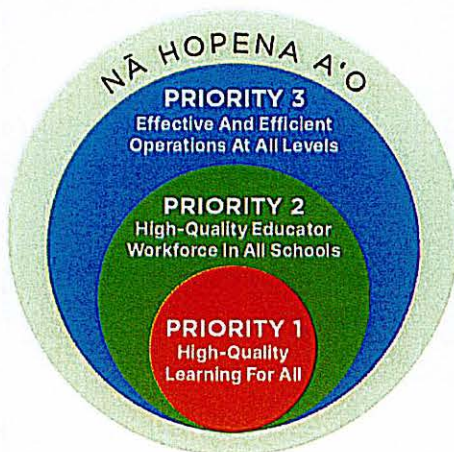




Kalihi Kai Elementary School Academic Plan SY 2026-2027

626 McNeill Street
(808) 305-4100

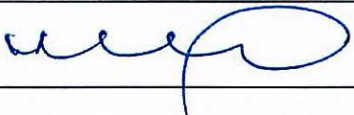
<https://www.kalihikai.k12.hi.us/>

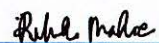
- ☒ Title I School
☐ Non-Title I School

Vision of a Hawai'i Public School Graduate

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

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

Submitted by Principal Marc Kawahara	
	Apr 7, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
 Rochelle Mahoe (Apr 8, 2026 17:37:19 HST)	Date 04/08/2026

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

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SCHOOL VISION AND MISSION

Vision Statement	A community of innovative, lifelong learners
Mission Statement	Together, the community of Kalihi Kai Elementary School creates a positive learning environment through effective collaboration and ongoing reflection. This results in empathetic, inquisitive, and adaptive life-long learners.

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 ▾	ORIGO Stepping Stones 2.0 ▾	StemScopes	Teacher Created

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	K-5: WonderWorks K-2: ECRI 3-5: Phonics for Reading FSC: TeachTown	FSC: TeachTown	FSC: TeachTown	FSC: TeachTown
English Learners	Wonders 2023 Small Group Guides Wonders Newcomers			
Grade Levels	K-2: ECRI 3-5: Advanced Word Work 3-5: Top Score Writing		Mystery Science Generation Genius	

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	I-Ready ▾ DIBELS ▾ KEA ▾	I-Ready ▾ KEA ▾
1 - 5	I-Ready ▾ DIBELS ▾	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

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 [LINK](#)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report [LINK](#)

Year of Last Visit: 2025

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: Foundational Math Skills: Students need to learn how to apply foundational numeracy and problem-solving skills in order to access and demonstrate grade-level math proficiency across all grade levels. Root/Contributing Cause: a. Inconsistent differentiation within Tier I instruction b. Limited academic language and discourse opportunities e. Low self-efficacy and belonging
2	Student Need: Academic Language and Literacy Across Content Areas: Students need to learn fundamental academic vocabulary and language comprehension skills required for success across ELA, math, and science. Root/Contributing Cause: a. Inconsistent differentiation within Tier I instruction b. Limited academic language and discourse opportunities c. EL strategy implementation gaps

3	<u>Student Need: Closing the Achievement Gap:</u> High Needs students, including Economically Disadvantaged, English Learner, and Students with Disabilities subgroups, need to learn fundamental academic language, comprehension, and reasoning skills required for success across ELA, Math, and Science in order to close the persistent and widening achievement gap between High Needs and Non-High Needs students. <u>Root/Contributing Cause:</u> a. Inconsistent differentiation within Tier I instruction b. Limited academic language and discourse opportunities c. EL strategy implementation gaps d. Limited Sped-Gen Ed collaboration e. Low self-efficacy and belonging
4	<u>Student Need: Sense of Belonging & Student Wellbeing:</u> Students need to learn to apply self-regulation and relationship-building skills so that they can strengthen their sense of belonging and increase access to educational opportunities. <u>Root/Contributing Cause:</u> e. Low self-efficacy and belonging f. Inconsistent SEL embedding

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

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

Identified Student Need(s): Students with disabilities need to learn fundamental academic language and literacy skills required for success across ELA, Math, and Science, where proficiency rates remain critically low at 6.8%, 17.2%, and 0% respectively."

Root/Contributing Cause:

- a. Inconsistent differentiation within Tier I instruction
- b. Limited academic language and discourse opportunities
- d. Limited Sped-Gen Ed collaboration
- e. Low self-efficacy and belonging
- f. Inconsistent SEL embedding
- g. Insufficient specialized staff capacity

2 **Targeted Subgroup:** English Learners

Identified Student Need(s): English Learner students, representing approximately 39% of total enrollment, need to learn fundamental academic vocabulary, language comprehension, and reasoning skills required for success across ELA, Math, and Science, where proficiency rates have declined to 38.7%, 37.7%, and 4.0% respectively in SY 2024-25.

Root/Contributing Cause:

- a. Inconsistent differentiation within Tier I instruction
- b. Limited academic language and discourse opportunities
- c. EL strategy implementation gaps
- e. Low self-efficacy and belonging
- f. Inconsistent SEL embedding
- g. Insufficient specialized staff capacity



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.		All Kindergarten teachers will administer the Kindergarten Entry Assessment (KEA) to all entering students within the first 30 school days of enrollment and analyze KEA data during grade-level articulation meetings to identify social, emotional, and academic readiness needs and develop timely, tiered instructional supports that ensure all Kindergarten students develop foundational skills for learning. [Michelle Iwasaki, Academic Coach] (SW6)	All K teachers confirm KEA readiness for administration - August SY 2026-27 KEA administered to all entering K students - Within first 30 school days KEA administered to all new K enrollees - Within 30 school days of enrollment K team reviews KEA data during Q1 articulations and plans tiered instructional support based on KEA data - End of Q1-Q2 Families informed of KEA results and home support strategies. - Quarter 2 during PTC	☐ WSF, \$ ☐ Title I, \$ ☐ 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. Increase SBA ELA proficiency for all students from 50.7% to 53%, EL students from 38.7% to 42%, and SPED students from 6.8% to 10%, while achieving ACCESS growth-to-target rates that meet or exceed the state benchmark by EOY SY 2026-27.	a - Tier 1 differentiation b - academic language & discourse c - EL strategy	Utilize summer professional networking, GL Articulation, and Vertical Teams meetings to analyze student work/data and inform instruction • RTI-WIN (DIBELS, iReady, progress monitoring data) • Curriculum (differentiation, formative, summative) • ASW (student work/assessments) Embed academic discourse routines (partner talk, sentence frames, discussion protocols) in all lesson plans across ELA, math, and science based on UDL. Professional Learning • Cox Campus • Conferences (e.g., Plain Talk, NCTE, Reading League) • Training, consultants, coaching support (e.g., METIS Explicit Instruction, ECRI, DIBELS, PFR) • Substitutes [Dayna Nakasone, Literacy Coach] SW 6	Increase in DIBELS ORF & accuracy from BOY to EOY iReady Reading BOY, MOY, EOY EL GTT increase SPED progress monitoring data Classroom Observation Data (aggregated & disaggregated data analysis) Story Tracker PM tab data	☒ WSF, \$10,000 ☒ Title I, \$60,000 ☐ 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. "Increase SBA Math proficiency for All Students from 48.9% to 52% and High Needs students from 45% to 48% by EOY SY 2026-27."	a - Tier 1 differentiation b - academic language & discourse e - self-efficacy	Utilize summer professional networking, GL Articulation and Vertical Teams meetings to analyze student work/data and inform instruction • RTI-WIN (iReady, progress monitoring data) • Curriculum (differentiation, formative, summative) • ASW (student work/assessments) Embed academic discourse routines (partner talk, sentence frames, discussion protocols) in all math lesson plans based on UDL Embed Effective Mathematical Teaching Practices within Tier I instruction in Pacing Guides: • #3. Use and connect math representations • #4. Academic discourse (mathematical student talk) • #6. Build procedural fluency from conceptual understanding Grades 3-5 utilize interim assessments (Focused Interim Assessment Block) to inform Tier 1 instruction, intervention, and supports Every grade level will provide math interventions during the WIN block as needed Professional Learning • Travel (e.g., NCSM, NCTM) • Training, consultants, coaching support (e.g., Dr. Yaep Ban Har, Building Thinking Classrooms) • Substitutes [Kelley Abe, SSC] SW 6	All students grades 3-5 will take FIAB iReady Math BOY, MOY, EOY SBA Math HSA-Alt Story Tracker PM tab Classroom Observation Data (aggregated & disaggregated data analysis)	☒ WSF, \$10,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	a - Tier 1 differentiation b - academic language & discourse c - EL strategy d - sped/gen ed collaboration e - self-efficacy f - embed SEL g - staff capacity	Grade levels/departments will document the specific UDL supports in pacing guides in the "Differentiation" section. Specially Designed Instruction (SDI) for students receiving Special Education services 100% of teachers will teach arts-integrated lessons to ensure diverse learners can access and demonstrate learning in meaningful and inclusive ways. School-wide RTI-WIN Block implementation Additional Learning Opportunities • afterschool tutoring/clubs • Summer Learning Hub Professional Learning • Cox Campus • Conferences (e.g., Focus on Arts Integration, Reading Art, Innovative Schools, WestEd, Pacific Northwest Institute) • Training, consultants, coaching (e.g., Katie Novak, EL/WestEd, Focus 5) • Substitutes Student Support • Chromebooks, ipads, classroom technology, classroom supplies • Subscriptions, programs, curriculum • PTTs to support RTI-WIN [Kelley Abe, SSC, Michelle Iwasaki, Academic Coach, and Joy Alcantra, EL Coordinator] SW6	Panorama School Data Strive-HI High Needs/ Non-High Needs data I-Ready/DIBELS Growth Data EL Growth to Target Data IEP Progress Reports Pacing Guides 21 Hour Sign In Sheets Qualitative Feedback from Teaching Artists School-wide Team Implementation Cycles	☒ WSF, \$65,000 ☒ Title I, \$16,6674 ☐ 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>	d - sped/gen ed collaboration f - embed SEL	SPED Teachers/SSC will conduct transition meetings for: • Students transferring schools mid-year • Middle school transitions • Students transitioning between Pre-K and Kindergarten • Students transitioning LRE (Least Restrictive Environment) • Part B to Part C Early Intervention Transitions Transition events will occur throughout the year for: • NewComers • New Student - Student Ambassadors • Kindergarten Jump Start • Kalakaua Transition Day Professional Learning • Conferences (e.g., Association for Middle Level Education) • Substitutes [Joy Alcantra, EL Coordinator & Kelley Abe, SSC] SW 6	Jumpstart GLOs for incoming K 5th grade permission forms for Kalakaua Transition Day SPED/504 Conference Announcements for transition meetings Student survey for Student Ambassadors Story Tracker-Notes Section	☒ WSF, \$20,000 ☒ Title I, \$5,000 ☐ 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>	e - self-efficacy f - embed SEL	Schoolwide attendance incentive program Rewards for individual students who attend all days of school each quarter Adhere to school wide attendance policy (teacher, counselor, Admin letters home and parent conferences, and home visits) Quarterly Grade Level Warrior Talks to problem solve chronic absenteeism [Marc Kawahara, Principal]	Data for students who attend all days of school each quarter Regular Daily Attendance monitoring 100% Implementation of KKS Attendance Policy Grade Level Warrior Talk Spreadsheet	☒ WSF, \$1,000 ☐ Title I, \$ ☐ 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>	e - self-efficacy f - embed SEL	Implement Ci3T Framework - 100% of students will participate in Acting Right (Actor's Toolbox, concentration circle, cooperation challenge, and one minute challenges) to strengthen self-control, cooperation, student voice, and collaboration. Schoolwide annual implementation of The Leader in Me (The First 8 Days) Student Lighthouse collaboratively revises schoolwide PBIS expectations Quarterly Awards Assemblies aligned to 7 Habits, most improved, honor roll, and Principal's List Teaching guidance curriculum (The Leader in Me) and school-wide distribution of Warrior Tickets, Golden Ticket program in PBIS room. Family Engagement Workshops: fostering behavior strategies at home and at school Professional Learning - Training & consultants (e.g., Signature Training, The Leader in Me Coaching Days, Community Coaching Days, Ci3T) - Substitutes (Coaching Days and to attend Leadership Days at other schools) [Marc Kawahara, Principal] (SW6)	Ci3T TSR and PIRS Survey Data Referral and counselor data All student Panorama Data (Sense of Belonging) throughout the year Workshop evals 100% of students (excluding Tier III students with plans already in place) are assessed by teacher on SRSS SQS survey return rate 75% or higher for teachers, parents, and students All SQS Data 70% and higher	☒ WSF, \$3,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	e - self-efficacy f - embed SEL g - staff capacity	KKS Crosswalk containing GLOs, 7 Habits, and Ha, correlating a focus on strengthening students' sense of: - Belonging - Responsibility - Excellence - Aloha - Total Well-being - Hawai'i Grade Level Aloha Aina opportunities: - Field trips (transportation & admission) - Presenters [Marc Kawahara, Principal] (SW5)	Referral and counselor data All student Panorama Data (Sense of Belonging) throughout the year. Embed Aloha Aina in GL curriculum 100% of students (excluding Tier III students with plans already in place) are assessed by teacher on SRSS	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: Aloha Aina, \$10,000
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	e - self-efficacy	All students participate in KKS Leadership Day KKS Student Lighthouse (supplies, induction costs) Grade Level career, community, and civic opportunities: - Field trips (transportation & admission) - Presenters (e.g., local area politicians) - Career presenters - Real and Powerful (RAP-HPD) - Market Day - PULS (Science pop-up labs) Extracurricular opportunities for students may include: - LEGO, athletics, E-Sports, ukulele, choir, etc. - Student participation in SCC meetings - Student community service project - Farrington Family Fair promoting community engagement [Marc Kawahara, Principal] (SW6)	GLO Community Contributor data Student Lighthouse Roster 100% of students participate in guidance class and learning The 7 Habits (excluding SPED because of LRE) 100% of students participate in KKS Leadership Day Multiple after-school extracurricular opportunities offered to lower and upper elementary students as shown on activity rosters	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ 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.	N/A	- Out-of-school time tutoring, programs, activities - Extra- or co-curricular activities (e.g. HONSEF, Speech Festival) - Summer Learning Opportunities (Summer Bridge, 5th grade transition days) [Marc Kawahara, Principal] (SW6)	KKS to participate in Speech Festival and HONSEF	☒ WSF, \$5,000 ☐ Title I, \$ ☐ 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. 100% of teachers at KKS 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. [Marc Kawahara, Principal, FKK HQ EO]	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☒ WSF, \$3,430,499 ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ Grant:CLSD \$75,896 ☐ Other:__, \$
2.1.2. All teachers are effective or receive the		All teachers participate in EES with access to training and resources that support effective instructional practice.	100% of on-cycle teachers	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

necessary support to become effective.		All teachers receive an effective or highly effective rating and any who do not are properly supported. [Marc Kawahara, Principal]	participate in the EES process EES Dashboard	☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.		All support staff receive an effective or highly effective rating and any who do not are properly supported. Minimum quarterly meeting with SASA, Head Custodians, SFSM, and EAs to review school focus and expectations [Marc Kawahara, Principal]	PAS meetings are conducted, assessment and goals discussed and reflected upon Staff well-being data SQS data	☒ WSF, \$595,565 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ 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>	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>		Monthly SCC Meetings including two larger community meetings and BINGO Night. Selection of SCC Members for all required stakeholder roles and consistent representation at SCC meetings. Adhere to SCC checklist and timelines. [Marc Kawahara, Principal]	School has 100% of all required stakeholders represented on SCC as indicated by SCC minutes 90% or more of meetings with all required stakeholders represented Overall principal rating on SCC self-assessment survey	☒ WSF, \$2,000 ☒ Title I, \$1,000 ☐ 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. (required for Title I/III; IDEA)	b - academic language & discourse c - EL strategy e - self-efficacy f - embed SEL	Parents will complete a Parent Engagement and Involvement Survey at the beginning of SY 26-27. Results are used to determine events/support for the school year. BSHA-Chuukese Position will continue to provide support to our students (Pacific Islander Club, etc.) Family Involvement Opportunities - Quarterly Parent Workshops - Open House - SCC Community Meetings - Parent Teacher Conference - Leadership Day - Family Club Gatherings (e.g. Pacific Islander, Pacific Asian) Family Involvement Supplies - Red folders and student planners - Office supplies (e.g., paper, stamps) - Refreshments and materials for events [Marc Kawahara, Principal]	Parent Attendance Data for school events Parent Evaluations & survey results	☒ WSF, \$41,412 ☒ Title I, \$3,310 ☐ Title III, \$ ☐ 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?"</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>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row)</i>	[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]	[List the measures and/or evidence that will be used to monitor progress here]	☐ 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

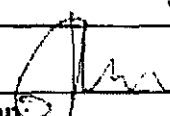
One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

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.

The **Kalihi Kai 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 **Date** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **4/1/26** 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: **Date**

Attested:

Kalihi Kai Elementary School Principal	Signature	Date
Marc Kawahara		Date
SCC Chairperson	Signature	Date
Gerard Bastiaanse		Date 4/1/26

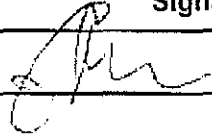
SCC Recommendations to the Academic Plan and Financial Plan

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

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

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

Attested:

SCC Chairperson	Signature	Date
Gerard Bastiaanse		Date 4/15/26

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Kalihi Kai Elementary School Bell Schedule: [[KKS Bell Schedule](#)]



Kalihi Kai Elementary School
626 McNeil Street, Honolulu, HI 96817 • (808) 305-4100
(schedule subject to change)

School Hours (M-F)	
Warning Bell	7:55 am
School Begins	8:00 am
Dismissal	2:15 pm (except Wednesday dismissal @ 1:30 pm)

*Any student not in class by 8:00 am will be marked tardy. Report to the office for a tardy slip if after 8:10 a.m.

Lunch & Recess Schedule			
Grade	AM Recess	Lunch	PM Recess
PK	Teacher scheduled	10:50-11:20	Teacher scheduled
K	9:45-10:00	11:00-11:30	11:30-11:45
1 + Lower FSC	9:45-10:00	11:05-11:35	12:45-1:00
2	9:45-10:00	11:10-11:40	11:40-11:55
3 + Upper FSC	9:45-10:00	11:50-12:20	12:20-12:35
4*	10:00-10:15	12:00-12:30	11:40-11:55
5*	10:00-10:15	12:05-12:35	11:40-11:55

*Note: Grades 4 and 5 have P.M. recess before lunch