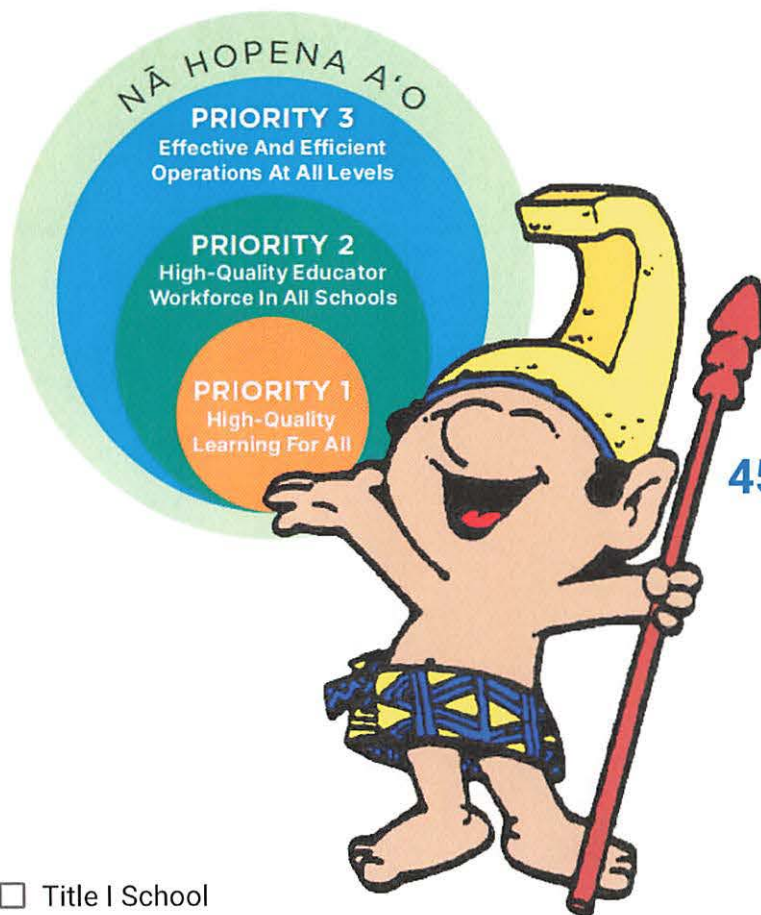
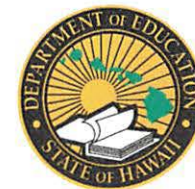




Kāne'ohe Elementary School Academic Plan SY 2026-2027

45-495 Kamehameha Hwy Kāne'ohe, HI 96744
(808) 305-0000
<https://www.kaneohe-el.com>

- ☐ Title I School
☒ Non-Title I School

Submitted by Principal Derek Minakami

A handwritten signature in black ink, appearing to read "D. Minakami".

Apr 6, 2026

Approved by Complex Area Superintendent Sam Izumi

A handwritten signature in blue ink, appearing to read "S. Izumi".

Apr 6, 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 - 5	'17 EL Education K-5 Language Arts ▾	Eureka Math2 ▾	Teacher Curated	Teacher Curated
Grade 6	'19 EL Education 6-8 Language Arts ▾	Eureka Math2 ▾	Teacher Curated	Teacher Curated

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			Mystery Science, Generation Genius	Scholastic News, Studies Weekly

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	Other: ▾ Acadience, Heggerty, Core Phonics	Other: ▾ Math Perspectives
Grades 3 - 6	Other: ▾ Acadience, Benchmark Assessment System	

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:
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	<u>Student Need:</u> 24% of students require Tier 2 / 3 interventions in both language arts and math. <u>Root/Contributing Cause:</u> Inconsistent implementation of Tier 1 and 2 Two curricular programs newly adopted
2	<u>Student Need:</u> There is 1 behavior incident per 9 students with 22% of incidences occurring in the classroom. <u>Root/Contributing Cause:</u> Novice teachers still establishing behavior management systems Rules and trust agreements are not consistently implemented
3	<u>Student Need:</u> Fewer than 50% of students responded positively to possessing emotional regulation, self-efficacy, and a growth mindset. <u>Root/Contributing Cause:</u> Inadequate instruction in developing social-emotional skills that contribute to strengthening emotional regulation, self-efficacy, and a growth mindset

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> Males <u>Identified Student Need(s):</u> academic and behavior
2	<u>Targeted Subgroup:</u> Students who receive Free/Reduced Lunch <u>Identified Student Need(s):</u> academic and behavior
3	<u>Targeted Subgroup:</u> Students who receive Special Education <u>Identified Student Need(s):</u> academic and behavior



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 Lead: Jaimie Murakami	KEA assessment data (LEI Kūlia)	See Financial Plan for amounts: ☒ WSF



PRIORITY 1: High-Quality Learning For All

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Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
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) ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction • Progress Monitoring • Data-Based Decision Making Accountable Lead: Cherisse Yamada	Teachers will maintain timely and accurate progress monitoring data on Branching Minds for students receiving Tier 2 and 3 interventions High frequency words	See Financial Plan for amounts: ☒ WSF



PRIORITY 1: High-Quality Learning For All

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Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
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.	There is a need to implement the chosen viable curriculum for language arts with integrity and develop curriculum maps, using scheduled planning time.	Teachers will implement EL Education with integrity including: • Review/Revise priority standards • Develop Language Arts curriculum maps and pacing guides • Focus on foundational skills • Align differentiated instructional approaches such as Thinking Maps • Align intervention approaches • Time for vertical articulation • Implement Universal Design for Learning (UDL) • Implement Standards-based Grading practices Accountable Lead: Miyuki Sekimitsu	Teachers will revise priority standards, curriculum maps and pacing guides that include UDL approaches and standards-based grading	See Financial Plan for amounts: ☒ WSF



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
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) ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring • Data-Based Decision Making Accountable Lead: Cherisse Yamada	Teachers will maintain timely and accurate progress monitoring data on Branching Minds for students receiving Tier 2 and 3 interventions	See Financial Plan for amounts: ☒ WSF



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
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.	There is a need to continue implementing the chosen viable curriculum for math with integrity and adjust curriculum maps, using scheduled planning time.	Teachers will implement Eureka Math Squared with integrity including: • Review/Revise priority standards • Refine math curriculum maps and pacing guides • Focus on foundational skills • Align differentiated instructional approaches such as Thinking Maps • Align intervention approaches • Time for vertical articulation • Implement Universal Design for Learning (UDL) • Implement Standards-based Grading practices Accountable Lead: Miyuki Sekimitsu	Teachers will refine priority standards, curriculum maps and pacing guides that include UDL approaches and standards-based grading	See Financial Plan for amounts: ☒ WSF



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 Lead: Jacque Yoshizumi	Teachers will (1) complete a survey on using PBL in their classrooms, (2) reflect on their engagement in EL PD, (3) document use of multiple data-sources, (4) evaluate events that foster positive relationships with families and leveraging community partners, and (5) engage with the SIQ resources website. EL Theory of Action (LINK)	See Financial Plan for amounts: ☒ WSF
		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 Lead; Lindsey Medina	Goalbook Teacher Usage Reports	See Financial Plan for amounts: ☐ WSF ☒ SPED PPA



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
1.1.5. 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. Accountable Lead: Kalei Tim Sing	Students across all grade levels engage in at least one culture-based service learning project	See Financial Plan for amounts: ☒ WSF

★ **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.	Families trips and illness are the most frequently cited reasons for absences	Continue to implement attendance interventions including regular and frequent communication with families Accountable Lead: Julie Isa	Attendance rate will increase to 95%	See Financial Plan for amounts: ☒ WSF
1.2.2. All students demonstrate positive behaviors at school.	Rules, trust agreements, and behavior interventions are not consistently implemented	Provide training in Tier 1 and 2 behavior interventions Accountable Lead: Kalei Tim Sing	Reports of classroom incidences will decrease by 5 %	See Financial Plan for amounts: ☒ WSF



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
100% of grade levels faithfully implement the PLCs at Work process with integrity	- Need for increasing the frequency of cross team and vertical collaboration opportunities - Limited evidence of schoolwide project based learning or UDL	Implement the PLC Process with integrity including: - Consistent, planned Collaborative Team meetings, that include all team members, to review students' assessments - School-wide vertical articulation of essential learning, PBL and UDL. Accountable Lead: Miyuki Sekimitsu	Collaborative Team meeting minutes show 100% of grade levels faithfully implement the PLCs at Work process with integrity	See Financial Plan for amounts: ☒ WSF



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 Lead: Derek Minakami	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	See Financial Plan for amounts: ☒ WSF

★ 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
Families feel connected to the school community	Support and engagement for families needs to be increased	Increase opportunities for families to connect with each other and partner with the school by providing • Curricula workshops • Grade level mixers • Opportunities for peer support • Training on ALOHA Accountable Lead: Derek Minakami	Event evaluations show 90% of participating families rate the activity helped them become more informed and feel more connected	See Financial Plan for amounts: ☒ WSF

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

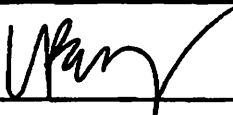
The **Kāne'ohe Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

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 **December 12, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **February 25, 2026** 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: **February 25, 2026**

Attested:

Kāne'ohe Elementary Principal	Signature	Date
Derek Minakami		02/27/2026

SCC Chairperson	Signature	Date
Chelsea Pang		2/27/26

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:

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

Attested:

SCC Chairperson	Signature	Date
Chelsea Pang		2/27/20

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>	1,095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Kāne'ohe Elementary Bell Schedule:  Kaneohe Elementary Bell Schedule	