<p>Yearlong</p>	<p>WSF</p>	<p>Panorama Student Survey Results Panorama SEL Survey Results Choose Love Activities (teachers/counselors) HĀ/Student Voice Surveys Gallery Walks/Presentations</p>	<p>Annually  3x/year  Quarterly/Semester</p>	
	<p>2. All students will be provided opportunities to reflect on their learning and behaviors</p>			<p>Student Reflections</p>	<p>Embedded</p>	
	<p>3. All students will receive differentiated behavioral supports based on identified needs *SW6(i), SW6(ii), SW6(iii)(I)</p>			<p>Referral Data</p>	<p>Quarterly</p>	
<p>(4) 100% of students in Grade K-5 will receive tiered supports based on their academic needs (WASC CA #5) *SW1</p>	<p>1. All students will receive tier one core content instruction through general education and inclusion classes *SW6(i), SW6(ii)</p>	<p>Yearlong</p>	<p>WSF Title 1</p>	<p>Data PLCs Program Assessments (Wonders, Eureka) Diagnostics (iReady, DIBELS) Inclusion Classes EL Comp Plan EL Instructional Support</p>	<p>Monthly By Unit  3x Year</p>	
	<p>2. All students in all K-5 will continue to receive differentiation and intervention support(s) in math and reading that will be structured around student needs to include, but not limited to, small groups, reteaching and remediation. *SW1, SW6(i), SW6(ii), SW6(iii), SW6(iii)(III)</p>			<p>Data Walkthroughs Teacher Surveys Diagnostics (iReady, DIBELS) Inclusion/FSC Classes EL Comp Plan EL Instructional Support</p>	<p>Ongoing As Needed 3x Year</p>	
	<p>3. Identified students will receive tier two and three instructional supports as needed *SW6(i), SW6(ii), SW6(iii)(III)</p>			<p>Student Concern Summary IEP/504 Plan Inclusion/FSC Classes Peer Review EL Comp Plan EL Instructional Support</p>	<p>Ongoing</p>	

				Behavioral Plans Small Groups	Ongoing	
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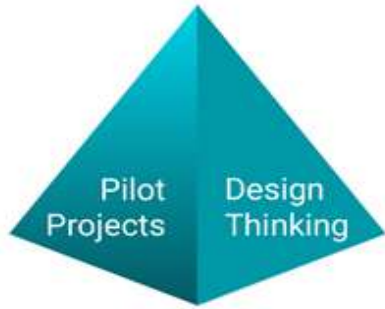
**Staff Outcomes (SY 2022-23)**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity <i>*SW3</i>	Frequency Quarter, Semester, Annual <i>*SW3</i>	Complex Monitoring Activity (to be completed by CAS)
(5) 100% of teachers will continue to participate in professional development to 1) support Theory of Action and its enabling activities to improve instruction, 2) use data from academic assessments to increase student proficiency. <i>*SW6(iii)(IV)</i> (WASC CA #7)	1. 100% of teachers and paraprofessionals will participate in professional development & will receive support on how to create a variety of meaningful and differentiated small group/centers instructional activities.	Ongoing	WSF Title I	PD materials Attendance & Agenda Small Group/Pacing Schedule Data Walkthrough	Ongoing	
	2. 100% of K-5 teachers will continue to have the opportunity to receive professional development in phonemic awareness/phonics instruction.	Annually	WSF Title I	Building Foundational Reading Skills Professional Development	Annually	
	3. 100% of teachers will continue to participate in Data Teams/PLCs to increase student achievement (ie: math, ELA, science).	Ongoing		LES Master Calendar / Data Teams/PLC Notes & Action Plans	Ongoing	
	4. All teachers will participate in activities to continue building their awareness, understanding, and implementation of authentic standards-based learning through the student inquiry process (Project/Place-based Learning)	Ongoing	WSF	Agenda PD Materials Gallery Walks/Product Sign-in Sheets	Quarterly	
	5. Identified teachers will receive professional development and support in the BKKM Math Project Initiative (Number Talks). All teachers will continue to receive support in implementing Number Talks strategies/routines in order to build a school wide capacity of established teachers.	Ongoing	WSF	PLC Agendas Lesson Plans Coaching/Observations Forms	Ongoing	
(6) Ongoing support is provided for teachers in grades K-5 in the design, implementation and	1. Teachers will design, implement, and reflect on at least two (2) comprehensive NGSS lessons by the end of the year	Ongoing	WSF Support Staff	Meeting/PLC Agendas	Ongoing 2x Year	

monitoring of NGSS (WASC CA #4) *SW6(iii)(IV)	2. Teachers will begin to pace and integrate NGSS standards in alignment with core content areas.	Ongoing		Lesson Plans, reflection, student work Core Subject Frameworks Grade Level Science Pacing	Ongoing	
(7) 100% of all teachers in grades K-5 will continue to receive professional development on new content standards for the C3 Framework, computer science, and PE/Health. (WASC CA #4) *SW6(iii)(IV)	1. 100% of all teachers will continue to participate in professional development on the C3 Framework and begin revising pacing guides and lesson plans.	By year end	WSF	Agendas, sign-ins, training materials Pacing guides/lesson plans	Ongoing	
	2. 100% of all teachers will continue to participate in professional development on the new computer science and PE/Health program and standards	By Year End	WSF	Agendas, sign-ins, training materials	Ongoing	
(8) Ongoing support is provided to grade K-5 teachers in implementing components in order to create a safe and nurturing learning environment to meet student needs (WASC CA#2/CA#6) *SW6(iii)(IV)	1. All teachers will continue to receive professional development & support on HĀ, Student Voice, the SEL Choose Love program, and other identified SEL strategies and resources to meet student needs.	Yearlong	WSF	Panorama SEL Survey Panorama Perception Survey Teacher Survey Classroom Activities Student Voice Survey Counselor Resources Staff Meetings/Resources	3x a year 1x a year 2x per year (end of 1st and 3rd Q)  Ongoing	
	2. All teachers will incorporate SEL/HĀ/Student Voice behavior, academic, and reflection strategies into classroom instruction	Yearlong		Agenda & Training Materials	As paced	
(9) 100% of Grade K-5 teachers collaborate to align GLO instructions and assessment (WASC CA#2/CA#6)	1. Customize and align (vertically and horizontally) the State GLO Rubric K-5	Yearlong		LES GLO Rubric Meeting Agenda	Ongoing	
	2. Begin collaborative grade level discussions to identify and ensure there are opportunities for GLO instruction and assessment	Yearlong		Meeting Agenda Grade Level Pacing Guides	Ongoing	
(10) 100% of Grade K-5 teachers are trained in the LES RtI process and HMTSS (WASC CA#1/CA#5/CA#8)	1. Refine the current LES RtI process and provide training and support for staff	Yearlong	WSF	LES RtI Process & Forms PD Materials Attendance	By year end	
	2. All teachers will receive training for HMTSS	Yearlong	WSF	PD Materials Attendance	By year end	

**Systems of Support Outcomes (SY 2023-24)**

Measurable Outcome(s)	Enabling Activity	Duration Fall, Spring, Yearlong	Source of Funds Program ID	School Monitoring Activity *SW3	Frequency Quarter, Semester, Annual *SW3	Complex Monitoring Activity (to be completed by CAS)
(11) LES uses a system to monitor programs and processes (WASC CA#4/CA#5)	1. Identify specific programs and processes to monitor	Yearlong	N/A	Monitoring System	Ongoing	
	2. Develop a monitoring process or evaluation system for identified school programs and processes to determine effectiveness.	Yearlong		Monitoring System	Ongoing	
(12) Increase the opportunity for, and methods of, communication for all stakeholders	1. Continue to refine current communication systems	Yearlong	WSF Title 1	Remind APP Social Media (FaceBook, Instagram, etc) Newsletter Website School Messenger Marquee Student Planners Seesaw/Google Classroom	As needed	
(13) Provide parent and family engagement activities/ strategies aimed at building a collaborative culture to improving student academic achievement	1. 100% of parents of students will be invited to participate in family activities centered on a current content focus including strategies to assist with learning at home	Yearlong	Title 1 WSF	Agenda, Parent Sign-in Sheets Newsletters Website Student Compact	@ least 1x Semester	



**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.

The HIDOE 2030 Promise 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
<i>Please describe your school’s ideas around innovation and pilot projects.</i>	<i>Please describe your conditions for Success:</i>

# Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Lihikai Elementary School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: \_\_\_\_\_

A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: 3-23-2023

Other (list) Examples: School Leadership Team, Curriculum Committee  
School Safety Committee, School CSSS Cadre

Support Team 2/3-15-17-23/2023

Staff Meeting 3/22/23

Support Team cont. 3/1 and 3/6/2023


Leadership Team 2/8/23

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date 3-23-2023.

Attested:

Barbara Oura Tavares

Typed name of school principal

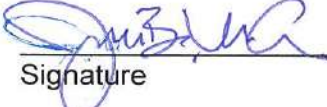
  
\_\_\_\_\_  
Signature

3-24-23

Date

Jonathan Vince-Cruz

Typed name of SCC chairperson

  
\_\_\_\_\_  
Signature

3-24-23

Date

**SCC Recommendations to the Academic Plan and Financial Plan:**

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		

**SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.**

None
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