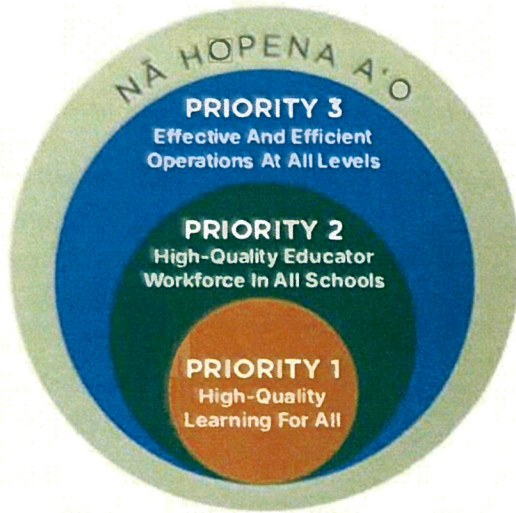




'Aikahi Elementary Academic Plan SY 2026-2027

281 Iliha Street, Kailua
808-277-8394

<https://www.aikahielementary.com/>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Lisa DeLong	
Lisa DeLong	Mar 30, 2026

Approved by Complex Area Superintendent Lanelle Hibbs	
Lanelle Hibbs	04/13/2026

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

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VIALE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K-2	Other: ▾ Heggerty Bridge to Reading	i-Ready Classroom Mathematics ▾		
K-6	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	Handwriting Without Tears (handwriting)			
K-6	Accelerated Reader		Mystery Science Generation Genius	BrainPOP
1-6	Typing Club	Reflex Math		
6				Ancient World
English Learners (K-6)	Imagine Learning			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K	KEA ▾	KEA
K	Teacher created quarterly assessment	Teacher created quarterly assessment
K-6	I-Ready ▾	I-Ready ▾
1-3, Tier 2-3 (4-6)	DIBELS ▾	HI KRA ▾
K-6	WIDA Screener ▾	
3-6		IAB ▾

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: 2024

Type of Last Visit: Progress Report & Visit -

Year of Next Action: 2030

Type of Next Action: Progress Report & Visit -

Year of Next Self-Study:

2030

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?"

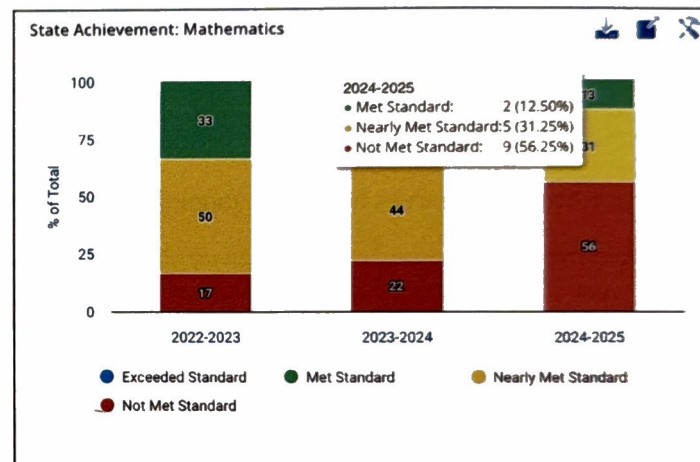
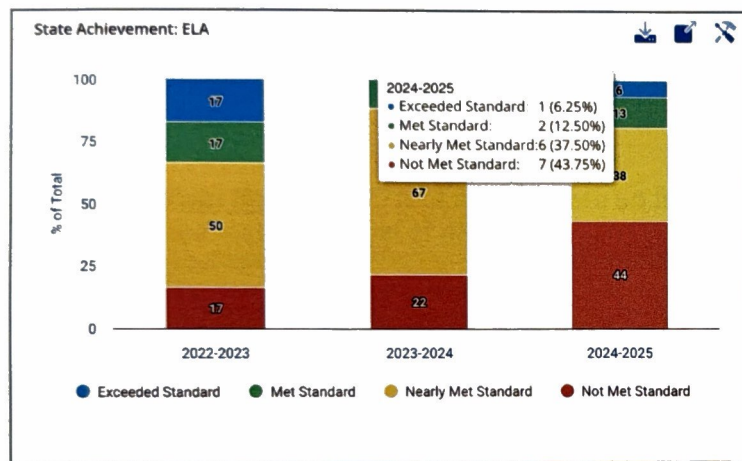
Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Proficiency in ELA <u>Root/Contributing Cause:</u> 1a) Implementation: Varying levels of implementation of standards-based instructional practices 1b) Level of rigor: A need for rich learning opportunities and tasks across grade levels
2	<u>Student Need:</u> Proficiency in Math <u>Root/Contributing Cause:</u> 2a) Implementation: Varying levels of implementation of standards-based instructional practices 2b) Level of rigor: A need for rich learning opportunities and tasks across grade levels
3	<u>Student Need:</u> Support for students who score below grade level on universal screeners to close the achievement gap <u>Root/Contributing Cause:</u> 3a) Teaching methods that support differentiation: Instructional practices that allow teachers to implement effective tiered instruction 3b) Inclusive Practices: A lack of adequate training to address diverse student needs 3c) Documentation: Inconsistent data collection across grade levels, resulting in a wider achievement gap

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:** Students who qualify for special education services.

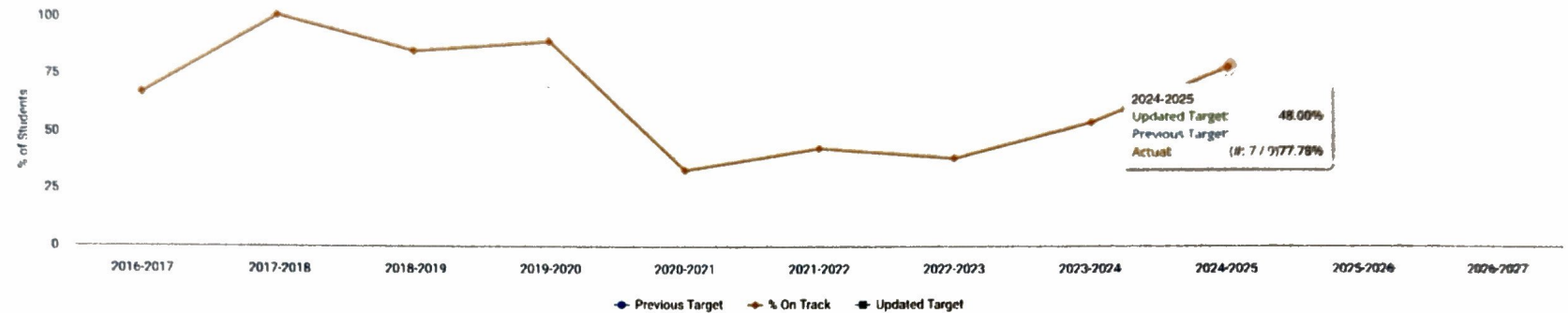
Identified Student Need(s): Identified Student Need(s)



There is an achievement gap between students who are designated as special education as compared to their non-special education peers. In ELA, SPED students achieved a rate of 19%. Their non-SPED peers achieved at a rate of 80%
 There is an achievement gap between students who are designated as special education as compared to their non-special education peers. In Math, SPED students achieved a rate of 13%. Their non-SPED peers achieved at a rate of 64%

2 **Targeted Subgroup:** English Learners

% of ELs On Track towards Updated Goal of 48%



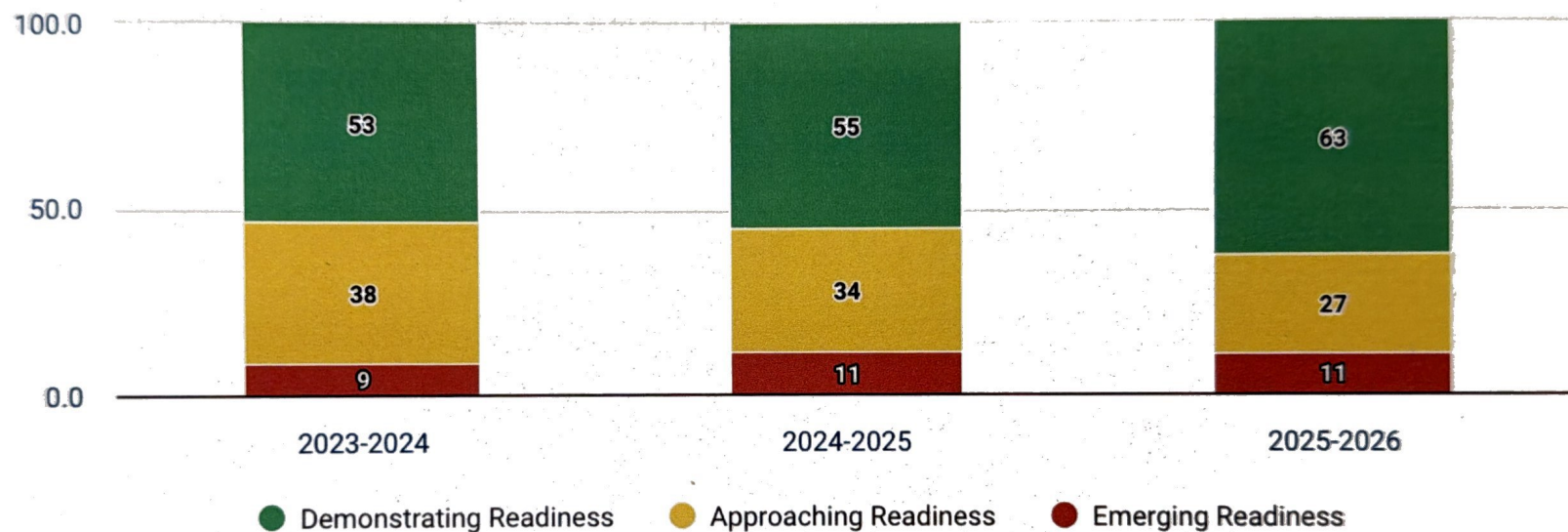
Identified Student Need(s): 77% of students are on track for English Language Proficiency based on Annual EL Growth to Target Goal. This exceeds the statewide goal of 48%

Targeted Subgroup: Kindergarteners

What are our Kindergarten Students readiness levels?



Data as of November 16, 2025



Identified Student Need(s): According to Kindergarten Entry Assessment (KEA) Data as of November 16, 2025, 89% of incoming kindergarteners in SY 2025-26 were demonstrating readiness or approaching readiness for success in kindergarten. 11% have emerging readiness. These students who have not yet mastered the foundational language, literacy, and mathematics skills will need instructional support in order to develop mastery of the kindergarten-level content.

WASC Critical Areas of Need (Based on 2024 WASC Visiting Committee Findings)

1. Refinement of Mission and Vision Statements to Reflect Current Student Needs
2. Establishment of Clear Roles, Responsibilities, and Procedures
3. Enhancement of Curriculum and Instructional Consistency
4. Improvement of Support Systems for Student Learning and Well-being
5. Clear and effective communication strategies that involve all stakeholders
6. Clear and consistent common expectations among students reinforced by staff
7. Data-driven decision-making and consistent approach to data review.



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	WASC 7 Subgroup 3	EA 1.1.1 (1) Analyze results of beginning of the year Kindergarten Assessments to inform instruction: - Kindergarten Entry Assessment (KEA) - Quarterly Assessments EA 1.1.1 (2) Provide RTI for students who show emerging readiness on the KEA developmental screener and/or Grade Level Universal Screener <i>Accountable Leads: Kindergarten Team, Academic Coach, RTI Coordinator</i>	KEA LEI Kulia Kindergarten Quarterly Assessments	☒ 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, 1b 3a, 3b, 3c, WASC 3 WASC 4 WASC 7	EA 1.1.2 (1) Provide RTI to all reading students • Provide Tier I, Tier II and III support in foundational reading skills. • Analyze iReady and DIBELS diagnostic data to determine tier for all reading students • Utilize <u>Tiered Support Flowchart</u> for clear processes for moving between tiers EA 1.1.2 (2) Continued implementation of curriculum mapping to address priority ELA Standards: • Wonders Reading in Grades K-6 • Heggerty Bridge to Reading in Grades K-2 • Standards-based novel studies EA 1.1.2 (3) Weekly Articulation to discuss data in order to improve standards-based instructional practices • Utilize multiple sources of data including iReady Reading, DIBELS Diagnostic data and formative assessments results to identify student needs • Build standards-based grading rubrics for all common assessments • Communicate success criteria to promote reading proficiency and student achievement <i>Accountable Leads: Curriculum Chair, Instruction & Assessment Chair, Academic Coach, EL/RTI Coordinator</i>	SBA iReady Universal Screener	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	2a, 2b 3a, 3b, 3c WASC 3 WASC 4 WASC 7	EA 1.1.3 (1) `Aikahi will participate in Kailua-Kalāheo Math Taskforce. • Implement a rotation of teachers from various grade levels to participate in Math Task Force workshops • Align Math Task Force initiatives with school initiatives EA 1.1.3 (2) Weekly Articulation to discuss data in order to improve standards-based instructional practices • Utilize multiple sources of data including iReady Math Diagnostic data and formative assessments results to identify student needs • Build standards-based grading rubrics or standards-based grading scales for all common assessments • Communicate success criteria to promote math proficiency and student achievement EA 1.1.3 (3) Provide Math RTI to all students • Ensure Tier I, Tier II and III processes to support number sense and foundational math skills skills. • Utilize <u>Tiered Support Flowchart</u> for clear processes for moving between tiers <i>Accountable Leads: Instruction & Assessment Chair, Math Task Force Chair, ILT Chair, EL/RTI Coordinator</i>	SBA iReady Universal Screener	☒ 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>	1a, 1b 2a, 2b 3a WASC 3 WASC 6	EA 1.1.4 (1) New teachers will participate in PBL training; ongoing support for all teachers EA 1.1.4 (2) Instructional Leadership Team will improve instructional practices, student learning outcomes, and overall school performance by focusing on student performance data and standardized testing and providing professional development in research-based and best-practice instructional strategies. EA 1.1.4 (3) Schoolwide implementation of General Learner Outcomes including student reflection with goal setting EA.1.1.4 (4) Implement a writing foundation program (manuscript handwriting) for grades K-6 EA.1.1.4 (5) Adhere to <u>Comprehensive EL Plan</u> and <u>Theory of Action (TOA)</u> from KK Complex EL Success Plan <i>Accountable Leads: Academic Coach, ILT Chair, Instruction & Assessment Chair, EL/RTI Coordinator</i>	SBA iReady Universal Screener GLO grades	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: KK complex funds \$
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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>	WASC 4	EA 1.1.5 (1) Provide a summer bridge program for incoming Kindergarten students EA 1.1.5 (2) Develop opportunities to vertically articulate between elementary and intermediate schools for transitioning students in order to refine transition services and events <i>Accountable Leads: Principal, Math Task Force, SCC Chair</i>	Kindergarten Summer Start program evaluation	☒ 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>	WASC 2 WASC 4 WASC 6	EA 1.2.1 (1) Adhere to 'Aikahi Attendance policy - Attendance letters sent home every 5 weeks - Clear communication between school attendance team and classroom teachers regarding home/school notifications - Hold parent meetings in accordance with 'Aikahi Attendance policy EA.1.2.1 (2) Offer ongoing educational opportunities that enhance standards-based learning: - Field trips and guest speakers/experts in the field that extend classroom learning - Project-based learning (PBL) experiences - Aloha 'Āina and HĀ based opportunities <i>Accountable Leads: School Attendance Team, Counselor, HĀ Chair, Principal</i>	LEI Kulia Panorama	☒ 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>	WASC 4 WASC 6	EA 1.2.2 (1) Incorporating Social-Emotional learning into daily classroom lessons/activities EA 1.2.2 (2) Continued support of student leadership groups: • Junior Coaches • Junior Police Officers (JPO) • Student Council • 'Aikahi Kūkala Krew EA1.2.2.(3) Develop a comprehensive PBIS system for students • Integrate `Aikahi Behavior Matrix • Obtain feedback from all stakeholders prior to implementing a new PBIS system • Integrate SEL framework around the five R's—Respect, Responsibility, Resourcefulness, Relationships, and Resiliency • Integrate HĀ within PBIS • Grade level buddies • Establish a Behavior Team to coordinate <u>Tier 1, 2, and 3</u> schoolwide interventions using the Behavior Solutions Framework ◦ Counselors provide specific Tier 2 and 3 behavior interventions <i>Accountable Leads: Counselor, Vice Principal, MTSS Behavior Team, HĀ Chair, Junior Coach Lead, JPO Lead, Student Council Lead(s),</i>	Panorama Infinite Campus (number of recess referrals)	☒ 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>	WASC 4	EA 1.2.3 (1) Refine Kupuna program to strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawaii ("BREATH") • Integrate Kupuna lessons in daily classroom lessons/activities • Involve Kupuna in staff workshops and whole-school events (i.e. May Day) EA 1.2.3 (2) Provide professional development opportunities for teachers to deepen their knowledge of HĀ: BREATH and the Nā Hopena A'o components <i>Accountable Leads: Principal, Vice Principal, HĀ Chair</i>	Panorama	☒ 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>	1b, 2b, 3a, 3b	EA 1.3.1 (1) Continue the PBL Implementation Plan for students to experience at least 1 Gold Standard project per semester • Share authentic learning with the community at PBL Fair EA1.3.1 (2) All students are provided with a variety of leadership opportunities: • Junior Police Officers (JPO) • Student Council • Junior Coaches • 'Aikahi Kūkala Krew <i>Accountable Leads: Academic Coach, JPO Lead, Student Council Lead, Junior Coach Lead, 'Aikahi Kūkala Krew Lead</i>	PBL Project Planners Student Attendance	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Foundation \$ ☐ 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.	WASC 4	EA 1.3.2 (1) Participate in Kailua-Kalāheo Agricultural, Food, and Natural Resources (AFNR) K-12 CTE Pathway by implementing 'ĀINA in Schools curriculum EA 1.3.2 (2) Specials classes will provide exposure to a balanced comprehensive educational program (Computer Science, Art, Music, Physical Education, World Language) • Computer Science Teachers Association's K-12 Computer Science Standards • Curriculum Maps for each specials classes EA 1.3.2 (3) Create opportunities for students to explore different career pathways • Partner with secondary students in the Kailua-Kalāheo Complex in CTE programs and HĀ based experiences. • STEAM Career Day • Introduce industry professionals through PBL units <i>Accountable Leads: Principal, 'ĀINA in Schools Coordinator, Specials GLC, Counselor, Curriculum Chair</i>	'ĀINA booklets Catch the Wind Parent Bulletin Curriculum Maps Panorama DoDEA external evaluations	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:KK complex transportation for 'Āina based learning \$
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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 staff are involved in ongoing professional development that focuses on meeting identified student and teacher learning needs.	1a, 1b 2a, 2b 3a, 3b	2.1.1 (1) Focused Professional Learning in Targeted Instructional Area, Project-Based Learning, Hawai'i Multi-tiered Systems of Support, and standards-based instruction - In-house professional development led by ILT, Math Task Force, and MTSS leads - PD on high leverage instructional strategies (including Tier 1 and Tier 2) 2.1.1 (2) Provide grade levels with Curriculum Planning day(s) as needed to update and revise their curriculum maps as needed - Include new Writing Foundation standards - Incorporate new rhetoric from updated ELA standards - Include grading rubrics for common assessments - Align Number Sense Routines, BTC and GLOs with lessons	SBA Panorama Protocol Document Curriculum Maps	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: KK complex subs \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		2.1.1 (3) Intentional vertical articulation for all K-6 teachers • Common Agreements (ELA/ Math) • Streamline Health standards across grades 3-5 <i>Accountable Leads: Instruction & Assessment Chair, MTSS Chair, Math Task Force Chair, Curriculum Chair, EL/RTI Coordinator</i>		
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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>	WASC 5	EA 3.3.1 (1) Continue to hold monthly School Community Council meetings - Ensure School Community Council meetings are advertised through multiple outlets to increase awareness and engagement - Post SCC meeting minutes to school and faculty websites <i>Accountable Leads: Principal, SCC Chair</i>	SCC Data (membership, agendas, meetings)	☒ 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. All parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff. <i>(To add additional desired outcomes, duplicate this row)</i>	WASC 5	EA 3.3.2 (1) Teachers communicate with families regularly regarding student progress and achievement through any of the following: • Sending home regular updates on student progress • Sending home student work • Use of Seesaw, student planner, phone call, Google Classroom, etc. • Sharing assignments/rubrics with families EA 3.3.2 (2) Streamline School/Home communication efforts • Update 'Aikahi Elementary School website regularly • Use one form of communication to improve consistency, efficiency, and ease of use <i>Accountable Leads: Principal, SASA, PCNC</i>	Report cards Seesaw admin dashboard Catch the Wind Bulletin Panorama	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: KK Complex-Seesaw \$

★ 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>
3.2.3 All Department of Education practices and procedures foster efficient operations, streamline processes, eliminate redundancies, and facilitate effective management.	WASC 2	3.2.3 (1) Develop clear written policies, procedures, and protocols that define the responsibilities, expectations, operational practices, and decision-making processes for Administrators and staff <i>Accountable Leads: Principal, Vice Principal</i>	Student Handbook Faculty Handbook	☒ 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.

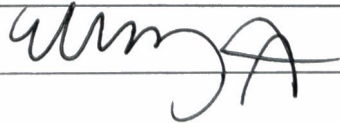
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 'Aikahi 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 **Oct 22, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 9, 2026 3:00 PM** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Academic Resource Leadership Team and School Staff
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:

'Aikahi Elementary Principal	Signature	Date
Lisa DeLong		☐ Date 4-6-26
SCC Chairperson	Signature	Date
Liz Hutson		☐ Date 4/2/26

SCC Recommendations to the Academic Plan and Financial Plan:

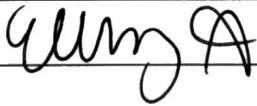
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
Develop a comprehensive PBIS system and universal SEL program for students and obtaining feedback from all stakeholders.	SEL curriculum has not been consistent and feels like it is back and forth or not clear to parents.	Our HA committee worked very hard on a comprehensive SEL plan for next school year, using the 5 R's matrix, and it will eventually be shared to the faculty and community members.
Integrate HA within PBIS.	Some parents did not know about HA and/or needed more information regarding it.	Nā Hopena A'ō ("HĀ") is a framework of outcomes that reflects the Department of Education's core values and beliefs in action throughout the public educational system of Hawaii and is integrated in many different programs and lessons in all grade levels.
Mentioning implementation of GLOs including student reflection and goal setting to "including student reflection with goal setting."	Wanted wording to change slightly and phases of implementation.	All GLOs are addressed in the beginning of the year, rather than in phases, as they are all addressed every quarter.
Student portfolios considered as an indicator.	Show student growth, document reflection, and goal-setting over time.	At this time, this will be teacher discretion on how work and reflection are documented. Portfolios are one way to show growth and goal-setting, but with technology, some teachers may choose to show this digitally.
Mentioning a bullying prevention protocol.	Strengthen the SEL section and have a clear school-wide approach.	Our school does have a bullying prevention protocol, and our vice principal uses various forms of documentation and strategies to prevent bullying. In addition, he communicates promptly with parents and students involved.

Reference to a kupuna program, and what HA entails.	Parent has not encountered the HA program before.	Our staff has had training, but on the DOE website, there is a lot of information regarding the HA framework. Our academic coach will be sharing some helpful information with our SCC committee as well.
Multiple communication platforms.	Can be very confusing if a parent has multiple children at the same school with teachers using different platforms.	We decided to cancel Parent Square for next year and Seesaw will be our communication tool.
SCC meetings could be advertised during open house.	To increase awareness and have more participation.	The SCC is already shared about at our Back to School night, along with sharing about the PTA to get parent involvement. The PTA asked if the parents could possibly have a potluck or something tied on to that night, to have parents meet one another rather than go home right after and it could be a possibility.

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

Attested:

SCC Chairperson	Signature	Date
Liz Hutson		Date 4/2/26

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>	1,089
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
'Aikahi Elementary Bell Schedule:  Aikahi Bell Schedule SY 25-26  Aikahi Elementary Bell Schedule	