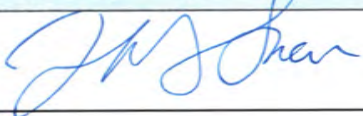




1SG Samuel K. Solomon Elementary Academic Plan SY 2026-2027

211 Carpenter St. Wahiawa, HI 96786
808-305-1800
www.solomonelementary.org

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal: Thomas Swan	
	Apr 1, 2026

Approved by Complex Area Superintendent: Ernest Muh	
[Insert signature] 	 Date 04/15/2026

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

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

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

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1..... 7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2..... 10

 ★ GOAL 1.3..... 12

PRIORITY 2..... 14

PRIORITY 3..... 15

 ★ GOAL 3.3..... 15

 ★ Family and Community Engagement..... 16

 ★ Other Systems of Support..... 17

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

APPENDIX B: BELL SCHEDULE.....21

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'19 Amplify ELA ▾	Other: ▾ Amplify Desmos Math	Amplify Science	Studies Weekly
EL	Select One ▾ CKLA Language Studio	Select One ▾		
FSC K-5	Other: ▾ Teach Town	Other: ▾ Teach Town		

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	CKLA Boost	Amplify Boost		
1-5 Intervention	CKLA mClass	iReady Math mClass Math		
K-5 SPED/EL	CKLA Language Studio, Imagine Learning, CKLA mClass	iReady Math mClass Math		
K	Heggerty			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	iReady	iReady
K-5	DIBELS ▾	Other: ▾ mClass
K-5 English Learners	WIDA Screener ▾	Select One ▾
K-5 English Learners	Other: ▾ WIDA Access, Imagine Learning,	Select One ▾

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: **Insert text**
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2027

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

2030

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	Student Need: Despite evidence of high student growth (69.0% making typical or better progress), overall proficiency in Mathematics is critically low and has remained stagnant for three years. The 2024-25 proficiency rate of 38.4% not only lags behind the state average (41%) but also falls significantly short of the school's performance in Language Arts (50.2%). A focused, systemic effort is required to convert strong student learning into grade-level proficiency. Root/Contributing Cause: [1] The disparity between high growth and stagnant proficiency suggests that contributing factors may include a lack of a fully aligned K-5 mathematics curriculum and insufficient differentiation in core instruction.
2	Student Need: 4th grade, where LA proficiency dropped sharply from 48.1% in 2023-24 to 31.8% in 2024-25. This performance stands in stark contrast to the stronger results in 3rd grade (55.8%) and 5th grade (61.7%). Root/Contributing Cause: [2] The percentage of staff hired on Emergency Hires credentials increased from 10.0% in 2022-23 to 14.7% in 2024-25. This reliance on non-fully licensed teachers may contribute to inconsistent instruction.
3	Student Need: 50% of students in K-5 read below grade level.

Root/Contributing Cause:

[3a] 50% of teachers are in their probationary years, there is a constant need for teacher training on the ELA curriculum (Amplify CKLA) to ensure Tier II interventions are delivered with high quality.

[3b] Student transiency of 60.81% in SY2425 is a high over the past 5 years.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> Significant and persistent achievement gaps exist for key student groups, indicating that current instructional practices are not meeting the needs of all learners equitably. The proficiency rate of 14.7% for students in Special Education, a gap of over 35 points from the school average. <u>Identified Student Need(s):</u> Core instructional strategies and interventions are fundamentally failing to provide this subgroup with adequate access to the curriculum. Need more robust Tier 1 differentiated instruction and more effective Tier 2/3 interventions for SPED students
2	<u>Targeted Subgroup:</u> Hispanic students had a regular attendance rate of 57.1%. <u>Identified Student Need(s):</u> Inconsistent or ineffective implementation of adult practices related to attendance monitoring, outreach, and engagement, specifically tailored to support the unique needs of the Hispanic student population.



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.	Root Cause(s): #3b	1. Ensure all Kindergarten teachers and non-classroom teachers are certified on the administration of the Kindergarten Readiness Assessment. 2. Provide time for assessment and data input. [K - Instructional Coach, K Administrator] SW6	100% of K teachers, Support Staff, and Non-Classroom teachers will be trained on the administration of the KRA within the first four weeks of the 2026-2027 school year. 100% of incoming Kindergarten students will be assessed as measured by quarterly monitoring.	☒ 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.	Root Cause(s): #2, #3a, #3b	1. All teachers will participate in training for the ELA curriculum. 2. Teachers will provide tiered and differentiated instruction through inclusive practices for all students a. Tier 1 (access to CCSS grade level standards within the classroom, utilizing the school-adopted curriculum) b. Tier 2 (small group, targeted intervention based on individual needs, mClass or Heggerty) c. Tier 3 (intensive targeted individualized intervention) 3. All teachers will implement the standards-based school-adopted curriculum for ELA, Amplify CKLA. 4. All teachers will display and discuss learning targets with students. 5. Students identified as IDEA, 504, and EL will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible. [Interventionist, Instructional Coaches] SW6	• 60% of 3rd grade students will be reading near, at, or above grade level on the Smarter Balanced Assessment • 40% of 3rd grade students will be on grade level at the winter benchmark SY2627 as measured by diagnostic screener • 60% of 3rd grade students will be on grade level through curriculum formative assessments throughout the school year. • 95% of 3rd grade students will take the Interim Smarter Balanced Assessment • 100% of K-5 Teachers will implement Tier 1 & 2 programs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
---	--	---	--	--

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.	Root Cause(s): #1	1. All teachers will participate in training for the Math curriculum. 2. Teachers will provide tiered and differentiated instruction through inclusive practices for all students a. Tier 1 (access to CCSS grade level standards within the classroom, utilizing the school-adopted curriculum) b. Tier 2 (small group, targeted intervention based on individual needs) c. Tier 3 (intensive targeted individualized intervention) 3. All teachers will implement the standards-based school-adopted curricula Desmo Math. 4. All teachers will display and discuss learning targets with students. 5. Students identified as IDEA, 504, and EL will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible. [Interventionist, Instructional Coaches, Admin, GLC's] SW6	• 40% of students will be on grade level at the winter benchmark period as measured by Diagnostic Screener • 50% of students will be on grade level at the spring benchmark period as measured by Diagnostic Screener • 50% of students will meet or exceed proficiency on grade level common assessments in mathematics • 95% of 3rd grade students will take the Interim Smarter Balanced Assessment in Mathematics • 50% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	------------------------------	--	---	---

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>	Root Cause(s): #1, #2, #3	- All students will participate in their Least Restrictive Environment. - Teachers will provide push-in services for students to the greatest extent possible. - Students will receive instruction in the general education setting to the greatest extent possible. 100% of students will be screened for reading and math to identify needs and then progress will be monitored using common formative assessments and our universal screener. Students entering Solomon Elementary will also be screened within their first 30 school days after their initial start date to identify their academic needs. - All teachers will participate in regularly scheduled articulation and data-team meetings. - Teachers will be provided special education PD and support - Teachers will be provided MTSSb PD and support - Teachers will participate in MTSSa PD and support - Teachers will participate in standards-based data team cycles. - Solomon will continue to refine the Articulation process to enhance the MTSS process and instructional practices. 100% of teachers will differentiate instruction throughout the day as observed through walk throughs, work samples or lesson plans. [Instructional Coaches] SW6	60% of students will meet their annual growth on the iReady Diagnostic EOY 35% of SPED students will meet their annual growth on the iReady Diagnostic MOY 60% of SPED students will meet their annual growth on the iReady Diagnostic EOY 35% of EL students will meet their annual growth on the iReady Diagnostic MOY 60% of EL students will meet their annual growth on the iReady Diagnostic EOY	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	--------------------------------------	---	--	---

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>	Root Cause(s): #3b	- Solomon will continue to refine the transition process to ensure all students and staff who are military-connected are sufficiently supported. - Maintain a transition center/hub for the intake and exit of students and staff - Provide information for PCS'ing families that can be useful for their transition into and out of the Solomon Elementary School community. - Gather Data by the Transition Coordinator and Anchored 4 Life leads. ARC will monitor and analyze data. - Student Perception Surveys of new students - New family surveys about 1 month after enrollment by Transition Coordinator - Family surveys included in the release packet - Continue to refine the transition process from ECSE to Kindergarten [Transition Coordinator (#1-4), Admin over Transition, Student Service Coordinator (#5)] SW5	100% of students will demonstrate a successful transition from preschool to elementary, elementary to middle school and military assignments throughout their academic years at SES.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
---	-------------------------------	--	--	--

1.1.6 60% of students will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment.	Root Cause(s): #3	- Teachers will use CFAs during articulation to discuss student progress and how to support students - All teachers will participate in training for the ELA curriculum. - Teachers will provide tiered and differentiated instruction through inclusive practices for all students - Tier 1 (access to CCSS grade level standards within the classroom, utilizing the school-adopted curriculum) - Tier 2 (small group, targeted intervention based on individual needs) - Tier 3 (intensive targeted individualized intervention) - All teachers will implement the standards-based school-adopted curriculum for ELA, Amplify CKLA - All teachers will display and discuss learning targets with students - Students identified as IDEA, 504, and EL will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible. [Interventionist, Instructional Coaches] SW6	50% of students will be on grade level at the winter benchmark period as measured by universal screener 60% of students will be on grade level at the spring benchmark period as measured by universal screener 60% of students will meet or exceed proficiency on grade level common assessments in ELA	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
---	------------------------------	---	--	---

1.1.7 50% of students will be proficient in Science on the Hawaii State Assessment.	Root Cause(s): #2	1. All teachers will participate in training for the Amplify Science curriculum. 2. Teachers will provide differentiated instruction through inclusive practices for all students 3. All teachers will implement the standards-based school-adopted curriculum for Science, Amplify Science 4. All teachers will display and discuss learning targets with students 5. Students identified as IDEA, 504, and EL will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible. [Instructional Coach(es)] SW6	• 75% of students will meet or exceed proficiency on grade level common assessments in science • 50% of 5th grade students will be proficient in Science on the Hawaii State Assessment	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	------------------------------	--	--	---

★ **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>	Root Cause(s): #3a, #3b	- Solomon teachers, student success coaches, administration, and student service coordinators will participate in monthly scheduled peer review meetings that will include student attendance concerns. - Solomon will continue to refine and implement the school-wide attendance policy. - Students will be provided tiered Social Emotional Learning and Restorative Practices support. - Tier 1-utilizing the school-adopted practices, eg. Mindfulness, SEL, Peaceful Playgrounds, SWPBIS, Restorative Practices: affective statements - Tier 2-targeted intervention based on individual needs, e.g. Student Success Coaches, MFLC, Restorative Practices: conference - Tier 3-intensive targeted individualized intervention, e.g. Wellness, SBBH, SWEP, Restorative Practices: conference with admin - Students will be provided tools to produce quality work, including a planner for writing assignments and communicating between teacher and parents to promote school pride and unity, motivate good behavior and improve attendance. [Student Success Coaches] SW5, SW6	- Q1 95% of students will attend school regularly . - Q2 94% of students will attend school regularly . - Q3 93% of students will attend school regularly. - Q4 90% of students will attend school regularly.	☒ 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>	Root Cause(s): #1	- Students are provided Social-Emotional Learning support: - Tier 1 - utilizing the school-adopted practices, e.g. Mindfulness, SEL, Peaceful Playgrounds, Restorative Practices: affective statements - Tier 2 - targeted intervention based on individual needs, e.g. Student Success Coaches, MFLC, Restorative Practices: conferences - Tier 3 - intensive targeted individualized intervention, e.g. Wellness, SBBH, SWEP, Restorative Practices: circles - Teachers will develop and implement a system for instructing and monitoring the GLOs. - Students will demonstrate an understanding of the GLOs through classroom practice provided by teachers. - The staff will implement the SWPBIS Handbook. - All students will take the Panorama SEL Student Self-Assessment. - Students will be provided a planner which communicates school rules and policies. - To promote unity and pride, students will wear school shirts and gear on special days and occasions, including Month of the Military Child. As part of the school safety plan, faculty and staff will be visually identifiable for our students using safety gear, PPE, and/or staff shirts. 100% of students will have at least one connected staff member. [Student Success Coach, MTSSb Administrator] SW5, SW6	100% of teachers will participate in sense of belonging PD 100% of teachers will submit all major referral forms within 24 hours of an incident. 65% of students will show a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period. - Behavioral challenges that impact student academic achievement will be reduced by 25% by the end of SY26-27.	☒ 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>	Root Cause(s): #2, #3b	1. 100% of students are provided the opportunity to participate in essential classes and/or Kumu to support whole-child education. 2. Students will participate in place-based learning about Hawaiian Culture, inclusive of language, history, geography, and Na Hopena A'o values, or HA. 3. All students will take the Panorama SEL Student Self-Assessment. 4. May Day held Spring of even years [MTSSb Administrator (1-3), Student Success Coaches (3), Essentials GLC (4), Essentials Administrator (4)] SW5	• 100% of students will experience the Nā Hopena A'o. Student's participation in essential classes/ Kumu/ Hawaiian culture which will increase their feelings of belonging and value at SES by the end of SY 26-27. • 65% of students will show a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
---	-----------------------------------	--	--	--

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Root Cause(s): #1, #3b	1. All students participate in standards-based Essentials Classes on a regular rotating schedule during the school day. (Essential Classes may include Computer Science, Makerspace, Music, Environmental Science, and Kinesthetic Arts) 2. Student work will be displayed through virtual or in-person performances, shows or Open Houses. 3. Purchase and maintain technology equipment 4. Provide opportunities for students to practice and apply technology skills in the classroom 5. Career Day on Odd Spring Years 6. May Day on Even Spring Years [Essentials Administrator (1-4), Essentials GLC(1-4), Student Success Coaches (5), Student Success Coaches Administrator(5)] SW5, SW6	• 100% of students will participate in career, community, or civic engagement activities, integrated into Essentials Classes or school events; data will be collected by Essentials GLC.	☒ 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 <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 Teachers will have opportunities to participate in professional development to build lifelong learners.	To build teacher capacity in implementing the curriculum, providing research-based instructional practices, and ensuring teachers are up-to-date with current research. Root Cause(s): #1, #2	1. Teachers will participate in Professional Development (PD) to strengthen their instructional practices and with efficacy, support school-wide initiatives. 2. Develop a system that measures the impact of PD and provides feedback to teachers. 3. Articulation Time will provide the opportunity for targeted grade-level support, PD, and Learning Team time. [ARC Leads, Instructional Coaches, Principal, VP's] SW6	• 100% of teachers will participate in PD opportunities throughout the school year that are aligned with school-wide initiatives, research-based practices, curriculum and current research.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2 Teachers will participate in MTSS-B support	Root Cause(s): #1	1. Teachers will participate in professional development on how to implement Restorative Practices.	• 100% of teachers will participate in	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

meetings and interventions to support the behavior and social-emotional needs of all students.		- Teachers will implement restorative practices using the SES SWPBIS and classroom matrices. - Teachers will support and consistently use challenging Behaviors/Incident Referral Protocols to meet student social-emotional needs. - During Student Support Team meetings teachers will document student tier 2 & 3 Behavioral intervention progress. - Teachers and Student Support Team members will hold meetings for all K-5 teachers to identify students needing behavioral support. [MTSS-B Administrator, Student Success Coaches] SW6	MTSS-B support meetings to implement interventions to meet the behavioral and social emotional needs of all students throughout the school year.	☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.3 GrK-5th Grade Homeroom teachers will consistently implement Learning Team protocols by collecting and using a variety of data, including intervention, achievement, and formative and summative assessment, to identify academic support and progress.	Root Cause(s): #1,#2	GrK-5 homeroom teachers will consistently implement Learning Team protocols by collecting and using a variety of data, including intervention, achievement and formative and summative assessment, to identify academic support and progress. [ARC Leads, Instructional Coaches, Principal, VP's] SW6	100% of K-5th Gr. Teachers will participate in Learning Teams to collect and analyze data to address student academic needs throughout the school year.	☒ 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

★ 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>
3.1 All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	To ensure all new teachers are properly onboarded and prepared to provide effective instruction to students. Root Cause(s): #,1 #2, #3b	The school will host monthly SCC meetings with all required members. [Principal] SW5, SW6	100% of SCC will achieve full membership and attend monthly meetings throughout the school year on school improvement initiatives.	☐ 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>
3.2 Teachers will provide parent and family engagement activities that promote academic and behavioral achievement and school performance.	Root Cause(s): #3a	1. Develop, promote, and facilitate workshops and activities that facilitate parents to be involved with their child's education and how to support their child at home better: ○ Grade level literacy ○ Behavior/social-emotional learning 2. Develop, follow, and communicate the chronic absenteeism plan. [Title I Coordinator, Instructional Coaches (1), Instructional Coaches Administrator (1), Student Success Coach (2), SS Coach Administrator(2)] SW5, SW6	● 100% of teachers will facilitate parent and family Engagement Activities throughout the school year to address academic achievement and behavior to improve student outcomes.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support

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 New teachers to SES will participate in an onboarding and/or mentoring program	Root Cause(s): #2 #3b	1. Teachers with less than 3 years of career teaching experience will be assigned an induction and mentoring certified mentor. 2. Continue to refine and implement the onboarding program for new teachers and staff. 3. Specific targeted support for those who are not SIQ/TESOL credentialed. [EL(3), Mentor Lead, GLC's, Principal] SW6	• 100% of new teachers hired at Solomon ES will participate in the school's mentoring program throughout the school year.	☒ 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 **1SG Samuel K. Solomon 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 **Dec 15, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 2, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): [Academic Review Committee: Jan 29, 2026, Mar 2, 2026; SES Faculty: Mar 11, 2026]
 - ☒ 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.
4. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. 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.
6. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 9, 2026**

Attested:

1SG Samuel K. Solomon Elementary Principal	Signature	Date
Thomas Swan		Mar 9, 2026
SCC Chairperson	Signature	Date
Jessica McKerrow		Mar 9, 2026

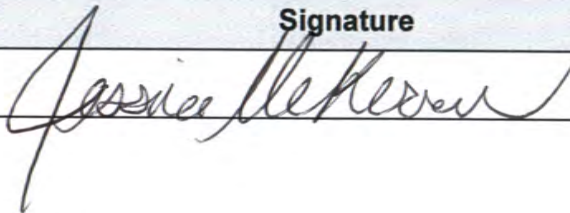
SCC Recommendations to the Academic Plan and Financial Plan:

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:

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

Attested:

SCC Chairperson	Signature	Date
Jessica McKerrow		Mar 9, 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](#). [SES LINK to TOOL](#)

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

1SG Samuel K. Solomon Elementary Bell Schedule:

Solomon Elementary 2026 - 2027 BELL SCHEDULE									
NOTE: INPUT 4TH GRADE WHEN FILLING THIS SHEET OUT									
FOR THE USER: Only change the cells with YELLOW highlights as the black text cells are preset equations. Do not edit this sheet as the data is linked to a master sheet with all of the other schools. You can create new tabs if you want additional sheets to practice on.									
WHEN YOUR SCHOOL IS COMPLETED WITH INPUTTING ITS PROPOSED BELL SCHEDULE, "CHECK" THE BOX IN THE SPACE TO THE RIGHT:									
Monday		Tuesday		Wednesday		Thursday		Friday	
Student Start Time	8:00 AM	Student Start Time	8:00 AM	Student Start Time	8:00 AM	Student Start Time	8:00 AM	Student Start Time	8:00 AM
Teacher Start Time	8:00 AM	Teacher Start Time	8:00 AM	Teacher Start Time	8:00 AM	Teacher Start Time	8:00 AM	Teacher Start Time	8:00 AM
Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)
8:00 AM	8:07 AM	7	Opening	Other	8:00 AM	8:07 AM	7	Opening	Other
8:07 AM	8:10 AM	3	Passing - During Stud	Other	8:07 AM	8:10 AM	3	Passing - During Stud	Other
8:10 AM	8:30 AM	20	Instruction	Math	8:10 AM	8:30 AM	20	Homeroom	PositiveAction
8:30 AM	10:00 AM	90	Instruction	Block 1	8:30 AM	10:00 AM	90	Instruction	Block 1
10:00 AM	10:15 AM	15	Recess	Other	10:00 AM	10:15 AM	15	Recess	Other
10:15 AM	11:35 AM	80	Instruction	Block 2	10:15 AM	11:35 AM	80	Instruction	Block 2
11:35 AM	12:05 PM	30	Lunch		11:35 AM	12:05 PM	30	Lunch	
12:05 PM	2:13 PM	128	Instruction	Block 3	12:05 PM	2:13 PM	128	Instruction	Block 3
2:13 PM	2:15 PM	2	Closing	Other	2:13 PM	2:15 PM	2	Closing	Other
2:15 PM	3:00 PM	45	Teacher Prep - Outs		2:15 PM	3:00 PM	45	Teacher Prep - Outs	
3:00 PM					3:00 PM				
Student End Time	2:15 PM			6:15:00	Student End Time	2:15 PM			6:15:00
Teacher End Time	3:00 PM			7:00:00	Teacher End Time	3:00 PM			7:00:00

Title I Addendum to the School Year 2026-2027 Academic Plan (AcPlan)

School Name: 1SG Samuel K. Solomon Elementary School

Date: April 1, 2026

Administrator's Signature

The Title I Addendum is an assurance that a Title I school will meet the following Schoolwide (SW) Program Requirements for the school year.

Directions:

1. All schoolwide (SW) program plan requirements must be addressed and labeled in the AcPlan, if applicable
2. Check each box indicating the SW was met in the AcPlan process

Title I Schoolwide Program Requirements	Component Met
SW1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	☒
SW2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	☒
SW3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.	☒
SW4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	☒

SW5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).



SW6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will—



(i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards;

(ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

(iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—

(I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

(II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

(III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

(IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and

(V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs