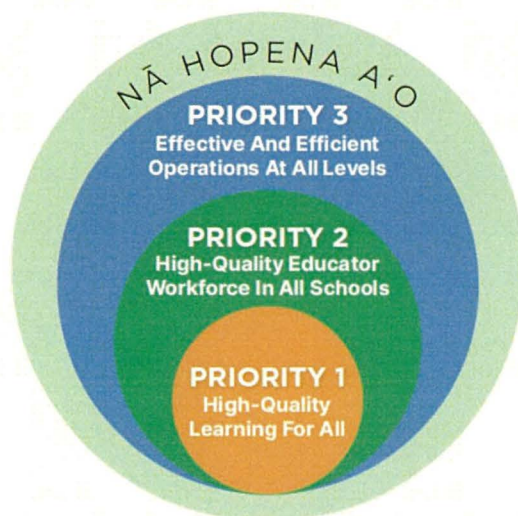




Kailua Elementary School Academic Plan SY 2026-2027

315 Ku'ulei Road
Kailua, HI 96734
808-266-7878

<https://sites.google.com/k12.hi.us/kailua/home>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Allyson Doherty

Mar 12, 2026

Approved by Complex Area Superintendent Lanelle Hibbs

04/13/2026

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
K-5	'17 EL Education K-5 Language Arts ▾	HMH Into Math ▾		
6	'19 EL Education 6-8 Language Arts ▾	HMH Into Math ▾		
PreK-6	Select One ▾	Select One ▾	Teacher Created	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
K-6	Lexia	Struggly	Generation Genius	
EL students	Imagine Learning			
Kindergarten	Always Reading			
K-2 & RTI	UFLI			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	STAR Enterprise ▾	STAR Enterprise ▾
Preschool	Other: TS Gold ▾	Select One ▾
Kindergarten	KEA ▾	Select One ▾
K-6	Teacher Created ▾	Teacher Created ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If “Other” is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: March 14, 2024

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

Year of Next Action: 2027

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2027

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need: Academic Proficiency and Gaps:</u> • <i>ELA proficiency</i> dropped from 36.8% to 28.1%, particularly in Grades 3–5, with <i>writing</i> remaining the lowest-performing strand. • <i>Math gaps</i> persist between high-needs (20%) and non-high-needs (49%) students, and between male (38%) and female (18%) students. • <i>Science proficiency</i> declined to 27.5%, widening gaps compared to state (42.9%) and complex (46.7%) averages. <u>Root/Contributing Cause:</u> (A) unfinished foundational learning, (B) inconsistent instructional quality and curriculum implementation, (C) insufficient rigor and depth of instruction, (D) weak data-driven instructional adjustment, and (E) misalignment of time and structures to learning priorities.
2	<u>Student Need: Cognitive Rigor:</u> Classroom observations and SBA claims reveal ongoing needs in higher-order thinking and academic discourse, especially in “Communicating Reasoning” and “Complex Thinking.” <u>Root/Contributing Cause:</u>

	(A) Inconsistent structures for student discourse and collaboration (B) Instruction focused on procedures and completion rather than reasoning (C) Inconsistent expectations and rigor for all learners (D) Lack of common language, scaffolds, and tools for communicating thinking (E) Inconsistent implementation of curriculum and instructional protocols
3	<u>Student Need:</u> Student Engagement and Belonging: Panorama and SQS data show declining student engagement, belonging, and perceptions of school relevance. <u>Root/Contributing Cause:</u> (A) Lack of consistent, schoolwide structures for student voice and agency (B) Inconsistent implementation of relationship-building and SEL practices (including psychological safety) (C) Limited integration of students' interests, cultures, and real-world/ place-based learning (D) Lack of coherent schoolwide structures for belonging

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> Students with special needs who require specially designed instruction. <u>Identified Student Need(s):</u> • ELA: Proficiency has been reported at 0.0% for the last three school years (2022–23, 2023–24, and 2024–25). • Math: Proficiency was 0.0% for two years, rising slightly to 4.1% in 2024–25. • Science: Proficiency has remained at 0.0% for the last three years
2	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> • ELA: Proficiency has shown significant growth over the last three years, rising from 7.6% in 2022–23 to 23.0% in 2023–24, and reaching 50.0% in 2024–25; despite this success, writing remains a specific critical need compared to speaking. • Math: Proficiency has steadily increased over the last three years, moving from 7.1% in 2022–23 to 15.3% in 2023–24, and reaching 20.0% in 2024–25. • Science: Proficiency has improved markedly, rising from 0.0% in 2022–23 to 33.3% in 2023–24, and increasing further to 40.0% in 2024–25.
3	<u>Targeted Subgroup:</u> 6th Grade Students <u>Identified Student Need(s):</u> • Behavior and Regulation: This cohort accounts for the majority of behavioral incidents on campus (20 documented offenses compared to single digits for all other grades), indicating a critical need for targeted behavioral interventions and social-emotional support. • School Belonging: Students report a low Sense of Belonging (40%), which is significantly below the state average (54%) and complex area average (51%), suggesting a disconnect between these students and the school community. • Classroom Engagement: Student engagement is a major area of need, with only 30% of students reporting favorable levels of attentiveness and investment in class, compared to the state average of 46%



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 for overseeing and monitoring 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. HĀ Connection: Responsibility, Total Well-Being, Belonging	1(A) unfinished foundational learning	EA.1.1.1.(1) Kindergarten Entry Assessment (KEA) will be administered to all incoming kindergarteners within their first 30 days of enrollment. Testing Coordinator EA.1.1.1.(2) KEA data will be used to determine SEL and academic interventions for all kindergarten students. a. Tiered interventions will be implemented and monitored in accordance with the MTSS process. Student Services Coordinator EA.1.1.1.(3) The Always Reading program is implemented in all kindergarten classes. Kindergarten GLC EA.1.1.1.(4) Implement a summer transitional program for kindergarten students. Academic Coach	SEL Survey KEA Assessment Data STAR Early Literacy	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. HĀ Connection: Excellence	1 (B) inconsistent instructional quality and curriculum implementation,	EA.1.1.2.(1) EL Education curriculum implementation (SW6) a. Teachers are provided with PD on the curriculum b. The academic coach to get coaching from the curriculum providers c. Targeted professional development is provided on topics identified through walkthrough data and teacher reflections d. Quarterly implementation-focused walkthroughs are conducted by the leadership team e. Implement student discourse protocols and student self-reflection f. EL Education coaching for all grade levels EA.1.1.2.(2) LETRS for Teachers PD a. PreK teachers engage in the Cox and CLSD coaching b. 3rd-6th grade teachers attend LETRS PD c. 3rd-6th grade teachers implement Bridge to Practice activities d. 3rd-6th grade teachers engage in coaching cycles EA.1.1.2.(3) Lexia online reading program implementation K-6 EA.1.1.2.(4) HMTSS - Reading a. Refine the intervention schedule and system b. Implement Tier III reading interventions for students with foundation reading gaps, K-6 c. Consistent implementation of the foundational reading curriculum in all K-2 classrooms d. Use the data team process to continue to monitor student learning with revised standards e. Train EAs on reading intervention curricula	Star Reading EL Education mid-unit and end-of-unit assessments Benchmark Assessments Data Team data Walkthrough data Lexia Usage	☐ 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. HĀ Connection: Excellence	1(A) unfinished foundational learning, 1(B) inconsistent instructional quality and curriculum implementation,	EA.1.1.3.(1) Into Math curriculum implementation (SW6) a. Get feedback on the current math curriculum for the anticipated curriculum review process b. Grades 3-6 use FIABs as standards-based assessments aligned to the SBA and used to track student progress c. Explore the use of math intervention tools Academic Coach EA.1.1.3.(2) Kalāheo Math Task Force a. Grade-level teachers from upper and lower will participate in quarterly complex math task force meetings Academic Coach EA.1.1.3.(3) Struggly online math program implementation in Grades K-6 Academic Coach	STAR Math FIAB Data Team data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i> HĀ Connection: Belonging, Responsibility, Excellence, Total Well-being	1 (B) inconsistent instructional quality and curriculum implementation, and/or 1(D) Weak data-driven instructional adjustment, and	EA.1.1.4.(1) Staff will be provided inclusion professional development and training through an inclusion team consisting of school-level personnel, district personnel and/or state personnel. (SW6) a. Targeted professional development is provided on topics identified through walkthrough data and teacher reflections b. Quarterly implementation-focused walkthroughs are conducted by the leadership team c. Educational Assistants are provided with monthly professional development Special Education Department Head EA.1.1.4.(2) Sustain a multi-tiered system of support for students' academic, behavioral, social-emotional, and physical health needs. (SW6) a. Monthly reflection and review meetings to determine system effectiveness and to make any necessary adjustments to the system b. Teachers during designated TCT time to review student data, determine root causes, and set intervention plans for Tier 2 and Tier 3 students. c. Monthly monitoring of intervention plans and schoolwide data during Comprehensive Student Support Team Meetings (CSSM) d. Tier 3 Reading Interventions provided by the SSC/AC and/or other staff. e. Consistent time for SEL and behavioral collaboration (CSSM and 3rd week of TCT) Student Services Coordinator EA.1.1.4.(3) Data teams meet regularly to review student data from screening, progress monitoring, and outcome assessments to identify the next steps for instruction (WASC #1 & 3, SW6)	Academic and SEL Student Data Classroom Walkthroughs Universal Screeners Interventions Plans/Progress Monitoring Agendas (MTSS/TCT, PD, Data Teams, CSSM) Assessment Calendar Curriculum Maps	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		a. Develop curriculum guides that align the curriculum with standards, assessments, and instruction across all content areas and grade levels. b. Identify common assessments to administer at key points to determine students' progress toward academic standards. c. The Data Team process is implemented during Teacher Collaboration Time d. Refine the data-driven instructional process to include selecting and implementing formative assessments. e. Teachers will have time to participate in vertical articulation Academic Coach	Student Academic Data	
		EA.1.1.4.(4) EL students will be provided sheltered language instruction and English Language Development instruction by qualified staff. (See EL Comprehensive Plan) (SW5) Anya Harrison, EL Coordinator	Growth to Target Measure	
		EA 1.1.4.(5) Enhance systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the <i>Complex and school level</i> to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students		

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> HĀ Connection: Belonging, Responsibility		EA.1.1.5.(1) Provide free preschool through partnerships with Headstart and the Executive Office of Early Learning (EOEL). (SW5) Allyson Doherty, Principal EA.1.1.5.(2) <u>Middle</u> School Concept PD for teachers in grades 5-6 - Collaborate with Kailua Intermediate School for exposure and activities multiple times during the school year - Create a student leadership pipeline as students transition through the upper grades, with the culmination of 6th graders taking on leadership roles and responsibilities across the campus Counselor	EOEL Enrollment Panorama Student Survey	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Science Proficiency 1.1.6. All students are proficient in science HĀ Connection: Responsibility	1(C) insufficient rigor and depth of instruction, 1(D) weak data-driven instructional adjustment,	EA.1.1.6.(1) Conduct a review of science curricula to adopt in the school year 2028-2029. (WASC #2) Academic Coach EA.1.1.6.(2) Continue to implement Generation Genius as a supplement to science instruction Academic Coach	Selection of Science Curriculum Science HSA	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

[illegible]

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i> HĀ Connection: Belonging, Total Well-being, Hawai'i		1.2.3 (1) Culture-based learning opportunities are provided to both students and staff a. 'Aina based field trips and/or guest speakers for all students at least once a year b. Staff huaka'i at least once a year to a local cultural site and/or engage in 'aina-based learning 1.2.3 (2) Implement the selected Sexual Violence Prevention Curriculum and Health Curriculum plan 1.2.3 (3) Provide students with whole child learning opportunities through specials classes such as PE, art, music, library, guidance, and/or 'aina 1.2.3 (4) School Community Council will dedicate time in the meetings to engage as a wellness committee to move towards compliance with the state health policy. 1.2.3 (5) Continued professional development in trauma-informed practices, using Help for Billy and Classroom 180 resources	Student and Staff Attendance Panorama School Survey Class schedule SCC minutes	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$ Apply for Hawaiian Studies monies
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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> HĀ Connection: Belonging, Responsibility	3(C) Limited integration of students' interests, cultures, and real-world/ place-based learning	1.3.1 (1) Develop a plan for strengthening College, Career, and Civic/Community Readiness - Audit the school for current career, community, and civic opportunities, such as career day and community-based field trips - Identify areas for growth - Create a three-year plan to strengthen CCCR	Completed audit with growth areas identified and 3 year plan developed	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. HĀ Connection: Belonging, Responsibility, Excellence, Hawai‘i	1(C) insufficient rigor and depth of instruction, 2(B) Instruction focused on procedures and completion rather than reasoning 2(C) Inconsistent expectations and rigor for all learners 3(A) Lack of consistent, schoolwide structures for student voice and agency 3(C) Limited integration of students’ interests, cultures, and real-world/ place-based learning	KK Complex Area PBL Agreed Upon Enabling Activity: 1.3.2 (1) Schoolwide PBL implementation, every student will experience at least one high-quality project (Gold Standard Project Design) per year a. Implementation of the EL curriculum performance tasks for each module. These performance tasks have elements of PBL and can be supplemented using PBL Works Gold Standard elements. Every grade level has modules that cross content with Science and Social Studies. b. Continuing professional development with our District PBL resource teacher and/or other resources. 1.3.2 (2) Computer Science Implementation K-6 a. Code.org implementation in all classrooms b. Increase teacher knowledge of computer science standards c. Physical Computing/robotics for 1st-6th grade to supplement Computer Science and Science curriculum	100% of students experiencing a PBL project within the year PBL templates created with Windward District personnel CODE.org student progress CODE.org scope and sequence 100% of students completing code.org lessons	☐ 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>
2.1.1. All students are taught by effective teachers. KK ILT 2.1 HĀ Connection: Excellence, Aloha		EA. 2.1 (1) Teachers will participate in the powerful instructional practice (PIP) professional development cycles, including training, safe practice, professional reading, receiving feedback, peer visits, and walkthroughs. EA. 2.1 (2) New teachers to the school are supported by the academic coach and GLCs through summer sessions and quarterly meetings EA 2.1 (3) Each classroom teacher will receive individualized professional development and coaching with an identified coach. Academic Coach	Observations and debrief during receiving feedback Walkthrough data from District Guided Visit and school walkthroughs	☐ 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>
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> HĀ Connection: Belonging, Responsibility		3.3.1 (1) The SCC meets all state-provided requirements. - Monthly SCC meetings are calendared before the start of the school year. - All members are voted on, and spots are filled before the start of the school year. - At least two community events will be held a year. Allyson Doherty, Principal	Public Agendas Completed SCC Roster	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Families are partners in their child's education. HĀ Connection: Belonging, Responsibility, Aloha, Total Well-being		3.3.2 (1) PCNC is hired to support schoolwide family engagement needs 3.3.2 (2) Teachers will send home monthly newsletters with upcoming learning, events, and reminders	Participation in Family Engagement Activities Student Learning	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
A school culture of continuous learning and growth HĀ Connection: Excellence, Belonging, ALOHA		3.3.3 (1) Implement the Continuous Improvement Cycle (plan, do, check, act) for monitoring student learning and school priorities through Grade Level Data Teams, the Instructional Leadership Team, the Multi-Tiered Systems of Support Team, PLCs, COMPASS, Steering/ART, Departments, and the School Community Council 3.3.3 (2) Crews: All school staff engage in monthly, peer-led Crew Time where participants select belonging and collaborative activities tailored to the group's current social-emotional and professional needs.	Agendas ART data SQS	☒ 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 **Kailua 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 **Jan 15, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 19, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team on 3/11/26, 3/4/26, 2/25/26, 2/18/26, 2/11/26, 2/4/26, 1/28/26, 1/21/26, and 1/14/26; Faculty Meeting on 1/28/26, 2/11/26, 2/25/26, and 3/11/26
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: **Date**

Attested:

Kailua Elementary School Principal	Signature	Date
Allyson Doherty		Mar 12, 2026

SCC Chairperson	Signature	Date
Stephanie Bailey		Mar 12, 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:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Stephanie Bailey		Mar 12, 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 hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,815
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kailua Elementary School Bell Schedule: Kailua Elementary Bell Schedule	