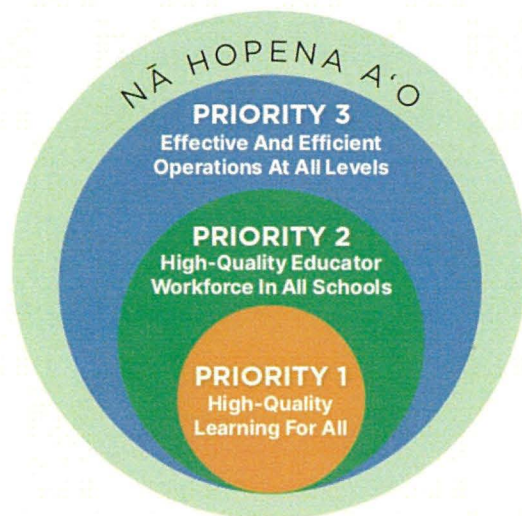
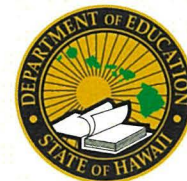




Ka'elepulu Elementary Academic Plan SY 2026-2027

530 Keolu Drive
808-807-0800

<https://www.kaelepulu.k12.hi.us/>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Chanda Rowley	
<i>Chanda Rowley</i>	Feb 28, 2026

Approved by Complex Area Superintendent Lanelle Hibbs	
<i>Lanelle Hibbs</i>	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-6	'23 Wonders ▾	Ready ▾		

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	Heggerty			
K	Pāhana 'Āina Lupalupa		Pāhana 'Āina Lupalupa	
K-6	Brainpop			
K-6	Scholastic News			Scholastic News
K-6			Generation Genius	
K-6 ELD	Newcomer Vista Curriculum			
K-6		Hand 2 Mind		

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	I-Ready ▾	I-Ready ▾
K	KEA ▾	KEA
K-6	DIBELS ▾	Listening to Learn

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: ILT and Data Team Self-Assessments
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY 2020-21

Type of Last Visit: Full Self-Study -

Year of Next Action: 2026

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2026-27

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

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

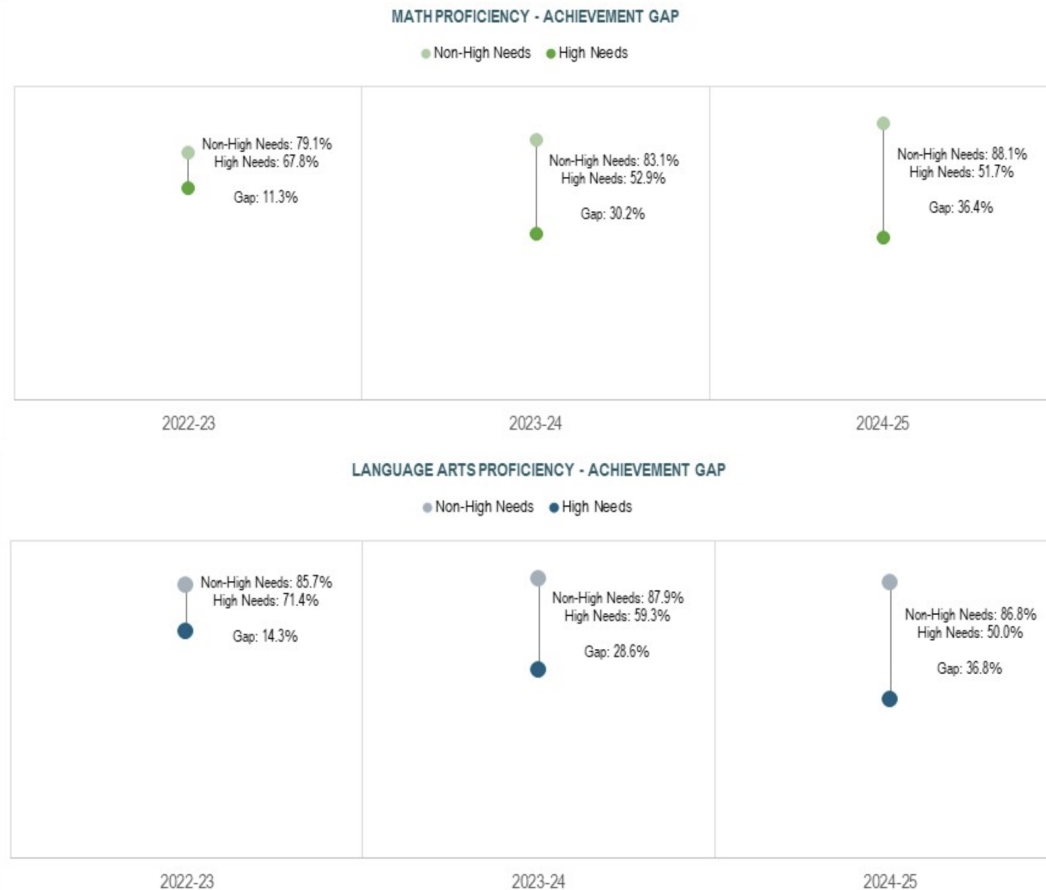
Please number the student need and root/contributing cause for ease of cross-referencing.

1	Student Need: Students need to develop skills such as self-assessment, planning, seeking feedback, monitoring, and evaluating their progress. Students should drive their learning through a deep understanding of what success looks like, using tools to monitor their progress and assess their own learning. WASC SELF-STUDY 2021 Areas of Need Empower students to be able to self-assess, set goals, and reflect upon their progress toward the learning expectations: a. We need to strengthen our development of student-friendly learning targets, incorporating the why, and facilitating student self reflection on the success criteria continuum. (4.1a, 4.1b, 4.1c) b. We need to embed goal setting for students as part of their learning so students are able to track their progress toward student-created learning goals. This will help them apply current learning to real world experiences. (4.1a, 4.1b) Root/Contributing Cause: A lack of clarity about learning expectations impedes the student-driven learning journey. 1A. Inadequate success criteria is detrimental to the quality of student projects and assignments. 1B. Insufficient opportunity for students to co-construct success criteria leads to lack of clarity about the learning intentions.
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- 1C. Inconsistent task quality, rigor and relevance interferes with students' acquiring deep learning.
 1D. Insufficient parent communication about student learning progress hinders parent engagement.

2

Student Need: Students need tiered levels of support to increase proficiency in ELA and Math. Our achievement gap has grown 6.2% in math and 8.2% in ELA since the prior year.



a.

Root/Contributing Cause: In order to ensure collective responsibility for learning, teachers must provide quality Tier 1 instruction and move students into Tier 2A when they require targeted interventions, differentiated instruction, and continuous progress monitoring to address individual strengths and challenges.

2A. Inadequate classroom supports within Tier 2A means that many students are unnecessarily referred to pullout Tier 2 and 3 interventions.

2B. Inconsistent implementation of differentiated small group instruction with targeted goals based on student need.

	2C Lack of progress monitoring outside of iReady and unit tests diminishes teachers ability to hone in on student needs. Teachers are not regularly using formative assessments to create need-based groupings and flexible schedules that provide students with differentiated targeted instruction.
3	<u>Student Need:</u> Students need autonomy, belonging, competence, purpose, fun, and curiosity. They need authentic learning opportunities that matter to them and to the world beyond the classroom. Students need engaging, student-centered learning approaches that make instruction more meaningful and relevant. <u>Root/Contributing Cause:</u> Students who find their learning relevant are more likely to engage in learning tasks and regulate their behavior. When content is relevant, students devote their time, effort, and energy to learning. 3A. Inconsistent project based learning implementation. 3B. Infrequent use of high-quality, challenging tasks to provoke struggle. 3C. Over-reliance on memorizing an algorithm and timed math fluency tests.

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> High-Needs Students (English Learner, Special Education, Low Socioeconomic Status) <u>Identified Student Need(s):</u> In order to ensure high needs students master rigorous standards at the same rate as their non-high needs peers: b. We will need to dig deeper to understand the learning gap by analyzing SBA strand-level data for ELA (reading comprehension, literary text, informational text, etc.) c. Analyze SBA claim-level data for math (concepts & procedures, problem solving, communicating reasoning, etc.) d. Look at Gap Rate data between High Needs student groups (Low SES, EL, SPED) and Non-High Needs students e. Address the attendance gap, which shows regular attendance for high needs students is 12.7% lower than non-high needs students. f. Consider monitoring Special Education students through testing and transition to next grade before exit.
2	<u>Targeted Subgroup:</u> Students who are not attending regularly <u>Identified Student Need(s):</u> Students need stronger school-family-community involvement and support. A partnership with parents, families, and community is critical to ensuring consistent attendance, engagement, and support for their well-being. Ongoing communication and collaboration with families are essential for student success.
3	<u>Targeted Subgroup:</u> Native Hawaiian students <u>Identified Student Need(s):</u> Our students will know the mountains, rain, streams, and ocean names of their ahupua'a and the mo'olelo of their place.



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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.	2C Lack of progress monitoring outside of iReady and unit tests diminishes teachers ability to hone in on student needs. 2D. Teachers are not regularly using formative assessments to create need-based groupings and flexible schedules that provide students with differentiated targeted instruction.	EA 1.1.1a. All kindergarten students are invited to attend the Summer Transition Program prior to starting kindergarten. [Lower GLC] EA 1.1.1b. All kindergarten students will be assessed with the Kindergarten Entry Assessment (KEA) within the first 30 days of the school year, or within the first 30 days of enrollment for students who enroll after the start of the school year. [Lower GLC] EA 1.1.1c. KEA data will be considered in determining academic and SEL interventions for all kindergarten students. [Lower GLC] EA 1.1.1d. Parents will be provided Individual student reports parents in a timely manner. For students assessed in June: Pass out ISRs at orientation and discuss with parents child-specific needs For students assessed in August: send home ISRs	-Kinder Transition Program Plan -Kinder Transition Parent Letters -Kinder Transition Teacher Data -KEA Data -KEA Individual Student Reports -Panorama SEL Data	☐ 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.	1C. Inconsistent task quality, rigor and relevance interferes with students' acquiring deep learning. 3A. Inconsistent project based learning implementation.	EA 1.1.2a. All classroom teachers (K-6) will implement integrated instruction for ELA which is aligned to Hawaii Common Core Standards for English Language Arts (HCCS - ELA) that is focused on student needs as determined by assessment data. [Academic Coach] EA 1.1.2b. Classroom teachers and the RTI admin team will analyze academic and other relevant student data to identify students needing tiered interventions/supports in reading. [RTI Coordinator] EA 1.1.2c. The classroom teacher will implement Tier 2A interventions and progress monitor students in Panorama. [RTI Coordinator] EA 1.1.2d. The RTI team will implement Tier 2B and Tier 3 interventions/supports and progress monitor students in Panorama. [RTI Coordinator]	-iReady Data -PD Calendar -PD Agendas -Pacing Guides -RTI Referral & Exit Forms -RTI Minutes -RTI Assessments -Panorama Data	☐ 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.	3B. Infrequent use of high-quality, challenging tasks to provoke struggle. 3C. Over-reliance on memorizing an algorithm and timed math fluency tests.	EA 1.1.3a. All classroom teachers (K-6) will implement instruction for math which is aligned to Hawaii Common Core Standards for Math that is focused on student needs as determined by assessment data. Training and technical support for teachers will be provided as needed. [Academic Coach] EA 1.1.3b. Classroom teachers and the RTI admin team will analyze academic and other relevant student data to identify students needing tiered interventions/supports in math. [RTI Coordinator] EA 1.1.3c. The classroom teacher will implement Tier 2A interventions and progress monitor students in Panorama. [RTI Coordinator] EA 1.1.3d. The RTI team will implement Tier 2B and Tier 3 interventions/supports and progress monitor students in Panorama. [RTI Coordinator] EA 1.1.3e. Teacher representatives will participate in Kailua Math Taskforce to observe math instruction and build understanding of 8 effective math practices in order to strengthen and lead math improvement. [Masuda, Rowley, Price]	-iReady Data -PD Calendar -PD Agendas -Pacing Guides -RTI Referral & Exit Forms -RTI Minutes -RTI Assessments -Panorama Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i> <i>Complex area alignment</i>	1A. Inadequate success criteria is detrimental to the quality of student projects and assignments.	EA 1.1.4.a. Interventions/support for identified students will be provided and monitored in Panorama by the student's "champion" depending on the type of intervention needed (academic, behavior, attendance, etc.). [RTI Coordinator] In order to ensure high needs students master rigorous standards at the same rate as their non-high needs peers: EA 1.1.4.b. We will need to dig deeper to understand the learning gap by analyzing SBA strand-level data for ELA (reading comprehension, literary text, informational text, etc.) [Academic Coach] EA 1.1.4.c. Analyze SBA claim-level data for math (concepts & procedures, problem solving, communicating reasoning, etc.) [Academic Coach] EA 1.1.4.d. Look at Gap Rate data between High Needs student groups (Low SES, EL, SPED) and Non-High Needs students [Academic Coach] EA 1.1.4.e. Address the attendance gap, which shows regular attendance for high needs students is 12.7% lower than non-high needs students through implementation of tiered Attendance Matrix. [Counselor]	-iReady Data -PD Calendar -PD Agendas -Pacing Guides -RTI Referral & Exit Forms -RTI Minutes -RTI Assessments -Panorama Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1B. Insufficient opportunity for students to co-construct success criteria leads to lack of clarity about the learning intentions. 1C. Inconsistent task quality, rigor and relevance interferes with students' acquiring deep learning. 1D. Insufficient parent communication about student learning progress hinders parent engagement.	EA 1.1.5a. Prepare our students with school-success skills such as use of a planner, note-taking, goal setting and organization. [Academic Coach] EA 1.1.5b. Make learning visible for students through student-friendly learning targets, incorporating the why, co-constructing success criteria, and facilitating student self reflection on the success criteria continuum. [Academic Coach] EA 1.1.5c. Embed goal setting for students as part of their learning so students are able to track their progress toward student-created goals to apply current learning to real world experiences. [Academic Coach]	-MTSS Minutes -Transition Plans -School Calendar -SPED Meeting Calendar & Minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Address the attendance gap, which shows regular attendance for high needs students is 12.7% lower than non-high needs students.	Sustained learning growth hinges on maintaining high rates of regular attendance. EA 1.2.1a. The MTSS Team will monitor students using the Attendance Matrix and determine intervention strategies with the Classroom Teacher, Counselor, and School Social Worker (if needed) during MTSS meetings. [Counselor]	-MTSS Meeting Minutes -Attendance Matrix -Attendance Letters -Attendance Contracts	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Students need autonomy, belonging, competence, purpose, fun, and curiosity to build intrinsic motivation.	EA 1.2.2a. The MTSS team will determine a system to evaluate our PBIS and Ladybucks program to determine how Ladybucks can be implemented for a positive impact. [Counselor]	-MTSS Minutes -PD Calendar -Ladybucks Plan -PBIS Documents -Choose Love Schoolwide Pacing Guide	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	‘Aina Aloha Competency Our students will know the mountains, rain, streams, and ocean names of their ahupua‘a and the mo‘olelo of their place.	EA 1.2.3a. All teachers will participate in at least two (2) HĀ-aligned professional development activities throughout the year to increase their knowledge and understanding of Nā Hopena A'o and culture-based instruction. [GLCs] EA 1.2.3b. All students will participate in at least one (1) classroom visit and a least one (1) field trip with community partner Kauluakalana as part of our ‘Āina Aloha Pathway to strengthen HĀ and PBL implementation. [GLCs] EA 1.2.3c. All teachers will include Nā Hopena A'o (HĀ) connections as part of their project-based learning unit. [GLCs]	-PD Calendar -Pacing Guides -Kauluakalana Contract -Kauluakalana Tracking Sheet -‘Āina Aloha Pathway Intake Form -PBL Unit Plans	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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> <i>Complex area alignment</i>	3A. Inconsistent project based learning implementation.	Strategy A PBL EA 1.3.1a. All students will experience at least one Project-Based Learning (PBL) project that incorporates career, community, and/or civic opportunities by the end of the school year. [Academic Coach] EA 1.3.1b. All students will attend at least one field trip or classroom presentation to engage in a college, career, community, and/or civic opportunity. [Academic Coach]	-PBL Unit Plans -College & Career Readiness Curriculum Map -Field Trip Documents	☐ 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. <i>Complex area alignment</i>	3A. Inconsistent project based learning implementation.	EA 1.3.2a. Schoolwide PBL implementation: All students will experience at least one high quality project (Gold Standard Project Design) by the end of the school year. [Upper GLC] EA 1.3.2b. All teachers will be provided with professional development and technical support as needed in PBL. [Upper GLC]	-Schoolwide PBL Calendar -PBL Unit Plans -PD Calendar	☐ 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 teachers will participate in relevant professional learning to support student achievement. Ka'elepulu teachers will increase from Basic to Proficient in the area of Data on the Data Team Components Rubric by aligning to specific standards and having data ready for meetings. <i>Complex area alignment</i>	1C. Inconsistent task quality, rigor and relevance interferes with students' acquiring deep learning. 2B. Inconsistent implementation of differentiated small group instruction with targeted goals based on student need.	Strategy B Build capacity of faculty for leading Cycles of Professional Learning and Data Team Cycles EA 2.1.1a. Using the Instructional Leadership Team (ILT) process, all teachers will participate in at least 3 Cycles of Professional Learning (CoPL) in the Powerful Instructional Practice (PIP) in the critical area of need as determined by the ILT's analysis of student data and the CNA. Strengthen professional reading and peer observation & reflection [Academic Coach] EA 2.1.1b. All teachers will be provided training and technical support in the Response to Intervention (RTI) process, targeted instructional strategies, and the Panorama Student Success platform. [Academic Coach] EA 2.1.1c. Data Teams will self-assess their current planning, instruction, and assessment for standards-based learning. [Wong]	-ILT Minutes -ILT Continuums -PD Calendar -PD Agendas -Panorama Data Danielson Framework	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		EA 2.1.1d. Use the PLC/data team process to continuously monitor and adjust instruction to meet high needs/ EL students' needs throughout the school year. • Incorporate opportunities for PLC/data team checkins after school and during school • Complete at least 3 data team cycles [Wong] EA 2.1.1d. Build a sense of belonging and wellness in the faculty. Each teacher will participate in a school team to build distributed leadership. [Academic Coach] EA 2.1.1e. Two full day waiver days for professional learning based on addressing student and teacher learning needs. [Academic Coach]		
2.2.1. Classified and support staff are provided with opportunities to maintain and grow their skills and knowledge to be effective in their positions.	Comprehensive Needs Assessment For students to feel safe at school, it is essential that school staff first feel safe themselves, as their sense of security directly influences the safety they can foster in	EA 2.2.1a. Determine why support staff responses were not as favorable on the school quality survey. [Steering] EA 2.2.1a. Provide differentiated support to support staff. [Steering]	School Quality Survey	



PRIORITY 2: High-Quality Educator Workforce In All Schools

	students. Although students and teachers responded positively on the school quality survey, support staff responses were not as favorable indicating a need to provide differentiated support to support staff.			
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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 <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>	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	EA 3.3.1a. The School Community Council will meet with the Principal at least quarterly and include representatives from each stakeholder group: Students, Certificated Staff, Classified Staff, Parents, and Community. [Academic Coach]	-SCC Agendas -SCC Minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <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>
3.4.1. Families are provided with multiple opportunities to participate in activities focused on the curriculum and/or instructional programs.	1D. Insufficient parent communication about student learning progress hinders parent engagement.	EA 3.4.1a. The Community Liaison will collaborate with administration, staff, and the PTSA to support communication with and engagement of families in school activities. [Community Liaison] EA 3.4.1b. By the end of SY 2026-27, staff will plan and implement at least two (2) family learning events to strengthen parent/guardian awareness and knowledge of school programs, the academic standards, General Learner Outcomes, curriculum, instruction, and/or initiatives based on pre-survey data. [Community Liaison]	-PCNC Meeting Minutes -PTSA Meeting Minutes -Family Event Agendas & Flyers -Sign in sheets	☐ 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.

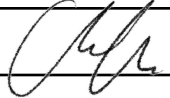
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ka'elepulu 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 **Feb 17, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 17, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **☐ Date**

Attested:

Ka'elepulu Elementary Principal	Signature	Date
Chanda Rowley		Apr 10, 2026
SCC Chairperson	Signature	Date

Larissa Gonzalez		📅 Date 04/10/2026
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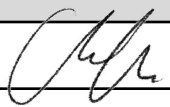
SCC Recommendations to the Academic Plan and Financial Plan:

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
Larissa Gonzalez		 Date 04/10/2026

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>	1,089
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement
Ka'elepulu Elementary Bell Schedule: Bell Schedule: Bell Schedule: <u>Monday, Tuesday, Thursday, Friday</u> School Hours: 7:45 AM to 2:00 PM 7:15-7:45 - Breakfast Service 7:45 - Starting Bell/Morning Mana'o 7:50 - Tardy Bell/Block 1 9:40 - Morning Recess begins 9:55 - Morning Recess ends/ Block 2 11:30 - Second Recess 11:50 - Lunch 12:20 - Transition 12:30 - Block 3 2:00 - Dismissal <u>Wednesday</u> School Hours: 7:45 AM to 1:00 PM 7:15-7:45 - Breakfast Service 7:45 - Starting Bell/Morning Mana'o 7:50 - Tardy Bell/Block 1 9:40 - Morning Recess begins 9:55 - Morning Recess ends/ Block 2 11:30 - Second Recess 11:50 - Lunch 12:20 - Transition 12:30 - Block 3 1:00 - Dismissal	

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