NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Lehua Elementary School Academic Plan SY 2025-2026

**791 Lehua Avenue
808-307-3700
https://www.lehua.k12.hi.us/**

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

Submitted by Principal Michael Sugano		Approved by Complex Area Superintendent Richard Fajardo	
Michael Sugano	3/27/25	*RDF*	4/15/25

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-6	'23 Wonders ▾	Go Math! ▾	Stemscopes	Teacher Created

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 may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	iReady Instruction	iReady Instruction		
K-6	ixl	ixl	ixl (Gr. 4-5)	
	Achieve 3000 (Gr, 3-6)	Reflex (Gr, 2-6)		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.		
Grade Level(s)/Course Name	**English Language Arts**	**Mathematics**
K-6	I-Ready ⌄	I-Ready ⌄
K	HI KRA ⌄	HI KRA ⌄
K-5	DIBELS ⌄	NA ⌄

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

Year of <u>Last Visit</u>: [Sy 22-23]   Year of <u>Next Action</u>: [SY 25-26]   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ˅   Type of <u>Next Action</u>: Mid-Cycle Report & Visit ˅   Possible NA

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Close the achievement gap in ELA, Math, and Science to improve academic proficiency through targeted curriculum and instruction. **Root/Contributing Cause:** 1a)Inconsistent implementation of standards based curriculum and instruction limits opportunities for student collaboration and development of understanding. 1b)Support in evidence-based instructional strategies, differentiation, and intervention is needed to effectively meet the needs of all stakeholders. 1c)Increased practice and opportunities for students to strengthen foundational skills will support deeper understanding and academic growth. 1d)Data driven analysis and progress monitoring are needed to make sure students receive interventions.
2	**Student Need:** Addressing the needs of our disadvantage, ELL, and sped subgroups to increase academic proficiency. **Root/Contributing Cause:** 2a)Students who speak a different language than the one used for instruction often struggle in understanding lessons and fully engaging in class. 2b)Instruction often lacks differentiation and struggles to provide the necessary support for varying learning styles and abilities, resulting in lower achievement and learning gaps.

| 3 | **Student Need:** Foster a strong relationship with our parents through active communication, events, and parent workshops to increase partnership in student achievement. (HMTSS) academic

Root/Contributing Cause:
3a)Parents may benefit from support and resources that enhance their understanding of state and school initiatives designed to improve student achievement for all.
3b)Limited understanding of the importance of partnership between all stakeholders and its impact on learning.
3c)Events and workshops may not reflect the needs or interests of all families.
3d)Parents may have multiple children with demanding work schedules, making it difficult to attend events or workshops. |
|---|---|

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   **Targeted Subgroup:** English Learners

Identified Student Need(s):

ELA			Math			Science		
SY 21-22	SY 22-23	SY 23-24	SY 21-22	SY 22-23	SY 23-24	SY 21-22	SY 22-23	SY 23-24
35%	41%	35%	22%	45%	33%	29%	31%	50%

2   **Targeted Subgroup:** Special Education

Identified Student Need(s):

ELA			Math			Science		
SY 21-22	SY 22-23	SY 23-24	SY 21-22	SY 22-23	SY 23-24	SY 21-22	SY 22-23	SY 23-24
6%	21%	0%	13%	14%	0%	100%	17%	0%

3   **Targeted Subgroup:** Disadvantaged

Identified Student Need(s):

ELA			Math			Science		
SY 21-22	SY 22-23	SY 23-24	SY 21-22	SY 22-23	SY 23-24	SY 21-22	SY 22-23	SY 23-24
41%	56%	55%	32%	49%	45%	47%	39%	53%

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?" Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. *Required for PWCA Elem Academic Plan* (SW6)	1c)Increased practice and opportunities for students to strengthen foundational skills will support deeper understanding and academic growth. 1d)Data driven analysis and progress monitoring are needed to make sure students receive interventions.	Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments) Assessments will be completed and the results will be shared with faculty and families. Results will be used to inform instruction student support. KEA results and teacher created assessments will be used to support students transitioning to Kindergarten. Accountable lead: Judson Holtan, Selene Maballo	KPI- 100 % Kindergartners assessed ready The school will support students with needs for readiness with RTI program.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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

Required for all schools.

(SW1, SW6) | 1a)Inconsistent implementation of standards based curriculum and instruction limits opportunities for student collaboration and development of understanding. | Provide Professional Development and resources to strengthen Curriculum, Instruction, Assessment, and Support Systems (eg: Science of Reading strategies, Building Thinking Classrooms, PBL, Visible Learning, STEMScopes materials)

All students will participate in universal screening at the beginning, middle, and end of the year using iReady Diagnostics and DIBELS.

Tier 2 & 3 Instruction-Teachers provide targeted instruction in reading skills such as fluency, comprehension, or vocabulary development to a small group of students.
Students participate in activities focused on phonics, phonemic awareness, and spelling to improve decoding and encoding skills.
Students participate in the specialized program of Orton-Gillingham which provides systematic and explicit instruction in phonics, decoding, and spelling.
Teachers will utilize and monitor i-Ready Diagnostic/DIBELS data to identify needs, next steps in instruction.
Accountable lead: Daina Kono-Goo | <u>Key Checkpoints</u>
ELA Prof in 3rd and 6th Grade (SBA/ Univ. Screener)

Math Prof in 3rd and 6th Grade (SBA/ Univ. Screener) | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

(SW6) | 1c)Increased practice and opportunities for students to strengthen foundational skills will support deeper understanding and academic growth. | Implement a continuum of experiences to prepare students for transition. Articulation with intermediate and high school to support academy structure and align academic practices. Clubs, teams, and other organizations come to Lehua to share programs with 6th graders.

Students have multiple teachers for core subjects in upper grades to prepare for intermediate school.

Pre-K teachers will continue to provide opportunities for their students to visit kindergarten classrooms to spend time in the classrooms and meet the kindergarten teachers during the third and fourth quarters.

Kindergarten students visit first grade classrooms in 4th quarter to meet their upcoming teachers and learn about the routines and expectations within the classroom.

Sixth grade students visit the Highlands Intermediate School to become familiar with the campus and hear from teachers to make

Accountable lead: Daina Kono-Goo | -Attendance/ feedback on transition opportunities
-Meeting/ event agendas-minutes

KPI: programs for newly entering students | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.6 Implement evidence-based instructional practices in **project**-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.

Required for PWCA Elem Academic Plan

(SW6) | Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content. | Coordinate and facilitate professional development for PBL:

• Introductory to PBL for new staff (e.g. PBL 101)
• Teacher networking throughout the complex area.
• Individualized school support based on needs

Students will engage in at least two PBL projects throughout the school year. These projects will be:

• Linked to real world career connections
• Connected to the academies in middle and high school.
• Showcased during Leadership Day.
• Support from experts, guest speakers, and field trips to enhance student's learning.

Accountable lead: Daina Kono-Goo | PD feedback

PWCA Teacher Implementation Survey Results

Leadership Day
-event program
-guest survey
-student reflections | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $

TOTAL = $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.* *(SW6)*	-Developing a sense of belonging and engagement in school. -Strengthening social-emotional skills to build resilience and motivation.	Implement the Leader in Me program for all students to develop essential leadership and life skills, including empathy, communication, and collaboration, which are vital for building positive relationships and fostering a sense of belonging. Attendance letters and follow up with school social worker for family meetings regarding attendance concerns. Professional development with John Krownapple to strengthen practices and mindsets to foster a culture of belonging through dignity. Accountable leads: Sheri Yoshikawa, Dayle Matsushita	SQS and Panorama data on student safety and satisfaction Data on number of families contacted when student attendance becomes a concern KPI-% of students attending 90% or more 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. *Required for all schools.* *(SW6)*	-Developing a sense of belonging and engagement in school. -Strengthening social-emotional skills to build resilience and motivation.	Implement the Leader in Me program to recognize that all students have the potential to lead and empowers them to take on leadership roles and foster a sense of agency and ownership. The counselor will meet with teachers in PLC during RTI Cycle meetings to discuss student concerns on behavior and attendance. Action Teams will be responsible for planning and organizing quarterly mini and mystery events specifically designed for students who meet predetermined school-wide criteria. Students are awarded a LOLA (Lehua Outstanding Leader Award) based on criteria developed by the teachers to encourage positive behaviors and academic success. Accountable leads: Sheri Yoshikawa, Dayle Matsushita	KPI- % of parents agreeing school supports positive behaviors Mini & Mystery Event data LOLA data	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools.

(SW6) | Expanding current programs on Nā Hopena Aʻo (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation. | Deepen our students' connection to the culture and environment of Hawaii with real-world, experiential learning and Project Based Learning
Continue efforts to strengthen Belonging, develop aspects of Excellence

Accountable lead: Michael Sugano | -Panorama Data
-Participation data of community members on campus | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.* (SW6)	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	Students will experience 2 Career Connected PBL units per year. Career Connected Field trips, guest speakers and learning opportunities for students and staff. Strengthen Student Ambassador Program Accountable lead(s): Daina Kono-Goo	% of students participating in CCE Description and participation in civics engagement	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

K-12 Alignment	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	How is your school addressing the Expose component for PWCA CCE and PBL Initiatives? Plan to integrate cross disciplines within PBL and focus on soft skills to prepare students for future career goals. Students will experience 2 Career Connected PBL units per year. Career Connected Field trips, guest speakers and learning opportunities for students and staff. Accountable lead: Sheri Yoshikawa, Daina Kono-Goo	PBL 2x/Yr for each student	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. (SW6)				
WASC CA #10 Administrators, staff, and teachers will work together to increase opportunities for parent and community involvement. A tighter connection between the school and the parents and community will increase opportunities for students and have a positive impact on student attendance and learning.	Low parent volunteer and participation rates might be an indication of a limited sense of ownership and investment from parents and the community.	PCNC and Action Teams will plan school wide parent engagement events. Student-led conferences are held with parents to review their child's first quarter report card. Students have the opportunity to share their student portfolios, their academic and personal goals and showcase their school work. Accountable leads: Michael Sugano, Sheri Yoshikawa	-Analysis of Parent SQS results -Parent Event/Activity Surveys	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

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

2.1.2 All teachers are effective or receive the necessary supports to become effective	Supporting teachers with opportunities, such as differentiated training and incentives aligned with state, complex area and school priorities will increase their effectiveness. Embedded PD, resources, programs, equipment, and/or personnel to help all our students achieve.	Provide teachers with professional development training to increase effectiveness. 21 Hours National PD opportunities for staff (travel to conferences) National Board Certification School PD Induction and Mentoring Dignity Consulting professional development Resources for adult learning (trainers, books for book study, collaboration resources) Communicate expectations and standards using EEES/ PAS	-21 hours documentation -TAF for conferences -School PD plan/schedule -EES results KPI #/% of first and second year teachers participating in state I&M programs # of pd opportunities for support staff	☑ 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	Supporting School staff with opportunities, such as differentiated training and incentives aligned with state, complex area and school priorities will increase their effectiveness.	Provide support staff with professional development training to increase effectiveness and productivity Use monitoring systems to support growth Accountable leads: Michael Sugano, Arlyn Tagalicud	-PAS -Meeting minutes	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	-Strengthening two-way communication between schools and families through multiple methods. -Providing parent workshops on academic support, student well-being, and school initiatives.	Maintain SCC membership and continuously recruit new members. Clearly share roles and the function of the Lehua SCC. Accountable lead: Michael Sugano, Margaret Yamamoto	-SCC meeting Agendas -SCC meeting minutes -survey results	☑ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.2 Bridge the home and school connection through family events facilitated by leadership team and PCNC	-Creating flexible engagement opportunities to accommodate different schedules and family needs. -Building a welcoming school culture that encourages parental involvement.	Leadership Day LOLA (Lehua Outstanding Leadership Award) Assembly Read to Me Literacy Night Parent Nights Principal Coffee Hours Accountable Lead: Michael Sugano, Margaret Yamamoto, Sheri Yoshikawa	Newsletter, Website, Social Media ● School Community Council Minutes ● Parent Engagement Activities Planning & Sign In Sheets	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ 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 Lehua Elementary'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 <u>hours per year</u> (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: https://www.lehua.k12.hi.us/about-us/bell-schedule	

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

The __Lehua 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 or 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 Meeting was conducted to share the school data and gather input on student priorities.

    Date of School Community Meeting: __1/28/25__

    ☒ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

    Date of School Community Meeting: __2/25/25__

    ☐ Other (list) Examples: School Leadership Team, Curriculum Committee
    School Safety Committee, School CSSS Cadre

    _____   _____

    _____   _____

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 __2/25/25__ _.

Attested:

Michael Sugano	_(signature)_	4/10/25
Typed name of school principal	Signature	Date
Margaret Yamamoto	_(signature)_ PCNC	4/10/25
Typed name of SCC chairperson	Signature	Date

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.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Seek more funding for field trips and enrichment experiences.	Ensuring each grade level has adequate resources will help expand educational opportunities beyond the classroom.	Principal Sugano is in total agreement with this recommendation and will be supportive of any reasonable initiative that could help the school to improve in this way.
Seek more engaging books & better classroom tools, upgraded technology, robotics kits, alternative seating for sensory needs, transition support for new students and their families, continued funding for free lunch support and free uniform t-shirts.	All of these measures would support and enhance student learning and further encourage student engagement and motivation.	Principal Sugano is in total agreement with these recommended areas of improving student/family support and will be researching outside funding/grant opportunities. He will work with interested staff and school community members who would commit to teaming up to write any proposal(s).
Seek larger community engagement through more-varied "mystery" events, improved playground options, and greater parent and staff participation in fun activities like family nights, campus beautification, and "coffee hour with the principal."	Conducting/hosting these types of events and activities would enhance the whole school experience for everyone and strengthen the connection between home and school.	Principal Sugano is in total agreement with these recommendations and will be supportive of meaningful events added to the school calendar. He will highly encourage an "all-in" attitude among staff and work to provide an inviting environment so that all students and family members feel welcome.

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

Principal Sugano presented the Financial and Academic Plans to the SCC in a way that was clear and concise for all members, even the sixth grade students who sat in on the meetings. There was ample time to ask questions and have meaningful discussions about the information and data that was presented. Principal Sugano provided accompanying paperwork and a digital display of the same information that he shared orally so that each SCC member could follow along in whichever mode was most comfortable. There were no significant issues or concerns noted, but rather, lively interaction amongst the members about how best to support the school initiatives -- financial and academic -- that were presented.