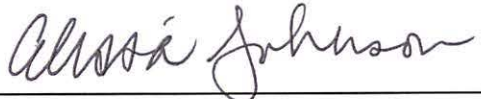




Reverend Benjamin Parker Elementary Academic Plan SY 2026-2027

45-259 Waikalua Road Kāne'ohe, HI 96744
(808) 307-1100
<https://benjaminparkerschool.weebly.com>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Elissa Johnson	
	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	'23 Wonders ▾	HMH Into Math ▾		

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-2	ECRI			
Grades 3-6	UFLI			
Grades K-6	iReady IXL	iReady IXL	Mystery Science, Brain Pop	
Grade 6	Lexia		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
Grades K-6	I-Ready	I-Ready ▾
Grades K-6	DIBELS ▾	
Kindergarten	HI KRA ▾	HI KRA ▾

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:
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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> Need to Strengthen Tier 1 Instruction <u>Root/Contributing Cause:</u> ● Inconsistent Core Instruction: Tier 1 instruction is not consistently implemented across classrooms with sufficient rigor, explicit instruction, differentiation, and use of evidence-based instructional practices. ● Limited Alignment to Standards and Student Needs: Instruction does not consistently reflect grade-level standards while also addressing prerequisite skill gaps, resulting in students struggling to access core content. ● Variable Instructional Practices: There is inconsistency in instructional delivery, pacing, and engagement strategies, leading to uneven learning experiences for students across classrooms and grade levels. ● Insufficient Focus on High-Quality Core Instruction: Gaps in Tier 1 effectiveness increase the number of students requiring supplemental and intensive support, placing strain on intervention systems
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2	<u>Student Need:</u> Need more Effective Use of Student Learning Data in PLCs/Data Teams <u>Root/Contributing Cause:</u> ● Inconsistent Data Analysis Practices: PLCs and Data Teams do not consistently engage in deep analysis of formative and summative data to identify trends, root causes, and instructional next steps. ● Limited Translation of Data into Action: While data is reviewed, it is not always used to inform instructional adjustments, targeted interventions, or enrichment in a systematic way. ● Lack of Common Assessments and Protocols: Inconsistent use of common formative assessments and data protocols limits the effectiveness and efficiency of PLC/Data Team meetings. ● Need for Capacity Building: Staff require additional support and training to build confidence and expertise in using data to drive instructional decision-making and monitor student progress.
3	<u>Student Need:</u> Need to Refine and Strengthen RTI Systems <u>Root/Contributing Cause:</u> ● Lack of a Clearly Defined RTI Framework: Current RTI processes lack clarity around entry and exit criteria, intervention intensity, and timelines, resulting in inconsistent implementation. ● Inconsistent Progress Monitoring: Interventions are not consistently monitored using reliable progress monitoring tools, making it difficult to evaluate effectiveness and adjust supports in a timely manner. ● Intervention Grouping Not Data-Driven: Students are not always grouped based on current, targeted skill deficits, reducing the impact of interventions. ● Limited Fidelity of Implementation: There is insufficient monitoring and support to ensure interventions are delivered with fidelity across grade levels and content areas.

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: Native Hawaiian Students [SW1]**

Identified Student Need(s): Improve student proficiency to close the achievement gap of Native Hawaiian students in the areas of Language Arts and Math.

<i>Smarter Balanced Assessment (SBA) Scores</i>		SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Language Arts	Native Hawaiian Students (Gr. 3-6)	43.9%	47.6%	36.6%	37%
	All Students (Gr. 3-6)	49.6%	52.5%	48.4%	44%
Math	Native Hawaiian Students (Gr. 3-6)	43.9%	36.9%	33.3%	25.8%
	All Students (Gr. 3-6)	46%	45.2%	39.6%	33.8%

2 **Targeted Subgroup: High Needs Students [SW1]**

Identified Student Need(s): Improve student proficiency to close the achievement gap of High-Needs students in the areas of Language Arts and Math.

<i>Smarter Balanced Assessment (SBA) Scores</i>		SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025
Language Arts	High Needs Students (Gr. 3-6)	42.7%	40%	37.7%	30.7%
	All Students (Gr. 3-6)	49.6%	52.5%	48.4%	44%
Math	High Needs Students (Gr. 3-6)	40.9%	36.8%	30%	20%
	All Students (Gr. 3-6)	46%	45.2%	39.6%	33.8%



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 Academic Coach Principal 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) ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction • Progress Monitoring • Data-Based Decision Making Accountable Leads: Academic Coach Principal SW6	iReady universal screener % of Native Hawaiian students on grade level in iReady (ELA) will increase to at least 32% % of High Needs students on grade level in iReady (ELA) will increase to at least 10% DIBELS -decoding, fluency, ORF (beginning, middle, and end) End of quarter reading foundation progress as noted in student report cards. Key Performance Indicator - SBA <table><tr><th>Years</th><th>Goal</th></tr><tr><td>Baseline</td><td>52.55%</td></tr><tr><td>24-25</td><td>55.05%</td></tr><tr><td>25-26</td><td>57.55%</td></tr><tr><td>26-27</td><td>60.05%</td></tr><tr><td>27-28</td><td>62.55%</td></tr><tr><td>28-29</td><td>65.06%</td></tr></table>	Years	Goal	Baseline	52.55%	24-25	55.05%	25-26	57.55%	26-27	60.05%	27-28	62.55%	28-29	65.06%	See Financial Plan for amounts: ☒ WSF ☒ Title I
Years	Goal																	
Baseline	52.55%																	
24-25	55.05%																	
25-26	57.55%																	
26-27	60.05%																	
27-28	62.55%																	
28-29	65.06%																	

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 Leads: Academic Coach Principal SW6	Revised curriculum maps and pacing guides iReady universal screeners: % of Native Hawaiian students on grade level in iReady (MA) will increase to at least 21% % of High Needs students on grade level in iReady (MA) will increase to at least 2% Into Math module and performance assessments End of quarter math progress as noted in student report cards. Key Performance Indicator - SBA <table><tr><th>Years</th><th>Goal</th></tr><tr><td>Baseline</td><td>45.26%</td></tr><tr><td>24-25</td><td>46.92%</td></tr><tr><td>25-26</td><td>48.58%</td></tr><tr><td>26-27</td><td>50.24%</td></tr><tr><td>27-28</td><td>51.90%</td></tr><tr><td>28-29</td><td>53.53%</td></tr></table>	Years	Goal	Baseline	45.26%	24-25	46.92%	25-26	48.58%	26-27	50.24%	27-28	51.90%	28-29	53.53%	See Financial Plan for amounts: ☒ WSF ☒ Title I
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27-28	51.90%																	
28-29	53.53%																	



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: EL Coordinator Principal SW6	Implement school EL Success Plan. iReady universal screeners (beginning, middle, and end) Progress on EL Theory of Action Plan	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: SSC Principal SW6	Goalbook Usage Reports (Quarterly)	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. Accountable Leads: Academic Coach Principal SW6	Graduate Profile Matrix (LINK)	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.	Limited fidelity of implementation	All students receive Leader In Me focused Instruction during the first two weeks of school. • All students participate in at least 3 Leader in Me lessons per week • All students will have the opportunity to participate in: ○ 1x/qtr Leader in Me assembly ○ 1x/qtr "picnic" with their counselor ○ 1x/qtr EXCELlent Attendance incentive for students who display EXCELlent Attendance (2 or less absences and 2 or less tardies per quarter) ○ 2x/qtr Spirit Day ○ at least 4 school wide events [SW6] Accountable Leads: • Principal • Counselors • All Classroom Teachers (LiM Lessons)	Panorama student data Teacher schedules reflect regularly planned SEL lessons Attendance Data Student assemblies and activities reflected in the Master Calendar Learning Walk Data LiM participation Data	See Financial Plan for amounts: ☒ WSF

1.2.2. All students demonstrate positive behaviors at school.	Limited fidelity of implementation	All students receive Leader In Me focused Instruction - Engage in at least 3 LiM lessons a week through the use of 1) LiM grade level workbooks and 2) online lessons and activities - Have the opportunity to participate in LiM activities such as: - Quarterly LiM assemblies 2x/qtr Tiger Leader planned events - Revise and implement Leader in Me School Wide Behavioral Matrix in all areas on campus - LiM - 7 Habits integrated and visible in every classroom. - Counselors will implement guidance lessons targeting Leader in Me and health standards in the classrooms, 2x/month [SW6] Accountable Leads: - Counselor - Student Services Coordinator - All Classroom Teachers (LiM Lessons & Language) - Principal	Leader in Me School Wide Behavioral Matrix visible in every classroom and common areas on campus. LiM lessons observed during classroom walkthroughs LiM - 7 Habits visible in every classroom Walkthrough Data	See Financial Plan for amounts: ☒ WSF ☒ Title I
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome	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: Principal	SCC agendas and minutes posted on school 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
Improve a Sense of Belonging, Satisfaction and Involvement/Engagement in parents and students	Insufficient Focus on High-Quality Core Instruction Need for Capacity Building	Ben Parker Elementary will hold the following events to increase family engagement: - At least 4 school wide events (i.e. Awards Assemblies, Halloween Parade, Chinese New Year Parade, Holiday Sing-Along) - At least 2 Community events (i.e. Benji Fair, Hoike) - At least 2 Academic Parent Nights (ELA, Math, and/or Science) - Improve communication with parents and families through consistent use of Class Dojo, School Messenger, website, etc.	Parent/Community Surveys Fliers for events Attendance/ Sign-in sheets	See Financial Plan for amounts: ☒ WSF ☒ Title I

		We will utilize various communication platforms to regularly communicate with parents/families/community such as our school webpage, social media, Class Dojo, and/or School Messenger, etc. [SW5, SW6]		
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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.

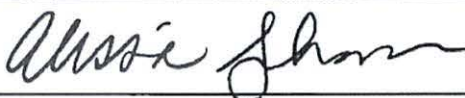
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Reverend Benjamin Parker 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 12/11/25 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 03/12/26 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: 03/12/26

Attested:

Reverend Benjamin Parker Elementary Principal	Signature	Date
Elissa Johnson		3/27/26

SCC Chairperson	Signature	Date
Jennifer Nakamura		3/27/26

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:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Jennifer Nakamura		3/27/26

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> <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>	1,098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Reverend Benjamin Parker Elementary Bell Schedule: LINK	