



Koko Head Elementary Academic Plan SY 2026-2027

189 Lunalilo Home Road
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kokoheadschoool.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 Lindsey Bracken, TA Principal

Lindsey Bracken

4/10/26

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.

Rochelle Mahoe

Rochelle Mahoe (Apr 13, 2026 09:37:04 HST)

📅 **Date** 04/13/2026

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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 caring `ohana of learners working together to understand and contribute to the world.
Mission Statement	Empowering children to be knowledgeable and caring contributors in an ever-changing world.

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 ▾		

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	Orton-Gillingham & Heggerty		Stemscopes	
3-5	Phonics for Reading			
Special Education	Orton-Gillingham & Heggerty			
English Learners	Orton-Gillingham & Heggerty			

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	KEA ▾	
K-5	I-Ready ▾	I-Ready ▾
K-5	Other: ▾ Wonder Fluency Assessment	
Gr K-2 (identified for Tier 2 Reading Intervention)	Other: ▾ Phono Graphix, Heggerty Bridge the Gap	
Gr 3-5 (identified for Tier 2 Reading Intervention)	Other: Phonics for Reading	

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 [CNA Process 2025-26](#)
- ☒ Other current assessment/self-study report: [IB](#)
- ☒ Current Western Association of Schools and Colleges [WASC Report](#)

Year of Last Visit: 2022-23

Type of Last Visit: Full Self-Study -

Year of Next Action: 2025-26

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

2028-2029

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

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

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

- | | |
|---|---|
| 1 | <p>Student Need: Closing the Achievement Gap between high need and non-high need students in ELA, Math, and Science to ensure equitable outcomes and educational opportunity for all learners.</p> <p>DATA:</p> <ul style="list-style-type: none"> - High needs proficiency in ELA: is 50% vs. Non-high needs proficiency is 86% - High needs proficiency in Math: is 40% vs. Non-high needs proficiency is 77% - Total Enrollment SY 24-25 = 295, ELL =13, IEP = 30, Economically Disadvantaged = 60 <p>Root/Contributing Cause:</p> <ol style="list-style-type: none"> a. lack of clear communication of schoolwide expectations regarding academic supports for students b. lack of schoolwide strategies to support metacognitive development, such as learning targets and success criteria c. lack of consistent use and alignment of a guiding document for curriculum, instruction, and assessment, including accommodations and modifications in lessons to ensure all students have access to the instructional program d. Inconsistent implementation of data cycles by instructional teams, to include the use of common formative assessments to identify student needs and review of implementation data e. insufficient RTI personnel for Math and Science f. insufficient schoolwide communication to parents regarding what families can do at home to support their child's learning |
|---|---|

2

Student Need: Increasing Proficiency and Growth in Mathematics for all student populations, focusing on conceptual and procedural understanding and problem-solving skills.

DATA:

- Decrease in math proficiency over 3 school years (see table)

SCHOOL	3	4	5	ALL GRADES
2022-23	77.2%	77.5%	63.2%	72.5%
2023-24	64.1%	72.3%	66.6%	67.8%
2024-25	64.5%	75.0%	54.3%	64.4%

Root/Contributing Cause:

- Lack of clear communication of schoolwide expectations regarding academic supports for students
- lack of schoolwide system of goal setting and progress monitoring toward annual target measures
- need for more professional development on effective mathematical teaching practices and targeted support strategies, such as small group instruction, etc.
- lack of schoolwide strategies to support metacognitive development, such as learning targets and success criteria
- lack of consistent use and alignment of a guiding document for curriculum, instruction, and assessment, including accommodations and modifications in lessons to ensure all students have access to the instructional program
- inconsistent implementation of data cycles by instructional teams, to include use of common formative assessments to identify student needs and review of implementation data
- insufficient RTI personnel for Math and Science
- insufficient schoolwide communication to parents regarding what families can do at home to support their child's learning
- need for vertical and horizontal articulation to emphasize vocabulary development (general and content specific) in curriculum and pacing guides

3

Student Need: Systematically strengthening student Social-Emotional Learning (SEL) competencies, specifically Emotional Regulation, fostering a strong Growth Mindset, and cultivating a positive Sense of Belonging to enhance student well-being and increase academic engagement.

DATA:

- SY 2024-25 introduced 3 suspensions related to illicit substances and 4 Class D offenses (contraband)
- Significant fluctuation in the number of students identified as internalizing at-risk students over the past 3 school years (BEISY)
- While SY 2024-25 saw a positive increase in Emotion Regulation from Fall (53.2%) to Spring (91.6%), 63% (12 of 19) Request for Assistance forms were received indicating moderate concerns related to emotion regulation skills.
- SY 2024-25 saw lower Fall percentages compared to previous years in the areas of Growth Mindset and Sense of Belonging.

Root/Contributing Cause:

	a. lack of clear communication of schoolwide behavior and social-emotional expectations b. lack of schoolwide strategies to support metacognitive development, such as learning targets and success criteria c. need for teachers to teach and reinforce social-emotional competencies, positive social skills, self-respect, relationships, and responsibility for consequences d. need for a consistent approach to SEL instruction, including use of a schoolwide curriculum and strategies. e. need for school to provide more support to personnel on developing a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery
WASC CAFs (2023)	The Visiting Committee concurs with the school's identified critical areas for follow-up that are outlined in the Academic Plan. These are summarized below: 1. KHES leadership must continue its efforts to increase the instructional staff's ability to adapt and differentiate instruction to meet the needs of all students. 2. KHES leadership and teaching staff must continue to develop school wide and grade level common assessments to strengthen instructional practices and the learning process. 3. KHES leadership and staff must continue to develop meaningful connections between the IB Learner Profile Attributes and the GLO behavioral objectives.

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)**

Proficiency %age for Students with IEPs	SY 22-23	SY 23-24	SY 24-25
ELA	33	31	29
MATH	25	19	12

Identified Student Need(s): Increase reading and math proficiency (Special Education subgroup)

2 **Targeted Subgroup:** High Needs Students (Students identified with IEPs, ELs, and Economically Disadvantaged)

Achievement Gap %age	SY 22-23	SY 23-24	SY 24-25
ELA gap	24	18	36
MATH gap	23	28	36

Identified Student Need(s): Increase reading and math proficiency (Achievement Gap Rate)

3 **Targeted Subgroup:** At-Risk Behavioral Students (Students identified with social-emotional behavioral needs)

BEISY DATA SUMMARY	SY 23-24 (Sem 1)	SY 24-25 (Sem 1)	SY 25-26 (Sem 1)
# of Externalizing Students	19	18	12
# of Internalizing Students	9	15	9

Identified Student Need(s): Decrease “at-risk” students through appropriate interventions and supports



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.	1.b., c., d., 3.b., e.	EA 1.1.1(1) Utilize the following assessments to inform instruction and monitor progress on all students entering Kindergarten: KEA, i-Ready diagnostics, BEISY, and Panorama Survey. EA 1.1.1(2) Use our Tier 2 RTI reading support identification process to identify students that need to be provided necessary learning foundational skill supports. EA 1.1.1(3) Provided tiered intervention to all Kindergarten students to support SEL and a successful transition to school. [Accountable Lead: Kindergarten Teachers]	KEA Assessment Data (within the first 30 days of enrollment) Kindergarten Readiness Data Data Team / Instructional Cycle Documentation BEISY and Panorama Survey administration (Fall and Spring) i-Ready Reading and Math diagnostic	☐ 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.	1. b., d.	EA1.1.2 (1)Continue to strengthen Tier 1 instruction in all ELA classrooms using Wonders 2023 core instructional materials by streamlining and intensifying daily instruction. 1. Grade level teams will utilize Grade Level Articulation (GLA) time to align and implement Tier I best practices (Explicit instruction) 2. Teachers to receive PD on implementation of daily instructional routines and updated ELA standards. 3. Curriculum Coordinator/Academic Coach to provide follow up coaching and monitor the implementation fidelity and effectiveness of research based instructional strategies and practices for reading. EA 1.1.2 (2) Clarify in writing and continue to implement a schoolwide progress monitoring system to identify students not reading proficiently at grade level. The system includes the following: a. iReady universal screener 3x/year (fall, winter, spring) to identify students at-risk b. Data will be collected and analyzed to identify level of need c. Time-limited targeted research-based interventions and instructional strategies to address specific deficit skills EA 1.1.2 (3) Analyze SY:2024-25 and 2025-26 student data to refine the school-wide Reading Fluency Assessments procedures for SY:2026-27. [RTI coordinator, Grade Level Chairs, Curriculum/Academic Coaches]	Grade Level Articulation (CAP) Meeting Minutes iReady Diagnostic Data (growth & stretch growth) Tier 2 Reading Intervention Support Data Data Team / Instructional Cycle Documentation	☐ WSF, \$ ☐ Title I, \$ ☐ 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.	2.b., c., d., e., f	EA 1.1.3 (1) Grade levels will focus on EMTPs (Effective Mathematics Teaching Practices) and implement research-based instructional strategies (K-3 Dr. Yep Ban Har, 3-5 Building Thinking Classrooms) to increase math proficiency and address student conceptual and procedural understanding. EA 1.1.3 (2) Teachers will engage in sustained professional learning and coaching to build instructional capacity and ensure the effective, long-term implementation of lesson planning within the math curriculum. EA 1.1.3 (2) Curriculum Coaches will provide follow-up coaching and monitor the implementation fidelity and effectiveness of research-based instructional strategies and practices for math. EA 1.1.3 (3) Using data team instructional cycles, teachers will analyze data, design Tier II targeted research-based instructional strategies, and implement them for students who are not proficient (on grade level). [Accountable Leads: Curriculum/Academic Coaches, Grade Level Chairs]	Learning Walks Faculty Meeting and PC Day PD Minutes Grade Level Articulation (CAP) Meeting Minutes iReady Diagnostic Data (growth & stretch growth) Data Team / Instructional Cycle Documentation	☐ 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.	1. b., 2d, 3.e.	EA 1.1.4 (1) Implement Tier I instructional evidence-based practices that support metacognitive and sociocultural development for all students including subgroup populations (EL, SpEd, Disadvantaged). - Promote Quality Interactions and student academic discourse opportunities; - Continue to explore professional learning on lesson architecture that engages ELs (QTEls 3 Moment Lesson, scaffolding, maintaining academic rigor, etc.) and begin teacher classroom visits. - Initiate school wide conversations about learning intentions and success criteria 1.1.4 (2) Analyze subgroups (EL, SpEd, Disadv.) data (iReady, SBA, WIDA Access, etc.) using the data teams process to determine support and progress monitoring to promote growth and reduction of the achievement gap. - Conduct analysis of SpEd subgroup in categories of Speech/Lang., OHD, and SLD to determine appropriate supports (flexible grouping, inclusive opportunities, etc.) - Establish inclusion classrooms in grades 2-5 ensuring least restrictive environment for SpEd students. - Provide small group instruction (push in or pull out) to EL students to support proficiency in reading, writing, speaking and listening. EA 1.1.4 (3) Develop protocols to facilitate grade level teacher collaboration to design and calibrate assessments to include: - Students may demonstrate their learning in multiple ways, - Learning expectations are clearly communicated to students and families, and	Grade Level Assessments iReady Diagnostic Data (growth & stretch growth) Subgroup analysis PLC attendance	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		c. Integrated opportunities for student self-assessment and actionable teacher feedback. 1.1.4 (4) Establish a school-wide professional learning community (PLC) dedicated to developing personnel capacity in growth mindset pedagogy, specifically targeting instructional shifts that promote student ownership of learning and persistence in challenging tasks. [Curriculum/Academic Coaches, Grade Level Chairs]		
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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>		EA 1.1.5(1) Offer Kinder Start program for incoming Kindergarteners during the summer prior to the start of the school year. EA 1.1.5(2) All fifth grade students will meet with counseling and administrative staff from our feeder Niu Valley Middle School at least two times during the school year including a field trip at Niu Valley Middle School to help students become familiar with the school's vision, staff, programs, expectations and campus. EA 1.1.5(3) Transition meetings between the previous school year team and current team of teachers for high needs students prior to the start of the new school year to ensure the team is aware of student needs and supports are in place. EA 1.1.5(4) Transition meetings for students with disabilities transferring to another public school will be held to ensure documents and services are discussed to support a smooth transition between school teams. EA 1.1.5(5) Refine our school's system of onboarding new students who enroll at our school after the school year starts. [Accountable Leads: Principal, Counselor, SSC]	Scheduled meetings and visitations Documentation of Transition Meetings will be included in the individual confidential files Written procedures for onboarding new students by the end of the first quarter	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.6. All students receive timely intervention to support student achievement.	1b, 2d	EA 1.1.6 (1) Conduct an analysis and refine R.I.S.E. time by addressing the following: 1. Instructional blocks and intervention schedules; 2. Differentiation and scaffolding approaches; 3. Small group instruction (both during instruction and during intervention); 4. Instructional cycles and the use of common formative assessments and instructional strategies. EA 1.1.6 (2) Establish inclusion opportunities to meet the needs of students whose least restrictive environment is the general education classroom. [Curriculum/Academic Coaches, All Teachers]	Learning Walks Faculty Meeting and PC Day PD Minutes Grade Level Articulation (CAP) Meeting Minutes iReady Diagnostic Data (growth & stretch growth) Data Team / Instructional Cycle Documentation	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.7. School adheres to the International Baccalaureate Standards and Practices to maintain accreditation status and uphold standards of programme.	WASC CAF 3	EA 1.1.6(1) Consistent implementation IB Primary Years Programme (PYP) practices. 1. Continue to develop the attributes of the IB learner profile across all areas of school, including integration with the GLOs, reinforcement through PBIS, and integrated throughout IB units of inquiry and specific subject areas; 2. Support the development of Approaches to Learning (ATL) across subject areas; 3. Engage in dialogue and discussion to embrace a shared understanding of: a. IB Policies (Assessment, Academic Integrity, Inclusion, and Language) b. Implementation of actions to support international mindedness [Accountable Lead: IB Coordinator]	Learning Walks IB Unit Plan documentation GLO / Learner Profile Crosswalk School IB Policies	☐ 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>		EA 1.2.1(1) Review and implement the <u>Hawaii DOE Comprehensive Tiered Supports Manual for School Attendance</u>. - Establish attendance intervention log to accurately track supports Continue to follow and enforce the attendance policy and procedures for all students and implement school wide procedures to identify and address students with and/or are at-risk for chronic absenteeism. EA 1.2.1(2) Engage families and communities in supporting students' regular attendance by: - Providing resources, information, and - Provide opportunities for involvement to reinforce the importance of education and encourage family-school partnerships. - Develop or design a Student Attendance Success Plan to help at-risk and/or chronic absenteeism students and parents a tracking system to set appropriate goals for the SY. [Accountable Leads: Counselor]	Schoolwide attendance data Counselor log of attendance reminders Student Attendance Success Plans	☐ 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.	3a, c, d, e	EA 1.2.2(1) Refine proactive behavior management procedures (Tier I classroom management, PBIS, behavior referrals, documentation, etc.) to increase consistent implementation and support for student behavior. EA 1.2.2(2) Provide PD on proactive classroom management strategies and interventions to build awareness and understanding on effective strategies to prevent and respond to problem behaviors. EA 1.2.2(3) Continue to improve the implementation of the schoolwide PBIS (Cobra Bucks & Cobra Store) to establish and teach clear expectations for behavior and provide positive reinforcement for students who demonstrate desired behaviors. EA 1.2.2(4) Review and revise current approach to SEL lessons, to include: 1. SEL curriculum review, identification, and implementation (currently Mind-Up) 2. Professional development on CASELs Social and Emotional Learning Competencies a. Self-Awareness b. Social Awareness c. Responsible Decision Making d. Relationship Skills e. Social Awareness 3. Counselor-led & Teacher-led SEL lessons and activities in the classroom	Belief Survey Data Referral Data Faculty Meeting and PC Day PD Minutes Schedule of SEL lessons Student Plans (School level Action Plan, Behavior Support Plans, IEPs, MPs) BEISY Data HMTSS Blueprint	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		EA1.2.2 (5) Administer brief externalizing and internalizing screener for youth (fall/winter/spring) and use the data to match students with appropriate interventions to meet their needs and progress monitor effectiveness of interventions. [Accountable Lead: Counselor, Principal]		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	3a, c, d, e	EA 1.2.3(1) Engage faculty and staff in the Nā Hopena A'o framework professional development and collaboration on the integration of the HĀ components into the learning experience. EA 1.2.3(2) The Nā Hopena A'o framework will be embedded into lessons with all students through our Hawaiian Studies Kupuna/Makua Cultural Personnel Resource (CPR) Component Pathway. [Accountable Lead: Hawaiian Studies Kumu, IB Coordinator, Principal]	Curriculum map Faculty Meeting and PC Day PD Minutes	☐ 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.		EA 1.3.1(1) Establish partnerships within the community to provide authentic ways to engage students in exploring a variety of career, community, and civic opportunities. EA 1.3.1(2) All grade levels to include career, community, and/or civic opportunities as a part of their field trip learning experiences and/or guest speaker presentations. EA 1.3.1(3) Engage EL students in a collaborative activity in partnership with Complex Area elementary schools to promote international mindedness and community awareness/involvement. [Accountable Leads: EL Coordinator, PCNC, Counselors, Teachers]	Documentation of scheduled activities Community partnership and resource matrix Documentation of engagement events in EL Binder	☐ 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.		EA 1.3.2(1) Collaborate with Kaiser Complex Area schools on a K-12 focus within the IB Programmes as defined annually through Coordinator articulation meetings (i.e., SY25-26 AI in IB schools). EA 1.3.2(2) Explore ways to engage students in opportunities to learn from and/or alongside Complex Area schools (i.e., Kaiser High School Robotics Club hosting STEM nights at Koko Head). [Accountable Leads: Principal, IB Coordinator]	Faculty meeting agendas/minutes Quarterly IB and/or PYP Coordinator Complex Area articulation Meetings	☐ 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. 11.63% of teachers at Koko Head are non-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:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2. All teachers are effective or receive the necessary support to become effective.		EA 2.1.2(1) Build teacher capacity to meet the needs of all students by providing professional development on: • Differentiation and scaffolding approaches; • Small group instruction (both during instruction and during intervention); • Instructional cycles and the use of common formative assessments and instructional strategies. • Inclusion for SpEd Students • Quality Interactions • EMTPs • Universal Design for Learning • Learning Intentions and Success Criteria EA 2.1.2(2) Provide ongoing coaching and support on full implementation and report card updates for new Hawaii Common Core State Standards in ELA. EA 2.1.2(3) Utilize District Mentors and School Level Mentors to work with eligible teachers on targeted areas of improvement. EA 2.1.2(4) Engage district resources to provide professional learning/coaching opportunities to faculty. EA 2.1.2(5) On-Cycle and Off-Cycle teachers will participate in the Educator Effectiveness System (EES) process for SY 2026-27. [Accountable Leads: Principal, Curriculum Coordinator, Leadership Team]	Faculty Meeting and PC Day PD Minutes A completed Implementation timeline. Individual Professional Development Plans and Reflections School level mentor and triad meeting documentation and reflection.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.		EA 3.3.1(1) The School Community Council will have full membership by September 2026 and will meet regularly to discuss continuous school improvement efforts. [Accountable Lead: Principal]	SCC agendas and minutes posted on school website 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>
3.3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.		EA 3.3.2(1) Continue to provide school-wide family engagement events, to include: 1. Parent-Teacher Conference days (via SCC waiver) 2. Back-to-School night 3. Quarterly Award Assemblies 4. Partnership events with the Friends of Koko Head parent organization EA 3.3.2(2) Grade level teachers will increase opportunities to engage families in the learning processes that are occurring through a unit of inquiry (i.e., showcases, etc.). EA 3.3.2(3) Engage families of ELs in annual school meetings (Fall Parent Orientation, Spring Parent Meeting) ensuring that parents have access to knowledge about the school, school activities, and student progress. EA 3.3.2(4) Explore ways to partner with other complex area schools (i.e. Niu Valley Middle & Kaiser High) to provide family engagement opportunities to enhance the purpose and student impact of IB.	Parent Surveys (post PTC, etc.) Documentation in IB Unit Planner of scheduled activities - minimum x1 a year per grade level Documentation of engagement events in EL Binder	☐ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		[Accountable Leads: Principal, EL Coordinator, IB Coordinator, Academic Coach, Grade Level Chairs]		
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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 **Koko Head 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 **Sep 29, 2025 3:00 PM** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 23, 2026 3:00 PM** 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: **Feb 23, 2026 3:00 PM**

Attested:

Koko Head Elementary Principal	Signature	Date
Lindsey Bracken, TA Principal		3/13/26

SCC Chairperson	Signature	Date
Michelle Schall, PCNC	Michelle Schall	3/23/26

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.

Attested:

SCC Chairperson	Signature	Date
Michelle Schall	Michelle Schall	3/23/26

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>	1,080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Koko Head Elementary Bell Schedule	