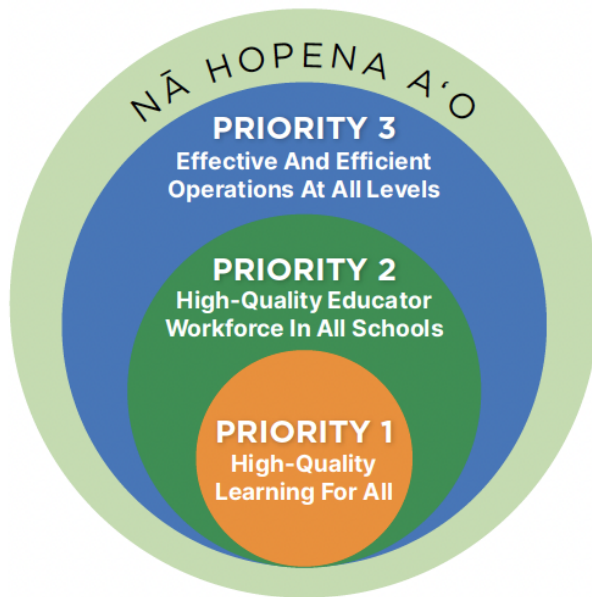
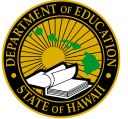




Ka'iulani Elementary School

Academic Plan

SY 2026-2027

783 North King Street
Honolulu, Hawaii, 96817
(808) 832-3160

School Website: <https://bit.ly/pvkelementary>

- ☐ Non-Title 1 School
 ☒ **Title 1 School**
☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)
 ☐ Comprehensive Support and Improvement School
 ☐ Targeted Support and Improvement School

Submitted by Principal Bebi Z.K.Davis	
<i>Bebi Davis</i>	4.02.2026

Approved by Complex Area Superintendent Linell Dilwith	
<i>L. Dilwith</i>	4/16/2026

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	4
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	4
IDENTIFIED SCHOOL NEEDS.....	5
PRIORITY 1.....	17
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness.....	17
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently.....	20
1.1.3. All students are proficient in mathematics by the end of fifth grade.....	22
1.1.4. All student groups perform equally well academically.....	24
1.1.5. All students transition successfully at critical points.....	26
1.2.1. All students desire to and attend school regularly.....	31
1.2.2. All students demonstrate positive behaviors at school.....	34
1.2.3. All students experience a Nā Hopena A’o environment for learning.....	36
1.3.1. All students, throughout their K-12 experience.....	37
1.3.2. All students enter high school with the academic background and skills to succeed.....	39
1.3.3. All students graduate high school with a personal plan for their future.....	41
PRIORITY 2.....	42
2.1.1(a) Opportunities are available for teachers to attend EL PD that supports SIQ hours. State/District	42
2.1.2 (a) All teachers will be provided supports and professional development including:.....	43
2.1.3 (a) Consistent Data Collection.....	43
2.1.3 (b) Sufficient Teacher Training.....	43
2.1.3 (c) Teacher Collaboration on Data Analysis.....	43
PRIORITY 2: High-Quality Educator Workforce In All Schools.....	44
PRIORITY 3: Effective and Efficient Operations At All Levels.....	45
APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....	49
APPENDIX B: BELL SCHEDULE.....	52
Title 1 Addendum.....	53

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade K	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 1	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 2	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 3	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 4	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created

Please list all supplementary instructional materials used to enrich or 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
Special Education (K-5)	enCore TeachTown	enCore TeachTown		
EL	EL (K-5): TEAM - Teaching ELs for Academic Mastery; Flashlight 360			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade K	I-Ready ▾	I-Ready ▾
Grade 1	I-Ready ▾	I-Ready ▾
Grade 2	I-Ready ▾	I-Ready ▾
Grade 3	I-Ready ▾	I-Ready ▾
Grade 4	I-Ready ▾	I-Ready ▾
Grade 5	I-Ready ▾	I-Ready ▾

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

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 Comprehensive Needs Assessment [\(CNA\) 2026-2027 CNA LINK](#)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report: [\(WASC\) Critical Areas 2023 WASC VC Report Link](#)
- ☒ Last WASC Full Self-Study: [March 2023](#), [Last WASC Mid-Cycle Visit SY 2025-2026](#), Visit Next WASC Full Self-Study: SY 2028-2029
English Learners- Provide EL Professional Development (PD) opportunities for all teachers and ensure that EL strategies are implemented in all grade level classrooms.

Vertical Articulation- Define what vertical articulation means for Kaiulani Elementary School, determine the academic and GLO goals of vertical articulation and execute a plan to achieve those goals.

Data Analysis Practices to Actionable Steps- Develop and implement streamlined data analysis practices for all teachers that includes determination of actionable steps to improve student learning, supports needed to implement those actionable steps (ie. PD, peer observations, coaching, etc.) and measurable goals that indicate successful outcomes of those actionable steps.

Data Collection and Analysis- Implement processes where data collected and analyzed is utilized to evaluate effectiveness of the school's instructional programs.

School-wide Interventions- Determine school-wide interventions and ways to monitor implementation and effectiveness of these interventions.

[WASC MidCycle 2026 Report Critical Areas](#)

Tier 3 Interventions needed to provide a full array of supports.

Data Analysis Practices to Actionable Steps is needed to improve instructional decision-making by translating student data into targeted academic, behavioral, physical, and SEL supports that increase student achievement.

- ☐ **Instructional Focus** : *Data Analysis Practices to Actionable Steps is needed to ensure teachers can use student data to adjust instruction, implement interventions, and close learning gaps through responsive teaching.*
- ☐ **Collaborative/data team focus** : *Data Analysis Practices to Actionable Steps is needed to strengthen collaborative data teams by turning assessment results into clear, actionable strategies that improve Tier 1, Tier 2, and Tier 3 supports.*
- ☐ **Systematizing Data-To-Action for HMTSS and Intervention**: Building on the foundation of the iReady Universal Screener and the HTMSS structure, the plan will be revised to formalize the process for analyzing data and monitoring the effectiveness of interventions.

- ☐ **Formalizing Vertical Curriculum Alignment:** To build on progress made through preliminary vertical discussions and to ensure consistent and cohesive learning experiences for students, the school will transition from informal conversations to a formal vertical curriculum mapping process.

Year of Last Visit: [2026]

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

Year of Next Action: [2029]

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

[2029]

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.

(Student Group) need to learn how to **[actionable Verb] + [Specific Concept/Skill]** to **[connect to Performance content]**

1

Student Need:

Students need tiered levels of support to increase proficiency in ELA, Math, Science, Social Studies, and Computer Science. They require targeted interventions, differentiated instruction, and continuous progress monitoring to address individual strengths and challenges. Additionally, students need assessments aligned with state standards to measure proficiency accurately and guide their learning toward sustained academic growth. **Need to show student growth, referencing the Key Performance Indicator (KPI) of an expected Average Annual % Growth for (i) ELA- 1.62% to reach the Current 2029 Quintile Target of 44.68%, (ii) Math- 0.99 % to reach the Current 2029 Quintile Target of 38.74%, and (iii) Science - 2.73 % to reach the Current 2029 Quintile Target of 43.44%,**

Key Performance Indicator (KPI) Yearly Targets			
School Year	ELA	Math	Science
2023-2024	36.58%	33.79%	29.79%
2024-2025	38.2%	34.78%	32.52%
2025-2026	39.82%	35.77%	35.25%
2026-2027	41.44%	36.76%	37.98%
2027-2028	43.06%	37.75%	40.71%
2028-2029	44.68%	38.74%	43.44%

- ☐ All Students need to learn how to analyze and apply grade-level reading strategies to increase ELA proficiency by an average of 1.62% annually toward the 2029 target of 44.68%.
- ☐ All Students need to learn how to solve and explain mathematical problems using multiple strategies to increase Math proficiency by an average of 0.99% annually toward the 2029 target of 38.74%.
- ☐ All Students need to learn how to investigate, interpret data, and apply scientific concepts to increase Science proficiency by an average of 2.73% annually toward the 2029 target of 43.44%.
- ☐ All Students need to learn how to use evidence to construct explanations and communicate understanding across content areas to demonstrate measurable academic growth aligned to state standards.
- ☐ All Students need to learn how to self-monitor progress and apply feedback to demonstrate continuous improvement and meet annual growth targets across ELA, Math, and Science.

Improve Instructional Practices

- ☐ **For ELA**, all students need to learn how to engage in quality interaction (reciprocal talk, sustained conversation) to connect to the ideas of others and to develop meaning.
 - ☐ Students need to learn how to select and cite relevant evidence from complex text to support their claim.
 - ☐ Students need to learn how to enhance their **reading** skills by using reading strategies of summarizing, questioning, and annotating to a specific line or phrase from the reading.
 - ☐ Students need to learn how to enhance their **writing** skills by utilizing transition words and paragraph frames to produce cohesive informational summaries to demonstrate comprehension of non-fiction texts.
 - ☐ Students need to learn how to engage in providing peer feedback and use the feedback from peers and teacher feedback to make guided revision to enhance **writing**.
- ☐ **For Math**, all students need to learn how to break down single-step and multi-step math problems to choose appropriate operations to explain the steps in their solution process.
 - ☐ Students need to know the concepts of addition, subtraction, multiplication, and division (dependent on grade level).
 - ☐ Students need to be able to identify key words which signal what mathematical operation to use..Common clues include "total" or "sum" for addition, "left" or "difference" for subtraction, "each" or "product" for multiplication, and "shared" or "per" for division.
 - ☐ Students need to learn how to use Building Thinking Classroom routines to scaffold their thinking when doing math problems. Such as using vertical boards and random groupings to collaboratively decompose complex math problems and visualize their reasoning.
- ☐ **For Science**, all students need to learn how to use scientific phenomena to make real life connections and explain science facts and theories aligned to Next Generation Science Standards (NGSS).

- ☐ **For Social Studies**, all students need to learn how to **explain** relationships between people, places, and events to **understand and communicate key ideas in Global and Hawai'i social studies content** as aligned to the Hawai'i Content and Performance Standards and C3 Framework.
- ☐ **For EL**, all students need to learn how to develop English language acquisition skills to access academic language in grade level content.
 - ☐ Students need to learn to utilize formulaic expressions in speaking and writing to express ideas.
 - ☐ Students need to learn to listen and read for information to improve comprehension and heightened vocabulary, text structures, and language use.
 - ☐ Students need to learn how to speak by engaging in quality interaction to boost oracy and comprehension.
 - ☐ English Learners need to learn how to utilize 'Wait Time' and 'Think-Pair-Share' routines to process information in two languages to increase their active participation in whole-class discussions.
 - ☐ Students need to learn to utilize formulaic expressions in speaking and writing to express ideas.
 - ☐ Students need to learn to listen and read for information to improve comprehension. This includes heightened vocabulary, text structures, and language use.
 - ☐ EL Students need to learn how to use clear and complete spoken language to participate in academic discussions and demonstrate understanding of grade-level content
 - ☐ **Emerging** EL students need to learn how to use complete sentences to express basic needs and ideas during classroom discussions
 - ☐ **Emerging** EL students need to learn how to name everyday vocabulary to participate in partner and small-group conversations
 - ☐ **Developing** EL students need to learn how to ask and answer simple questions to engage in academic discussions about grade-level content
 - ☐ **Developing** EL students need to learn how to describe people, places, and events to share ideas clearly during speaking activities
 - ☐ **Expanding** EL students need to learn how to explain their thinking using details to participate effectively in collaborative discussions
 - ☐ **Expanding** EL students need to learn how to retell stories and information to demonstrate understanding of reading and content lessons
 - ☐ **Bridging** EL students need to learn how to justify their opinions with reasons to contribute meaningfully to academic conversations
 - ☐ **Bridging** EL students need to learn how to present information using organized speech to communicate understanding in content areas

All Teachers & Instructional Support Staff

- ☐ Teachers and Instructional Support Staff need to learn how to implement effective EL strategies and innovative instructional

practices to increase student access, engagement, and language development across content areas.

- ☐ Teachers and Instructional Support Staff need to learn how to apply targeted EL strategies and instructional innovations to differentiate instruction and improve outcomes for multilingual learners.
- ☐ Teachers and Instructional Support Staff need to learn how to design and implement individualized instructional approaches using EL best practices to address persistent gaps in student language development and achievement.

HMTSS

- ☐ **Academic** - Students need to learn how to apply grade-level academic skills and strategies to demonstrate proficiency in core content areas aligned to Hawai'i Content and Performance Standards.
 - Tier 1 (Universal) – All students need to learn how to apply grade-level academic skills and strategies to demonstrate proficiency in core content areas aligned to Hawai'i Content and Performance Standards (HCPS III).
 - Tier 2 (Targeted) – Some students need to learn how to use targeted academic strategies and supports to strengthen understanding and close skill gaps in core content areas.
 - Tier 3 (Intensive) – Few students need to learn how to apply intensive, individualized strategies to develop foundational skills and access grade-level curriculum.

Root/Contributing Cause:

What we know: For SY 2024-2025, the StriveHi Overall ELA Proficiency 33%, Math Proficiency 31%, and Science Proficiency 25 %.

Universal Screener: For the SY 2024-2025 school year, the STAR Universal Screener results show an overall proficiency of 14% in Early Literacy, 33% in ELA, and 38% in Math. For iReady Universal Screener (Year 1), SY 2025-2026 Winter Diagnostic(Mid Year), ELA Proficiency was 24% and Math Proficiency was 14% for Grades K-5. Students are performing at below 50 %. Also, school level data indicates that most of our teachers are in their initial stages of learning how to best integrate Computer Science in their instruction practices and students are not proficient in social studies.

Students need tiered levels of support to increase proficiency in ELA, Math, Science, Social Studies, Computer Science, and overall student achievement by enhancing Tier 1, Tier 2, and Tier 3 instructional practices. Effectively analyze student data to identify strengths and challenges, implement timely and targeted interventions with differentiated instruction, continuously monitor progress, and adjust interventions, instruction, and assessments for ongoing improvement. Implement effective assessments aligned with learning goals and state standards to accurately measure student proficiency. Ensure all practices align with state standards for sustained academic growth.

The **root cause of students' low proficiency in ELA, Math, Science, Social Studies, and Computer Science** is the **instructional practice gaps** that can be addressed through a systematic, data-driven approach focused on differentiation, targeted interventions, and progress monitoring - will ensure equitable access to high-quality integrative instruction and sustained academic growth.

- 1A: Inconsistent implementation of Tier 1 instruction, lack of core instruction aligned with subject alike learning goals, state standards, HDOE GLOs and Hawai'i Multi Tiered System of Support (HMTSS) to meet all student needs.

- 1B: Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 & Tier 3) support to address diverse learning needs and individual student needs.
- 1C: Insufficient student-centered learning further contribute student engagement challenges
- 1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.
- 1E: Limited Computer Science integration and insufficient alignment to career pathways limits students' exposure to essential 21st-century skills.

2

Student Need:

Students need increased support for their well-being and regular attendance through a strong social-emotional learning (SEL) foundation, opportunities for self-advocacy, and a structured, responsive support system. They require a strengthened Hawai'i Multi-Tiered System of Support (HMTSS) to address individual needs, as well as active involvement from parents and families to foster a collaborative network for success. Additionally, students at risk of chronic absenteeism need personalized interventions and ongoing communication between school and home to ensure consistent engagement and attendance.

HMTSS

- ☐ **Behavior-** Students need to learn how to apply a SEL self regulating strategy, such as "Stop-Think-Act" strategy, and use 'I' reflection statements to independently resolve peer conflicts during recess and reduce office discipline referrals to increase instructional time.
 - Tier 1 (Universal) – All students need to learn how to apply the “ a SEL self regulating strategy, such as "Stop-Think-Act" strategy, and use 'I' reflection statements to resolve peer conflicts and maintain a positive learning environment.
 - Tier 2 (Targeted) – Some students need to learn how to practice structured conflict-resolution strategies to reduce repeated behavior incidents and increase time on task.
 - Tier 3 (Intensive) – Few students need to learn how to implement individualized behavior strategies to self-regulate and significantly reduce office discipline referrals.
- ☐ **Physical** - Students need to learn how to demonstrate safe and coordinated motor skills to participate successfully in physical activities and maintain overall health and well-being during the school day.
 - Tier 1 (Universal) – All students need to learn how to demonstrate safe and coordinated motor skills to participate successfully in physical activities and maintain overall health.
 - Tier 2 (Targeted) – Some students need to learn how to improve specific motor skills and physical coordination to increase participation and confidence in structured activities.
 - Tier 3 (Intensive) – Few students need to learn how to develop individualized physical and motor skills to safely engage in daily school routines and activities.
- ☐ **SEL** - Students need to learn how to utilize SEL tool such as Paranorama Playbook and "Mood Meter" or "Zones of Regulation" chart to label/identify their emotions and select a self-soothing tool /self regulating strategy (like mindful breathing) to maintain focus and engagement

during challenging academic tasks.

- ☐ All students need to learn how to apply self-regulation and coping strategies to improve their emotional well-being and maintain a positive mindset (Panorama Emotional Regulation 41%).
- ☐ All students need to learn how to self regulate by practicing calm breathing to balance their self-management.
- ☐ All students need to learn how to utilize self-advocacy skills and SEL interventions to increase school engagement and foster a stronger sense of belonging (Panorama Engagement 53%).
- Tier 1 (Universal) – All students need to learn how to use SEL tools, such as Paranoorama Playbook and "Mood Meter" or "Zones of Regulation" to identify emotions and apply self-regulation strategies during academic tasks.
- Tier 2 (Targeted) – Some students need to learn how to apply guided self-regulation strategies to manage emotions and sustain engagement during challenging situations.
- Tier 3 (Intensive) – Few students need to learn how to implement individualized self-regulation plans to consistently manage **emotions** and maintain access to learning.

Attendance

- ☐ All students need to learn how to responsibly put effort into showing up to school to manage their regular attendance.
- ☐ Tier 1 (Universal) -All students need to learn how to monitor their own attendance using a visual tracker to set personal goals to maintain regular school attendance to ensure they have fewer than 15 absences by the end of the school year.
- ☐ Tier 2 (Targeted): Some students need to learn how to use structured attendance tracking and goal-setting supports to improve attendance habits and reduce chronic absenteeism risk.
- ☐ Tier 3 (Intensive): Few students need to learn how to engage in individualized attendance interventions with adult support and targeted monitoring to significantly reduce high absences and re-engage in consistent school attendance.

All Teachers & Support Staff

- ☐ Teachers and Support Staff need to learn how to implement attendance monitoring systems and visual tracking tools to support students in setting attendance goals, increasing engagement, and improving overall school attendance outcomes.

Root/Contributing Cause:

What do we know:

For Winter 2025, the Panorama data indicate that student emotional regulation is at 41% and continue to struggle with maintaining a positive mindset and pausing to reflect before reacting. SY 2024-2025 Regular Attendance for grades K-5 was 67.27% (Chronic absenteeism rate for grades K-5 was 45%).

There is a lack of SEL support for students, particularly around coping strategies, emotional awareness, and self-reflection. Need to boost SEL interventions through targeted lessons, counseling support, and teacher-led practices could help address these challenges and foster better emotional well-being. Consistent and timely action is needed to sustain the school comprehensive system of support aligned to the Hawai'i Multi Tiered System of Support (HMTSS) to address barriers that contribute to attendance challenges and absenteeism. Also,

	Insufficient early identification and targeted interventions to support students with low regular attendance challenges, including personalized strategies and ongoing communication with parents to address underlying reasons for absences. The root cause of low student well-being and attendance challenges is inadequate support systems, which can be addressed by strengthening SEL programs, implementing HMTSS effectively, and enhancing proactive intervention efforts to create a more supportive and responsive environment for student success. • 2A: Insufficient consistent SEL support, particularly around coping strategies, emotional awareness, and self-reflection. • 2B: Limited targeted SEL interventions, counseling support, and teacher-led practices contribute to difficulties in student engagement and school connection (<i>Engagement - 53 %, Panorama SY 2025-2026</i>). • 2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to gaps in addressing barriers that impact attendance and learning. • 2D: Insufficient early identification and targeted interventions for students struggling with attendance, • 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).
3	<u>Student Need:</u> Students need instruction that is continuously responsive to their learning progress through effective data analysis, collaborative data-driven decision-making, and teacher-led learning walk-throughs. They require consistent and targeted support tailored to their individual strengths and areas for growth. By strengthening data team practices—including regular data collection, analyzing student performance trends, and using teacher-led learning walk-throughs to observe and refine instructional practices—teachers can adjust their strategies and interventions to better meet student needs. This targeted, personalized and responsive approach ensures that students receive the support they need to close learning gaps and achieve higher academic success, ultimately enhancing overall academic achievement. <u>Improve Data Team Process</u> ☐ All students need to learn how to respond to immediate feedback and engage in goal-setting based on formative assessment data reviewed during bi-monthly Data Team cycles to receive timely, targeted interventions that close achievement gaps in ELA and Math. ☐ All students need to learn how to monitor and reflect on their own learning progress using feedback and assessment data to set personal academic goals and close learning gaps. ☐ All students need to learn how to use teacher feedback and data-informed instructional support to identify strengths and areas for growth and improve academic performance over time. ☐ All students need to learn how to engage in self-assessment routines to actively participate in a responsive learning process that supports continuous academic improvement. ☐ All students need to learn how to self-assess and peer-assess their learning in alignment with learning goals/learning targets and success criteria to reflect on progress, identify next steps, and improve academic outcomes.

Teachers

- ☐ All teachers need to learn how to strengthen and systematize collaborative data team processes and vertical curriculum alignment to analyze student performance trends, implement responsive instructional practices, and develop clear, actionable Tier 1–3 intervention strategies that ensure continuity of learning across grade levels (aligned to WASC 2026).
- ☐ Tier 1 (Universal): All teachers need to learn how to analyze Universal Screener iReady Data, SBA/HSA, Common Formative Assessment data, Panorama data, and Kindergarten Entry Assessment (KEA) data in schoolwide data cycle (collect → analyze → act → monitor) to strengthen Tier 1 instruction and supports across academic, behavior, physical, and SEL HMTSS domains to improve outcomes for all students.
- ☐ Tier 2 (Targeted): All teachers need to learn how to analyze Universal Screener iReady Data, SBA/HSA, Common Formative Assessment data, Panorama data, and Kindergarten Entry Assessment (KEA) data within the schoolwide data cycle (collect → analyze → act → monitor) to identify students needing targeted Tier 2 supports and design/implement small-group interventions across academic, behavior, physical, and SEL HMTSS domains to close skill gaps and accelerate growth for at-risk learners.
- ☐ Tier 3 (Intensive): All teachers need to learn how to interpret Universal Screener iReady Data, SBA/HSA, Common Formative Assessment data, Panorama data, and Kindergarten Entry Assessment (KEA) data within the schoolwide data cycle (collect → analyze → act → monitor) to develop, implement, and adjust individualized Tier 3 interventions and intensive supports across academic, behavior, physical, and SEL HMTSS domains to meet the needs of students with the most significant and persistent learning and behavioral challenges.
- ☐ All teachers need to learn how to facilitate student self-assessment and peer-assessment using clear learning goals/learning targets and success criteria to support reflective practices that improve student ownership of learning and academic achievement.
- ☐ All teachers need to learn how to translate and act on Universal Screener iReady data, Common Formative Assessment data, Panorama data, and KEA data to improve instructional decision-making and implement targeted academic, behavioral, physical, and SEL supports across Tier 1, Tier 2, and Tier 3 HMTSS levels to increase student achievement (aligned to WASC 2026).
- ☐ All teachers need to learn how to design and implement a formal vertical curriculum mapping process to ensure consistent, coherent, and standards-aligned learning progressions across grade levels that improve instructional continuity and student achievement (aligned to WASC 2026).

Root/Contributing Cause:

What do we know:

For the 2024-2025 school year, proficiency rates for high-needs students were 34% in ELA, 30% in Math, and 22% in Science. These figures highlight a significant achievement gap that requires targeted instructional support. A key contributing factor is the need to continuously progress-monitor our new school-wide learning walk protocol at Ka'iulani School, which limits consistent, collaborative observation and feedback across classrooms. Without a unified approach to identifying and addressing instructional gaps, we miss critical opportunities to support students and improve academic outcomes. Implementing a structured learning walk protocol would align instructional practices, providing more targeted support, particularly for students with the greatest needs.

Additionally, data team practices need strengthening, such as consistent data collection, analyzing student performance trends, and identifying strengths and areas for growth. Most importantly, teachers need to regularly adjust their instruction and interventions based on data to meet individual student needs. Without a structured system of regular learning walk-throughs and real-time feedback, opportunities for instructional adjustments are missed, limiting the effectiveness of data-driven practices.

The achievement gap is also linked to inconsistent data collection methods, insufficient teacher training in research-based practices and innovative teaching strategies, and limited collaboration on data analysis. These factors prevent the effective use of student performance data to drive instructional decisions. To address this, students need instruction that is responsive to their learning progress, supported by effective data analysis, innovation in teaching, and collaborative, data-driven decision-making. Strengthening these practices will enable teachers to adjust strategies more effectively, provide personalized support, close learning gaps, and ultimately improve academic achievement for all students.

The **root cause** of learning challenges and achievement gaps is the **lack of consistent, targeted student support within a cohesive and collaborative, data-driven system**. The effective use of student performance data to drive equitable instructional decisions and improve learning outcomes is challenging. Without regular learning walkthroughs, opportunities for real-time feedback and instructional adjustments are missed, limiting the ability to implement data-driven practices that could significantly enhance student achievement.

- 3A: Lack of continuous evaluation of programs and interventions for effectiveness and to identify needs and next steps
- 3B: Inconsistent data collection methods and insufficient application of the data team process to provide timely intervention for identified students
- 3C: Insufficient teacher training in research-based practices and innovative teaching strategies
- 3D: Limited collaboration on data analysis, and the initial use of structured teacher learning walkthroughs and need for continuous improvement
- 3E: Limited and inconsistent use of learning goals/learning targets and success criteria in everyday teaching and learning.

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> 1. High-Needs Students (English Learner, Special Education, Low Socioeconomic Status) - Low performance across subject areas 2. Underperforming students - Students performing below grade level 3. Student who are not engaged 4. Students Needing Differentiated Tier 1, Tier 2, and Tier 3 Support 5. Students with Limited Exposure to Computer Science and 21st century skills <u>Identified Student Need(s):</u> 1. Students require tiered levels of support, including differentiated instruction and targeted interventions 2. Students need intensive interventions, focused on closing learning gaps and improving academic proficiency in ELA, Math, Science, Social Studies, and Computer Science 3. Students Need more engaging, student-centered learning approaches that make instruction more meaningful and relevant to students 4. Students require differentiated support within the three tiers of instruction (general education, targeted interventions, and intensive interventions) and need consistent tailored approaches to meet individual learning needs 5. Students need a targeted approach to incorporate Computer Science into their learning to ensure they develop skills aligned with current educational standards. This requires the integration of Computer Science instruction in the school to provide students with essential 21st-century skills
2	<u>Targeted Subgroup:</u> 1. Students Struggling with Emotional Regulation 2. Students with Low Regular Attendance 3. Students Who Need Enhanced SEL Interventions 4. Students Who Need Strengthened HMTSS Support –Students who have unaddressed needs that affect their overall success, such as those with difficulties in attendance or emotional regulation 5. Students Who Need Family and Parent Engagement and the Micronesian (Marshallese, Pohnpeian, Chuukese) families <u>Identified Student Need(s):</u> 1. Students need additional SEL support, particularly in coping strategies, social & emotional wellness awareness, and self-reflection. 2. Students require early identification and intervention to address the barriers that are preventing them from attending school regularly. Also, students need personalized interventions, targeted strategies, and consistent communication with families to address the underlying reasons for their absences and improve attendance. 3. Students require targeted SEL lessons, counseling support, and teacher-led practices to improve emotional well-being and engagement in school, ensuring they have the tools to cope with challenges effectively.

	- Students need the consistent and comprehensive application of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet their individual needs more effectively. - Students need stronger school-family-community involvement and support. A partnership with parents, families, and community is critical to ensuring consistent attendance, engagement, and support for their well-being. Ongoing communication and collaboration with families are essential for student success.
3	<u>Targeted Subgroup:</u> - High Needs Students - English Learner, Special Education, Low Socioeconomic Status (SES), at-risk, foster care/MVA, underrepresented ethnic, or cultural groups - Students with Learning gaps - Students who would benefit from differentiated instruction - Students who need regular progress monitoring - Students who are not meeting grade-level expectations - Students at risk of falling further behind - Students benefiting from improved teacher collaboration <u>Identified Student Need(s):</u> - Students require personalized, targeted support to close learning gaps and improve academic performance across subjects such as ELA, Math, Science, Social Studies, and Computer Science. Also, students need increased Sheltered Instruction support and practices along with using ACCESS testing to increase student proficiency rates and exiting from EL status. - Students need consistent instructional adjustments and support tailored to their individual strengths and areas for growth. The goal is to ensure that these students receive the necessary interventions to close those gaps and achieve academic success. - Students need instruction that is continuously responsive to their learning progress. This involves adjusting teaching strategies to better meet individual needs and providing targeted interventions. - Students need consistent and ongoing tracking of their academic progress to ensure that they are receiving the right interventions at the right time. - Students need a more structured and aligned approach to data analysis and instructional practices in order to meet or exceed academic proficiency. - Students need immediate, structured interventions based on real-time data and frequent checks for understanding to prevent further academic decline. - Students need and would benefit from stronger and more consistent teacher collaboration in data analysis, data-driven decision-making, and instructional practices to enhance learning outcomes and reduce the achievement gap.



Priority 1 High-Quality Learning For All

PRIORITY 1

★ 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> Reference the Identified School Needs section. [If applicable, reference the root/contributing cause from the Identified School Needs section]	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> [Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> [List the measures and/or evidence that will be used to monitor progress here]	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</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.	The root cause 1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions. A lack of assessment for incoming kindergarteners leads to	1.1.1 (a) Implement a comprehensive kindergarten readiness assessment process, such as the Kindergarten Entry Assessment (KEA) , at the beginning of each school year to collect essential data. Use the data to identify student needs and evaluate their social, emotional, and academic skills, ensuring timely and necessary support to develop foundational learning skills. ☐ Administer the Kindergarten Entry Assessment (KEA) to all incoming students at the start of the school year. ☐ Analyze assessment data to identify individual student needs in social, emotional, and academic areas.	Progress will be measured through: Initial Outcome: Kindergarten Readiness Assessment Completion and Analysis Measure: Ensure 100% completion of the Kindergarten Entry Assessment (KEA) for all incoming students to assess social, emotional, and academic readiness. Evidence: KEA assessment reports, identified areas of strength and need, and baseline student data collected within the first few weeks of school. Panorama SEL Data Collection Measure: Use Panorama data to monitor students' social-emotional learning (SEL) progress, specifically their ability to express emotions. Evidence: Panorama SEL survey results, teacher observations, and student self-reflection data.	☒ WSF, \$2000 ☒ Title I, \$1000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	missed intervention opportunities. Schools must analyze readiness data, provide timely targeted support, and align assessments with early learning goals to support students' social, emotional, and academic development, ensuring a strong foundation for learning and addressing achievement gaps in early childhood readiness. 100% of incoming Kindergarteners assessed using the KEA. SY 2023-2024 38% were emerging, 38% approaching and 24% demonstrating readiness SY 2024-2025 16% demonstrating. 38% approaching 35% Emerging, Readiness. 11% did not participate. <u>84% of entering Kindergarteners are identified as needing additional support</u> <u>SY 2025-2026</u> 15% demonstrating. 39% approaching 46% Emerging, Readiness. 6% did not participate.	☐ Provide timely, targeted support and interventions based on the assessment results to help students develop foundational skills for learning. SW6.i, SW6.ii, SW iii (V) WASC Critical Area for Follow-Up #3? Accountable Lead: Principal Davis & Grade Level Chairpersons, Kindergarten Teachers 1.1.1 (b) Based on the assessment results from Kindergarten Entry Assessment (KEA), provide targeted, timely interventions and support to help students develop foundational skills for learning. This could include personalized learning plans, small group instruction, and resources to address individual needs. ☐ Implement Sheltered Instruction (English Learner/EL), Teacher Instructional Practice Supports (TIPS), and Oracy strategies across Tier 1, 2, and 3 to support language development, comprehension, and communication skills for all students, creating a strong academic foundation. ☐ Provide targeted, small group instruction and differentiated materials for all tiers, ensuring that students at varying levels of need receive appropriate, individualized support. ☐ Deliver consistent early literacy instruction through the implementation of ECRI for all K-2 students across all tiers, addressing foundational reading skills and ensuring support for all learners. SW6.i, SW6.ii, SW6.iii (III), SW iii (IV), SW iii (V) WASC Critical Area for Follow-Up #3?	Intermediate Outcomes: Regular Progress Monitoring of Student Development Measure: Conduct ongoing formative assessments and follow-up evaluations to track students' social, emotional, and academic growth over time. Evidence: Student progress reports, KEA follow-up assessments, teacher observation logs, and anecdotal records. PVK Intervention Tracking for ELA and SEL (Expressing Emotions) Measure: Monitor student participation in PVK intervention strategies for ELA, specifically focused on language development and self-expression in SEL. Evidence: Intervention logs, student work samples demonstrating language use and emotional expression, and teacher reflection on student progress. Evaluation of Tiered Support and Differentiated Instruction Measure: Assess the impact of targeted small group instruction and differentiated materials in supporting students' academic and SEL growth. Evidence: Student performance data, differentiated lesson plans, progress monitoring documentation, and teacher feedback forms. Track on the PVK intervention for ELA for KEA-SEL (express own emotions)	
--	--	--	--	--

	85% of entering Kindergarteners are identified as needing additional support SAMPLE 100% of incoming Kindergarteners assessed using the KEA. 40% identified as needing additional support.	<i>Accountable Lead: CC- Georgia Blas, Grade Level Chairpersons, Kindergarten Teachers</i>		
--	--	---	--	--

Reading Proficiency 1.1.2. All students read proficiently <u>by the end of third grade</u>, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	The root cause of students' low proficiency in ELA, Math , Science , Social Studies and Computer Science is • 1B: Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 & Tier 3) support to address diverse learning needs and individual student needs. • 1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.	1.1.2 (a) Implement evidence-based early literacy instruction for all K-3 students and beyond (Gr. 4-5) through quality interaction to develop oracy, using the Phonics-based instruction such as ECRI program or similar program(s), and Shared/close reading (or similar reading strategies) best instructional practices, such as close reading strategy (or similar reading strategies), Guided Reading, and oracy to ensure consistent support for reading proficiency development across all grade levels. ☐ Provide professional development for K-3 teachers and beyond (Grade 4-5, SPED, EL) on the effective implementation of the ECRI program and best instructional practices like close reading (or similar reading strategies) (or similar reading strategies) and oracy strategies to ensure high-quality instruction across all grade levels. ☐ Use Future-Oriented Pedagogy aligned to Sociocultural Theory to increase student participation, to boost reading fluency, and develop oracy through quality interaction during sheltered instruction. ☐ Ensure consistent monitoring and support through regular classroom observations and student progress tracking to assess the effectiveness of the ECRI program and adjust instruction as needed to meet the needs of all students. Notes: Three most effective reading strategies for K-3 students are:	Initial Outcomes: Professional Development Attendance and Application: Measure: Track teacher participation in professional development- ECRI program, or similar reading strategies), guided reading, and oracy strategies. Evidence: PD attendance log, Agenda of teacher professional development, teacher application, feedback surveys, and self-assessment by teachers on the application of strategies. Classroom Observations: Measure: Conduct regular classroom observations to monitor teachers implementing phonics-based instruction, close reading (or similar reading strategies) and quality interactions. To evaluate the implementation fidelity of ECRI, and quality interactions to develop oracy practices- Sustained & reciprocal verbal interaction focused on construction of Knowledge and aligned to Learning Targets. Evidence: Observation checklists, peer feedback, self-reflection, and assessments of instructional practices in the classroom. Student Foundational Phonics Skills: Measure: Administer initial phonics assessments (e.g., letter-sound knowledge, phoneme segmentation) to K-3 students. Quality Interaction -Sustained & reciprocal verbal interaction focused on construction of Knowledge. Evidence: Student scores on phonics assessments, error analysis of student responses. Intermediate Outcomes: Improved Student Decoding Skills:	☒ WSF, \$100000 ☒ Title I, \$50000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$5000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	--	---	--	--

	Need to show student growth, referencing the Key Performance indicator (KPI) of an expected Average Annual % Growth for (i) ELA- 1.62% to reach the Current 2029 Quintile Target of 44.68%, (ii) Math- 0.99 % to reach the Current 2029 Quintile Target of 38.74%, and (iii) Science - 2.73 % to reach the Current 2029 Quintile Target of 43.44%,	Phonics-based instruction: Shared/close reading Guided Reading SW6.i, SW6.ii, SW1, SW2, SW3 WASC Critical Area for Follow-Up #1 <i>Accountable Lead: Principal Davis & Grade Level Chairpersons, Curriculum Coordinator</i> 1.1.2 (b) Monitor reading progress regularly through formative assessments and data analysis to identify students who are struggling, followed by timely, targeted interventions such as small group instruction and personalized learning plans with flexible grouping and flexible seating ☐ Conduct Regular Formative Assessments: Schedule consistent formative assessments such as quizzes, reading comprehension checks, and fluency tests to track students' reading progress and identify those who may need additional support. ☐ Implement Data-Driven Instructional Adjustments and Utilize Data to Guide Targeted Interventions. Regularly analyze assessment results to identify struggling readers, and then implement timely interventions such as small group instruction, personalized learning plans, and differentiated reading strategies to address specific needs. SW6.i, SW6.ii, SW1, SW2, SW3 WASC Critical Area for Follow-Up #1 <i>Accountable Lead: Principal Davis & Grade Level Chairpersons, Curriculum Coordinator</i>	Measure: Track student progress in decoding words and non-words using formative assessments Evidence: Student scores on decoding assessments, progress monitoring graphs, and teacher observations of decoding accuracy. Increased Reading Fluency: Measure: Monitor student reading fluency (accuracy and rate) using curriculum-based measures (CBMs) or fluency probes. Evidence: Student fluency scores, progress monitoring graphs, and teacher observations of reading fluency. Enhanced Reading Comprehension: Measure: Assess student comprehension through close reading (or similar reading strategies) activities, and formative assessments (e.g., quizzes, retellings). Evidence: Student responses during close reading (or similar reading strategies) discussions, quiz scores, and teacher observations of comprehension strategies. Improved Oracy Skills & Quality Interactions: Measure: Observe and document student participation in oracy activities (e.g., quality interactions, learning targets, discussions, presentations, paired reading). Evidence: Teacher observation checklists, student participation records, and work sample/assessments of student oral responses. Quality interactions in lessons. Effectiveness of Targeted Interventions: Measure: Track student progress in small group instruction and personalized learning plans through frequent formative assessments. Evidence: Student progress monitoring graphs, data from intervention-specific assessments, and teacher observations of student engagement and progress during interventions.	
--	---	---	---	--

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.	The root cause of students' low proficiency in ELA, Math , Science , Social Studies and Computer Science is • 1B: Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 & Tier 3) support to address diverse learning needs and individual student needs. • 1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.	1.1.3 (a) Implement Evidence-Based Math Instruction for K-5 Students using structured, research-based programs such as Number Talks, the Concrete-Representational-Abstract (CRA), Building Thinking Classroom (BTC) approach, and problem-solving strategies to develop conceptual understanding, fluency, and mathematical reasoning across all grade levels. ☐ Provide professional development for K-8 teachers on the effective implementation of math instructional strategies, including hands-on learning, student discourse, real-world problem-solving, and differentiation to ensure high-quality instruction across all grade levels. ☐ Ensure consistent monitoring and support through regular observations and student progress tracking to assess the effectiveness of math instruction and adjust strategies to meet the needs of students. SW6.i, SW6.ii, SW1, SW2, SW3 WASC Critical Area for Follow-Up #1 <i>Accountable Lead: Principal Davis & Grade Level Chairpersons, Curriculum Coordinator</i> 1.1.3 (b) Enhance Data-Driven Math Instruction and Tiered Supports ☐ Establish a consistent process for analyzing student math data (e.g., common assessments, formative checks) to identify learning gaps and adjust instruction accordingly.	Initial Outcome: Student Math Performance Data Measure: Regular formative and summative assessments, such as math fluency checks, problem-solving tasks, and common assessments to track student progress and identify areas for targeted support. Student regularly use the White/wipe boarding and BTC strategy to engage in learning math Evidence: Assessment scores, student work samples, progress monitoring reports, and teacher anecdotal records. Intermediate Outcomes: Classroom Observations & Instructional Fidelity Measure: Conduct regular classroom observations to assess the implementation of evidence-based math strategies (e.g., Number Talks, CRA, BTC) and ensure alignment with research-based practices. Evidence: Observation checklists, instructional walk-through notes, teacher self-reflections, and peer feedback reports. Data-Driven Instruction & Tiered Interventions Measure: Analyze student performance data to adjust instruction, implement targeted Tier 2 and Tier 3 interventions (e.g., small-group instruction, scaffolded support), and monitor the effectiveness of differentiated strategies to close learning gaps. Evidence: Data team meeting minutes, intervention tracking logs, student growth reports, and pre/post-assessment comparisons.	☒ WSF, \$100000 ☒ Title I, \$20000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$5000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	--	---	--	--

	Need to show student growth, referencing the Key Performance indicator (KPI) of an expected Average Annual % Growth for (i) ELA- 1.62% to reach the Current 2029 Quintile Target of 44.68%, (ii) Math- 0.99 % to reach the Current 2029 Quintile Target of 38.74%, and (iii) Science - 2.73 % to reach the Current 2029 Quintile Target of 43.44%,	☐ Implement targeted Tier 2 and Tier 3 interventions, such as small-group instruction, math fluency practice, and personalized learning plans, to support struggling students and improve proficiency. Establish a schoolwide system where the teaching blocks allow for Tiered intervention. SW6.i, SW6.ii, SW1, SW2, SW3 WASC Critical Area for Follow-Up #1, 2, 3 <i>Accountable Lead: Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i>		
--	---	--	--	--

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	The root cause of students' low proficiency in ELA, Math , Science , Social Studies and Computer Science is • 1B: Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 & Tier 3) support to address diverse learning needs and individual student needs. • 1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.	1.1.4 (a) Use differentiated instruction in the classrooms and implement varied instructional strategies such as visual aids, hands-on activities, and technology integration to ensure all students can learn and succeed by meeting their individual needs. Also, utilize current innovative technology and Tools such as, STEM Based Projects with drones, robots, 3D Printing and ThinkerCAD, Laserject cutter, microbits, arduino to bolster student creativity and innovativeness. ☐ Provide ongoing professional development opportunities that focus specifically on differentiated instruction strategies, such as understanding student readiness, interests, and learning profiles; creating tiered assignments; and effective grouping strategies. ☐ Ensure consistent monitoring and support through regular classroom observations and progress monitoring through formative assessments to assess the students' strengths and areas of improvement and adjust instruction as needed to meet the needs of all students. SW6.i, SW6.ii, SW6.iii (III) WASC Critical Area for Follow-Up #1 <i>Accountable Lead: Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i>	Progress for Equitable Academic Growth will be measured through: Initial Outcomes: Professional Development Participation in Differentiated Instruction: Measure: Attendance and engagement in PD sessions focused on differentiated instruction strategies. Evidence: PD attendance logs, sign-in sheets, participant feedback surveys, and PD session artifacts (e.g., handouts, activity outcomes). Implementation of Varied Instructional Strategies: Measure: Documentation of teachers' planned use of visual aids, hands-on activities, and technology integration in lesson plans. Evidence: Teacher lesson plans, classroom setup observations, and records of technology integration. Establishment of Targeted Tutoring/ELO Program: Measure: Documentation of the tutoring program's structure, including teacher/tutor selection, scheduling, and student selection criteria. Evidence: Tutoring program plan, tutor training records, and student enrollment lists. Initial Data Collection of Student Proficiency: Measure: Baseline data on student proficiency in ELA, Math, and Science, disaggregated by student groups.	☒ WSF, \$100000 ☒ Title I, \$20000 ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$5000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	--	---	---	---

	Need to show student growth, referencing the Key Performance indicator (KPI) of an expected Average Annual % Growth for (i) ELA- 1.62% to reach the Current 2029 Quintile Target of 44.68%, (ii) Math- 0.99 % to reach the Current 2029 Quintile Target of 38.74%, and (iii) Science - 2.73 % to reach the Current 2029 Quintile Target of 43.44%,	1.1.4 (b) Implement extended learning opportunities. Integrate during/ after-school tutoring support program, and summer learning opportunities that focuses on foundational skills in ELA, Math, Science and Career related/Innovative programs for underperforming students.. ☐ Provide small group instruction led by teachers or tutors who can offer personalized support tailored to the specific needs of struggling students. By creating a safe and supportive environment, students can receive additional practice, engage in interactive learning activities, and build confidence in their academic abilities. SW6.i, SW6.ii, SW6.iii (III) WASC Critical Area for Follow-Up #1 <i>Accountable Lead: Principal Bebi Davis, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i>	Evidence: Standardized test scores, formative assessment data, teacher & tutor anecdotal data, and student work samples. <u>Intermediate Outcomes:</u> Increased Use of Differentiated Instruction And check for understanding: Measure: Frequency /quality of differentiated instruction and checks for understanding, observed during classroom observations. Evidence: Classroom observation checklists, teacher self-reflection logs, formative assessment, and student feedback surveys. Growth in Student Proficiency: Measure: Progress monitoring data showing growth in student proficiency in ELA, Math, and Science, disaggregated by student groups. Evidence: Formative assessment data, progress monitoring graphs, and student work samples. Effectiveness of Tutoring Program: Measure: Student attendance and engagement in tutoring sessions, and progress in foundational skills. Evidence: Tutoring attendance records, student progress monitoring data from tutoring sessions, and tutor feedback. Alignment to State Standards: Measure: Teacher lesson plans, and classroom observations showing alignment to state standards. Evidence: Teacher lesson plans, and classroom observation checklists.	
--	---	---	---	--

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	• 2B: Limited targeted SEL interventions, counseling support, and teacher-led practices contribute to difficulties in student engagement and school connection (<i>Engagement - 53 %, Panorama SY 2025-2026</i>).	1.15. (a) Develop a comprehensive transition program that includes workshops/education for students and parents, focusing on the expectations and social-emotional skills necessary for a successful transition to middle school. ☐ Involve interactive sessions that allow students to engage with current middle school students, visit the middle school environment, and participate in activities that promote collaboration and communication. ☐ Provide resources to parents to help them support their children's transition, ensuring that both students and families feel prepared and informed about the upcoming changes. ☐ Prepare our students with school-success skills such as use of a planner, note-taking, goal setting and organization ☐ Create a system that will support students who enter the school for the first time after the first month. SW iii (III) WASC Critical Area for Follow-Up #1 & 2 <i>Accountable Lead: Principal Bebi Davis, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator - Kristen Kashima, Title 1 Coordinator - Georgia Blas</i>	Progress for Successful Student Transition will be measured through: <u>Initial Outcomes:</u> Development of Transition Program Plan: Measure: Documentation of the transition program's structure, including workshop schedules, content, and participant roles. Evidence: Program plan documents, workshop agendas, and resource materials. Parent and Student Hour/Workshop Planning and Scheduling: Measure: Creation of workshop schedules, communication plans, and resource materials for parent and student workshops. Evidence: Workshop schedules, communication logs, and workshop materials. Middle School Collaboration Established: Measure: Documentation of meetings and collaborative planning with middle school staff. Evidence: Meeting agendas, minutes, and collaborative planning documents. Resource Development for Parents: Measure: Creation of resource materials (e.g., brochures, online resources) for parents supporting their children's transition. Evidence: Compiled resource materials, online resource access logs. <u>Intermediate Outcomes:</u> Workshop Participation Rates: Measure: Attendance rates for student and parent transition workshops. Evidence: Workshop attendance logs, sign-in sheets, and participant feedback surveys. Student Engagement in Interactive Sessions: Measure: Observation of student engagement during interactive sessions with middle school students and visits to the middle school.	☒ WSF, \$5000 ☒ Title I, \$5000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	--	--	---	---

			Evidence: Observation checklists, student participation records, and student feedback surveys. Parent Understanding of Transition Process: Measure: Parent feedback on their understanding of the transition process and available support resources. Evidence: Parent feedback surveys, post-workshop questionnaires, and records of parent-teacher communication. Student Self-Reported Preparedness: Measure: Student surveys assessing their perceived preparedness for the transition to middle school, including academic and social-emotional aspects. Evidence: Student survey responses, and student reflection journals. Middle School Staff Feedback: Measure: Feedback from middle school staff regarding the preparedness of incoming students. Evidence: Middle school staff feedback surveys, and meeting minutes. Student Transition Success: Measure: Tracking of student attendance, behavior, and academic performance in the first quarter of middle school. Evidence: Middle school attendance records, behavior reports, and academic performance data. Improvement of social emotional skills: Measure: Student surveys relating to confidence, and feelings about the transition. Evidence: Student surveys, and student interviews.	
--	--	--	--	--

1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. PVK HMTSS Blueprint	1A: Inconsistent implementation of Tier 1 instruction, lack of core instruction aligned with subject alike learning goals, state standards, HDOE GLOs and Hawai'i Multi Tiered System of Support (HMTSS) to meet all student needs. 1B: Limited differentiation, and insufficient implementation of tiered (Tier 2 & Tier 3) support to address diverse learning needs and individual student needs. 2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to gaps in addressing barriers that impact attendance and learning.	1.1.6 (a) Continually improve upon the schoolwide HMTSS organizational structure for Tier 1, 2, 3 academic, behavioral, social, emotional, and physical supports. ☐ Establish the foundation for informed data decision-making with regular data review that allows for the identification of student needs, monitoring of intervention effectiveness, and timely adjustments to support strategies. ☐ Building the school's capacity to effectively deliver HMTSS - Tier 1, 2, 3. ☐ Enhance Family engagement by partnering with families and the community to support student success ☐ Enhance culturally responsiveness designed to be adaptable to the diverse populations of Hawaii's schools. ☐ Use Universal Screening and Progress Monitoring by regularly assessing all students to identify those who may need additional support. SW6.i, SW6.ii SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1 & 2 Accountable Lead: Principal Bebi Davis, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator - Kristen Kashima, Title 1 Coordinator - Georgia Blas	<u>Initial Outcomes:</u> Establishment of a Functional HMTSS Core Task Force : Measure: Documentation of task force formation, meeting schedules, and defined roles/responsibilities. Evidence: Task Force rosters, meeting agendas/minutes, and written descriptions of team roles. Implementation of Universal Screening Procedures: Measure: Percentage of students screened in academic, behavioral, social-emotional, and physical domains. Evidence: Screening data reports, student participation records, and documentation of screening tool usage. Professional Development Participation: Measure: Attendance rates for professional development sessions focused on HMTSS, SEL, PBIS, and differentiated Tier 1 instruction. Evidence: PD attendance logs, sign-in sheets, and participant feedback surveys. Initial Data Review Process Established: Measure: Documentation of initial data review meetings, including agendas and action items. Evidence: Meeting agendas, minutes, and data analysis reports.	☒ WSF, \$5000 ☒ Title I, \$5000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	---	---	--	---

		1.1.6 (b) Implement a refined school-wide, comprehensive multi-tiered support system aligned with the HMTSS Framework and Blueprint that identifies students' academic, behavioral, social, emotional, and physical needs while addressing support systems for students ☐ Ensure all classrooms are implementing high-quality, differentiated Tier 1 instruction. ☐ Integrate a research-based SEL curriculum/lessons into the daily schedule. ☐ Ensure School-Wide Tier 1 Framework with Explicit Focus on Universal Social-Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) ☐ Provide professional development to all staff on SEL and PBIS implementation. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1 & 2 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i>	Intermediate Outcomes: Improved Fidelity of Tier 1 Instruction: Measure: Observation data reflecting implementation of high-quality, differentiated Tier 1 instruction aligned with standards and learning goals. Evidence: Classroom observation checklists, teacher lesson plans, and student work samples. Increased Implementation of SEL and PBIS: Measure: Frequency of SEL lessons and PBIS strategies observed in classrooms and school-wide. Evidence: Classroom observation data, student behavior records, and documentation of SEL/PBIS activities. Enhanced Differentiation in Tier 2 & Tier 3 Supports: Measure: Documentation of individualized interventions and progress monitoring for students in Tier 2 and Tier 3. Evidence: Student intervention plans, progress monitoring data, and teacher documentation of intervention implementation. Improved Student Attendance and Engagement: Measure: Changes in student attendance rates and observed student engagement in classroom activities. Evidence: Attendance records, classroom observation data, and student surveys on engagement. Increased Family Engagement: Measure: Participation rates in family engagement activities and communication with families. Such as Evidence: Attendance records for family events such as Parent-Student Hour, Town Hall, Open House, documentation of parent-teacher communication, and family feedback surveys. Demonstrated Cultural Responsiveness: Measure: Implementation of culturally responsive practices in instruction and student supports.	
--	--	--	--	--

			Evidence: Lesson plans reflecting culturally relevant materials, student feedback on inclusive practices, and documentation of community partnerships. Data Driven Decisions being made: Measure: Frequency that data is reviewed, and used to alter instruction. Evidence: Meeting minutes where data is reviewed, and changes to curriculum, or interventions are made. Progress monitoring data. Progress Monitoring Data: Measure: Frequency of progress monitoring, and the percentage of students that are showing growth. Evidence: Progress monitoring data, and graphs showing student growth.	
--	--	--	---	--

★ **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> Reference the Identified School Needs section.	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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	The root cause of low student well-being and attendance challenges is a lack of SEL support, particularly around coping strategies, emotional awareness, and self-reflection. 2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to gaps in addressing barriers that impact	1.2.1 (a) Implement a Comprehensive Social Emotional Learning (SEL) Program to support students ☐ Establish a structured SEL curriculum that focuses on coping strategies, emotional awareness, and self-reflection. Incorporate regular classroom activities and discussions that help students identify and express their emotions, build resilience, and develop positive relationships. ☐ Provide training for teachers on effective SEL practices to create a supportive classroom environment that encourages student engagement and connection to school. SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1 & 2 Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers 1.2.1 (b) Create a Family Engagement Initiative and Activities	Progress for SEL and Parent Involvement will be measured through: Initial Outcomes: Establishment of a Structured SEL Curriculum: Measure: Documentation of the SEL curriculum, including lesson plans, activities, and resources. Evidence: Curriculum documents, lesson plans, and resource materials. Teacher Training on SEL Practices: Measure: Attendance and engagement in teacher training sessions focused on effective SEL practices. Evidence: PD attendance logs, sign-in sheets, participant feedback surveys, and training materials. Development of Family Engagement Initiative: Measure: Documentation of the family engagement program, including workshop schedules, communication plans, and resource materials. Evidence: Program plan documents, workshop agendas, resource materials, and school website with updates & resources. Establishment of a System for Regular Check-ins with Families:	☒ WSF, \$10000 ☒ Title I, \$5000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	attendance and learning. • 2D: Insufficient early identification and targeted interventions for students struggling with attendance, • 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).	☐ Develop a program that actively involves families in supporting their children's attendance and well-being. This could include regular workshops for parents on the importance of school attendance, communication strategies, and how to foster a positive learning environment at home. ☐ Implement a combination of strategies, such as creating relevant learnings, involving families and communities, providing a positive and safe environment, and providing incentives for attendance, schools can foster a culture where students not only attend regularly but also want to attend because they feel supported, engaged, and valued. ☐ Establish a system for regular check-ins with families of students who have frequent absences, providing personalized support and resources to address any barriers to attendance. This initiative aims to strengthen the partnership between school and home, promoting a culture of attendance and engagement. SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1 & 2 <i>Accountable Lead: VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i>	Measure: Documentation of the check-in system, home visits, including protocols, communication templates, and resource guides. Evidence: Check-in system protocols, communication templates, and resource guides. Home visit and attendance communication and support log. Intermediate Outcomes: Implementation of SEL Curriculum in Classrooms: Measure: Frequency and quality of SEL activities and discussions observed in classrooms. Evidence: Classroom observation checklists, teacher lesson plans, and student work samples. Improvement in Student Emotional Awareness and Coping Strategies: Measure: Student self-report surveys and teacher observations of students' ability to identify and express emotions and use coping strategies. Evidence: Student survey responses, teacher observation checklists, and student reflection journals. Increased Parent Participation in Engagement Activities: Measure: Attendance rates for parent workshops and engagement activities. Evidence: Attendance records, sign-in sheets, and parent feedback surveys. Improved Communication Between School and Families: Measure: Frequency and quality of communication between school and families, particularly those with frequent absences. Evidence: Communication logs, parent feedback surveys, and records of check-in meetings. Reduction in Student Absences: Measure: Changes in student attendance rates, particularly for students with frequent absences. Evidence: Attendance records and attendance reports.	
--	--	--	---	--

			Improved Student Engagement and Connection to School: Measure: Student surveys and teacher observations of student engagement and connection to school. Evidence: Student survey responses, teacher observation checklists, and records of student participation in school activities. Monitoring attendance data: Measure: Regular collection and analysis of attendance records. Evidence: Attendance reports, and data visualization of attendance trends. Surveys and feedback from students: Measure: Regular administration of surveys, and collection of feedback from students. Evidence: Student survey results, and documented feedback. Academic progress and participation: Measure: Regular collection of academic data, and observation of student participation. Evidence: Student grades, student work samples, and classroom observation checklists.	
--	--	--	---	--

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	The root cause of low student well-being and attendance challenges is a lack of SEL support, particularly around coping strategies, emotional awareness, and self-reflection. 2A: Insufficient consistent SEL support, particularly around coping strategies, emotional awareness, and self-reflection. 2B: Limited targeted SEL interventions, counseling support, and teacher-led practices contribute to difficulties in student engagement and school connection (<i>Engagement - 53 %, Panorama SY 2025-2026</i>).	1.2.2 (a) Integrate SEL Practices into Daily Instruction and Attendance Support Embed short, daily SEL activities into classroom routines, such as morning check-ins, mindfulness exercises, and reflection prompts. Implement attendance check-ins to build relationships and identify attendance concerns early. Use evidence-based programs like Second Step or MindUp/CASEL-aligned strategies to teach self-regulation, emotional awareness, and coping techniques, while also reinforcing the importance of regular attendance. <i>Expected Outcome:</i> Students will develop emotional regulation skills, and a sense of belonging, leading to improved well-being, mood management, impulse control, and overall well-being, which fosters positive behaviors and positively impacts attendance and academic performance. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1 & 2 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i> 1.2.2 (b) Provide Targeted SEL Support and attendance Interventions Through Small Groups, Counseling, and Family Engagement	Progress For positive student behavior will be measured through: Progress Monitoring Plan for Positive Student Behaviors <u>Initial Outcomes:</u> Integration of Daily SEL Activities: Measure: Documentation of SEL activities incorporated into daily classroom routines (e.g., morning check-ins, mindfulness). Evidence: Lesson plans, classroom schedules, and teacher logs. Implementation of Attendance Check-in Procedures: Measure: Documentation of attendance check-in protocols and procedures. Evidence: Attendance check-in protocols, communication templates, and teacher training records. Establishment of Targeted SEL Small Groups: Measure: Documentation of small group schedules, curriculum, and participant selection criteria. Evidence: Small group plans, curriculum documents, and student enrollment lists. Development of Personalized Attendance Support Plans: Measure: Creation of personalized attendance support plan templates and protocols. Evidence: Attendance support plan templates, and protocol documents. Teacher Training on Evidence-Based SEL Programs: Measure: attendance and engagement in training for SEL programs like Second Step, or MindUp (or similar programs). Evidence: Sign in sheets, and training materials. <u>Intermediate Outcomes:</u> Increased Use of SEL Strategies in Classrooms:	☒ WSF, \$10000 ☒ Title I, \$5000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	--	---	---	--

	2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to gaps in addressing barriers that impact attendance and learning. 2D: Insufficient early identification and targeted interventions for students struggling with attendance, 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).	Establish small SEL groups led by counselors, teachers, or support staff to provide targeted interventions for students struggling with emotional regulation and attendance. Focus on practical strategies like deep breathing, positive self-talk, restorative practice, and conflict resolution. Implement personalized attendance support plans, including regular communication with families, home visits if necessary, and positive reinforcement for attendance improvements. <i>Expected Outcome:</i> Students receive personalized SEL and attendance support to enhance their self-regulation and foster resilience; thus, leading to positive behaviors, improved regular attendance, through collaborative efforts with families and staff, ultimately enhancing focus, engagement, and academic success. SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1 & 2 Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, PCNC	Measure: Frequency and quality of SEL strategy implementation observed during classroom observations. Evidence: Classroom observation checklists, teacher self-reflection logs, and student work samples. Improved Student Emotional Regulation Skills: Measure: Student self-report surveys and teacher observations of students' ability to use coping strategies and manage emotions. Evidence: Student survey responses, teacher observation checklists, and student reflection journals. Reduction in Behavioral Incidents: Measure: Changes in the frequency and severity of behavioral incidents. Evidence: Office discipline referrals, classroom behavior logs, and incident reports. Increased Attendance Rates: Measure: Changes in student attendance rates, particularly for students with attendance concerns. Evidence: Attendance records & reports. Effectiveness of Targeted SEL Small Groups: Measure: Student progress in SEL skills and behavior within small group interventions. Evidence: Small group progress monitoring data, student self-assessments, and counselor/teacher observations. Improved Communication with Families: Measure: Frequency and quality of communication between school and families regarding attendance and behavior. Evidence: Communication logs, parent feedback surveys, and records of home visits. Increased student sense of belonging: Measure: Student surveys relating to their feeling of belonging. Evidence: Student surveys, and student interviews. Implementation of restorative practices: Measure: Frequency of restorative practices used in the school. Evidence: Incident reports, and teacher observations.	
--	--	---	--	--

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	The root cause of low student well-being and attendance challenges is inadequate support systems 2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to gaps in addressing barriers that impact attendance and learning. 2D: Insufficient early identification and targeted interventions for students struggling with attendance, 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).	1.2.3 (a) Culturally Relevant Lesson Development: Create lessons that incorporate local & diverse culture, history, and values, allowing students to connect their learning to their personal experiences and community. ☐ Engage students in projects that explore their heritage, traditions, and the significance of place-based education. This approach will foster a sense of belonging and relevance, enhancing their engagement and connection to the learning environment. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1 & 2 Accountable Lead: <i>Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i> 1.2.3 (b) Establish Collaborative Learning Communities: Form learning communities within the school that promote collaboration among students, teachers, and families. ☐ Implement regular community building activities, such as team-building exercises, cultural celebrations, and shared learning experiences - Students can learn from each other and develop strong relationships. Encourage open communication and feedback within the communities to create an inclusive and supportive environment that reflects the principles of Nā Hopena A'o. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1 & 2 Accountable Lead: <i>Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i>	Progress for Cultural Relevance & Collaboration will be measured through: Initial Outcomes: Culturally Relevant Lesson Planning: Measure: Documentation of lessons incorporating local/diverse culture/history. Evidence: Lesson plans, project outlines, student sample work. Establishment of Collaborative Learning Communities: Measure: Documentation of community formation, activities planned. Evidence: Community charters, activity schedules. Intermediate Outcomes: Student Engagement in Cultural Projects: Measure: Student participation in heritage/place-based projects. Evidence: Student project samples, presentations. Increased Cultural Relevance in Instruction: Measure: Classroom observations of cultural integration. Evidence: Observation checklists, student feedback. Student Collaboration in Learning Communities: Measure: Observation of student collaboration in activities. Evidence: Observation checklists, collaborative project outcomes. Enhanced Sense of Belonging: Measure: Student surveys on feelings of belonging. Evidence: Student survey results, feedback. Increased Family Participation: Measure: Family participation in community events. Evidence: Attendance logs, feedback.	☒ WSF, \$2000 ☒ Title I, \$1000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	--	---	---	---

★ **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> Reference the Identified School Needs section.	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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	● 1B: Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 & Tier 3) support to address diverse learning needs and individual student needs. ● 1C: Insufficient student-centered learning further contribute student engagement challenges ● 1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored	1.3.1(a) Students will actively participate in integrated career, community, and civic learning experiences that apply and connect knowledge and skills from across academic disciplines (ELA, Math, Science, Social Studies, Computer Science, STEM/STEAM, and non-core subjects), fostering deep understanding, creativity, collaboration, and innovation. Students demonstrate engagement in career, community, and civic learning opportunities and/or service-learning by actively participating in an introductory session. ☐ Students effectively reflect on a career, community, and civic learning opportunities and/or service-learning experience, demonstrating an understanding of the activity, its impact, and personal learning. ☐ Promote student advocacy and student/parent ambassadors from various ethnic and cultural backgrounds to provide native language and other educational support between school, home and community. SW4, SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3	Progress will be measured through: Initial Outcome: Engagement in career, community, and civic learning opportunities and/or service-learning. Evidence: Sign-up sheet, registration, observed participation in an introductory meeting. Measure: Attendance record, Simple observation checklist of participation. Intermediate Outcome: Students effectively reflect on a career, community, and civic learning opportunities and/or service-learning experience. Evidence: Participation in a career, community, and civic learning opportunity, and/or Completion of a service-learning project. Submission of a reflective piece (written or verbal). Measure: Documentation of project participation, Rubric or checklist evaluation	☒ WSF, \$20000 ☒ Title I, \$20000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	to individual student needs, hinder timely and targeted interventions. 1E: Limited Computer Science integration and insufficient alignment to career pathways limits students' exposure to essential 21st-century skills.	<i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i> 1.3.1 (b) Students will engage in active exploration, critical thinking, collaboration, and creativity to produce a tangible outcome or presentation. Through cross curricular integration of subject areas, students develop a deeper understanding of concepts while fostering creativity, collaboration, and innovation. SW4, SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i>	of the reflection, assessing description, learning, impact, and personal connection. Exploration & Critical Thinking Initial Outcomes: Measure: Student Engagement Evidence: Observation of student participation in group discussions, and collaborative work. Intermediate Outcomes: Measure: Increased Critical Thinking and Innovation Evidence: Assessment of student solutions to real-world problems or questions, based on the depth of analysis, creativity, and innovation as measured by teacher assessments, peer feedback, and project reflections.	
--	--	---	---	--

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.	The root cause of students' low proficiency in ELA, Math, Science, Social Studies, and Computer Science is the instructional practice gaps that can be addressed through a systematic, data-driven approach focused on differentiation, targeted interventions, and progress monitoring - will ensure equitable access to high-quality integrative instruction and sustained academic growth. 1A: Inconsistent implementation of Tier 1 instruction, lack of core instruction aligned with subject alike learning goals, state standards, HIDOE GLOs and Hawai'i Multi Tiered System of Support (HMTSS) to meet all student needs.	1.3.2 (a) Develop a Vertical & Horizontal Curriculum Alignment Program: Establish a system that promotes collaboration between elementary, middle, and high school educators, including within and across grade-level, to ensure a cohesive curriculum that builds on skills and knowledge progressively. ☐ The program should include regular meetings to discuss curriculum mapping, share best practices, and identify key learning objectives that align with career pathways. By fostering communication across grade levels, educators can better prepare students for the academic challenges they will face in high school. SW3, SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i> 1.3.2 (b) Implement Career Exploration and Planning Workshops: Organize workshops for students in upper elementary and middle school that focus on career exploration and the skills required for various pathways. ☐ These workshops can include guest speakers from different professions, hands-on activities related to different careers, and discussions about the importance of academic performance in achieving career goals. By exposing students to diverse career options early on, they can better understand the relevance of their education and develop a personal academic plan that aligns with their interests and future aspirations.	Progress will be measured through: Vertical & Horizontal Curriculum Alignment & Career Exploration Initial Outcomes: Vertical & Horizontal Curriculum Alignment Program Established: Measure: Documentation of program structure, meeting schedules, collaboration protocols, and vertical & horizontal articulation. Evidence: Program plan, meeting agendas, and collaboration agreements. Career Exploration Workshop Planning: Measure: Development of workshop schedules, content, and guest speaker lists. Evidence: Workshop agendas, speaker invitations, and activity plans. Intermediate Outcomes: Increased Cross-Grade Collaboration: Measure: Frequency and quality of collaboration between elementary, middle, and high school educators. Evidence: Meeting minutes, shared curriculum maps, and educator feedback. Alignment of Curriculum Objectives: Measure: Documentation of aligned learning objectives across grade levels. Evidence: Curriculum maps, lesson plans, assessment data, vertical & horizontal articulation and alignment. Student Participation in Career Workshops: Measure: Student attendance and engagement in career exploration workshops.	☒ WSF, \$1000 ☒ Title I, \$5000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	---	---	---	---

		SW6.i, SW6.ii, SW6.iii (I), SW6(iii)(II), SW6.iii (III), WASC Critical Area for Follow-Up #1, 2 & 3 Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC	Evidence: Attendance logs, student feedback surveys, and workshop artifacts. Increased Student Awareness of Career Pathways: Measure: Student surveys assessing their understanding of career options and related skills. Evidence: Student survey responses, and student reflection journals. Development of Student Academic Plans: Measure: Documentation of student academic plans aligned with career interests. Evidence: Student academic plan documents, and student portfolios. Guest speaker feedback: Measure: Feedback from guest speakers regarding student engagement, and workshop effectiveness. Evidence: Guest speaker surveys.	
--	--	--	---	--

1.3.3. All students graduate high school with a personal plan for their future.	Misalignment with state standards, and insufficient student-centered learning. The lack of Computer Science integration and insufficient alignment to career pathways limits students' exposure to essential 21st-century skills.	1.3.3 (a) Develop a plan to implement a "Student Learning Journey Portfolio" by introducing students to the concept of self-reflection and future planning in an age-appropriate way, and create a tangible record of student learning and growth. ☐ Each student will create a "My Learning Journey Portfolio" using a binder. Kindergarten-2nd Grade: The portfolio will focus on showcasing their favorite artwork, writing samples, and completed projects. Teachers will facilitate simple discussions about what they enjoyed creating and what they are proud of. Simple prompts can be used, such as "What I like to do" using pictures, and simple sentences. 3rd-5th Grade: Expand the portfolio to include examples of their best work in different subjects. Reflections on their strengths and areas for improvement. A section for "My Goals," where they can draw or write about things they want to learn or achieve. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i>	Progress will be measured through: Initial Outcome: Students begin to create their "My Learning Journey Portfolio" and participate in basic self-reflection. Evidence: Students assembled their portfolio binder. Students have included examples of their favorite artwork, writing samples, and completed projects. Students participate in teacher-facilitated discussions about their work. Measure: Portfolio binder completion checklist (binder assembled, work samples included). Teacher observation of student participation in discussions, noting engagement and ability to express preferences. Intermediate Outcome: Students demonstrate an ability to reflect on their work and express pride in their accomplishments. Evidence: Students can verbally or visually (through drawings) explain why they chose specific items for their portfolio. Students can articulate what they enjoyed about creating the selected work. Students can describe what they are proud of concerning their work. Portfolios include examples of "best work" from multiple subjects. Measure: Teacher anecdotal notes on student reflections. Simple rubric assessing the student's ability to articulate their choices and feelings about their work. Written or verbal reflections assessing progress towards goals.	☒ WSF, \$2000 ☒ Title I, \$2000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	--	---	--	---



Priority 2: High-Quality Educator Workforce In All Schools

PRIORITY 2

- ★ 2.1 All students are taught by effective teachers.
- ★ 2.2 All schools are staffed by effective support staff.
- ★ 2.3 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? Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include Sheltered Instruction Qualified (SIQ) hours and/or TESOL certification by SY 2026-2027.	SY 2025-2026, 74% have SIQ hours or TESOL certification.	2.1.1(a) Opportunities are available for teachers to attend EL PD that supports SIQ hours. State/District EL course offerings ☐ University courses ☐ WIDA Workshop/eWorkshop ☐ Other EL Professional Development SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC	Progress will be measured through EL PD (SIQ Hours) <u>Initial Outcome:</u> Evidence: Teacher enrollment in EL PD (State/District/University). Measure: Registration/attendance records. <u>Intermediate Outcome:</u> Evidence: Teacher completion of EL PD and documentation of SIQ hours. Measure: Certificates of completion, documented SIQ hours. eHR for HQ Data for SIQ	☒ WSF, \$2000 ☒ Title I, \$2000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

2.1.2 All teachers are effective or receive the necessary support to become effective.		2.1.2 (a) All teachers will be provided supports and professional development including: ☐ EL PD , ECRI Coaching ☐ Prime Math PD- collaborative coaching ☐ Feedback from regular walkthroughs ☐ Individual supports targeting individual needs ☐ Cross curricular integration PD to boost teaching innovation for ELA, Math, Science, Social Studies, Computers Science, and non-core classes. ☐ Research and Evidence based practices professional development to enhance teaching and learning for ELA, Math, Science, Social Studies, Computers Science, and non-core classes SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i>	Progress will be measured through Professional Development Initial Outcome: Evidence: Teacher participation in PD and teacher learning Measure: Meeting Sign In sheet, Meeting Agendas and Minutes Intermediate Outcome: Professional Development Evidence: All teachers participate in PD and follow-up with next step implementation in the classroom. Measure: Teacher reflection. Planning notes/lesson plan, and student sample work	☒ WSF, \$100000 ☒ Title I, \$100000 ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
2.1.3 All teachers will effectively use data to inform teaching practices and overall academic achievement.	The root cause of students' low proficiency in ELA, Math, Science, Social Studies, and Computer Science is the instructional practice gaps that can be addressed through a systematic, data-driven approach focused on differentiation, targeted interventions, and progress monitoring - will ensure equitable access to high-quality integrative	2.1.3 (a) Consistent Data Collection Utilize i-Ready for more consistent data collection in K-5. 2.1.3 (b) Sufficient Teacher Training Provide comprehensive training for teachers to use all components of i-Ready. 2.1.3 (c) Teacher Collaboration on Data Analysis Provide teachers with collaboration days to share insights, for problem solving, for	Progress will be measured through: INITIAL OUTCOME: i-Ready Data Measure: Student performance data Evidence: Diagnostic results, progress monitoring, student growth percentiles, and engagement metrics. Professional Development Measure: All teachers trained in i-Ready. Evidence: PD agenda, sign-in, reflection and/or evaluation.	☒ WSF, \$20000 ☒ Title I, \$20000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

	instruction and sustained academic growth. 1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.	professional growth, and for consistency in instructional practices. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III), SW iii (IV) WASC Critical Area for Follow-Up #1, 2 & 3 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator,</i>	INTERMEDIATE OUTCOME: Universal Screener/STAR/i-Ready Data Measure: Student performance data Evidence: Diagnostic results, progress monitoring, student growth percentiles, and engagement metrics. Professional Development Measure: All teachers participate in follow-up i-Ready. Evidence: PD agenda, sign-in, reflection and/or evaluation.	
2.1.4 All teacher positions are filled with qualified hires that include Sheltered Instruction Qualified (SIQ) hours and/or TESOL certification by SY 2026-2027.	SY 2025-2026, 74% have SIQ hours or TESOL certification.	2.1.4(a) Opportunities are available for teachers to attend EL PD that supports SIQ hours. State/District EL course offerings ☐ University courses ☐ WIDA Workshop/eWorkshop ☐ Other EL Professional Development SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i>	Progress will be measured through EL PD (SIQ Hours) Initial Outcome: Evidence: Teacher enrollment in EL PD (State/District/University). Measure: Registration/attendance records. Intermediate Outcome: Evidence: Teacher completion of EL PD and documentation of SIQ hours. Measure: Certificates of completion, documented SIQ hours. eHR for HQ Data for SIQ	☒ WSF, \$2000 ☒ Title I, \$2000 ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
PRIORITY 2: High-Quality Educator Workforce In All Schools				
2.2.1 All schools' staff and support are effective or receive the		2.2.1 (a) All support staff will be provided supports including:	Progress will be measured through Professional Development	☒ WSF, \$2000 ☒ Title I, \$2000 ☒ Title II, \$

necessary support to become effective.		☐ Training opportunities during non-instructional days. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i>	Initial Outcome: Evidence: Staff participation and learning Measure: Meeting Sign In sheet, Meeting Agendas and Minutes. Intermediate Outcome: Professional Development Evidence: All staff participate in PD and follow-up with actionable next step Measure: Staff reflection. Planning notes, reflection	☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1000 ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
--	--	---	--	--

PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> Identified School Needs section.	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
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Students need stronger school-family- community involvement and support. A partnership with parents, families, and community is critical to ensuring consistent attendance, engagement, and support for their well-being. Ongoing communication and collaboration with families	3.3.1 (a) Regular Meetings with Clear Agendas Schedule consistent meetings for all councils with well-defined agendas that focus on collaborative goals and effective communication. This structure helps ensure meaningful discussions and keeps members engaged. 3.3.1 (b) Clear Communication Channels Create dedicated platforms for councils to communicate with one another & school principal,	Progress will be measured through: INITIAL OUTCOME: Membership Measure: Schedule meeting dates set for the year with representation from all role groups Evidence: Meeting dates, membership roster, and minutes.	☒ WSF, \$2000 ☒ Title I, \$2000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$

<i>Required for all schools.</i>	are essential for student success.	facilitating transparency and collaboration. Regular updates and feedback can strengthen relationships and enhance engagement. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC, SCC Chairperson	Communication Measure: Create a shared folder with all meeting agendas and minutes. Evidence: Shared folder and email. (added 9.2.2025 - add to SY 2026-2027: Enhance student voice and Student council serving as a pipeline to support SCC initiatives INTERMEDIATE OUTCOME: Town Hall Meetings Measure: Parent and student participation. Evidence: Sign-in sheets, parent feedback, teacher evaluation	☐ 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> Reference the Identified School Needs section.	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
3.3.2 All families are engaged in school events/activities and have regular two way communication.	The root cause of low student well-being and attendance challenges is inadequate support systems, which can be addressed by strengthening SEL programs, implementing HMTSS effectively, and enhancing proactive intervention efforts to create a more supportive and responsive environment for student success. 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).	3.3.2 (1) Implement a consistent system across the school that utilizes a student planner, communication folder, school website, marquee and other events/activities to ensure regular two way communication between school and home/community . The Student planner & communication folder will serve as a tool for regular two-way communication regarding school events and activities, as well as classroom-specific and student-specific updates. Also, use the Monthly Peacock Tales as a communication tool for families to Spotlight classroom and school activities and learning. The marquee and events/activities will support general communication by promoting consistent, two-way engagement between the school and community, helping to strengthen connections and improve overall communication. SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III) WASC Critical Area for Follow-Up #1, 2 & 3 <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC, SCC Chairperson</i>	Progress will be measured through: <u>INITIAL OUTCOME:</u> Usage Tracking Measure: Monitor the frequency of planner and folder usage by students and teachers. Evidence: Student planner checks, student and teacher reflections. Event Participation Measure: Track the attendance of parents to various events. Evidence: Sign-in sheets and parent surveys. <u>INTERMEDIATE OUTCOME:</u> Planner Checks Measure: Regular checks of planner usage. <i>(added 9.5.2025 - Regular Marquee messages to communicate with family and community)</i> Evidence: Classroom visits and random checks	☒ WSF, \$3000 ☒ Title I, \$3000 ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section."</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 to execute the enabling activity.</i>
[Insert school specific desired outcome] (To add additional desired outcomes, duplicate this row, including source of funds checkboxes)	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	Progress will be measured through: INITIAL OUTCOME: [Data Type 1] Measure: [Statement of Measurable Goal] Evidence: [Explanation of evidence] [Data Type 2] Measure: [Statement of Measurable Goal] Evidence: [Explanation of evidence] INTERMEDIATE OUTCOME: [Data Type 1] Measure: [Statement of Measurable Goal] Evidence: [Explanation of evidence] [Data Type 2] Measure: [Statement of Measurable Goal] Evidence: [Explanation of evidence]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kaiulani 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 6, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 6, 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 6, 2026**

Attested:

Kaiulani Elementary School Principal	Signature	Date
Bebi Z.K. Davis		Mar 6, 2026

SCC Chairperson	Signature	Date
Jason Pavia		Mar 6, 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:
None		

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

None

Attested:

SCC Chairperson	Signature	Date
Jason Pavia		Mar 6, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	[Insert value; refer to cell D58 in the bell schedule tool] 1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kaiulani Elementary School Bell Schedule:  Kaiulani Elementary Bell Schedule	

Title 1 Addendum
Below

Title I Addendum to the School Year 2026-2027 Academic Plan (AcPlan)

School Name: Kaiulani Elementary School
Date: 3/9/26


Administrator's Signature

The Title I Addendum is an assurance that a Title I school will meet the following Schoolwide (SW) Program Requirements for the school year.

Directions:

1. All schoolwide (SW) program plan requirements must be addressed and labeled in the AcPlan, if applicable
2. Check each box indicating the SW was met in the AcPlan process

Title I Schoolwide Program Requirements	Component Met
SW1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	☒
SW2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	☒
SW3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.	☒
SW4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	☒

SW5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	☒
SW6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will— (i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include— (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs	☒