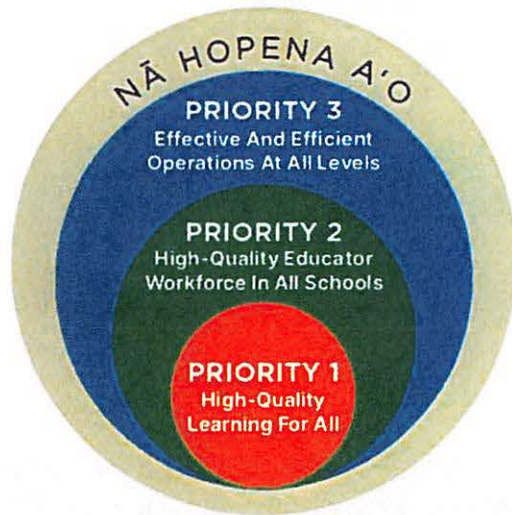


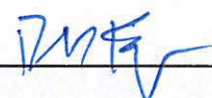


Lehua Elementary School Academic Plan SY 2026-2027

791 Lehua Avenue Pearl City, HI 96782
808-307-3700
<https://www.lehua.k12.hi.us/>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Michael Sugano	
	Apr 1, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	4/15/26

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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Kindergarten - 6	'23 Wonders ▾	Go Math	STEMscopes	Teacher Created
Kindergarten - 2	Heggerty - Phonemic Awareness	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
Kindergarten - 6	iReady	iReady		
Kindergarten - 6	Dibels	IXL		
Grades 3 - 6		Reflex Math		
Kindergarten	KEA	KEA		
Grades 5 - 6	Beable			Beable

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
Kindergarten - 6	DIBELS ▾	Select One ▾
Kindergarten - 6	I-Ready ▾	I-Ready ▾
Kindergarten	KEA ▾	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
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: NA

Type of Next Action: NA

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> Academic Need: Reading Proficiency <u>Root/Contributing Cause:</u> Inconsistent and Underdeveloped Core Literacy Instruction (K-3)
2	<u>Student Need:</u> Academic Need: Subgroup Proficiency and Achievement Gaps <u>Root/Contributing Cause:</u> Inadequate Instructional Capacity for High-Needs Subgroups
3	<u>Student Need:</u> Social-Emotional Need: Student Behavior and Well-being <u>Root/Contributing Cause:</u> Lack of a Systemic, Tiered Social-Emotional and Behavioral Support Framework

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:</u> Disadvantaged Students <u>Identified Student Need(s):</u> • The most urgent trends included a steep decline in 3rd-grade reading proficiency, an alarming widening of the achievement gap for High Needs students (especially SPED and Native Hawaiian cohorts) • The gap in Language Arts proficiency between Non-High Needs and High Needs students has doubled in two years. • Language Arts Achievement Gap: Widened from 16.0% (2022-23) to 34.1% (2024-25). • Math Achievement Gap: Also widened significantly from 29.1% (2022-23) to 47.6% (2024-25).
2	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> • Special Education (SPED) Students: Proficiency in Language Arts is alarmingly low, dropping from 26.6% to 4.3% in 2024-25. Math proficiency for SPED is also very low at 8.6% in 2024-25.
3	<u>Targeted Subgroup:</u> Native Hawaiian <u>Identified Student Need(s):</u> • Native Hawaiian Students: Proficiency in Language Arts is alarmingly declined, dropping from 77.7% to 26.3% in 2024-25. Math proficiency for Native Hawaiian students is also very low at 31.5% in 2024-25.



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> 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. <i>Required for PWCA Elem Academic Plan</i>	• New data about entering kindergartners will inform instruction, planning and advocacy for K-3 classrooms. • Most entering grade K students do not have prior pre-K experience	Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments) Teachers will receive coaching and support to implement foundational OG strategies in using multisensory structured language (MSL) to teach reading, writing and spelling in the whole classroom and smaller intervention groups. Implementation of Heggerty Phonemic Awareness Curriculum to build foundational reading skills. Through weekly PLCs grade K teachers will . . . analyze data in Reading and Math to determine the next steps needed for each tier. Michael Sugano, Laura Bevacqua, literacy coach	KPI- % Kindergartners assessed using KEA as ready for kindergarten DIBELS- - 3x a yr iReady - 3x a yr KEA - BOY	☐ 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. <i>Required for all schools.</i>	Students have different strengths and challenges. Differentiated instruction and support provide targeted interventions for struggling students and additional enrichment for advanced learners.	Master Schedule -- Literacy Block + WIN Time (RTI) Finalize and distribute a Master Schedule that first anchors the cornerstone 90-minute ELA Block and 30/45 minute WIN Time/RtI block, then designates a weekly 90-minute block for PLCs to ensure the time is protected and non-negotiable. Review & Refine WIN Time Implementation – Analyze WIN Time fidelity data collected in Q3 – Identify grade levels or classrooms where WIN Time implementation needs additional support – Adjust groupings based on Spring screener data Finalize Master Schedule for Year 2 – Begin planning the SY 26-27 Master Schedule – Ensure the 90-minute ELA Block, WIN Time, and PLC time remain protected and non-negotiable – Incorporate lessons learned from Year 1 into the new schedule Grade Level Chairs	<u>Key Checkpoints</u> ELA Prof in 3rd and 6th Grade (SBA/ Univ. Screener) Math Prof in 3rd and 6th Grade (SBA/ Univ. Screener) ☐ Walkthroughs ☐ SBA results ☐ i-Ready (BOY, MOY, EOY) Growth Monitoring ☐ RTI Intervention Planning Tools ☐ ART Meeting–Reporting by Accountable Leads and Progress Monitoring Tools ☐ Student work ☐ Dibels (BOY, MOY, EOY)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.	Student Visits and Familiarization: The school organizes student visits and familiarization opportunities to help students feel comfortable and prepared for their next environment. Student-Led Conferences: Students participate in conferences with parents to review their portfolios, report cards, and personal goals. This practice encourages students to take ownership of their learning, a vital skill for the increased autonomy of middle school. Leadership Development: The integration of Leader in Me principles into daily routines aims to build student self-efficacy and "meta-cognition," helping them become responsible, thriving learners. Michael Sugano, Laura Bevacqua, Toni JOy Romias, Action Team Leads	Training agendas, Incentive Event Data, fidelity checklists instructional and behavioral data, panorama dashboard	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. <i>Required for PWCA Elem Academic Plan</i>	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	Promote Community and Civic Engagement: Students showcase PBL projects by utilizing support from guest speakers and field trips to connect their learning to the community. Execute Signature Spring Event: The school hosts a "Leadership Day" or PBL Showcase where students demonstrate their academic goals and project-based learning to families and community partners. Transition to Active Learning Partnerships: The school hosts a Student-Led Learning Showcase involving PBL exhibitions.	PD feedback PWCA Teacher Implementation Survey Results	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ TOTAL = \$

A School Improvement team consisting of the principal, teachers who lead instructional teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting) to review implementation of evidence-based practices.	Establishing a consistent leadership rhythm ensures the Leader in Me framework is integrated with fidelity across all grade levels, providing the systemic alignment necessary to sustain a long-term school-wide leadership culture.	LiM Action Team Alignment –Teachers and EAs surveyed to create 3 new Action Teams clarify new purpose of Action Teams SIT Strategy Selection: –leadership team synthesizes LiM Symposium takeaways –selects specific meta-cognitive practices for the school Staff Capacity Building & Initial Classroom Launch –symposium team conducts a professional development session to introduce the core LiM paradigms (e.g., "Everyone can be a leader" and "Change starts with me") and the science of meta-cognition –Every teacher identifies and launches one Daily Leadership Routine focused on meta-cognition Michael Sugano, Laura Bevacqua, Toni Joy Romias	Survey, results of survey, Action Team rosters, SIT Team minutes, Symposium take away report, meta-cognitive strategy list, PD agendas and sign in sheets	☒ 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>	A lack of student engagement, a perceived lack of relevance in the curriculum, or a weak sense of belonging creates barriers to attendance, which directly impedes academic growth and prevents students from fully accessing the school's leadership and instructional frameworks.	Tier 1 Engagement Strategies: Encourage staff to implement welcoming routines for classrooms and make proactive, positive calls to parents or guardians Goal Setting & Communication: Solicit Tier 1 strategy ideas from <i>attendancesworks.org</i>, establish school-wide attendance goals for the remainder of the year, and communicate these goals to all stakeholders (students, faculty, and parents). Panorama Interventions: Utilize the Panorama Student Success Platform to identify and begin Tier 2 supports for identified students. [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ 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>	A lack of consistent, school-wide behavioral expectations and proactive social-emotional supports often leads to a reactive climate, preventing students from developing the self-regulation skills necessary for a positive and productive learning environment.	Implement Tier 1 PBIS: Launch a tiered behavior management system, such as PBIS, focused on teaching and rewarding expected behaviors school-wide. Identify Tier 2 Supports: Use the Panorama Student Success Platform to identify students needing urgent Tier 2 behavioral or engagement interventions. Staff Training on SEL Interventions: Provide certificated staff with training on using the Panorama Playbook to identify specific interventions that encourage and re-engage students. Proactive Engagement Strategies: Encourage teachers to implement Tier 1 engagement strategies, such as welcoming routines and proactive positive calls to families to build a caring environment. Michael Sugano, grade level chairs, counselor	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ 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>	The absence of a systemic, culturally-rooted framework for well-being limits students' sense of identity and belonging, which are the essential foundations for their holistic growth and connection to the community.	Integrate HĀ and SEL Principles: Incorporate Nā Hopena A'o (HĀ) principles and explicit Social-Emotional Learning (SEL) lessons focused on "Sense of Belonging" and "Self-Efficacy" into daily classroom routines. Gather Cultural and School Input: Facilitate structured focus groups and perception surveys to collect targeted family input specifically regarding school culture and student support. Identify Barriers to Belonging: Use "coffee hours" and parent nights as discussion groups to ask families for feedback on the barriers they face in supporting their child's growth and identity at home. Strengthen Tier 1 Engagement: Encourage staff to implement proactive engagement strategies, such as welcoming students to school and classrooms and making positive calls home to foster a caring environment. Standardize Community Partnerships: Develop a framework for event planning and secure ongoing community partnerships to support school-wide events that celebrate student growth. Michael Sugano, Grade level chairs	PD agendas, student work, student showcase materials, meeting minutes and agendas, communication logs, stakeholder feedback	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☐ Other:___, \$
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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>	Access to a cohesive K-12 continuum for real-world application helps students develop the practical skills, professional networks, and civic awareness necessary for a successful transition into adulthood and the local workforce.	Standardizing Planning and Securing Partners: The school focuses on securing ongoing community partnerships to support future events and student exhibitions. Transition to Active Learning Partnerships: Staff conduct student-led conferences and PBL exhibitions where students must present their academic goals and progress, fostering professional communication skills. Civic Responsibility Integration: Students utilize the Leader in Me program strategies to demonstrate civic responsibility and community service through their projects. Evaluate Engagement Impact: Leadership conducts a formal impact analysis to determine if "learning-focused community shifts" (such as operational changes and showcases) correlate with improved student growth metrics. Finalize Long-Term Engagement Calendar: The school develops and shares the SY 26-27 Family Engagement Calendar, strategically timing events to support quarterly data reviews and community partnerships. Michael Sugano, Grade Level chairs	Planning tool, post-event surveys, community partner roster, Meeting agendas and minutes, event programs, student portfolios and PBL projects, SCC Meeting agendas and minutes	☐ 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.	Prioritizing early academic alignment and rigorous skill-building creates a seamless transition that empowers students to confidently pursue high-level coursework and diverse career trajectories.	Master Schedule Alignment: Finalize and distribute a Master Schedule that "anchors" the 90-minute ELA block and the 30/45 minute WIN (What I Need) Time/RTI block. Protected Planning Time: Designate a weekly 90-minute block for Professional Learning Communities (PLCs) to ensure collaborative time is "protected and non-negotiable". Vertical Articulation: Conduct "Vertical Articulation" sessions where adjacent grade levels share data trends to identify systemic skill gaps that persist across years. Rapid Adjustment Cycles: Train Grade Level Chairs (GLCs) on a specific data protocol to ensure every meeting results in immediate grouping adjustments for Tier 2 RTI blocks based on screener data. Standardized Co-Planning: Develop and train staff on a "Co-Planning Template" that identifies learning targets, specific student accommodations (IEP alignment), and adult roles during lessons. Targeted Skill Grouping: Use screener and formative data to assign every student to a specific skill group (e.g., Phonics, Comprehension, Vocabulary) with targeted lesson plans. Specialized Capacity Building: Debrief from the Council for Exceptional Children (CEC) Conference to finalize 2–3 evidence-based inclusive practices to be piloted in Year 2. Transition Planning: GLCs document key data trends and successful strategies to develop "Grade-level transition plans," ensuring continuity of support as students move to the next grade level. Michael Sugano, Grade Level Chairs	Master Schedule, SIT meeting minutes, PLC meeting agendas and minutes, vertical articulation meeting minutes, slide deck and training summaries, DDIC worksheets PBL 2x/Yr for each student	☐ 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>
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness and improve support for subgroup populations. Build capacity of teachers and teacher leaders.	Provide PD based on Teacher Needs Survey –OG –Utilization of i-Ready –DDIC –PLC/ Coaching –Morphology –UDL –Inclusive Practices –Differentiated Instruction Plan for New PD Plan –Morphology –UDL (Support SPED, EL, and to address other learner needs) –Differentiated Instruction (Support for SPED, EL, and to address other learners needs) Michael Sugano	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: __, \$



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>	Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more stakeholders in shared decision-making to improve student achievement.	Ensuring Full Membership: The school commits to maintaining full membership of the SCC and holding regular meetings to keep families and staff informed and engaged in planning. Measuring Perception: Use the School Quality Survey (SQS) to regularly measure and improve parent and teacher perceptions of involvement, engagement, and safety. Stakeholder Progress Reporting: Formally share year-to-date attendance progress and goal attainment data specifically with the School Community Council (SCC), faculty, and parents. Year 2 Planning and Evaluation: Conduct a formal impact analysis of community engagement shifts and finalize the Year 2 Family Engagement Calendar, documenting the process through SCC meeting minutes. Michael Sugano, Margaret Yamamoto	Agendas Meeting Notes SQS 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> Estimate the additional amount needed for enabling activities.
3.3.2 Bridge the home and school connection through family events facilitated by leadership team and PCNC	Parent responses on SQS related to parent activities lowest, below average rating.	Leadership Day LOLA (Lehua Outstanding Leadership Award) Assembly Read to Me Literacy Night Parent Engagement events Lighthouse team leads	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: __, \$

★ All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.				
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> Estimate the additional amount needed for enabling activities.

Learner Pathways functions as a structured monitoring system that informs continuation, revision, or exit decisions based on evidence of academic impact.	Without clearly embedded monitoring structures tied to strategic goals, initiatives risk persisting without evidence of effectiveness, leading to fragmentation and limited operational coherence.	• Embed student ownership indicators into monthly leadership data reviews supported by documented facilitation protocols and scheduled implementation review cycles aligned to Goal 1.1 and 1.1.4 growth monitoring. • Integrate required ownership routines into walkthrough tools, PLC protocols, and school improvement discussions. • Establish and apply explicit continuation, revision, and exit decision rules based on academic growth evidence. - Leads: Principal, Complex Area Superintendent, Leadership Team	Evidence Meeting notes, data review documentation. - <i>Initial</i> Leadership meeting agendas reflect review of ownership indicators and academic growth data. - <i>Intermediate</i> Documented leadership decisions referencing cause-effect analysis. Reduced variation in implementation across schools. - <i>Annual</i> Clear documentation of continuation, refinement, or discontinuation decisions aligned to academic impact	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
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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.

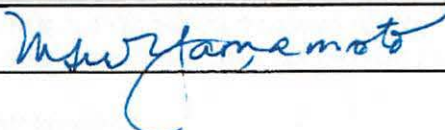
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Lehua 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 **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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:

Lehua Elementary School Principal	Signature	Date
Michael Sugano		Apr 2, 2026
SCC Chairperson	Signature	Date
Margaret Yamamoto		Apr 2, 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:
NA		
NA		
NA		

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

Attested:

SCC Chairperson	Signature	Date
Margaret Yamamoto		☐ Date

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
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Lehua Elementary School Bell Schedule: https://docs.google.com/document/d/1_pWQghxZrXNBcr4F7T5JhroOHAud4vYUKASx-T438DY/edit?usp=sharing	

**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 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 Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 2/17/26

☒ 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: 2/17/26

☐ 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: 2/17/26.

Attested:

Michael Sugano

Typed name of school principal

Michael Sugano
Signature

3/30/26

Date

Margaret Yamamoto

Typed name of SCC chairperson

Margaret Yamamoto
Signature

03/30/26
Date