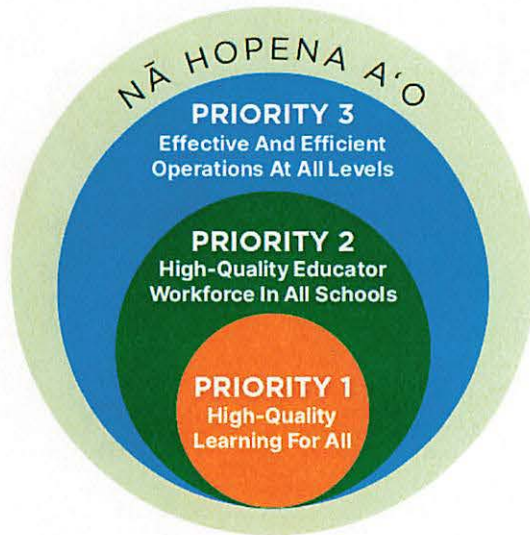
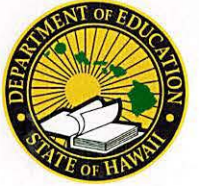




Prince Jonah Kūhiō Kalaniana'ole Elementary Academic Plan SY 2026-2027

27-300 Old Māmalahoa Hwy
(808)313-5200

<https://kalanianaole-school.weebly.com/> (SW4)

- ☐ Non-Title I School ☒ Title I School ☐ Kaiapuni A School (100% Self Contained) ☐ Kaiapuni B Program (Shared School Site $\geq 50\%$) ☒ Kaiapuni C Program (Shared School Site $< 50\%$)

Submitted by Principal David Dinkel	
	April 2, 2026

Approved by Complex Area Superintendent Kasie Kaleohano	
	04.13.26

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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 for 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.

Comprehensive Instructional Programs: English-Medium Program					
Grade Level(s)/ Course Name	English Language Arts		Mathematics	Science	Social Studies
Kindergarten - 6th Grade	'23 Wo... ▾	ORIGO Stepping S... ▾			
3rd Grade - 6th Grade			Mystery Science		
4th Grade				Bess Press	

Comprehensive Instructional Programs: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
Papa Mālaa'o	OG (M-2) ▾	Select One ▾	Ready Math ('Ōlelo Haw... ▾		
	Select One ▾	Select One ▾	Select One ▾		

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.

Supplementary Instructional Materials: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics	Science	Social Studies
Kindergarten - 6th Grade	iReady	iReady		
Kindergarten - 6th Grade	Skills Packets Genre Passages	ALEKS		
English Learners	Imagine Learning Flashlight			
Kindergarten - 2nd Grade			Mystery Science	
Kindergarten - 2nd Grade				Studies Weekly
3rd Grade				DBQ Project
5th Grade				DBQ Project
6th Grade				McGraw Hill: Discovering Our Past

Supplementary Instructional Materials: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies

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 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.

Screening And Progress Monitoring Assessments: English-Medium Program		
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics
Kindergarten - 6th Grade	I-Ready ▾	I-Ready ▾
Kindergarten - 6th Grade	DIBELS ▾	Select One ▾

Screening And Progress Monitoring Assessments: Hawaiian-Medium Program			
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaipuni ELA (P5-P12)	Mathematics
		Select One ▾	I-Ready ▾
		Select One ▾	Select One ▾

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.

HMTSS: English-Medium Program	HMTSS: Hawaiian-Medium Program
☒ Panorama ☒ School-created template ☐ Other:	☐ 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 \(SW1\)](#)
- ☐ Other current assessment/self-study report: [\[Insert text\]](#)
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [\[Insert year\]](#)

Type of Last Visit: [Select One](#)

Year of Next Action: [\[Insert year\]](#)

Type of Next Action: [Select One](#)

Year of Next Self-Study:

[\[Insert year\]](#)

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: - Critical Student Learning Need #1: Classroom Engagement Over the last three school years (SY 2022–2023 to SY 2024–2025), student perception of Classroom Engagement has experienced a concerning decline, particularly among Grade 6–12 students. In the latest school year, Classroom Engagement for Grades 6–12 plummeted to a low of 33% favorable rating according to the Panorama Education Student Perception Survey. This low is notably below the historical school average of 55% and substantially lower than the Hilo-Waiākea Complex Average of 60%. While data indicates that pedagogical effectiveness remains an overall strength (reaching 70% in Gr. 6–12), this sharp decline in engagement indicates that students are experiencing significantly less connection and participation in their learning environment compared to both their prior experience and their peers in other schools. Students need increased opportunities for meaningful engagement in learning through interactive, relevant, and student-centered instructional strategies that promote active participation, collaboration, and deeper understanding of content. Root/Contributing Cause Root Cause #2: The school's professional learning does not provide individual teachers differentiated, high-quality opportunities in order to promote collaboration, collegiality, and effectiveness. There isn't a process/system for implementation and (self-)monitoring professional development learning and its effectiveness
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	Root/Contributing Cause Root Cause #3: The school is inconsistent in providing all students with adequate academic supports (e.g., tutoring, material/supplies, co-curricular activities, tiered interventions) to keep them on track. Effective and efficient/timely tiered supports are needed to address student needs (academically and behaviorally).
2	Student Need: - Critical Student Learning Need #2: Math Achievement -Over the last three years, Math SBA performance has shown 88%, 87%, and 80% of students Not Proficient. Though 20% proficiency is an improvement for the school, it is still less than half the state average of 41%. Universal screening data further confirms that our students are struggling in the domains of 1) numbers and operations and 2) algebra and algebraic thinking. ATS: Pacific Islander subgroup proficiency was 0% for all three years. Students need to solve multi-step math problems and explain their reasoning using appropriate mathematical language, representations, and strategies. Root/Contributing Cause: Root Cause #1: Math instruction does not consistently require students to engage in multi-step problem-solving or explain their reasoning, and students have limited opportunities to discuss or justify their thinking. Metric: 20% of students proficient in mathematics; 69% (SGP) student growth percentile in math. Measures: Smarter Balanced Assessment (SBA) proficiency and Growth.
3	Student Need: - Critical Student Learning Need #3: ELA Achievement - Over the last three years, English Language Arts SBA performance has shown 81%, 80%, and 65% of students Not Proficient in school years 2022–23, 2023–24, and 2024–25, respectively. Last school year, 65% of our students did not meet proficiency, compared with 47% statewide and 48% across our complex, indicating performance substantially below. Only 9% of Pacific Islanders met proficiency on SBA in ELA in SY24-25. Universal screener data further confirms ongoing challenges in the areas of Comprehension Overall, Comprehension (Literature), and Comprehension (Informational Text). Students need to analyze complex, multi-layered texts and articulate their interpretations by citing specific textual evidence and using academic vocabulary. Root/Contributing Cause: Root Cause #1: ELA Instruction does not consistently require students to engage in multi-layered text analysis or defend their interpretations using evidence, and students have limited opportunities to engage in collaborative academic discourse to justify their thinking.
	Kaiapuni Student Need: - Ke Kula Kaiapuni 'o Kalaniana'ole is opening its first kindergarten class (papa mālaa'o) beginning SY 2026-2027. Will need to establish curriculum, instruction and assessments that will reflect learning towards the standards for Hawaiian language arts and math. Root/Contributing Cause: Instruction has not yet begun. We will work to identify measures of proficiency, including but not limited to the kindergarten entrance assessment.

In order 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. (SW5)(SW6)

1	Targeted Subgroup: ▾ English Learners (ELs) Identified Student Need(s): Students need to analyze complex, multi-layered texts and articulate their interpretations by citing specific textual evidence and using academic vocabulary. Students need to solve multi-step math problems and explain their reasoning using appropriate mathematical language, representations, and strategies.
2	Targeted Subgroup: ▾ Students with Disabilities (SPED) Identified Student Need(s): Students need to analyze complex, multi-layered texts and articulate their interpretations by citing specific textual evidence and using academic vocabulary. Students need to solve multi-step math problems and explain their reasoning using appropriate mathematical language, representations, and strategies.
3	Kaipuni Targeted Subgroup: ▾ Kindergarteners (papa mālaa‘o) Identified Student Need(s): Will need to establish curriculum, instruction and assessments that will reflect learning towards the standards for Hawaiian language arts and math.



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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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.	ENGLISH-MEDIUM PROGRAM Student Need #1 Root Cause #3	EA 1.1.1 (1) Administer KEA (KRA) to all entering Kindergarten students [Kindergarten Teacher(s)] a. Identify students who are not socially/emotionally & academically ready b. Provide all assessed as not ready with timely support ○ Academic - Rtl groups to start in Quarter 2 c. Monitor progress ○ Academic - DIBELS progress monitoring	KEA participation rate KEA results Support Log DIBELS data	☐ WSF, \$ ☒ Title I, \$500 for DIBELS materials ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:
	HAWAIIAN-MEDIUM PROGRAM	EA 1.1.1 (1) Administer KEA (KRA) to all entering Kindergarten students [Kindergarten Teacher(s)] d. Identify students who are not socially/emotionally & academically ready e. Provide all assessed as not ready with timely support ○ Academic - Rtl groups to start in Quarter 2 f. Monitor progress		

		○ <i>Academic - teacher-created progress monitoring</i>		
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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.	ENGLISH-MEDIUM PROGRAM Student Need #3 Root Cause #1	<i>EA 1.1.2 (1) Administer iReady & DIBELS Benchmark universal screeners to all students at least 3x a year [Curriculum Coordinator]</i> a. <i>Identify students who do not meet grade level proficiency benchmarks</i> b. <i>Provide all assessed as not on grade level with timely support</i> i. <i>Analyze individual student data to determine appropriate interventions</i> ii. <i>Continue to provide curricular materials (Reading Wonders) and supplemental programs (ex. Imagine Learning, iReady Personalized Instruction, Flashlight) aligned to standards-based instruction (CCSS)</i> iii. <i>Continue to provide classroom support personnel (PPE, PPT, EA) to assist targeted students with academic needs</i> c. <i>Monitor progress</i> i. <i>Continue to provide collaboration time to analyze assessment data (include formative assessment data, review student data to see how students are progressing, reflect on growth that was or was not made, reflect on quality of formative and summative assessments used)</i>	<i>ELA Universal screener participation rate</i> <i>Disaggregated Universal screener proficiency levels</i> <i>Progress monitoring data analysis "RTI Group Review"</i> <i>LETRS Screener</i> <i>Flashlight data</i>	☒ WSF, \$2,000 ☒ Title I, \$110,000 funds for personnel, curriculum, PLCs, PD ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		ii. Administer DIBELS progress monitoring assessments to determine impact of Tier 1 and Tier 2 instruction (SW6) iii. Use data to determine needed changes to instruction or intervention iv. Use portfolios to collect and display student progress that students are able to share and use for goal-setting		
	HAWAIIAN-MEDIUM PROGRAM	N/A Papa Mālaa‘o does not include ELA instruction.	N/A	

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.	ENGLISH-MEDIUM PROGRAM Student Need #2 Root Cause #1	<i>EA 1.1.3 (1) Administer iReady universal screener to all students at least 3x a year [Curriculum Coordinator]</i> <i>Identify students who do not meet grade level proficiency benchmarks</i> <i>Provide all assessed as not on grade level with timely support</i> - Analyze individual student data to determine appropriate interventions - Continue to provide curricular materials (Stepping Stones) and supplemental programs (ex iReady Personalized Instruction, ALEKS) aligned to standards-based instruction (CCSS) - Continue to provide classroom support personnel (PPE, PPT, EA) to assist targeted students with academic needs <i>Monitor progress</i> - analyze formative assessment data, review student data to see how students are progressing in order to reflect on growth that was or was not made - reflect on quality of formative and summative assessments used and explore the possibility of an additional screener for foundational skills - Continue to provide collaboration time to analyze assessment data	<i>Math Universal screener (iReady) participation rate</i> <i>Disag. Universal screener proficiency levels</i> <i>Math progress monitoring (Stepping Stones quarterly assessments)</i> <i>PLC Notes</i>	☒ WSF, \$2,000 ☒ Title I, \$110,000 <i>iReady, portfolios, personnel</i> ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$189,000 <i>EA positions</i> ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		iv. Use portfolios to collect and display student progress that students are able to share and use for goal-setting		
	HAWAIIAN-MEDIUM PROGRAM	EA 1.1.3 (1) Administer iReady universal screener to all students at least 3x a year [Curriculum Coordinator] • Identify students who do not meet grade level proficiency benchmarks • Provide all assessed as not on grade level with timely support ○ Analyze individual student data to determine appropriate interventions		

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>	ENGLISH-MEDIUM PROGRAM Student Need #3 Root Cause #1	EA 1.1.4 (1) <i>Administer universal screener to all students at least 3x a year [Curriculum Coordinator]</i> a. <i>Identify students by subgroups who are not on grade level</i> b. <i>Provide all assessed as not on grade level with timely support</i> i. Continue to provide curricular materials (Reading Wonders, Stepping Stones) and supplemental programs (exx Imagine Learning, iReady) aligned to standards-based instruction (CCSS, NGSS, HCSSS, HCPSIII, etc.) ii. Continue to provide classroom support personnel (PPE, PPT, EA) to assist targeted students with academic needs c. <i>Monitor progress</i> i. Continue to provide collaboration time to analyze assessment data (include formative assessment data, review student data to see how students are progressing, reflect on growth that was or was not made, reflect on quality of formative and summative assessments used) ii. Develop standardized data tracking system to inform instruction iii. Use portfolios to collect and display student progress that students are able to share and use for goal-setting	<i>Universal screener data</i> <i>DIBELS data</i> <i>Flashlight data</i> <i>Disaggregated sub-group data</i> <i>PLC Notes</i>	☐ WSF, \$ ☒ Title I, \$110,000 curriculum, personnel, PLC, portfolios ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		<i>EA 1.1.4 (2) EL specific activities (e.g. EL Success Initiative, ESL/ELD)</i> <i>EL Plan: Goal 1</i> C. Promoting quality interactions and reciprocal discussions in all classes in order to develop oral language in conjunction with building content knowledge <i>EA 1.1.4 (3) SPED specific activities (e.g. EBP's)</i> <i>Students with disabilities receive their specially-designed instruction (SDI) according to their IEPs.</i> <i>EA 1.1.4 (4) Family & Community Engagement activities</i> <i>Grade levels and teachers will plan</i> <i>EL Plan: Goal 3</i> A. Building community and trust between schools and families (e.g., home visits, family engagement activities, EL Recognition night, student performances)		
	HAWAIIAN-MEDIUM PROGRAM	1.1.4. (1) All teachers will implement instructional strategies that support the growth of Hawaiian Language acquisition in all grade levels In order to increase the Hawaiian Language proficiency of 100% of students as measured by teacher-created assessments.	Assessment data	

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>	ENGLISH-MEDIUM PROGRAM Student Need #1 Root Cause #3	<i>EA 1.1.5 (ES) 1) Summer transition for students entering kindergarten [Kindergarten Teacher]</i> Develop and implement a comprehensive kindergarten transition plan. • 2-week Summer Kinder Camp where future Grade K students engage in sample kindergarten activities to support readiness • Family Orientation Session where parents/guardians are provided information about school routines, expectations, and resources • Students with special needs are provided Individual transition plans and/or supports according to their needs, relative to their IEP. <i>EA 1.1.5 2) Transition activities for new students entering our school [Counselor]</i> a. Campus tour b. Assigned learning buddy c. Free uniform funded by Assistance League of Hawaii <i>EA 1.1.5 3) Establish classroom rituals and routines that foster a sense of safety, security, and comfort for incoming and new students.</i> • Faculty will continue to engage in professional development around the habit of Ready to Learn. • Faculty will facilitate the development of Ready to Learn strategies to create a safe, differentiated, and collaborative environment. <i>EA 1.1.5 4) Develop and implement a comprehensive 6th grade to intermediate transition plan.</i> • Promote and support 2-week Summer Transition Program where future Grade 7 students engage in transition activities at the intermediate school. • Provide teacher recommendations and student scores for placement in ELA/Math honors and intervention classes at the intermediate school.	<i>Panorama Surveys</i> <i>Off Track indicators for students in transition grades</i>	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other: \$
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		• Collaborate with Intermediate schools around registration for course selection. • Collaborate with intermediate schools to promote intermediate school parent information sessions. • Deliver transition-focused lessons that address the key differences between elementary and intermediate school and equip students with strategies to navigate the change successfully		
	HAWAIIAN-MEDIUM PROGRAM	<i>EA 1.1.5 (ES) 1) Summer transition for students entering papa mālaa'o [Kindergarten Teacher]</i> Develop and implement a comprehensive kindergarten transition plan. • 2-week summer program where students entering papa mālaa'o engage in sample activities to support readiness • Family Orientation Session where parents/guardians are provided information about papa mālaa'o routines, expectations, and resources	Summer rosters Data collected during summer transition Slides/Agenda/Sign-in sheet from family orientation session	

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM Student Need #1 Root Cause #3	EA 1.2.1 (1) Attendance proactive strategies [Counselor] a. Our PBIS system rewards classes with good attendance quarterly b. Our PBIS system rewards individual students with perfect attendance quarterly c. Class attendance is monitored and shared on the attendance bulletin board EA 1.2.1 (2) Attendance intervention strategies [Counselor] a. Kalaniana'ole Attendance policy b. Our teachers monitor student attendance and relay concerns to school counselor c. Our school counselor takes attendance concerns to Peer Review and follows up with letters, phone calls, home visits, etc.	Panorama SEL Survey - Sense of Belonging SQS Daily attendance rate Regular attendance rate	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	Will be included with school-wide attendance strategies. EA 1.2.1 (1) Attendance proactive strategies [Counselor] d. Our PBIS system rewards classes with good attendance quarterly e. Our PBIS system rewards individual students with perfect attendance quarterly f. Class attendance is monitored and shared on the attendance bulletin board	Panorama SEL Survey - Sense of Belonging SQS Daily attendance rate	

		<i>EA 1.2.1 (2) Attendance intervention strategies</i> [Counselor] d. Kalaniana'ole Attendance policy e. Our teachers monitor student attendance and relay concerns to school counselor f. Our school counselor takes attendance concerns to Peer Review and follows up with letters, phone calls, home visits, etc.	Regular attendance rate	
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM Student Need #1 Root Cause #3	<i>EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations</i> [Counselor] • Cougar of the Month • Cougar of the Quarter • Quarterly Incentives • Cougar Tickets & Cougar Cash • Cougar Cart • Game Room <i>EA1.2.2(2) Administer behavior screener (ex. SRSS-IE or BEISY) at least 3 times per school year.</i> • Administer screener • Share, review, analyze data • Provide appropriate interventions for identified students <i>EA1.2.2(3) Behavior Intervention strategies</i> • Implement behavior interventions • Progress monitoring	PBIS data	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	HAWAIIAN-MEDIUM PROGRAM	EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations [Counselor] • Cougar of the Month • Cougar of the Quarter • Quarterly Incentives • Cougar Tickets & Cougar Cash • Cougar Cart • Game Room Consider adapting to incorporate Hawaiian language-based recognition		
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM Student Need #1	EA 1.2.3 (1) Nā Hopena A'o Activities [Leadership Team/GLCs] - Cougar Qualities - Quarterly PRIDE Books - Activities that promote inclusivity and celebrate diversity - students learn how to collaborate and communicate with their peers in their classroom through teacher instruction to develop student learning communities. EA 1.2.3 (2) Culture-based learning opportunities/activities [Leadership Team/GLCs] - Place-based learning - Field trips (SW6) - Artists in the Schools EA 1.2.3 (3) 'Āina Aloha programs/activities [Principal, Curriculum Coordinator] - Kūhiō Day Celebration - Hawaiian Studies Program	PRIDE Book activities lists, Student Samples of PRIDE Book activities Cougar Cash data Photos, student work samples from field trips Documentation of 'Āina Aloha programs (slides, photos, videos, etc.)	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	HAWAIIAN-MEDIUM PROGRAM	EA 1.2.3 (1) Culture-based learning opportunities/activities [Leadership Team/GLCs] 1. <i>Place-based learning</i> 2. <i>Field trips</i> EA 1.2.3 (2) 'Āina Aloha programs/activities [Principal, Curriculum Coordinator] 1. <i>Kūhiō Day Celebration</i> 2. <i>Hawaiian Studies Program</i>	Photos, student work samples from field trips Documentation of 'Āina Aloha programs (slides, photos, videos, etc.)	
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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>	ENGLISH-MEDIUM PROGRAM Student Need #1	EA 1.3.1 (1) <i>Elementary</i> - Expand learning opportunities to support meaningful student connection and engagement in our community and school: [Leadership Team/Counselor] a) Resource classes (coding, beekeeping, D.A.R.E.) • Time within school is dedicated to a well-rounded experience for our students outside of core content areas b) Field Trips (2x/year) • local contexts that offer firsthand experiences with local history, industries, cultures, and natural environments as well as that bridge connections with local leaders, organizations, and environments c) Student Body Government • Give students opportunities to represent the school in SCC meetings d) Junior Police Officers (JPO) • Students interact daily with parents and students in ways that reinforce positive school expectations e) Schoolwide Service Project	<i>Schedules</i> <i>Participation</i> <i>Photos, student work samples from field trips</i> <i>Documentation of 'Āina Aloha programs (slides, photos, videos, etc.)</i>	☒ WSF, \$10,000 ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• Students and teachers are given an opportunity to contribute to our school and/or local community f) Career Day • Students meet professionals in our community who can serve as examples, learning more about the World of Work g) Journey Through The Universe (JTTU) • Professionals engage students in interactive activities that may inspire some to pursue work in science h) World of Work (“What will I do?”) • Students and teachers explore and integrate self-awareness and career connections in various fields i) Student Ambassadors • Develop process and criteria to select students who will serve as Kalanianaʻole School ambassadors. These students will have the responsibility of greeting visitors, speaking at events, etc. • Students will participate in training with complex-area high schools. <i>EA 1.3.1 (2) Elementary Maintain partnerships with community organizations and resources [Principal, PCNC]</i> - KEIS PTO - KEIS SCC - Kalanianaʻole School Foundation - Connect Point Church - Artists in the Schools - Kekelaokalani - Hawaii Island Community Health Center CTE Road Map		
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	HAWAIIAN-MEDIUM PROGRAM	<i>EA 1.3.1 (1) Elementary</i> - Expand learning opportunities to support meaningful student connection and engagement in our community and school: [Leadership Team/Counselor] a) Field Trips (2x/year) • local contexts that offer firsthand experiences with local history, industries, cultures, and natural environments as well as that bridge connections with local leaders, organizations, and environments 1.3.1. (2) All students will learn about and participate in school-wide activities related to: Makahiki, Lā Kū'oko'a, and Lā Kūhiō as a means to engage their civic kuleana to the broader community. 1.3.1. (3) The school will support community sponsored events (Ola ka 'Ī, Pūlama, Kūhiō Day celebrations) and tie in school activities for all students that will increase civic engagement.		
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
2.1.2 All teachers are effective or receive the necessary support to become effective. (To add additional desired outcomes, duplicate this row)	ENGLISH-MEDIUM PROGRAM Root Cause #2	EA 2.1.2 (1) Induction & Mentoring Activities [Curriculum Coordinator] • Complex Area I & M program • School level I & M activities EA 2.1.2 (2) Provide professional development that improves proficiency and increases instructional skills and strategies in targeted areas (Math, Reading, & Science), (SW6) [Principal] a. 21 Hours PD plan (aligned to root causes/need areas) -collaboration & articulation -data review -data analysis -district and state mandatory PD (ex. Suicide, Sexual Violence, etc.) b. Additional school PD (aligned to root causes/need areas)	Participation PD Calendar Meeting Slides	☒ WSF, \$4,000 stipends ☐ 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

		-Powerful Teaching and Learning -Fluency -SEL/Second Step -QBS Safety Care -World of Work <i>EL specific activities</i> <i>EL Plan - Goal 2</i> C. Developing a system to provide high-quality support and collaboration opportunities to improve EL instructional practices (e.g., coaching, modeling, self-directed learning, peer support)		
	HAWAIIAN-MEDIUM PROGRAM	<i>EA 2.1.2 (1) Induction & Mentoring Activities</i> [Curriculum Coordinator] • Complex Area I & M program • School level I & M activities <i>Explore possibility of connecting with teachers from Puna Kamaha'o to begin a team of Hawai'i Island lower el teachers</i>		



PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
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>	ENGLISH-MEDIUM PROGRAM	EA 3.3.1 (1) The School Community Council will meet monthly and fulfill SCC timelines and duties. [Principal David Dinkel] a. Monitor Academic Plan (SW3) b. Hold two community meetings annually c. Nominate and hold elections for new members d. Conduct Orientation/Training Session for new SCC members on roles and responsibilities e. Complete SCC Self Assessment & Principal Survey	SCC member roster and agendas	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	EA 3.3.1 (1) A kaiapuni representative will attend monthly School Community Council meetings [Principal David Dinkel]	SCC member roster and agendas	

★ 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>
3.3.2. All families can easily participate in engagement activities related to school initiatives and student achievement.	Root Cause #3	EA 3.3.2 - The school will host family engagement activities that will empower families to support their child's learning [Classroom teachers] a) Open House b) Literacy/Math night c) Holiday Dinner & Program d) Hō'ike/Performances e) Social-emotional Learning f) Summer Reading Books <i>EL specific activities</i> <i>EL Plan: Goal 4</i> E. Educating the school community to recognize and celebrate cultural similarities and differences (e.g., SEL lessons, studying different cultures, lessons with real-world context, utilizing parent/community resources)	Agendas and Sign-in sheets Feedback surveys Photos, videos, slideshows Student work samples Newsletter, Social Media posts	☐ WSF, \$ ☒ Title I, \$2,000 funds for refreshments, materials ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) 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 **Prince Jonah Kūhiō Kalaniana'ole 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 **Mar 12, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 12, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations. **(SW2)**
 - ☐ 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: **Mar 12, 2026**

Attested:

Prince Jonah Kūhiō Kalanianaʻole Elementary Principal	Signature	Date
David Dinkel		Apr 13, 2026

SCC Chairperson	Signature	Date
Yuko Suzuki		Apr 13, 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:

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

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Attested:

SCC Chairperson	Signature	Date
Yuko Suzuki		Apr 13, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Prince Jonah Kūhiō Kalanianaʻole Elementary Bell Schedule:

M, T, Th, F	Min	Activity	Wednesday	Min
7:55 – 8:00	5	Passing	7:55 – 8:00	5
8:00 – 8:15	15	Homeroom	8:00 – 8:15	15
8:15 – 9:45	90	Instruction/RTI	8:15 – 9:45	90
9:45 – 10:00	15	R E C E S S	9:45 – 10:00	15
10:00 – 11:40	100	Instruction/RTI	10:00 – 11:25	85
11:40 – 12:15	35	L U N C H / R E C E S S	11:25 – 12:00	35
12:15 – 2:00	105	Instruction	12:00 – 12:45	45
2:00 – 2:15	15	Closing	12:45 – 1:00	15