NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Lihikai Elementary School Academic Plan SY 2025-2026

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

☐ Non-Title 1 School ☑ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal: Barbara Oura Tavares	
[signature]	[3/28/2025]

Approved by Complex Area Superintendent Lori Yatsushiro	
[signature]	4/14/25

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade K-5	'20 Wonders ▾	Eureka Math2 ▾	Mystery Science	N/A

Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 3-5	Achieve3000	Achieve3000	Achieve3000	Achieve3000
Grade K-5	Flocabulary	Flocabulary	Flocabulary	Flocabulary
Grade K-5		IXL Math		
Grade	iReady	iReady		
Grade 3-5	Phonics For Reading			
Grade K-5	Imagine Learning			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama   ☑ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade K-5	i-Ready ▾	i-Ready ▾
Grade K-5	DIBELS ▾	Other: ▾ IXL Math
Grade 3-5	Other: ▾ Achieve3000	Select One ▾
Kindergarten	KEA ▾	Other: ▾ KEA
EL	Other: ▾ TELL	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 for those needs and gaps, as identified in one or more of the following:

☑ Current Comprehensive Needs Assessment (CNA)*SW1

☑ Other current assessment/self-study report: WASC Self Study 2023-24 *SW1, *SW2 (as staff, students and community are a part of the WASC process)

☐ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: SY 2023-24   Year of <u>Next Action</u>: SY 2026-27   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ▾   Type of <u>Next Action</u>: Mid-Cycle Report (No Visit) ▾   June 2030

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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?"* Please number the student need and root/contributing cause for ease of cross-referencing.	

1	**Student Need:** **Assimilate Hawaii Multi-Tiered System of Support / Response to Intervention**
	    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)
	
	Root/Contributing Cause: *SW1
	    a. Staff is learning the new HIDOE HMTSS system and refined RtI school process; Lack of clear understanding which impedes the implementation of HMTSS/RtI 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

2	**Student Need:** **Decrease Achievement Gap (ELA/Math) / Increase Proficiency (ELA/Math/Science)**

ELA Proficiency

Gr/Yr	2021-22	2022-23	2023-24
Grade 3	53.6%	47.4%	51%
Grade 4	41.6%	36.4%	38%
Grade 5	50.5%	43.6%	43%

Math Proficiency

Gr/Yr	2021-22	2022-23	2023-24
Grade 3	60.4%	59.5%	50.9%
Grade 4	37.9%	50.4%	33.1%
Grade 5	30.3%	38.7%	38.6%

GR 5 Science Proficiency

	2021-22	2022-23	2023-24
Well Below	24.0%	32.8%	29%
Approaches	46.4%	31.2%	43%
Meets	22.4%	28.0%	20%
Exceeds	7.20%	8.0%	9%

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

School Year	All Students	Non-High Needs	High Needs	Low SES	IDEA	ELL
2021-22	45.6%	73.8%	35.3%	35.9%	0.0%	24.8%
2022-23	42.0%	64.0%	34.3%	36.4%	0.0%	26.1%
2023-24	44%	57%	40%	39%	12%	38%

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

School Year	All Students	Non-High Needs	High Needs	Low SES	IDEA	ELL
2021-22	43.6%	69.9%	34.0%	33.5%	10.3%	27.6%
2022-23	49.4%	68.0%	42.8%	44.5%	6.1%	30.8%
2023-24	41%	52%	38%	46%	12%	41%

SCIENCE Sub-Group Total Proficient (Exceeds or Meets)

School Year	All Students	Non-High Needs	High Needs	Low SES	IDEA	ELL
2021-22	29.6%	56.3%	20.4%	22.4%	0.0%	6.9%
2022-23	36.0%	55.9%	28.6%	29.1%	0.0%	11.1%
2023-24	30%	43%	25%	26%	-	30%

Sub-Group Gap Data

School Year	Language Arts			Math		
	Non-High Needs	High Needs	Achieve Gap	Non-High Needs	High Needs	Achieve Gap
2021-22	73%	37%	36 Points	69%	35%	34 Points
2022-23	63%	36%	27 Points	70%	44%	26 Points
2023-24	57%	40%	17 %	52%	38%	15%

Root/Contributing Cause: *SW1

a. Kindergarten students entering elementary school not ready for learning academically or behaviorally; lack of pre-school
b. Inconsistent differentiated instruction and scaffolding schoolwide
c. Lack of common shared schoolwide agreements related to curriculum, instruction, assessments, and programs
d. Core content areas are not sufficiently aligned vertically or horizontally
e. 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

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3

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

1. Panorama SEL Survey Results
2. Panorama Perception Survey Results
3. SQS Survey Results
4. Staff Well Being Survey Results

Spring 2024 Staff Well Being Survey

Spring 2024 Staff Well Being Survey							
Teacher Survey - 25 Responses				**Staff Survey - 13 Responses**			
TOPIC	**Percent Favorable**	**BKM Complex**	**State**	**TOPIC**	**Percent Favorable**	**BKM Complex**	**State**
Belonging	60%	60%	63%	Belonging	72%	63%	67%
School Climate	63%	55%	59%	School Climate	40%	52%	57%
School Leadership	33%	47%	52%	School Leadership	27%	54%	59%
Staff-Leadership Relationships	42%	59%	64%	Staff-Leadership Relationships	44%	64%	67%
Staff Leadership Relationships (DOE)	32%	53%	57%	Staff Leadership Relationships (DOE)	38%	56%	62%
Well-Being	55%	63%	62%	Well Being	53%	65%	66%
Teacher Self Reflection	76%	71%	72%				
Professional Learning (2024)	43%	51%	55%	Professional Learning (2024)	29%	48%	56%

LES SEL Student Survey Percent Favorable Responses - Grade 3-5

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 2022 Spring 2023**		**SY 2023-24 Percent Favorable Fall 2023 Spring 2024**		**Spring 2024 BKKM Complex**
Emotional Regulation	48%	54%	56%	49%	45%	58%
Grit	57%	62%	67%	61%	60%	61%
Self-Efficacy	52%	54%	61%	61%	51%	58%
Self-Management	67%	73%	72%	72%	65%	70%
Social Awareness	65%	73%	74%	70%	63%	71%
Growth Mindset	53%	54%	58%	55%	51%	57%
Sense of Belonging	74%	77%	78%	72%	68%	70%

LES SEL Student Survey Percent Favorable Responses - Grade K-2

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 2022 Spring 2023*		**SY 2023-24 Percent Favorable** *Fall 2023 Spring 2024*	**Spring 2024 BKKM Complex**
Emotional Regulation	64%	54%	75%	48%	76%	77%
Grit	48%	31%	60%	37%	63%	65%
Self-Efficacy	45%	28%	53%	31%	61%	60%
Self-Management	39%	24%	50%	23%	57%	55%
Social Awareness	63%	41%	63%	42%	74%	73%

Note: The "SY 2022-23" and "SY 2023-24" columns each contain two sub-columns (Fall / Spring). The proper alignment:

TOPIC	Fall 2021	Fall 2022	Spring 2023	Fall 2023	Spring 2024	BKKM Complex
Emotional Regulation	64%	54%	75%	48%	76%	77%
Grit	48%	31%	60%	37%	63%	65%
Self-Efficacy	45%	28%	53%	31%	61%	60%
Self-Management	39%	24%	50%	23%	57%	55%
Social Awareness	63%	41%	63%	42%	74%	73%

SQS Positive Responses

Dimension	Group	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%		SY 23-24 Return Rate: Teachers % / Parents % Students %	
		LES %	**State %**	**LES %**	**State %**	**LES %**	**State %**
Safety	Teachers	60.6%	78.8%	53.3%	77.7%	57.7%	77.3%
	Parents	86.5%	87.9%	89.0%	88.0%	86.9%	87%
	Students	67.9%	69.8%	71.9%	72.5%	71.5%	72.5%
	*School Support					56.6%	82%
	*Instructional Support					46.6%	78.4%
Well-Being	Teachers	57.4%	77.4%	42.2%	76.4%	58.4%	77.2%
	Parents	90.9%	92.1%	94.9%	92.5%	92.3%	93%
	*School Support					45%	83.1%
	*Instructional Support					45%	78.3%
Satisfaction	Teachers	48.1%	72.7%	26.2%	73.7%	50.3%	74.7%
	Parents	90.5%	87.0%	90.1%	88.0%	89.4%	89.9%
	*School Support					36%	81.5%
	*Instructional Support					25%	75.6%
Involvement / Engagement	Teachers	42.2%	74.5%	27.5%	74.4%	43.8%	75%
	Parents	84.9%	85.2%	88.4%	88.4%	87%	89.1%
	*School Support					20%	82.1%
	*Instructional Support					28%	76%

* Data based on new SQS data metrics. Results presented for SY 2023-24 State data are from the "Elementary" school data source only. Teachers (84.7%/5,503), Parents (30.8%/77,732), Students (82.7%/41, 219), Support (57.6/2,366), Instructional (74%/2.876)

Root/Contributing Cause:
a. System of communication between and among stakeholders needs to be refined
b. Monitoring and implementation of schoolwide systems, policies, and procedures needs to be refined

	c. Lack of common shared schoolwide agreements related to curriculum, instruction, assessments, and programs d. Minimal opportunities for parent/community engagement in cultural and academic events e. Staff turnover creates a need for ongoing acculturation f. 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)**

Regular Attendance

Regular Attendance

School Year	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
Percentage of students attending 90% or more days of instruction	77.7%	47.8%	63.5%	67.3%

All Student Attendance

	2021-22	2022-23	2023 - 24
All Students	87.3%	89.7%	90.5%
High Needs	86.2%	88.9%	89.9%
Non-High Needs	90.1%	92.0%	92.1%

Regular Attendance Data (New Data Metric Spring 2024)
SY 2020-21: 77.7% *(Virtual Q1-Q3; Hybrid Q4)*
SY 2021-22: 47.8% *(Virtual 1 Class/GL)*
SY 2022-23: 63.5% *(New "Normal" Schedule)*

Root/Contributing Cause:
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 / RtI: 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 subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** English Learners • WIDA Access **Identified Student Need(s):** • Tier II Interventions • SEL Support
2	**Targeted Subgroup:** SpEd **Identified Student Need(s):** *(See proficiency data in Identified School Needs above)* • Tier II/III 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):** • SEL Support

Row 1 tables:

WIDA Access Composite Proficiency

Level/Year	2021-22	2022-23	*2023 -24
Level 1	16%	18%	18%
Level 2	20%	15%	24%
Level 3	37%	33%	28%
Level 4	25%	25%	21%

may not be accurate (not updated in Lei Kulia w/changes?)

Level/Year	2021-22	2022-23	2023 -24
Exited 5/6	5	18	37

On-track to English Language Proficiency	2021-22	2022-23	2023 -24
	47%	55%	?

- Early Literacy/Numeracy Skills

KEA Data SY 2024-25
***BKKM Complex Data** (n1,070)*: 22% Demonstrating Readiness / 39.4% Approaching Readiness / 41.5% Emerging Readiness
***Lihikai School Data** (n83)*: 11% Demonstrating Readiness / 35% Approaching Readiness / 35% Emerging Readiness / 9% DNP

| 5 | **Targeted Subgroup:** Below Grade Level Proficiency ELA/Math |

Identified Student Need(s): *(See proficiency data in Identified School Needs above)*
- Early Literacy/Numeracy Skills in Math & ELA
- Reading Comprehension
- Tier I/II/III Interventions as identified

DIBELS Composite (Kindergarten)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
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%	55%	11%	33%
2024-25	14%	24%	62%	39%	23%	38%	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
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%	68%	14%	18%
2024-25	54%	11%	35%	53%	21%	27%	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
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%	53%	18%	28%
2024-25	58%	21%	22%	60%	20%	20%	TBD	TBD	TBD

DIBELS Composite (Grade 3)

	BOY	BOY	BOY	MOY	MOY	MOY	EOY	EOY	EOY

	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
2024-25	53%	16%	31%	48%	16%	36%	TBD	TBD	TBD

DIBELS Composite (Grade 4)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
2024-25	59%	17%	24%	55%	16%	30%	TBD	TBD	TBD

DIBELS Composite (Grade 5)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
2024-25	48%	24%	28%	41%	24%	35%	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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"* *SW3	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. *SW5, SW6(i-iii)	• 1d • 2a	**EA 1.1.1(a):** All incoming kindergarten students will be assessed for readiness in a timely manner using KEA and other designated assessments *[Lead: K. Sabado / N. Saito / A. Palpallatoc]* **EA 1.1.1(b):** All kindergarten students will continue to receive instruction based on the schoolwide initiatives to develop foundational skills in reading and math (BFRS, Number Talks, Small Group Instruction, Kahua Block) *[Lead: K. Adams / K.Sabado / N. Saito]*	• DIBELS Benchmark Data and PM Data • i-Ready Diagnostic & GM Data • KEA Data • Gr K Quarterly Assessments • Data Walkthroughs	WSF, **$8,000** BFRS $1,500 KEA $6,500

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. *SW6(i-iii) SLN#2 Achievement WASC CA#6 - Common Schoolwide Agreements WASC CA#8 - Alignment/PBL	• 1a • 1d • 2b • 2c • 2d	**EA 1.1.2 (a):** All students will continue to receive instruction based on the schoolwide initiatives to develop foundational skills in reading (BFRS, PFR, Small Groups, Kahua Block). *[Lead: N. Saito / K. Sabado]* **EA 1.1.2 (b):** All students will continue to participate in diagnostics and monitoring for i-Ready (K-5) and DIBELS (K-5) as designated. *[Lead: N. Saito]* **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. *[Lead: K.Sabado]* **EA 1.1.2 (d):** All students will continue to receive tiered instructional support to improve ELA literacy skills based on need. *[Lead: K.Sabado / N. Saito]*	• Data Walkthroughs • DIBELS & i-Ready Data • Common Schoolwide Agreements • PLC Notes • Peer Review • RtI Process Document	**WSF: $10,900** DIBELS $1.9K Materials/Website Print Resources $9K **Title I: $72,700** Wonders $20K, iReady $30K, PFR $1K, Achieve $16K, Flocabulary $4.2K Morpheme 1.5K
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. *SW6(i-iii) SLN#2 Achievement WASC CA#6 - Common Schoolwide Agreements WASC CA#8 - Alignment/PBL	• 1a • 1d • 2b • 2c • 2d	**EA 1.1.3 (a):** All students will continue to receive instruction based on the schoolwide initiatives to develop foundational math (Number Talks, Small Groups). *[Lead: K. Adams / K. Sabado]* **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. *[Lead: N.Saito]* **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. *[Lead: K. Adams / K.Sabado]* **EA 1.1.3 (d):** All students will continue to receive tiered instructional support to improve math literacy skills based on need. *[Lead: K.Sabado]*	• i-Ready Diagnostic & GM Data • Gr K Quarterly Assessments • Data Walkthroughs • PLC Notes • Peer Review • RtI Process Documents	**WSF, $1,500** Number Talks $900 LTL: $600 **Title I, $7,200** Resources $500 KR Math Kits: $3.6K Math Festival Kits: $3.1K

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *SW6(i-iii) SLN#2 Achievement WASC CA #3 - HMTSS / RtI WASC CA#8 - Alignment/PBL Required for all schools.	• 1a • 1d • 2b • 2c • 2d	**EA 1.1.4 (a):** All students will continue to receive tiered instructional supports (Small Groups, TLCs, Kahua Block, EL Groups, and other scaffolds) to improve skills in core content areas (ELA, Math, Science, SS) based on need *[Lead: K.Sabado / N. Saito]* ==LES EL Comp Plan SY 2025-26== *(Provide SY 25-26 Link when available)* *SW5 **EA 1.1.4 (b):** All students will continue to participate in rigorous learning activities based on grade level aligned HCCSS lessons that include: *[Lead: K.Sabado / W. Wells]* 1. Presentations of Learning / Project-based Learning / Place-based Learning 2. NGSS Phenomena-based lessons 3. C3 Framework 4. Computer Science 5. ELA/Writing/Math 6. Number Talks 7. PE/Health	• EL Groups & Data (WIDA Assessment) • i-Ready Diagnostic • DIBELS Assessment • SBA/IAB/HSA Science Data • Pacing Guides & Lesson Plans • POL & Alignment documents & resources	**Title I, $15.9K** Inner Orbit 2.8K Mystery Science Writing $1K TELL 5.8K Seesaw $6.3K
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *SW6(iii-II),(iii-V) SLN#1 HMTSS/RtI WASC CA #3 - HMTSS / RtI Required for all schools.	• 1a • 2a • 2d + middle school articulation	**EA 1.1.5 (a):** Continue to review and refine kindergarten beginning of school year entrance processes and procedures. *[Lead: K.Sabado, L. Tamori, Grade K Chair]* **EA 1.1.5 (b):** Continue to identify opportunities to improve student entrance and exit (transitions) into elementary and middle school. *[Lead: Counselors, K. Adams, V. Matson]* **EA 1.1.5 (c):** All 5th grade students will continue to participate in rotation learning blocks to simulate middle school bell schedule and learning opportunities of elective courses. *Elective rotations will be scheduled by grade 5 teachers after adjustment of daily schedules is finalized. [Lead: Grade 5 Chair, K. Sabado]*	• KEA Assessment schedule • Master Calendar • Transition discussion and notes • 5th Grade Rotation Schedule	• N/A

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"* *SW3	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *SW6(i-iii) SLN#4 Attendance WASC CA#1 - Attendance *Required for all schools.*	• 4a • 4b • 4c	**1.2.1 (a):** Continue to implement and monitor new school attendance policy to include revisions as needed. *[Lead: T. Ostermiller, Counselors]* **1.2.1 (b):** Continue to investigate the root causes of inconsistent attendance and develop a plan based on family and student needs and culture. *[Lead: T. Ostermiller, Counselors]*	• Attendance Data • Root Cause Plan • Attendance data	• N/A
1.2.2. All students demonstrate positive behaviors at school. *SW6(iii-I) SLN#3 Learning Culture WASC CA#1 - Attendance WASC CA#7 - SEL/GLOs/HĀ *Required for all schools.*	• 3c • 3f	**EA 1.2.2 (a):** Continue to provide regular opportunities for all students to participate in SOA/SEL/Choose Love activities/lessons and reflect on their learning and behaviors. *[Lead: Counselors]* **EA 1.2.2 (b):** All students will participate in grade-level aligned GLO curriculum, instruction and assessment. *[Lead: K. Sabado]*	• SEL Panorama Data • Discipline Data • GLO Data & rubric	• N/A

1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *SW6 SLN#3 Learning Culture WASC CA#3 - HMTSS/RtI WASC CA#7 - SEL/GLOs/HĀ *Required for all schools.*	• 1b • 2c • 3f	**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. *[Lead: K. Sabado]*	• Student Voice Surveys • SEL Surveys • HĀ Activities & Resources	**WSF: $5K** Resources: $5K

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"* *SW3	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *SW6(i) (ii), (iii-II) SLN#2 Achievement WASC CA#8 - Alignment/PBL *Required for all schools.*	• 2d • 2e	**EA 1.3.1 (a):** All students will continue to participate in rigorous learning activities based on integrated content, grade-level aligned HCCSS lessons that include: *[Lead: K.Sabado / K. Adams / W. Wells]* 1. Presentations of Learning / Project-based Learning / Place-based Learning 2. C3 Framework 3. Computer Science 4. Career Activities 5. SEL/GLOs/HĀ/Student Voice	• Lesson Plans • Master Calendar • POL & Alignment documents & resources	**WSF $1K** Resources $1K See other related EAs

K-12 Alignment		EA 1.3.2 (a)		
K-12 Alignment 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.*SW6(i) (ii), (iii-II) WASC CA#8 - Alignment/PBL	• 2d • 2e	**EA 1.3.2 (a):** All students will participate in differentiated and rigorous learning activities based on grade-level aligned HCCSS lessons that include: *[Lead: K.Sabado / W. Wells]* 1. Presentations of Learning / Project-based Learning / Place-based Learning 2. NGSS Phenomena-based lessons 3. C3 Framework 4. Computer Science 5. ELA/Writing/Math 6. Number Talks 7. PE/Health	• SBA/IAB/HSA Science Data • Lesson Plans • POL & Alignment documents & resources	**Title I: $10K** Resources: $5K PE Equipment: $5K See other related EAs

Priority 2
High-Quality Educator Workforce In All Schools

★ All students are taught by effective teachers.
★ All schools are staffed by effective support staff.
★ All schools are led by effective school administrators.

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"* *SW3	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

2.1.2. All teachers are effective or receive the necessary support to become effective *SW6(iii-IV)
 	
SLN#2 Achievement
 	
SLN#3 Learning Culture
 	
WASC CA#6 - Common Schoolwide Agreements
 	
WASC CA#8 - Alignment/PBL
	• 1a
	• 1b
	• 1c
	• 2c
	• 2d
	• 2e
	• 3e
		EA 2.1.2 (a): Teachers and paraprofessionals will continue to participate in professional development & will receive support on designing, integrating and reflecting on the following (as appropriate): *[Lead: K.Sabado / W. Wells]*
		  1. Small group/centers instructional activities/Kahua Block
		  2. Building Foundational Reading Skills (BFRS)
		  3. Phonics for Reading
		  4. NGSS Lessons
		  5. C3 Framework
		  6. Computer Science
		  7. ELA/Writing/Math
		  8. Number Talks
		  9. PE/Health
		  10. SEL/GLOs/HĀ/Student Voice
			• PD Resources (agendas, slides, materials)
			• Lesson Plans and other teacher created resources
			• PLCs Action Plans
			• Alignment Documents, Rubrics & Other Resources
			• RtI Process Documents
				WSF: $20K
				GL Articulation Day: $20K
				See other related EAs

		EA 2.1.2 (b): Teachers will continue to collaborate to design, implement, & reflect on lesson plans (CIA) related to: *[Lead: K.Sabado / K. Adams / W. Wells]* 1. Small group/centers instructional activities/Kahua Block 2. Building Foundational Reading Skills (BFRS) 3. Phonics for Reading 4. NGSS Lessons 5. C3 Framework 6. Computer Science 7. ELA/Writing/Math 8. Number Talks 9. PE/Health 10. SEL/GLOs/HĀ/Student Voice **EA 2.1.2 (c):** Teachers will continue to collaborate in order to prioritize and align standards in all curriculum vertically and horizontally. *[Lead: K.Sabado / W. Wells]* **EA 2.1.2 (d):** 100% of teachers will continue participation in Data Teams/PLCs to increase student achievement (ie: math, ELA, science). *[Lead: K.Sabado]* **EA 2.1.2 (e):** Teachers will continue to receive ongoing training and support in the HMTSS/RtI process to promote student achievement. *[N.Saito]*		

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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?" *SW3*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *SW3,*SW5* *Required for all schools.*	N/A	**EA 3.3.1 (a):** The School Community Council will continue to meet consistently to engage with the principal to provide support and feedback on school initiatives. *[Lead: SCC Chair]*	• Monthly SCC Agendas & Minutes & other formal documents	• N/A

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"* *SW3	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.4.1 Provide parent and family engagement activities/ strategies aimed at building a collaborative culture to improve student academic achievement *SW5 SLN#2 Achievement SLN#3 Learning Culture WASC CA#4 - Parent/Community Involvement	• 3d • 4c	**EA 3.4.1 (a):** 100% of parents of students will continue to 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. *[Lead: Support Staff]*	• Agendas, Resources, & Sign-in sheets	**Title I, *$1945*** Family Engagement Activity Resources: $1,945

	★ Other Systems of Support				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"* *SW3*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.5.1 LES uses a system to monitor programs and processes SLN#1 HMTSS/RtI SLN#4 Attendance WASC CA#5 - Processes & Policies	• 1a • 2c • 2d • 3a • 3b • 4b	**EA 3.5.1 (a):** Continue to identify specific programs and processes and develop a monitoring process or evaluation system to determine effectiveness as needed. *[Lead: Support Team]*	• Program w/monitoring plan document & data • Meeting notes	• N/A
3.6.1 Increase the opportunity for, and methods of, communication for all stakeholders WASC CA#2 - Communication	• 3a	**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]	• Procedures & supporting documents	• N/A

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section (HRS) 302A-251, as well as the current Hawaii State Teachers Association 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 *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,083 Hours/year
Did your school submit a SCC Waiver Request Form? Please explain.	N/A
Bell Schedule: BELL SCHEDULE 25-26	