





# Liholiho Elementary School FKK Elementary School Academic Plan SY 2024-2025

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<https://liholiho.k12.hi.us/>



Directions for completing the **ELEMENTARY** Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Alan Lee	
	April 1, 2024

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	4/4/2024



**VIABLE QUALITY CURRICULUM**

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

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

*To add additional information, please insert a new row as needed. OR, group as grade bands if appropriate.*

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K - 5	ARC Core	Stepping Stones	Stem Scopes	

**SCREENING ASSESSMENTS**

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

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

*To add additional information, please insert a new row and/or duplicate the dropdown list as needed. OR, group as grade bands if appropriate.*

Grade Level / Course Name	English Language Arts	Mathematics
K-5	iReady -	iReady -



**IDENTIFIED SCHOOL NEEDS**

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

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement  
Last Full Self-Study: 2023, Next Full Self-Study: [2028-2029]
- Other current accreditation self-study

**Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.**

*“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”*

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

- 1     **Student Need:** Raise subgroup achievement in ELA & Math  
  
        **Root/Contributing cause(s):** Inconsistent practices to target student needs
  
- 2     **Student Need:** Increase quality interactions in the classrooms  
  
        **Root/Contributing cause(s):** Currently conversations tend to be unstructured and limited in depth



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

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

1 **Targeted Subgroup:** EL

**Identified Student Need(s):** Increase vocabulary and speaking skills

2 **Targeted Subgroup:** SPED

**Identified Student Need(s):** Decrease the number of students achieving 2 grade levels or below in ELA



# 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.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Position of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	Inform instruction in the early elementary school grades	100% of Kindergarten teachers are trained on KEA/KRA.  100% of Kindergarten students: <ul style="list-style-type: none"> <li>• Are assessed using the KEA/KRA</li> <li>• Receive academic supports through WIN grouping (see 1.1.4)</li> </ul> Accountable Lead: Principal - Alan Lee	Training Logs  KEA/KRA Student Data Sheet	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



**Reading Proficiency**

1.1.2. All students read proficiently. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.

Lack of consistent reading and writing practices across grade levels and intervention

Refine Intervention program (i.e. identification, instruction, and monitoring)

ARC Core

- 100% of teachers will implement ARC Core (approved viable curriculum) in all ELA classrooms.
- 100% of intervention teachers will utilize ARC Core IRLA for ELA intervention across grade levels.
- 100% of teachers will be in-serviced by curriculum consultants on how to effectively use the ARC Core pacing guides and curriculum including components for special sub groups.

Quality Interactions (QI)

- EL/SPED - Continue to develop consistent practices regarding QI across grade levels (e.g. vocabulary, sentence stems/discussion tools, posters, QI process)
- Targeted learning walks to observe QI across grade levels

Accountable Lead:  
Curriculum Coordinator - Alicia Chang

Intervention logs  
Pre- and post-  
intervention data

Articulation/Data  
Team minutes

Intervention logs

Sign in sheets

Articulation/Data  
Team minutes

Walkthrough  
data

- WSF, \$10,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$



**Mathematics Proficiency**

1.1.3. All students are proficient in mathematics by the end of fifth grade. All students (K-5) who are not proficient receive necessary and timely support to become proficient.

Lack of consistent math practices across grade levels and intervention

Math Instruction

- Identify and select math instructional practices (e.g. common vocabulary, problem solving strategies by grade level) for school-wide implementation
- 100% of teachers will implement agreed-upon school-wide instructional practices

Thinking Classrooms

- All grades will attend PD on Thinking Classrooms (District sponsored or school developed)
- Increase opportunities for students to communicate reasoning by implementing thinking classroom practices (e.g. thinking tasks, VNPs, collaborative groups)

Quality Interactions (QI)

- Develop consistent practices regarding QI across grade levels (e.g. vocabulary, sentence stems/discussion tools, posters, QI process)
- Targeted learning walks to observe QI across grade levels

Accountable Lead:  
Curriculum Coordinator - Alicia Chang

Articulation/Data Team minutes

Walkthrough Data

Articulation/Data Team minutes

Walkthrough Data

Articulation/Data Team minutes

Walkthrough data

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$



One-Year ES Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

What I Need (WIN)

- Refine the use of data to determine WIN groupings and instruction
- Strengthen ELA intervention across grade levels, especially increasing frequency of intervention at K-2
- EL - Dedicate one WIN group of EL students to focus on language concepts

WIN data, WIDA data

iReady/HSA scores

Class rosters

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$70,000
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$

SPED

- Purchase an additional SPED teacher to redistribute students with disabilities and reduce class sizes.

Accountable Leads:

EL Coordinator - Katie Imanaka

Curriculum Coordinator - Alicia Chang

Student Services Coordinator - Sachi Matsushita

Principal - Alan Lee





One-Year ES Academic Plan SY 2024-2025

1.1.5. All students transition successfully at critical points, from preschool to elementary, **AND** from elementary to middle school, **AND** during non-traditional times (e.g., new students mid quarter).

Pre-K to K

- Notify families earlier about Summer Start program
- Summer Start priority: students with no preschool experience
- Continue PreK to Kindergarten visitations

Elementary to Middle

- 5th grade tour to Kaimuki Middle School
- Explore transitions for students attending middle schools other than Kaimuki Middle School

Non-traditional times

- Develop practices to integrate new students who enter Liholiho after the beginning of the school year.

Accountable Lead:

Counselors - David Dods and Jennifer Narimatsu

Summer Start rosters and attendance

- WSF, \$1,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other: State funds, \$20,000

Attendance logs for visitations

Surveys (Panorama/SQS)



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Position of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	Lack of consistent practices across grade levels	Revisit and refine attendance policy, including developing a system for regular monitoring of attendance.  Use of attendance incentives, awards, and/or recognition  Accountable Lead: Counselors - David Dods & Jennifer Narimatsu	Weekly attendance checks by counselors and Principal using Infinite Campus  Parent newsletters	<input checked="" type="checkbox"/> WSF, \$1,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



One-Year ES Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

A majority of students' misbehavior occurs during unstructured times outside of the classroom

Cafeteria

Revamp cafeteria procedures

Recess

Review rules and procedures for recess

SEL Curriculum

Continue implementing MindUP curriculum while exploring options for other curriculums.

Accountable Lead:

Counselors - David Dods and Jennifer Narimatsu

PE teacher - Jasmine Calaro

Principal - Alan Lee

Handbook

WSF, \$

Title I, \$

Title II, \$

Surveys

Title III, \$

(Panorama/SQS)

Title IV-A, \$

Title IV-B, \$

Meeting notes

IDEA, \$

SPPA, \$

Homeless, \$

Grant:\_\_, \$

Other:\_\_, \$



One-Year ES Academic Plan SY 2024-2025

1.2.3. All students experience a [Nā Hopena A'o](#) environment for learning.

Lack of consistent practices across grade levels

All grade levels will participate in the Aina Aloha Pathway and align activities to Na Hopena A'o outcomes.

Take greater advantage of Aina Aloha Pathway resources and funds to support Nā Hopena A'o in the classrooms

Revisit alignment of Nā Hopena A'o to GLOs and 3 Be's for greater understanding

Accountable Lead:  
Curriculum Coordinator - Alicia Chang

Aina Aloha presentation & Budget sheet

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other: Aina Aloha Pathway, \$10,000



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

<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities and Position of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Lack of consistent practices across grade levels</p>	<p>All grade levels will utilize ClimbHi or other resources to engage students in career, community, and civic opportunities.</p> <p>Explore possibilities of holding a career day</p> <p>Accountable Lead: Curriculum Coordinator - Alicia Chang</p>	<p>ClimbHi Data, feedback</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>



**One-Year ES Academic Plan SY 2024-2025**

**K-12 Alignment**

1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

**Adjust by complex.**

All grade levels will participate in HONSEF with at least one scientific method or engineering design project.

**Extended Learning Opportunities**

- Math - Liholiho will hold math camps during Fall and Spring Breaks.
- ELA - Liholiho will hold after school tutoring (funding dependent) focused on ELA
- EL - Liholiho will hold after school tutoring for EL students

**Accountable Lead:**

Curriculum Coordinator - Alicia Chang

EL Coordinator - Katie Imanaka

Intersession Coordinator - TBD

HONSEF participation

Math Camp rosters, attendance, and performance data

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$



## 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Position of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All <b>teacher</b> positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	School did not adopt a school-wide process to meet SIQ. Teachers vary in the SIQ option they are following.	SIQ - Principal to meet with teachers who have not yet met SIQ to develop and implement an individualized plan of action.  Accountable Lead: Principal - Alan Lee	SIQ report	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year ES Academic Plan SY 2024-2025

2.1.2 All teachers are effective or receive the necessary support to become effective.

Communicate with teachers opportunities for professional development training that helps to increase their effectiveness and compensation by advancing them to the new class included in the teachers' salary schedule (SY2023-24).

Support training of School Level Mentors (SLM) for teachers at Liholiho.

Targeted focus for learning walks with a walkthrough tool

Refine the data team process

Accountable Lead:  
Principal - Alan Lee

Emails

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant:\_\_\_, \$
- Other:\_\_\_, \$

SLM training sign in, agenda  
Coaching logs

Walkthrough data

Data team minutes

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

Scheduling provides limited opportunities for communication and training for support staff

Explore opportunities for support staff to participate in professional development and/or articulation

Develop system to provide focused training to support staff who are not able to attend PD

Develop a communication system for support staff who are not able to attend articulation

Accountable Lead:  
Students Services Coordinator - Sachi Matsushita  
Principal - Alan Lee

PD sign in, Agenda

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant:\_\_\_, \$
- Other:\_\_\_, \$

Articulation minutes, Agenda





## Priority 3 Effective and Efficient Operations At All Levels

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Lack of consistent communication to potential SCC members	Principal will include information (elections, schedule, agenda, etc.) regarding SCC in newsletters with stakeholders.  SCC will have full membership and abide by all rules/regulations.  Accountable Lead: Principal - Alan Lee	Percent of meetings with all required stakeholders represented  Overall rating on SCC self-assessment survey	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<b>Family and Community Engagement</b>  3.3.2. Increase parent participation in school events and surveys	Lack of input from more stakeholders and consistent communication to parents regarding events	Communicate school events and activities via hard copy home to parents, posted on website, and through electronic newsletter  Engaging activities for families <ul style="list-style-type: none"> <li>Survey families about what activities interest them/foster greater involvement of stakeholders</li> </ul> Accountable Lead: Principal - Alan Lee	Parent sign in          Parent survey	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



**APPENDIX: SCHOOL BELL SCHEDULE**

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

This section showcases Liholiho Elementary School's 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) 1,143

**Did your school submit a SCC Waiver Request Form? Please explain.** No

**Bell Schedule:** [Liholiho bell schedule](#)