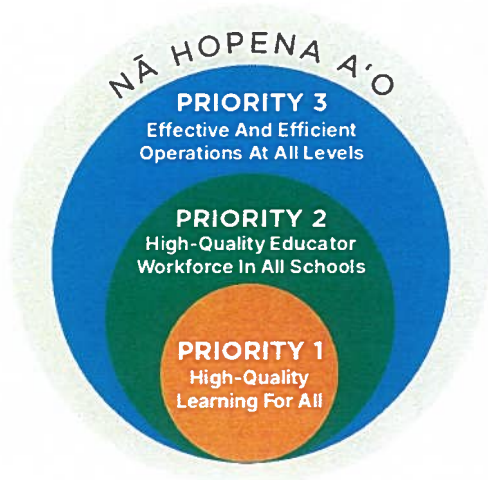




Lihikai Elementary School Academic Plan SY 2026-2027

335 S. Papa Avenue
Kahului, HI 96732
808-727-4500
[Lihikai Website](#)

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Barbara Oura Tavares	
	Apr 1, 2026

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/1/26

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	English Language Arts	Mathematics	Science	Social Studies
Grade K-5	'20 Wonders ▾	Eureka Math2 ▾	Mystery Science	

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 3-5	Achieve3000	IXL Math	Achieve3000	Achieve3000
Grade K-5	Flocabulary	Flocabulary	Flocabulary	Flocabulary
Grade K-5	Seesaw	Seesaw	Seesaw	Seesaw
Grade K-5	iReady	iReady	Mystery Science	
Grade 3-5	Phonics For Reading			
EL Grade K-1	Hands on English			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade K-5	i-Ready ▾	i-Ready ▾
Grade K-5	DIBELS ▾	Other: ▾ IXL Math
Kindergarten	KEA ▾	Other: ▾ KEA

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 *SW1
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report *SW2

Year of Last Visit: SY 2023-24

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2026-27

Type of Next Action: Mid-Cycle Report (No Visit) ▾

Year of Next Self-Study:

June 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.

**** All data from the LES CNA template unless otherwise stated**

- | | |
|---|---|
| 1 | <p><u>Student Need:</u> Assimilate Hawaii Multi-Tiered System of Support / Response to Intervention</p> <ol style="list-style-type: none"> 1. Proficiency score in Math/ELA/Science (CNA) 2. Early Literacy Skills (DIBELS) 3. Kindergarten Entry Assessment (KEA) 4. LES Discipline Data and All Offense Data (CNA) 5. SEL Panorama Data (Emotional Regulation, Growth Mindset, Self Management) <p><u>Root/Contributing Cause:</u> *SW1</p> <ol style="list-style-type: none"> a. Staff has various knowledge levels of strategies that can be implemented to address identified students academic, behavior, emotional and physical needs b. Staff has various knowledge levels of quantity & types of student work and evidence (data) to collect to demonstrate student progress or lack thereof c. Low proficiency in math, ELA and science; high achievement gap; high EL/Sped |
|---|---|

2 **Student Need:** *Reducing Achievement Gaps and Elevating Core Proficiency*

ELA Proficiency				Math Proficiency				GR 5 Science Proficiency (Lei Kulia)			
Gr/Yr	2022-23	2023-24	2024-25	Gr/Yr	2022-23	2023-24	2024-25		2022-23	2023-24	2024-25
Grade 3	48.1%	50.9%	50.5%	Grade 3	60.1%	52.8%	53.6%	Well Below	32.8%	29%	24%
Grade 4	37.5%	38.7%	50.4%	Grade 4	51.8%	33.6%	52.4%	Approaches	31.2%	43%	35%
Grade 5	43.4%	42.8%	37.8%	Grade 5	40.0%	39.2%	36.9%	Meets	28.0%	20%	24.3%
								Exceeds	8.0%	9%	11.3%

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	42.6%	43.8%	45.9%	50.5%	41.3%	47.2%	36.5%	30.0%	35.1%
Disadvantaged	36.5%	39.1%	42.7%	44.3%	36.2%	43.6%	30.3%	26.0%	31.4%
Special Education	0.0%	7.4%	4.5%	6.8%	7.4%	4.5%	0.0%	0.0%	0.0%
English Learner + Exits	36.7%	38.1%	35.0%	41.4%	41.2%	35.7%	23.5%	30.7%	14.8%
Male	38.5%	41.5%	38.0%	47.4%	43.5%	44.9%	36.8%	33.3%	30.3%
Female	46.6%	46.6%	54.0%	53.5%	38.7%	49.6%	36.2%	25.4%	40.0%
High Needs	36.2%	39.7%	41.6%	44.5%	37.9%	42.9%	30.6%	25.7%	29.1%
Non-High Needs	62.7%	56.9%	56.1%	69.7%	52.3%	57.9%	55.5%	42.8%	50.0%
Achievement Gap	26.5%	17.2%	14.5%	25.2%	14.4%	15.0%	24.9%	17.1%	20.9%

School Year	Language Arts			Math			Science		
	Non-High Needs	High Needs	Achieve Gap	Non-High Needs	High Needs	Achieve Gap	Non-High Needs	High Needs	Achieve Gap
2022-23	62.7%	36.2%	26.5%	69.7%	44.5%	25.2%	55.5%	30.6%	24.9%
2023-24	56.9%	39.7%	17.2 %	52.3%	37.9%	14.4%	42.8%	25.7%	14.1%
2024-25	56%	41.6%	14.5 %	57.9%	42.9%	15%	50.0%	29.1%	20.9%

Root/Contributing Cause: *SW1

- Kindergarten students entering elementary school not ready for learning academically or behaviorally; lack of pre-school
- Inconsistent differentiated instruction and scaffolding schoolwide
- Developing common, shared schoolwide agreements related to curriculum, instruction, assessments, and programs
- Core content areas are not sufficiently aligned vertically or horizontally
- Staff has varying levels of lesson development to create relevant standards-based content that engage all students and align with student interest and real-world application

3	Student Need: Curriculum Alignment and Interdisciplinary Standards Integration 1. SBA Scores in Math, ELA and Science (see above) 2. DIB 3. ELs assessment scores in ELA (see below) 4. Lihikai SY 2025-26 CNA Process & Staff discussions						
	Root/Contributing Cause: a. New ELA, Math and Computer Science Standards b. LES in early developmental stages of aligning curriculum and interdisciplinary integration c. Refining grade-level PLCs to focus on cohesive systems and maintaining fidelity in the delivery of consistent curriculum, instruction, and assessment pacing						
4	Student Need: Improve the Culture for Learning (SY 2022-23/SY 2023-24 Identified need) 1. Panorama SEL Survey Results 2. Panorama Perception Survey Results 3. SQS Survey Results 4. Staff Well Being Survey Results 5. Student Voice Survey Results						
	Spring 2025 Staff Well Being Survey						
	Teacher Survey - 25 Responses				Staff Survey - 13 Responses		
	TOPIC	Percent Favorable	BKM Complex	State	TOPIC	Percent Favorable	BKM Complex
	Belonging	64%	64%	64%	Belonging	71%	75%
	School Climate	73%	83%	87%	School Climate	55%	52%
	School Leadership	50%	46%	47%	School Leadership	50%	49%
	Staff-Leadership Relationships	58%	50%	52%	Staff-Leadership Relationships	68%	69%
	Well-Being	64%	63%	65%	Well-Being	73%	78%
	Teacher Self Reflection	73%	69%	74%	Professional Learning	54%	52%
	Professional Learning	62%	67%	67%	Staff-Leadership Relationships HIDEOE	38%	18%
LES SEL Student Survey Percent Favorable Responses - Grade 3-5							
SY 2023-24 / SY 24-25 / SY 25-26 SEL Panorama Survey Comparison							
Grade 3-5: Student Perception							
TOPIC	Fall 2022 Percent Favorable	SY 2023-24 Percent Favorable Fall 2023 Spring 2024		SY 2024-25 Percent Favorable Fall 2024 Winter 2025		SY 2025-26 Percent Favorable Fall 2025	Fall 2025 BKKM Complex
Emotional Regulation	54%	49%	45%	44%	45%	45%	42%

Grit / * Perseverance	62%	61%	60%	*55%	53%	-	-
Self-Efficacy	54%	61%	51%	61%	46%	47%	45%
Self-Management	73%	72%	65%	72%	63%	61%	54%
Social Awareness	73%	70%	63%	70%	55%	55%	50%
Growth Mindset	54%	55%	51%	55%	46%	45%	44%
Sense of Belonging	77%	72%	68%	72%	57%	58%	55%
Supportive Relationships				91%	89%	89%	88%

LES SEL Student Survey Percent Favorable Responses - Grade K-2

SY 2023-24 / SY 24-25 / SY 25-26 SEL Panorama Survey Comparison							
Grade K-2: Teacher Perception							
TOPIC	Fall 2022 Percent Favorable	SY 2023-24 Percent Favorable Fall 2023 Spring 2024		SY 2024-25 Percent Favorable Fall 2024 Winter 2025		SY 2025-26 Percent Favorable Fall 2025	Fall 2025 BKCM Complex
Emotional Regulation	54%	48%	76%	54%	75%	58%	49%
Grit / *Perseverance	31%	37%	63%	*39%	*61%	*49%	65%
Self-Efficacy	28%	31%	61%	35%	59%	46%	42%
Self-Management	24%	23%	57%	31%	48%	45%	46%
Social Awareness	41%	42%	74%	52%	72%	55%	48%

SQS Positive Responses

RATE/DIMENSION	SCHOOL YEAR								
	2022-23			2023-24			2024-25		
	STUDENTS	PARENTS	TEACHERS	STUDENTS	PARENTS	TEACHERS	STUDENTS	PARENTS	TEACHERS
Return Rate	78.3%	18.6%	90.4%	71.1%	37.8%	57.7%	68.0%	36.1%	78.7%
Safety	71.9%	89.0%	53.3%	71.5%	86.9%	57.7%	62.9%	86.3%	74.8%
Well Being	n/a	94.9%	42.2%	n/a	92.3%	58.4%	n/a	89.9%	72.8%
Satisfaction	n/a	90.1%	26.2%	n/a	89.4%	50.3%	n/a	87.9%	61.5%
Involvement/ Engagement	n/a	88.4%	27.5%	n/a	87.0%	43.8%	n/a	80.2%	63.0%

SVA Spring 2026 Results - "Belonging"

Category	Question	Total in Agreement
Belonging	1. I like my school.	74.4%
Belonging	2. Other students like me.	50.5%
Belonging	3. I feel important in my classroom.	39.1%
Belonging	4. Teachers say my name the right way.	73.0%
Belonging	5. Other students are kind to me.	49.3%
Belonging	6. I have friends I can be with at lunch.	80.4%
Belonging	7. I think bullying is a problem at my school.	71.1%

Root/Contributing Cause:

- a. System of communication between and among stakeholders needs to be refined
- b. Lack of consistency in updating, sharing and understanding common schoolwide agreements of systems, policies, and procedures
- c. Minimal opportunities for parent/community engagement in cultural and academic events
- d. Staff turnover creates a need for ongoing acculturation
- e. Students have a limited ability to retain and sustain social-emotional skills including understanding of concepts

5 Student Need: Increase Regular Attendance (SY 2022-23/SY 2023-24 Identified need)

Average Daily Attendance - the average number of students actually present each school day throughout the year

Average Daily Attendance

School Year	SY 2022-23	SY 2023-24	SY 2024-25
	89.7%	90.4%	91.5%

Regular Attendance - 17 or fewer days absent

	2022-23	2023 - 24	2024 - 25
All Students	63.5%	67.3%	75.3%
High Needs	60.7%	65.0%	73.0%
Non-High Needs	73.2%	75.3%	82.3%

Root/Contributing Cause:

- a. Identifying root causes for low attendance and chronic absenteeism has not been investigated
- b. Inconsistent implementation of updated attendance policy
- c. Lack of cohesive support system that helps engage families & students who are chronically absent

WASC Critical Area #1 - Attendance: The administration and support staff need to develop policies and practices to improve attendance so all students have equitable access to the educational opportunities at Lihikai Elementary.

WASC Critical Area #2 - Communication: Led by administration, teachers and staff should continue to collaborate on identifying areas to improve communication processes and systems across all areas to ensure stakeholders, including parents, receive information in a timely, relevant manner. Improved collaboration will provide for the transparent sharing of knowledge and understanding of school decisions and awareness of the student/family activities.

WASC Critical Area #3 - HMTSS / RtI: The administration, support staff and teachers should continue to implement a multi-tiered system of support for student academic and social-emotional learning needs that provides a systematic process of identification, referral, intervention and reflection so that all students have access to the full range of curricular and extra-curricular offerings at Lihikai Elementary.

WASC Critical Area #4 - Parent/Community Involvement: The administration, staff, and parents should pursue expanding parent and community involvement in volunteer opportunities and school events that incorporate the culture and talents of the families so all students experience a collaborative, nurturing learning environment

WASC Critical Area #5 - Processes & Policies: To improve operational processes and increase the involvement of all staff in transparent, shared decision-making, the administration and designated staff should review and update school-wide policies in parent, staff handbooks and student

planners and establish procedures to evaluate the effectiveness and relevance of these policies. Regular, whole-staff review will ensure that best practices and current educational research guide the systems and policies of the school.

WASC Critical Area #6 - Common Schoolwide Agreements: Through the PLC process, teachers and designated staff should continue working toward establishing common schoolwide agreements and expectations for the implementation of curriculum, instructional strategies, and assessments. These common agreements will ensure consistent focus K-5 on closing the achievement gap, building literacy skills, sharing of best practices and designing effective interventions to ensure all students have equitable access to demonstrating their learning of content standards.

WASC Critical Area #7 - SEL/GLOs/HĀ: As a means to unify school efforts in meeting the academic, social and emotional needs of all students, the teachers should implement and monitor consistent and clear instruction in the GLOs, SEL curriculum and HĀ. Included in the process should be designing a means of measuring student growth in what students should know, understand and be able to do by grade-level.

WASC Critical Area #8 -Alignment / PBL: Through PLCs and vertical teams, teachers and support staff should continue to identify grade-level and vertically-aligned power standards and differentiated-instructional strategies around which they can design rigorous curriculum and common assessments in all subject areas. This integrated, interdisciplinary approach can provide additional opportunities for students to demonstrate learning in real-world applications through their PBL and POL activities

WASC Critical Area #9 -Facilities: In order to further support high quality learning and student safety, access to the school library and the playground for upper grade students should continue to be addressed within current funding and staffing challenges. (Not embedded in Ac Plan)

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

- WIDA Access

Identified Student Need(s):

- Tier I Instruction (academic/behavior)
- Tier II Interventions (academic/behavior)
- SEL Support

WIDA Access Composite Proficiency				
	2021-22	2022-23	**2023-24	2024-25
Level 1	16%	18%	18%	15%
Level 2	20%	15%	24%	20%
Level 3	37%	33%	27%	36%
Level 4	25%	25%	20%	22%

* WIDA Access Exit score changed from 5 to 4.7. Students may also pass out with a 4.5- 4.6 if they passed SBA Reading.

Level/Year	2022-23	2023 -24	2024 -25
Exited 5/6	18	37	20

EL Growth to Target	2022-23	2023-24	2024-25
	55%	77%	76%

2 **Targeted Subgroup:** SpEd

Identified Student Need(s): (See proficiency data in Identified School Needs above)

- Tier I Instruction
- Tier II/III Interventions
- SEL Support

3 **Targeted Subgroup:** Low SES

Identified Student Need(s): (See proficiency data in Identified School Needs above)

- Title I
- Tier I Instruction
- Tier II Interventions
- SEL Support

Targeted Subgroup: Kindergarten

Identified Student Need(s):

- SEL Support
- Early Literacy/Numeracy Skills

** Data from Lei Kulia*

KEA Data SY 2024-25

BKKM Complex Data (n1,070): 22% Demonstrating Readiness / 39.4% Approaching Readiness / 41.5% Emerging Readiness

Lihikai School Data (n83): 13% Demonstrating Readiness / 41% Approaching Readiness / 46% Emerging Readiness / 9% DNP

KEA Data SY 2025-26

Lihikai School Data (97n): 11% Demonstrating Readiness / 30% Approaching Readiness / 59% Emerging Readiness / 2% DNP

Targeted Subgroup: Below Grade Level Proficiency ELA/Math

Identified Student Need(s): *(See proficiency data in Identified School Needs above)*

- Early Literacy/Numeracy Skills in Math, ELA & Writing
- Reading Fluency & Comprehension
- Tier I/II/III Instruction and Interventions as identified

SBA Writing Year & Grade	Grade 3			Grade 4			Grade 5		
	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23	2024-25	2023-24	2022-23
Writing "Above"	25%	22%	31%	23%	12%	16%	18%	19%	21%
Writing "At/Near"	44%	49%	47%	55%	59%	54%	47%	57%	42%

DIBELS Composite (Kindergarten)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
2020-21	No Data due to COVID								
2021-22	11%	17%	72%	24%	14%	63%	41%	11%	62%
2022-23	22%	20%	58%	40%	11%	49%	52%	15%	34%
2023-24	18%	24%	57%	39%	18%	43%	55%	11%	33%
2024-25	14%	24%	62%	39%	23%	38%	63%	8%	29%
2025-26	16%	15%	69%	41%	16%	43%	TBD	TBD	TBD

DIBELS Composite (Grade 1)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
2020-21	No Data due to COVID								
2021-22	37%	13%	50%	46%	16%	37%	63%	12%	25%
2022-23	38%	12%	50%	48%	13%	39%	60%	12%	27%
2023-24	48%	14%	38%	50%	18%	31%	68%	14%	18%
2024-25	54%	11%	35%	53%	21%	27%	69%	12%	20%
2025-26	55%	18%	27%	65%	18%	17%	TBD	TBD	TBD

DIBELS Composite (Grade 2)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
2020-21	No Data due to COVID								
2021-22	46%	13%	42%	46%	12%	41%	43%	21%	36%
2022-23	56%	8%	35%	56%	13%	31%	65%	12%	23%
2023-24	50%	14%	36%	49%	22%	30%	53%	18%	28%
2024-25	58%	21%	22%	60%	20%	20%	58%	25%	16%
2025-26	56%	18%	26%	51%	17%	32%	TBD	TBD	TBD

DIBELS Composite (Grade 3)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
2024-25	53%	16%	31%	48%	16%	36%	47%	25%	28%
2025-26	67%	19%	13%	57%	21%	23%	TBD	TBD	TBD

DIBELS Composite (Grade 4)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
2024-25	59%	17%	24%	55%	16%	30%	47%	22%	31%
2025-26	54%	21%	25%	43%	15%	43%	TBD	TBD	TBD

DIBELS Composite (Grade 5)

	BOY Benchmark	BOY Strategic	BOY Intensive	MOY Benchmark	MOY Strategic	MOY Intensive	EOY Benchmark	EOY Strategic	EOY Intensive
2024-25	48%	24%	28%	41%	24%	35%	47%	16%	38%
2025-26	49%	23%	28%	46%	17%	37%	TBD	TBD	TBD



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?" *SW3</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. *SW5, SW6(i-iii) SLN#2 Achievement EL Goal #1 Instruction WASC CA#6 - Common Schoolwide Agreements WASC CA#8 - Alignment/PBL	• 1d • 2a • 3a	EA 1.1.1(a): All incoming kindergarten students will be assessed for readiness in a timely manner using KEA and other designated assessments [<i>Lead: K. Sabado / Grade K Chair</i>] EA 1.1.1(b): All kindergarten students will continue to receive instruction based on the schoolwide initiatives to develop foundational skills in reading and math (BFRS, Number Talks, Small Group Instruction, Rtl Groups, EL Groups, Kahua Block) [<i>Lead: K. Sabado / K. Adams / N. Saito / K. Kauhane</i>]	• DIBELS Benchmark Data and PM Data • i-Ready Diagnostic & GM Data • KEA Data & Schedule • Gr K Quarterly Assessments • Coaching Forms	WSF: \$6,500 • KEA \$6,500

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. *SW6(i-iii) SLN#2 Achievement EL Goal # Instruction WASC CA#6 - Common Schoolwide Agreements WASC CA#8 - Alignment/PBL	• 1a • 1d • 2b • 2c • 2d • 3a • 3b	EA 1.1.2 (a): All students will continue to receive instruction based on the schoolwide initiatives to develop foundational skills in ELA with a focus on fluency and writing (BFRS, PFR, Small Groups, Rtl Groups, Kahua Block). <i>[Lead: K. Sabado]</i> EA 1.1.2 (b): All students will continue to participate in diagnostics and monitoring for i-Ready (K-5) and DIBELS (K-5) as designated. <i>[Lead: N. Saito / K. Kauhane]</i> EA 1.1.2 (c): 100% of students in all K-5 will continue to receive instruction based on HCCSS ELA (priority) standards that are horizontally and vertically aligned. <i>[Lead: K. Sabado]</i> EA 1.1.2 (d): All students will continue to receive tiered instructional support to improve ELA literacy skills based on need. <i>[Lead: K. Sabado w/Rtl Content Leads as applicable / E. Tamori]</i>	• Coaching Forms • DIBELS & i-Ready Data • Common Schoolwide Agreements • PLC Notes • Peer Review • Rtl Process Document	WSF: \$5,200 • DIBELS \$1.2K (Amplify database and booklets) • Materials/Print Resources \$4K Title I: \$80,200 • Wonders \$20K, iReady \$33K, • PFR \$1K, • Achieve \$16K • Flocabulary \$4.2K • Writing Matters Resources \$6K
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. *SW6(i-iii) SLN#2 Achievement WASC CA#6 - Common Schoolwide Agreements WASC CA#8 - Alignment/PBL	• 1a • 1d • 2b • 2c • 2d • 3a • 3c	EA 1.1.3 (a): All students will continue to receive instruction based on the schoolwide initiatives to develop foundational math (Number Talks, Small Groups). <i>[Lead: K. Sabado / K. Adams]</i> EA 1.1.3 (b): 100% of K-5 students will continue to participate in i-Ready Diagnostics 3x a year to show growth in math skills. <i>[Lead: N. Saito]</i> EA 1.1.3 (c): 100% of students in all K-5 will continue to receive instruction based on HCCSS Math (priority) standards and SMPs that are horizontally and vertically aligned. <i>[Lead: K. Adams / K. Sabado]</i> EA 1.1.3 (d): All students will continue to receive tiered instructional support to improve math literacy skills based on need. <i>[Lead: K. Sabado, K. Adams]</i>	• i-Ready Diagnostic & GM Data • Gr K Quarterly Assessments • Coaching Forms • PLC Notes • Peer Review • Rtl Process Documents	WSF: \$1,600 • Number Talks \$1K • LTL: \$600 Title I: \$46,000 • iReady • Eureka² \$45K • Math Resources \$1K

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *SW6(i-iii) SLN#2 Achievement EL Goal #1 Instruction WASC CA #3 - HMTSS / Rtl WASC CA#8 - Alignment/PBL <i>Required for all schools.</i>	• 1a • 1d • 2b • 2c • 2d • 3a • 3c	EA 1.1.4 (a): All students will continue to receive tiered instructional supports (Small Groups, TLCs, Rtl Groups, Kahua Block, EL Groups, and other scaffolds) to improve skills in core content areas (ELA, Math, Science, SS) based on need [Lead: K.Sabado / N. Saito / E. Tamori] LES EL Comp Plan SY 2026-27 (Provide SY 26-27 Link when available) *SW5 EA 1.1.4 (b): All students will continue to participate in rigorous learning activities based on grade level aligned HCCSS lessons with a focus on fluency & writing: [Lead: K.Sabado] Other Schoolwide Areas of Focus: 1. Presentations of Learning / Project-based Learning / Place-based Learning 2. Phenomena/Inquiry-based lessons 3. ELA/Math Engagement Activities 4. Number Talks 5. BTC	• EL Groups & Data (WIDA Assessment) • i-Ready Diagnostic • DIBELS Assessment • SBA/IAB/HSA Science Data • IXL Data • Pacing Guides & Lesson Plans • POL & Alignment documents & resources	Title I, \$13,500 • Inner Orbit \$2.8K • Mystery Science • Mystery Science Writing \$1K • Seesaw \$9.7K
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *SW6(iii-II),SW6(iii-V) SLN#1 HMTSS/Rtl WASC CA #3 - HMTSS / Rtl <i>Required for all schools.</i>	• 1a • 2a • 2d + middle school articulation	EA 1.1.5 (a): Continue to review and refine kindergarten beginning of school year entrance processes and procedures. [Lead: K.Sabado, E. Tamori, Grade K Chair] EA 1.1.5 (b): Continue to identify opportunities to improve student entrance and exit (transitions) into elementary and middle school. [Lead: Counselors, V. Matson] EA 1.1.5 (c): All 5th grade students will continue to participate in rotation learning blocks to simulate middle school bell schedule and learning opportunities of elective courses. <i>Elective rotations will be scheduled by grade 5 teachers after adjustment of daily schedules is finalized.</i> [Lead: Grade 5 Chair, K. Sabado]	• KEA Assessment schedule • Master Calendar • Transition discussion and notes • 5th Grade Rotation Schedule	• N/A

★ **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?" *SW3</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. *SW6(i-iii) SLN#4 Attendance WASC CA#1 - Attendance <i>Required for all schools.</i>	• 5a • 5b • 5c	1.2.1 (a): Continue to implement and monitor new school attendance policy to include revisions as needed. <i>[Lead: VP, Counselors]</i> 1.2.1 (b): Continue to investigate the root causes of inconsistent attendance and develop a plan based on family and student needs and culture. <i>[Lead: VP, Counselors]</i>	• Attendance Data • Root Cause Plan • Attendance data	• N/A
1.2.2. All students demonstrate positive behaviors at school. *SW6(iii-l) SLN#3 Learning Culture WASC CA#1 - Attendance WASC CA#7 - SEL/GLOs/HÅ <i>Required for all schools.</i>	• 4c • 4f	EA 1.2.2 (a): Continue to provide regular opportunities for all students to actively participate in a safe, engaging learning environment embedded with SV-SOA/SEL/Choose Love activities, lessons, and reflections that align with clear classroom management routines and expectations. <i>[Lead: K. Sabado, Counselors]</i> EA 1.2.2 (b): All students will participate in grade-level aligned GLO curriculum, instruction and assessment. <i>[Lead: K. Sabado]</i>	• SEL Panorama Data • Discipline Data • GLO Data & rubric	• N/A

1.2.3. All students experience a Nā Hopena A'o environment for learning.*SW6 SLN#3 Learning Culture EL Goal #4 Cultural Practices WASC CA#3 - HMTSS/RtI WASC CA#7 - SEL/GLOs/HĀ <i>Required for all schools.</i>	• 1b • 2c • 4f	EA 1.2.3 (a): All students will continue to participate in grade-level aligned SEL, Student Voice, and HĀ integrated activities, reflections and the designated surveys. <i>[Lead: K. Sabado / E. Tamori / Counselors]</i>	• Student Voice Surveys • SEL Surveys • HĀ Activities & Resources	Title: \$25,000 • Quaglia Institute Partnership \$25K
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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?" *SW3</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. *SW6(i), SW6(ii), SW6(iii-II) SLN#2 Achievement SLN#3 Alignment WASC CA#8 - Alignment/PBL <i>Required for all schools.</i>	• 2d • 2e • 3a • 3c	EA 1.3.1 (a): All students will engage in integrated, real-world learning experiences designed to foster civic responsibility and career awareness. This will be achieved through the implementation of: [Lead: K. Sabado / W. Wells / A. Pallallatoc] • Place-Based & Project-Based Learning: Incorporate the community and school environment as a part of learning. • Career & Community Integration: Purposeful inclusion of community experts and career-aligned activities within standard lessons. • Student Agency: Strengthening Student Voice, GLOs, and HÃ through SEL-infused instruction. • Digital Citizenship: Leveraging Computer Science as a tool for learning, critical thinking, and problem-solving.	• Lesson Plans • Master Calendar • Committee Notes • POL & Alignment documents & resources	Title I: \$1,000 • POL Resources \$1K • See other related EAs

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. *SW6(i), SW6(ii), SW6(iii-II) SLN#2 Achievement SLN#3 Alignment WASC CA#8 - Alignment/PBL	• 2d • 2e • 3a • 3b • 3c	EA 1.3.2 (a): All students will participate in differentiated, high-rigor instructional cycles designed to ensure mastery of foundational skills and readiness for next level coursework. Focus areas include: [Lead: K. Sabado / W. Wells / K. Adams] • Core Content Mastery: Consistent, HCCSS-aligned instruction in all content areas to increase achievement. • Inquiry-Based Frameworks: Application of the NGSS Phenomena-based model and the C3 Framework to develop critical thinking and evidence-based reasoning. • Computational Thinking: Computer Science focused on logic, coding, and algorithmic problem-solving. • Holistic Readiness: Ensuring the development of emotional, behavioral, and academic self-management skills necessary for students to build the stamina to maintain focus and function	• SBA/IAB/HSA Data • Lesson Plans • Committee Notes • POL & Alignment documents & resources	• See other related EAs
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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?" *SW6</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 *SW6(iii-IV) SLN#2 Achievement SLN#3 Alignment SLN#4 Learning Culture EL Goal #1 Instruction EL Goal #2 Leadership EL Goal #5 Data & Assessment WASC CA#6 - Common Schoolwide Agreements WASC CA#8 - Alignment/PBL	• 1a • 1b • 1c • 2c • 2d • 2e • 3a • 4e	EA 2.1.2 (a): Teachers and paraprofessionals will participate in targeted professional development and coaching to ensure the implementation of core instructional pillars: [Lead: K. Sabado / W. Wells / K. Kauhane / K. Adams / A. Pallapallatoc] • Foundational Literacy: BFRS, Small Groups, and Kahua Block. • Inquiry-Based Frameworks: NGSS (Science), C3 (Social Studies), and Computer Science. • Evidence-Based Math & Literacy: ELA/Writing (Fluency & FSW), Math, and Number Talks. • Whole Child Integration: SEL, GLOs, HĀ, and PE/Health. EA 2.1.2 (b): Teachers will continue to collaboratively design, implement, and reflect on integrated lesson plans (CIA) with a focus on: [Lead: K. Sabado] • Differentiated Instruction: Small group/centers and student-voice-driven pacing. • Pedagogical Consistency: Aligning	• PD Resources (agendas, slides, materials) • Lesson Plans and other teacher created resources • PLCs Action Plans • Alignment Documents, Rubrics & Other Resources • RtI Process Documents	WSF: \$20,000 • GL/Support Planning & Articulation Days: \$20K • See other related EAs



PRIORITY 2: High-Quality Educator Workforce In All Schools

		standards and instructional strategies across all core content areas (Math, ELA, Science, Social Studies, Computer Science) to increase schoolwide coherency. ● Behavioral Supports: Integrating SEL and GLOs into daily classroom management and instructional routines. EA 2.1.2 (c): 100% of teachers will continue participation in Data Teams/PLCs to improve instruction and increase student achievement (ie: math, ELA, science). <i>[Lead: K.Sabado]</i> EA 2.1.2 (d): Teachers will continue to receive ongoing training and support in the HMTSS/Rtl process to address student needs. <i>[N.Saito, V. Matson]</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> *SW3	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. *SW3, SW5 <i>Required for all schools.</i>	N/A	EA 3.3.1 (a): The School Community Council will continue to meet consistently to engage with the principal to provide support and feedback on school initiatives. <i>[Lead: SCC Chair]</i>	Monthly SCC Agendas & Minutes & other formal documents	N/A

★ 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?" *SW3</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.4.1 Provide parent and family engagement activities/ strategies aimed at building a collaborative culture to improve student academic achievement *SW5 SLN#2 Achievement SLN#3 Learning Culture EL Goal #3 Engage Families EL Goal #4 Cultural Practices WASC CA#4 - Parent/Community Involvement	• 4d • 5c	EA 3.4.1 (a): 100% of parents of students will continue to be invited to participate in family activities centered on cultural activities and/or a current content focus including strategies to assist with learning at home. [Lead: Support Staff]	• Agendas, Resources, & Sign-in sheets	Title I: \$1.5K • Family Engagement Activity Resources: \$1.5K

★ 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?" *SW3</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.5.1 LES uses a system to monitor programs and processes SLN#1 HMTSS/Rtl SLN#5 Attendance WASC CA#5 - Processes & Policies	1a 2c 2d 4a 4b 5b	EA 3.5.1 (a): Continue to identify specific programs and processes and develop a monitoring process or evaluation system to determine effectiveness as needed. <i>[Lead: Support Team]</i>	- Program w/monitoring plan document & data - Meeting notes	N/A
3.6.1 Increase the opportunity for, and methods of, communication for all stakeholders SLN#4 Culture WASC CA#2 - Communication	4a	EA 3.6.1 (a): Continue to identify and refine areas for improvement to strengthen effective and timely communication reciprocal between all stakeholders. <i>[Lead: Admin & Instructional Leadership Teams]</i>	Procedures & supporting documents	N/A

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 **Lihikai 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 **Mar 23, 2026** 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): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 23, 2026**

Attested:

Lihikai Elementary School Principal	Signature	Date
Barbara Oura Tavares		Mar 23, 2026

SCC Chairperson	Signature	Date
Jonathan Vince-Cruz		Mar 23, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Jonathan Vince-Cruz		March 23, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,083 Hours/year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Lihikai Elementary School Bell Schedule: Lihikai Elem BELL SCHEDULE (current)	