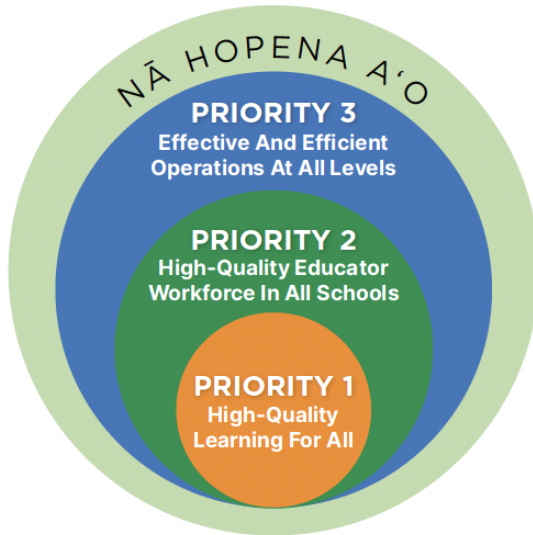
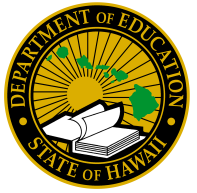




Kalihi Elementary Academic Plan SY 2026-2027

2471 Kula Kolea Drive
(808) 305-2400
kalihielementary.org

- ☒ Title I School
☐ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

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

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

Submitted by Principal John Hamilton	
	Mar 11, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	Date 04/13/2026

Rochelle Mahoe (Apr 13, 2026 08:19:35 HST)

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SCHOOL VISION AND MISSION

Vision Statement	<i>Vision Statement</i> Strengthen Our Community: Develop productive citizens, equipped with the skills needed to thrive in an ever-changing world.
Mission Statement	<i>Mission Statement</i> Through intentional actions, we empower individuals to make good decisions, solve problems, and show respect.

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	Ready ▾	Amplify/Stemscopes	HCSSS

Please list all supplementary instructional materials used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	'23 Wonders	Ready Math	Amplify/Stemscopes	HCSSS
English Learners	WonderWorks	Ready Math	Amplify/Stemscopes	HCSSS
Reading	ECRI/ SPIRE for Phonics			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.		
Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	I-Ready ▾	I-Ready ▾
K-5	DIBELS ▾	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☐ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

- ☒ Current CNA: [Kalihi Elementary CNA SY 2025-2026](#)
- ☒ Current Western Association of Schools and Colleges (WASC) report [Kalihi Elementary WASC FOL SY 2023-2024](#)

Year of Last Visit: SY 2023-2024
Type of Last Visit: Full Self-Study -

Year of Next Action: N/A
Type of Next Action: N/A

Year of Next Self-Study:
N/A

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1 **Student Need:** Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonological Awareness-iReady End of Year View

	2022-2023	2023-2024	2024-2025	Winter 2025
K	16%	28%	27%	13%
1	23%	39%	46%	26%
2	86%	79%	76%	96%

Phonics-iReady End of Year View

	2022-2023	2023-2024	2024-2025	Winter 2025
K	28%	48%	48%	31%
1	27%	48%	75%	39%
2	21%	23%	34%	41%
3	61%	52%	57%	56%
4	68%	79%	62%	50%
5	77%	63%	87%	68%

Root/Contributing Cause:

- Lack of weekly small group intervention programs to support identified students in Phonemic Awareness and Phonics

2

Student Need: Foundational math skills: Understand mathematical concepts and interpret and carry out mathematical procedures such as multi-digit addition, subtraction, multiplication, and division.

Numbers and Operations-iReady End of Year View

	2022-2023	2023-2024	2024-2025	Winter 2025
K	25%	24%	33%	28%
1	16%	24%	43%	13%
2	10%	10%	7%	19%
3	21%	16%	21%	12%
4	36%	29%	31%	13%
5	46%	13%	23%	7%

Root/Contributing Cause:

- Students do not having strong conceptual understanding of numbers and operations.
- Lack of explicit math instruction that follows the concrete, pictorial, abstract framework.

3**Student Need:** Writing: Organization, Use of Textual Evidence, and Conventions**SBA ELA Performance Task Results**

	Narrative			Expository			Opinion		
	Organization	Evidence	Conventions	Organization	Evidence	Conventions	Organization	Evidence	Conventions
Grade 3	40%	40%	14%	0%	0%	31%	0%	0%	0%
Grade 4	40%	50%	38%	17%	0%	33%	50%	50%	50%
Grade 5	51%	51%	33%	50%	34%	67%	44%	56%	44%

Root/Contributing Cause:

- Lack of explicit writing instruction K-5

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

1 **Targeted Subgroup (for all schools): SPECIAL EDUCATION (19% of Total School Population)**

SPED Counts by Classifications (Source: ARCH ADC)			
	SY 2023-2024	SY 2024-2025	SY 2025-2026
Autism Spectrum Disorder	4	7	8
Developmental Delay 3-5	3	4	6
Developmental Delay 6-8	3	4	5
Intellectual Disability	2	1	1
Specific Learning Disability	3	4	8
Speech of Language Disability	1	0	7

	SY 2023-2024	SY 2024-2025	Winter 2025
i-Ready Reading EOY Overall	Tier 1: 13% Tier 2: 33% Tier 3: 53%	Tier 1: 4% Tier 2: 39% Tier 3: 57%	Tier 1: 7% Tier 2: 32% Tier 3: 51%
i-Ready Math EOY Overall	Tier 1: 7% Tier 2: 40% Tier 3: 53%	Tier 1: 9% Tier 2: 48% Tier 3: 43%	Tier 1: 7% Tier 2: 43% Tier 3: 50%

Identified Student Need(s):

- Continue to provide specially designed instruction to meet the needs of our unique and diverse SPED population
- Strengthen explicit instruction for phonics, fluency, and comprehension to support literacy
- Strengthen explicit instruction to support numbers and operations via CPA framework.

2

Targeted Subgroup: English Learners (41% of Total Population)**English Learners by Statewide Assessments**

	2022-2023	2023-2024	2024-2025
SBA-Language Arts	18%	12%	15%
SBA-Math	18%	14%	15%
HSA-Science Grade 5	0%	0%	0%

WIDA ACCESS Proficiency by Language Domains SY 2024-2025

	PL1	PL2	PL3	PL4	PL5	PL6
Listening	19	15	19	5	18	13
Reading	32	22	19	9	6	1
Speaking	18	24	33	7	3	4
Writing	18	20	42	8	0	0

Identified Student Need(s):

- Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Language acquisition/development through differentiated instruction, scaffolded instruction, and quality interactions with peers
- Producing clear and coherent writing that is organized, uses relevant evidence, and follows spelling and grammar conventions.
- Strengthen Science Instruction using new Viable Curriculum Amplify Science and explicit instruction strategies for vocabulary.

3

Targeted Subgroup: Micronesian Population (37% of Total Population)**Micronesian Students by Statewide Assessments**

	2022-2023	2023-2024	2024-2025
SBA-Language Arts	19%	22%	24%
SBA-Math	11%	14%	13%

	HSA-Science Grade 5	0%	11%	27%
	Identified Student Need(s): • Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. • Language acquisition/development through differentiated instruction, scaffolded instruction, and quality interactions with peers			



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Students entering Kindergarten start with unique strengths and growth areas. KEA Assessment data allows teachers to provide tiered interventions for specific needs.	At the beginning of the school year, all entering Kindergarten students will be assessed using the KEA, which trained teachers will administer. Data for SY 2025-2026 indicated the following: • 20% Demonstrating Readiness • 50% Approaching Readiness • 30% Emerging Readiness During articulation time, Kindergarten teachers will analyze data with the academic coach, student services coordinator, and admin to create instructional groupings, identify instructional strategies, and provide necessary professional development. Accountable Leads: Kindergarten Teachers Literacy Coach: Julie Solarz Administration: John Hamilton	Winter iReady Diagnostic will increase by 40% in the areas of PA and PH from Fall Diagnostic. Semester 2 DIBELS results will increase by 40% from Semester 1 Wonders and Ready Math CFA's will show that 80% of students meet standards.	☒ WSF, \$1000 ☒ Title I, \$1000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	More than 60% of students perform below grade level in phonemic awareness, phonics, fluency, and comprehension.	Continue to Strengthen Tier 1 instruction in ELA by: - Strengthening the Implementation of Reading Wonders (2023) viable curriculum by focusing on essential skills and concepts, and the assessment cycle process. (SW6) Develop and Implement Tier 2 Literacy System - Assess students using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to assess students' acquisition of literacy skills. - Analyze student data to develop targeted groupings and provide interventions weekly in grades K-5 Strengthen Phonemic Awareness and Phonics by: - Continued implementation of Enhanced Core Reading Instruction (ECRI) and word study in Grades K-5. Strengthen EL Strategies - Quality Interactions - Using Sentence Frames - Co-constructing knowledge about content - Front-loading Vocabulary - Visuals & Graphic Organizers Accountable Lead: - GC Leads: Kylie Shiira, Theresa Shiirs, Kristen Phu - Literacy Coach: Julie Solarz - Administration: John Hamilton	KES Walkthrough Data -100% of Teachers will implement explicit instruction and EL strategies in Q1. 40% of Students will be on GL for Phonics as assessed by i-Ready Winter Diagnostic 100% of students will make Growth on iReady Winter Diagnostic Teachers will administer Wonders and Ready Math, common formative assessments, throughout the SY. The results will show that 80% of students meet standards.	☒ WSF, \$30,000 ☒ Title I, \$30,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	More than 70% of students perform below grade level in numbers and operations and algebra and algebraic thinking.	Continue to Strengthen Tier 1 instruction in math by: • Strengthening the Implementation of Ready Math viable curriculum by focusing on essential skills and concepts, and the assessment cycle process. (SW6) • Implementation of Yeap Ban Har math strategies ○ CPA Approach ■ Concrete (Hands-on) ■ Pictorial (Pictures) ■ Abstract (Symbols and Equations) ○ Number Bonds ○ Fluency ○ Student Exploration of Mathematical Concepts Strengthen EL Strategies • Quality Interactions ○ Using Sentence Frames ○ Open-ended questions ○ Co-constructing knowledge about content • Visuals & Graphic Organizers Accountable Lead: • GC Leads: Dawn Yoshimasu, Sarah Jenny, Kristen Phu, Theresa Shiira • HMTSS Coordinator • Administration: John Hamilton	KES Walkthrough Data -100% of Teachers will implement explicit instruction and EL strategies in Q1. 40% of Students will be on GL for numbers and operations as assessed by i-Ready Winter Diagnostic 100% of students will make Growth on iReady Winter Diagnostic Throughout the SY, Teachers will administer Wonders and Ready Math, common formative assessments. The results will show that 80% of students meet standards.	☒ WSF, \$30,000 ☒ Title I, \$30,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Continue to strengthen and implement schoolwide HMTSS system to monitor student needs and provide interventions.	Strengthen multi-tiered systems of support at KES to ensure that all students are provided with the right support in the domains of academics, behavior, social-emotional learning, and physical needs. (SW6) - Academics - Continue implementation of intervention blocks schoolwide, focusing on targeted small group instruction for reading - Continue to Implement Tier 2 Literacy System - Assess students using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to assess students' acquisition of literacy skills. - Analyze student data to develop targeted groupings and provide interventions weekly in grades K-5 - English Learners: Tiered support for all identified students to support language acquisition. Quality Interactions to strengthen understanding of concepts and academic vocabulary. - Special Education: Explicit instruction, chunking learning tasks, checking for understanding, exploration of concepts, and guided practice. Accountable Lead: - Counselor: Derric Braziel - Student Services Coordinator Vina Butac - HMTSS Coordinator - Literacy Coach: Julie Solarz - Administration: John Hamilton	In Quarter 1, 100% of teachers will implement weekly intervention blocks to support student literacy. Starting in Q1 all teachers will implement Teacher Action Plans. As a result, 100% of students will make Growth on iReady Winter Diagnostic Starting in Q1 Counselor will monitor and implement Attendance Interventions. As a result daily average attendance will increase by 5% when compared to SY 2025-2026.	☒ WSF, \$20,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year. <i>Required for all schools.</i>	Lack of Access to Community Preschool Programs Lack of vertical articulation with Middle school for Grade 5 Transition	Partner with complex area schools to coordinate vertical articulation with Dole Middle School to identify needs and develop shared initiatives. (SW6) • Summer Kinder-Start program for incoming students. • Peer mentoring and induction for new students K-5. • Dole Middle School Visit for 5th Grade Transition. • Impact Teams Professional Development Provide universal access to the Preschool via EOEL Program SY 2025-2026 Accountable Lead: • Literacy Coach: Julie Solarz • Administration: John Hamilton	Winter iReady Diagnostic will increase by 40% in the areas of PA and PH from Fall Diagnostic. Semester 2 DIBELS results will increase by 40% from Semester 1 Wonders and Ready Math CFA's will show that 80% of students meet standards.	☒ WSF, \$20,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Strengthen communication between KES and parents regarding attendance and its long-term impact on student outcomes, especially in lower elementary.	Continue to implement attendance monitoring system and provide the following interventions: - Review attendance data every Wednesday during Principal Planning Meeting - Increase parent awareness regarding the impact of poor attendance on student outcomes - Provide parent letter with total missed days, student i-Ready data, and information about the importance of reading by the end of 3rd grade. - Continue to implement Walking School Bus to increase on-time daily attendance. Accountable Lead: - Counselor: Derric Braziel - Administration: John Hamilton	Starting in Q1, the Counselor will monitor and implement Attendance Interventions. As a result, daily average attendance will increase by 5% compared to SY 2025-2026. Progress will be monitored weekly.	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Strengthen PBIS Incentives such as Rams Store	Develop and implement multi-tiered systems of support at KES to ensure that all students are provided with the right support in the domains of academics, behavior, social-emotional learning, and physical needs. (SW6) • Behavior ○ Continued implementation of check-in check-out groups ○ Continued implementation of student self-assessments ○ Implement targeted incentives for attendance • SEL ○ Continued implementation of Choose Love Curriculum ○ Continued implementation of PBIS Store Accountable Lead: • Counselor: Derric Braziel • Student Services Coordinator Vina Butac • Administration: John Hamilton	KES Administration, Counselor, and teachers will Decrease the number of behavior incidents by 15% when compared to results from SY 2025-2026. Progress will be monitored Quarterly.	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Strengthen implementation of Nā Hopena A'o within existing events, systems, routines.	Increase schoolwide understanding and implementation of Nā Hopena A'o within existing events, systems, and routines. Hā framework will be reviewed with staff and possibly implemented in the following initiatives/events: • PBIS • Field Trips • SEL Curriculum • Parent/Community Events KES will use 'Āina Aloha Funds to support school programming. Accountable Lead: • Administration: John Hamilton	100% of students will participate in an event or lesson that is grounded in Nā Hopena A'o in Semester 1	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Continue to strengthen schoolwide systems to plan, implement, and align learning intentions with real-world opportunities	Strengthen teacher planning during articulation to identify learning intentions throughout the school year and identify opportunities to connect learning with real-world experiences such as: • Campus Beautification/Community Service through the Garden Club • Field Trips • Career Fair • Guest Speakers • Project-Based Learning • Interdisciplinary Units • Civic opportunities such as Kids Vote. Accountable Lead: • HMTSS Coordinator • Administration: John Hamilton	100% of students will engage in at least two opportunities that are connected to real-world experiences	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways, career academies, or International Baccalaureate (IB) programmes.	Strengthen schoolwide systems to plan, implement, and align learning intentions with career pathways/academies	Provide students with the following opportunities: ● After School Clubs/Sports ○ Volleyball ○ Basketball ○ Garden Club ○ Track and Field ● EL Tutoring ● Science Fair ● Speech Festival ● Spelling Bee ● Summer Learning Opportunities Accountable Lead: ● Counselor: Derric Braziel ● Administration: John Hamilton	Increase enrollment and opportunities for students to participate in after school and extracurricular activities. (SW6)	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1. All teacher positions are filled with qualified hires.	13.86% of teachers in FKK are non-highly qualified. 95.18% of teachers at Kalihi Elementary are Highly Qualified.	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Accountable Lead: Administration: John Hamilton	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☐ WSF, \$ ☒ Title I, \$11,000 ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2. All teachers are effective or receive the necessary support to become effective.	Continue to strengthen system of support for teachers in all subject areas PK-5	Teachers will participate in grade-level articulation twice a month. During grade-level articulation, teachers will: 1. Plan for instruction using a viable curriculum (Wonders, Ready Math) and identify learning intentions and success criteria. 2. Plan, administer, and analyze assessments to inform instruction and student interventions. 3. Review teacher action plans and plan for small group instruction for intervention block time. 4. SPED teachers will implement The Writing Revolution framework into their specially designed instruction. Provide PD Opportunities for teachers: ● Impact Teams - PLC Process (SW6) ● West ED - MLL Strategies (SW6) Accountable Lead: ● HMTSS Coordinator ● Literacy Coach: Julie Solarz ● Student Services Coordinator Vina Butac ● Administration: John Hamilton	40% of Students will be on GL for Phonics as assessed by i-Ready Winter Diagnostic 100% of students will make Growth on iReady Winter Diagnostic Teachers will administer Wonders and Ready Math, common formative assessments throughout the SY. The results will show that 80% of students meet standards.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Strengthen SCC meetings by providing opportunities for parents to participate and provide feedback on school decisions.	Continue to strengthen SCC by posting meeting agenda on the school website. Provide opportunities for parents to participate via quarterly school events. Ensure that stakeholders (students, parents, teachers, staff, and community) are represented in the school improvement process, such as the development of the comprehensive needs assessment and academic plan. Accountable Lead: Administration: John Hamilton	The School has all required stakeholders represented on SCC. Percent of meetings with all required stakeholders represented. Overall rating on SCC self-assessment survey	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. <i>(required for Title I/III; IDEA)</i>	Increase stakeholder awareness of school initiatives Increase opportunities to engage parents and the community	Increase stakeholder engagement with parents and the community by implementing the following: - School Day Events - Awards Assembly - Perfect Attendance - iReady Growth Award - Halloween Event - Thanksgiving Event - Winterfest - Quarterly after-school event - Open House - EL Parent Night - Literacy Night - Promotion - Holiday Movie Night - Engage with Parents online (SW6) Accountable Lead: - Administration: John Hamilton	70% of Students will be on GL for Phonics and Numbers and Operations as assessed by i-Ready EOY Diagnostic Daily average attendance will increase by 3% by the end of SY 2026-2027 Chronic Absenteeism will decrease by 5% by the end of SY 2026-2027	☐ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ 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 **Kalihi Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Mar 5, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 5, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **☐ Date**

Attested:

Kalihi Elementary Principal	Signature	Date
John Hamilton		Mar 5, 2026

SCC Chairperson	Signature	Date
Jessica Takara		Mar 5, 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:

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

Attested:

SCC Chairperson	Signature	Date
Jessica Takara		Mar 5, 2026

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080 minutes
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kalihi Elementary Bell Schedule: Kalihi Elementary Bell Schedule	