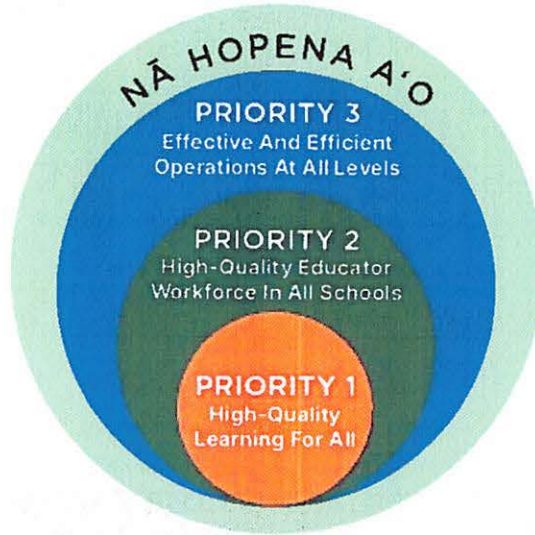




Kalei'opu'u Elementary School

Academic Plan

SY 2026-2027

94-665 Kaaholo Street
808.307.7000
www.kaleiopuues.k12.hi.us

STATE OF HAWAII
DEPT OF EDUCATION
LEEWARD OAHU DIST
26 APR -9 18:43
ADMINISTRATION

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Alika Ahu	
	Mar 27, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	Date 4/15/26

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
Kindergarten - Grade 5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	StemScopes	
Grade 6	'20 Wonders ▾	i-Ready Classroom Mathematics ▾	StemScopes	
	Select One ▾	Select One ▾		

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-2	OG		Generation Genius	
K-6	Morphology		Generation Genius	

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten - Grade 6	I-Ready ▾	I-Ready ▾
Kindergarten - Grade 2; Grades 3 - 6 (students reading grade 2 or lower)	Other: ▾ A-Z Benchmarking	Select One ▾
Kindergarten	KEA ▾	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: Spring 2024

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: TBD

Type of Next Action: Select One ▾

Year of Next Self-Study:

TBD

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: Increase student achievement in English Language Arts (ELA)

Content Area	All Students	SpEd	ELL	Disadvantaged
ELA SY25-26	58.4%	21.2%	47.3%	47.9%

Root/Contributing Cause: Inconsistencies in Tier 1 instruction limit our students' ELA achievement. To address this, we must prioritize building teacher clarity and expertise in delivering standards-based curricula. This requires a multifaceted approach that incorporates targeted interventions, a system for progress monitoring, professional development, resources, and support to enable all students to reach their potential.

2

Student Need: Increase student achievement in Math

Content Area	All Students	SpEd	ELL	Disadvantaged
Math SY25-26	46.7%	8.8%	26.3%	33.8%

Root/Contributing Cause: The primary driver of stagnant student achievement is a lack of systematic vertical alignment and inconsistent Tier 1 instruction, which prevents students from successfully bridging the gap between foundational fluency and deep conceptual mastery. We must prioritize embedding supports such as professional development, materials, and resources to ensure a cohesive, high-rigor instructional experience for all students.

3

Student Need: Increase student achievement in Science

Content Area	All Students	SpEd	ELL	Disadvantaged
Science SY25-26	59.7%	0.0%	46.1%	47.9%

Root/Contributing Cause: To maximize student success in science, we must ensure the consistent, high-quality application of the Next Generation Science Standards (NGSS) across all classrooms. Currently, inconsistencies in how these standards are taught are hindering the development of essential scientific skills and core knowledge. To bridge these gaps and elevate performance, we must prioritize improving Tier 1 instruction and vertical alignment of standards—ensuring that the foundational learning experiences are rigorous and equitable for every student. This includes expanding Project-Based Learning (PBL) across diverse content areas, with a specific focus on NGSS integration. By strategically deploying supports such as professional development, resources, equipment, and/or personnel, we can continue to drive student achievement.

4

Student Need: Increase Regular Attendance Rates

Content Area	All Students	SpEd	ELL	Disadvantaged
Regular Attendance SY25-26	79.7%	68.9%	80.7%	70.5%

Root/Contributing Cause: Currently, 20.3% of our students are in a cycle of chronic absenteeism, creating learning gaps that breed discouragement and lead to further absences. This isn't a new trend; four years of Panorama SEL Survey data consistently highlight student engagement as a primary concern. While we have launched a school-wide attendance campaign, its effectiveness is limited by a lack of broader family involvement, as promotional efforts are currently confined to the classroom level.

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: Multilingual Learners

ML	2023-2024	2024-2025
ELA	12.8	11.1
Math	24.6	20.4

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA) and Mathematics

2

Targeted Subgroup: IDEA

IDEA	2023-2024	2024-2025
ELA	39.7	37.2
Math	43.7	37.9

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA) and Mathematics

3

Targeted Subgroup: Economically Disadvantaged

Disadvantaged	2023-2024	2024-2025
ELA	10.5	10.5
Math	12.1	12.9

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA) and Mathematics



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>
Kindergarten Readiness 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. <i>Required for PWCA Elem Academic Plan</i>		EA 1.1.1(1) Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments) EA 1.1.1 (2) Provide training to administer the KEA [Curriculum Coach 1, Kindergarten Teachers] SW6 (iii, V)	KPI- % Kindergartners assessed ready Quarterly progress monitoring on school based assessments	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Literacy 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. <i>Optional for PWCA Elem Academic Plan</i>	1 & 4	EA 1.1.2 (1): Implement with fidelity the ELA evidence based strategies received through professional development such as, but not limited to: - Orton-Gillingham (OG) - Morphology - Reading strategies EA 1.1.2 (2): Implement writing strategies such as, but not limited to: - Writing process - Write Tools for Informational/ Expository EA 1.1.2 (3): Participate in professional development in literacy such as, but not limited to: - OG training and coaching - Reading PD and coaching - Writing PD (ex. Write Tools) - Local and national conferences EA 1.1.2 (4): Provide additional interventions to students not meeting grade level targets and/or screener levels [Vice Principal 2, Curriculum Coach 1, GLC] SW6 (i)	OG/ Morphology plans SBA achievement data A-Z reading data ELA unit and assessment plans GL common formative assessment data Student writing artifacts Classroom walkthroughs Goal setting Teacher Feedback Rtl Documentation	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Optional for PWCA Elem Academic Plan</i>	2 & 4	EA 1.1.3 (1): Implement the Math evidence based strategies received through professional development such as, but not limited to: - Ready Classroom Math (RCM) - Evidence Based Practices - iReady EA 1.1.3 (2): Participate in professional development in math pedagogy and strategies such as, but not limited to: - Ready Classroom Math - Evidence Based Practice PD - Local and national conferences EA 1.1.3 (3): Provide additional interventions to students not meeting grade level targets and/or screener levels - Response to Intervention (Rtl) [Vice Principal 1, Curriculum Coach 2, GLC] SW6 (i)	SBA achievement data GL RCM implementation plans Universal screener Classroom walkthroughs Growth progress data Goal Setting	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Rtl 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>	1, 2, & 4	EA 1.1.4 (1): Assess all students using the Universal Screener 3 times per year @ 95% participation in reading and math. EA 1.1.4 (2): Provide quality, core differentiated Tier 1 instruction to all students. Core instruction will include, but not limited to: - Small group instruction - Use of high impact strategies such as AVID strategies, feedback, and goal setting. - OG/ Morphology [Principal, Curriculum Coaches 1 and 2] EA 1.1.4 (3): Consistently provide additional interventions to students not meeting grade level targets or screener levels in reading and math. - Targeting specific skill areas - Monitor their progress weekly - Modify plans as necessary EA 1.1.4 (4): Participate in professional development to strengthen Rtl such as, but not limited to: - Identification of need area(s) - Progress monitoring [Vice Principal 2, SSC] SW6 (i), (ii), (iii, III)	SBA achievement data Universal screener data A-Z reading data Rtl documentation sheets Student goal setting Classroom walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Transitions 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>	1-4	EA 1.1.5 (1): Provide KinderKamp to incoming students during the summer to transition into kindergarten. EA 1.1.5 (2): Engage in conversations and experiences supporting transition between levels regarding current practices, ongoing needs, and next steps for transition in: - ELA - Math - Science - SEL [Principal, Counselors, SSC] SW6 (i), (iii, V)	KinderKamp IDEA data Transition Plans - SPED transition - EL transition Grade 6 PTP	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
PBL 1.1.6 Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. <i>Required for PWCA Elem Academic Plan</i>	1-4	EA 1.1.6 (1): Evaluate, refine, and implement at least 2 real-world project based learning experiences integrating content area subjects. EA 1.1.6 (2): Participate in professional development for continued support in PBL such as, but not limited to: - PBL training (ex. PBL 101, PBL 99) - Teacher networking - Career connections [Principal, Curriculum Coach 2, GLC] SW6 (ii), (iii, III)	GL PBL project designs and rubrics Student artifacts Student presentations Student reflections Classroom walkthroughs Presentation of Learning	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ TOTAL = \$

Science 1.1.7 All students will show growth in science by the end of fifth grade.	3 & 4	EA 1.1.7 (1): Implement the science based strategies received through professional development such as, but not limited to: - STEMScopes - NGSS PD - Bozeman Science EA 1.1.7 (2): Participate in professional development for continued support in science practices such as, but not limited to: - Science PD (ex. NGSS, STEMScopes) - Bozeman Science - Local and national PD [Principal, Curriculum Coach 2, GLC] SW6 (i)	HSA achievement data GL science pacing plans Student artifacts Classroom walkthroughs	☒ 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>
Attendance 1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1-4	EA 1.2.1 (1): Monitor the attendance status and progress of all students through attendance and policy expectations - School attendance campaign (Be Present, Be Powerful) - EA 1.2.1 (2): Implement attendance intervention strategies - Phone calls - Class Dojo messages - Home visits - Attendance letters [Vice Principal 1, Counselors] SW6 (ii)	KPI-% of students attending 90% or more days Average daily attendance rate Panorama data Perfect Attendance Tracker	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

PBIS 1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1-4	EA 1.2.2 (1): Implement schoolwide learning and behavioral expectations - 4 Core Values - Choose Love - Kelso's Choice EA 1.2.2 (2): Implement and monitor GLO monitoring tool schoolwide EA 1.2.2 (3): Implement Choose Love lessons [Vice Principal 1, Counselors] SW6 (ii), (iii, I)	Discipline data GLO data Choose Love student artifacts GLO/ Choose Love monitoring tool Panorama data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1-4	EA 1.2.3 (1): Monitor the attendance status and progress of all students through attendance and policy expectations - School attendance campaign (Be Present, Be Powerful) EA 1.2.3 (2): Implement schoolwide learning and behavioral expectations - 4 Core Values - Choose Love - Kelso's Choice EA 1.2.3 (3): Provide education about Hawaiian culture through Hawaiian Studies lessons for all students in PreK-6. - 'Ike Pono Resource Class - Hawaiian Studies is also a part of the grade 4 curriculum [Vice Principal 1, Counselors] SW6 (ii)	GLO data Choose Love student artifacts Hawaiian Studies program offering at our school Perfect Attendance Tracker	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Extracurricular 1.2.4 Utilize organizational resources to meet the needs of the whole child	1-4	EA 1.2.4 (1): Participate in extracurricular activities such as, but not limited to: - Enrichment - Intramurals - Afterschool Programs [Principal, Vice Principal 1] SW6 (ii)	Participation data Student artifacts/showcase	☒ 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>
Academies 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>	1-4	EA 1.3.1 (1): Expand the integrated career-readiness model by utilizing diverse exposure platforms and student led initiatives, such as, but not limited to: - Career Fair and Guest Speakers - Student Ambassador program - Project Based Learning (PBL) EA 1.3.1 (2): Continue to work and build partnerships with community associations such as, but not limited to: - Secondary academy partnerships - Participation in complex opportunities - Community events [Principal, Curriculum Coach 1] SW6 (iii, II)	Student Ambassador roster Community partnership opportunities Student reflections Stakeholder feedback	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

AVID 1.3.2. All students will demonstrate growth towards achievement and college and career readiness.	1-4	EA 1.3.2 (1): Implement AVID strategies through all content areas to promote: - Critical thinking - Critical reading - Academic language EA 1.3.2 (2): Participate in professional development for continued support in AVID strategies such as, but not limited to: - Local and national PD [Principal, Curriculum Coach 1] SW6 (ii)	AVID certification requirements - Site data collection - Elementary CCI Student artifacts Classroom walkthroughs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
PLC 2.1.1 Teachers will strengthen their practices to provide rigorous and equitable academic instruction and assessments.	1, 2, & 3	EA 2.1.1 (1): Teachers will participate in regularly scheduled Professional Learning Communities focusing on, but not limited to: - Instructional Unit planning (Q1) - Analysis of instructional strategies and data of formative assessments (Q2) - Responding to students when they experience difficulty in learning and when they do learn (Q3 & 4) - Learning walks EA 2.1.1 (2): Teachers will participate in routine Data Reflection Team meetings: - Implement appropriate high quality impact strategy(ies) - Provide actionable feedback to students - Provide opportunities for student goal setting - Refine unit plans and/or lessons [Principal, Curriculum Coach 1 and 2, GLC] SW6 (iii, IV)	SBA achievement data GL unit plans GL common formative assessments Student artifacts	☒ 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

Lesson Study 2.1.2 Teachers will strengthen their pedagogical practices to provide rigorous and equitable academic instruction aligned to the HCCSS.		EA 2.1.2 (1): Teachers will participate in at least one Lesson Study: - Collaborate on high impact strategy - Utilize peer observation of high impact strategy - Build consistency within and between grade levels (e.g. cross grade articulation) - Integrate high impact strategy into lessons - Review and strengthen pedagogical practice [Principal, Curriculum Coach 1] SW6 (iii, IV)	Lesson Study reflections Student artifacts of high impact strategy Lesson Study lesson plan	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Inclusive Practice 2.1.3 Teachers will strengthen their pedagogical practices in sheltered instruction to students identified as needing support.		EA 2.1.3 (1): Teachers will participate in professional development to conduct sheltered instruction to students EA 2.1.3 (2): Teachers will strengthen inclusive practices by participating in, but not limited to: - Professional development - Inclusion PLC - Local and/or national conferences [Principal, SSC, SPED GLC, ML Coordinator] SW6 (iii, III), (iii, IV)	EL credit report WIDA ACCESS data SBA achievement data on subgroup	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Induction & Mentoring 2.1.4 Beginning teachers will strengthen their professional capacity, as outlined in the State		EA 2.1.4: New teachers will participate in Professional Learning Communities and receive professional development to focus on the Induction and Mentoring Program such as, but not limited to: - Beginning teacher PD and onboarding - New Teacher Center Mentor Teacher (MT) Professional Learning Series (PLS) PD - PWCA MT PLC	Standards or Mentoring Practice (SOMP) State I&M Mentor/Beginning Teacher Survey	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

Standards of Mentoring Practice.		- PWCA Annual Beginning TEacher Summer Academy (BTSA) - NHQT [Principal, Curriculum Coach 1] SW6 (iii, IV)	Participation data (KickUp) NHQT data NHQT Principal's timeline requirements met	☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Support Staff 2.1.5 All school support staff are effective or receive the necessary support to become effective.		EA 2.1.5: Support staff will receive applicable school/ state professional development. [Principal] SW6 (iii, IV)	Number of PD opportunities for support staff	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <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>
SSC 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>	1-4	EA 3.3.1: Continue to hold SCC meetings [Principal]	SCC agenda and minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome "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.
Family Engagement 3.3.2 School will utilize organizational resources to meet the needs of the whole child	1-4	EA 3.3.2: Teachers will continue to provide an array of parent and student involvement activities such as, but not limited to: - Grade level family engagement activities - Family Nights - PBL Presentation of Learning - PTO activities - School activities [Principal, Curriculum Coach 1 & 2, GLC] SW6 (iii, IV)	GL family engagement plan and cover sheet GL reflections from parents and students Participation data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

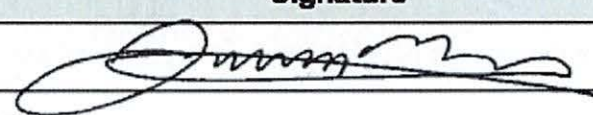
One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

The **Kalei'opu'u Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Mar 25, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 25, 2026** 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: **Mar 25, 2026**

Attested:

Kalei'opu'u Elementary School Principal	Signature	Date
Alika Ahu		Mar 27, 2026
SCC Chairperson	Signature	Date
James Carlos		Mar 25, 2026

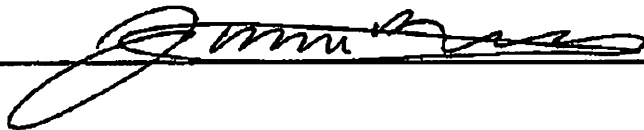
SCC Recommendations to the Academic Plan and Financial Plan:

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:
None		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
None

Attested:

SCC Chairperson	Signature	Date
James Carlos		Mar 25, 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> <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>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kalei'opu'u Elementary School Bell Schedule: Kalei'opu'u Bell Schedule	