



Lincoln Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

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	4/16/26

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VIABLE QUALITY CURRICULUM (SW 6)

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	'25 myView Literacy ▾	i-Ready Classroom Mathematics ▾	Mystery Science Science Spin	Brain Pop Scholastic
Grade 1	'25 myView Literacy ▾	i-Ready Classroom Mathematics ▾	Mystery Science Science Spin	Brain Pop Scholastic
Grade 2	'25 myView Literacy ▾	i-Ready Classroom Mathematics ▾	Mystery Science Science Spin	Brain Pop Scholastic
Grade 3	'25 myView Literacy ▾	i-Ready Classroom Mathematics ▾	Mystery Science Science Spin/Super STEM	Brain Pop Scholastic
Grade 4	'25 myView Literacy ▾	i-Ready Classroom Mathematics ▾	Mystery Science Science Spin/Super STEM	Brain Pop Scholastic Hawai'i: The Pacific State
Grade 5	'25 myView Literacy ▾	i-Ready Classroom Mathematics ▾	Mystery Science Science Spin/Super STEM	Brain Pop Scholastic

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. (SW 6)

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	'23 Wonders/Wonderworks Heggerty Phonemic Awareness Zaner-Bloser Handwriting TeachTown	Building Thinking Classrooms TeachTown	TeachTown	TeachTown

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS (SW6)

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
Kindergarten - 5th Grade	I-Ready ▾ DIBELS ▾ (Kindergarten - Grade 3)	I-Ready ▾ DIBELS ▾ (Kindergarten - Grade 3)
Kindergarten	KEA ▾ Teacher Created ▾ Kindergarten Inventory of Skills	KEA ▾ Teacher Created ▾ Kindergarten Inventory of Skills
MTSS Tier 3	DIBELS ▾ Other: ▾ Sonday Placement, Phonics for Reading Screener	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS) (SW 6)

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

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 (SW 1)
- ☒ Current Western Association of Schools and Colleges (WASC) report (SW 1)

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study ▾

(SW 1)

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 to learn how to interpret reading passages and think critically about their new understanding so they can apply what they are learning. Additionally, students need to increase fluency in mathematics operations and strengthen their application of math concepts so they can tackle real-world problems. <u>Rationale/Root cause(s):</u> 1A - ELA SBA proficiency was 67% in SY 24-25 and ELA iReady EOY proficiency was 61% in SY 24-25, both indications that growth in ELA proficiency is stagnating and possibly declining. 1B - The SPED, EL, and Pacific Islander populations have the lowest ELA subgroup proficiency rates at 5%, 38%, and 52%, respectively, about 10% or more below the school average. 1C - Math SBA proficiency was 62% in SY 24-25, a 6% decrease from the year prior. Math iReady EOY proficiency was 59% in SY 24-25, indicating stagnation and even decreasing proficiency scores. 1D - The SPED, EL, and Pacific Islander populations have the lowest Math subgroup proficiency rates at 9%, 18%, and 42%, respectively, over 10% below the school average.
2	<u>Student Need:</u> Students need to receive timely, targeted support, based on data, to ensure whole-child development across all areas (academics, behavior, physical, social/emotional). <u>Rationale/Root cause(s):</u> 2A - There are gaps in the implementation of Tier 1 and Tier 2 strategies (confirmed through analysis by HMTSS Assessment Tool & HMTSS Blueprint).

	2B - Systems to support whole child development (academics, behavior, physical, social/emotional) remain unclear and fragmented across different faculty/staff. Specifically, focus on attendance is needed. 2C - Positive student responses on the SEL survey have been decreasing in recent years. 2D - High-needs students continue to underperform on standardized tests, resulting in a large achievement gap.
3	<u>Student Need:</u> Students need to engage in collaborative problem-solving and strengthen their application of the GLOs in order to ensure a strong sense of belonging. <u>Rationale/Root cause(s):</u> 3A - Panorama SEL survey data demonstrates a continuously decreasing trend in perceptions around sense of belonging 3B - The percent of students rated as “consistently demonstrating the GLOs” in Quarter 1 (baseline) has been decreasing for most GLOs 3C - The percent of students receiving SPED services is increasing and the percent of EL students remains above 10%. Both of these populations benefit from opportunities to work together with their peers and collaborative conversations. 3D - The EL, SPED, and Pacific Islander populations continue to underperform. In addition, EL & Pacific Islander populations have decreasing trends in perceptions around sense of belonging.

(SW 1)

To address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u> . Enabling activities should address identified subgroup(s) and their needs.	
1	<u>Targeted Subgroup:</u> English Learners <u>Identified Student Need(s):</u> • Increase student exits and reclassification rates using ACCESS testing (18% exiting in SY 24-25) • Increase Growth to Target (GTT) rates (84% in SY 24-25) • Increase student proficiency rates in ELA, Math, and Science (SY 24-25 data - SBA ELA: 38%, SBA Math: 18%, HSA Science: 0%)
2	<u>Targeted Subgroup:</u> Special Education (SPED) <u>Identified Student Need(s):</u> • Increase student proficiency rates in ELA, Math, and Science (SY 24-25 data - SBA ELA: 5%, SBA Math: 9%, HSA Science: 9%) • Increase attendance rates (69% regular attendance in SY 24-25)
3	<u>Targeted Subgroup:</u> High Needs <u>Identified Student Need(s):</u> • Increase student proficiency rates in ELA, Math, and Science (SY 24-25 data - SBA ELA: 50%, SBA Math: 47%, HSA Science: 42%) • Increase attendance rates (73% regular attendance in SY 24-25)



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> (SW 1)	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> (SW 3)	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. (SW 6)	2A,B,C, 3A,B 100% of incoming Kindergarteners assessed using the KEA in SY 24-25. 74% identified as needing additional support. GOAL: 100% assessed in SY 25-26 The majority of incoming kindergarteners do not have preschool experience and will require targeted support to ensure classroom readiness.	Develop schedules & plans to ensure all entering kindergarten students are assessed using the Kindergarten Entry Assessment by the end of August. <i>[Kindergarten GLC & Kinder Start Director]</i> KEA and Kindergarten screening data will be used to group students and ensure that those needing additional support are identified. (SW 6) - Utilize the schoolwide MTSS block to differentiate support and work on foundational skills. <i>[Kindergarten Teachers]</i> - Curriculum Coordinator to provide schoolwide reading interventions program for those requiring Tier 3 reading support. <i>[Curriculum Coordinator]</i> - EL Coordinator to provide programming and interventions for students requiring languaging support. <i>[EL Coordinator]</i> Kindergarten GenEd and SPED teachers to engage in articulation and PLC+ to provide accommodations and implement strategies to support all students in the GenEd and SPED setting. <i>[Kindergarten Teachers]</i>	Initial Outcomes: Baseline -Percent of kindergarten students assessed for kindergarten readiness -iReady Diagnostic data (Fall Baseline) -Kindergarten Inventory of Skills -Referrals/Student Support team interventions Intermediate Outcomes -Percent of kindergarten students assessed as not ready who receive targeted interventions and support -PLC+/Data Teams progress monitoring student growth -iReady Diagnostic data (Winter & Spring benchmarks) -Referral/Student Support Team data to identify	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			students requiring additional support -Tier 3 pullout data for progress monitoring student growth -EL data for progress monitoring and student growth	
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. (SW 6)	1A,B, 2A,B,D 67% of students are currently proficient on ELA SBA, 62% proficiency on spring iReady diagnostic. 31% achievement gap between high needs and non-high needs populations on ELA SBA proficiency. GOAL: iReady diagnostic and SBA proficiency rates will increase by 6% to achieve the 2029 SBA state target of 82.07% proficiency.	Refine and strengthen Tier 1 ELA instruction. (SW 6) - Vertical Alignment on targeted areas of need/priority standards (i.e., Writing) [Curriculum Coordinator] - Ongoing PD on strategies to support multilingual learners [EL Coordinator] Provide targeted support to increase ELA proficiency for identified subgroups and students well below proficiency. - Implement DIBELS screeners in Grades K-3 to identify student needs and provide targeted interventions [GLCs] (SW 3) - Implement PLC+ strategies to monitor progress and improve effectiveness [GLCs and Curriculum Coordinator] (SW 3) - Utilize paraprofessionals, parents, and technology to provide additional support for identified needs [Principal, Tech Coordinator, Curriculum Coordinator] (SW 2) - Maintain a dedicated MTSS block to provide targeted interventions, outside of core instruction [Principal] (SW 6) - Provide summer programming as a remedial intervention to address student needs [Vice Principal] (SW 6)	Initial Outcomes -iReady Diagnostic data (Fall baseline) -Percent of 3rd graders demonstrating grade-level proficiency in reading entering the school year (baseline) Intermediate Outcomes -Percent of students who are not proficient in reading who receive targeted interventions and support -iReady Diagnostic data to monitor growth (Winter & Spring benchmarks) -Tier 3 pullout data for progress monitoring -PLC+/Data Teams progress monitoring -MyView ELA unit tests & comprehension checks	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ (SW 5)

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. (SW 6)	1C,D, 2A,B,D 62% of students are currently proficient on Math SBA, 59% proficiency on iReady diagnostic. 28% achievement gap between high needs and non-high needs populations in Math SBA proficiency. GOAL: iReady diagnostic and SBA proficiency rates will increase by 6% to achieve the 2029 state target of 76.85%.	Refine and strengthen Tier 1 Math instruction. (SW 6) - Vertical Alignment on targeted areas of need/priority standards (i.e., Numbers and Operations in Base Ten) [Curriculum Coordinator] - Ongoing PD on strategies to support multilingual learners [EL Coordinator] Provide targeted support to increase Math proficiency for identified subgroups and students well below proficiency. (SW 6) - Implement PLC+ strategies to monitor progress and improve effectiveness [GLCs and Curriculum Coordinator] - Utilize paraprofessionals, parents, and technology to provide additional support for identified needs [Principal, Tech Coordinator, Curriculum Coordinator] - Maintain a dedicated MTSS block to provide targeted interventions, outside of core instruction [Principal] - Provide summer programming as a remedial intervention to address student needs [Vice Principal] Solidify integration of Building Thinking Classrooms in math instructional programming. (SW 6) - Develop a central resource hub to store all BTC resources and allow for collaboration across grade levels [Principal, GLCs] - Develop grade-level agreements to ensure all students are experiencing BTC regularly across the school [GLCs] - Ongoing PD on Building Thinking Classrooms, including observation opportunities at other schools and contracting Dr. Liljedahl [Principal] Provide an after-school math program to implement timely, targeted interventions. [Student Services Coordinator] (SW 6)	Initial Outcomes -iReady Diagnostic data (Fall baseline) -4th grade SBA math data (baseline) -Percent of 5th graders demonstrating grade-level proficiency in math entering the school year (baseline) Intermediate Outcomes -Percent of students who are not proficient in math who receive targeted interventions and support -SBA data -iReady Diagnostic data to monitor growth (Winter & Spring benchmarks) -Tier 3 pullout data for progress monitoring -Ready Classroom Math unit tests & comprehension checks -Effectiveness of Building Thinking Classrooms and impact on student achievement	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ (SW 5)
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (SW 6)	1A,B,C,D, 2A,B,C,D, 3A,B,C,D SPED, EL, and Low SES populations demonstrate low proficiency on ELA & Math SBA (Low SES percent proficiency currently decreasing) and continue to have low attendance rates, correlating with low student engagement. GOAL: SPED, EL, and Low SES populations will see a 5% increase in SBA and iReady data, as well as a 3% increase in daily attendance.	Refine systems of student support to provide timely, targeted interventions for all areas of whole child development (academic, behavior, social/emotional, physical, attendance) • Refine referral systems to ensure comprehensive, tiered support prior to considering SPED/504 referrals <i>[Student Support Team] (SW 3)</i> • Use the HMTSS Assessment Tool and Blueprint to analyze current practices. Develop systems/programs to ensure comprehensive MTSS supports <i>[MTSS and PBIS Committee Leads] (SW 5)</i> Strengthen implementation of PLC+ strategies and mindsets to increase effective collaboration amongst faculty/staff, allowing for more targeted, timely interventions (such as providing PD and dedicated learning opportunities for staff). <i>[Instruction Committee Leads and Curriculum Coordinator] (SW 6)</i> Provide ongoing PD and support on strategies to support multilingual learners. <i>[EL Coordinator] (SW 6)</i> Strengthen schoolwide science programming and hands-on engagement. • Research and implement a selection process to identify a schoolwide science curriculum to pilot in SY 2027-2028. <i>[Curriculum Committee Leads]</i> • Provide an after-school robotics program (foundational skills for Grades K-3, VEX Competitive Team for Grades 4-5). <i>[Principal] (SW 6)</i> • Design and install a Rain Garden in partnership with Hawaii Green Growth & Project Follow the Drop. Provide PD to support rain garden instruction. <i>[Principal] (SW 5)</i>	<u>Initial Outcomes</u> -iReady Diagnostic data (Fall baseline) -ELA & Math SBA proficiency from prior year (including subgroup proficiency) -Student Profile/Class List information <u>Intermediate Outcomes</u> -iReady Diagnostic data to monitor growth (Winter & Spring benchmarks) -ELA & Math SBA and HSA Science proficiency (specific focus on EL, SPED, and Pacific Islander proficiency) -Referral/Student Support Team data to determine interventions and supports -Teacher perceptual data -Effectiveness of PLC+ and impact on student achievement	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ (SW 5)
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. (SW 6)	2B,C, 3A,B,D Panorama SEL data for incoming Kindergarteners continues to remain low, with less than 60% of positive responses. The amount of students “consistently” demonstrating the GLOs by Q4 through the years is decreasing.	Refine systems of communication to ensure effective transitions for all grade levels and continuous support/interventions for students being monitored. <i>[Systems Committee Leads] (SW 6)</i> Hold transition meetings for all SPED students between PreK-Kindergarten and 5th-6th grade (transition to Middle School) (SW 2) <i>[Student Services Coordinator, PreK and 5th Grade SPED Teachers]</i>	<u>Initial Outcomes</u> -Percent participation in Kindergarten orientation -Kinder Start data -Transition meeting minutes -Student Profile/Class List information <u>Intermediate Outcomes</u> -iReady Diagnostic data to monitor growth -Kindergarten Inventory of Skills to determine readiness and provide targeted interventions -Kindergarten Entry Assessment data to determine readiness and provide targeted interventions -Panorama SEL data to determine readiness and provide targeted interventions	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ (SW 5)
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1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. (SW 6)	1A,B,C,D, 2A,B,C,D, 3A,B,C,D Students need to receive timely, differentiated support to target areas of need and ensure all students receive cohesive programming to achieve their full potential.	Refine systems of student support to provide timely, targeted interventions for all areas of whole child development (academic, behavior, social/emotional, physical, attendance) (SW 3) • Refine referral systems to ensure comprehensive, tiered support prior to considering SPED/504 referrals <i>[Student Support Team]</i> (SW 3) • Use the HMTSS Assessment Tool and Blueprint to analyze current practices. Develop systems/programs to ensure comprehensive MTSS supports <i>[MTSS and PBIS Committee Leads]</i> Provide targeted support to increase academic proficiency for identified subgroups and students well below proficiency. (SW 1) • Implement PLC+ strategies to monitor progress and improve effectiveness <i>[GLCs and Curriculum Coordinator]</i> • Utilize paraprofessionals, parents, and technology to provide additional support for identified needs <i>[Principal, Tech Coordinator, Curriculum Coordinator]</i> • Maintain a dedicated MTSS block to provide targeted interventions, outside of core instruction <i>[Principal]</i> • Provide summer programming as a remedial intervention to address student needs <i>[Vice Principal]</i>	<u>Initial Outcomes</u> -iReady Diagnostic data (Fall baseline) -ELA & Math SBA proficiency from prior year (including subgroup proficiency) -Student Profile/Class List information <u>Intermediate Outcomes</u> -iReady Diagnostic data to monitor growth (Winter & Spring benchmarks) -ELA & Math SBA and HSA Science proficiency (including subgroup proficiency) -Referral/Student Support Team data -Teacher perceptual data	☒ 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> (SW 1)	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> (SW 3)	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.	2B, 3A,D 33% of students are chronically absent. GOAL: Decrease percent of chronically absent students (33% > 28%) The current average attendance rate is 93% (state target: 95%) GOAL: Increase attendance rate to state target (93% > 95%)	Refine the attendance monitoring process to streamline student support and provide timely, effective interventions. - Clearly outline and implement all tiered attendance interventions [Student Support Team] - Refine Student Support Team practices to ensure timely interventions [Student Support Team] (SW 3) - Consider rewards for incentivizing regular attendance [PBIS Committee Leads] Utilize ClassDojo and other forms of communication to partner with families to address attendance concerns, ensuring that students are in school and receive daily instruction. [Vice Principal] (SW 2) Strengthen school branding and positive perceptions, increasing pride in our Lincoln School and community - Implement strategies/plans to highlight positive school culture on Class Dojo [FEC Committee Leads] - Analyze current practices and find ways to increase student, staff, and community perception and involvement [Vice Principal] (SW 2)	Initial Outcomes -Annual Attendance rate trends -Average Daily Attendance trends Intermediate Outcomes -Percent of students attending 90% or more days of instruction -Excused/Unexcused absence data -Average Daily Attendance rates to monitor progress and implement targeted interventions -Percent of students achieving perfect or near perfect attendance	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: SAF

1.2.2. All students demonstrate positive behaviors at school.	2A,B,C, 3A,B,D The number of suspensions has been increasing and physical contact remains the highest occurring Class D offense. Positive perceptions around classroom climate have been decreasing. GOAL: Increase classroom climate positive perceptions (72% > 77%)	Develop and rollout a schoolwide, vertically aligned GLO matrix that can be applied in all settings, incorporating all GLOs, including: • Classrooms • Recess • Cafeteria • Drop off/Pick up • Field Trips <i>[PBIS Committee Leads]</i> (SW 6) Implement a schoolwide reward system (Kōlea Kālā, schoolwide store) to teach and incentivize positive behaviors • Develop a 1-pager for all staff to ensure consistency in recognizing students and clear parameters for distributing Kōlea Kālā <i>[PBIS Committee Leads]</i> Implement GLO Reward days to highlight and incentivize positive behaviors. <i>[Principal]</i>	<u>Initial Outcomes</u> -Student profile data -Annual Chapter 19 offenses trends -Panorama SEL data (Fall baseline) <u>Intermediate Outcomes</u> -Teacher perception & implementation data -Chapter 19 incident data -Panorama SEL data to monitor growth and impact (Winter & Spring benchmarks) -Student & Parent perception data (SQS & Panorama) -Percent participation in GLO reward days -Student participation in the school store to monitor effectiveness	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: SAF (SW 5)
1.2.3. All students experience a Nā Hopena A'o environment for learning.	3A,D Positive perceptions around classroom climate have been decreasing. GOAL: Increase classroom climate positive perceptions (72% > 77%) Positive perceptions around school belonging have been decreasing. GOAL: Increase school belonging positive perceptions (71% > 76%)	Analyze and strengthen the implementation of Nā Hopena A'o (SW5) • Analyze current practices in alignment with the 6 components of HĀ • Identify areas of need/challenge (SW 3) • Implement schoolwide practices/strategies to ensure comprehensive implementation of Nā Hopena A'o <i>[Systems Committee Leads]</i>	<u>Initial Outcomes</u> -Panorama SEL data (Fall baseline) -HĀ implementation data <u>Intermediate Outcomes</u> -Student, Teacher, and Parent perception data (SQS & Panorama) -Increase in HĀ implementation & practices data	☒ 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> (SW 1)	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> (SW 3)	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. (SW 6)	All students will have the opportunity to learn about possible careers in their field of interest. 74% of students understand the value of school. GOAL: Increase in student valuing of school (74% > 79%)	Continue participation in opportunities to expose students to college (ex: UH Mānoa Keiki Invitational Campus Tour & Basketball Game field trip). <i>[Principal]</i> (SW 5) Continue prioritizing a schoolwide career day, in conjunction with Read Across America. <i>[Principal]</i> Refine current practices to include professions from all CTE pathways in all career-focused events. <i>[Principal]</i> (SW 5) Continue to build and strengthen relationships with community partners to provide opportunities for our students (ie - Kula no na Po'e, Na Leo o Papakōlea, Honolulu Theater for Youth, Nexple) <i>[Principal]</i> (SW 5)	Initial Outcomes -Panorama SEL data (Fall baseline) -Annual student & teacher perception data (SQS & Panorama) Intermediate Outcomes -Student & Teacher Perception data (SQS & Panorama) -Percent participation in career day/career fairs -CTE pathway representation data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☒ Other: SAF (SW 5)



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> (SW 1)	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> (SW 3)	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective.	Positive staff perceptions around well-being and satisfaction remain in the high 80th percentile. GOAL: Increase staff perception to 90th percentile Positive student perceptions around pedagogical effectiveness and classroom engagement have been decreasing. GOAL: 5% increase in positive student perceptions on the Panorama survey	Provide professional development in alignment with the school's priorities, including but not limited to: • Building Thinking Classrooms • PLC+ • Vertical Alignment • EL strategies • HĀ • Literacy Coaching • Rain Garden Science Instruction • Color Code Personality/Strengths Assessment <i>[Principal]</i> (SW 6)	Initial Outcomes -Annual Teacher Perception Data (SQS) -iReady & SBA data trends -Panorama SEL data trends -Percent participation in PD opportunities Intermediate Outcomes -Teacher perception & implementation data -Student perception data -SBA & iReady data -EES implementation data -Walkthrough data -SEL Panorama data -Staff feedback	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$ (SW 5)



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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" (SW 1)	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?" (SW 3)	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	All SCC positions are currently filled, though not all stakeholders have the ability to share their voice with their designated representative. GOAL: Ensure all voices are heard and that meetings are collaborative	Refine systems of communication, including ensuring the success of SCC as a means to support school improvement and student achievement: • Train SCC members • SCC to ensure purpose & vision of the council are understood by all staff • SCC participate in the development and implementation of the Academic and Financial Plans • Develop system of communication from each role group to designated representative [SCC Chair & Vice Chair] (SW 2,3,4) Continue to ensure the SCC has full membership and that meetings occur monthly. [SCC Chair & Vice Chair]	Initial Outcomes -Annual parent and staff perception trends (SQS) -Training materials and documentation of roles, responsibilities, procedures, etc. Intermediate Outcomes -Positive perceptions on SCC self assessment -Parent & Staff perception data (SQS) -SCC Minutes	☒ 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> (SW 1)	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> (SW 3)	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 All families are engaged in school events/activities and have regular two-way communication.	Parent perception around engagement has been steadily increasing. GOAL: Continue this upward trajectory 97% of families are connected via Class Dojo GOAL: Increase family connection via Class Dojo (97% > 100%)	Continue to plan and implement regular family engagement activities/events, including the annual May Day Celebration • Increase opportunities for families to provide feedback at all family engagement events and activities • Build a sense of belonging amongst families at every family event • Increase parent understanding of how they can support their child's educational goals <i>[FEC Committee Leads & PCNC]</i> Utilize Class Dojo to increase communication between families and the school. <i>[FEC Committee Leads, Office Clerk, and Vice Principal]</i> Implement an open house/showcase to display student work and celebrate student learning. <i>[Vice Principal]</i> Upkeep the school website to serve as a communication link between parents, community and the school. (SW 4) • Upkeep links to share pertinent information • Post compliance documents like the AcPlan • Maintain an online feedback loop • House parent, student and teacher resources	<u>Initial Outcomes</u> -Parent perception data trends (SQS) -Percent participation trends -Parent feedback -ClassDojo usage/view data <u>Intermediate Outcomes</u> -Parent surveys & feedback -Parent perception data (SQS) -Family activity and events attendance rates	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: SAF (SW 5)

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM (SW 2)

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.

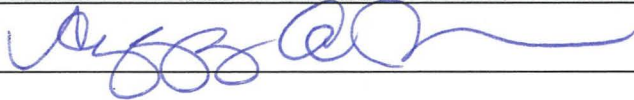
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Lincoln 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 **Jan 14, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

Lincoln Elementary School Principal	Signature	Date
Cameron Kubota		Mar 11, 2026
SCC Chairperson	Signature	Date
Cappy Solatorio		Mar 11, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

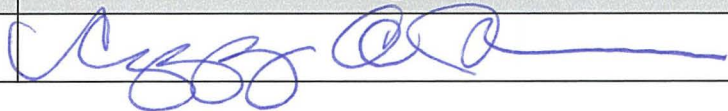
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
Include rewards and positive recognition to incentivize attendance.	If students and families receive recognition and possibly some incentives for excellent attendance, we can increase daily attendance rates.	This is a great suggestion that will be added to our Academic Plan and discussed amongst our PBIS committee.

March 23, 2026

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

Attested:

SCC Chairperson	Signature	Date
Cappy Solatorio		Mar 11, 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>	1,080 student instructional hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Lincoln Elementary School Bell Schedule: SY 2026-2027 Daily School Schedule	