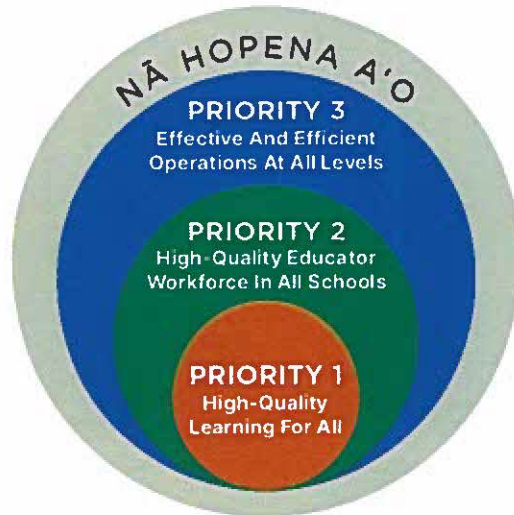




King Liholiho Elementary School

Academic Plan

SY 2026-2027

3430 Maunalao Ave
Honolulu, HI 96816
(808) 733-4850

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

- ☐ Title I School
☒ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.
- Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.
- Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.

Submitted by Principal Alan Lee

☐ Date
4/7/26

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.

☐ Date
APR 08 2026

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

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SCHOOL VISION AND MISSION

Vision Statement	Liholiho Elementary...A community of Caring, Competent, and Creative Learners
Mission Statement	Our mission is to make Liholiho School an inspirational place, where our students feel nurtured in a safe, accepting, and challenging learning environment.

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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K-5	'17 ARC (American Reading Comp... ▾	ORIGO Stepping Stones 2.0 ▾	Teacher Created	Teacher Created
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all **supplementary instructional materials** used to 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
K-2	Heggerty			

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 ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 **CNA** https://docs.google.com/document/d/1QqjGpctPozXx2UIZEEaoDcRBHla7QzLMGN0tRZd_egA/edit?usp=sharing
- ☐ Other current assessment/self-study report: [\[Insert text\]](#)
- ☐ Current Western Association of Schools and Colleges (WASC) report [\[Insert Link\]](#)

Year of Last Visit: [\[Insert year\]](#)

Type of Last Visit: [Select One](#)

Year of Next Action: [\[Insert year\]](#)

Type of Next Action: [Select One](#)

Year of Next Self-Study:

[\[Insert year\]](#)

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> The school lacks a standardized framework for incorporating quality interactions.

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	<u>Targeted Subgroup (for all schools):</u> Special Education <u>Identified Student Need(s):</u> Increase reading, writing, and speaking skills
2	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> Increase reading, writing, and speaking skills



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?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name 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 for enabling activities.</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	100% of Kindergarten teachers are trained on Kindergarten Entry Assessment (KEA). Staff will assess 100% of Kindergarten students within the first 30 days of school. Staff will use the results of the KEA to identify appropriate academic supports through Tier I and Tier II Interventions Accountable Lead: Principal - Alan Lee Curriculum Coordinator - Alicia Chang	Training Logs KRA Student Data Sheet Increase in Kindergarten achievement on iReady	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

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.	30% of grade 3-5 students did not meet proficiency in SY 24-25 ELA SBA. 36% gap in SY 24-25 ELA SBA. SBA ELA proficiency has been relatively stagnant. 47% of students in grades K-5 are not on grade level by the end of the year in SY 24-25 iReady Reading.	Continue ELA-IRLA small group instruction during ELA block - Initial IRLA training for teachers in grades 1, 4, 5 and TEAM by end of the year (K, 2, 3, intervention/support were already trained) - Conduct small groups (2x week minimum) focusing on phonics and/or reading comprehension in all grade levels - Teachers will reassess students as needed based on student progress and readiness Refine iReady and IRLA data collection and use to form small groups for targeted instruction - Pull and analyze IRLA and iReady data twice a year (Fall and Winter) - Grade level teachers articulate and collaborate with support teachers during DT to form groups and discuss intervention strategies Accountable Lead: Principal - Alan Lee Curriculum Coordinator - Alicia Chang	PD sign-in Share out of EL strategies incorporated into ARC at faculty meeting (1x/semester) SchoolPace-IRLA and iReady data analysis (2-3x/year during DT) Data Teams	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	30% of grade 3-5 students did not meet proficiency in SY 24-25 Math SBA. 37% gap in SY 24-25 Math SBA. SBA Math proficiency has been relatively stagnant. 46% of students in grades K-5 are not on grade level by the end of the year in SY 24-25 iReady Math.	Increase manipulatives across all performance levels • Inventory current manipulatives and explore use to teach grade-level math concepts • Increase use of math manipulatives throughout Stepping Stones modules • Grade level teachers to communicate with support teachers regarding manipulatives to support students during WIN Extended Learning Opportunity • Fall/Spring Break camp focusing on math Accountable Lead: Principal - Alan Lee Curriculum Coordinator - Alicia Chang	Check-ins during DT (1x/quarter) For the standard addressed during WIN, use i-Ready Diagnostic Skill Summary to track progress of students (during iReady data analysis)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	SY 24-25, 77% of EL students did not meet proficiency on ELA SBA SY 24-25, 46% of low SES students did not meet proficiency on ELA SBA SY 24-25, 90% of SPED students did not meet proficiency on ELA SBA SY 24-25, 75% of EL students did not meet proficiency on iReady ELA SY 24-25, 61% of low SES students did not meet proficiency on iReady ELA SY 24-25, 91% of SPED students did not meet proficiency on iReady ELA	<u>EL</u> • Tier I Instruction • Administration to invite FKK EL and SPED RTs to incorporate strategies specifically targeted to accessibility and language development within the ARC curriculum • Teachers (grade level and support) continue ELA-IRLA small groups with EL instruction • All teachers utilize K-2 and 3-5 Discussion Stems • Tier II Instruction • EL WIN groups for Grades 3-5 to focus on speaking and writing related to grade-level topics • Support teacher(s) to provide targeted pull-out services for newcomer EL students • During after-school EL classes, utilize Lexia and Imagine Learning to develop students' speaking, reading, and listening skills <u>SPED</u> • Begin use of TeachTown for identified students in special education classrooms • Explore ways to allow grade level and respective SPED teachers to meet to discuss support of SPED students and curriculum alignment between the departments • Include Grade 5 SPED teacher in grade level data teams/articulation <u>WIN</u> • Teachers identify students who are low performing in math	PD agenda/minutes Planning documents ELA-IRLA communication logs Student progress on IRLA and i-Ready Diagnostic Schedule Grade-level artic minutes Discussion stems posted in all classrooms Learning Walks After school classes - Registration and attendance	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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	SY 24-25, 74% of EL students did not meet proficiency on iReady Math SY 24-25, 63% of Low SES students did not meet proficiency on iReady Math SY 24-25, 94% of SPED students did not meet proficiency on iReady Math	To determine if impact is happening beyond WIN, teachers use grades and iReady to track identified students Accountable Lead: Principal - Alan Lee Curriculum Coordinator - Alicia Chang		
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1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year. <i>Required for all schools.</i>	New students and students who enter the school at non-traditional times may miss out on a sense of school community.	PreK to Gr. K transition - SPED PreK and Kindergarten teachers schedule visits to Kindergarten classrooms during morning routine and centers Kinder Start - Kinder Start staff will plan and implement a 20 day summer program for incoming Kindergarteners. Elementary to Middle School - Staff will take 5th graders to Kaimuki Middle School for orientation and preparation Aloha Ambassadors: - Advisors get student recommendations for future Aloha Ambassadors. - Advisors will meet with future Aloha Ambassadors in Q4 - Advisors will teach Aloha Ambassadors how to: show new students to Liholiho around campus, introduce new students to staff, converse with students, check in with the new student once a month Accountable Lead: Principal - Alan Lee Curriculum Coordinator - Alicia Chang	PreK to K transition: schedule of weekly visitations Kinder Start: Report attendance and GLOs 1 and 2 Elementary to Middle School: reflection following visitation Aloha Ambassadors: Google Classroom for students to report/record their check ins and lunch bunch attendance	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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1.1.6 - All students will engage in Quality Interactions (QI) across subjects.	Lack of schoolwide implementation across subjects	Implement K-2 and 3-5 Discussion Stems • Print and distribute posters to each classroom • Teachers provide opportunities for accountable talk in every subject Provide grade-level planning time on how to implement QI using VNPS and other strategies across subject areas Accountable Lead: Principal - Alan Lee Curriculum Coordinator - Alicia Chang	Posted in all classrooms Learning Walks Grade level artic/DT agenda and minutes Grade level shareout on QI across subjects Faculty meeting agenda and minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name 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 for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	95.97% of students regularly attend school Relational - students may feel lack of sense of belonging	Attendance Response Team will monitor regular attendance: 1. Team will identify students at risk according to Panorama, Infinite Campus, and Lei Kulia 2. Team will send an initial letter home to inform parents of attendance record 3. Team will contact parents to follow up if attendance does not improve by Relational 1. Staff recommend students to participate in the Aloha Ambassador program 2. Staff Identifies students that will help new students to acclimate to our school 3. Staff to check in with identified students at least 1x week	Response team will review attendance: #1: Monthly #2: As needed within a week of being identified #3: Bi-weekly as needed Relational - Panorama scores	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	74.1% of students feel safe at school 25.9% of students do not feel safe at school Inconsistent implementation of SEL and references to the Habits of Mind	- Visual Reminders & Signage: Place posters of rules and expectations in relevant areas (e.g., recess rules near the court, 3BEs in the classrooms) so expectations are visible at the point of action. - Teachers embed the Habits of Mind (HOM) language and principles in their classrooms daily. The HOM are a part of the school culture (HOM song, HOM bulletin boards, etc.). HOM posters are posted in every classroom. The school focuses on 1 HOM each quarter, on a 4 year rotation. Teachers will implement MindUp SEL lessons: - Teachers embed SEL language and principles in their classrooms daily. - First 3 lessons - Second 3 lessons and a service project or 4 lessons Accountable Lead: Principal - Alan Lee Counselors - Jennifer Narimatsu, David Dods	Panorama SEL survey data (3 times a school year) Track the amount of behavior referrals during unstructured times #1: Teachers will take a pre/post Class Behavior Rating survey (twice a school year), data will be reviewed by the SEL Committee #2: December 2026 #3: May 2027	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	To develop a school wide communication network. To enhance student's experience with Hawaiian culture le: Aloha Spirit Week.	Warrior Warm Up - Teachers will plan and coordinate a short activity once a month for the whole school. - Teachers will select students to make announcements to the school. Aloha Aina Pathway - Grade level teachers will utilize Aloha Aina Pathway resources and funds. Accountable Lead: Principal - Alan Lee Caring Committee	Warrior Warm Up Staff survey at the end of the year Aloha Aina Pathway Presentation in May Students share (2 mins) at a WOW Assembly about how they used the funds	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Aina Aloha Pathway funds, \$
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★ **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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name 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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Create and build partnerships within the community	Partner with PTA to fulfill career, community and civic opportunities Community • Campus beautification: Staff will organize grade level projects to help beautify the campus • Garden clean up: Garden Club Advisors plan and coordinate garden clean ups and show students ways to take care of the school garden • 5th grade: Drive with Aloha: 5th Grade teachers teach 5th grade students about driving with aloha and coordinate a day for HPD to come to our school to raise awareness of safe driving. Civic • Food Drive - Student Council Advisors help the student council representatives contact organizations and help with food drive • Special Olympics - Staff promotes inclusion/kindness to all students ◦ Unified Sports (basketball): General Ed. students and SPED students play a basketball tournament together	Campus Beautification Volunteer sign up Garden clean up Sign up forms Food Drive Final count of number of cans donated	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		○ "Spread the Word": SPED teachers organize a unified school-wide activity for students to participate in. ○ Recess Buddies: 5th grade teachers collaborate with TEAM teachers to integrate SPED students with gen ed students during non-instructional times. Career ● Staff will plan and host a Career Day in SY26-27 Accountable Lead: Principal - Alan Lee Caring Committee		
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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, career academies, or International Baccalaureate (IB) programmes.		Extended Learning Opportunities • Math camp during Fall and Spring breaks • After-school tutoring for EL students • Summer Hub focusing on enrichment opportunities for students Grade-level participation in HonSEF with projects that align to secondary expectations (i.e. scientific investigation, engineering design) All students attend CTE and content-application classes • Computer Science • Makerspace Accountable Leads: Curriculum Coordinator - Alicia Chang EL Coordinator - Katie Imanaka Interession Coordinator - Miki Lee		☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
2.1.1. All teacher positions are filled with qualified hires.	13.86% of teachers in FKK are non-highly qualified.	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead: Principal or HQ designee, FKK HQ EO	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2. All teachers are effective or receive the necessary support to become effective.		Teachers new to school: - Teachers will participate in a minimum of 3 learning walks to help them understand school culture, expectations, and to grow their professional practice. All teachers: - Continue learning walks, both in school and within complex area elementary schools - Refine data team process - PD - Thinking Classrooms, QI, HMTSS Accountable Leads: Principal - Alan Lee Curriculum Coordinator - Alicia Chang	Learning Walk notes Academic Committee Notes Data Team Notes SQS Spring	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$
2.2.2. All schools' support staff are effective or receive the necessary support to become effective.		- 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 Accountable Lead: Students Services Coordinator - Sachi Matsushita Principal - Alan Lee	OSY Packets confirmation Complete all PASs SQS Spring	☒ WSF, \$ ☐ Other:___, \$



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name 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 for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	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	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name 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 for enabling activities.</i>
3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. <i>(required for Title I/III; IDEA)</i>	Create and build partnership with families and community members to improve student achievement and school performance	Increase family and community activities that focus on academic and school performance: • Career Day • STEM Night: Staff plan exciting STEM activities for students and families to learn and participate together. • Kindergarten Picnic: Kindergarten teachers partner with PTA to plan and organize a picnic for all kindergarteners and their families to bring them together • Art Showcase (SY 26-27): Art teacher will plan and organize an art showcase. Showcase will be during school and after school, so students and families can view artwork. Accountable Lead: Principal - Alan Lee Caring Committee	• Registration /Sign in • Increase in parent attendance at events. • Increase in SQS parent satisfaction rating.	☐ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

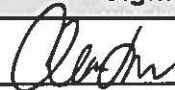
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

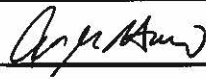
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 16, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 3, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date**

Attested:

King Liholiho Elementary School Principal	Signature	Date
Alan Lee		☐ Date 4/7/26
SCC Chairperson	Signature	Date

Aaron Hanai		Date 4/7/2026
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SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

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

Under Goal 1.2, Desired Outcome 1.2.2, there is reporting that "25.9% of students do not feel safe at school". This should be understood cautiously because the result is derived from a mean response on a Likert scale measuring feelings of safety, rather than from a survey item reported as a simple percentage of students answering "unsafe". So it's better described as an indicator of overall student perception of safety, and not a literal percentage of students who reported feeling unsafe.

Attested:

SCC Chairperson	Signature	Date
Aaron Hanai		☐ Date 4/7/2026

APPENDIX B: 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.**

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)	1143
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
King Liholiho Elementary School Bell Schedule	