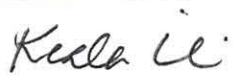


Kahalu'u Elementary Academic Plan SY 2026-2027



47-280 Waihee Road Kāne'ohe, HI 96744
(808) 305-6300
<https://www.kahaluuelementary.com>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Keala Ili	
	Apr 6, 2026

Approved by Complex Area Superintendent Sam Izumi	
	Apr 15, 2026

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-6	'16 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Amplify Science	Teacher created

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
Grades K-6	Teacher created - Worldly Wise	Teacher created		

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-6	I-Ready ▾	I-Ready ▾
Grades K-2	DIBELS ▾	
Grades K	HI KRA ▾	HI KRA ▾
Grades 3-6	IAB ▾	IAB ▾
Grades K-6 Screeners	Other: ▾ Phonological Awareness: PAST Phonics: LETRS Phonics Screener	Other: ▾ Listen to Learn
K-6	Other: ▾ Comprehension: Fountas and Pinnell Benchmark Assessment System / Guided Reading	
K-6	Other: ▾ Phonics: UFLI Foundations	
K-6		Teacher Created ▾ Efficiency Probes

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:
Type of Last Visit:

Year of Next Action:
Type of Next Action:

Year of Next Self-Study:

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"
 Please number the student need and root/contributing cause for ease of cross-referencing.

- | | |
|---|---|
| 1 | <p><u>Student Need:</u> Students need explicit instruction in the classrooms to include data driven decisions on shifting or adjusting instruction for students who didn't understand the concept the first time.</p> <p><u>Root/Contributing Cause:</u>
 Academic Instruction and Tier 1 Systems</p> <ul style="list-style-type: none"> ● Inconsistent Tier 1 Instruction: Current classroom instruction lacks sufficient explicit instruction, differentiation, and research-based strategies (such as hands-on learning). ● Foundational Gaps: While students show strength in basic decoding, they struggle significantly with higher-order thinking, vocabulary, and deep comprehension of literature and informational text. ● Insufficient Academic Rtl (Response to Intervention): The current Rtl structure needs revision, specifically regarding how groups are not formed based on formative assessments and the effectiveness of Rtl using progress monitoring. ● Need for Professional Development (PD): Staff identify needing more training in classroom management, de-escalation techniques, and specific instructional strategies to meet the needs of a high-needs population. |
|---|---|

2	<u>Student Need:</u> Students need clear and explicit schoolwide expectations built on our foundational value of Aloha and aligned to 7 Habits in “Leader in Me”. Students need to learn and understand how these expectations are built on Aloha and aligned to the 7 Habits. Students need to be rewarded when showing these expectations through our PBIS Bronco Bucks Program. Students also must be reminded when not showing these expectations. <u>Root/Contributing Cause:</u> Behavioral Systems (HMTSS) and School Climate ● Lack of a Formal Behavior Rtl: There is currently no structured system for behavioral interventions, including a lack of incoming behavioral inventories and progress monitoring for behavior. ● Inconsistent Expectations and Consequences: Rules and behavioral consequences are not applied consistently across different grade levels or by all staff members. ● Communication Gaps: Staff report a lack of clear lines of communication and timely follow-through from administration regarding their concerns. ● Social-Emotional Deficits: Students score below average in emotional regulation, growth mindset, and social awareness, which is not fully addressed by the current “Leader in Me” curriculum. ● Need for Professional Development (PD): Staff identify needing more training in classroom management, de-escalation techniques, and specific instructional strategies to meet the needs of a high-needs population.
3	<u>Student Need:</u> Students need to attend school regularly to be able to gain a sense of belonging and connectedness to the school. Attending regularly will allow access to the rigorous and relevant instruction needed to achieve academic success. <u>Root/Contributing Cause:</u> ● Challenges in Prioritizing Daily Attendance: The practice of scheduling family travel during school days has become more common, leading to a shift in how the community views the importance of consistent, in-person learning. ● Historical Barriers to School Engagement: Due to difficult experiences in their own education, some families may feel a sense of hesitation or distrust toward school, resulting in daily attendance not being viewed as a critical priority. ● Disconnection Between ‘Ohana Culture and Academic Partnership: While families feel a strong sense of 'ohana and belonging within the school community socially, this connection does not yet extend to academic partnership, leading to a gap in shared responsibility for daily attendance and classroom success.

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> Special Education Students <u>Identified Student Need(s):</u> ● Lack of Clear Placement Criteria: There is a need to re-evaluate and establish formal criteria and a determination process for student inclusion. ● Resource and Space Limitations: Teachers report lack of a dedicated SPED resource room for small group teaching, and there are concerns regarding the equitable use of available supplies and resources. ● Ineffective Scheduling: Support schedules often do not align with student needs, and there is a lack of dedicated time for SPED and general education teachers to plan collaboratively. ● High Concentration of Needs: A significant portion of the student body (mid-20%) qualifies for IDEA services, creating a strain on resources within the "Full Inclusion" model.
2	<u>Targeted Subgroup:</u> Economically Disadvantaged <u>Identified Student Need(s):</u> ● Closing Achievement Gaps: Address the performance gap between students in poverty and non-high-needs peers to ensure equitable academic outcomes. ● Attendance and Engagement Support: Mitigate socio-economic barriers to improve consistent school attendance and classroom participation. ● Behavioral and Social-Emotional Interventions: Increase access to counseling and specialized supports to help students manage behavioral challenges linked to environmental stressors.
3	<u>Targeted Subgroup:</u> Native Hawaiian <u>Identified Student Need(s):</u> ● Academic and Attendance Achievement Gaps: Address the significant performance and attendance gaps between Native Hawaiian students and their non-high-needs peers to ensure equitable academic growth and regular school participation. ● Behavioral Support Disproportionality: Implement targeted interventions to reduce the high representation of Native Hawaiian students within the school's behavioral record system.



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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
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.	State of Hawai'i Act 210 (§302A-A) State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1 Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni – Hawaiian immersion – students).	REQUIRED BY THE COMPLEX AREA: All kindergarten students are assessed for social, emotional, and academic readiness. Accountable Leads: Kindergarten Teachers Melelani Dycus (Academic Coach) Keala Ili SW6	KEA assessment data (LEI Kūlia)	See Financial Plan for amounts: ☒ WSF ☒ Title I

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.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an ELA Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) Tier 1 Instruction: ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction • Progress Monitoring Tier 1 with CFA developed and monitored at weekly PLC • Data-Based Decision Making Tier 1 at weekly PLCs Tier 2 RTI Groups: • Universal screener from previous year and SBA (if there is one) • RTI groups - receive explicit instruction using a targeted curriculum based on deficient skill • RTI students will be assessed every 4-6 weeks using a targeted assessment based on learned deficient skill. Accountable Leads: Grade Level Chair Melelani Dycus (Academic Coach) Keala Ili SW6	Tier 1 CFA developed by grade level teachers Tier 2 Universal Screener - iReady 3x's/year Phonics Rtl Groups: DIBELS every 4-6 weeks Comprehension Rtl Groups: ORF and comprehension questions using F&P every 4-6 weeks	See Financial Plan for amounts: ☒ WSF ☒ Title I
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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.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an Math Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) Tier 1 in the classroom: ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring tier 1 with CFA developed and monitored at weekly PLC • Data-Based Decision Making Tier 1 at weekly PLCs Tier 2 RTI Groups • Universal screener from previous year and SBA (if there is one) • RTI groups - receive explicit instruction using a targeted curriculum based on deficient skill • RTI students will be assessed every 4-6 weeks using a targeted assessment based on learned deficient skill. Accountable Leads: Grade Level Chair Melelani Dycus Keala Ili SW6	Tier 1 CFA developed by grade level teachers Universal Screening - iReady 3x's/year Fluency Efficiency Probes - monthly Tier 2 Fluency Efficiency Probes - every 2 weeks Tier 3 Fluency Efficiency Probes - weekly	See Financial Plan for amounts: ☒ WSF ☒ Title I
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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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Complex Area Plan: There is a need for K-12 alignment. State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).	REQUIRED BY THE COMPLEX AREA: All CK schools will: - Participate in the CK EL Success Plan Design Team Meetings - Implement one high-leverage strategy for each CK EL Success Plan goal Accountable Leads: Kristi Kobashigawa (EL teacher) Melelani Dycus (Academic Coach) Grade Level Chairs Keala Ili SW6	iReady 3x/year WIDA 1x/year Learning Walk Data	See Financial Plan for amounts: ☒ WSF ☒ Title I
		REQUIRED BY THE COMPLEX AREA: All CK schools will utilize Goalbook to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs). Accountable Leads: SPED Grade Level Chair Li'i Bee (SCC) Keala Ili SW6	Goalbook Usage Reports: Monitor administrative reports from district SPED resource teacher to track the frequency and depth of usage by special education staff.	See Financial Plan for amounts: ☒ WSF ☒ Title I

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 1.2.3. All students experience a Nā Hopena A'o environment for learning. 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Complex Area Plan: There is a need for clear transitions between and across schools. State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities	REQUIRED BY THE COMPLEX AREA: All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile. Culturally & Community Minded - HA through Aina Aloha: - Students learn Hawaiian values and serve the community (Youngs Farm, Key Project, campus) to embody Na Hopena A'o College Ready - Student portfolio, Student led conferences (Student Voice) Career Ready - Career Day & Classroom - Presentations/Guest Speakers, Partnership with WCC TRIO program Life Ready - Leader in Me and additional evidence based SEL programs 4x's/week - Goal Setting (WIG) Accountable Leads: Aloha Leadership HĀ Leadership Keala Ili Derrick Nii (counselor) SW6	Perceptual Data: Regularly review perceptual data (Panorama, SQS, MRA) to identify trends in schoolwide leadership, culture, and academic mindset. Learning Walk Data: Conduct regular classroom and campus learning walks to observe the visible integration of the 7 Habits and student leadership roles in action. Post-Conference Surveys to track student led conferences completion rates and parent/guardian feedback.	See Financial Plan for amounts: ☒ WSF ☒ Title I
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.2.1. All students desire to and attend school regularly.	Historical Barriers to School Engagement: Due to difficult experiences in their own education, some families may feel a sense of hesitation or distrust toward school, resulting in daily attendance not being viewed as a critical priority. Challenges in Prioritizing Daily Attendance: The practice of scheduling family travel during school days has become more common, leading to a shift in how the community views the importance of consistent, in-person learning.	We will foster a culture of consistent attendance through positive reinforcement. We'll achieve this using a multi-faceted approach: • We will need to build an attendance program with Tiers of Interventions, regular and consistent data reviews, and include parents/guardians. • Monthly Attendance Incentives and Awards Programs ○ To further motivate students we'll hold monthly random drawings, incentives and awards programs for those with a 95% or higher attendance rate. • Communication: ○ Faculty and staff follow attendance protocols for communicating with parents regarding attendance. Accountable Leads: Michelle Ah Chong (Student Activities Officer) Keala Ili Derrick Nii (counselor) SW6	Regular Attendance Data gather via Infinite Campus • Monthly • Quarterly • Annually Weekly Attendance Check Ups with teachers during PLT meetings.	See Financial Plan for amounts: ☒ WSF ☐ Title I

1.2.2. All students demonstrate positive behaviors at school.	Behavioral Systems (HMTSS) and School Climate Lack of a Formal Behavior Rtl: There is currently no structured system for behavioral interventions, including a lack of incoming behavioral inventories and progress monitoring for behavior. Inconsistent Expectations and Consequences: Rules and behavioral consequences are not applied consistently across different grade levels or by all staff members. Social-Emotional Deficits: Students score below average in emotional regulation, growth mindset, and social awareness, which is not fully addressed by the current "Leader in Me" curriculum.	Kahalu'u Elementary School will build a Counseling Program that includes; Tier 1 • PBIS Framework - Implement the PBIS Framework to establish, teach, and reinforce a consistent set of school-wide behavioral expectations and consequences." • SEL Lessons: Supplement 'Leader in Me' instruction by delivering evidence-based SEL programming. Lessons will prioritize student growth in emotional regulation and social awareness, directly addressing deficits identified in school-wide perceptual data. Tier 2 - Using the SSiS screener data student considered "At Risk" • Small groups based on needed strategy • Bi monthly/monthly progress monitoring using SSiS • Behavioral Charts Tier 3 - using progress monitoring data - students who make no growth for 2 consecutive Tier 2 cycles • Individual Counseling • weekly/biweekly progress monitoring Accountable Leads: Derrick Nii (counselor) Michelle Ah Chong (student activities officer) Keala Ili SW6	Screeners: SSiS Brief Scales by Pearson Panorama K-2 (Teacher reported) Progress Monitoring of Tier 2 and Tier 2 using SSiS Weekly Behavior Meeting during PLTs Perceptual Surveys: Panorama, SQS, Bernhardt	See Financial Plan for amounts: ☒ WSF ☒ Title I
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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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Establish a structured professional development series for all instructional staff focused on strengthening Tier 1 instruction and behavioral systems.	Academic Instruction and Tier 1 Systems Inconsistent Tier 1 Instruction: Current classroom instruction lacks sufficient explicit instruction, differentiation, and research-based strategies (such as hands-on learning). Behavioral Systems (HMTSS) and School Climate Lack of a Formal Behavior Rtl: There is currently no structured system for behavioral interventions, including a lack of incoming behavioral inventories and progress monitoring for behavior. Inconsistent Expectations and Consequences: Rules and behavioral consequences are not applied consistently across different grade levels or by all staff members. Social-Emotional Deficits: Students score below average in emotional regulation, growth mindset, and social awareness, which is not fully addressed by the current "Leader in Me" curriculum.	Explicit Instruction & Differentiation Training: Conduct workshops on research-based explicit instruction strategies, including hands-on learning and techniques for higher-order thinking and deep comprehension in ELA and Math (mathematical discourse). Behavioral HMTSS Integration: Provide specialized training in classroom management, de-escalation techniques, and the consistent application of schoolwide expectations aligned to the "7 Habits" and "Leader in Me" framework. Collaborative Planning Blocks: Designate specific time within the PD schedule for general education and SPED teachers to collaboratively plan for inclusion, ensuring support schedules align with student needs Accountable Leads: Melelani Dycus (Academic Coach) Derrick Nii (counselor) Li'i Bee (SCC) Keala Ili SW6	PLT Meeting minutes: Data Teams and Behavioral Data Learning Walk Data Faculty Meeting notes	See Financial Plan for amounts: ☒ WSF ☒ Title I



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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	REQUIRED BY THE COMPLEX AREA: All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. Accountable Leads: Keala Ili Sheri-Marie Kusaka	Website Compliance Audits: Monthly checks to verify that all SCC meeting agendas and minutes are posted as separate documents to the school's website.	See Financial Plan for amounts: ☒ WSF ☐ Title I

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

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
100% of families will be provided opportunities to partner in their child's education	Historical Barriers to School Engagement: Due to difficult experiences in their own education, some families may feel a sense of hesitation or distrust toward school, resulting in daily attendance not being viewed as a critical priority. Disconnection Between 'Ohana Culture and Academic Partnership: While families feel a strong sense of 'ohana and belonging within the school	Strategic Family & Student Engagement - Teachers will serve as facilitators and partners during Student-Led Conferences (SLCs), guiding students and families as they collaborate to set, monitor, and achieve their Wildly Important Goals (WIGs). - Develop and implement a series of targeted parent engagement workshops and activities designed to educate families on the school's core	SCC agendas and meeting notes: collaborative partnership to align school needs with community priorities and student needs Event Impact Feedback Loops: Collaborative surveys that allow families to	See Financial Plan for amounts: ☒ WSF ☒ Title I

	community socially, this connection does not yet extend to academic partnership, leading to a gap in shared responsibility for daily attendance and classroom success. Social-Emotional Deficits: Students score below average in emotional regulation, growth mindset, and social awareness	areas of concern—Academics and Attendance—while providing actionable strategies for home-school partnership Accountable Leads: Michelle Ah Chong (Student Activities Officer) Li'i Bee (SCC) Melelani Dycus (Academic Coach) Keali Ili	evaluate how school activities are strengthening their role as partners in improving student performance and achievement. HĀ & Aloha Leadership Collaborative Notes: Shared leadership partnerships focused on holistic student growth.	
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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 **Kahalu'u 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 _____ to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 3/30/26 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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: 3/30/26

7. This school plan was adopted through consensus or by vote by the School Community Council on: 3/30/26

Attested:

Kahalu'u Elementary Principal	Signature	Date
Keala Ili	<i>Keala Ili</i>	4/6/26

SCC Chairperson	Signature	Date
<i>Carl Okamoto</i>	<i>Carl Okamoto</i>	4/7/26

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Have a clear and specific attendance goal	A clear and specific attendance goal will support the school in reaching it's goal	Will work with the attendance lead on this.

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

Attested:

SCC Chairperson	Signature	Date
Carl Okamoto	Carl Okamoto	4/7/26

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional <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)	1,086
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Kahalu'u Elementary Bell Schedule: LINK	