



Red Hill Elementary Academic Plan SY 2026-2027

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- ☐ Title I School
☐ Non-Title 1 School

Submitted by Principal: Tyler Brown	
	Date 4/6/26

Approved by Complex Area Superintendent: John Erickson	
 John Erickson (Apr 9, 2026 10:19:24 HST)	Date

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

TABLE OF CONTENTS

VIALE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS..... 4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2..... 10

 ★ GOAL 1.3..... 12

PRIORITY 2.....14

PRIORITY 3.....15

 ★ GOAL 3.3..... 15

 ★ Family and Community Engagement..... 16

 ★ Other Systems of Support.....17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....18

APPENDIX B: BELL SCHEDULE.....21

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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
	Wonders 2017 (k-g6)	Developing Roots (k)	Mystery Science	
		Think Mathematics (g1-g6)		

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
	Magnetic Literacy (K-6)	Maneuvering the Middle (g6)	Studies Weekly Science	Studies Weekly
		Braining Camp		

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-6	iReady	iReady

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
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action:

Type of Next Action:

Year of Next Self-Study:

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> All students need to learn how to model their thinking in the domain of Operations and Algebraic Thinking. <u>Root/Contributing Cause:</u> 1A: Teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others. 1B: Teachers use a variety of differentiated instructional strategies and modes (whole-class, teacher directed groups, student-directed groups, independent work, computer based, and homework). 1C: Leadership teams meet regularly (at least monthly) to review practice implementation data (e.g., documents from walkthroughs, practice fidelity, etc).
2	<u>Student Need:</u> All students in grades K-6 need to learn the components, structure and purpose of different Writing genres. <u>Root/Contributing Cause:</u>

	2A: Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
3	<u>Student Need:</u> All students in grades PreK-6 need to have access to an integrated and focused HMTSS support in order to identify and support all students' levels of needs and provide opportunities for support. <u>Root/Contributing Cause:</u> 3A: Leadership Team will work with Grade Level Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs. (Academic, Behavior, Physical, and Social-Emotional) 3B: School leaders ensure a schoolwide continuum of integrated support that is organized into a three-tiered framework is available and used by teachers to provide equitable access to resources for all students. 3C: Leadership and Grade Level teams meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction and support. 3D: Teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary. Teachers seek an understanding of each student's personal "story" and that of his/her family in order to appropriately engage the student and family and teach the student.
4	<u>Student Need:</u> All students, teachers and families in grades PreK-6 need to be introduced and instructed on the components of Na Hopena a'o (Ha) Framework and Implementation to build a strong community intensely focused on student learning. <u>Root/Contributing Cause:</u> 4A: The school regularly communicates with families about its expectations of them and the importance of what families can do at home to support their children's learning.
5	<u>Student Need:</u> All students and families in grades PreK-6 need access to the Structured Supports for Student Transition to build a strong community intensely focused on student learning and engage students and families in pursuing education goals. <u>Root/Contributing Cause:</u> 5A: The school promotes, recognizes, and celebrates academic achievement and personal competencies in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. 5B: The school facilitates two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning.

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:** N/A
Identified Student Need(s): N/A

2 **Targeted Subgroup:** N/A
Identified Student Need(s): N/A

3 **Targeted Subgroup:** N/A
Identified Student Need(s): N/A



PRIORITY 1: High-Quality Learning For All

★ **GOAL 1.1** All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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.	N/A	EA 1.1.1 (1) All teachers in grade k will be trained on administering the KEA screener to then be able to discuss and plan for students entering Kindergarten in SY 24-25; Tyler Brown, Kori Cidade, Jamie Kubo	Data from the KEA assessment will be shared and analyzed by the kindergarten team as well as with leadership. Iready data will then be used as well as Panorama data.	☐ 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.	2A 3A 3B 3C	EA 1.1.2 (1) Grade level and cross grade level articulation of specific common strategies to address student needs and gaps in ELA EA 1.1.2 (2) Additional 21 hours focused specifically on the school initiatives with planning time for grade level teams embedded. EA 1.1.2 (3) Instructional teams analyze data from screeners and progress monitoring. Instructional teams discuss instructional practices for Tier 2 intervention. EA 1.1.2 (4) School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs. EA 1.1.2 (5) Common formative assessments and tiered assessments created to identify, monitor and support student learning needs. EA 1.1.2 (6) Grade level articulation on creating Core Content Area alignment guide. EA 1.1.2 (7) Cross Grade Level Articulation during PLC to align assessments and discuss instructional strategies Jamie Kubo, Cheryl Motoyama, Heather Ramiro	iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action. Panorama notes. RTI notes	☐ 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 eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required for AMR schools.</i>	1A 1B 1C 3A 3B 3C	EA 1.1.3 (1) Grade level and cross grade level articulation of specific common strategies to address student needs and gaps in Math EA 1.1.3 (2) Additional 21 hours focused specifically on the school initiatives with planning time for grade level teams embedded. EA 1.1.3 (3) Instructional teams analyze data from screeners and progress monitoring. Instructional teams discuss instructional practices for Tier 2 intervention. EA 1.1.3 (4) School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs. EA 1.1.3 (5) Common formative assessments and tiered assessments created to identify, monitor and support student learning needs. EA 1.1.3 (6) Grade level articulation on creating Core Content Area alignment guide. EA 1.1.3 (7) Cross Grade Level Articulation during PLC to align assessments and discuss instructional strategies Jamie Kubo, Cheryl Motoyama, Heather Ramiro	iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action. Panorama notes. RTI notes	☐ 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>	3A 3B 3C	EA 1.1.4 (1) Grade level and cross grade level articulation of specific common strategies to address student needs and gaps in ELA and Math EA 1.1.4 (2) Additional 21 hours focused specifically on the school initiatives with planning time for grade level teams embedded. EA 1.1.4 (3) Instructional teams analyze data from screeners and progress monitoring. Instructional teams discuss instructional practices for Tier 2 intervention. EA 1.1.4 (4) School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs. EA 1.1.4 (5) Common formative assessments and tiered assessments created to identify, monitor and support student learning needs. EA 1.1.4 (6) Grade level articulation on creating Core Content Area alignment guide. EA 1.1.4 (7) Cross Grade Level Articulation during PLC to align projects and assessments. Jamie Kubo, Cheryl Motoyama, Heather Ramiro	iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action. Panorama notes, RTI notes	☐ 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 elementary to middle school and from middle to high school. <i>Required for all schools.</i>	N/A	EA 1.1.5 (1) Grade 6 students attend assemblies with the middle school to see electives offered. Teachers in grade 6 do learning walks at the middle school. Grade 6 will also begin bridging curriculum at Red Hill and to the middle school to help students transition. The team meets with the middle school team to hold transition meetings with identified students. Tyler Brown, Kori Cidade, Jill Kurisu, Jamie Kubo	Meeting notes between middle school and elementary school during transition meetings. Ongoing meetings between administrators.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
1.1.6. All students need to learn how to model their thinking in the domain of Operations and Algebraic Thinking. <i>(To add additional desired outcomes, duplicate this row)</i>	1A 1B 1C	EA 1.1.6 (1) The Leadership Team will establish 3–5 "Look-Fors" that must happen in every room (e.g., "Students must stand to solve," or "Models must be drawn before equations") in order to support students and build the instructional strategies across K-6 utilizing Building Thinking Classrooms and Model Drawing. EA 1.1.6 (2) Grade Level teams analyze data from screeners and progress monitoring. Smaller IABs will be looked at and quarterly assessments collected and analyzed. EA 1.1.6 (3) Leadership team will collect data through regular classroom walk-throughs and review practice implementation. Tyler Brown, Kori Cidade, Heather Ramiro, Cheryl Motoyama, Jamie Kubo, Jill Kurisu, Daniel Kaetsu	iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action. Panorama notes. RTI notes. Quarterly MESS submissions, IAB and ICA data, walkthrough data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

1.1.7. All students in grades K-6 need to learn the components, structure and purpose of different Writing genres.	2A	EA. 1.1.7 (1) Grade Level teams analyze data from quarterly assessments and Common Formative Assessments. EA. 1.1.7 (2) Teachers will meet in PLCs and Vertical Articulation Meetings to assist in identification and implementation of differentiated strategies to match student needs in Writing. Heather Ramiro, Cheryl Motoyama, Jamie Kubo				
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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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	N/A	EA 1.2.1 (1) Consistent morning messages and Friday optimistic closure activities to have students be here on time and ready. Plans to support incentives for students being successful within programs such as iReady growth and class spirit. Tyler Brown, Kori Cidade, Daniel Kaetsu	Panorama surveys and attendance records	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	4A 5B	EA 1.2.2 (1) Consistent morning messages and Friday optimistic closure activities to have students be here on time and ready. Plans to support incentives for students being successful within programs such as iReady growth and class spirit. EA 1.2.2 (2) The Leadership Team will continue to build and support the HMTSS structure of Academic, Behavior, Physical and Social-Emotional integration and system outlined in the school. EA 1.2.2 (3)The Leadership Team and Teachers will utilize Panorama to monitor student SEL, Behavioral and Academic needs. Teachers will create referrals for support and action plans for those students who need intervention following the guidelines set in the school's tiers of support system.Data will be looked at through PLCs, Leadership Meeting, Articulation Meetings, etc. Panorama resources for student action plans to be utilized with teachers. Panorama will create a Student Support Tracker where data and interventions are documented so they follow the student from grade to grade. Additional support documentation and a system will be created to collect specific student "personal stories", especially those experiencing trauma and hardship concerns. Tyler Brown, Kori Cidade, Daniel Kaetsu	Panorama Data, Lei Kulia Data, School Behavioral Referral data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☐ Other:___, \$		
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	4A	EA 1.2.3 (1)Morning messages and focused lessons will be shared to implement the monthly statement focus within the classrooms. Enhance Hawaiiana lessons through articulation rotations. Tyler Brown, Kori Cidade	Data through surveys and through Hawaiian Studies Class	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		
1.2.4 All students and families in grades PreK-6 need access to the Structured Supports for Student Transition to build a strong community intensely focused on student learning and engage students and families in pursuing education goals. <i>(To add additional desired outcomes, duplicate this row)</i>	5A 5B	EA 1. 2. 4 (1)The School Leadership Team will meet to create an outline of resources and Structured Supports available to all students and families. EA 1. 2. 4 (2)Choose Love and Tribes implementation and specific plans for how each is delivered within the classes. Refinement across grade levels within PLC to see how each program plays a role. PD on specific school-wide inclusive strategies. (Inclusion activities, Community Circle, etc.) EA 1. 2. 4 (3)Continue to build the capacity for Anchored4Life program at Red Hill. Student leaders will build skills to support student transitions in assisting with educating the student body on rituals, routines, etc. through Team Leader Tuesday Messages, Videos, PSAs, etc.	Surveys, SQS	☐ 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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>	N/A	EA 1.3.1 (1)Grade levels will continue to try to get guest speakers from the community to share about their careers and community. There will continue to be partnerships with our Military Community as well as other outside organizations sharing at the school. (Ex: monthly military involvement activities, Kupuna partnership, etc. Tyler Brown, Kori Cidade, Jamie Kubo	Student reflections and data of partnerships with grade levels and school-wide events held.	☐ 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.	N/A	N/A	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
1.3.3. All students graduate high school with a personal plan for their future.	N/A	N/A	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		



PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
2.2.1	1C 3A 3B 3C	EA 2.2.1 (1)Grade level and cross grade level articulation of specific common strategies to address student needs and gaps in ELA and Math EA 2.2.1 (2)Additional 21 hours focused specifically on the school initiatives with planning time for grade level teams embedded. EA 2.2.1 (3)Grade level articulation on creating Core Content Area alignment guide. EA 2.2.1 (4)Cross Grade Level Articulation during PLC to align projects and assessments. Tyler Brown, Kori Cidade, Jamie Kubo	Berc Learning Walks and EES will showcase teacher growth in areas of focus. EES and IPDP plans and reflections	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$		



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?"	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?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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>	N/A	EA.3.3.1 (1)Monthly meetings are held with all stakeholders and minutes are shared on the school website for the broader community to view. Tyler Brown, Jamie Kubo	Monthly meeting Agendas and Minutes published to the school website	☐ 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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
3.3.2. School and community engagement at the school level and grade level. (To add additional desired outcomes, duplicate this row) Required for AMR schools.	3D 4A 5A 5B	EA.3.3.2 (1)Grade levels will provide at least one family event where the families and students participate together. Additional on campus events will be scheduled where families can attend to volunteer. Choose Love Family Night will continue as well as off-campus partnerships to showcase and celebrate students. EA.3.3.2 (2)The Leadership Team and Teachers will utilize Panorama to monitor student SEL, Behavioral and Academic needs. Teachers will create referrals for support and action plans for those students who need intervention following the guidelines set in the school's tiers of support system.Data will be looked at through PLCs, Leadership Meeting, Articulation Meetings, etc. Panorama resources for student action plans to be utilized with teachers. Panorama will create a Student Support Tracker where data and interventions are documented so they follow the student from grade to grade. Additional support documentation and a system will be created to collect specific student "personal stories", especially those experiencing trauma and hardship concerns.	Panorama Data, Lei Kulia Data, Referral Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$		

		EA.3.3.2 (3)Continue to build the capacity for Anchored4Life program at Red Hill. Students will continue to have lessons weekly. Continue to create yearly school improvement projects planned and initiated by student leaders. Tyler Brown, Kori Cidade, Jamie Kubo				
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★ Other Systems of Support

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
3.3.2 Focus on the structure and implementation HMTSS RTI Behavioral and Physical domains to remove barriers and provide opportunities. (To add additional desired outcomes, duplicate this row) Required for AMR schools.	3A 3B 3D 5A	EA 3.3.2 (1) Consistent morning messages and Friday optimistic closure activities to have students be here on time and ready. Plans to support incentives for students being successful within programs such as iReady growth and class spirit. EA 3.3.2 (2) Utilize Panorama to monitor student SEL and Behavioral needs. Create referrals for support and action plans for those students who need intervention following the guidelines set in the school's tiers of support system. Data will be looked at through PLCs as well. Panorama resources for student action plans to be utilized more with teachers. EA 3.3.3 (3) Continue to build and refine the PBIS Rewards Program at the school to ensure consistency amongst staff and students about expectations and rewards. Tyler Brown, Kori Cidade, Daniel Kaetsu	Panorama Data, Lei Kulia Data, Referral Data, PBIS rewards data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ 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 **Red Hill 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 **Feb 18, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 9, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): Leadership Team, Instructional Council
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: **Apr 2, 2026**

Attested:

Red Hill Elementary Principal	Signature	Date
Tyler Brown		Date 4/2/26
SCC Chairperson	Signature	Date
Jamie Kubo		Date 4/2/26

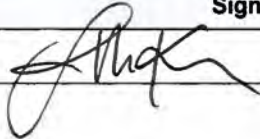
SCC Recommendations to the Academic Plan and Financial Plan:

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		
N/A		
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Jamie Kubo		☐ Date 4/2/26

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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1080 instructional hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Red Hill Elementary Bell Schedule:  Red Hill Elementary Bell Schedule	