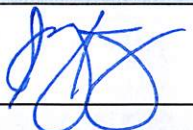


Iliahi Elementary Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Garrett Yukumoto	
	Date 04/08/2026

Approved by Complex Area Superintendent: Ernest Muh	
	Date 04/09/2026

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

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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
Grade K-5	Amplify CLKA 3rd Edition, c. 2026	Imagine Learning Illustrative Mathematics		
	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
Grade K	Heggerty			
Grade K-2	Enhanced Core Reading Instruction			

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
Grade K-5	iReady	iReady
Grade K-5	DIBELS	
	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 (SW1)

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
- ☒ Other current assessment/self-study report: 2023
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2023-2024]

Type of Last Visit: Full Self-Study ▾

Year of Next Action: [NA]

Type of Next Action: **Select One ▾**

Year of Next Self-Study:

[Discontinuing WASC]

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 **Student Need: Closing Achievement Gaps between High-Needs and Non-High Needs Students**

High-needs subgroup students (SPED, EL, and Disadvantage) require targeted support to meet grade-level expectations, as their proficiency rates in Mathematics, Language Arts, and Science consistently fall more than 25 percentage points below those of their non-high-needs peers. This persistent disparity, which has widened since SY 2021-22, indicates a need for focused instructional strategies and interventions to ensure equitable access to grade-level learning.

Subject	Year	Non-High Needs Proficiency	High Needs Proficiency	Achievement Gap
Math	2024-25	88.6%	55.2%	33.4%
Language Arts	2024-25	81.1%	54.1%	27.0%
Science	2024-25	72.0%	47.0%	25.0%

Root/Contributing Cause:

- The school's Professional Learning Community (PLC) structure and data protocols lack the consistency necessary for staff to disaggregate student outcome data by key subgroups (e.g., SPED, EL, High Needs), preventing accurate identification and response to foundational skill gaps.
- The school's instructional leadership and Professional Development (PD) support system process for monitoring the fidelity of PD implementation is inconsistent.
- The school needs to maintain its system for curating, acquiring, and ensuring the universal accessibility of differentiated instructional resources and relevant assistive technology (AT) to address the needs of all subgroups.

2 Student Need: Foundational Skills and Advanced Literacy Transition (Gr. 2-5)

There is a significant instructional gap in the transition from foundational decoding to advanced literacy (Grades 2-5). Universal screener data from Fall 2024-25 show that only 17.4% of students are on track in Math and 37.2% in ELA, with significant proficiency drops in Grade 2 (down to 67%) and Grade 4 (down to 55%). This indicates a need for strengthened foundational instruction and a systematic "bridge" to manage the complex linguistic and cognitive demands of upper-elementary grades.

Content	2022-23 BOY	2022-23 EOY	GROWTH	2023-24 BOY	2023-24 EOY	GROWTH	2024-25 BOY	2024-25 EOY	GROWTH
i-Ready Reading	40%	65%	25%	37%	59%	22%	37%	62%	25%
i-Ready Math	16%	55%	39%	15%	61%	46%	17%	58%	41%
DIBELS Composite.	31%	49%	18%	26%	46%	20%	27%	49%	22%

Root/Contributing Cause:

- The school lacks a clearly defined protocol for focusing on Priority Standards in Mathematics and Language Arts, to ensure instructional time is allocated to critical prerequisite and grade-level skills.
- Tier 1 instruction is inconsistent in including explicit, systematic phonics, daily fluency routines, and frequent checks for understanding, leading to weaker initial skill development.
- The instructional framework lacks a formalized, systematic "bridge" between K-1 foundational decoding and the "reading to learn" demands of grades 2-5.
- Data trends show a mirrored decline in Grades 2 and 4 across both DIBELS and i-Ready assessments, highlighting systemic gaps in these transitional years.

3 Student Need: Sense of Belonging

Students need strengthened, consistent schoolwide SEL supports that build Self-Efficacy, Growth Mindset, and Emotion Regulation. They require explicit instruction, embedded SEL practices across academic routines, and structured opportunities that foster confidence, perseverance, and effective emotional management throughout the school year.

Root/Contributing Cause:

- a. Inconsistent Tier 1 instruction and SEL supports, combined with increased student needs, have impacted student engagement, behavior, and achievement, and a lack of a consistent system to monitor implementation.
- b. Core instruction may not regularly incorporate practices such as goal-setting, reflection, feedback cycles, or metacognitive strategies that build Self-Efficacy and Growth Mindset.
- c. Limited access to resources and targeted support have contributed to gaps in academic progress and student relationships.
- d. The steep decline in Emotion Regulation (46.8% in Fall 2024–25) suggests that some students may be experiencing elevated stress, anxiety, or emotional dysregulation without adequate access to timely interventions or coping skills.

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

Targeted Subgroup: [Special Education]

Identified Student Need(s): Students require differentiated, multi-sensory instruction and scaffolded learning experiences to improve academic achievement and access grade-level content.

EOY (SPED)	SY 2022-23	SY 2023-24	SY 2024-25
Reading	0% (0/14)	11.7% (2/17)	20.0% (4/20)
Math	7.1% (1/14)	6% (1/17)	15% (3/20)

2

Targeted Subgroup: [High needs (Free/Reduced Lunch)]

Identified Student Need(s): Students require targeted academic interventions and differentiated instruction in English Language Arts and Mathematics to address learning gaps and improve proficiency.

EOY (Free/Reduced)	SY 2022-23	SY 2023-24	SY 2024-25
Reading	54.5% (42/77)	54% (47/87)	57.4% (50/87)
Math	61% (47/77)	46% (40/87)	57% (50/87)

3

Targeted Subgroup: English Language Learners

Identified Student Need(s): Students require focused language support and increased access to academic content to strengthen reading, writing, listening, speaking, and overall language development.

	EOY (ELL)	SY 2022-23	SY 2023-24	SY 2024-25
	Reading	42.8% (2/6)	36.3% (4/11)	38.4% (3/9)
	Math	50% (3/6)	36% (4/11)	56% (5/9)



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?"	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.
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.	1c 2b	EA 1.1.1 (1) Provide supplementary early learning opportunities during the summer Kindergarten transition session for incoming kindergartners with no preschool experience. (SW6-iii(V)) [K Teachers, Admin] EA 1.1.1 (2) Administer academic and emotional assessment to Kindergartners (KEA, DIBELS, I-Ready) EA 1.1.1 (3) Teach phonological, phonemic awareness skills, and phonics through a multisensory (auditory, kinesthetic, and visual) approach. (SW6-ii) EA 1.1.1 (4) Utilize the Second Step program to teach social emotional skills. (SW6-iii(I)) a. Counseling Support as needed EA.1.1.1(5) Provide differentiated instruction to teach foundational skills for learning. (SW6-ii)	100% of Summer Kindergarten Prep students will have a teacher completed post GLO survey. 95% of students will be at Tier 1 on iReady Reading Diagnostic at EOY 95% of students will be at the Core level for DIBELS	☒ 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.	1a, b 2a, b	EA 1.1.2 (1) All students will receive Rtl-tiered instruction based on their reading needs. (SW6 - i) [Lisa Cazimero - Instructional Coach, Gerri Nakasone - Instructional Coach] a. Instructional groupings will be determined and frequently reviewed based on data from universal screeners and/or other formative assessments. b. Teachers will provide students with each lesson's learning target(s)/standard. EA 1.1.2 (2) ELL teacher to provide intervention support to ELL students. (SW6 - ii) [Danielle Simpson - ELL Teacher] EA 1.1.2 (3) Quarterly data teams will monitor and analyze formative/summative reading data to increase student achievement. (SW6 - ii) [Lisa Cazimero - Instructional Coach, Gerri Nakasone - Instructional Coach] EA 1.1.2 (4) K-5 students will take the BOY, MOY, and EOY diagnostic iReady reading tests and Dibels. (SW6 - ii) [Lisa Cazimero- Instructional Coach, Gerri Nakasone - Instructional Coach]	WIDA Access Test: 100% of EL students will meet their AMAO proficiency by 1.0 gain on the WIDA test. 100% of ELL students will have a Measurable student success quarterly plan. 100% of grade level teachers will document student data team summaries in Google Docs. 70% of K-5 students will be at core level as measured by DIBELS MOY EOY 85% The percentage of students in grades K-5 will be at Tier 1 as measured by iReady Diagnostic (using <u>Standard</u> MOY - 60% EOY - 80%	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			The percentage of students grades K-5 will meet their typical growth goals (60%-100%) in iReady (using EOY view) MOY: <u>75% of the students will reach 50% or higher of their typical growth goals.</u> i-Ready Reading Diagnostic: 90% of students will meet their "Typical Growth" by the EOY assessment. 68% of 3rd grade students will be at or above grade level on the Smarter Balanced Assessment.	
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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.	1a, b 2a, b	EA 1.1.3 (1) All students will receive RtI-tiered instruction based on their math needs. (SW6 - i) [Lisa Cazimero - Instructional Coach, Gerri Nakasone - Instructional Coach] a. Instructional groupings will be determined and frequently reviewed based on data from universal screeners and/or other formative assessments. b. Teachers will provide students with each lesson's learning target(s)/standard. EA 1.1.3 (2) K-5 students will take the BOY, MOY, and EOY diagnostic math tests in iReady. (SW6 - ii) [Lisa Cazimero - Instructional Coach, Gerri Nakasone - Instructional Coach]	[The percentage of students in grades K-5 will be at Tier 1 as measured by iReady Diagnostic (using <u>Standard</u> view) Math MOY - 52% EOY - 75% The percentage of students grades K-5 will meet their typical growth goals (60%-100%) in iReady (using EOY view) MOY: <u>70% of the students will reach 50% of their typical growth goals.</u> i-Ready Math Diagnostic: 90% of students will meet their "Typical Growth" by the EOY assessment.	☒ 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>	1c 2a, b	EA 1.1.4 (1) K-5 students will be provided individual/small group instruction to meet their student needs. (SW6 - i) [Lisa Cazimero - Instructional Coach, Gerri Nakasone - Instructional Coach] a. Teachers will provide students with the learning target(s)/standard for each lesson. EA 1.1.4 (2) Academic Review Team (ART) will meet quarterly to review/analyze student data to ensure the school's academic plan and implementation are met. (SW3)	SBAC Students will meet proficiency on the SBAC/HSA testing for the following: Reading: 70% Math: 66% Science: 60% 80% of students will meet common assessments throughout each unit for Science. WIDA Access Test: 100% of EL students will meet their AMAO proficiency by 1.0 gain on the WIDA test. The percentage of High Needs, SPED, & ELL students in grades K-5 will meet their DIBELS grade level composite benchmark goals: MOY: High Needs: 67% Sped: 30% ELL: 60% EOY: High Needs: 70% Sped: 33%	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			ELL: 65% The percentage of High Needs, SPED, & ELL students in grades K-5 will meet their iReady typical growth goals in iReady Reading(using EOY view): MOY: High Needs: 60% Sped: 35% ELL: 50% EOY: High Needs: 75% Sped: 55% ELL: 90% The percentage of High Needs, SPED, & ELL students in grades K-5 will meet their iReady typical growth goals in iReady Math (using EOY view): MOY: High Needs: 45% Sped: 40% ELL: 40% EOY: High Needs: 75% Sped: 55%	
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			ELL: 90% Decrease in gap rate on the Smarter Balanced Assessment in SY 25-26 by 5%.	
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	2c 3a, c	EA 1.1.5 (1) Grade 5 students will have middle school orientation (SW6 - iii (II)) [Normann Olegario - Counselor, Laurie Anguay - Gr. 5 GLC] EA 1.1.5 (2) SPED students transition of services to middle school (SW6 - iii(II)) [Teri Felix- Student Services Coordinator, SSC Clerk, and 5th grade Care Coordinator] EA 1.1.5 (3) Students from Wahiawa Middle School will visit Iliahi Elementary to talk with 5th grade students and share what middle school is like.	100% of Grade 5 students will have the opportunity to participate in the middle school orientation. 100% of the sped students will have a transition service plan to the middle school	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.6 60 % of students will be proficient in Science on the Hawaii State Assessment.	1a	EA 1.1.6 (1) Grade-level teachers will craft and implement NGSS units/lessons that embed activities utilizing the EDP process. (SW6 - ii) [L. Cazimero - Instructional Coach, G. Nakasone - Instructional Coach]	HSA Students will meet proficiency on the SBAC/HSA testing for Science: 60%	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ 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?"	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.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3a	[EA 1.2.1 (1) Expand the promotion of our school-wide Positive Behavior Support (PBS) expectations to help students internalize how to make good, safe choices as a life-long practice with a. Merit Charms recognizes student achievements b. Dragon of the Quarter recognition assemblies c. Bully Prevention Week #1 & Week #2 focus on being a BUDDY, not a Bully--Iliahi ES is a Bully Free Zone d. Bully Prevention lessons throughout the school year (SW6 - iii(I)) [Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor] EA1.2.1 (2) Monitor attendance and tardies, intervening if attendance issues continue (Attendance Policy) (SW6 - iii(I)) [Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor] a. Quarterly attendance recognition b. Send notices home to families Counselors and administrators do home visits to families with no phone/or as needed]	70% of the students will have a favorable outlook on School Safety on the Student Perception School Survey. 90% of the students will have Regular Attendance (percent of students attending 90% of the instructional days).	☒ 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>	3a, b, c, d Data shows low percentage in the following in Panorama: Sense of Belonging 56% Emotion Regulation 39% Self-Efficacy 45% Growth Mindset 50%	[EA 1.2.2 (1) Teachers will teach SEL Social Emotional Learning) Second Step Lessons 1-22. (SW6 - iii(I)) [Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor, Classroom Teachers] a) IES will provide opportunities to do Balloon Breathing after morning recess and lunch recess. b) Teachers will provide engagement activities aligned to the various lessons. EA 1.2.2 (2) Teachers will continue to incorporate Sense of Belonging, Growth Mindset and Self Efficacy principles and strategies into their lessons. (SW6 - iii(I)) a. Use of Second-Step program [Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor, Classroom Teachers]	60% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period 50% of students with a favorable response on the emotion regulation measure on the Panorama SEL survey at the winter screening period 60% of students with a favorable response on the emotion regulation measure on the Panorama SEL survey at the spring screening period	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			55% of students with a favorable response on the Self-Efficacy measure on the Panorama SEL survey at the winter screening period 70% of students with a favorable response on the Self-Efficacy measure on the Panorama SEL survey at the spring screening period 55% of students with a favorable response on the Growth Mindset measure on the Panorama SEL survey at the winter screening period 60% of students with a favorable response on the Growth Mindset measure on the Panorama SEL survey at the spring screening period	
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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>	To prepare students for life beyond school by building real-world skills, civic responsibility, and career awareness that empower them to become informed, engaged members of their communities.	[EA 1.3.1 (1) Students will have the opportunity to be a part of the Student Council & Class Representatives (SW6 - iii(I)) [A. Espinda - Resource Teacher] EA 1.3.1 (2) Provide experiences to students to learn about a variety of career, community, and civic opportunities. (SW6 - iii(II)) [K. Tsue Gr. K-2 Counselor, N. Olegario - Gr. 3-5 Counselor, A. Espinda - Resource Teacher, Classroom Teachers] - Career Day - Kids Voting - EDP activities - Community Partnerships - Recycle Days - Campus Beautification - Military Partnership - LHS Health Academy - HPU Nursing Program - Field trips to LHS to explore the CTE and Arts program	100% of students will have the opportunity to participate in career, community, and civic opportunities in SY 26-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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.	1a, b, c 2a, b 3a, b, c	EA 1.3.2 (1) Grade-level teachers will craft and implement NGSS & HCSSS units/lessons that embed activities utilizing the EDP process. (SW6 - ii) [L. Cazimero - Instructional Coach, G. Nakasone - Instructional Coach] EA 1.3.2 (2) Teachers will provide instruction of GLOs (General Learner Outcomes), opportunities to demonstrate understanding, and use school-created rubrics to assess students meeting the GLOs (SW6 - ii) EA 1.3.2 (3) Teachers will cultivate durable skills through EDP, Project Based Learning, STEM, Computer Science and daily curricular lessons. (SW6 - ii) - Investigate - Communicate - Collaborate - Create	100% of the grade levels will have NGSS & HCSSS Units/Lesson Plans 100% of the Grade level teams will create and write their agenda/minutes into google docs. 100% of the grade levels will have a parent day involving an EDP activity.	☒ 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 <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>
2.1.1 All teachers will meet the TESOL or SIQ requirements.		EA2.1.1 (1) Provide teachers with information on the different options to meet qualifications (SW6 - iii(IV)) a. Teachers can enroll in Learnsoft coursework [ELL Teacher, Admin]	[100% of the teachers will be informed on the qualifications and PD opportunities to be TESOL or SIQ certified.	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.1.2 Provide faculty and staff the opportunity to connect with one another	1a, b 2a, b	EA 2.1.2 (1) Provide professional development opportunities for faculty and staff to meet IES student needs and WASC recommendations (SW6 - iii(IV)) [G. Yukumoto - Principal] a. Communication, teamwork, collaboration, relationship, trust b. Growth Mindset, Social Emotional Learning	100% of the teachers will sign in to indicate their attendance at their professional development Opportunities.	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$

		EA 2.1.2 (2) Provide teachers the opportunity to attend professional development either locally/nationally. (SW6 - iii(IV)) [G. Yukumoto - Principal] EA 2.1.2 (3) Administration will provide faculty and staff with consistent vertical articulation sessions across grades to strengthen communication and collaboration to meet the needs of all students more effectively and align CKLA curriculum. (WASC)(SW6 - iii(IV)) [G. Yukumoto - Principal] [Classroom Teachers] EA 2.1.2 (5) Administration will provide additional CKLA professional development. (WASC) (SW6 - iii(IV)) [G. Yukumoto - Principal]	100% of grade level teachers will document all minutes in Google Docs.	☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	To ensure shared decision-making, strengthen transparency, and collaboration between community and school leadership to support continuous school improvement.	EA3.3.1 (1) SCC will meet four times during the school year to provide input/feedback to the school's needs. [SCC Chairperson, Principal] (SW2)	100% of the meetings will have a SCC Agenda & Minutes.	☒ 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>
3.3.2 Iliahi will organize and provide at least 1 parent engagement activity per quarter to empower parents to support their child's learning at home.	1c 3c, d	EA 3.3.2 (1) School will identify and implement engagement activities that promote family engagement and/or student achievement, such as the following: (SW6 - ii) [S. Miyabuchi Title 1/Tech Coordinator, J. Yonekura PCNC Coordinator, Grade Level Chairs] - Meet and Greet - Parent Day - Grade Level Activities - Volunteer/ training/tutoring/chaperone - School-wide activities - Family/cultural literacy night EA 3.3.2 (2) Inform families about school events on time [N. Olegario - Gr. 3-5 Counselor, S. Miyabuchi - Tech Coordinator, A. Espinda - Resource Teacher] - School Messenger - Flyers - Newsletter - School Website - Social Media EA 3.3.2 (3) The school's Academic Plan will be available to our parents and other stakeholders on our School/State's website (SW4) (N. Olegario-Counselor, S. Miyabuchi-Tech Coordinator)	100% of the activities will have a parent sign in to indicate their presence. 100% of the parents that attended the activity will be provided a Parent Survey to obtain their input.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support

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>
3.3.3 <i>Improve or develop programs, facilities and operations to support staff safety, well-being, and security of everyone on campus</i> SW6 (To add additional desired outcomes, duplicate this row)		3.3.3 (1) Iliahi will make improvements/enhancements to increase safety and well-being on campus for all stakeholders. Facility improvements/enhancements to increase a safe environment. (Administration)	80% of students with a positive response on the SQS survey. 80% of the faculty and staff with a positive response on the SQS survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ 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.

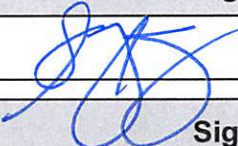
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Iliahi Elementary** 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 8, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 2, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): [Operational/Leadership meetings, Grade Level meetings]
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: **Feb 2, 2026**

Attested:

Iliahi Elementary Principal	Signature	Date
Garett Yukumoto		04/08/2026
SCC Chairperson	Signature	Date
Kevin Maruyama		04/08/2026

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:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Kevin Maruyama		04/08/2026

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080 hours/year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Iliahi Elementary Bell Schedule: [Iliahi Elementary School Bell Schedule]	