



Kaewai Elementary School

Academic Plan

SY 2026-2027

1929 Kamehameha IV Road
Honolulu, HI 96819
808-305-4300
Kaewaielementary.org

- ☒ Title I School
☐ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Jenni Uchida	
<i>Jenni Uchida</i>	April 1, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
<i>Rochelle Mahoe</i>	04/07/2026

Rochelle Mahoe (Apr 7, 2026 12:17:25 HST)

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

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SCHOOL VISION AND MISSION

Vision Statement	Ka'ewai Elementary School inspires students to dream of infinite possibilities and provides them with the skills, knowledge and strength of character to work toward bringing those dreams to reality.
Mission Statement	Ka'ewai Elementary School partnership with our community stakeholders will provide quality educational & support services to ensure all students realize their academic, social, & emotional potential to prepare them to be learners for life & contributing members of a global society.

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	Ready Math ▾	STEMscopes	Teacher Created
K & 1	Other: ▾ Heggerty	Ready Math ▾	STEMscopes	Teacher Created
K-2 & EL	Other: ▾ ECRI	Ready Math ▾	STEMscopes	Teacher Created
3-5	Other: ▾ Advance Word Work	Ready Math ▾	STEMscopes	Teacher Created
Special Education (FSC)	Teach Town	Teach Town		

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
3-5	Other: ▾ Phonics for Reading			

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-5	I-Ready ▾	I-Ready ▾
K-5	DIBELS ▾	Other: ▾ EASYCBM (TBD)

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: [CNA Developing Trend Statements Tool - Kaewai](#)
- ☐ [Current Western Association of Schools and Colleges \(WASC\) report](#)

Year of Last Visit: 2025

Year of Next Action: 2028

Year of Next Self-Study:

Type of Last Visit: Mid-Cycle Report & Visit -

Type of Next Action: Full Self-Study -

2028

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> Math Proficiency through conceptual understanding of math (Five Strands of Math Proficiency - page 2 student actions) • All students need to learn how to demonstrate understanding of concepts in multiple ways in order to build proficiency in the ability to represent situations in different ways and recognize how different representations are useful for different purposes. • All students need to learn how to make multiple connections among different models and representations. <u>Root/Contributing Cause:</u> 1a: Need to strengthen teacher & students understanding of math (Five Strands of Math Proficiency page 2 Teacher Actions) ○ Make mathematics accessible to students through concrete, semi-concrete, and abstract representations. ○ Proactively facilitate multiple "access points/modes" for students. ○ Use multiple representations when appropriate while using and eliciting student thinking.
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- Ask students to give a visual proof of their solution.

1b: Need to strengthen fidelity in Implementation of Math Viable Curriculum - Strong Tier 1 instruction

- Consistent use of high-quality instructional material including implementing Ready Math Routine
- Time/opportunity to meet regularly to review student data and identify next steps.

2 **Student Need: Special Education Students growth by taking ownership of their learning**

- All SPED students need to show academic growth by building metacognitive skills (self- empowerment/ ownership of their learning), learn how to set goals, apply learning strategies, and track their own mastery based on their IEP goals.
- SPED students SGP

	SY 22-23	SY 23-24	SY 24-25
ELA	47%	18%	58%
Math	56%	53%	75%

Root/Contributing Cause:

2a Need to strengthen teacher capacity in Specially Designed Instruction (SDI) for SPED Students.

- Need to strengthen individualized accommodations/modifications to ensure active participation considering Content, Methodology, Delivery
- Need to improve clarity and communication (from teachers to students): learning intention & success criteria
- Need to implement goal setting activities involving students to foster their sense of ownership of learning
- Need to strengthen student data collection and analysis.

3 **Student Need: Reading Comprehension**

- All students need to read fluently (reread and apply reading strategies to) and make meaning of text to meet proficiency in grade level targeted ELA standards.

- Students need to develop automaticity in word recognition (fluency) to reduce cognitive load, allowing them to shift mental resources from phonetic decoding to the synthesis of meaning and language comprehension (strategic).

(Word Recognition components include Phonological Awareness, Decoding, and Sight Word Recognition. Language Comprehension components include Background knowledge, Vocabulary, Language structures, Verbal reasoning, and Literacy knowledge.)

The Simple View of Reading



Root/Contributing Cause:

3a: Need to engage with teachers to foster alignment of instruction and student growth.

- Need for the academic leadership team to meet regularly to review implementation of evidence-based practice.
- Need for (grade level) learning walks focused on targeted school priority (eg. established in PLC, faculty, etc.).

3b: Need of refining teacher capacity through PLC to analyze and adjust instruction based on reading data, leading to improvement in the current school-wide RTI system.

- Need to improve clarity and communication (from teachers to students): learning intention & success criteria.
- Need to strengthen teacher capacity for data analysis, identifying instructional priorities, and adjustment of instruction.
- Need to strengthen balanced implementation of Word Recognition instruction (e.g., DIBELS) and Language Acquisition instruction to develop total reading comprehension skills
- Need to strengthen effective implementation of the Multi-Tiered System of Supports (MTSS) and use of instructional materials.

4

Student Need: Attendance

All students need to come to school every day and more than 75% of the students regularly attend school (more than 90% of the time)

Root/Contributing Cause:

4a: High absenteeism often stems from academic alienation. When nearly half of students start the school year two years behind grade level, an inaccessible curriculum may foster 'academic defeatism,' turning school into a source of frustration rather than opportunity, which naturally incentivizes avoidance.

Need to improve clarity and communication (from teachers to students): learning intention & success criteria

Need for teachers to empower student learning gains through goal-setting and reflection routines to normalize productive struggle. Resulting in self empowered learners.

Need for teachers to adjust material, tasks and pacing so all students are able to access and respond to content.

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.

**Sub
group
1**

Targeted Subgroup (for all schools): SPECIAL EDUCATION (required)

Identified Student Need(s): All SPED students need to show academic growth by building metacognitive skills (take control/ ownership of their learning), learn how to set goals, apply learning strategies, and track their own mastery based on their IEP goals.

SPED students SGP (SBA)

	SY 22-23	SY 23-24	SY 24-25
ELA	47%	18%	58%
Math	56%	53%	75%

**Sub
group
2**

Targeted Subgroup: EL

Identified Student Need(s): All EL students need to show academic growth by building automaticity in word recognition (fluency) to reduce cognitive load, allowing them to shift mental resources from phonetic decoding to the synthesis of meaning and language comprehension (strategic).

EL students SGP (SBA)

	SY 22-23	SY 23-24	SY 24-25
ELA	59.5%	35.1%	52.1%

EL Growth toTarget (WIDA)

	SY 22-23	SY 23-24	SY 24-25
Actual	37.08%	54.9%	61.45%
Target	63.2%	48%	48%



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.	Kindergarten teachers need the assessment data to inform effective supports for Kindergartners especially those who did not have preK experience	Leadership: Coordinator will organize the screener test (Class list Assessment & KEA) team and arrange coverage if needed (subs). Coordinator(s) will ensure that teachers have access to the certification requirements for the KEA. Teachers: All Kindergarten teachers will be KEA trained and all students shall be administered in the first 30 days of each child's entry into kindergarten. Teachers will utilize BOY PLC meetings to analyze screener data. All Kindergarten teachers will utilize KEA data to inform instructional starting points for Kindergartners in order to support student achievement. Stipend day for KEA and Kinder orientation planning Lead: Test Coordinator, Kindergarten GLC	100% of K will be administered the KEA 100% of K teachers will be certified in KEA administration	☐ WSF ☒ Title I, Stipend days for KEA certification 5 teachers x \$194= \$970 ☐ 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. Annual Target: Gr 3-5 Reading Proficiency May 2025 - 33% May 2026 - 24% (Projected) May 2027 - 35% (Goal)	3a 3b	<u>Assessment & Progress Monitoring</u> Leadership: - Implement a centralized screening system: - DIBELS (all), Core Phonics (Tier 3) - Establish an Assessment Team for high-quality and consistent assessment practices (eg. Dibels) - MClass PD during summer Teachers: - Administer screeners 3x/year for all students - Administer diagnostic assessments as needed for intervention programming - Progress monitor every 2–3 weeks; regroup students flexibly based on current data <u>Strengthen Tier 1 Instruction</u> Leadership: - Provide structured time for literacy learning (Cox Academy) for all certificated staff - Implement Learning Walks to monitor consistent implementation of: - Word Recognition routines: - K–2: ECRI 3–5: Advanced Word Work - Comprehension - Grade-level Wonders Routine Teachers: - Use evidence-based routines to develop word recognition: - K–2: ECRI 3–5: Advanced Word Work - Use Wonders Routine for comprehension (Refine)	PLC Process: 100% of Grade levels will meet their grade level SMART goals, quarterly (share at faculty meeting) Student Outcomes EOY: 100% of students will meet their typical growth on the universal screener. Consistent implementation of HQIM: 100% of learning walks will indicate teachers are implementing the viable curriculum and utilizing explicit instruction. 100% of teachers will participate in reflective conversations based on quarterly Focus Classroom Visit Data walk results will improve to show consistent implementation in routines, practices, and HQIM	☐ WSF ☒ Title I, (2 planning days / year for all classroom teachers & EL) \$5820 - Wonders Consumable \$25,000 - DIBELS \$4,000 - DIBELS Training \$1,000 - PLC Academic Leadership team consultation (Kimber) \$1500 per session x 3 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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- Implement specific instructional [routines](#) for Language Comprehension and reflect on their effectiveness

PLC & Data-Driven Instruction

Leadership:

- Facilitate PLCs to strengthen Tier 1 ELA instruction using a structured data cycle
- Guide data-driven actions using formative assessments to inform and improve instruction
- Facilitate reflective conversations using the [Data Cycle Participation Guide](#)
- Maintain a Data Wall to visualize grade-level trends for instructional and support staff
- Encourage and model team collaboration; train team leads to facilitate, not just manage logistics
- Establish and monitor intervention effectiveness; adjust systems as needed

Teachers:

- Engage in collective decision making for essential standards and implement agreed-upon practices to improve student outcomes
- Develop grade-level common formative assessments
- Establish and monitor SMART goals
- Analyze student work and/or data; adjust instruction as needed

MTSS-R: Intervention System (SW6)

Leadership:

- Refine school-wide system for Tier 2–3 focused skill-building (Intervention Specialist/WINN)
- Establish and monitor intervention effectiveness; adjust as needed

		Teachers: • Group and plan for students by intervention target • Identify instructional practices to meet the needs of all targeted groups • Identify progress monitoring measures • Analyze progress monitoring assessments to determine intervention effectiveness <u>MTSS-R: Coaching Cycle</u> Coaching cycle to support Implementation of balanced instruction that addresses both Word Recognition and Language Comprehension strategies and routines using high quality instructional materials (SW6) Leadership: • Develop observation and coaching tools that reinforce the school's priority of data-driven reading instruction (i.e., coaching questions, look-fors, evidence to review with teacher) • Prioritize Coaching Cycles focused on identified structured literacy practices/strategies Teachers: • Actively participate in structured literacy-focused coaching cycles with Literacy Coach. Lead: Curriculum Coordinator, Literacy Coach & Principal	
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics <u>by the end of fifth grade</u>. All (K-5) students who are not proficient receive necessary and timely support to become proficient. Annual Target: Gr 3-5 Math Proficiency May 2024: 36% May 2025: 24.2% May 2026: 25% (projected) May 2027: 35% (goal)	1a 1b	<u>Improving Tier 1 Instruction (SW6)</u> Leadership: • Provide iReady Classroom Math PD to improve instructional routines using Ready Math ◦ 3 Reads ◦ Try-Discuss-Connect ◦ Multiple Representations ◦ Teacher trainer & peer observation and feedback ◦ See details • Provide teachers opportunity to collaborate; Math PLC day - Jan 25, 2027 • Implement Learning Walk to support & monitor ◦ the effective & consistent implementation of curriculum & routine ◦ Use of concrete, semi-concrete representations. • Establish a system for Tier 2 math support: Possibly use EasyCBM or MClass Math for progress monitoring Teachers: • Participate in school sponsored PD • Consistently practice the routines and strategies from the PD • Provide targeted ELOs Math Committee:	80-85% of learning walks will indicate teachers are making mathematics accessible to students through concrete, semi-concrete, and abstract representations. SY 2026-27 MOY: 22-25% of Grades K-5 students will be on GL based on iReady Math SY: 25-26 (MOY) K-5: 19% on GL NO: 26%, ALG: 29%, MS: 23%, GEO: 17% Median Growth: 51%	☒ WSF, ELO 5 teachers, 2hr/ week x 12 weeks \$43 = \$5160 ☒ Title I, Ready Math text Books \$15,000 Dr Dan Har \$6500 x 2 days \$13,000 Ready Math PD - Sep 11, 2026 4 days in Nov \$3000 x 5 days = \$15,000 EasyCBM \$4000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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- Plan school-wide initiatives (one per semester or more) to support explorations of math concepts (Elements of Effective Lesson) to develop student Number Sense or math vocabulary

Lead: Curriculum Coordinator, Principal, Math Committee

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Annual Target: SPED ELA SGP (SBA) SY 23-24: 18% SY 24-25: 58% SY 25-26: TBD SY 26-27: 63% SPED Math SGP (SBA) SY 23-24: 53% SY 24-25: 75% SY 25-26: TBD SY 26-27: 80% EL SGP (SBA) SY 23-24: 35.1% SY 24-25: 52.1 SY 25-26 TBD SY 26-27: 55% EL GTT (WIDA) SY 23-24: 54.9% SY 24-25: 61.45% SY 25-26 TBD SY 26-27: 65%	2a Sub group 1 Sub group 2	<u>SDI (Specially Designed Instruction) for Students with IEP(SW6):</u> Leadership: - Leadership (admin, SSC) to meet with each teacher three times per year, 60 minutes: data review & discussion: student progress check, individualized goal-setting, SDI planning, and instructional improvement plan - Implement Learning Walk to support & monitor instructional alignment with IEP goals. - Provide <i>individual</i> coaching opportunities by a trainer (Trainer TBD) - Improve teacher clarity & communication with students - For SPED students to build - metacognitive skills (self-empowerment/ ownership of their learning) - learn how to set goals - apply learning strategies, and track their own mastery Teachers: - Provide individualized instruction that aligns the Content, Methodology, and Delivery of instruction with IEP goals. - Improve clarity and communication (from teachers to students): learning intention & success criteria	100% of all students will meet at least 60% progress toward their Annual Typical Growth on the MOY Universal Screener for Reading and Math.	☐ WSF, ☒ Title I, PTT- Tier 3 \$26,000 PTT- EL \$26,000 PPT - Kinder Sub days for SPED \$17,000 (6 teachers, 1 per month, 1 per quarter & additional SDI training - up to 14 days sub days per teacher) Trainer TBD \$10,000 ☐ Title II, \$ ☒ Title III, ELO \$10,000 (6 teachers, 2 hr per week, 19 weeks) ☐ Title IV-A, \$ ☐ Title IV-B, \$F ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Required for all schools.

- Implement goal setting activities involving students to foster their sense of ownership of learning
- Goal: 100% of SPED students will meet their Typical Growth score on the Universal Screener

EL program enhancement (SW6)

EL Leadership (coordinator & principal):

- [Kaewai's EL Program of Services](#) (DRAFT)

FOUR must do:

- Monthly student progress monitoring & share with teachers & adjust instructions
- Implement consistent daily instructional routine during the EL lessons (oral language develop); learning Walk to monitor
- Provide at least one PD to provide strategies teachers can implement
- EL Family engagement event

EL Department (teachers & coordinator):

- Monthly student progress monitoring.
 - Organize & analyze data.
 - Adjust instruction according to the results
 - Join the PLC once a month (each grade level) to share & discuss the results

		○ Consistent daily instructional routine during the EL lessons ○ EL Family engagement event ○ Involve students ○ Cultural appreciation ● After school tutoring for Newcomers - structured practice for speaking Lead: Principal & CC & SSC & EL Coordinator		
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1.1.5. All students transition successfully at critical points, from preschool to elementary school, **AND** from elementary to middle school, **AND** during non-traditional times (e.g., new students mid quarter).

Need to strengthen the system started in SY 24-25 to prepare for the effective transition in short and long term including K-12 alignment

Leadership:

- Implement Kindergarten Transition Plan developed in 2025-26 for PreK to Kindergarten to support a successful transition for incoming Kindergarteners.
- Implement summer program to support incoming kindergarten students academic and social skills
- Middle School Readiness / K-12 alignment focus; provide opportunities for students and families to learn about and connect with DMS & FHS
- Develop EL Newcomer support system and structure to meet the social and academic needs
 - Include Student Ambassadors, 2 week transition period, family outreach to provide support

Teachers:

- Student Leadership & Voice Committee to continue to refine Student Ambassador Program that encourages student voice, welcomes new students across grade levels/programs, and check in on student SEL needs; encourage collaboration with Attendance Committee to improve the welcoming classroom environment
- Gr 5 and PrK Point of Contact (POC) will lead the transition day. Gr 5 will coordinate with DMS. PrK & K will work with the district early literacy RT

Lead: Testing Coordinator, EL Coordinator, PreK & K teachers & Grade 5 GLC

100% of EOEL & SPED PreK will participate in transition activities.

100% of students from 5th grade will participate in transition activities.

Student Leadership Committee creates more than one opportunity for diverse student voices.

- ☒ WSF, \$ 5,000
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$5000 (ELO Tutoring)
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$

1.1.6 Increase in students Science Proficiency as measured by HSA

Annual Goal:

SY 23-24: 13%

SY 24-25: 34%/ State 43%

SY 25-26: TBD

SY 26-27: 39%

Lack of consistent implementation of science curriculum & vertical alignment

Leadership:

- Continue Stemscopes curriculum but look to pilot Amplify to prepare for the full implementation in SY 27-28
 - Pilot program with Gr 5
- Assess needs for additional training for teachers and provided as needed
- Provide Science & Social Studies Planning Days (Subs 1/qtr).
- Provide outdoor, hands-on learning opportunities for all students
- Provide student materials (eg. text, science kit).

Teachers:

- Teach science lessons at least 2-3 times a week consistently and implement Stemscopes consistently following pacing guides.
- Explore science viable curriculum options for possible implementation the following years
- Teachers will use the 5E Model + IA to develop the disciplinary core idea
 - Engage
 - Explore
 - Explain
 - Elaborate
 - Evaluate
 - Intervention
 - Acceleration

- ☐ WSF
- ☒ Title I
- STEMScopes Consumable \$10,000

Field Trip bus \$7000

- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$

- Embed close reading and oral language (oracy) strategies in order for students to access complex text
- Participate in the Elementary Science Showcase. Science Committee will Lead
- Science committee will lead the school garden project & Science Buddy Day

Lead: Curriculum Coordinator, Principal, Science Committee

1.1.7 Standardize implementation of Soc Studies Curriculum	Lack of consistent implementation of Social Studies Curriculum	Leadership: • Arrange Social Studies PD (Rosanne Fukuda) to provide resources and state initiative update • Provide Science & Social Studies Planning Days (Subs 1/qtr). Teachers: • All teachers will teach social studies lessons at least 2-3 times a week consistently integrated with Wonders and/or other resources HCSSS Resources : ◦ GK Resources ◦ G1 Resources ◦ G2 Resources ◦ G3 Resources ◦ G4 Resources ◦ G5 Resources • Plan and implement community and civic related field trips Taking Informed Action • Embed close reading and oral language (oracy) strategies in order for students to access complex text Lead: Curriculum Coordinator	☐ WSF, ☒ Title I Field Trip bus \$7000 ☐ 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. Annual Target: 73% of the students regularly attending school (90% of time or more) at the end of SY 26-27 68% of the students regularly attending school in March 2026 <i>Required for all schools.</i>	4a	<u>Attendance support for all (SW6)</u> Leadership: - Promote instructional success that motivate students to come to school "Success leads to motivation" - Dr Archer - Facilitate the partnership with Adult Friends for Youth Huaka'i Safe Passage program (SW5) - Monitor and support attendance committee & iRead Goal committee's initiatives - Authentically engage families and encourage families to be active in the school community more regularly (participation more than attending events,. Invite them to be a part of learning) - Counselors Cadre (Dolphin Pod) to support students with specific needs - Post regular attendance data weekly to encourage, inform, and remind teachers to provide rigorous and engaging learning opportunities.	Regular Attendance Goals: May 2025: 64% Oct 2025: 73.7% Dec 2025: 66% Feb 2026: 69% Regular attendance will be 75% or above at the end of the year	☒ WSF, \$1000 ☒ Title I, \$500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		Teacher/Staff: • Panorama Student perception survey SY 25-26 ◦ Classroom Engagement ◦ Pedagogical Effectiveness • Panorama SEL survey SY 25-26 ◦ Self-Efficacy • Provide engaging and motivating learning opportunities that promote students' sense of confidence and success. ◦ Quality interactions ◦ Chunking lessons ◦ Giving feedback ◦ Small group • Teachers and staff will implement intentional positive culture building activities and foster environment that appreciate students <u>Attendance Committee:</u> • Committee members will meet at least 2x year to evaluate implementation and student outcomes • Committee will meet regularly to review data and recommend next steps <u>iReady Goal Committee:</u> Implement systematic goal setting cycles • Per semester • Make the goals visible (i.e. poster in classroom) • Class goals AND student individual goals • Committee will meet regularly to review data and recommend next steps towards		
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		empowering students to be responsible for their own learning Lead: Principal & Counselor & Attendance Committee & iReady Goal Committee		
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1.2.2. All students demonstrate positive behaviors at school.

Need to strengthen the systems to track and respond to student behavior needs

All adults need develop understanding of Background / Experiences with Poverty

SEL Program:

Leadership

- Provide Professional development
- Bridges Out of Poverty by Mark Miyasato
 - Background / Experiences with Poverty
 - Understanding Class
 - 10 Actions to Educate Students
- Kimochi

Teachers

- Trained teachers have the option to pilot and implement the programs using Kimochi material.

"Dolphin Pod" Counselor-led student behavior team

- Continue to refine the process to have quarterly Counselor-led team meeting to address Tier 2 behavior/attendance concerns

PBIS Committee (SW6)

- Create visual references and promote to students and all faculty members
- Explore ways to connect Dolphin "values" with school-wide behavior expectations/outcomes
- Promote Dolphin Dollar incentive to all faculty members to actively recognize students' positive behavior
- Dolphin Cruiser on targeted week

Student Leadership & Voice Committee (SW6)

80-85% of students benefit from Tier 1 supports

10-15% of students benefit from Tier 2 supports

No more than 5% of students will need Tier 3 supports

- ☒ WSF, \$10,000
- ☐ Title I,
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☒ Other:__, \$

		Develop a system in which student ambassadors to design & lead behavior improvement Lead: Counselor, PBIS committee, Student Leadership & Voice committee, Counselor & Principal		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	Need to increase student sense of Hawai'i, responsibility & sense of belonging Need to improve attendance	<u>Strengthen Sense of Hawai'i & Responsibilities & Belonging (SW6)</u> - Students will actively engage in the stewardship of Ka'ewai's Rain Garden, gaining hands-on knowledge of native flora and the importance of 'āina. Through collaborative care for our environment, students will strengthen their connection to the local community and cultivate a lasting sense of belonging. - The 'Ike Hawai'i Committee will lead the planning and implementation of all related activities. Lead: Ike' Hawaii Committee & Principal	Ka'ewai's Rain Garden to thrive	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: 'Āina Aloha, \$ 5,000 (WSF if no funds are available)

★ **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.	Needs to build stronger K-12 alignment and awareness of FHS Academies as an introduction to a variety of career	(SW6) Leadership: - Identify opportunities to collaborate with FHS career academies (Business, Creative Arts & Technology, Engineering, Health, Public Service) - Provide special subjects that are meaningful preparation for our students future opportunities including electives and academy pathways offered by Dole Middle and Farrington High Schools Teachers: - Plan and implement field trips to community agencies (Gr K-3) and/ or Farrington High School Academies (Gr 4-5) - All students will receive standard-based Computer Science lessons in order to be "Globally competitive, Locally committed." Possible topics: - Coding - Robotics - Cybersecurity	95% - 100% of students will participate in the career focused field trips	☒ WSF, \$10,000 ☒ Title I, Transportation \$12,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Leads: GLC's & Principal				
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, career academies, or International Baccalaureate (IB) programmes.	Need to emphasize the importance of Middle school readiness in academic skills	<u>K-12 Alignment / Middle School Readiness (SW6)</u> Leadership: • Middle School Readiness / K-12 alignment focus; provide opportunities for students and families to learn about and connect with DMS & FHS • Provide special subjects that are meaningful preparation for our students future opportunities including electives and academy pathways offered by Dole Middle and Farrington High Schools Teachers: • Plan and implement field trips to community agencies (Gr K-3) and/ or Farrington High School Academies (Gr 4-5) <u>Provide Extended Learning Opportunities</u> Leadership: • Implement intervention and/or remediation to close achievement gaps (eg. after school tutoring, summer school) Lead: Principal	80% of identified students needing intervention (2+ GL behind) will be enrolled in after school tutoring	☒ WSF, \$ ☒ Title I, PTTs- \$30,000 Bus - \$1,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <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 teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	13.86% of teachers in FKK are non-highly qualified. 24 of 26 Kaewai teachers are highly qualified 24 of 26 Kaewai teachers SIQ required hours 3 of 26 Kaewai teachers are TESOL certificated	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead: Principal or HQ designee, FKK HQ EO EL Coordinator:	95% of teachers will be SIQ at the end of the year (Feb 2025, 69% Feb 2026, 93%)	☒ WSF, \$ ☒ Title I, \$4,000 ☐ Title II, \$ ☐ Title III, \$2,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2 All **teachers** are effective or receive the necessary support to become effective.

Need to strengthen educator knowledge around high- yield practices and develop the skills necessary to implement them effectively in the classroom.

Need to strengthen Learning Walk protocols for more informed decision making, teacher reflection and action planning.

Leadership:

- Participate in the CLSD grant and implement coaching structures, systems, and cycles over a 5 year period.
- Leadership (admin, CC, Coach) to meet twice per year, 45 minutes per SPED teacher, to support goal setting and action planning for Specially Designed Instruction (SDI).
- Consultation with Solution Tree to continue refining the PLC process
- The Academic Leadership Team will conduct quarterly Learning Walks and strengthen progress monitoring structure for targeted skills, data informed instructional conversations and next steps for teachers.
 - Monitor efficiency of intervention systems
 - Monitor implementation of intervention groups and structure
 - Conduct observations to determine potential professional development opportunities
- Provide schoolwide data analysis & reflection opportunities at BOY, MOY & EOY
- [Provide PD opportunities \(page 9 & 10\)](#)

Teacher:

- Participate in Cox Academy learning, coaching cycles that may include a planning conversation,

All teachers will engage in PD and implement learning from PDs that they attend

95%-100% of teachers will receive a rating of effective or better in EES

- ☐ WSF
☒ Title I

~~Dr Ben Her~~
~~\$6500 x 2~~
~~days~~
~~\$13,000~~

Ready Math
 PD -
 Sep 11, 2026
 4 days in Nov
\$3000 x 5
days
= \$15,000

DIBELS
 Training
\$1,000

PLC
 Academic
 Leadership
 team
 consultation
 (Kimber)
\$1500 per
session x 3

- ☐ Title II, \$
☐ Title III, \$
☐ Title IV-A, \$
☐ Title IV-B, \$
☐ IDEA, \$
☐ Homeless, \$
☐ Grant:____, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		lesson observation, and reflective conservation. • Learn and apply skills from the coach's actions, which could include modeling, co-teaching, and structured co-planning. • Continue to consistently use high quality instructional materials ○ Gr K-2: ECRI & Wonders Routine ○ Gr 3-5: Advance Word Work Routine, Wonders Routine • Attend professional development, national conferences Lead: Principal, CC, CLSD Coach & GLCs		☐ Other: District
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Need consistent and meaningful implementation of PAS	Leadership: • All classified staff members will receive the annual PAS in a timely manner; reflect on the performance from the previous year & set goals for the next year with admin • SSC and EL Coordinator will oversee and coordinate assignment and scheduling of classified support staff. Provide guidance (modeling/ training) as needed • EAs will attend the district provided training on Waiver day, PC day and Institute day Lead: Principal	All support staff will participate in PD around content area instruction and support. All SPED support staff will participate in PD for Data Collection and effective collaboration/teaming.	☒ WSF, \$10,000 ☐ Title I, ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	Co-Leads: Head Custodian, SSC, EL coordinator, SASA	
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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>	Need active participation of community councils to engage families	Establish SCC meeting schedule and confirm board members. The meeting schedule and updated minutes are consistently posted on the school website. The principal will review the purpose of SCC, and roles and responsibilities of SCC members. Actively recruit and invite new members of the community. - Establish a formal process for conducting meetings (i.e. Robert's Rules of Order, etc) - Ensure equity of voice from all stakeholders attending SCC meetings - Review vision and mission of the school and how the SCC contributes to its success Lead: Principal, PCNC	The school has all required stakeholders represented on SCC including students (student Ambassadors). Percent of meetings with all required stakeholders represented. Overall rating on SCC self-assessment 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> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. <i>(required for Title I/III; IDEA)</i>	Need to increase stakeholder (eg. parent/ caregiver) involvement to increase academic motivation and success.]	At the beginning of the year, the principal will review PCNC's purpose, roles and responsibilities, and the school's need for more family and community engagement opportunities. In collaboration with the PCNC, Family engagement committee, and principal, they will: • Create a timeline of events • Establish resources and personnel to connect with • Develop goals and measures of success for the year • Create plans that authentically engage families and encourage families to attend school more regularly (participation more than attending events,. Invite them to be a part of learning) Invite families to be part of learning experience and to grow with students. Focus on teaching parents how to help children learn at home such as: • Beginning of the Year Welcoming Assembly and Open House • Monthly Campus Visit Day • Parent Teacher Conference (fall) • Quarterly Award Assemblies	30-40% of families will engage in at least 1 family event 60-70% of families who participate will indicate that the event was useful and enjoyable. Event Registration and/or Sign In sheets Improve the parent return rate for the School Quality Survey (SQS). SY 23-24: 8.2%	☒ WSF, \$5,000 ☒ Title I, \$2,000 (Planners) \$1000 (Refreshments) \$3000 (Kaewai App) ☐ Title II, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• Early Childhood Reading Workshops • Field trip Chaperones • EL Family engagement events ◦ Involve students ◦ Cultural appreciation Parent Communication • Student planners, monthly school newsletter, Kaewai App, SQS survey Lead: Principal, Family Engagement Committee		
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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 **Kaewai 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 24, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 2026** 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 24, 2026**

Attested:

Kaewai Elementary School Principal	Signature	Date
Jenni Uchida	<i>Jenni Uchida</i>	Apr 1, 2026
SCC Chairperson	Signature	Date
Lace Cayetano	<u>LACE CAYETANO</u> LACE CAYETANO (Apr 2, 2026 14:52:07 HST)	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:
N/A	N/A	N/A

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

N/A

Attested:

SCC Chairperson	Signature	Date
Lace Cayetano	<u>LACE CAYETANO</u> LACE CAYETANO Apr 2, 2025 1:13:27 HST	Apr 2, 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>	1089
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Kaewai Elementary School Bell Schedule: Kaewai 26-27 Bell Schedule	