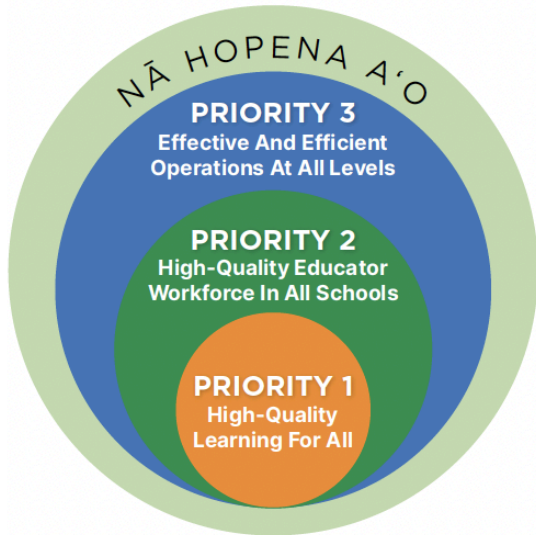
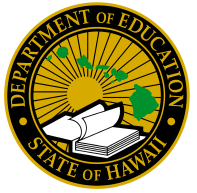




Kamilo'iki Elementary Academic Plan SY 2026-2027

KAMILO'IKI ELEMENTARY
808-305-6100
www.kamiloikielementary.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 Jason Yoshimoto	
	4/14/2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
 Rochelle Mahoe (Apr 15, 2026 10:13:00 HST)	04/15/2026

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

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SCHOOL VISION AND MISSION

Vision Statement	A learning community creating a better world.
Mission Statement	To empower and inspire learners with knowledge, skills and attitudes to make positive contributions.

VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten-Grade 5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	STEMscopes	
Special Education (Mod.-Sev.)	Other: ▾ enCORE TEACHTOWN	Other: ▾ enCORE TEACHTOWN	Other: ▾ enCORE TEACHTOWN	Other: ▾ enCORE TEACHTOWN

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

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
Kindergarten - Grade 5	Other: ▾ Amira Learning	Other: ▾ Amira Learning

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 [SY 2026-27 Comprehensive Needs Assessment \(Kamilo‘iki Elementary\)](#)
- ☒ Other current assessment/self-study report: International Baccalaureate Programme Evaluation Self-Study (Fall 2024)
- ☐ Current Western Association of Schools and Colleges (WASC) report

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> Increase student achievement on the Math Statewide Assessment <u>Root/Contributing Cause:</u> Despite gains from the previous school year, Math achievement continues to lag behind ELA and Science on the statewide assessment. • The Math proficiency level was 63% compared to 72% for ELA and 73% for Science (SY 2024-25). • When analyzing the performance of specific grade levels, Math proficiency levels are lower than ELA for all 3 testing grades (Grades 3-5).
2	<u>Student Need:</u> Close the achievement gap for ELA, Math and Science on the Statewide Assessments <u>Root/Contributing Cause:</u> Despite a decrease in the achievement gaps for ELA, Math and Science from the previous school year, the gap between the high-needs and non-high needs students remains an area of growth. • For ELA, Math and Science, the proficiency levels for the EL and Disadvantaged sub-groups increased while the SpEd levels decreased or remained the same. • High needs students showed a slightly greater increase in proficiency levels than non-high needs students. • While the achievement gap for ELA and Math are identical (36%), the gap for Science is less (25%)

3	<u>Student Need:</u> Address the students' Social Emotional Learning needs in the areas of Growth Mindset and Emotional Regulation <u>Root/Contributing Cause:</u> On the Panorama SEL survey, students have indicated a low favorable response rate in the areas of Growth Mindset and Emotional Regulation. • Since 2023, there has been a decline in the favorable response rate for both areas (Emotional Regulation: -9%, Growth Mindset: -20%) • When comparing the results of the Fall and Winter results for SY 2025-26, there was no change for Emotional Regulation and a 1% increase in favorable responses for Growth Mindset.
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To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

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

Identified Student Need(s):

1. Increase student proficiency on the Statewide Assessments (ELA, Math & Science).
2. Increase the regular attendance to school by Special Education students.
3. Further develop the students' SEL skills, specifically Emotional Regulation and Growth Mindset, to support student learning.

2 **Targeted Subgroup: DISADVANTAGED**

Identified Student Need(s):

1. Increase student proficiency on the Statewide Assessments (ELA, Math & Science).
2. Increase the regular attendance to school by Disadvantaged



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.		Provide the resources and time for kindergarten teachers to administer the Kindergarten Entry Assessment on all other students. Upon review of the results of the assessments, students needing additional assistance with the development of their foundational learning skills will be provided with necessary and timely supports. Accountable Lead(s): Principal & Kindergarten Grade Level Chair	All kindergarten students will complete the KEA within 30 days of their first day of school. Based on the KEA and first quarter assessments, students who are not making adequate progress will be referred to the school's student support process.	☒ 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.	Over the past 3 years, the proficient levels for Grade 3 students has increased from 60% to 72%. Compared to the previous year, the school's proficiency level has increased to 72% (+7%), while the growth score increased to 67% (+8%).	Enhance the implementation of evidence-based instructional practices (e.g., systematic explicit instruction, frequent responses, informative feedback), along with a viable curriculum, to ensure that students are developing foundational reading skills (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension) throughout the grade levels. Assist teachers, via the school's Student Support Process, with identifying and implementing Tier 1 interventions to address student needs. Provide regular opportunities for grade levels and students to review their ELA student data (e.g., student work, classroom assessments, Amira, other digital tools) in order to identify student literacy needs (reading, writing, speaking/listening) and develop next steps to address them. Provide both grade level and across grade level collaboration time for teachers in order to identify/address student literacy needs and support student growth across the learning continuum. Accountable Lead(s): Principal, IB Coordinator, Student Services Coordinator	Observation notes gathered through classroom walkthroughs (non-evaluative), EES observations (evaluative) and grade level instructional rounds will serve as evidence of the implementation of evidence-based instruction and the viable curriculum within the classrooms. A Request for Assistance (RFA) form will be submitted for students who score in the "Red" on two consecutive progress monitoring assessments (Amira) and it will serve as evidence of actions taken to support them in becoming proficient . An increase in the growth score to 70% or higher will serve as evidence of the actions taken to address student needs.	☒ 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.	Over the past two student cohorts, proficiency levels for Grade 5 were lower than those for Grade 3. Compared to the previous year, the school's proficiency level has increased to 63% (+8%), while the growth score increased to 78% (+17%). For the last four years, proficiency levels in math have remained below ELA levels.	Enhance the implementation of evidence-based instructional practices (e.g., reasoning & problem solving, meaningful discourse, productive struggle), along with a viable curriculum to ensure that students are developing foundational math skills (e.g., operations and algebraic thinking, numbers and operations, measurement and data, geometry) throughout the grade levels. Assist teachers, via the school's Student Support Process, with identifying and implementing Tier 1 interventions to address student needs. Provide regular opportunities for grade levels and students to review their math student data (e.g., student work, classroom assessments, Amira, other digital tools) in order to identify student math needs (e.g., number sense, operations, fluency) and develop next steps to address them. Provide both grade level and across grade level collaboration time for teachers in order to identify/address student math needs and support student growth across the learning continuum. Accountable Lead(s): Principal, IB Coordinator, Student Services Coordinator	Observation notes gathered through classroom walkthroughs (non-evaluative), EES observations (evaluative) and grade level instructional rounds will serve as evidence of the implementation of evidence-based instruction and the viable curriculum within the classrooms. A Request for Assistance (RFA) form will be submitted for students who score in the "Red" on two consecutive progress monitoring assessments (Amira) and it will serve as evidence of actions taken to support them in becoming proficient . A 5% increase in the student proficiency levels on the statewide assessment will serve as evidence of the actions taken to address student needs.	☒ 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>	Compared to last year, there was a decrease in the achievement gap for ELA (-4%), Math (-4%) and Science (-9%) on the statewide assessments. Compared to last year, ELA proficiency increased within the Disadvantaged (+10%) and EL (+50%) subgroups, while the SpEd subgroup saw a 14% decrease. Compared to last year, Math proficiency increased within the Disadvantaged (+9%) and EL (+50%) subgroups, while the SpEd subgroup remained unchanged.	Enhanced implementation of evidence-based instructional practices (e.g., multiple means of engagement, representation & action/expression) to ensure that all students are able to engage in the curriculum and demonstrate learning and growth. Provide regular opportunities for grade levels to review their student data (e.g., student work, classroom assessments, iStation, other digital tools) for their high needs students (e.g., EL, Disadvantaged, SpEd) in order to identify student learning needs and develop next steps to address them. Grade levels (including SpEd teachers) will participate in at least two instructional rounds which will provide them with the opportunity to observe each other in the delivery of a lesson and reflect/collaborate in order to strengthen their instructional practices related to differentiation and addressing individual student needs of our high-need students (e.g, EL, Disadvantaged, SpEd).. Provide collaboration time for homeroom teachers and care coordinators (EL, SpEd, 504) in order to identify/address student learning needs and provide student supports in different settings. Prioritize the participation of high-needs students in the school's Tier 2 intervention programs (e.g., Reading & Math Success, Summer Learning Hub, Kinder Start) when appropriate. Provide an afterschool studyhall for SpEd students (Grades 3-5) to complete their homework assignments and access to the school's digital learning resources (e.g., IXL, Amira). Accountable Lead(s): Principal, EL Coordinator, Student Services Coordinator, 504 Coordinator	Observation notes gathered through classroom walkthroughs (non-evaluative), EES observations (evaluative) and grade level instructional rounds will serve as evidence of the implementation of evidence-based instruction throughout the grade levels. Grade level meeting minutes and the number of student referrals to the school's student support process will serve as evidence of the regular opportunities for grade levels to review their student data. Quarterly review of progress monitoring data for high-needs students (e.g., Amira, Attendance, SEL, report card). A 5% decrease in the student achievement gap, as well as an increase in the student proficiency levels for the different subgroups on the statewide assessments will serve as evidence of the actions taken to address student needs.	☒ 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>		<u>PRESCHOOL</u> • Provide collaboration time for preschool and kindergarten teachers in order to support student transitions and student growth across the learning continuum. • Provide opportunities for Kamiloiki preschool students to participate in kindergarten classroom activities prior to their first day of kindergarten (e.g., morning circle, Summer Kindergarten Start Program). • Provide a Summer Kindergarten Start Program to support incoming kindergarten students, with little or no preschool experience, with an opportunity to participate in classroom activities before the start of the school year. <u>GRADE LEVELS</u> • Provide across grade level collaboration time for teachers in order to support student transitions and student growth across the learning continuum. • Provide collaboration time at the beginning of the school year for care coordinators (e.g., EL, 504, SpEd) to meet with the different homeroom teachers in order to review individual student plans and address any questions/concerns that may emerge. • Provide a Summer Learning Program to support non-proficient students with an opportunity to strengthen their foundational skills in ELA and Math to support their transition to the next grade level.	Meeting notes will provide evidence of the collaboration that occurred between the preschool and kindergarten teachers. A kindergarten transition schedule for Kamiloiki preschool students will provide evidence of participation in various kindergarten activities prior to their first day of kindergarten. Student enrollment data will provide evidence of the transition support provided via a Summer Kindergarten Start and Summer Learning Hub Program.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		<u>MIDDLE SCHOOL</u> • Provide opportunities for Grade 5 students to become more knowledgeable regarding middle school expectations and experiences (e.g., presentation, campus visit, orientation event). <u>NEW STUDENTS</u> • To kick off the school year, the school will host a new parent orientation for our new families to be introduced to the support staff and learn about the different services and supports that are available to support their child's learning and growth. • Provide new students and their families with school resources and a campus tour in order to support their transition to our campus and build their understanding of our school community. Accountable Lead(s): Principal, School Counselor, Grade Level Teachers (PreK, Kindergarten & Grade 5)	Meeting notes (e.g., minutes, reflections, agenda) will provide evidence of collaboration time provided to support the transition of students across grade levels. Pictures, advertisements and student work (e.g., reflections, journals) will provide evidence of the different opportunities provided to support the transition of students to middle school.	
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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>	Over the past 3 years, the Regular Attendance rate has increased from 80% to 86%. Over the past 3 years, the Regular Attendance rate for Non-High Needs (+10%) and EL (+8%) students has increased, while the SpEd (-3%) subgroup has decreased and the Disadvantaged subgroup has remained unchanged.	The school will hold quarterly assemblies in order to celebrate students who have achieved perfect attendance for the quarter, semester and year (no tardies and no absences). Students will be recognized in front of their peers for their accomplishment and will receive a certificate of achievement. Provide monthly attendance data reports to homeroom teachers to assist them in monitoring their students' attendance. Provide attendance letters to "at-risk" students as they reach specific attendance indicators (5, 10, 15 days) absences for the year Provide regular messages to the family (at least quarterly) regarding the importance of student attendance (both absences and tardies). Students who are having attendance concerns will be referred to the school's Student Support Process (SSP) in order to identify the root cause(s) and support the student's needs.	Copies of the attendance letters and monthly attendance reports will serve as evidence of the school's efforts to monitor and inform families of a student's attendance issue. Notes from the RFA meetings will serve as evidence of the teams' discussions to address the student's attendance issue as well as the actions/ interventions taken to address the concern. The school will have a daily attendance rate of 90% or higher and serve as evidence of actions taken to ensure regular student attendance..	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		Accountable Lead(s): Principal & School Counselor		
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Since 2023, there has been a decline in the favorable response rate for both areas (Emotional Regulation: -9%, Growth Mindset: -20%) When comparing the results of the Fall and Winter results for SY 2025-26, there was no change for Emotional Regulation and a 1% increase in favorable responses for Growth Mindset.	All students will be provided an SEL lesson at least once a week that follows the scope and sequence of the Choose Love/Aloha program and/or promotes one or more of its core values (Courage, Gratitude, Forgiveness & Compassion in Action). Implement a schoolwide positive behavior support system (star ticket) for students and faculty/staff which will celebrate when an individual initiates positive behavior and demonstrates the IB Learner Profile and/or the Choose Love formula, without any expectation(s) in return. Assist teachers, via the school's Student Support Process, with identifying and implementing Tier 1 interventions to address student behavioral needs. Accountable Lead(s): Principal, School Counselor	Student work will serve as evidence of the SEL lessons that are implemented each week. Notes from the RFA meetings will serve as evidence of the teams' discussions to address the student's behavioral issue as well as the actions/ interventions taken to address the concern. At the end of the year, less than 5% of students will be identified as repeat offenders with respect to student behavioral incidents.	☒ 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>		Provide resources (e.g., materials, activities, PD) that support the development of the IB Learner Profile within all learners (students and adults). The development of these attributes will allow the students to experience a safe and nurturing learning environment that aligns to Nā Hopena A'o. Provide teacher collaboration time for grade levels to share the different ways that they develop the Learner Profile within their classrooms and strengthen continuity throughout the grade levels. Provide collaboration time for grade levels to reflect on the results of the SEL & Student Perception surveys in order to identify areas of growth and identify next steps to enhance the learning environment for students or address student needs. Accountable Lead(s): Principal, IB Coordinator, School Counselor, Student Services Coordinator	Meeting notes and teacher reflection will serve as evidence of the faculty sharing opportunities and collaboration time. On the final SEL survey, there will be at least a 3% increase, compared to the baseline survey, for the following area: • Supportive Relationship • Sense of Belonging • Social Awareness	• WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		All grade level IB units will provide learning experiences that allow the students to engage with current events/issues, connect with community members and/or explore different ways that they can make positive contributions within their homes, our school and our community. Accountable Lead(s): Principal, IB Coordinator	All grade level unit planners will contain evidence of the various learning experiences that are provided to students. IB unit student reflections will provide insights and feedback on how students engaged in the different learning experiences.	☒ 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.		All of the grade level's IB units include opportunities for students to develop and practice the IB Learner Profile attributes (e.g., inquirer, thinker, reflective, principled) and Approaches to Learning skills (e.g., self-management, social, communication) which will allow them to be college and career ready. The school will provide a variety of learning experiences beyond the core classroom curriculum in order to provide students with the knowledge, skills and attributes to achieve success beyond their elementary years. • Weekly Resource Classes (PE, Hawaiiana, Music, Library, Technology, Japanese) • IB PYP Grade 5 Exhibition • Save The Environment (STE) • Girls Who Code • Garden Club • Media/Yearbook Club • JPO Program • Student Council • Schoolwide Service Day • Grade Level Field Trips • Hawaii Gosling/Nene Award Program • Junior Achievement Program • Artists in the School Grant • AED/CPR Student Training • Kids Heart Challenge • Speech Club (including participation in the Honolulu District Speech Festival) Accountable Lead(s): Principal, PCNC	All grade level unit planners will contain evidence of the different attributes and skills that are being developed. Student work, pictures, and student participation logs will serve as evidence of the different learning experiences that are provided throughout the year.	☒ 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.	Over the past 3 years, 100% of the school's faculty positions are filled with fully licensed teachers.	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.	56% of teachers have at least 5 years at the school. The teacher's average years of experience is 13.9. 24% of teachers have an advanced degree.	Beginning teachers (Year 1-3) will be provided with a teacher-mentor to support their learning and growth in becoming an effective educator. The school will have at least 2 teachers that are trained to serve as a teacher-mentor. All "On-Track" teachers will fulfill their EES responsibilities by completing the different evaluation components (e.g., classroom observation, core professionalism, student success plan) that support their efforts in being an effective educator or record that they are receiving the necessary support to become effective. All teachers will meet the TESOL/SIQ requirement. For teachers who have yet to fulfill this responsibility, they will identify a pathway and create a plan to meet the requirement. Teachers are provided with the opportunity to submit a Request For Assistance (RFA) in order to request help in addressing a student need/issue across the 4 domains (academic, behavior, physical, social-emotional). In response to the submission of an RFA, the school's Student Support Process team meets with the teacher in order to identify the root cause(s) and support the implementation of different interventions to address the student's need(s). A variety of student data (e.g., Amira, student work, student observation, student reflection, student surveys) will be reviewed by individual teachers as well as the grade level and faculty in order to identify student needs and monitor student learning/growth. Accountable Lead(s): Principal, Student Services Coordinator, EL Coordinator	Collaboration logs will serve as evidence of the mentoring support being provided to beginning teachers. EES records will serve as evidence of the effectiveness of the "On-Track" teachers. TESOL/SIQ roster will serve as evidence of the number of teachers who have met the requirement. Meeting notes will serve as evidence of the reflection of student data to identify student needs and monitor student success.	☒ 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. <i>Required for all schools.</i>		The School Community Council (SCC) will adhere to all HIDOE guidelines which includes holding monthly meetings and having representation by all required stakeholders. The SCC annual reviews its by-laws in order to ensure that the Council is fully informed of its purpose and fulfills all of its responsibilities. The SCC holds annual elections in order to ensure that all required stakeholders are represented on the Council for the following school year. Accountable Lead(s): Principal	Meeting minutes will serve as evidence of the monthly meetings held and the responsibilities fulfilled by the SCC as well as the participation of the required stakeholders.	☐ 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>		Provide a range of opportunities throughout the school year for families to engage in building connections with other members of the school community and explore different ways to support student learning at home - Kindergarten Summer Start Program Family Event - School Open House Event - Grade 5 Exhibition Event - Grade Level Field Trips - Guest Speaker Presentations - Special Education Parent Open House Event - Kindergarten Parent Orientation - New Parent Orientation - Loving Solutions Parenting Class - Sexual Violence Prevent Parent Night - EL Family Engagement Event - Holiday Craft Night - STEAM Ohana Night - Girls Who Code Night Accountable Lead(s): Principal, PCNC	Event Announcements and Pictures of the event will serve as evidence of the different family engagement opportunities that were provided throughout the school year. With respect to the area of parent satisfaction, the school will receive at least 85% positive parent responses on the SQS survey.	☒ 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.

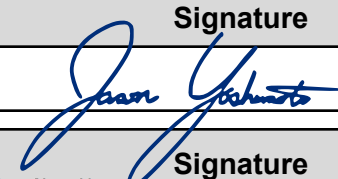
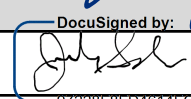
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Kamilo'iki 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 **Oct 23, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 5, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team (March 2, 2026), Faculty Meeting (February 11, 2026, February 25, 2026)
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 5, 2026**

Attested:

Kamilo'iki Elementary Principal	Signature	Date
Jason Yoshimoto		4/14/26
SCC Chairperson	Signature	Date
Judy Sobin	 DocuSigned by: 97228F8FD4614FC...	4/14/2026

SCC Recommendations to the Academic Plan and Financial Plan:

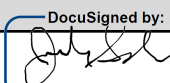
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
Implement Artificial Intelligence (A.I.) within the classrooms.	In consideration of the benefits of (A.I.), the school should begin to embed it within their classroom curriculum. The school should explore if A.I. could be used instead of the current curriculum materials since it might provide a more engaging student experience and reduce cost.	While the school is required to implement a viable curriculum that meets the HIDOE's requirement, the students and teachers across the different grade levels have begun to use A.I. as a tool to support student learning and growth. The school will continue to build the students' and faculty's knowledge and skills related to A.I. to support its continued use throughout our campus.
Provide families with information/help session on how to navigate the digital student resources that are available.	Families are willing to support students at home, however they may have limited knowledge of how to use the different digital programs. This information would be helpful at the beginning of the school year and strengthen the home-school partnership.	The school will explore different methods to provide this valuable information to our families at the beginning of the school year (e.g., open house event, parent flier, email blast).
Provide student incentives to promote student achievement.	In looking to improve student achievement, providing different incentives/activities (e.g., class competitions/challenges, school contests) may promote better student engagement and growth.	The school has seen the benefits of providing student incentives/recognition in looking to address our attendance issue and so we will explore different ways to expand this to academics. Some homerooms are already using this strategy to promote student learning and growth, and so it would be helpful for these teachers to share with the faculty about their practices.

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

No problems/concerns were shared at this time.

Attested:

SCC Chairperson	Signature	Date
Judy Sobin	 DocuSigned by: 97228F8FD4614FC...	4/14/2026

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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,083
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Kamilo‘iki Elementary Bell Schedule:

KAMILO‘IKI ELEMENTARY SCHOOL

SCHOOL SCHEDULE

SY 2025-26

Campus student supervision starts at 7:45am. Students should not be on campus before 7:45am, unless they are participating in the early morning care program or the school's breakfast program in the cafeteria (7:35-7:55am).	
8:00am	Warning Bell
8:05am	Tardy Bell
9:40-10:00am	Morning Recess Period • A-Playground (PreK, Grades K-1) • B-Playground (Grades 2-3) • C-Field (Grades 4-5)
10:55-11:25am	Lunch Period #1 (PreK, Grades K-1)
11:30am-12:00pm	Lunch Period #2 (Grades 2-3)
12:05-12:35pm	Lunch Period #3 (Grades 4-5)
A second recess period (15 mins.) is scheduled to occur immediately following the grade levels' lunch period, except for Grades K-1. • Grades K-1: 12:50-1:05pm (A-Playground) • Grades 2-3: 12:00-12:15pm (C-Field) • Grades 4-5: 12:35-12:50pm (C-Field) **A bell will only ring at the conclusion of the recess period.	
2:15pm	Dismissal Bell • PreK dismissal time will be 15 minutes prior to the scheduled dismissal bell.
**1:30pm Dismissal Bell (Wednesday only)	
5:30pm	A+ Program Dismissal Bell