



Kapalama Elementary School

Academic Plan

SY 2026-2027

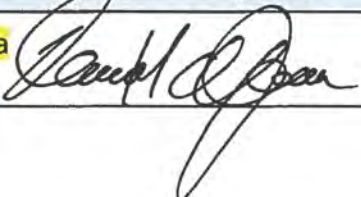
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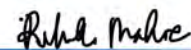
- ☒ Title I School
☐ Non-Title I School

Vision of a Hawai'i Public School Graduate

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

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

Submitted by Principal Ronald Oyama, Principal	
Ronald Oyama 	Date 4/20/26

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
 Rochelle Mahoe (Apr 20, 2026 16:40:11 HST)	Date 04/20/2026

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.....	4
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	4
IDENTIFIED SCHOOL NEEDS.....	5
PRIORITY 1.....	7
★ GOAL 1.1.....	7
★ GOAL 1.2.....	10
★ GOAL 1.3.....	12
PRIORITY 2.....	14
PRIORITY 3.....	15
★ GOAL 3.3.....	15
★ Family and Community Engagement.....	16
★ Other Systems of Support.....	17
APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....	18
APPENDIX B: BELL SCHEDULE.....	21

SCHOOL VISION AND MISSION

Vision Statement	Kapalama is a Community of Learners who believe, achieve, and succeed.
Mission Statement	The mission of the Kapalama Elementary School Community is to provide an environment that nurtures, empowers, and challenges all children to become caring, responsible, and literate citizens who are active contributors within an ever-changing global community.

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 ▾	i-Ready Classroom Mathematics ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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
K-2	UFLI			

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 ▾	Select One ▾
K	KEA ▾	HI KRA ▾

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

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study

Year of Next Action: [\[Insert year\]](#)

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

Year of Next Self-Study:

[\[Insert year\]](#)

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

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

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

1	<u>Student Need:</u> Students need effective support to meet their academic and behavioral needs. <u>Root/Contributing Cause:</u> A. Inadequate Systemic Planning for Accommodations and Modifications B. Gaps in Data-Driven Collaborative Structures C. Limited Differentiation and Diagnostic Response D. Cultural and Mindset Barriers E. Insufficient Implementation of Evidence-Based Supports
2	<u>Student Need:</u> Students need access to high-quality Tier 1 ELA instruction <u>Root/Contributing Cause:</u> A. Lack of Curricular and Instructional Alignment B. Inconsistent use of Evidence-Based Instructional Practices

	C. Systemic Implementation and Support Issues
3	<u>Student Need:</u> Students need access to high-quality Tier 1 math instruction <u>Root/Contributing Cause:</u> A. Lack of Curricular and Instructional Alignment B. Inconsistent use of Evidence-Based Instructional Practices C. Systemic Implementation and Support Issues

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> Decrease the student achievement gap in English Language Arts (ELA) and Math.
2	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> Decrease the student achievement gap in English Language Arts (ELA) and Math.



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.	1A, 1C, 2C, 3C	Within the first 30 days, all kindergarten students will complete the KEA. Teachers will use data from the KEA, progress monitoring, and observations to ensure students receive needed supports to achieve foundational skills. Kindergarten Teachers will participate in regularly scheduled grade level articulation meetings to review data and discuss student needs with the curriculum coordinator, data coordinator, SSC, Counselors, and SPED/EL teachers. (SW1, SW6) [Ronald Oyama, Principal; Erica Kaneshiro, CC; Kristy Hirahara SSC]	Data will be reviewed by teachers in Articulation, Data Teams, and Admin Learning Walks.	☒ 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.	1A, 1B, 1C, 1D, 1E 2A, 2B, 2C	Increase curricular and instructional alignments and consistently implement evidence-based instructional practices in a standards-based systematic progression using our viable curriculum. Continue to emphasize a systemic approach to teaching foundational reading skills. Provide students with individualized, differentiated instruction as necessary to support progress towards mastery. Continue use of PLCs for teachers to engage in a continuous cycle of analyzing student learning data and developing specific instructional responses. Provide relevant professional development and professional learning to increase teacher efficacy, including training for teachers to use a variety of instructional modes and support for specially designed instruction. Continue the use of school-wide reading diagnostic and screening assessments, and RTI systems will continue. Regular progress monitoring for identified students will be conducted and student progress will be discussed in data teams. SPED and EL teachers will participate in data discussions in collaboration with general education teachers to ensure the success of all students. [Ronald Oyama, Principal; Erica Kaneshiro, CC; Kristy Hirahara SSC; Heather Higa-Funada, Coach]	DIBELS will be implemented and all students will be assessed 3x/year. Implementation of DIBELS Progress Monitoring or other evidence-based monitoring tools will begin and will be used at least 2x/quarter for tier 2 and tier 3 students. iReady diagnostic will be given to all students 3x/year. Data will be reviewed in Articulation, Data Teams, and Admin Learning Walks. Learning walks will be conducted to monitor the implementation of strategies and use of school curriculum Gen Ed and SPED teachers will create	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$236958
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			a guiding document that vertically and horizontally aligns standards, curriculum, instruction, and assessment.	
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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, 1D, 1E 3A, 3B, 3C	Increase curricular and instructional alignments and consistently implement evidence-based instructional practices in a standards-based systematic progression using our viable curriculum. Provide students with individualized, differentiated instruction as necessary to support progress towards mastery. Continue use of PLCs for teachers to engage in a continuous cycle of analyzing student learning data and developing specific instructional responses. Provide relevant professional development and professional learning to increase teacher efficacy, including training for teachers to use a variety of instructional modes and support for specially designed instruction. [Ronald Oyama, Principal; Erica Kaneshiro, CC; Kristy Hirahara SSC]	iReady diagnostic will be given to all students 3x/year. Data will be reviewed in Articulation, Data Teams, and Admin Learning Walks. Learning walks will be conducted to monitor the implementation of strategies and use of school curriculums. Gen Ed and SPED teachers will create a guiding document that vertically and horizontally aligns standards, curriculum, instruction, and assessment.	☒ WSF, \$ ☒ Title I, \$ ☒ 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>	1A, 1B, 1C, 1D, 1E	School-wide reading diagnostic and screening assessment will be used, and school-wide RTI systems will continue. Targeted instruction will be implemented. Small group instruction will be supported by the use of classroom teachers, PTTs, PPEs, and other support personnel. Frequent progress monitoring will be implemented and student progress will be discussed during data teams. For SPED students, specially designed instruction shall be provided in the least restrictive environment. Teachers shall receive professional development to support this instruction and will meet regularly with the literacy coach, SSC, and curriculum coordinator to monitor student progress, plan appropriate instruction, and ensure student success. Interventions and specially designed instruction will be provided in a systemic manner. Professional development and professional learning opportunities will be provided to support teachers. EL and SPED teachers will participate in regularly scheduled articulation with grade-level teachers. We will expand the implementation of inclusive practices. In addition, SPED teachers will meet in data teams weekly to analyze student data and ensure that student intervention plans are coordinated with grade level teachers and standards. Resources, supplies, professional development, and equipment to address instructional needs will be provided as needed. [Ronald Oyama, Principal; Erica Kaneshiro, CC; Kristy Hirahara SSC; Heather Higa-Funada, Coach]	ELA and Math SBA scores will increase by 8% in SY26-27 for the high needs population. 15% of SPED students will spend a greater amount of time in the General Education setting when compared to the prior year as documented in eCSSS. Data will be reviewed in Articulation, Data Teams, and Admin Learning Walks. Learning walks will be conducted to monitor the implementation of strategies and use of school curriculums.	☐ WSF, \$ ☐ Title I, \$ ☐ 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>	1A, 1B, 1C, 1D, 1E	Kapalama Kinder Start program will be offered to incoming kindergarten students. Kindergarten teachers and support staff will hold a parent orientation to familiarize parents with the expectations of school and familiarize them with school personnel and systems. Current Kapalama preschool students will attend kindergarten transition visit. Kapalama preschool and kindergarten teachers will meet to plan for the preschool to kindergarten transition. KEA and other school-wide diagnostic and screening assessments will be given to all kindergarten students. PSAP program will continue to support students working through transitions. 5th-grade students will attend middle school orientation and transition visits. [Ronald Oyama, Principal; Kristy Hirahara, SSC; Torie Nakata-Nagao, Counselor; Kristie Mendiola, Counselor]	All kindergarten students will be tested by the deadline, or within the timeline set by the DOE. All kindergarten students will be given school-wide diagnostic and screening assessments in accordance with school timelines. All newly registered kindergarten students will be offered the opportunity to attend Kinder Start, as space allows. Sign-in sheets and /or other documentation of attendance will be collected.	☐ WSF, \$ ☐ Title I, \$ ☐ 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>	1A, 1B, 1C	Increase student engagement through explicit instruction, PBIS, MTSS. Continue school-wide system to monitor student attendance, identify students at risk, and implement proactive strategies. Conduct parent meetings to explain the impact of absenteeism on student success. Quarterly student recognition assemblies to recognize students with on-track attendance etc. [Ronald Oyama, Principal; Kristy Hirahara, SSC; Torie Nakata-Nagao, Counselor; Kristie Mendiola, Counselor]	Regularly scheduled walk-throughs will be conducted with a focus on evidence-based instructional practices and School-wide rate will increase to 95% in SY26-27. The chronic absenteeism rate will decrease to 15% in SY25-26. Data will be reviewed by gen ed and SPED teachers in Articulation, Data Teams, and Admin Learning Walks.	☐ WSF, \$ ☐ 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>	1A, 1B, 1C, 1D, 1E	Continue implementation of a school-wide system to monitor student behaviors, identify students at risk, and implement proactive strategies. Continue implementation of a school-wide system to identify and address students with social-emotional needs, in addition to developing a system of implementation of proactive strategies. (SW6) [Ronald Oyama, Principal; Kristy Hirahara, SSC; Torie Nakata-Nagao, Counselor; Kristie Mendiola, Counselor]	Favorable responses on the Panorama Student Perception Survey	☐ WSF, \$ ☐ Title I, \$ ☐ 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>	[1A, 1B, 1C, 1D, 1E]	Continue developing 'Strengthened Sense of Hawaii' through activities exploring people, places, and events significant to Kapalama School and the surrounding area, along with community partnerships. [Ronald Oyama, Principal; Ashley Paul, Hiipoi Lee; Teachers]	Students researching and creating olelo, literature and lessons for school.	☐ WSF, \$ ☐ Title I, \$ ☐ 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>	1A, 1B, 1C, 1D, 1E	Implement grade-level appropriate opportunities for community partnerships, field trips, and career fairs. [Ronald Oyama, Principal; Torie Nakata-Nagao, Counselor; Kristie Mendiola, Counselor]	All students will be offered one or more opportunities by the end of SY26-27, as evidenced by teacher log, sign-in sheets, and/or student reflection as appropriate.	☐ WSF, \$ ☐ Title I, \$ ☐ 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.	1A, 1B, 1C, 1D, 1E	Kapalama will continue to offer out-of-school time programs such as • Transition program: seek vertical articulation between upper and lower, and Middle School educators • Out-of-school time tutoring, programs, activities • Extra- or co-curricular activities (e.g.HONSEF, Speech Festival, Robotics) • Summer Learning Opportunities [Ronald Oyama, Principal]	Meeting notes and sharing Student invites/student participation lists. Student attendance in programs. Academic monitoring through school-based assessment systems (ie iReady diagnostic, DIBELS and progress monitoring, etc).	☐ WSF, \$ ☐ 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. Currently, 97% of teachers at Kapalama 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. 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 October 2026 & January 2027	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.1.2. All teachers are effective or receive the	1A, 1B, 1C, 1D, 1E	A literacy coach will support teachers with the implementation of effective instructional practices and	Sign-in sheets	☐ WSF, \$ ☐ Title I, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

necessary support to become effective.	2A, 2B, 2C 3A, 3B, 3C	strategies in the classroom, in alignment with school goals and curriculum, and the HMTSS-R framework, through modeling and coaching. Professional development and professional learning will be provided at the school level, curriculum consultants, and through conferences, workshops, and/or trainings on effective use of the curriculum and appropriate instructional strategies for all learners, including SPED and EL subgroups. Teachers will be given regularly scheduled articulation time for grade-level curriculum planning, conferencing with SPED and EL teachers as well as support staff, and curricular support from the CC. SPED teachers will be given regularly scheduled articulation time for curriculum and instructional planning, as well as data analysis. Teachers will be given the opportunities, when possible, to attend PD and national conferences on supporting students (on literacy, math, English language learners, etc) to reinforce school and grade-level curricular goals. [Ronald Oyama, Principal; Kristy Hirahara, SSC; Lynn Lee, EL Coordinator; Erica Kaneshiro, CC; Heather Higa-Funada, Coach]	Teacher surveys Meeting Agendas/Minutes Walk-through data Exit pass/ reflection Articulation notes	☐ Title II, \$ ☐ 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.	1A, 1B, 1C, 1D, 1E	Regularly scheduled meetings with the Principal and key staffers.	Surveys Meeting Agendas/Minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Support staff will be provided opportunities for professional growth through learning opportunities and professional development as needed. [Ronald Oyama, Principal; Kristy Hirahara, SSC]	Walk-through data Exit pass/ reflection Articulation notes	☐ 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>	1A, 1B, 1C, 1D, 1E	Kapalama's School Community Council will meet quarterly to provide opportunities for shared decision-making to increase student achievement. [Ronald Oyama, Principal]	The School has all required stakeholders represented on SCC. 75% of meetings will have all required stakeholders in attendance. An overall positive rating on the 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>	1A, 1B, 1C, 1D, 1E	Continued implementation of a variety of parent engagement activities that are relevant to the needs of the school and the families, ie: Attendance meeting Grade level curriculum meeting EL meetings - one per semester Parent-teacher conference Family engagement events Principal Coffee Hour Student recognition assemblies quarterly (with Student Council support) -celebrating on-track attendance -celebrating iReady growth/diagnostic progress Include interpreters as needed to support engagement and communication with families [Ronald Oyama, Principal; Kristy Hirahara, SSC; Lynn Lee, EL Coordinator; Erica Kaneshiro, CC; Heather Higa-Funada, Coach; Torie Nakata-Nagao, Counselor; Kristie Kuewa, Counselor]]	Sign in sheets Parent surveys Exit pass/ reflection	☒ 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.

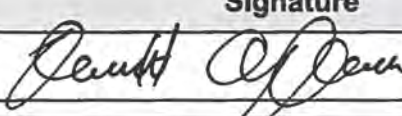
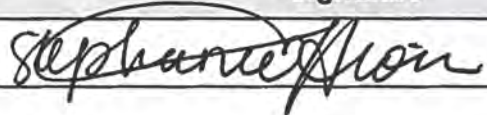
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Kapalama 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 ☐ **Date** 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:

Kapalama Elementary School Principal	Signature	Date
Ronald Oyama, Principal		☐ Date 4/13/26
SCC Chairperson	Signature	Date
Stephanie Aiona		☐ Date 4/13/26

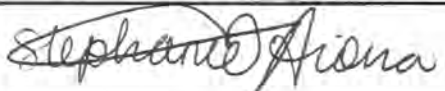
SCC Recommendations to the Academic Plan and Financial Plan:

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:
Social Media Platform	Per Admin: to inform our parents and community of updates, news, students achievement in a manner conducive to today's communication vehicle	Approved. Administration will look into building and designing a new School Web and social media platform.
Improve parent engagement.	Per Admin: SCC members agrees that building parent relationships helps student achievement and creates an "Ohana."	

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

Attested:

SCC Chairperson	Signature	Date
Leandra Pasion Absent (Stepanie Aiona alternate)		Date 4/13/26

APPENDIX B: BELL SCHEDULE

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

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

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