


King Liholiho Elementary School


Academic Plan

SY 2025-2026

3430 Maunaloa Ave.
(808) 733-4850
<https://liholiho.k12.hi.us/>

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

Submitted by Principal Alan Lee	
	3/25/25

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
 <u>Rochelle Mahoe (Mar 27, 2025 08:03 HST)</u>	03/27/2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) 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 comprehensive instructional program(s) 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
K-5	'17 ARC (American Reading Com... ▾	ORIGO Stepping Stones 2.0 ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-1	Heggerty			
Special Education				
English Learners				
Others:				

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 screening and/or progress monitoring assessments 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
K-5	I-Ready ▾	I-Ready ▾

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)
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Please identify critical student learning needs and the root/contributing cause 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	<u>Student Need:</u> Close achievement gap in ELA & Math <u>Root/Contributing Cause:</u> Varied implementation of Tier I small group instruction to target students' needs
2	<u>Student Need:</u> Increase quality interactions among all students <u>Root/Contributing Cause:</u> Current conversations tend to be unstructured and limited in depth

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

1	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> Increase reading and speaking skills</p>
2	<p><u>Targeted Subgroup:</u> English Language Learners</p> <p><u>Identified Student Need(s):</u> Increase reading and speaking skills</p>



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?" Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" 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 <u>provided necessary and timely support</u> to develop foundational skills for learning.	Inform instruction in the early elementary school grades	<p>100% of Kindergarten teachers are trained on Kindergarten Entry Assessment (KEA).</p> <p>100% of Kindergarten students:</p> <ul style="list-style-type: none"> Are assessed using the KEA within the first 30 days of school. Receive academic supports through Tier I and Tier II Interventions <p>Accountable Lead: Principal - Alan Lee</p>	<p>Training Logs</p> <p>KRA Student Data Sheet</p> <p>Panorama</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade. All (K-5) students who are not proficient receive necessary and timely support to become proficient.</p>	<p>Data points lack alignment - need to triangulate data (i-Ready, IRLA, SBA, KidBiz)</p> <p>Testing timeline doesn't consistently support and guide instruction</p> <p>Varied implementation of Tier I small group instruction to target students' needs</p>	<p><u>Tier I ELA Instruction</u></p> <ul style="list-style-type: none"> • Refine ARC Core Reading Lab routines to incorporate 1-1 reading check-ins and small group instruction • Analyze IRLA data during data teams to inform in-class small group instruction for non-proficient students who do not receive IRLA WIN support • Horizontally and vertically align grade-level expectations of reading comprehension skills/concepts through data teams <ul style="list-style-type: none"> ◦ Q2 - RI.2 (main idea and key details) ◦ Q3 - RL.2 (retell/summary and theme) • Adjust Grades 3-5 Spring i-Ready testing to early March to inform ELA instruction and Tier I intervention through i-Ready CCSS performance <p><u>Tier II Intervention</u></p> <ul style="list-style-type: none"> • Refine data collection documentation to better align data and use it to more effectively identify students in need of foundational reading support • Continue to utilize IRLA to provide foundational reading support <p>Accountable Lead: Curriculum Coordinator - Alicia Chang</p>	<p>Articulation/Data Team minutes</p> <p>Walkthrough data</p> <p>Vertical articulation minutes</p> <p>iReady testing data</p> <p>Academics Committee Notes</p> <p>Master Calendar</p> <p>EL/Intervention Screening List</p> <p>EL/Intervention Support Data Team minutes</p> <p>Panorama intervention plans, IRLA/EL WIN intervention logs,, and pre-/post-intervention data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics <u>by the end of fifth grade</u>. All (K-5) students who are not proficient receive necessary and timely support to become proficient.</p>	<p>Data points lack alignment - need to triangulate data (i-Ready, IXL, SBA)</p> <p>Testing timeline doesn't consistently support and guide instruction</p> <p>Not all students participate in grade-level math WIN</p> <p>Varied implementation of Tier I small group instruction to target students' needs</p>	<p><u>Tier I Math Instruction</u></p> <ul style="list-style-type: none"> Establish common academic vocabulary by grade level Increase opportunities for students to communicate reasoning by implementing thinking classroom practices (e.g. thinking tasks, VNPS, collaborative groups) Analyze i-Ready Math Diagnostic data and grade-level Stepping Stones assessments during data teams to inform in-class small group instruction for non-proficient students Adjust Grades 3-5 Spring i-Ready testing to early March to inform math Tier I intervention through i-Ready CCSS performance <p>Accountable Lead: Curriculum Coordinator - Alicia Chang</p>	<p>Academic Committee minutes</p> <p>Articulation/Data Team minutes</p> <p>Walkthrough data</p> <p>iReady testing data</p> <p>Master Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Inconsistent communication between grade level and support teachers</p> <p>Language & Attendance</p> <p>Varied implementation of Tier I small group instruction to target students' needs</p>	<p><u>Tier I Instruction</u></p> <ul style="list-style-type: none"> Strengthen ELA intervention across grade levels by establishing and/or refining ARC Reading Lab routine to at least 2-3x/week for 1-1 reading check-ins and small group instruction Refine small group time to focus on targeted ELA and/or math support based on data Establish common academic language for math <p><u>Sped</u></p> <ul style="list-style-type: none"> Provide grade level and sped department articulation time to align instruction across classes 100% of special education teachers are trained in Specially Designed Instruction (SDI) and utilize SDI to provide access to the general education curriculum for all identified students <p><u>EL</u></p> <ul style="list-style-type: none"> Provide grade levels with ARC planning time for EL support 100% of teachers plan and implement language supports for EL students Explore ways to more effectively support newcomer ELs in developing basic language skills to participate and succeed in classes with their peers 	<p>Walkthrough data</p> <p>Articulation/Data Team minutes</p> <p>Vertical articulation minutes</p> <p>Articulation/Data Team minutes</p> <p>PD attendance</p> <p>Master Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		<p>Explore best practices for closing the achievement gap through attending conferences.</p> <p>Hire PPTs, PTTs to provide instructional support for subgroups.</p> <p>Accountable Leads: EL Coordinator - Katie Imanaka Curriculum Coordinator - Alicia Chang Student Services Coordinator - Sachi Matsushita Special Education GLC - Miki Lee Principal - Alan Lee</p>		
<p>1.1.5. All students transition successfully at critical points, from preschool to elementary school, AND from elementary to middle school, AND during non-traditional times (e.g., new students mid quarter).</p>	<p>New students and students who enter the school at non-traditional times may miss out on a sense of school community</p>	<p><u>PreK to Kindergarten</u></p> <ul style="list-style-type: none"> • Notify families earlier about Summer Start program • Summer Start priority: students with no preschool experience • Continue PreK to Kindergarten visitations <p><u>Non-Traditional Times</u></p> <ul style="list-style-type: none"> • Aloha Ambassadors - Continue to develop a system to welcome and acclimate new students <p><u>Elementary to Middle</u> Grade 5 visits to Kaimuki Middle School and Jarrett Middle School</p>	<p>Summer Start rosters and attendance</p> <p>Attendance logs for visitations</p> <p>Master Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

1.1.6. All students will engage in Quality Interactions (QI) across subjects.	Lack of consistent schoolwide implementation	<u>Consistent Practices</u> <ul style="list-style-type: none"> • Revisit and adjust quarterly commitments regarding QI • Develop and implement discussion tools like sentence stems regarding QI across grade levels • Incorporate thinking classroom practices (e.g. thinking tasks, VNPS, and collaborative groups) into other content areas • Learning walks with a focus on QI <p>Accountable Leads: Curriculum Coordinator - Alicia Chang Principal - Alan Lee</p>	<p>Grade-level quarterly QI commitments</p> <p>Academic Committee minutes</p> <p>Grade-level QI sentence stems</p> <p>Walkthrough data</p>	<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: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>

<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Lack understanding of reasons for chronic absences & how to address it</p>	<p>Connect and communicate with families to understand reasons for chronic absences to address how to encourage regular attendance</p> <ol style="list-style-type: none"> 1. Google survey at the beginning of each semester to capture viewpoints on attendance 2. Include in survey question regarding how school can support increased attendance <p>Use of attendance incentives, awards, and/or recognition</p> <p>Counselors, HMTSS Coordinator (SSC), and Principal to meet bi-weekly to discuss attendance and behaviors.</p> <p>Explore best practices for improving attendance through attending conferences.</p> <p>Accountable Lead: Counselors - David Dods & Jennifer Narimatsu</p>	<p>Google surveys on attendance</p> <p>Bi-Weekly meeting notes</p> <p>Weekly attendance checks by counselors and Principal using Infinite Campus</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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1.2.2. All students demonstrate positive behaviors at school.	<p>Inconsistent enforcement of school rules and procedures</p> <p>Inconsistent implementation of SEL and Habits of Mind instruction</p> <p>Lack sense of belonging to or pride for the school</p>	<p>All staff will attend training for their yard duty area</p> <p>Review recess rules and procedures once a quarter</p> <p>Extend opportunities for grade-level buddies to interact to 1x/quarter</p> <ul style="list-style-type: none"> • K and 3 • 1 and 4 • 2 and 5 <p>Continue school activities that foster community and school pride (e.g. Warrior Wednesdays, campus beautification, etc.)</p> <p>Accountable Lead: Counselors - David Dods and Jennifer Narimatsu PE teacher - Jasmine Calaro Principal - Alan Lee</p>	<p>Written rules for each playground area</p> <p>Articulation minutes</p> <p>Master Calendar</p> <p>Surveys (Panorama/sQS)</p>	<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:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning.	<p>Lack of clarity as to how Nā Hopena A'o connects to GLOs, 3 Be's, and Habits of Mind</p> <p>Lack of consistent practices across grade levels</p>	<p>Revisit alignment of Nā Hopena A'o to GLOs and 3 Be's for greater understanding</p> <p>Take greater advantage of Aina Aloha Pathway resources and funds to support Nā Hopena A'o in the classrooms</p>	<p>Aina Aloha presentation & budget sheet</p>	<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 checked="" type="checkbox"/> 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.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Create and build partnerships within the community</p>	<p>Utilize community organizations and parent resources to engage students in career, community, and civic opportunities.</p> <p>Continue grade-level activities and school events</p> <ul style="list-style-type: none"> • Meet the Leaders (Gr2) • College visitations (Gr5) • STEM Night • Health and Wellness Night • Campus beautification <p>Accountable Lead: Curriculum Coordinator - Alicia Chang</p>	<p>Parent & Community Engagement Committee minutes</p> <p>ClimbHI data</p> <p>Master Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

<p>K-12 Alignment 1.3.2. All students enter middle school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways (e.g., Career Academies, International Baccalaureate, CTE) .</p>		<p>Extended Learning Opportunities</p> <ul style="list-style-type: none"> • Math camp during Fall and Spring breaks • After-school tutoring for EL students <p>Grade-level participation in HonSEF with projects that align to secondary expectations (i.e. scientific investigation, engineering design)</p> <p>All students attend CTE and content-application classes</p> <ul style="list-style-type: none"> • Computer Science • Makerspace <p>Accountable Leads: Curriculum Coordinator - Alicia Chang EL Coordinator - Katie Imanaka Intersession Coordinator - TBD</p>	<p>ELO rosters and attendance</p> <p>HonSEF participation</p> <p>Report cards (i.e. CS and engineering design)</p>	<p><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:__, \$</p>
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.2.1. All teachers positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.	School did not adopt a school-wide process to meet SIQ. Teachers vary in how they elect to meet SIQ.	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 Meeting notes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Other: __, \$
2.1.2. All teachers are effective or receive the necessary support to become effective.		Teachers new to school: <ul style="list-style-type: none"> Take teachers on a minimum of 3 learning walks to help them understand school culture, expectations, and to grow their professional practice. 	Learning Walk notes Academic Committee Notes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Other: __, \$

		<p>All teachers:</p> <ul style="list-style-type: none"> • Open option for teacher mentor for all teachers, not just those in year 3. • Continue learning walks, both in school and within complex area elementary schools • Refine data team process • PD - Thinking Classrooms, QI, HMTSS <p>Accountable Leads: Principal - Alan Lee Curriculum Coordinator - Alicia Chang</p>	<p>Data Team Notes</p> <p>SQS Spring</p>	
<p>2.2.2. All schools' support staff are effective or receive the necessary support to become effective.</p>		<ul style="list-style-type: none"> • Increase opportunities for support staff (including PPTs) to participate in PD and/or articulation • Communicate with PPT and PTT (email, include in articulation, etc.) • 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 <p>Accountable Lead: Students Services Coordinator - Sachi Matsushita Principal - Alan Lee</p>	<p>OSY Packets confirmation</p> <p>Complete all PASs</p> <p>SQS Spring</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>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 understanding/visibility on function of School Community Council	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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Family and Community Engagement 3.3.2 Increase parent participation in school events and surveys	Lack of input from more stakeholders and consistent communication to parents regarding events	Engaging activities for families <ul style="list-style-type: none"> • Parent survey - activities parents would be interested in to increase involvement Consistent communication with parents (hard copy, email/newsletter, website, reader board)	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 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 King 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: [King Liholiho Elementary School Bell Schedule](#)