
Lihikai Elementary School

Three-Year Academic Plan 2017-2020

Academic Plan & Supporting Documents

2019-2020 School Year

Principal: Shannon Cabanilla

Contact Information

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Plan Submitted by



Principal

Plan Approved by



Complex Area Superintendent

5-8-19

Date



Three-Year Academic Plan 2018-2021

Lihikai Elementary School

**335 S. Papa Ave.
Kahului, HI, 96732
(808) 727-4500**

Three-Year Academic Plan SY 2018-2019, 2019-2020, 2020-2021

Where are we now?

Prioritize school's needs as identified in one or more of the following needs assessments:

- Comprehensive Needs Assessment (Title I Schools)
- WASC Self Study
 - 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
- International Baccalaureate (IB) Authorization
- Other

Need: The Strive HI 3.0 accountability system continues to monitor student achievement, student growth and student gap. The goal is to meet the school level targets by the year 2020. The desired outcomes and the enabling activities will be implemented to support Lihikai's ongoing effort to meet the goals by 2020.

Area	2018	2020 - Target
Chronic Absenteeism	12%	9%
School Climate	81%	79%
Inclusion Rate	16%	51%
3rd Grade Literacy	79%	76%
ELA Proficiency	58%	61%
Math Proficiency	54%	54%
Science Proficiency	55%	64%
ELA Gap	19 pts.	TBA
Math Gap	24 pts.	TBA
Science Gap	TBA	TBA

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	<p>Need: From WASC Final Report: School-wide Critical Areas for Follow-up Administration and leadership needs to 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 Language Learners.</p> <p>Need: From WASC Final Report: The administration needs to increase regular walkthroughs to ensure that policies, procedures, and agreements are adhered to, as well as to identify areas of needed support.</p>
	Addressing Equity: Sub Group Identification
	<p>In order to address equity, list the targeted subgroup(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified subgroup(s) and their needs.</p> <p>Low SES: ELL: Part Hawaiian: Pacific Islander: Asian (Filipino): IDEA;</p>

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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Shannon Cabanilla, Michele Asato	1. Professional Development
2. Nicole Saito	2. Universal Screener/Title 1
3. Michele Asato, Tess Fuchikami, Elizabeth Tamori, Nicole Saito	3. Data Teams
4. Michele Asato, Tess Fuchikami, Elizabeth Tamori, Nicole Saito, Reid Fukushima	4. CCSS: ELA, Math, Science
5. Michele Asato, Tess Fuchikami, Elizabeth Tamori, Nicole Saito	5. Growth Block Curriculum, Services, and Data
6. Michele Asato	6. Data
7. Linda Chun, Nicole Saito, Elizabeth Tamori, Tess Fuchikami, Dahlia Evans	7. Technology/Computer Programs
8. Dahlia Evans, Michele Asato,	8. English Learners
9. Veanne Matson, Michele Asato, Elizabeth Tamori,	9. CSSS: RtI, Curriculum

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10. Reid Robinson, Jane Filipi

10. Attendance

Goal 1: Student Success. 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.
- ☐ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ☐ **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.
- ☐ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,

Rationale:

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All Lihikai students will be empowered to reach their fullest potential in a rigorous curriculum which encourages all students to be problem solvers who can evaluate input and make sound decisions while communicating, their thoughts.

- A. **All students at Lihikai will** continue to increase his/her proficiency and show growth in all academic areas as measured by state and school assessments to meet state goals.
- B. All students will engage in “strategies” embedded in lesson to increase rigor which will raise student learning and close the gap.

B. All students at Lihikai will be provided opportunities to express student voice and choice in science activities while incorporating the NGSS standards.

Ongoing training in core academic areas to address areas of need as analyzed annually in state and school assessments.

WASC Key issues for School Culture: The school needs to regularly evaluate the effectiveness of Centers/Small Groups and Growth Block.

WASC Key issues for Organization:

Administration and leadership needs to 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 Language Learners.

WASC Key issues for Standards-based Student Learning: Instruction

A shared common understanding and the consistent implementation of differentiated instruction and tiered levels of support remains a challenge for the school.

WASC Key issues for School Culture:

The school needs to revisit criteria for CSSS process with emphasis on intervention support and have an annual overview of the process and its purpose.

B. Student voice is about providing students with the opportunity and support to engage in decision-making structures and design opportunities that produce meaningful, aligned, and student centered educational policies, programs, and systems that truly prepare our

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C. The number of students referred for class A, B, C & D offenses will be decreased by 5%.

students for college, careers, and community engagement.

Superintendent Christina M. Kishimoto

WASC Key issues for School Culture: The committee and counselors need to provide annual PBS in-service, and measure the effectiveness of Positive Action curriculum including the use of GOTCHAs in relation to intrinsic vs. extrinsic rewards.

WASC Key issues for Standards-based Student Learning: Instruction Teachers need to incorporate explicit teaching and demonstration of General Learner Outcomes during instruction to foster positive behaviors while learning.

WASC Key issues for Standards-based Student Learning: Assessment and Accountability

Teachers need to use the state rubrics to grade the GLOs to provide consistency among teachers among and within grade levels.

WASC Schoolwide Critical Areas of Follow Up:

Administration and faculty need to implement with fidelity the State GLO rubric both vertically and horizontally to provide consistent evaluation of student achievement

DATA TEAMS

WASC School-wide Critical Areas for Follow-up

The teachers need to continue their efforts towards a more in-depth implementation of Data Teams, with a focus on instructional strategies. As the school becomes more proficient in the Data Team process, a more cohesive and organized level of assessment and accountability will result

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	Planning				Funding	Interim Measures of Progress
	Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source)	Define the relevant data used to regularly assess and monitor progress

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				<i>of funds)</i>	
All students will continue to increase his/her proficiency and show growth in all academic areas as measured by state and school assessments.	<ul style="list-style-type: none"> <input type="checkbox"/> Create an learning environment where students are encouraged to become self-directed learners. <input type="checkbox"/> Implement strategies to increase engagement, learning, rigor, and student voice into daily lessons. <input type="checkbox"/> Core Program <ul style="list-style-type: none"> <input type="checkbox"/> Wonders with focus on foundational reading, complexity, evidence, & knowledge <input type="checkbox"/> Eureka Math with focus on concrete-pictorial-abstract <input type="checkbox"/> Differentiated Instruction: <ul style="list-style-type: none"> <input type="checkbox"/> Whole group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual 			<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> <input type="checkbox"/> Summer planning days as grade levels to embed strategies into daily lessons. <p style="text-align: center;">DATA TEAMS</p> <ul style="list-style-type: none"> <input type="checkbox"/> iReady progress monitoring and diagnostic assessments in all subgroups. <input type="checkbox"/> Unit assessments for Wonders and Mid module and module assessments for Eureka in all subgroups. <input type="checkbox"/> Teacher data on retaught iReady lesson in all subgroups.

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	<ul style="list-style-type: none"> <input type="checkbox"/> Continued implementation of GLAD Strategies <input type="checkbox"/> ELL students will receive supplemental instruction in Avenues <input type="checkbox"/> Growth Block: 4X a week: 30 min. 				<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring of Data for Avenues/Finish line <input type="checkbox"/> Longitudinal tracking of ELL students to monitor "On Track" progress. <input type="checkbox"/> Tripod Data
All students will be provided opportunities to apply Student Voice/Student Choice.	<ul style="list-style-type: none"> <input type="checkbox"/> Integration of all subject areas through PBL's with NGSS standard as focus. <input type="checkbox"/> Implementation of NGSS standards through project based learning <input type="checkbox"/> Implement STEM kits in the engineering design process and standards (1 per quarter) 			<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<p>Expectation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2019-2020 Teachers to showcase PBL/STEM student work in library 1x a year. <input type="checkbox"/> 2020-2021 Teachers to showcase PBL/STEM students work in library 2x a year <p>Criteria: Teachers will have the following :</p> <ul style="list-style-type: none"> - DCI, CCC, and SEP - Driving Question - Student caption <p>Evidence:</p>

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					<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will plan PBL units using school agreed upon planning sheet. <input type="checkbox"/> Students will be able to choose the way they will address the problem. <input type="checkbox"/> Students will be able to choose the way they will share their information
The number of students referred for offenses will decrease to 5%	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent implementation of PA program. <input type="checkbox"/> Monthly surfer & quarterly PA student recognition at assembly <input type="checkbox"/> PSAP Team, students & families will participate in PSAP activities and meetings to support students' home to school transitional needs. <input type="checkbox"/> PSAP and Counseling services will be provided to help students entering and exiting Lihikai School. 			<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor quarterly: Increase/Decrease of number of offenses in LDS. <input type="checkbox"/> Surfer and PA calendar of assemblies. <p style="text-align: center;">PSAP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Log of Intake and exit meetings with effectiveness rating. <input type="checkbox"/> Sign in sheet from parent involvement activities. <input type="checkbox"/> Log of services for entering and exiting students.

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		<input type="checkbox"/> Students will receive explicit teaching of GLO's demonstrations of GLO's.				<input type="checkbox"/> Yearly: GLO's: Teacher Survey
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Goal 2: Staff Success. Lihikai has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years,	Rationale:
<p>To provide inservice for differentiated instruction, core programs, GLO's, and Social Emotional Learning to address the needs of the whole child and the school design to ensure that every child is highly engaged in a rigorous curriculum that allows for creativity and innovation.</p> <ol style="list-style-type: none"> 1. Provide all educators with professional development in scaffolding and differentiation. 2. Provide all educators with professional development in best practices / strategies for engagement. 3. Decrease the number of offenses occurring in the school. 4. A comprehensive CSSS flow chart to address multi-tiered interventions with a common understanding of how the implementation of differentiated instruction addresses the needs for all subgroups of students at Lihikai. 5. Create, implement and inservice teachers on the inclusion plan Hui Pu for SY 2018-2020 with the assistance of Stetson, the state, and the district. <p>b</p>	<p>WASC Key issues for Standards-based Student Learning: Instruction</p> <p>A shared common understanding and the consistent implementation of differentiated instruction and tiered levels of support remains a challenge for the school.</p> <p><i>Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.</i></p> <p><i>Carol Ann Tomlinson</i></p> <p>WASC Key issues for School Culture:</p> <p>The school needs to revisit criteria for CSSS process with emphasis on intervention support and have an annual overview of the process and its purpose.</p> <p>WASC Key issues for Organization:</p> <p>Administration and faculty need to implement with fidelity the State GLO rubrics both vertically and horizontally to provide consistent evaluation of student achievement.</p> <p>WASC Key issues for Standards-based Student Learning: Instruction:</p> <p>Teachers incorporate explicit teaching and demonstration of General Learner Outcomes during instruction to foster positive behaviors while learning.</p> <p>Hui Pu is the state initiative for assisting schools in implementing</p>

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	<p>inclusion in the schools. Lihikai is in cadre 3 and will create and implement an inclusion plan for all grade levels to increase the number of minutes an IDEA student spends in general education, and to help close the gap for SBA.</p>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity		Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Empower all educators at Lihikai with knowledge, understanding, and a support system to implement multi-tiered and inclusive practices to increase proficiency and increase growth in all students.	<input type="checkbox"/> Provide professional development: <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> GLAD Training <input type="checkbox"/> ELA <ul style="list-style-type: none"> <input type="checkbox"/> Phonic- Beginning Reading Foundations <input type="checkbox"/> Math <input type="checkbox"/> Social/Emotional Learning <input type="checkbox"/> Teachers will participate in vertical articulation to monitor grade level/school agreements in core subject areas. <input type="checkbox"/> More in-depth implementation of data teams with a focus on instructional strategies. <input type="checkbox"/> Provide collaborative coaching on the 6 approaches of inclusion.	Year 1, 2 & 3		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other	<input type="checkbox"/> Vertical articulation core subject area notes and agreements. <input type="checkbox"/> Dates and sign in sheets for inservices. <input type="checkbox"/> Data team notes with instructional strategies, triangles in google folders. <input type="checkbox"/> Admin Walkthroughs for GLAD strategies, Phonics strategies, ELA and math intervention strategies

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	<input type="checkbox"/> Provide training and implement forms 1 & 2 to determine LRE for all IDEA students. <input type="checkbox"/> Provide information sessions on LRE, laws and how it ties into closing gap and raising achievement in all subgroups. <input type="checkbox"/> Provide inservice on lesson design for inclusion to meet needs of students' accommodations and modifications.			<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	
Student Behavior	<input type="checkbox"/> Teachers will explicitly teach and demonstrate GLOs in relation to positive actions <input type="checkbox"/> Provide inservice on SEL programs and/or activities <input type="checkbox"/> Provide yearly inservice on Positive Action.			<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<input type="checkbox"/> Data will be collected during admin walkthroughs. <input type="checkbox"/> Survey conducted yearly to monitor % of teachers using rubric to grade. <input type="checkbox"/> Survey teachers on lessons completed in positive action.

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<p>To strengthen CSSS process with emphasis on intervention support with annual review of process and procedures and effect on student progress.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Annual Inservice on flow chart of protocols to provide multi-tiered services. <input type="checkbox"/> Annual inservice and review of Teacher Think Tank and purpose of addressing tier 1 supports. <input type="checkbox"/> Creation and Implementation of inclusion in all grade levels with guidance of Stetson. 			<ul style="list-style-type: none"> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A 	<ul style="list-style-type: none"> <input type="checkbox"/> Sign in sheet for teachers in attendance for flow chart review. <input type="checkbox"/> Collection of data of number of students who were referred for teacher think tank. <input type="checkbox"/> Collection of data from CSSS on timeline. <input type="checkbox"/> Create and implement a 2 year plan for inclusion
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of student success.

Outcome: By the end of three years,	Rationale:
<p>Update and monitor safety procedure yearly.</p> <p>Include Catapult as a partner to ensure the needs for teacher and student success are being met.</p> <p>Include Teach Well HI as a partner to support teacher and student success in Building Foundational Reading Skills (BFRS).</p> <p>Implement a System for walkthroughs to monitor implementation of various initiatives</p> <p>Continue PCNC newsletters to inform parents of school activities.</p> <p>Update marquee to keep parents and community informed of upcoming events.</p> <p>Update school website, regularly, to inform parents and community of school activities and DOE guidelines. Provide all students with planners to enhance communication with families.</p> <p>Continue parent teacher conferences to inform parents of academic progress.</p> <p>Continue to address the inclusion minutes to meet STRIVE HI goal.</p>	<p>The state has included 3 objectives for ensuring that systems are in place to support the people and processes that support student achievement. These objectives address effective instructional and operations practices, adequate resources, and Increase efficiency and transparency of instructional and operational supports.</p> <p>The system's goal set forth in the academic plan address the areas that are included within our Title 1 plan, the WASC recommendations, and keeping an open line of communication with parents and the community which ultimately impact student achievement.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities (Indicate year(s) of implementation in next column)	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds (Check applicable boxes to indicate source of funds)	Define the relevant data used to regularly assess and monitor progress
Special Education: Lihikai will meet the state's inclusion goal of 51% of IDEA students spending 80% or more of their day in a Gen.Ed. classroom. by the year 2020.	<ul style="list-style-type: none"> 100% of IDEA students will be monitored for growth in academic subjects to ensure best placement for each individual student. Continual monitoring and implementation of Hui Pu plan. 	Year 1, 2 & 3	Shannon Cabanilla Veanne Matson	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Quarterly monitoring of minutes on inclusion and how the inclusion plan is working. Monthly meeting of inclusion teams for feedback.
Update and monitor safety procedures	<ul style="list-style-type: none"> Staff will participate in implementing safety procedures and continually reevaluate procedures to keep all safe. 	Year 1, 2, & 3	Vice Principal	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Record types of drills performed, along with dates of each drill.. Safety committee meeting minutes that monitor input and updating of procedures
State, Complex and outside services will be used to support staff development and student achievement. State, Complex and outside services will be used to identify, support, and address the prioritized school needs.	<ul style="list-style-type: none"> All Staff will engage with the resources & coaching sessions provided by the State, Complex and outside services to build capacity towards raising student achievement. 	Year 1, 2 & 3	Shannon Cabanilla	<input type="checkbox"/> WSF <input type="checkbox"/> Title I (Catapult and/or other Providers) <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE	Quarterly report of input, reports, services with target goals to support student achievement.

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<p>Staff members will participate in Catapult's PD, Teach Well HI PD, and Leadership Training to keep abreast of current research, delve deeper into CCSS practices, and explore proven strategies to increase student achievement.</p>	<ul style="list-style-type: none"> • Staff members will participate in state, complex and school level professional development sessions provided by Catapult, Teach Well HI, and other providers, to enrich and build capacity towards raising student achievement. • Leadership Team will collaborate with State, Complex and outside services to identify, support, and address the prioritized school needs. • Leadership Team will collaborate with State, Complex and outside services to identify, support and enrich the learning for all students. 	<p>Year 1, 2 & 3</p> <p>Year 1, 2 & 3</p>		<input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Teachers attending ILC will report to staff about sessions attended and how it can be used to impact student achievement.</p> <p>Teachers will review iReady data to monitor the growth for all students participating in an extended learning environment.</p>
<p>System for walkthroughs to monitor implementation of school initiatives</p>	<ul style="list-style-type: none"> • Admin will set up and conduct walkthroughs on a regular basis to monitor targeted areas. 	<p>Year 1, 2, & 3</p>	<p>Shannon Cabanilla</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>Quarterly reports shared on # of walkthroughs and summary of data collected will be shared by admin.</p>

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<p>In accordance with our vision and mission, Lihikai School will provide opportunities for students, parents, and community to participate in activities designed to encourage community involvement and facilitate communication with parents.</p>	<ul style="list-style-type: none"> 100% of the parents will be offered an opportunity to participate in parent-teacher conferences to be held after quarter 1. 	Year 1, 2 & 3	<p>Shannon Cabanilla</p> <p>Rosa Stone</p>	<input type="checkbox"/> WSF <input type="checkbox"/> Title I (Parent/Student Handbooks, Parent involvement Activities, Parent Communication, web site & links)	Teachers will submit % of parents attending parent teacher conferences.
	<ul style="list-style-type: none"> Each student in grades 2-5 will be provided with a student planner to organize and encourage communication with parents. 	Year 1 2, & 3		<input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Planners will be distributed at the beginning of the school year.
	<ul style="list-style-type: none"> Parents will have access to Lihikai web page and student broadcasts to keep informed of school events, student activities and HDOE mandated policies. 	Year 1, 2 & 3			Handbooks will be distributed to families with the beginning of the year packets.
	<ul style="list-style-type: none"> Each family will be provided with a Parent/Student Handbook to inform families of the policies and procedures at Lihikai School. 	Year 1, 2 & 3		<input type="checkbox"/> WSF <input type="checkbox"/> Title I (School Newsletters, Parent Handouts, Informational Pamphlets, Refreshments, Materials & Supplies.)	PCNC will keep a folder of all newsletters.
	<ul style="list-style-type: none"> PCNC serves as a liaison for the school, parents and community. PCNC engages in active communication through 	Year 1, 2 & 3		<input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA	Calendar of all school related activities will kept as evidence. PCNC will keep copies of newsletters, volunteer and activity sign-in.

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	<p>email, school newsletters and phone calls.</p> <ul style="list-style-type: none"> • The Lihikai School Marquee, donated by PTSA, will be updated regularly to inform parents and community of current school events. • School & Community Partnerships and parent engagement opportunities will be fostered through programs and events such as: Junior Police Officer Program, School Community Council, PTSA, Positive Action Program, Primary School Adjustment Program (PSAP). Creative Arts Programs, Book Trust, Reflection's Program, Annual Bazaar, Open House, Harvest Night, Movie Night, Spaghetti Night, and other school events.. 	<p>Year 1, 2 & 3</p> <p>Year 1, 2 & 3</p>		<p><input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A</p>	<p>School calendar of events also show evidence of various activities.</p> <p>Photos and logs will provide a sample of shared community messages, and student engagement throughout the year.</p>
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TITLE I ADDENDUM FOR THREE-YEAR ACADEMIC PLAN SY 2017-18, SY 2018-19, SY 2019-20 ASSURANCES FOR THE TITLE I SCHOOLWIDE PROGRAM TO BE COMPLETED BY THE SCHOOL

The principal assures the following and will provide evidence upon request:

Check all.

✓	The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.
✓	The school's Academic Plan provides opportunities and addresses the needs of all children, including each of the subgroups, particularly those at risk, to meet the challenging State academic standards.
✓	The school's Academic Plan uses methods and instructional strategies that strengthen the academic program, increases learning time, and provides an enriched and accelerated curriculum to provide a well-rounded education.
✓	The school's Academic Plan includes Title I funded activities, which are considered to be the Title I Schoolwide Program. The Schoolwide Program is developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities.
✓	The school's Academic Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan.
✓	The school's Academic Plan is available to the Department of Education, parents, and the public.
✓	The school's Academic Plan remains in effect for school years 2017-18, 2018-19 and 2019-20, except that the plan and its implementation shall be <u>regularly</u> monitored and revised as necessary based on monitoring and evaluation.
✓	The school's Academic Plan will be <u>annually</u> evaluated by the school using data from the STRIVE HI indicators, other student performance data and perception data to determine if the school's Academic Plan has been effective in addressing the contributing/root causes and, in turn, increasing student achievement, particularly for the lowest-achieving students
✓	A description of expenditure item(s) to support the school's Academic Plan strategies and enabling activities are documented in the Title I Handbook housed at the school. The Title I Handbook describes how the school's Academic Plan Title I expenditure addresses the contributing/root cause(s) and supports the Academic Plan's strategies and enabling activities