

APR 13 2026
LEEWARD DISTRICT OFFICE



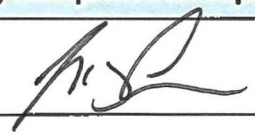
Ewa Beach Elementary Academic Plan SY 2026-2027

91-740 Papipi Rd.
808-307-2300
Ewabeachelementary.org

Vision	Our Ewa Beach Elementary School Community will be successful lifelong learners
Mission	Our Ewa Beach Elementary School Community will practice the best teaching and learning strategies to ensure lifelong learning.
Belief	All Ewa Beach Elementary School students will be successful.

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Jay S. Lin	
	Apr 9, 2026

Approved by Complex Area Superintendent Jon Henry Lee	
	4/13/26

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

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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
Grades K-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	PLTW	Teacher Created
Grades K-5	Select One ▾	Select One ▾	Discovery Ed	
Grades K-5	Select One ▾	Select One ▾	CODE.org	

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
	Wordly Wise	IXL	Mystery Science	Brain Pop
	IXL	Brain Pop	Brain Pop	
	Brain Pop			

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
Grades K-5	I-Ready ▾	I-Ready ▾
Grade K	KEA ▾	Select One ▾
Grades K-2	Other: ▾ Developmental Reading Assessment	Select One ▾
Grades 3-5	Other: ▾ Wonders Reading Diagnostic	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: SY2023-2024

Year of Next Action: SY2026-2027

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

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

SY2029-2030

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	Data Trend Math performance has shown a declining trend across cohorts, with average iReady percentile scores for Grades 3–5 decreasing approximately 8.25% per year from SY 2022–23 to SY 2024–25. Student Need: By the end of the 2026–2027 school year, students will improve foundational math skills by increasing math fact fluency and demonstrating stronger conceptual understanding of grade-level math standards, with at least 70% of students meeting benchmark expectations on schoolwide math fluency assessments, classroom performance tasks, and common formative assessments. Root/Contributing Cause: Students' low math fact fluency and inconsistent conceptual understanding is the lack of a consistent, schoolwide instructional routine for teaching and practicing math fluency in classrooms. Without a structured and regularly implemented fluency practice embedded in daily math instruction, students have limited opportunities to build automaticity with basic math facts and connect those skills to grade-level mathematical concepts. This inconsistency across classrooms results in uneven skill development and contributes to fewer students meeting benchmark expectations on math fluency assessments, classroom performance tasks, and common formative assessments.
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	Strategy & Enabling Activity: By May 2027, we will implement consistent, schoolwide math fluency and number sense routines (5–15 minutes, four times per week) so that students build procedural fluency, conceptual understanding, and the ability to explain and compare strategies, as measured by quarterly CFAs requiring students to solve one problem in at least two ways and justify their reasoning, monitored quarterly through DDIC and ongoing grade-level data discussions. Monitoring: Progress will be monitored through quarterly Common Formative Assessments (CFAs) and analyzed during the schoolwide Data-Driven Instructional Cycle (DDIC). As part of the CFA design, students will solve one problem using at least two different strategies and communicate their reasoning to determine and justify the most efficient or effective solution method. Grade-level teams will use CFA results alongside ongoing formative assessment data to adjust instruction, identify trends, and provide targeted support. The schoolwide goal is for at least 70% of students to meet or exceed grade-level benchmarks, with continuous monitoring to inform instructional decision-making and intervention planning.
2	Student Trend: In English Language Arts (ELA), overall proficiency has remained relatively stagnant over the past three years, with SBA proficiency rates staying between 51.3% and 50.7% from SY 2022–23 through SY 2024–25. While overall performance has remained stable, subgroup data reveals widening achievement gaps. The proficiency gap between High Needs and Non-High Needs students increased from 23.5% in SY 2023–24 to 29.7% in SY 2024–25, and proficiency for English Learners + Exits declined from 29.1% to 25.8% during the same period. Additionally, female students continue to outperform male students, with female proficiency increasing from 53.9% to 58.6%, while male proficiency declined from 47% to 42.1%. Student Need: By May 2027, students will need consistent access to purposeful, standards-aligned vocabulary instruction within structured literacy blocks to develop a deep understanding of word meaning and language structures. Students need explicit instruction in morphology and multiple, meaningful opportunities to engage with vocabulary through speaking, reading, and writing. To support differentiation, students require intentional scaffolds such as sentence frames, structured discourse routines, and opportunities to apply vocabulary within aligned, grade-level texts to build independence and precision in their language use. Root/Contributing Cause: A contributing root cause for overall proficiency remaining stagnant over the past three years in English Language Arts (ELA) is inconsistent, standards-aligned vocabulary instruction and a lack of systematic progress monitoring across grade levels. Strategy & Enabling Activity: By May 2027, differentiation will be strengthened through structured DDIC data cycles that vertically align a targeted “tabletop” standard across grade levels, with a focused emphasis on grade-level vocabulary. Teams will collaboratively analyze student evidence, calibrate expectations across K–5, and adjust Tier 1 instruction and targeted supports/scaffolds to ensure all students access and apply academic vocabulary with increasing independence and precision. Monitoring: Progress monitoring will occur through Pre/Mid/Post DDIC vocabulary cycles (K–5), quarterly i-Ready data (vocabulary domain), and ongoing grade-level CFAs to inform targeted interventions. The objective is to increase ELA achievement by 2%, as measured by summative data from the Smarter Balanced Assessment.

3	Data Trend: Ewa Beach Elementary has experienced a steady decline across several key social-emotional learning domains over the past three years, indicating decreased student confidence, motivation, and ability to manage challenges. Student perception data shows declines in Growth Mindset (56% in Fall 2023 to 42% in Fall 2025), Emotional Regulation (50% to 43%), and Self-Efficacy (56% to 47%). Student Need: By May 2027, teachers will consistently implement Tier 1 SEL lessons (daily/weekly) aligned with PBIS–SEL team guidance, focusing on Emotional Regulation. Root/Contributing Cause: A contributing root cause to the decline in students’ growth mindset, emotional regulation, and self-efficacy is the limited depth and consistency of the Tier 1 Social-Emotional Learning (SEL) curriculum. Strategy & Enabling Activity: Implement structured SEL lessons that teach and model emotional regulation strategies such as active listening, labeling/validating emotions. Staff will continue to create and provide a safe space/calming corner in the classroom Monitoring: Progress will be measured through Panorama SEL surveys in the Fall, Winter and Spring. Our objective is to at least increase by 2%. We will measure data formatively through teacher observations, referrals, GLOS, and support calls quarterly.
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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: High Need Students Identified Student Need(s): This group requires consistent access to purposeful, standards-aligned vocabulary instruction within structured literacy blocks. They need intentional supports and scaffolds to help them access and apply academic vocabulary with increasing independence and precision to close the widening proficiency gap (which increased to 29.7% in SY 2024–25).
2	Targeted Subgroup: English Learners (ML) + Exits Identified Student Need(s): These students need explicit instruction in morphology and multiple, meaningful opportunities to engage with vocabulary through speaking, reading, and writing. Specific supports identified include morning and afternoon tutoring and the consistent use of scaffolding tools like Diffit to support language development.
3	Targeted Subgroup: IDEA/Special Education Identified Student Need(s): • High-Fidelity Co-Teaching: These students require specialized differentiation and high-fidelity co-teaching in inclusive settings to ensure they can successfully access grade-level standards alongside their peers. • Independence Planning: Students receiving intensive adult support need formal "Independence Plans" incorporated into their CARE process to establish clear milestones for reducing reliance on adult proximity. • Specialized Literacy Support: There is a need for consistent access to differentiated instructional tools and research-based programs, such as WonderWorks and Orton-Gillingham (OG), to address foundational skill gaps. • Consistent Monitoring: To ensure effective support, students need their learning environments monitored through administrative walkthroughs that specifically track co-teaching fidelity and the quality of GenEd/SPED collaboration



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.	Many students enter kindergarten without formal preschool education, resulting in a lack of foundational social-emotional and academic skills. Immediate diagnostic assessment is required to trigger early interventions and prevent achievement gaps from widening	• Early Intervention: Initiate academic and behavioral interventions for students immediately following the administration of the KEA (Kindergarten Entry Assessment & School Assessment) data analysis. • Direct Counselor Support: Implement weekly or bi-weekly Tier 1 guidance lessons led by counselors in all Kindergarten classrooms, focusing on age-appropriate social skills such as sharing and turn-taking. • Transition Support: Provide a comprehensive orientation through the Kinder Kick Start Summer Program, Parent Orientation, and a modified first-week schedule to establish rituals and routines. • Tiered RTI Support: Administer iReady and DRA assessments (Fall, Winter, Spring) to identify students needing targeted RTI during and after school. • SEL Implementation: Explicitly teach the Ewa Beach Way "BEEhaviors" and the Choose Love curriculum, supplementing lessons with hands-on, structured experiences to increase student engagement. • Data Tracking: Maintain a schoolwide RTI data tracking sheet on Panorama to monitor the effectiveness of interventions. Accountable Leads: • Jenna Kala Curriculum & RTI Coordinator	• Academic Growth: Improvement in scores on the KEA, Kinder Team Assessments (Letter/Number sense), DRA 3, and iReady Diagnostic. • SEL/Social Growth: Data from Panorama SEL surveys and student perception surveys regarding sense of belonging and behavioral readiness. • Behavioral Trends: Monitoring of Chapter 19 incidents and classroom-level behavioral data through the CARE process.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• Cassandra Koja, Academic Coach K-2 • Nicole Samuel, Vice Principal K-2		
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.	Students not reading on grade level lack foundational skills. To ensure proficiency by 3rd grade, targeted interventions and a comprehensive MTSS-R process are required. Current implementation lacks schoolwide consistency in vertical articulation, inclusive practices, and the rigorous follow-through needed to ground daily RTI and structured literacy blocks in the school's mission.	• Curriculum & Instruction: ○ Implement a schoolwide Structured Literacy Block supported by Wordly Wise (Tier 1), Heggerty, and Orton-Gillingham (OG) training for teachers and Educational Assistants. ○ Establish a 'top-down' monitoring protocol to ensure consistent use and visibility of Learning Targets and Success Criteria (LT/SC) in every ELA block. ○ Provide schoolwide WonderWorks training and ensure sufficient differentiated resources are available to support GenEd, SPED, and ML students. • Systems Refinement: ○ Rebuild the MTSS-R Process document into a one-page flowchart and conduct a staff 'Reset Presentation' starting SY26-27 to clarify assessment inventories and intervention selection. ○ Formalize vertical articulation (K-5) to align literacy standards and ensure 3rd-grade proficiency is a shared, schoolwide responsibility. ○ Collaborate through Data Driven Instructional Cycles (DDIC) to align common formative assessments and rubrics with grade-level Priority Standards. • Engagement & Inclusion: ○ Strengthen the Reading Campaign by standardizing parent intervention letters and scripts to better communicate diagnostic concerns and school-linked resources. ○ Establish clear accountability for co-teaching fidelity, using administrative walkthroughs to monitor GenEd/SPED collaboration. Accountable Leads: • Jenna Kala Curriculum & RTI Coordinator • Cassandra Koja, Academic Coach K-2 • Academic Coach 3-5 • Nicole Samuel, Vice Principal K-2 • Joseph Haili, Vice Principal 3-5	• Grouped Reading Assessments: KEA, Kinder Team Assessments, DRA 3, and iReady Diagnostic. • Fidelity Tracking: Administrative monitoring of co-teaching fidelity and literacy block execution via walkthroughs. • Intervention Tracking: Utilization of an ILT 'Data Wall' and 'RTI Cadre' for intentional progress monitoring during articulation. • Target: 2.618% increase in ELA SBA scores.	☒ 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.	Students not on grade level lack foundational math skills and conceptual understanding. To ensure proficiency by the end of 5th grade, it is necessary to implement a schoolwide strategy for math fluency and refine the MTSS process to address inconsistencies in Tier 1 discourse and Tier 2/3 interventions.	• Instructional Focus: ○ Develop and implement a schoolwide strategy for math fluency to ensure consistent practice and progression across all grade levels. ○ Prioritize deep conceptual learning and student discourse by providing opportunities for students to explain their mathematical thinking and engage in inquiry-based learning. ○ Evaluate and select math curriculum materials that align with the school's vision for conceptual depth rather than just spiral review. • Curriculum & PD: ○ Utilize DoDEA grant and NCTM professional development to enhance instruction in real-world application and problem-solving skills. ○ Fully integrate Computer Science (CODE.org) to build 21st-century problem-solving and digital literacy skills. • Systemic Consistency: ○ Apply the MTSS one-page flowchart and reset protocols to Math RTI blocks to ensure data-driven intervention selection and fidelity. ○ Collaborate through Data Driven Instructional Cycles (DDIC) to align common formative assessments and rubrics with grade-level Priority Standards. Accountable Leads: • Jenna Kala Curriculum & RTI Coordinator • Cassandra Koja, Academic Coach K-2 • Academic Coach 3-5 • Nicole Samuel, Vice Principal K-2 • Joseph Haili, Vice Principal 3-5	• Assessment Growth: Analysis of iReady Diagnostic and Common Formative Assessment (CFA) data. • Fidelity Tracking: Administrative walkthroughs focusing on the visibility of Learning Targets, student discourse, and the implementation of the schoolwide fluency strategy. • State Assessment: Target of 2.868% increase in Math SBA proficiency. • Intervention Tracking: Monitoring via the EBES RTI data tracking sheet on Panorama	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: DoDEA, \$ ☐ 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>	Students not performing on grade level lack foundational skills. Targeted interventions and a comprehensive MTSS process are necessary to address these gaps. Current implementation lacks schoolwide consistency in monitoring co-teaching fidelity, systemic support for high-needs learners, and the rigorous follow-through needed to apply Tier 2/3 data to targeted instruction.	• Science & Curriculum Alignment: ◦ Evaluate and identify one primary schoolwide science program well-aligned to state assessments to ensure consistency and ease of planning across grade levels. • Refined MTSS Systems: ◦ Apply the MTSS one-page flowchart and conduct a staff 'Reset' starting SY26-27 to clarify the EBES Assessment Inventory and intervention selection protocols. • Subgroup Support (IDEA & ML): ◦ Establish clear accountability for co-teaching fidelity through documented administrative walkthroughs and supervisor feedback on SPED/GenEd collaboration. ◦ Implement a morning and afternoon tutoring system specifically for ML students and integrate the consistent use of Diffit for instructional scaffolding. ◦ Send a representative team of Special Education (SPED) and General Education teachers to a sanctioned conference (e.g., Council for Exceptional Children - CEC) to acquire research-based strategies for high-fidelity co-teaching and specialized differentiation in inclusive settings. • Intensive Intervention (CARE Process): ◦ Incorporate a formal 'Independence Plan' into the CARE process for students receiving intensive adult support to define specific milestones for reducing support proximity. Accountable Leads: • Jenna Kala Curriculum & RTI Coordinator • Cassandra Koja, Academic Coach K-2 • Academic Coach 3-5 • Nicole Samuel, Vice Principal K-2 • Joseph Haili, Vice Principal 3-5 • Jennifer Padayhag, Student Services Coordinator • Doris Yanagi-Balidoy, Counselor PreK-2 • Greg Char, Counselor 3-5	• Academic Growth Metrics: Analysis of DRA 3, iReady, CFAs, IABs, and SBA scores. • Subgroup Tracking: Performance monitoring via ML-Plans and Flashlight360; monitoring of CARE forms for Tier 3 growth. • Fidelity Tracking: ◦ Administrative walkthrough data on co-teaching execution and the visibility of Learning Targets	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			○ Submission of a conference synthesis report and the delivery of turn-around training to the faculty during a scheduled Professional Collaboration Day; evidence of implementation will be monitored via administrative walkthroughs focusing on co-teaching fidelity and scaffolded instruction. ● Systems Monitoring: Utilization of an ILT 'Data Wall' and 'RTI Cadre' to identify schoolwide subgroup trends and effectiveness of the intervention menu. ● State Assessment: Target of 3% increase in Science SBA scores.	
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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>	There is a lack of school-wide vertical articulation aligning curriculum, instruction, assessment, and General Learner Outcomes (GLOs). Early learners (K-2) require a stronger focus on foundational "How to be a Student" habits to ensure a sequential academic program that better prepares them for grade-level transitions and future secondary success.	• Foundational Habits (K-2): ○ Shift the focus of K-2 transitions from long-term college prep toward foundational student skills, including school-wide rubrics for binder organization, consistent use of agendas, and standardized formatting (name/date) on all student work. • Vertical Articulation (K-5): ○ Establish a formal vertical articulation cycle to align standards, instruction, and GLO expectations across all grade levels to ensure student learning is a continuous, shared school-wide responsibility. • Teacher-to-Teacher Hand-offs: ○ Conduct formal end-of-year transition meetings between outgoing and incoming teachers, specifically including counselors and coaches for Tier 3 and high-needs students, to ensure continuity of behavioral and academic supports. • Student Accountability: ○ Implement standardized student GLO self-reflections and regular check-ins to create assessment-capable learners who understand their own progress toward learning readiness. • Secondary Partnerships: ○ Maintain partnership with Ewa Makai Middle School (EMMS) through yearly field trips, elective assemblies, and collaborative articulation on priority readiness goals. Accountable Leads: • Jenna Kala Curriculum & RTI Coordinator • Cassandra Koja, Academic Coach K-2 • Academic Coach 3-5 • Nicole Samuel, Vice Principal K-2 • Joseph Haili, Vice Principal 3-5 • Jennifer Padayhag, Student Services Coordinator • Doris Yanagi-Balidoy, Counselor PreK-2 • Greg Char, Counselor 3-5	• Articulation Logs: Minutes and alignment documents from vertical articulation meetings. • Habit Metrics: "How to be a Student" rubrics, binder organization checks, and agenda usage data. • Self-Assessment Data: Student GLO reflection data and perception surveys via Panorama. • Transition Records: Completed end-of-year teacher transition forms and CARE process updates	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	The current chronic truancy rate is 29%, causing students to miss core instruction. Implementation is currently hindered by a lack of clarity regarding teacher vs. counselor roles and a lack of awareness among new staff regarding established incentive protocols.	● Tiered Truancy Abatement Realignment: ○ Tier 1 (5 unexcused absences): Teachers contact parents to share the "Be Pono – Be in School" fact sheet and document on Panorama. Counselors pull weekly IC data to mail the 1st attendance letter. ○ Tier 2 (10 unexcused absences): Teachers call parents to discuss academic impact. Counselors pull weekly IC data, mail the 2nd attendance letter, and contact parents directly. ○ Tier 3 (15 unexcused absences): Counselors call and mail the 3rd attendance letter and coordinate a meeting with a Family Court Probation Officer and school administrator. ● Standardized Incentive Program: ○ Individual: Reward monthly perfect attendance with "Brag" tags (stickers) and a free dress day on the first Friday of the following month. ○ Classroom: Utilize the "ATTENDANCE" spelling reward system where classes earn ice pop parties for daily perfect attendance. ● Preventative Protocols: ○ Teachers will refer parents to administration immediately upon notification of intended vacations or trips. ○ Reintroduce Counselor-led Tier 1 Guidance lessons to foster a sense of belonging. Accountable Leads: ● Nicole Samuel, Vice Principal K-2	● Data Logs: Counselor logs of weekly IC data pulls and official truancy letters mailed. ● Panorama Attendance Groups: Monitoring of chronic absentee students via established Panorama groups to track intervention effectiveness. ● Fidelity Checks: Administrative walkthroughs to verify the use of "ATTENDANCE" spelling letters and "Brag" tags in classrooms. ● Perception Surveys: Analysis of Panorama Student	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• Joseph Haili, Vice Principal 3-5 • Doris Yanagi-Balido, Counselor PreK-2 • Greg Char, Counselor 3-5	Perception surveys regarding the school environment and desire to attend.	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	While Chapter 19 incidents decreased from 442 in SY23-24 to 336 in SY24-25, internal audits reveal that inconsistent follow-through and a lack of standardized consequences continue to hinder the effectiveness of Tier 1 and Tier 2 supports. Observational data suggests that current office-level interventions are occasionally perceived by students as recreational rather than corrective, which diminishes the impact of behavioral protocols. Addressing these trends requires a comprehensive reset of school-wide expectations, involving tighter administrative protocols, explicit parent/student accountability via behavioral contracts, and	• Systemic Accountability: ○ Update the school-wide behavior flow chart to explicitly define the sequence of events following an incident, including who is responsible for parent communication. ○ Implement a student-signed Chapter 19 contract and a school-wide behavior contract for field trip eligibility to increase parent and student accountability. ○ Establish the 'Beehive Room' as a dedicated space with minimal distractions for students to complete required work/interventions. • Tier 1 Social-Emotional Instruction: ○ Shift counselors to a proactive Tier 1 role by delivering weekly/bi-weekly classroom guidance lessons and leading school-wide SEL broadcasts. ○ Supplement the Choose Love curriculum with hands-on, structured, and in-depth resources to improve instructional engagement and depth. ○ Send a representative team of teachers and counselors to a sanctioned PBIS-SEL conference (in-state or out-of-state) to vet evidence-based Social-Emotional Learning curricula and acquire advanced strategies for Tier 1 behavioral instruction • Targeted MTSS Supports: ○ Incorporate formal 'Independence Plans' into the CARE process for students with adult support to define milestones for reducing adult proximity. ○ Convene the PBIS-SEL Team (teacher reps, counselor, admin) to analyze Panorama behavior data and adjust 'Wellness Wednesday' initiatives based on emerging trends. Accountable Leads: • Jenna Kala Curriculum & RTI Coordinator • Cassandra Koja, Academic Coach K-2 • Academic Coach 3-5 • Nicole Samuel, Vice Principal K-2 • Joseph Haili, Vice Principal 3-5 • Jennifer Padayhag, Student Services Coordinator • Doris Yanagi-Balido, Counselor PreK-2	• Behavioral Data: Reduction in Chapter 19 incidents and office referrals documented on Panorama. • System Fidelity: ○ Administrative walkthroughs to monitor the use of classroom behavior matrices and the visibility of flow charts. ○ Submission of a conference summary report and delivery of turn-around training for staff during a scheduled Professional Collaboration Day to ensure school-wide implementation of new strategies.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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	enhanced professional development for all adult supervisors to ensure consistent and mission-aligned student interactions.	• Greg Char, Counselor 3-5	• Perception Metrics: Improvement in student "Sense of Belonging" and "Safety" scores on Panorama SEL surveys and the School Quality Survey (SQS). • Contract Tracking: Percentage of students maintaining eligibility for field trips based on behavior contract adherence	
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	To strengthen the "BREATH" competencies, Ewa Beach Elementary must transition from a disparate list of events to a unified system that integrates Hawaiian culture and total well-being for both students and staff. Staff feedback indicates a need to reduce initiative fatigue by tightening existing systems and ensuring SEL instruction is delivered with greater consistency and counselor support.	• Cultural & SEL Integration: ○ Embed Hawaiian culture, language, and history within school-wide SEL lessons and broadcasts to deepen the sense of 'Hawai'i' and 'Belonging'. ○ Sustain a Garden Club that integrates Native Hawaiian values and endemic plants. ○ Reintroduce counselor-led Tier 1 guidance lessons to foster a consistent school culture of 'Aloha' and 'Responsibility'. • Health & Wellness Initiatives: ○ Implement a school-wide Fruit and Vegetable Program to promote student health and the 'Total Well-being' pillar of BREATH. ○ Maintain a Wellness Committee to coordinate physical activities, including intramural sports and fitness initiatives. • Community & Leadership: ○ Execute a streamlined calendar of school-wide events (e.g., Carnival, Song Fest, Spirit Weeks) led by the Student Activities Team (SAT) and Student Council to build community. ○ Support new families through the Transition Center and PCNC, ensuring two-way communication and a sense of 'Belonging' for all stakeholders. Accountable Leads: • Nicole Samuel, Vice Principal K-2 • Joseph Haili, Vice Principal 3-5 • Greg Char, Counselor 3-5 / Student Council • Delia Clark, Family & Community Liaison / Student Council / Health Committee • Jenna Kala, Curriculum & RTI Coordinator / Health Committee	• Perception Data: Analysis of Panorama SEL/Student Perception surveys and the School Quality Survey (SQS) focusing on sense of belonging and well-being. • Participation Tracking: Tracking grade level participation school-wide events and class participation rates in the Fruit and Vegetable Program. • Enrichment Outcomes: Student performance data from the Hawaiian Studies Program	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: FFVP, \$ ☐ 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>	To ensure equity of access and successful student outcomes, EBES must prepare students for future academic and professional endeavors. Current internal audits indicate that while 3rd–5th grade focus is on exploration, Kindergarten through 2nd-grade students require a more rigorous focus on foundational "student habits" (e.g., organization, formatting work, and agenda use) to create a successful bridge to upper elementary and middle school	● Foundational Student Habits (K-2 Focus): ○ Develop and implement a school-wide 'How to be a Student' rubric for K-2, establishing non-negotiables for binder organization, consistent use of agendas, and standardized work formatting (e.g., name/date on all papers). ● Academic Readiness & Career Exploration (3-5 Focus): ○ Coordinate Grades 3-5 College Visit Field Trips and Guest Speaker events to spark interest in secondary academy pathways aligned with Ewa Makai Middle and James Campbell High School. ○ Maintain a Project-Based Learning (PBL) PLC to enhance critical thinking, collaboration, and real-world application of skills across the curriculum. ● Civic & Financial Literacy: ○ Promote social responsibility through student-led community service projects, the National Elementary Honor Society (NEHS), and the Student Operated Credit Union. ○ Execute a 'Market Day' to build practical financial literacy and entrepreneurial skills. ● Vertical Articulation: ○ Hold scheduled meetings with EMMS to discuss and align priority readiness goals for transitioning students. Accountable Leads: ● Nicole Samuel, Vice Principal K-2 ● Joseph Haili, Vice Principal 3-5	● Habit Mastery: Data from "How to be a Student" rubric checks and classroom binder audits in K-2. ● GLO Reflections: Documented student GLO self-reflections and perception surveys via Panorama. ● Performance Metrics: Successful completion of PBL projects, NEHS certifications, and participation rates in financial literacy activities. ● Parent Engagement: Feedback and attendance records from College & Career Night and related workshops	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	expectations.	• Doris Yanagi-Balido, Counselor PreK-2 • Greg Char, Counselor 3-5 • Delia Clark, Family & Community Liaison • Jenna Kala, Curriculum & RTI Coordinator		
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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 "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.
All students are taught by effective teachers, supported by effective support staff, and led by effective school administrators.	Internal audit data reveals that inconsistent monitoring and a high rate of teacher turnover have resulted in a proliferation of initiatives without sustained school-wide fidelity. Current systems lack the standardized administrative protocols and regular instructional 'follow-through' required to ensure that research-based strategies are applied	● Systemic Fidelity & Accountability: ○ Establish a 'top-down' monitoring protocol and increase administrative walkthroughs to ensure the consistent use of Learning Targets and Success Criteria (LT/SC) and co-teaching models. ○ Rebuild the MTSS process into a one-page flowchart and conduct a staff 'Reset Presentation' in SY26-27 to clarify roles, assessment inventories, and intervention expectations for teachers and EAs. ● Targeted Professional Development: ○ Provide school-wide training on WonderWorks, Heggerty, and Orton-Gillingham (OG) to support a consistent Structured Literacy Block. ○ Evaluate and implement one school-wide NGSS-aligned science program to ensure instructional consistency and ease of teacher planning. ○ Leverage Academic Coaches and district personnel to provide on-going, targeted induction and mentoring for new teachers to improve retention. ● Collaborative Leadership: ○ Amplify the impact of teacher leaders through the Instructional Leadership Team (ILT) and Academic	● Walkthrough Data: Documentation of LT/SC visibility, co-teaching fidelity, and RTI block execution. ● Systems Monitoring: Utilization of an ILT 'Data Wall' and 'RTI Cadre' to monitor school-wide trends and intervention effectiveness during articulation. ● Survey Data: Analysis of Panorama Employee Staff Well-Being and Student Perception	☒ 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

	consistently across all grade levels.	Review Team (ART) to identify school-wide 'Powerful Instructional Practices' (PIP). ○ Formalize vertical articulation cycles to communicate that grade-level proficiency is a shared, school-wide responsibility. Accountable Leads: ● Nicole Samuel, Vice Principal K-2 ● Joseph Haili, Vice Principal 3-5 ● Cassandra Koja, Academic Coach K-2 ● Academic Coach 3-5 ● Jenna Kala, Curriculum & RTI Coordinator	surveys to monitor school culture and belonging. ● Quality Metrics: Trends in the School Quality Survey (SQS) and SBA proficiency targets.	
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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>	While community engagement is vital for student success, current audits identify a need to transition from a volume of disparate activities to a purposeful, integrated engagement system. Strengthening the educator-family partnership requires a collaborative decision-making model that respects professional time and ensures all outreach efforts are strategically aligned with school-wide	● Collaborative Governance: ○ Maintain a full SCC Board membership (Principal, certificated, classified, parents, community, and student members) to oversee school-level plans. ○ Utilize the SCC for required contract exceptions and waiver approvals (e.g., bell schedules and professional collaboration days) following the consensus and secret ballot protocols defined in the CBA. ● Transparent Planning: ○ Host monthly SCC meetings to discuss school improvements, ensuring academic and financial plans are shared in an open, democratic, and collaborative manner. ○ Conduct annual Comprehensive Needs Assessment (CNA) and leadership discussions with grade levels to align school goals with actual classroom needs. ● Stakeholder Collaboration-Feedback loops: ○ Execute semester-based Family and Community Engagement events specifically designed to gather feedback on school design and financial planning. ○ Formalize the newly formed PTA as a collaborative partner with the school and School Community Council (SCC) to support school-wide partnerships, fundraising efforts, and volunteer coordination.	● Documentation Fidelity: Publicly posted SCC agendas, minutes, and invites as measured by compliance with HIDOE reporting standards. ● Engagement Data: Analysis of attendance records and qualitative feedback from participants to assess the effectiveness of decision-making sessions. ● Action Item Tracking: Regular review of follow-ups and	☒ 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

	academic priorities	○ Maintain monthly 'Ohana Coffee Chats' reframed as collaborative forums to support both parents and teachers while prioritizing teacher input. ○ Continue utilizing PCNC and Transition staff for multi-channel outreach (digital and in-person) to keep stakeholders informed of school and PTA activities. Accountable Leads: ● Jay Lin, Principal ● Delia Clark, Family & Community Liaison ● Jenna Kala, Curriculum & RTI Coordinator	action items from previous meetings to ensure systemic follow-through. ● Waiver Compliance: Documented SCC approval for all school planning and collaboration day schedules.	
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 Ewa Beach Elementary School is to transition to a mutually supportive engagement model that effectively balances community outreach with the professional efficacy of the staff.	To strengthen the educator-family partnership, EBES must transition to a mutually supportive engagement model that balances community outreach with professional efficacy. Strengthening these partnerships through an integrated system—rather than disparate events—ensures that stakeholder engagement is purposeful, mission-aligned, and sustainable for both families and staff.	• PTA & Volunteer Integration: ○ Formalize and support the newly formed Parent-Teacher Association (PTA) as a valued partner in volunteer coordination, fundraising, and community-school partnerships. • Collaborative Forums: ○ Maintain monthly 'Ohana Coffee Chats' reframed as collaborative sessions to support both parents and teachers; these forums will prioritize two-way communication regarding school goals and student support. • Targeted Outreach (Reading Campaign): ○ Implement standardized parent communication tools (scripts and intervention letters) to ensure families receive clear, resource-linked information regarding student diagnostic concerns and MTSS supports. • Multi-Channel Communication: ○ Continue utilizing PCNC and Transition Coordinator roles to bridge communication between the school, the PTA, and families via digital and in-person platforms. Accountable Leads: • Jay Lin, Principal • Delia Clark, Family & Community Liaison	• Engagement Metrics: Attendance records for PTA meetings and reframed Ohana Coffee Chats. • Perception Data: Analysis of Panorama Staff and Parent surveys focusing on the balance and effectiveness of collaborative forums. • Activity Impact: Documented PTA-led initiatives and their alignment with school-wide Academic Plan priorities.	☒ 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.

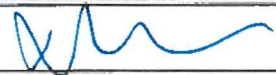
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Ewa Beach 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 **8/14/25 & 11/20/25** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **3/25/26** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **4/6/26**

Attested:

Ewa Beach Elementary Principal	Signature	Date
Jay S. Lin		Apr 8, 2026
SCC Chairperson	Signature	Date
Delia Clark		Apr 8, 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:
NA		

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

Attested:

SCC Chairperson	Signature	Date
Delia Clark		Apr 8, 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 <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Ewa Beach Elementary Bell Schedule: Link to EBES Bell Schedule	