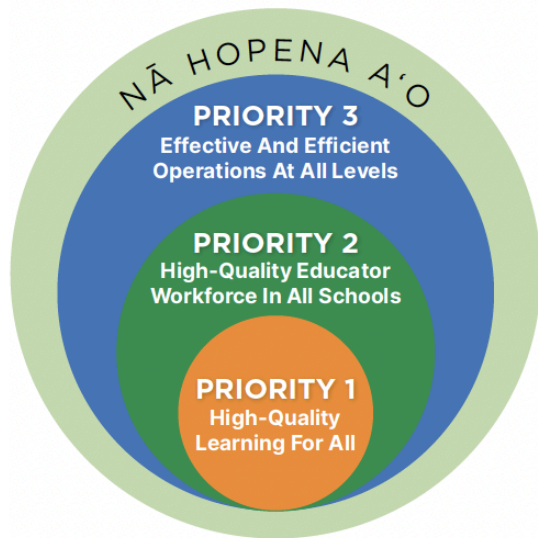
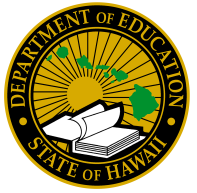




Kalihi Waena Elementary Academic Plan SY 2026-2027

1240 Gulick Ave. Honolulu, HI 96819
808-305-2300
www.kwes.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 Daniel Larkin	
<u>Daniel Larkin</u>	Mar 16, 2026

Daniel Larkin (Apr 7, 2026 12:41:38 HST)

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

Rochelle Mahoe (Apr 7, 2026 21:31:51 HST)

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

TABLE OF CONTENTS

VISION, MISSION, VIABLE QUALITY CURRICULUM..... 3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....5

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....5

IDENTIFIED SCHOOL NEEDS.....6

PRIORITY 1..... 10

 ★ GOAL 1.1..... 10

 ★ GOAL 1.2..... 18

 ★ GOAL 1.3..... 22

PRIORITY 2..... 24

PRIORITY 3..... 29

 ★ GOAL 3.3..... 29

 ★ Family and Community Engagement..... 30

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM..... 32

APPENDIX B: BELL SCHEDULE..... 35

SCHOOL VISION AND MISSION

Vision Statement	Kalihi Waena, a place of excellence, is committed to lifelong learning, student growth and nurturing the whole child.
Mission Statement	Everyone working together for students to meet Common Core State Standards and prepare students to be college and career ready.

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
Kindergarten through 5th Grade	'23 Wonders ▾	Ready ▾	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
Grades K-2	- University of Florida Literacy Institute (UFLI) Foundations - National Center on Improving Literacy Intensification Lessons (NCIL)			
Grades 3-5	- Advanced Word Work (AWW) - Phonics for Reading (PFR)			

SpEd	• WonderWorks • Wilson Reading Program • Braidy Early Literacy Program • Phonics for Reading (Grades 3-5) • TeachTown • UFLI (Grades K-2) • Sound-Spelling (Grade 4)			
EL students	• Imagine Learning • WonderWorks • UFLI (Grades K-2) • Phonics for Reading (Grades 3-5)			

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 ▾	
Kindergarten	KEA ▾	

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: BEISY, Counselor Notes, Student Data Trackers

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 SW1](#)
- ☒ Other current assessment/self-study report: [2021 Self Study](#)
- ☒ Current Western Association of Schools and Colleges (WASC) [Mid Cycle report](#)

Year of Last Visit: 2021

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

Year of Next Action: N/A

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2027 (but not planning on conducting)

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

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

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

1	<u>Student Need:</u> <i>In order to increase algebraic thinking to word problems and real-world applications, all students need basic operational skills (addition, subtraction, multiplication, and division). Student data indicate a significant number of students are one or more grade levels behind in Numbers and Operations and Algebraic Thinking.</i> <u>Root/Contributing Cause:</u> 1A) Not differentiating to support students who lack number fluency while building automaticity required for algebraic thinking. 1B) Inconsistent use of formative assessment data to provide immediate intervention related to foundational operation skills and algebraic thinking 1C) Lack of manipulatives (blocks, scales) to help students "see" the math before they write the equation. <i>iReady Diagnostic - Data Numbers and Operations:</i> <i>SY 22-23 EOY: 37% one grade level below; 22% 2₊ below;</i> <i>SY 23-24 EOY: 38% one grade level below; 18% 2₊ below;</i> <i>SY 24-25 EOY: 37% one grade level below; 17% 2₊ below;</i> <i>SY 24-25 MOY: 50% one grade level below; 25% 2₊ below</i>
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iReady Diagnostic - Algebraic Thinking:

SY 22-23 EOY: 35% one grade level below; 27% 2 $\geq$ below;

SY 23-24 EOY: 42% one grade level below; 23% 2 $\geq$ below;

SY 24-25 EOY: 36% one grade level below; 23% 2 $\geq$ below;

SY 24-25 MOY: 44% one grade level below; 26% 2 $\geq$ below

Percent Proficient in SBA Math by Grade/Year:

Math Proficiency and Growth										
Grade	2020-21		2021-22		2022-23		2023-24		2024-25	
	Proficiency	Growth	Proficiency	Growth	Proficiency	Growth	Proficiency	Growth	Proficiency	Growth
3	5.9%	n/a	45.4%	n/a	29.8%	n/a	43.0%	n/a	30.2%	n/a
4	18.1%	--	31.2%	84.6%	42.3%	66.6%	30.1%	60.9%	31.2%	67.6%
5	18.7%	39.3%	30.8%	61.5%	27.9%	64.3%	38.3%	61.0%	25.0%	49.3%

2

Student Need: *In order to improve overall literacy, all students need to increase fluency proficiency (decoding, phonics, phonemic awareness, critical reading skills). Student data indicates a significant number of students are one or more grade level behind in vocabulary and phonics domains and skills of our learners.*

Root/Contributing Cause:

2A) High-leverage instruction strategies are not universally utilized to address phonics needs from K-5

2B) Tier 1 Vocabulary instruction utilizing school wide systems needs amplification to achieve greater results

iReady Diagnostic Data - Phonics:

SY 22-23 EOY: 10% one grade level below; 21% 2 $\geq$ below;

SY 23-24 EOY: 13% one grade level below; 20% 2 $\geq$ below;

SY 24-25 EOY: 12% one grade level below; 16% 2 $\geq$ below;

SY 24-25 MOY: 19% one grade level below; 20% 2 $\geq$ below

iReady Diagnostic Data - Vocabulary:

SY 22-23 EOY: 31% one grade level below; 28% 2 $\geq$ below;

SY 23-24 EOY: 35% one grade level below; 28% 2 $\geq$ below;

SY 24-25 EOY: 33% one grade level below; 24% 2 $\geq$ below;

SY 24-25 MOY: 40% one grade level below; 33% 2 $\geq$ below

Percent Proficient in SBA ELA by Grade/Year:

Language Arts (LA) Proficiency and Growth										
Grade	2020-21		2021-22		2022-23		2023-24		2024-25	
	Proficiency	Growth	Proficiency	Growth	Proficiency	Growth	Proficiency	Growth	Proficiency	Growth
3	9.4%	n/a	35.7%	n/a	25.9%	n/a	44.6%	n/a	34.2%	n/a
4	28.4%	--	32.0%	67.9%	41.7%	67.0%	28.9%	67.0%	42.3%	58.8%
5	47.3%	59.7%	43.7%	74.0%	35.1%	68.2%	45.7%	62.6%	34.1%	49.3%

3

Student Need: *Overall attendance needs to improve. Specific subgroups need to be targeted in order to maximize learning opportunities to close the learning gaps of our at risk students.*

Root/Contributing Cause:

3A) High needs students have a 11% greater rate of chronic absenteeism than non-high needs (LEI Kulia 2/10/2026)

3B) Historically, Pacific Islanders have higher overall absenteeism than all other ethnic groups

3C) Overall attendance is below state/district average for percentage of active students regularly attending (79%) (LEI Kulia 2/10/2026)

Regular Attendance				
2020-21	2021-22	2022-23	2023-24	2024-25
72.2%	57.7%	75.3%	73.5%	72.0%

(SY 2024-25 SSIR)

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 (for all schools):</u> SPECIAL EDUCATION (required) <u>Identified Student Need(s):</u> Phonics, Phonemic Awareness, Vocabulary, Numbers and Operations, and Behavior SW6 Multi-year trend data reflects Special Education (SPED) students maintaining very low proficiency in both ELA and math at approximately 8%. This continued trend data shows a significant need for continued interventions with this subgroup. Growth data on the ESSA report shows the SpEd growth at a low last SY of 11% for math and 22% for ELA. Overall drops in growth and low ongoing proficiency are likely due to a large amount of contributing factors including new curriculum and significantly increasing numbers of identified students with severe needs.
2	<u>Targeted Subgroup:</u> Pacific Islanders <u>Identified Student Need(s):</u> Phonics, Phonemic Awareness, Vocabulary, Numbers and Operations, and Attendance SW6 Multi-year trend data reflects Pacific Island (PI) students maintaining low average proficiency in ELA at 18%, and math at approximately 13%. This continued trend data shows a significant need for continued interventions with this subgroup. iReady data reinforces this data with this subgroup showing significant deficits in the identified need areas.
3	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> Speaking, Writing, Phonics, Phonemic Awareness, and Vocabulary SW6 Multi-year trend data reflects English Learner (EL) students maintaining very low proficiency in ELA at 11%, and math at approximately 9%. This continued trend data shows a significant need for continued interventions with this subgroup. While Growth to Target data shows EL students are generally on track towards proficiency, 72%, over time the general proficiency levels do not meet desired levels. WIDA, iReady and DIBELS screener data all show a continued need to focus on the identified needs.



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 "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?" SW3	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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.	1C, 2A, 2B	1.1.1 (A): All kindergarteners assessed using the following: SW6 - Kindergarten Entry Assessment (KEA) within the first month of entering school for academics. - iReady Screener for reading and math three times per year - DIBELS for phonics three times a year - BEISY assessment for behavior twice annually 1.1.1 (B): All kindergarten students receive high-quality Tier 1 instruction to ensure they close the gap toward proficiency. SW6 - Cohesive instruction utilizing core and supplemental instructional curriculum: Wonders 2023, UFLI, Ready Math, and Choose Love - Differentiation to support all learners during Tier-1 instruction and small group instruction 1.1.1 (C): All identified kindergarten students receive high-quality Tier 2/Tier 3 interventions based on iReady and DIBELS data at MOY, EOY to ensure they close the gap toward proficiency. SW6 - Implement UFLI or NCIL with fidelity	<u>Academic Readiness</u> 100% of students are assessed within 30 days of entering GrK (KEA) ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: <u>Academic</u> 80% of GrK will be on grade level in Phonics (iReady) ☐ BOY: ☐ MOY: ☐ EOY: 80% of GrK will be on grade level in math (iReady) ☐ BOY: ☐ MOY: ☐ EOY: 80% of GrK students are proficient in	☐ WSF, \$ ☐ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• Small group or individual pull-out services provided based on student needs Leads: Academic Coach Lee, Grade K teachers	Correct Letter Sounds (DIBELS) ☐ BOY: ☐ MOY: ☐ EOY: 90% fidelity to the Kindergarten pacing guide (Admin Walkthroughs) ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: <u>Social & Emotional</u> 85% of GrK students score 3 or less in BEISY, January ☐ SEP: ☐ JAN:	
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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. SBA ELA proficiency increase by 3% from 37% ☐ EOY:	2A, 2B	1.1.2 (A): Continue and strengthen Tier 1 instructional strategies by: SW6 • Providing professional development to support the implementation/assessment of the NEW Hawaii Revised CCSS ◦ Create walkthrough look for's and conduct walkthroughs to verify implementation • Provide PD from COX Campus and through the CLSD grant provided training to add and expand upon current explicit instructional strategies in core literacy instruction pedagogy ◦ Create walkthrough look for's and conduct walkthroughs to verify implementation • Support teacher clarity and student reflection to continue the development of learning intentions and success criteria to ◦ Create walkthrough look for's and conduct walkthroughs to verify implementation • Strengthen Tier 1 small group instruction by ensuring students receive appropriate support needs identified through a data analysis process. ◦ Rtl programming processes, teacher developed small group lists, Admin monitoring through walkthroughs 1.1.2 (B): Develop targeted Tier 2 and Tier 3 supports for identified students by: SW6 • Refining the current screener process and procedures to provide targeted pull-out services for students who need extra support • Using scripted programs (NCIL, UFLI, Phonics for Reading) to provide high-quality foundational skills instruction to struggling readers • Providing support to RSS on instruction	38% (7% increase) of students reach their ELA stretch growth (iReady) ☐ MOY: ☐ EOY: WIDA ACCESS scores close overall GTT by 5% from 73% ☐ EOY: Admin Walkthroughs ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: Quarterly ART Team Walkthrough Data ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: ART/Admin walkthroughs to monitor implementation of: ☐ Use of explicit instructional strategies ☐ Wonders 2023 ☐ Foundational skills taught through UFLI (K-2) and Advanced Word Work (3-5) ☐ Hawaii CCSS ☐ Small Groups ☐ LI/SC	☐ WSF, \$50,000 Supplies, Equipment ☒ Title I, \$130,000 Training, Travel, Part-time support staff ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ 2,000 Supplies, Equipment, Translations ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		- Monitoring the implementation of RtI 1.1.2 (C) Increase EL skills and engagement through: SW6 - Increasing the use of quality interactions, feedback starters, graphic organizers, and oracy opportunities for ELs. Leads: Academic Coach Lau, Academic Coach Lee, EL Coordinator Shimabukuro		
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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.	1A, 1B, 1C	1.1.3 (A) Continue and strengthen Tier 1 instructional math practices by: SW6 - Continuing our implementation of Ready Math (Viable Curriculum) - Strengthening the Ready Math Try-Discuss-Connect Framework to increase student talk and reflection - Continuing learning intention and success criteria to support teacher clarity and student reflection - Expanding upon our current explicit instructional strategies to include: - Multiple Reads - Student Dialog (Partner Talk) - Integrating Methodology instructional strategies in K-3 to increase student engagement and performance - Strengthening Numbers and Operations through the incorporation of Weekly Notice/Wonder images in SW broadcast modeling student thinking and use of vocabulary (multiplicity lab) 1.1.3 (B) By the end of SY 2026-27 the school will develop a plan for a consistent small group instruction block for each grade level. SW6 - Based on formative assessments (Ready Math lesson quizzes or iReady Math) or the Ready Math Pre-Requisite Skills report 1.1.3 (C) Clarify and backwards map Ready Math to adjust pacing to ensure all grade level standards are taught. SW6 1.1.3 (D) Increase EL students' skills and engagement through: SW6	SBA Math increase by 3% from 29% ☐ EOY: 30% (7% increase) of students reach their Math stretch growth, iReady ☐ MOY: ☐ EOY: Weekly Admin Walkthrough Data ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: Quarterly ART Team Walkthrough Data ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4 ART/Admin walkthroughs to monitor implementation of: ☐ Use of explicit instructional strategies ☐ Ready Math Framework	☐ WSF, \$50,000 Supplies, Equipment ☒ Title I, \$20,000 Training, Travel, Part time support staff ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$2,000 Supplies, Equipment, Translations ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Increasing the use of quality interactions, feedback starters, concrete manipulatives, and oracy opportunities. Leads: Academic Coach Nakamoto, EL Coordinator Shimabukuro		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	1A, 1B, 1C, 2A, 2B	1.1.4 (A): Utilize the school-wide plan that supports all students which includes: SW6 • A data analysis process to ensure that students receive appropriate support as needed • Schedules for: ◦ Tier 1 instruction with whole group and small group differentiation ◦ Tier 2 and 3 learning blocks when needed/appropriate (RSS, RTI) 1.1.4 (B) Provide Tier 2 and 3 instruction for “Red” students, ELs, PI, and SPED students through PPE supports, pull-out instruction, or after-school tutoring, to close the achievement gap for high needs students. SW6 1.1.4 (C) Special Education (SpEd) teachers will utilize the Common Core State Standards (CCSS) and the general education curriculum to guide the content of Specialized Designed Instruction (SDI). To support student learning, SpEd teachers will implement high-leverage practices, including: SW6 • Academic Support: Using Explicit Instruction strategies from Dr. Archer and Dr. Solis to target academic areas of need. • Behavioral Support – Using research-based methodologies to provide explicit instruction in behavior (High-Leverage Practice 16) to address student needs and creating a structured, organized, and responsive learning environment (High-Leverage Practice 7). Leads: Principal Larkin, Vice Principal Heyler	SBA ELA and math proficiency increase by 3% from 37% (ELA) and 29% (Math) ☐ EOY: 25% (7% increase) of PI students reach their ELA stretch growth (iReady) ☐ MOY: ☐ EOY: 14% (7% increase) of SpEd students reach their ELA stretch growth (iReady) ☐ MOY: ☐ EOY: 27% (7% increase) of EL students reach their ELA stretch growth (iReady) ☐ MOY: ☐ EOY: Weekly Admin Walkthrough Data ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: Quarterly ART Team Walkthrough Data ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4:	☐ WSF, \$50,000 Supplies, Equipment ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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			ART/Admin walkthroughs to monitor implementation of: ☐ Wonders 2023 ☐ Ready Math ☐ RtI Small Group Intervention using UFLI/Phonics for Reading	
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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.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, TSI (P) for SpEd	1.1.5 (A) All PreK students have the opportunity for transition programs either through internal SpEd PreK transition days or through incoming Kindergarten students' participation in the Jump Start program over the summer. KWES Preschool Transition Plan SW6 1.1.5 (B): Continue regular meetings with schools involved in transition:SW6 • Transition meetings with Linapuni to support our incoming 2nd grade students • Transition meetings with KMS and DMS to support the outgoing 5th grade students • Counselor meetings with incoming and outgoing schools to discuss students with Tier 2 and Tier 3 academic and/or behavioral supports • SpEd/504 transition meetings with receiving schools 1.1.5 (C) Support Linapuni students successfully transitioning to Grade 2 by providing activities such as, but not limited to: SW6 • Invite to summer school • Linapuni Transition Day • Lunch bunch with Counselor Leads: VP Heyler, Counselor Fukuda, Grade 2 GLC 1.1.5 (D): Choose Love Ambassador program to be a positive point of contact and provide campus tours to our new students. SW6 Leads: Counselor Fukuda, VP Heyler	100% participation of Pre-K students participation in visiting their projected Kindergarten class ☐ April ☐ May 60% of incoming GrK participating in Jump Start ☐ BOY: 50% participation in summer school of incoming Grade 2 students from Linapuni ☐ BOY: 100% of new students participate in the Choose Love Ambassador orientation ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4:	☐ WSF, \$ ☐ Title I, \$ 40,000 Supplies, Equipment, Summer Transition Programs ☐ 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?" SW3</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.	3A, 3B, 3C, TSI (P) for SpEd	1.2.1 (A): Continue monthly good attendance rewards, quarterly perfect attendance awards, home visits about attendance, daily communication via Talking Points, quarterly attendance letter for each student, and celebrate good attendance in our monthly newsletter. SW6 1.2.1 (B): Hold frequent (quarterly at minimum) attendance meetings for all families who had 8 or more absences the prior quarter. SW6 1.2.1 (C): Targeted SPED, EL, and Native Hawaiian/Pacific Islander Attendance Case Management: Identify students with the worst attendance in the NH/PI, EL and SPED subgroups. Assign each family a "Case Manager" who makes personal contact weekly to ask "How can we help get [Student] to school?" SW6 Lead: Counselor Fukuda	Average daily attendance 93% by EOY ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: No more than 20% of students have 18+ days of absences, at the end of Q3 ☐ Q1: ☐ Q2: ☐ Q3: NH/PI, EL and SPED subgroups increase their regular attendance rate as compared to the average of the prior three years to listed % from base NH/PI: Base 60%, goal 68% ☐ Q1: ☐ Q2: ☐ Q3:	☐ WSF, \$ 10,000 incentive program supports ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			☐ Q4: EL: Base 73.5%, goal 75% ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: SPED: Base 56%, goal 63% ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4:	
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1.2.2. All students demonstrate positive behaviors at school.	3A, 3B, 3C, TSI (P) for SpEd	1.2.2 (A): Continue the school-wide HMTSS-B that supports all students that includes: SW6 ● Clearly defined expectations to support Tier-1-behavior (eg PCMs, reinforce Choose Love) ○ Continue the following PCMs: ■ 5:1 positive to negative statements ■ Smiling ■ Positive greetings at the door/precorrect ■ Communicating competently ■ Teach, model & reinforce social-emotional skills ■ Numerous opportunities to respond (active engagement) ■ Visual schedule of class activities ■ Teacher proximity and mobility ○ Refocus on the following PCM to improve upon current implementation: ■ Transitions are managed well ● Continuation of Choose Love program so that all students and school staff know the formula and common vocabulary ● Continue utilization of the data analysis process to ensure that students receive appropriate supports as needed (BEISY and Panorama data) SW6 ● Reinforce GLOs and Choose Love pillars with PBIS 1.2.2 (B): To address recurring student behavior referrals, strategies and methods must be identified to manage Tier 2 and repeated Tier 3 behavior issues, particularly those that typically lead to Class A or B incidents. SW6	Decrease of Class A behavioral incidences by 10% (Infinite Campus) ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4:	☐ WSF, \$ 10,000 incentive supplies ☐ Title I, \$ 5,000 Training Supports ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		1.2.2 (C): Implement ____, our sexual violence prevention program (Viable Curriculum) for students. Leads: ART Team		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	3B, 3C	1.2.3 (A): Continue opportunities for all students to experience the core tenets of the Nā Hopena A'o, including 'Ōlelo Hawai'i, Kuana'ike, and Honua through the 'Āina Aloha program. In addition, all students will continue to have the following experiences: SW6 • Weekly Oli • Weekly singing of our alma mater, Kalihi Waena Aloha • Weekly 'Ōlelo O Ka Pule / Hawaiian word of the week • 4th-grade weekly trips to Ho'oulu Aina • 2x per year field trips focused on Hawaiiana • Grade level appropriate Hawaiian education • Place-based learning opportunities • Maintain lo'i on campus for student usage/learning 1.2.3 (B): Revitalize the school's usage of the HĀ framework in order to address the drop in "Sense of Belonging" by explicitly teaching the HĀ framework (Belonging). Combine the Choose Love structure with the values in HA to strengthen peer-to-peer respect. SW6 Lead: Principal Larkin	All grade levels to experience at least two field trips per year that are focused on Hawaiiana ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: Panorama sense of belonging results see an overall increase of 3% from 63% ☐ Fall: ☐ Spring:	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other: Aina Aloha Program, \$10,000

★ **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> SW3	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.	3A, 3B, 3C, TSI (P) for SpEd	1.3.1 (A): Provide opportunities for each grade level to explore career, community, and civic opportunities (e.g. Career Day, guest speakers, field trips, Ho‘oulu ‘Āina, science fair). SW6 Leads: Grade Level Chairs, PCNC Bajarin 1.3.1 (B): Expand community service activities (ex. canned food drive) Leads: PCNC Bajarin, VP Heyler	All students are given at least two opportunities per year to participate in one of the listed events ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4:	☐ WSF, \$ ☐ Title I, \$ 3,200 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: Aina Aloha Program, \$10,000

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.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, TSI (P) for SpEd	1.3.2 (A): Continue to seek opportunities for students to expand the number of offerings for students. Current opportunities: SW6 ● Out-of-school time tutoring, programs, activities ● Extra- or co-curricular activities, including but not limited to: ○ Speech Festival ○ Basketball ○ Volleyball ○ Malama Mentors ○ Piano ○ KWES Science Fair ○ Track and Field ○ eSports Enrichment ○ Girl Scouts ○ Spelling Bee ○ After School Music Class ● Summer Learning Opportunities ● EL after school learning opportunities ● Choose Love Ambassadors ● GATE ● Enrichment Program ● Junior Police Officers (JPO) Leads: PCNC Bajarin, VP Heyler, After School Activities Coordinator Ramilla	Maintain or expand the number of co- and -extra- curricular opportunities ☐ BOY: ☐ MOY: ☐ EOY:	☐ WSF, \$ ☐ Title I, \$ 20,000 After school tutoring ☐ 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 "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?" SW3	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
2.1.1. All teacher positions are filled with qualified hires.	13.86% of teachers in FKK are non-highly qualified. SY 24-25, 13.1% teachers (2 teachers) at KWES are non-highly qualified (SSIR). SY 25-26, 1 teacher is non-highly qualified. 1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, TSI (P) for SpEd	2.1.1 (A): School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). SW6 - Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. - Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. - Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. - Upload all documentation to shared drive HQ folder 2.1.1 (B): Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead: Principal or HQ designee, FKK HQ EO	FKK HQ EO will monitor HQ documentation via shared drive ☐ #1 August 2026 ☐ #2 October 2026 ☐ #3 January 2027	☐ WSF, \$2,133,00 ☐ Title I, \$ ☐ 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.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, TSI (P) for SpEd	2.1.2 (A): All teachers will participate in grade-level articulation to achieve the following: SW6 - Plan for explicit instruction using a viable curriculum (Wonders, Ready Math) and identify learning intentions and success criteria. - All grade levels will co-plan core subjects on their pacing guides and co-create/collaborate on the implementation of as many lessons as possible to align instruction across all classrooms within each grade level. - Reform PLCs for deeper collaboration and to strengthen collective teacher efficacy. - Plan for small group instruction and differentiation 2.1.2 (B): Use of Wednesday faculty meetings to reinforce school wide initiatives to include instructional strategies and behavioral supports for students. SW6 2.1.2 (C): Supporting instructional practices through data: - Monthly sharing of schoolwide administrative walkthrough data to monitor the progress of curriculum and instruction initiatives. - Providing immediate feedback and follow-up through weekly administrative walkthroughs. - Conducting Mid-Year Teacher-Admin meetings to analyze iReady and DIBELS performance and formalize instructional next steps. 2.1.2 (D): Teachers will receive coaching: SW6 - Teachers will receive feedback, coaching (from admin), and/other supportive measures based on	Classroom Observation Data from the following groups show all teachers are implementing core and advanced techniques from PD provided ☐ ART ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: ☐ Admin. ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: ☐ Coach ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4:	☐ WSF, \$ ☐ Title I, \$ 50,000 PLC Training, Sub Days, Ready Math Training ☐ 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

		observational data from admin weekly and quarterly ART walkthroughs • Literacy Coaching Cycles: On a rotational basis, teachers will receive coaching based on trainings received via the CLSD grant from the Literacy Coach(s) • Directed coaching: Non-tenured, emergency hire, or limited performance teachers may receive additional coaching based on need as identified by observational data from admin weekly and quarterly ART walkthroughs. 2.1.2 (E) Continue to provide professional development (PD) to support school-wide initiatives: SW6 • Explicit instruction, including but not limited to Safe and Civil Schools: Explicit Instruction • Strengthening PLCs through formal training for leadership and staff (Solution Tree or similar provider) • Small group instruction • Fluency and other literacy strategies • Effective implementation of curriculum, especially new curricula (e.g., Wonders 2023, Ready Math, UFLI, Phonics for Reading) • Math strategies learned from Dr. Yeap Ban Har's Methodology and Dr. Liljedahl's Building Thinking Classrooms • EL instructional strategies from WestEd • Nā Hopena A'o (HĀ) • HCSSS • Ready Math • Cox Campus: The Science of Reading		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		Leads: Academic Coach Lau, Academic Coach Lee, Academic Coach Nakamoto 2.1.2 (F): Train new staff and re-train all staff on HMTSS-B Tier-1(B) for clarity and consistency. Training includes but is not limited to: SW6 • Safe and Civil Schools: Creating a Comprehensive Continuum of Support for Behavior • PBIS • Social Emotional Learning: Choose Love • PCMs • Quality Behavior Solutions (QBS) 2.1.2 (G): Support for special education teachers. SW6 • Special Education and General Education Teacher Orientation • Special Education Teacher quarterly meetings • Grade-Level Meetings • SSC/GLC Mentoring Support Leads: Counselor Fukuda, SSC Soo		
2.2.2 All schools' support staff are effective or receive the necessary support to become effective. <i>(To add additional desired outcomes, duplicate this row)</i>	1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, TSI (P) for SpEd	2.2.2 (A) FOR STUDENT SUPPORT STAFF: Conduct training throughout the school year on current and upcoming systems. Include support staff in PD for teachers when appropriate, which may include, but not limited to the following: SW6 • iReady, UFLI, Phonics for Reading, and Vocabulary PD for Rtl support staff • Ready Math • Rtl (RSS) • QBS	Panorama/SQS results see an overall increase in staff satisfaction and school safety ☐ MOY: ☐ EOY:	☐ WSF, \$ 4,000 SFISM training ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		• General Data Collection • PBIS • Choose Love • PCMs Leads: Academic Coach Lau, Academic Coach Lee, Academic Coach Lee 2.2.2 (B) Provide operational support staff with targeted professional learning to be successful in their roles and support opportunities for career advancement. • Office Staff: SASA courses, direct training on TAT, Aukahi FMS, etc. • Cafeteria Staff: Safety, cleanliness, etc. ○ SFSM Specialized training on sanitation at the School Nutrition Association Annual Conference • Custodian: OSHA compliance, Hazard safety, etc. Lead: Principal Larkin		☐ 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> SW3	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.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, TSI (P) for SpEd	3.3.1 (A) Continue all SCC meetings no less than quarterly to provide input into the school's CNA, AcPlan, general and specific events, and to evaluate the Principal. Principal Larkin is the lead in identifying members and ensuring all meetings are held in a timely manner. SW2, SW4 Lead: Principal Larkin	Agenda and Minutes are posted on kwes.org ☐ Q1: ☐ Q2: ☐ Q3: ☐ Q4: Adhere to the SCC checklist ☐ EOY:	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, TSI (P) for SpEd	3.3.2 (A): Maintain existing family engagement and communication efforts and provide additional events focused on supporting student academic achievement. • Attendance Meetings • Bingo night • Breakfast with Santa • EL night • Home Visits • KWES Monthly Newsletters • KWES Social Media Site SW4 • Open House • Parent Communication Day • Parent Surveys • Parent Teacher Conferences • Parent workshops • Principal coffee hour • Report Bullying (www.speaknowhidoe.com) • Science Fair • Special Education Parent Meetings • Spelling Bee • SQS • Talent Show • Trunk or Treat • Two-way communication via Talking Points SW4 • What's Up Wednesdays Leads: PCNC Bajarin, Principal Larkin, VP Heyler	Monthly Parent Engagement Activities ☐ August: ☐ September: ☐ October: ☐ November: ☐ December: ☐ January: ☐ February: ☐ March: ☐ April: ☐ May:	☐ WSF, \$ ☐ Title I, \$ 3,200 Parent Engagement Costs ☐ 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 Waena 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 **Dec 15, 2025** 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.
 - ☐ 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 5, 2026**

Attested:

Kalihi Waena Elementary Principal	Signature	Date
Daniel Larkin		Mar 5, 2026

SCC Chairperson	Signature	Date
Michelle Ahn	<i>Michelle Ahn</i>	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:
None		N/A

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

Attested:

SCC Chairperson	Signature	Date
Michelle Ahn	<i>Michelle Ahn</i>	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>	1113
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kalihi Waena Elementary Bell Schedule: KWES Bell Schedule	