



Kahala Elementary School Academic Plan SY 2026-2027

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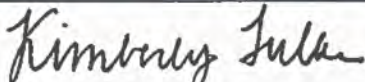


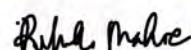
- ☐ Title I School
☒ Non-Title I School

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 Kimberly Fuller (Interim Principal)	
	Mar 12, 2026

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	04/09/2026

Rochelle Mahoe (Apr 9, 2026 15:40:49 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	Kahala Elementary School is a nurturing environment that provides a foundation for continuous personal and academic growth.
Mission Statement	The school community will address the diverse needs of all learners and nurture their talents and abilities. The school community will provide standards-based curricular and extra curricular programs where all learners will be empowered to achieve the school-wide learner outcomes.

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
Grades K - 5	'23 Wonders •	ORIGO Stepping Stones 2.0 •		
K-5 FSC Sped	Other: • Teachtown Curriculum	Other: • Teachtown Curriculum		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten & First Grade	Heggerty & ECRI			
K-5 Sped	WonderWorks			

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
Grades K-5	STAR Enterprise ▾	STAR Enterprise ▾
Grades K-5	DIBELS ▾	Select One ▾
Kindergarten	KEA ▾	Select One ▾
EL- K-5	WIDA Screener ▾	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☐ Current CNA [\[Kahala CNA Link\]](#)
- ☐ Other current assessment/self-study report: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report [Insert Link]

Year of Last Visit: [Insert year]

Type of Last Visit: [Select One](#)

Year of Next Action: [Insert year]

Type of Next Action: [Select One](#)

Year of Next Self-Study:

[Insert year]

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1	Student Need: Students demonstrate variability and decline in Sense of Belonging and engagement as evidenced by Panorama data (Decrease of 9% from 77.5% in Spring 2022-23 to 74.1% in 2023-2024, then 68.4% in 2024-2025), indicating a need for measurable improvement in student perception of belonging and connectedness. Root/Contributing Cause: The school does not have a clearly defined, consistently implemented, and progress-monitored schoolwide SEL framework aligned to climate data cycles, resulting in inconsistent sense of belonging practices across classrooms.
2	Student Need: Despite overall gains, achievement gaps persist (27.2% ELA, 28.7% Math) and subgroup engagement trends indicate uneven instructional impact across student groups. Root/Contributing Cause: Instructional teams inconsistently use data to design engaging, responsive instruction, and there is no formal system to monitor fidelity of high-quality instructional practices. (quality interactions)
3	Student Need: While math proficiency increased to 68%, spring screener data show decline in students on/above benchmark (77.6%) , indicating inconsistency in sustained math growth.

	<u>Root/Contributing Cause:</u> The master schedule does not consistently protect structured collaboration time for math PLCs to analyze common assessment data and align instruction.
4	<u>Student Need:</u> Although science proficiency increased to 67.3%, subgroup gaps remain (17% gap) and growth has been inconsistent across years <u>Root/Contributing Cause:</u> The school has not identified a viable, vertically aligned science curriculum with embedded differentiation strategies and metacognitive instructional routines, resulting in inconsistent instructional delivery, limited student self-monitoring of learning, and persistent subgroup gaps across grade levels.
5	<u>Student Need:</u> A significant percentage of students across all grade levels remain below benchmark in ELA and Math, with persistently low proficiency among High Needs subgroups and students with disabilities (ELA 16.6%, Math 8.3%, Science 0%), indicating that current intervention supports are insufficient in intensity, coordination, and consistency. <u>Root/Contributing Cause:</u> The school lacks a clearly defined and systematically monitored MTSS framework, including established intervention protocols, role clarity, structured collaboration time, data-driven decision cycles, and fidelity monitoring — resulting in insufficient identification and intensification of supports for all students, particularly High Needs subgroups and students with disabilities.
6	<u>Student Need:</u> 3rd grade ELA proficiency declined from 76.3% to 69.0% and achievement gap widened to 30.7% , indicating foundational literacy concerns <u>Root/Contributing Cause:</u> There is no schoolwide literacy fidelity-monitoring system ensuring explicit reading practices are consistently implemented and intensified across K–5.
7	<u>Student Need:</u> Although readiness improved (50% overall ready), a substantial percentage remain Emerging or Approaching across domains . <u>Root/Contributing Cause:</u> The school lacks a structured transition-to-K system integrating early screening data, family outreach, and Tier 1 alignment.

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 (for all schools): SPECIAL EDUCATION (required) Special education showed a decrease in growth of more than 10% in both ELA and Math from SY 23-24 to 24-25 ELA: 87.5% – 75% Math: 50% – 25% Identified Student Need(s): Students—particularly those receiving special education services—require a cohesive and aligned instructional experience where data-driven differentiation and curriculum standards are applied consistently across both general education and specialized settings.
2	Targeted Subgroup: English Language Learners 5 out of 6 subgroups showed a decrease in growth over 3 years. (2022-2023 - 2024-2025) All Students: 57.1% – 58.2% Disadvantaged: 60.8% – 48.1% Special Education: 33.3% – 25% English Learner: 66.6% -- 61.1% Female: 54% – 52.2% Identified Student Need(s): English Language Learners (ELs) require instruction that integrates linguistic support with cognitive rigor.



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>
1.1.0 Strengthen Professional Learning Communities & Teams (PLCs & PLTs) Annual Target: By June 2027, ELA proficiency will increase from 72.8% to 80% and Math proficiency from 71.3% to 79%, with reduced subgroup achievement gaps, through structured PLC cycles that guide Tier 1 instruction, implement targeted Tier 2 interventions, continuously analyze student learning, and drive responsive,	# 2 SN: Despite overall gains, achievement gaps persist (27.2% ELA, 28.7% Math) and subgroup engagement trends indicate uneven instructional impact across student groups. RC: Instructional teams inconsistently use data to design engaging, responsive	Structural Support: Formalizing PLC Infrastructure • Protected Scheduling: School leadership will ensure a master schedule that provides dedicated time for PLTs to collaborate, analyze data, and plan targeted supports, maximizing opportunities for improved student learning. (Aug 2026) • Facilitative Leadership: School leadership will provide (in-house or contracted) training, coaching, and ongoing support to develop teacher/facilitative leaders' skills in guiding PLT discussions, fostering collaboration, and driving continuous instructional improvement. (Ongoing) • Tier 1 Core Instruction & Planning: PLTs—including grade-level teachers, Teacher Leader, and school leadership—will ensure core instruction is fully aligned to the schoolwide grade-level instructional schedule and viable curriculum, systematically using the formative instructional cycle to monitor student learning	Implementation Measures • Protected PLT Scheduling: Provided dedicated PLT time for collaboration and targeted support. (PLT Schedule) • Facilitative Leadership: Trained and supported teacher/facilitative leaders to strengthen PLC discussions. (PD, coaching logs) • Tier 1 Instruction: Aligned instruction to schoolwide schedules and	• WSF, \$10,000



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data-informed instructional planning.	instruction, and there is no formal system to monitor fidelity of high-quality instructional practices.	and make timely, data-informed adjustments that accelerate academic growth. (Ongoing) Tier 2 Targeted Support & Interventions: PLTs—including WIN teachers, SSC, Counselor, Teacher Leader, and school leadership—will plan and implement targeted interventions during WIN/Kid Talk time, continuously monitoring progress and adjusting supports to accelerate growth and close learning gaps for students needing additional support. (Ongoing) Accountable Lead: School Leadership	curriculum; used formative cycles to monitor and adjust learning. (CFAs, benchmark assessments, student work samples, PLT analysis notes, documented instructional adjustments) Tier 2 Interventions: Implemented targeted interventions with ongoing monitoring to accelerate growth. (WIN schedules, intervention logs,	



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			progress monitoring data, benchmark assessments, student work samples) <u>Student Measures</u> • Growth on Targeted Standards: Students previously below standard demonstrated measurable improvement. (Target: 80% improvement; Evidence: CFA benchmark analysis, intervention logs, student work) • High-Needs Subgroup	



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			Proficiency: High-needs students showed increased proficiency across core content areas. (Target: +10–15% proficiency; Evidence: SBA subgroup data, CFA subgroup analysis)	
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.	#7 SN: Although readiness improved (50% overall ready), a substantial percentage remain Emerging or Approaching	<u>Strengthening Kindergarten Readiness Assessment & Instruction</u> Establish: Kindergarten Readiness Assessment & Instruction KRA Administration: Kindergarten teachers will administer the KRA within the first 30 days of school to assess students' social, emotional, language, literacy, math, and motor skills. Family Engagement: Kindergarten teachers will	<u>Implementation Measures</u> KRA & Family Engagement: Administered KRA and shared results with families to guide early support. (KRA results, PTC)	WSF, \$1000



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Annual Target: By June 2027, we will show growth in proficiency in SEL, literacy, and math from the KEA at 34% (SY '25-'26) to 70% (SY '26-'27) as measured by DIBELS, STAR, Panorama, and other teacher-created assessments.	across domains RC: The school lacks a structured transition-to-K system integrating early screening data, family outreach, and Tier 1 alignment.	share KRA results with parents/guardians during Parent-Teacher Conferences to encourage family support in developing readiness skills. (Sem 1) ● PLT Collaboration: Kindergarten PLTs will analyze early screening data and plan instructional adjustments based on students' readiness levels. (Qtr 1) Implement: Tiered Instructional Supports (Ongoing) ● Tier 1 Instruction: Kindergarten Teachers will deliver evidence-based strategies (ECRI, Heggerty) to strengthen foundational skills for all students. ● Tier 2 Interventions: Kindergarten teachers will deliver targeted supports/interventions for students identified as Emerging or Approaching proficiency in the Math, Literacy, and SEL domains. ● Instructional Refinement: Kindergarten PLTs will collaborate to adjust strategies, ensuring supports/interventions effectively address students' individual needs.	notes) ● PLT Data & Instruction: Analyzed KRA data, planned Tier 1 instruction, and identified students needing Tier 2 support. <i>(data dashboard w/ KRA data, PLT analysis notes, documented instructional adjustments, intervention tracker)</i> ● Tiered Instruction: Delivered Tier 1 instruction for all and Tier 2 interventions for Emerging/Approach	



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		Monitor: Data-Informed Progress & Continuous Improvement (Ongoing) • Progress Monitoring: Kindergarten teachers will track student growth using other assessment data (e.g., DIBELS, STAR, Panorama Survey SEL and teacher-created assesemt).. • Continuous Review: Kindergarten PLTs will regularly evaluate student progress and adjust Tier 1 and Tier 2 supports to ensure all students move toward proficiency across all domains. Accountable Lead: Kindergarten GLC & School Leadership	ing students. <i>intervention schedules (Formative and progress monitoring assessments :CFAs, STAR, DIBELS, KRA..., student work samples, intervention tracker, PLT analysis notes)</i> <u>Student Outcome Measures</u> • Foundational Skills Growth: 80%+ of Kindergarten students showed improvement in literacy, math, and SEL. (<i>DIBELS, STAR, Panorama,</i>	



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			teacher-created assessments) ● Emerging/Approaching Progress: Students previously Emerging/Approaching met or exceeded 80% proficiency. (Evidence: , DIBELS, STAR, intervention tracker)	

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: By June 2027, we will increase K–5 reading proficiency from 77% to 80% and ensure students who are below grade level receive timely, targeted support.	# 6 SN: 3rd grade ELA proficiency declined from 76.3% to 69.0% and achievement gap widened to 30.7%, indicating foundational literacy concerns RC: There is no schoolwide literacy fidelity-monitoring system ensuring explicit reading practices are consistently implemented and intensified across K–5.	<u>Strengthening K–5 Literacy Instruction</u> Establish Coherent K–5 Literacy Instruction (Ongoing) • Instructional Schedules: Grade-level PLTs will align literacy pacing across K–5 to ensure consistency in lesson planning, instructional delivery, and skill progression. (Sem 1) • Instructional Moves: Grade-level and WIN (What I Need) Professional Learning Teams (PLTs) will collaborate to implement best evidence based practices that support struggling readers. (Ongoing) Implement High-Quality Instructional Practices (Quality Interactions) • Schoolwide Adoption: DI ELA Team will Define and adopt 3–5 high-quality instructional practices (e.g., clear learning targets, checks for understanding, student discourse, culturally responsive connections, structured engagement strategies). (Sem 1) • Implementation Look fors: DI ELA Team will develop a shared “Quality Interactions” look-for tool aligned to engagement and subgroup responsiveness. (Sem 1) • Capacity Building: School Leadership will ensure training will be provided to staff on what these practices look like in action across content areas. (Ongoing) Monitor and Support Fidelity of Literacy Instruction	<u>Implementation Measures</u> • Aligned Literacy Pacing & Instruction: Grade-level PLTs coordinate pacing and implement 3–5 high-quality reading strategies across classrooms. <i>(Instructional schedules showing reading strategies, DI ELA Team notes, shared Look-for tool)</i>	• WSF, \$5000
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		● Targeted ECRI Training: New and untrained K–2 teachers will receive ECRI training on foundational routines and signaling to strengthen early literacy instruction. (Sem 1) ● Provide Coaching and Feedback: School leadership will conduct regular walk-throughs using a literacy-specific look-for tool aligned to explicit reading practices for systematic implementation. (Ongoing) ● Data Informed Instruction: Teachers will use formative and benchmark literacy data to identify students needing additional support and to guide adjustments in instruction, grouping, and interventions. (Ongoing) Accountable Lead: Grade Level PLC Leads , Lead Team & School Leadership	● Data-Informed Tiered Support: Teachers use Analysis of Learning (Formative Cycle) and benchmark data to identify needs; WIN/Tier 2 students receive targeted interventions. <i>(Formative and progress monitoring assessments :CFAs, STAR, DIBELS, KRA..., student work samples, intervention tracker, PLT analysis notes)</i> ● Fidelity Monitoring & Coaching: Monthly walkthroughs and ongoing coaching; new/untrained K–2 teachers receive ECRI training. <i>(Walkthrough data, coaching logs, PD attendance records, teacher reflection logs)</i>	
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			<u>Student Outcome Measures</u> • CFA gains $\geq 5\%$ per instructional cycle. • $\geq 70\%$ of WIN/Tier 2 students demonstrate growth in targeted reading skills. • Quarterly benchmark growth of 3–5% toward 80% K–5 proficiency.	

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Annual Target: By June 2027, we will increase K–5 mathematics proficiency from 73% to 79% and ensure students who are below grade level receive timely, targeted support.	# 3 SN: While math proficiency increased to 68%, spring screener data show decline in students on/above benchmark (77.6%) , indicating inconsistency in sustained math growth. RC: The master schedule does not consistently protect structured collaboration time for math PLCs to analyze common assessment data and align instruction.	<u>Strengthening K–5 Mathematics Instruction</u> Establish Coherent K–5-Math Instruction • Instructional Schedules: Grade-level PLTs will Align math instructional pacing across K–5 to ensure consistency in lesson planning, instructional delivery, and skill progression. (Sem 1) • Instructional Moves: Grade-level and WIN (What I Need) Professional Learning Teams (PLTs) will collaborate to implement best evidence based practices that support struggling students in mathematics. (Ongoing) Implement High-Quality Instructional Practices (Quality Interactions) • Schoolwide Adoption: DI Math Team will define and strengthen 3–5 high-quality instructional practices (e.g., clear learning targets, checks for understanding, student discourse, culturally responsive connections, structured engagement strategies). (Sem 1) • Implementation Look fors: DI Math Team will develop a shared “Quality Interactions” look-for tool aligned to engagement and subgroup responsiveness. (Sem 1) • Capacity Building: Training will be provided to staff on what these practices look like in action across content areas. (Ongoing) Monitor and Support Fidelity of Mathematics Instruction	<u>Implementation Measures</u> • Aligned Math Pacing & Instruction: Grade-level PLTs coordinate pacing and implement 3–5 high-quality math strategies across classrooms. <i>(Instructional schedules, DI Math Team notes, shared Look-for tool)</i> • Data-Informed Tiered Support: Teachers use Analysis of Learning (Formative Cycle) and benchmark data to identify needs; WIN/Tier 2 students receive targeted interventions. <i>(CFAs, analysis of student learning doc, intervention tracker)</i>	• WSF, \$5000
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		• Schoolwide Focus: DI Math Team will refine and strengthen 1–2 high-leverage mathematics practices for intensive schoolwide emphasis. (Sem 1) • Targeted Mathematics Training: Teachers will engage in school-, district-, and state-level professional development to enhance content knowledge and instructional skills. (Ongoing) • Provide Coaching and Feedback: School Leadership and/or teachers will conduct regular walk-throughs using a math-specific look-for tool aligned to mathematical practices for systematic implementation. (Ongoing) • Data Informed Instruction: Teachers will use formative and benchmark math data to identify students needing additional support and to guide adjustments in instruction, grouping, and interventions. (Ongoing) Accountable Lead: Grade Level PLC Leads , Lead Team & School Leadership	• Fidelity Monitoring & Coaching: Monthly walkthroughs and ongoing coaching; teachers participate in targeted math PD and new/untrained teachers receive additional support. <i>(Walkthrough data, coaching logs, PD attendance records, teacher reflection logs)</i> <u>Student Outcome Measures</u> • CFA gains ≥5% per instructional cycle. • ≥80% of WIN/Tier 2 students demonstrate growth in targeted math skills. • Quarterly benchmark growth of 3–5% toward 79% K–5 proficiency.	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Annual Target: By June 2027, we will decrease the achievement gap in ELA from 27.2% to 20% and in Math from 28.7% to 20%.	# 2 SN: Despite overall gains, achievement gaps persist (27.2% ELA, 28.7% Math) and subgroup engagement trends indicate uneven instructional impact across student groups. RC: Instructional teams inconsistently use data to design engaging, responsive instruction, and there is no formal system to monitor fidelity of high-quality instructional practices. (quality interactions) # 5	<u>Strengthening Differentiated and Scaffolded Tier 1 Instruction Across K-5</u> Establish a Coherent K-5 Differentiation System • Instructional Schedules: Grade-level PLTs, led by PLC Leads and supported by School Leadership, will align pacing and priority standards across K-5 to ensure all students, including high-needs learners, have access to grade-level content. (Sem 1) • Instructional Moves: Grade-level and Special Services teachers in PLTs with school leadership, will design tiered lessons (core, scaffolded, challenge) and create scaffolds for diverse learners. Teachers will use data from assessments to identify needs and track progress. (Ongoing) Implement High-Quality Differentiated and Scaffolded Practices • Schoolwide Adoption: Data & Instruction (DI) team along with leadership team will define 2-3 high-impact differentiation strategies (e.g., flexible grouping, formative checks, structured discourse) for all classrooms. (Sem 1) • Implementation Look-Fors: Teachers and school leadership will use a shared Look-for Tool to monitor student engagement, access to grade-level content, and support for all learners. (Ongoing)	<u>Implementation Measures</u> • Aligned Differentiation & Scaffolding: Grade-level PLTs coordinate K-5 pacing and implement 2-3 high-impact differentiation strategies through tiered lessons (core, scaffolded, challenge) to support diverse learners. <i>(Instructional schedules, DI team notes, shared Look-for tool)</i>	• WSF, \$5 000
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	SN A significant percentage of students remain below benchmark in ELA and Math across grade levels, and High Needs students demonstrate persistent gaps . RC: The school lacks a clearly defined and systematically monitored MTSS framework with established intervention protocols, collaboration time, and data cycles.	• Capacity Building: Leadership team will provide training, modeling, and planning time so teachers can deliver tiered instruction effectively. (Ongoing) • Data-Informed Instruction: Teachers will adjust instruction, groups, and scaffolds based on formative and benchmark data. (Ongoing) Monitor and Support Fidelity • Schoolwide Focus: Teachers and School Leadership will conduct regular classroom walkthroughs using the Differentiation and Scaffolding Look-for Tool to track fidelity and identify areas for support. (Ongoing) • Coaching and Feedback: Walkthrough and Look-for data will guide targeted feedback, modeling, and coaching sessions to strengthen teacher practice and ensure consistent use of differentiation strategies across classrooms. (Ongoing) • Data-Informed Decisions: Teachers, PLC Leads, and Leadership will analyze formative, benchmark, and progress-monitoring data to identify students needing additional support, adjust instruction and groupings, and review subgroup performance in PLCs and leadership meetings to ensure equitable outcomes. (Ongoing) Accountable Leads: Grade-Level PLC Leads & School Leadership	• Fidelity Monitoring & Coaching: Monthly walkthroughs using the Differentiation & Scaffolding Look-for Tool (targeting 85% of classrooms), with ongoing coaching and PD—including modeling and planning time—to ensure consistent implementation. <i>(Walkthrough data, coaching & PD logs)</i> <u>Student Outcome Measures</u> • Achievement Gap Reduction – ELA and Math gaps reduced to target percentages (ELA 20%, Math 20%). • Formative Mastery – ≥80% of students meet lesson objectives in tiered instruction.	
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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>
			• Intervention Growth → ≥80% of WIN/Tier 2 students demonstrate growth in targeted ELA and Math skills. Quarterly benchmark growth of 3–5% toward decreased achievement gap targets. (Benchmark assessments, CFA results, progress monitoring data)	

1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year. Annual Target: By June 2027, 85% of students will transition successfully at critical entry points (PK to K, new student enrollment, and grade 5 to middle school) as evidenced by readiness indicators, social-emotional adjustment measures, and academic performance data.	#7 SN: Although readiness improved (50% overall ready), a substantial percentage remain Emerging or Approaching across domains RC: The school lacks a structured transition-to-K system integrating early screening data, family outreach, and Tier 1 alignment.	<u>Strengthening Student Transitions</u> <u>PK → Kindergarten Transition</u> • Kindergarten Transition Resource • Kindergarten Transition Books • Kahala - Kindergarten Transition Establish a Structured Kindergarten Transition System • Transition Planning: PK and Kindergarten PLTs will collaborate to develop a formal transition plan that includes early screening, data review, timelines, defined roles, and communication protocols. (Sem 1) Implement Targeted Orientation and Transition Activities • Student Orientation & Activities: PK and Kindergarten PLTs will design developmentally appropriate transition activities including classroom visits, modeled routines, and readiness-focused lessons that support social-emotional and academic skills. (Sem 2) • Family Engagement: PK and Kindergarten teachers will schedule parent information sessions, provide readiness resources, and communicate key transition dates to ensure families understand expectations. (Sem 2) • Summer Transition Support: Provide targeted opportunities during the summer like Kindergarten Jump Start that focus on routines, relations and foundational skills. (Summer) Monitor and Support Kindergarten Readiness	<u>Implementation Measures</u> PK → Kindergarten • Transition Plan: PK and Kindergarten teachers implement a structured transition plan including screening, data sharing, and family communication. <i>(Transition plan, screening data, PLT notes)</i> • Student Activities: ≥90% of PK students participate in at least 2 transition activities (classroom visits, readiness lessons, orientation). <i>(Participation logs)</i>	• WSF, \$1000
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		• Readiness and Engagement: PK and Kindergarten teachers will track attendance, participation, and engagement in orientation activities, classroom visits, and summer programs. Using observation checklists, PLTs will identify students needing additional support and adjust transition activities to ensure a successful start to kindergarten. (Ongoing) Accountable Leads: PK & K Grade-Level Chairs & School Leadership <u>New Student Transition (Any Time of Year)</u> Establish a New Student Transition and Integration Process: • Orientation Planning:: The School Culture & Climate (SCC) Team will design a structured orientation process, and school staff—including teachers, counselors, and support personnel—will implement it to support the academic, social, and emotional needs of students enrolling at any point during the school year. (Sem 1) • Student Orientation & Activities: School Staff will provide targeted orientation sessions, model school routines, and facilitate peer connections to ensure new students feel welcomed, connected, and ready to engage in learning. (Ongoing) Accountable Leads: SCC Team Leads & School Leadership <u>Grade 5 → Middle School Transition</u>	• Family Engagement: ≥85% of PK families attend a transition meeting or receive readiness resources. <i>(Sign-in sheets, communication logs)</i> <u>New Student Transition</u> • Orientation: 100% of new students receive orientation within 5 school days of enrollment. <i>(Orientation checklist)</i> • 30-Day Check-In: 100% receive an academic and social adjustment check-in within 30 days.<i>(Teacher/counselor logs)</i> Grade 5 → Middle School	
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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>
			● Transition Adjustment: ≥85% of transitioning students show positive engagement and behavior within the first quarter. (Attendance, behavior data) ● Academic Progress: ≥80% of transitioning students demonstrate growth on STAR, CFAs, or benchmark assessments by the end of the first semester. (Assessment data)	

		Maintain a Structured Transition System • Formal Transition Protocol: The school counselor will hold structured meetings with middle school counselors to discuss student needs, identify at-risk students, and develop plans for targeted academic and social-emotional supports to ensure a smooth transition. (Sem 2) Implement Targeted Orientation and Activities • Student Orientation & Activities: Grade 5 teachers, in collaboration with the school counselor, will embed transition-focused skills into daily instruction—including organizational strategies, note-taking techniques, and self-management routines—to prepare students for middle school success. They will also schedule middle school tours to help students familiarize themselves with the new environment and build confidence. (Sem 2) Monitor and Support Transition • Readiness and Engagement: Grade 5 teachers and the school counselor will track student engagement, social-emotional adjustment, and participation in orientation activities. Using observations and data, staff will identify students needing additional support and adjust transition strategies accordingly. (Ongoing) Accountable Leads: Counselor & Grade 5 GLC	• Transition Meetings: Counselor and Grade 5 team hold meets annually with middle school staff. <i>(Meeting notes)</i> • Student Participation: ≥90% of Grade 5 students participate in middle school transition activities. <i>(Participation records)</i> <u>Student Outcome Measures</u> • Kindergarten Readiness: ≥85% of incoming Kindergarten students administered readiness screener <i>(Readiness screening)</i>	
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1.1.6. All students are proficient in science by the end of fifth grade. Annual Target: By June 2027, 65-70% of our students will be proficient in Science as measured by Smarter Balanced Assessment (SBA) Science	# 4 SN: Although science proficiency increased to 67.3%, subgroup gaps remain (17% gap) and growth has been inconsistent across years RC: The school lacks a fully developed, vertically aligned science curriculum and the systems to consistently implement instructional practices that explicitly teach and reinforce metacognitive skills across grade levels.	<u>Strengthening Science Instruction</u> <u>Establish Science Curriculum Selection and Implementation System</u> Establish a Science Curriculum Selection Team (Sem 1) The Data and Instruction (DI) Team, together with school leadership, will form a Science Curriculum Selection Team to guide adoption and ensure vertical alignment across K–5. The team will: • Identify Curriculum Options: Science Curriculum Selection Team will review evidence-based, standards-aligned science curricula from the state’s approved and viable curriculum list. • Develop Selection Criteria: Science Curriculum Selection Team will establish clear criteria emphasizing rigor, alignment to standards, student engagement, and comprehensive coverage of learning objectives. • Classroom Observation: Science Curriculum Selection Team will visit schools or observe classrooms using potential curricula to inform decision making. • Review Process: Science Curriculum Selection Team will use a rubric-based system for consistent and objective evaluation of curriculum options. Implement the Curriculum Selection Process (Sem 2) Collaborative Review & Piloting: The Science Curriculum Selection Team will:	<u>Implementation Measures</u> • Curriculum Selection & Alignment: Science Curriculum Selection Team coordinates K–5 vertical alignment, evaluates evidence-based curricula, pilots lessons, and selects final curriculum. <i>(Selection rubrics scored, classroom observation notes, pilot feedback forms, documented team decisions.)</i>	• WSF, \$20,000
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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>
			Measures 65–70% of students proficient in Science by Grade 5 (SBA Science) - Subgroup gaps monitored and reduced annually (target <10% gap) - Growth in formative science assessments $\geq 5\%$ per cycle (SBA Science results, benchmark assessments, CFAs, progress monitoring data...)	

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. Annual Target: By June 2027, at least 95% of students will attend school regularly, and chronic absenteeism will decrease by at least 20% from baseline, as measured by school attendance records and tracker.	SN: Students need clear expectations, consistent messaging, and positive reinforcement to understand the importance of regular attendance and stay motivated to attend school daily. RC: The school lacks a consistent, data-driven communication plan and tiered incentives to reinforce regular attendance with	<u>Strengthening Student Attendance Schoolwide</u> <u>Schoolwide Attendance Campaign System</u> Establish a Schoolwide Attendance Campaign The School Culture & Climate (SCC) Team will: ● Design a Comprehensive Attendance Campaign: Promote consistent student attendance and engagement, using data to inform decisions and target supports. (Sem 1) ● Develop Messaging and Communication: Create positive, visible messaging—posters, banners, classroom signs, and morning announcements—reinforced digitally through social media, newsletters, and School Messenger to highlight attendance milestones and engage students, staff, families, and the school community.(Ongoing) ● Plan Recognition Opportunities: Identify assemblies or events to celebrate classroom/schoolwide strong attendance. (Ongoing) ● Design Incentives and Tracking Systems: Develop schoolwide attendance incentives and a	<u>Implementation Measures</u> ● Schoolwide Attendance Campaign: Messaging, recognition events, and incentives promoted across campus. (Campaign visuals, announcements, newsletters, certificates/prizes; Attendance Tracker: records, monitors, and analyzes data with documented interventions and supports) ● Family & Student Engagement: Attendance updates	● WSF, \$2000

	students and families, resulting in lower engagement and higher chronic absenteeism.	data dashboard to monitor participation, track trends, and determine eligibility for recognition. (Sem 1) Implement the Schoolwide Attendance Campaign The SCC Team, teachers and school leadership will: • Launch the Campaign: Roll out attendance messaging and visuals schoolwide. (Sem 1) • Provide Recognition and Incentives: Award classrooms with certificates, small prizes, extra recess, or school events to reinforce positive attendance behaviors.(Ongoing) • Engage Students and Families: Share attendance updates, celebrate achievements, and communicate expectations via classroom messages, newsletters, School Messenger, and schoolwide announcements. (Ongoing) Monitor the Schoolwide Attendance Campaign The SCC Team and school leadership will: • Monitor Attendance Data: Use the attendance tracker to monitor student and classroom attendance participation and identify at-risk students. (Ongoing) • Evaluate Effectiveness: Analyze the impact of messaging, recognition events and incentives on attendance outcomes. (Ongoing) • Adjust Campaign Strategies: Refine messaging, incentives, and recognition approaches based on ongoing data trends and stakeholder feedback. (Ongoing)	and milestones shared with students and families through multiple channels. (Newsletters, School Messenger, classroom communication) • Data-Informed Tiered Support: Attendance data tracked to identify at-risk students and provide targeted interventions. (Attendance tracker & WIN/Kid Talk logs) <u>Student Outcome Measures</u> • ≥95% of students attend school regularly. • Chronic absenteeism reduced by ≥20% from baseline. • Tiered support students demonstrate improved attendance and	
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		Accountable Lead: SCC School Culture Climate Team & School Leadership Team	engagement. (Attendance Tracker: records, monitors, & analyzes data w/ documented interventions & supports.	
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1.2.2. All students demonstrate positive behaviors at school. Annual Target: By June 2027, at least 85% of students will demonstrate positive behaviors, as shown by reduced referrals and increased participation in schoolwide incentives, and student sense of belonging on the Panorama survey will reach 74% or higher.	#1 SN: Students demonstrate variability and decline in Sense of Belonging and engagement as evidenced by Panorama data (fall dip to ~62%), indicating a need for measurable improvement in student perception of belonging and connectedness RC: School lacks a consistent, schoolwide behavioral referral and incentive system, resulting in variable expectations, recognition, and student engagement.	<u>Strengthening Positive Behaviors Schoolwide</u> <u>Establish a Schoolwide Behavioral Referral and Incentive System</u> Establish the System • System Design: The SCC Team will develop a tiered behavioral referral and incentive system with defined procedures and recognition strategies to be used consistently across classrooms, common areas, and school events. (Sem 1) • Staff Training: All teachers and staff will be trained on system implementation, proper use of referral procedures, and recognition strategies to ensure consistency and effectiveness. (Sem 1) Implement the System • System Use: Teachers and staff will apply the referral and incentive system across all school settings, reinforcing established procedures and recognition strategies. (Ongoing) • Support & Recognition: Positive behaviors will be acknowledged and celebrated through the system to promote engagement, motivation, and schoolwide consistency. (Ongoing) Monitor the System • Data Tracking: The SCC Team will track referrals, system usage, and staff adherence through logs, classroom observations, and staff feedback. (Ongoing)	<u>Implementation Measures</u> • Behavioral Referral & Incentive System: Tiered procedures implemented consistently across classrooms, common areas, and school events. <i>(Referral logs, classroom observations, staff feedback)</i> • Staff Training & Support: All staff trained on system procedures, proper use of referrals, and recognition strategies. <i>(PD attendance & coaching logs)</i>	• WSF, \$2000
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		• Adjustments & Feedback: Data will guide refinements, identify students needing additional support, and ensure sustainable, schoolwide adoption of the system. (Ongoing) Accountable Lead: SCC School Culture & Climate Team	• System Use & Recognition: Teachers & staff apply the system schoolwide; positive behaviors acknowledged and celebrated to promote engagement & motivation. (<i>Incentive participation data, event logs, classroom recognition records</i>) • Monitoring & Adjustment: Referral trends analyzed; incentives and interventions adjusted to promote consistent engagement. (<i>Referral data, attendance tracker, staff feedback</i>) <u>Student Outcome Measures</u>	
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			• ≥85% of students demonstrate positive behaviors. (<i>Referral logs, incentive participation records</i>). • Panorama survey Sense of Belonging ≥74%. (<i>Referral logs, incentive participation data, Panorama survey results</i>)	
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1.2.3. All students experience a Nā Hopena A'o environment for learning.

Annual Target:

By June 2027, we will increase sense of belonging from 62% to 70%, as measured by the Panorama.

School Return Rate:			
Group	# Distributed	# Returned	Return Rate (%)
Students	148	144	97.2%
Parents	285	83	28.1%
Teachers	23	22	95.6%
School Support Staff	10	6	60.0%
Instructional Support Staff	7	7	100.0%

#1

SN: Students demonstrate variability and decline in Sense of Belonging and engagement as evidenced by Panorama data (fall dip to ~62%), indicating a need for measurable improvement in student perception of belonging and connectedness.

RC: Students need stronger connections and a sense of belonging to fully engage in learning; intentional integration of HĀ outcomes will support this goal.

Strengthening Nā Hopena A'o (HĀ) Schoolwide
Schoolwide Implementation and Integration of HĀ Outcomes

Establish HĀ Professional Development:

- The SCC Team will partner with the **Office of Hawai'i Education (OHE)** to provide targeted professional development for all staff on the six *Nā Hopena A'o* (HĀ) competencies (BREATH), with emphasis on embedding **Belonging** and **Responsibility** across classrooms, common areas, school events, and family/community activities. **(Sem 1)**

Implement Schoolwide Integration:

- The SCC Team will work with staff to design and implement schoolwide activities that reinforce **Belonging and Responsibility**, including classroom routines, recognition systems, community-building initiatives, and family engagement events. **(Ongoing)**

Monitor and Support Integration:

- The SCC Team will track implementation using classroom and schoolwide observations, staff reflections, and student/family feedback to refine practices, celebrate successes, and sustain HĀ outcomes throughout the school community. **(Ongoing)**

Accountable Lead: SCC School Culture & Climate Team

Implementation Measures

- **Professional Development:** Staff trained on HĀ BREATH outcomes, with emphasis on Belonging & Responsibility. *(PD attendance records, training agendas, staff reflection logs)*
- **Schoolwide Integration:** Classrooms and schoolwide activities incorporate Belonging & Responsibility routines, recognition systems, community-building initiatives, and family engagement events. *(Event logs, recognition records, family engagement attendance)*

			● Monitoring & Support: SCC Team track implementation and refined practices based on staff reflections, student, and family surveys to ensure consistent HĀ outcomes. <i>(Staff reflection reports, Panorama survey feedback, HĀ integration logs)</i> <u>Student Outcome Measures</u> ● Increase Sense of Belonging from 62% to 70% by June 2027 <i>(Panorama survey results)</i>. ● ≥80% of classrooms consistently implement HĀ-aligned routines and recognition practices <i>(HĀ implementation checklists & Logs)</i>.	
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1.2.4 Students will practice SEL strategies of self-management and self-awareness to better prepare them when facing difficult or challenging situations. Annual Target: By June 2027, we will increase sense of belonging from 62% to 70%, as measured by the Panorama.	#1 SN: Students demonstrate variability and decline in Sense of Belonging and engagement as evidenced by Panorama data (fall dip to ~62%), indicating a need for measurable improvement in student perception of belonging and connectedness. RC: The school lacks a schoolwide system for social-emotional learning that is consistently implemented and monitored for impact on student sense of belonging."	<u>Strengthening Social-Emotional Learning (SEL) Schoolwide</u> <u>Social-Emotional Learning (SEL) Curriculum Expansion</u> Establish a Schoolwide SEL Curriculum ● Research & Selection: SCC Team forms an SEL Leadership Team to research CASEL-aligned programs, narrow options to two curricula, and coordinate teacher representatives to visit schools and provide feedback on classroom integration and student engagement. (Sem 1) ● PLCs Review: Grade-level PLTs will review the selection criteria to ensure alignment with school goals, student needs, and schoolwide SEL priorities. (Sem 1) Implement SEL Lessons and Integration ● Pilot Lessons: Teachers will pilot the top curriculum choices and practice SEL strategies with students, focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (Sem 2) ● Professional Development & Training: SCC team along with school leadership will provide training for all K–5 teachers on the selected SEL curriculum to ensure consistent, high-quality implementation. (Sem 2) Monitor and Support SEL Growth	<u>Implementation Measures</u> ● SEL Leadership & Curriculum Selection: Selected a CASEL-aligned SEL curriculum. <i>(Curriculum review rubric, teacher feedback, final selection document)</i> ● PD & Lesson Implementation: Provided training and implemented weekly SEL lessons in K–5 classrooms. <i>(PD sign-in sheets, training agendas, master schedule showing SEL block)</i> <u>Student Outcome Measures</u> ● Sense of Belonging: Increase from 62% to 70% by June 2027. <i>(Panorama survey reports)</i>	● WSF, \$5000
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		• Observations & Feedback: SCC team will track implementation through classroom walkthrough data, teacher reflections, and student self-reflections on belonging and engagement. (Ongoing) • Data-Driven Adjustments: SCC teams will use collected data to refine the curriculum, guide ongoing professional development, celebrate successes, and ensure sustainable schoolwide SEL growth. (Ongoing) Accountable Lead: SCC School Culture & Climate Team	• SEL Skills: At least 80% of students demonstrate self-awareness and self-management strategies. <i>(Student reflections, completed SEL lesson activities)</i>	
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. Annual Target: By June 2027, 80% of PK-5 students will demonstrate their understanding of career pathways, civic responsibilities, and real-world applications of classroom learning through developmentally appropriate reflections, projects, and participation in school and community activities.	SN: Students need meaningful, developmentally appropriate opportunities to explore careers, engage in civic learning, and connect classroom learning to real-world experiences. RC: The school lacks a vertically aligned K-5 framework for career and civic learning and consistent instructional practices that	<u>Career Exploration Opportunities</u> Establish Career Exploration Goals and Planning (Sem 1) • Define Purpose: Career Fair Planning Team (CFT) will set clear objectives to help students understand career pathways and the skills needed for success. • Plan Timeline: CFT will develop a planning calendar with key tasks, deadlines, and responsibilities. • Prepare Participants: CFT will recruit and brief community professionals, alumni, and mentors to engage students effectively. Implement Career Exploration Activities (Sem 2) • Learning Zones: CFT will organize career speakers with age-appropriate activities, signage, and hands-on learning opportunities. • Student Rotations: CFT and teachers ensure all students experience relevant speakers according to grade level. • Family Engagement: CFT will Invite families to volunteer, or participate in the event.	<u>Implementation Measures</u> <u>Career Exploration</u> • Planning & Prep: CFT sets objectives, develops timeline, and recruits professionals. (Evidence: planning calendar, recruitment logs, meeting agendas) • Implementation: Students engage with speakers, hands-on activities, and reflections. (Evidence: reflection logs, sign-in sheets, project submissions) • Monitoring: CFT tracks participation	• WSF, \$2500

	connect classroom strategies to real-world outcomes.	● Reflection: Teachers will guide students to process and reinforce their experiences through discussion, writing, drawing, or digital projects. Monitor and Evaluate Career Exploration (Sem 2) ● Data Tracking: The Career Fair Team (CFT) will record student participation and engagement using sources such as sign-in sheets, reflection journals, digital surveys, and classroom logs to capture a full picture of student experiences. ● Impact Evaluation: The CFT will gather feedback from student reflections, teacher observations, family surveys, and community presenter evaluations to measure the effectiveness of career activities and the learning outcomes achieved. ● Continuous Improvement: The CFT will hold a post-event review meeting with school leadership to analyze participation and feedback, identify trends, refine career exploration activities, ensure all students have equitable access, and enhance overall engagement and learning outcomes. Accountable Lead(s): Career Fair Planning Team (CFT), & School Leadership <u>Civic Learning and Student Leadership Opportunities</u> Establish Civic Learning Structures and Plan (Sem 1) ● Define Purpose: Student Council Advisor team along with school leadership will develop a schoolwide framework to ensure all students engage in meaningful civic experiences that build responsibility, leadership skills, and connection to their school and community.	and gathers feedback to refine activities. (Evidence: participation records, surveys, post-event reports) <u>Civic Learning & Student Leadership</u> ● Planning: Student Council Advisors and leadership develop annual civic calendar, leadership roles, projects, and field trips. (Evidence: calendar, planning docs, meeting notes) ● Implementation: PK-2: Classroom helper roles with reflection on responsibility. Grades 3-5: Student Council elections, initiatives, peer mentoring, and civic field trips with reflection activities. (Evidence: reflection journals, Student	
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		● Create Annual Civic Learning Calendar: Student Council Advisory team along with school leadership will develop a structured yearly plan that includes: ○ Civic-focused field trips for PK–5 (e.g., local government offices, community centers, cultural institutions) ○ Classroom leadership roles for all grades ○ Student Council elections, campaigns, and project initiatives for Grades 3–5 Accountable Lead(s): School Leadership Team, Student Council Advisor Implement Civic Learning and Student Leadership Opportunities (Ongoing) Classroom Leadership Roles: ● PK–2: Students rotate through classroom helper roles and engage in small leadership tasks, with Classroom Teachers facilitating reflection activities to reinforce responsibility and contribution. ● Grades 3–5: Students take leadership roles in classroom or school projects, mentor younger students, and support school initiatives, guided by classroom Teachers and the Student Council team. Student Council Program (Grades 3–5): ● Student Council Advisor will conduct annual elections with structured campaigning, speech preparation, and voting, coordinated by the	<i>Council logs, field trip records)</i> ● Monitoring: Track participation, collect feedback, and review quarterly to refine activities and ensure equitable access. (<i>Evidence: participation logs, surveys, quarterly review reports</i>) <u>Student Outcome Measures</u> ● ≥80% of PK–5 students participate in career exploration activities, including interactions with professionals, hands-on learning, and reflections. (<i>Student reflection logs, participation sign-ins, project artifacts</i>) ● ≥80% of PK–5 students participate in civic learning opportunities, including classroom	
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		Student Council Advisors and Classroom Teachers. • Elected student council members plan and lead schoolwide initiatives and projects, supported by the Student Council Advisors and deliver regular morning messages promoting positive behavior, leadership, responsibility, school pride, and community values. Field Trip Experiences: • Each grade participates in at least one civic-focused field trip during the school year, offering hands-on experiences exploring civic institutions, community roles, or leadership practices, facilitated by Classroom Teachers • Teachers prepare reflection activities post-trip (discussion, journals, or visual projects) to help students connect experiences to civic understanding. Accountable Lead(s): Student Council Advisors & Classroom Teachers Monitor and Strengthen Civic Learning • Track Participation: Classroom Teachers and the Student Council Advisor will document student involvement in classroom leadership, Student Council activities, and field trips to ensure equitable access for all students • Collect Feedback and Evidence: ○ Students will complete reflections and surveys after field trips and leadership activities, facilitated by Classroom Teachers.	leadership roles, Student Council projects, and civic-focused field trips. (<i>Student Council logs, reflection journals, field trip participation records</i>) • Students demonstrate understanding of career pathways, civic responsibilities, and real-world applications through reflections and projects. (<i>Student reflections, project artifacts, survey responses</i>)	
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		○ Classroom Teachers will observe and record student engagement, collaboration, and leadership growth. Families will provide feedback on student contributions to school and community through surveys or structured reflections, coordinated by the Student Council Advisor. ● Evaluate and Improve Civic Opportunities: The Student Council Advisor Team and school leadership will conduct quarterly reviews of participation data, feedback, and observations to refine activities, strengthen leadership opportunities, and ensure students are actively developing civic knowledge and skills. Accountable Lead(s): Student Council Advisors & Classroom Teachers		
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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. Annual Target: By June 2027, 80% of students below grade level in K–12 will participate in targeted extended learning opportunities and demonstrate measurable growth toward grade-level proficiency, preparing them for high school coursework and advanced pathways.	SN: Students need to consistently master foundational skills in core subjects to be prepared for high school coursework and advanced pathways. RC: The lack of a fully vertically aligned core curriculum has resulted in gaps in essential skills needed for success in progressively challenging coursework.	<u>Strengthening Targeted Extended Learning</u> Establish Targeted Extended Learning Opportunities • Student Identification & Planning: Grade-level PLTs will use benchmark and diagnostic data to identify students below grade level and determine those in need of extended small-group or individualized learning aligned to grade-level standards and essential skills. (Ongoing) • Design Extended Learning Opportunities: Grade-level PLTs will plan extended learning sessions aligned to grade-level standards and essential skills. (Ongoing) • Schedule Planning: School leadership and PLTs will create schedules for after-school programs, and summer learning opportunities to ensure equitable access. (Ongoing) Implement Extended Learning Activities • Instruction Delivery: Teachers will provide targeted instruction in foundational skills during after-school programs or summer sessions to accelerate grade-level proficiency. (Ongoing) Monitor and Support Student Progress • Progress Monitoring: Teachers track student participation, engagement, and performance in extended learning activities, while reviewing benchmark assessments, CFAs, and learning logs to evaluate growth and guide instruction. (Ongoing)	<u>Implementation Measures:</u> • Schoolwide Planning: Targeted extended learning opportunities are planned, scheduled, and communicated for all eligible students. <i>(Master schedules, lesson plans, program calendars, PLT meeting notes)</i> • Instruction Delivery: Below-grade-level students receive small-group or individualized instruction aligned to grade-level standards. <i>(Attendance logs, lesson plans, session sign-in sheets, teacher logs)</i>	• WSF, \$5000
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		• Responsive Instruction: Instruction and supports are adjusted based on data to ensure students make measurable progress toward grade-level proficiency. (Ongoing) Accountable Lead(s): Extended Learning Program Coordinators & School Leadership	• Progress Monitoring & Responsive Instruction: Student performance is tracked and instruction adjusted to accelerate growth. (Benchmark assessments, CFAs, intervention tracker) <u>Student Outcome Measures:</u> • Participation: ≥80% of identified below-grade-level students attend and actively participate in extended learning opportunities. (Attendance/participation logs, sign-in sheets) • ≥80% of participating students demonstrate growth on benchmark assessments, CFAs, or STAR measures.	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1. All teacher positions are filled with qualified hires. Annual Target: By June 2027, all teacher positions at Kahala Elementary will be filled with highly qualified teachers to provide consistent, high-quality instruction for all students.	SN: Students need access to classrooms led by highly qualified teachers to ensure consistent, high-quality instruction that supports academic growth and mastery of grade-level standards. RC: Currently, 6.51% of	School leadership 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 School Leadership will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Accountable Lead (s): School Leadership or HQ designee, FKK HQ EO	Implementation Measures: ● Aug 2026: Verify HQ teacher fill rate; confirm NHQ notifications. ● Oct 2026: Track NHQ professional development progress; update HQ status. ● Jan 2027: Mid-year check on HQ fill rate, NHQ PD completion, and parent notifications.	



PRIORITY 2: High-Quality Educator Workforce In All Schools

	teachers at Kahala Elementary are non-highly qualified (NHQ), which limits full implementation of best instructional practices and consistent access to rigorous learning experiences.		• Jun 2027: Achieve 100% HQ teacher positions; finalize NHQ PD and parent notifications. <u>Student Outcome Measures:</u> • All students have access to classrooms led by highly qualified teachers, ensuring consistent, high-quality instruction. • Students experience equitable learning opportunities that support mastery of grade-level standards and academic growth.	
2.1.2 All teachers are effective or receive the necessary support to become effective.'		<u>Strengthening Teacher Effectiveness</u> Establish • Develop IPDPs: Teachers will create Individualized Professional Development Plans	<u>Implementation Measures</u> • IPDP Planning: Teachers develop IPDPs aligned to	• WSF, \$5000



PRIORITY 2: High-Quality Educator Workforce In All Schools

Annual Target: By June 2027, 100% of teachers will develop and implement Individualized Professional Development Plans (IPDPs) aligned to their instructional goals, professional growth areas, and schoolwide priorities, with progress monitored through coaching conversations, classroom observations, and reflective practice.		based on self-reflection, student learning data, and classroom observation feedback. • Provide Guidance: School leadership will offer expectations and support to ensure IPDP goals align with schoolwide priorities and professional growth areas. Implement • Engage in Learning: Teachers will participate in professional learning and instructional practices aligned with their IPDP goals. • Collaborate & Reflect: Teachers will take part in collegial classroom visits, discussions, and reflective practice to strengthen instruction. • Coach & Support: School leadership will provide coaching, modeling, resources, and structured learning opportunities to support teachers. Monitor • Reflect & Adjust: Teachers will reflect on progress and adjust strategies to meet their professional learning goals. • Observe & Feedback: School leadership will conduct observations, provide feedback, and hold coaching conversations to monitor teacher growth. Accountable Lead - School Leadership	instructional goals and school priorities. <i>(Completed IPDPs, goal alignment notes, reflection logs)</i> • Instructional Practice: Teachers actively implement strategies from their IPDPs in the classroom. <i>(Lesson plans, professional learning logs, collegial visit notes)</i> • Coaching & Feedback: Teachers participate in scheduled coaching and feedback cycles provided by leadership. <i>(Coaching logs, observation notes, feedback forms)</i> • Progress Monitoring: Teachers track their progress at least monthly; leadership monitors and	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

			provides adjustments at least quarterly. (<i>Reflective journals, observation reports, coaching notes</i>) <u>Student Outcome Measures</u> ● Instructional Impact: ≥80% of teachers consistently implement IPDP strategies in classroom instruction. (<i>Lesson plans, classroom observations, collegial visit notes</i>) ● Student Growth: ≥80% of students in classrooms where IPDP strategies are implemented demonstrate measurable growth on benchmark assessments, CFAs, or STAR assessments.	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

			(Assessment data, intervention tracker)	
2.2.2 All schools' support staff are effective or receive the necessary support to become effective. Annual Target: By June 2027, 100% of classified staff will complete the Performance Appraisal System (PAS) on time and demonstrate measurable growth in their assigned roles, with ongoing support from school leadership to enhance effectiveness.	SN: Students need competent and supported support staff to provide a safe, well-organized, and engaging learning environment that promotes academic success and overall well-being. RC: The school lacks a consistent, structured system for monitoring, coaching, and supporting classified staff; strengthening this system will	<u>Strengthening Support Staff Effectiveness</u> Establish • Create PAS Monitoring System: School Leadership will establish a system to track PAS completion, scheduled reviews, and progress updates. • Communicate Expectations: School Leadership will communicate PAS requirements, deadlines, and support resources to all classified staff. Implement • Conduct Reviews: Supervisors meet regularly with staff to review performance, provide feedback, and address challenges. • Provide Support: School Leadership provides coaching, mentoring, and training to enhance staff effectiveness. • Monitor Progress: Leadership and staff track PAS completion and staff performance to ensure growth and alignment with school priorities. Monitor • Track Completion: School Leadership ensures all PAS forms are completed on time.	<u>Implementation Measures</u> • PAS Planning & Completion: 100% of staff complete PAS on time. (PAS documents, scheduled review logs, progress notes) • Staff Practice & Engagement: Staff actively participate in coaching, mentoring, and professional development aligned to their PAS goals. (Coaching logs, training records, mentoring notes documented in PAS) • Monitoring & Feedback: Leadership conducts scheduled reviews, observations, and	



PRIORITY 2: High-Quality Educator Workforce In All Schools

	enhance staff effectiveness and improve student support and learning conditions.	● Evaluate Growth: School Leadership reviews performance data and progress to identify additional support or development needs. Accountable Lead - School Leadership	feedback cycles to support staff growth. (<i>Observation notes, PAS review logs</i>) <u>Student/School Outcome Measures</u> ● Staff Effectiveness: ≥90% of support staff demonstrate improvement in performance areas identified in PAS. (<i>Observation and review records, coaching notes</i>) ● Operational Impact: School operations are effectively supported by staff completing tasks efficiently and contributing to a safe and productive learning environment. (<i>Work completion logs, performance evaluations</i>)	
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. Annual Target: By June 2027, the School Community Council (SCC) will maintain full membership and meet at least quarterly, with 100% of required meetings held and documented, and at least two community engagement meetings conducted to review	SN: Students need equitable access to high-quality learning opportunities supported by strong school-community partnerships that inform and enhance instruction and school improvement. RC: The school currently has limited engagement and structured	<u>Strengthening School Community Council (SCC) Engagement and Oversight</u> Establish SCC Structure and Meeting Schedule • Define Purpose: The SCC Chair, in collaboration with the School Principal, will establish a clear framework for SCC meetings to provide structured opportunities for data review, collaborative planning, and community input that directly support school improvement. • Annual Meeting Calendar: The SCC Chair and Principal will develop and share a yearly meeting schedule with full stakeholder representation, including quarterly meetings to review schoolwide data, key events, and progress toward improvement goals. Implement SCC Meetings and Community Engagement • Quarterly SCC Meetings: The SCC Chair and Principal will convene SCC members each quarter to review schoolwide data, monitor progress on initiatives, and plan upcoming	<u>Implementation Measures</u> • SCC Structure & Meetings: Establish a clear framework and annual meeting calendar; hold quarterly SCC meetings to review data, monitor initiatives, and plan collaboratively. <i>(Meeting schedules, agendas, minutes)</i> • Community Engagement: Conduct at least two community meetings per year to present the Academic and	



PRIORITY 3: Effective and Efficient Operations At All Levels

the Academic and Financial Plan and gather stakeholder input.	collaboration with the School Community Council and stakeholders, reducing the impact of data-driven planning and schoolwide initiatives on student learning.	activities, ensuring actionable decisions are made collaboratively. • Community Meetings: The SCC Chair and Principal will organize at least two community meetings per year to present the Academic and Financial Plan and gather input from families and community members, ensuring that community perspectives inform school decisions. • Communication: The school principal will post agendas on the school website seven calendar days before each meeting and post approved minutes promptly after each meeting to maintain transparency and accountability. Monitor and Strengthen SCC Effectiveness • Track Participation: The SCC Chair and Principal will document attendance at all SCC and community meetings to monitor engagement and identify any gaps in stakeholder participation. • Collect Feedback: The SCC Chair and Principal will gather feedback from SCC members and community participants to assess clarity, engagement, and actionable input. • Evaluate and Adjust: The SCC Chair and Principal will conduct quarterly reviews of meeting processes, agenda effectiveness, and communication practices to refine SCC operations and ensure stakeholder voice meaningfully informs school improvement. Accountable Lead(s): SCC Chair, School Principal	Financial Plan and gather stakeholder input. (<i>Meeting notes, community feedback</i>) • Communication & Transparency: Post agendas at least seven days before meetings and approved minutes promptly afterward. (<i>Website postings, communications logs</i>) • Monitoring & Improvement: Track participation, collect feedback from SCC and community members, and review processes quarterly to refine SCC operations. (<i>Attendance records, feedback surveys, review notes</i>) <u>Student Outcome Measures</u>	
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PRIORITY 3: Effective and Efficient Operations At All Levels

			• 100% of required SCC meetings held and documented. • Full SCC membership maintained with active engagement. • Community input incorporated into school improvement planning, enhancing learning opportunities. <i>(Attendance records, meeting minutes, feedback summaries)</i>	
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★ 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 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. By June 2027, at least 75% of families and community members will actively participate in meaningful school-based events and activities, including academic nights, PTO initiatives, cultural celebrations, and volunteer opportunities, and at	SN: Students need active and sustained family and community involvement to enhance learning, foster social-emotional growth, and build a supportive, inclusive school community. RC: The school lacks a robust, coordinated system to actively engage families and community members,	<u>Strengthening Family and Community Engagement</u> <u>Establish a Schoolwide Family and Community Engagement System</u> Establish System Design: School leadership and PTO team will develop a coordinated Family and Community Engagement system that includes: (Sem 1) • A yearly Family & Community Engagement Calendar with monthly events, PTO-led activities, and community partnership opportunities. • Monthly events tied to academic and SEL goals (e.g., Literacy Night, Math Night, SEL Workshops, Student Showcases, Cultural Celebrations). • Quarterly reflection/feedback opportunities for families to share suggestions and school progress. Implement the System (Ongoing) • Host family-centered events with hands-on activities . • PTO and school staff coordinate event planning, volunteer assignments, and family	<u>Implementation Measures</u> • System Design: Coordinated Family & Community Engagement calendar with PTO activities and academic/SEL events developed. <i>(Finalized calendar, PTO meeting notes, planning documents)</i> • Implementation: Hosted family events and activities; volunteers coordinated; communications sent via School Messenger, website, and social media.	• WSF \$2000

least 80% of families will report feeling welcomed, informed, and valued as partners in their child's learning, as measured by event attendance logs, volunteer records, and family surveys	limiting consistent participation in meaningful activities that support student learning and school improvement.	communication, including pre-event reminders via School Messenger, website and social media. Support & Recognition: (Ongoing) - Recognize family participation through certificates, shout-outs during assemblies, and posts on newsletters or social media. - Highlight student accomplishments linked to family engagement (e.g., "Family Math Night Challenge Winners") to reinforce partnership impact. Monitor the System (ongoing) Data Tracking: - Track attendance at events, PTO meetings, and volunteer involvement by grade level and event type. - Maintain a participation log for families who attend multiple events to identify highly engaged families and those needing additional outreach.	(Event attendance logs, volunteer sign-ins, communication records) Support & Recognition: Family participation acknowledged via certificates, newsletter/social media posts, and recognition of student accomplishments. (Photos, newsletters, event recognition logs) Monitoring: Participation tracked, quarterly feedback collected, outreach to families with low engagement provided. (Participation logs, survey results, outreach records) <u>Student Outcome Measures</u> ≥75% of families and community members	
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			participated in school events and volunteer activities. • ≥80% of families reported feeling welcomed, informed, and valued as partners in learning. <i>(Attendance records, surveys, reflection logs)</i>	
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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.

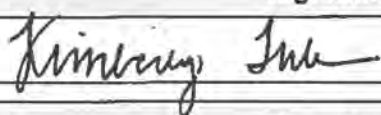
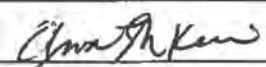
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Kahala 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 **Sep 11, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 12, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Academic Review Team Meetings held on:
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 12, 2026 2:30 PM**

Attested:

Kahala Elementary School Principal	Signature	Date
Kimberly Fuller (Interim Principal)		Mar 12, 2026
SCC Chairperson	Signature	Date
Ann Kim		03/17/26

[Faint handwritten signature]

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:

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

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Attested:

SCC Chairperson	Signature	Date
Ann Kim		03/17/26

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1825 minutes
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Kahala Elementary School Bell Schedule:	

Kahala Elementary 2026-2027

Bell Schedule

	GRADES K-2	GRADES 3-5		Pre-School
7:55 AM	Warning Bell		7:45 AM	School Starts
8:00 AM	Tardy Bell		7:50 AM	Tardy
7:55 AM - 8:10 AM	Morning Business		7:50 AM - 8:05 AM	Morning Circle
8:15 AM - 8:45 AM	WIN (30 minutes)		8:05 AM - 10:15 AM	Class Time
8:45 AM - 10:00 AM	Block 1 (75 minutes)		10:15 AM - 10:45 AM	Morning Recess
10:00 AM - 10:15 AM	Morning Recess		10:45 AM - 10:50 AM	Prep for Lunch
10:20 AM - 10:50 AM	Block 2 (30 minutes)		10:50 AM - 11:20 AM	Lunch (PREK-2)
10:55 AM - 11:25 AM	Lunch (PREK-2)	Block 3 (30 minutes)	11:30 AM - 1:00 PM	Rest Time
11:30 AM - 12:00 PM	Block 3 (30 minutes)	Block 4 (30 minutes)	1:00 PM 1:45 PM	Class Time
12:00 PM - 12:30 PM	Block 4 (30 minutes)	Lunch (3-5)	1:45 PM - 2:00 PM	Closing Circle
12:30 PM - 12:45 PM	Lunch Recess		2:00 PM (M, T, Th, F)/1:10 PM (W)	End of School
12:50 PM - 1:20 PM	Block 5 (30 minutes)			
1:25 PM - 1:55 PM	Block 6 (30 minutes)			
2:00 PM-2:15 PM	Afternoon Business			
2:15 PM (M, T, Th, F)/1:25 PM (W)	End of School			