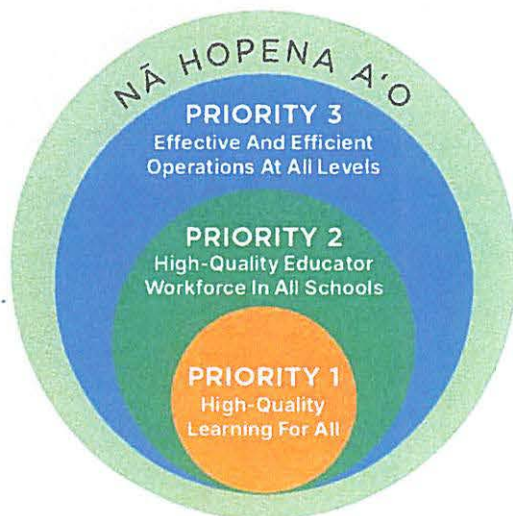


Chiefess Kapi'olani Elementary Academic Plan SY 2026-2027

966 Kilauea Avenue
808 313-5100
cks.k12.hi.us



- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Kimberly Castillo

Handwritten signature of Kimberly Castillo in black ink.

Date 4/9/26

Approved by Complex Area Superintendent Kasie Kaleohano

Handwritten signature of Kasie Kaleohano in blue ink.

Date 04.13.26

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	HMH Into Math ▾	HMH Science Dimensions	K-3, 5-6: Studies Weekly 4: Hawaiians of Old 5: Harcourt Social Studies: The United States Making a New Nation/ 6: Harcourt Social Studies World History
Grade 6	'20 Wonders ▾	HMH Into Math ▾	HMH Science Dimensions	
Sped	Other: ▾ Teach Town	Other: ▾ Teach Town		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	i-Ready	i-Ready		Studies Weekly
ELL Students	Imagine Learning			
K-6	ECRI/STAIRS Wonderworks	Reflex		
K	Spelling Packets (Goes with Wonders)			

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-6	DIBELS ▾	Select One ▾
Grades 3-6	IAB	IAB ▾
K	KEA	Select One ▾
K-6	WIDA Screener	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.

☐ 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: [2025]

Type of Last Visit: Full Self-Study -

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.

1.1	Student Need: Students need to learn how to represent numbers using concrete and visual models, understand place value relationships, and apply grade-level operational strategies with accuracy and conceptual understanding to improve number sense. Root/Contributing Cause: A lack of a unified approach to monitoring systems has resulted in inconsistent implementation of high-quality Tier 1 instruction. Additionally, a lack of continuous progress monitoring and structured collaborative planning between teachers and instructional coaches has reduced the school's ability to respond effectively and in a timely manner to student learning needs.
1.2	Student Need: Students need to learn how to analyze a word problem, choose the appropriate operation(s), and explain their problem-solving process using the QDPAC strategy. Root/Contributing Cause: A lack of a unified approach to monitoring systems has resulted in inconsistent implementation of high-quality Tier 1 instruction. Additionally, a lack of continuous progress monitoring and structured collaborative planning between teachers and instructional coaches has reduced the school's ability to respond effectively and in a timely manner to student learning needs.
1.3	Student Need: Students need to learn how to apply phonetic skills to decode words and read grade-level texts with fluency and accuracy.

	<u>Root/Contributing Cause:</u> A lack of a unified approach to monitoring systems has resulted in inconsistent implementation of high-quality Tier 1 instruction. Additionally, a lack of continuous progress monitoring and structured collaborative planning between teachers and instructional coaches has reduced the school's ability to respond effectively and in a timely manner to student learning needs.
1.4	<u>Student Need:</u> Students need to learn how to identify explicit details and implicit information from the text and vocabulary in a text to summarize and determine the main idea. <u>Root/Contributing Cause:</u> A lack of a unified approach to monitoring systems has resulted in inconsistent implementation of high-quality Tier 1 instruction. Additionally, a lack of continuous progress monitoring and structured collaborative planning between teachers and instructional coaches has reduced the school's ability to respond effectively and in a timely manner to student learning needs.
2	<u>Student Need:</u> EL students need to learn academic vocabulary to engage in high-quality interactions and discussions. <u>Root/Contributing Cause:</u> The decline in English Learner proficiency, as evidenced by lower WIDA ACCESS growth rates and decreased SBA ELA and Math proficiency, is likely due to inconsistent implementation of rigorous, evidence-based instruction that intentionally integrates differentiated strategies and explicit academic vocabulary development. In addition, instructional practices may not consistently remove linguistic and cultural barriers or provide sufficient opportunities for students to access content through culturally responsive classroom environments, limiting EL students' ability to fully engage in grade-level learning. The absence of consistent, high-quality interactions that promote reciprocal discussion is impacting students' ability to develop oral language and build content knowledge.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> Students with Disabilities (SPED) <u>Identified Student Need(s):</u> Approximately 17% of students at Chiefess Kapi`olani Elementary are eligible for services under Individuals with Disabilities Education Improvement Act (IDEIA). 62% of those identified are receiving instruction in the general education setting for 80% or more of the day. On the ELA SBA, 5.8% of students identified as IDEIA Met Standard (an increase from 2.7% in the previous year). On the Math SBA, 2.90% of students identified as IDEIA Met Standard. The percent of students identified as IDEIA meeting proficiency in ELA and Math are substantially lower than the percentage of students for the overall high needs category.
2	<u>Targeted Subgroup:</u> English Learners (EL) <u>Identified Student Need(s):</u> Approximately 14% of students at Chiefess Kapiolani Elementary are English learners. Over the last 3 years our English learner population has underperformed compared to their English speaking peers on statewide assessments in ELA, Math, and Science. (Out of current ELL and recently exited ELL students, 4 passed ELA, 2 passed Math, and 0 passed Science). Currently, our Growth to Target is at 42% compared to 48% in the state.



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.	1, 2	EA 1.1.1(1) Administer the SRSS-IE Behavior Screener with teachers three times a year. [Counselor] (SW6) a. Identify students who are at risk for internalizing and externalizing behaviors. b. Provide all assessed with timely support to develop foundational skills for learning (Through teacher support in classroom or Peer Review).	SRSS-IE Behavior Screener Peer Review Intervention Document Student Support Plans (SSPs) Behavior Support Plans (BSPs) Ci3T exit/entry criteria for interventions	☐ 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. Annual Target By the end of the 2026-2027 school year: 70% of all students will meet or exceed their i-Ready Reading Typical Growth targets 65% of all K-3 students will meet or exceed the DIBELS NWF-WRC (Nonsense Word Fluency - Whole Words Read Correct) end-of-year benchmarks	1, 2	EA 1.1.2 (2) Administer i-Ready Reading and DIBELS 8 universal screener to all students at least 3x a year. [DIPC] (SW1, SW6) - Students will complete the i-Ready Reading and DIBELS assessment (Fall, Winter, Spring) to determine students' academic levels. - Students who are identified as not on grade level will be further assessed with a reading inventory to determine specific needs and progress monitoring intervals. - Progress and Growth Monitoring will be regularly administered to all students. Data will be documented and analyzed at Grade-Level Achievement Team Meetings. - Comprehensive data analysis will identify students' needs and develop intervention plans, with timely teacher/student support. Tutors will be provided to support instruction aligned to whole or small group need(s) across all Tiers. EA 1.1.2 (3) Deliver direct instruction for foundational skills to all students daily (i.e. ECRI/STAIRS, T2 direct instructional strategies). [DIPC] (SW1, SW6) - Tier 1: All K-2 students will receive ECRI direct instruction for foundational reading skills. - Tier 1: All grade 3-6 students will receive STAIRS direct instruction for reading skills. - Tier 1: All Kindergarten students will receive Kindergarten spelling direct instruction and practice for foundational reading/writing skills. - Tier 2: Select students in grades K-6 will receive intensified instruction via small groups to meet individual needs. Tutors will be provided to support instruction aligned to whole or small group need(s). - Tier 3: A few students in grades K-6 will receive intensified instruction via individual interventions.	ELA Universal (i-Ready and DIBELS) Screener Participation Rate Disaggregated Universal (i-Ready and DIBELS) Screener Proficiency Levels DIBELS Progress Monitoring/ iReady Growth Monitoring Ci3T Exit/Entry Criteria for Interventions Tier 1 Progress Monitoring Data Intervention Progress Monitoring Teacher Data Plans / Student Individual Data Sheets	☒ WSF, \$42,000 ☒ Title I, \$135,000 ☐ 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. Annual Target By the end of the 2026-2027 school year, 65% of all students will meet or exceed their i-Ready Math typical Growth target.	1, 2	EA 1.1.3 (1) Administer i-Ready Math Assessment to all students at least 3x a year. [DIPC] (SW6) - Students will complete the i-Ready Math assessment (Fall, Winter, Spring) to determine students' academic levels. - Students who are identified as not on grade level will be further assessed to determine specific needs and interventions. Timely teacher/student support will be tiered and aligned to student or small group need(s). - Progress will be regularly documented, monitored and discussed at weekly grade level Achievement Team Meetings to determine effectiveness or need for a different intervention strategy. EA 1.1.3 (2) Reflex Math: Students in grades 2-6 will utilize the research-based Reflex Math Program to increase math fluency. Reflex Math is an online adaptive, individualized system for mastering basic math facts. [DIPC] (SW1, SW6) - Students will use Reflex Math daily until a minimum of three "green lights" are achieved weekly (10-20 min). - Student progress will be regularly monitored and discussed at grade level Achievement Team Meetings to determine intervention needs. EA 1.1.3 (3) All students in grades K-6 will receive standards-based instruction utilizing the HMH Into Math curriculum. [CC] (SW6) - Professional Development - Differentiated instruction to maximize learning for all students - Provide time in Achievement Team meetings for grade level articulation planning to monitor and update curriculum guides and to plan for data-driven instruction and assessment.	Math universal (i-Ready) screener participation rate Disaggregated universal (i-Ready) screener proficiency levels iReady Growth Monitoring Teacher Data Plans/Student Individual Data Sheets Reflex Math Participation Rate (Gr. 2-6) Reflex Math Fluency Data Curriculum Maps Professional Development Agendas, Sign In Sheets, and Reflections Walkthroughs	☒ WSF, \$ see 1.1.2 ☒ Title I, \$23,500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		EA 1.1.3 (4) Math Intervention [DIPC] (SW1, SW6) a. Tier 2: Select students in grades K-6 will receive intensified instruction via small groups to meet individual needs. EAs/Tutors will be provided to support instruction aligned to whole or small group need(s). b. Tier 3: A few students in grades K-6 will receive intensified instruction via individual interventions. EAs/Tutors will be provided to support intervention.	Achievement Team Meeting Notes/Grouping Documentation/ Data Intervention Progress Monitoring	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	1, 2	EA 1.1.4 (1) Administer universal screeners (ex. iReady and DIBELS) to all students at least 3x a year. [DIPC] (SW6) a. Identify students who are not meeting typical growth on iReady diagnostic assessments. b. Identify students who are not meeting DIBELS grade level benchmark goals c. Provide timely, targeted interventions for students who are not making typical growth or meeting benchmark goals, based on their individual areas of need. d. Teachers will monitor student progress by analyzing data, planning, and providing appropriate instruction. EA 1.1.4 (2) Continue to use and refine EL specific activities based on the EL Success Initiative Theory of Action 4 Strategic Goal (e.g. EL Success Initiative, ESL/ELD) [ELL Coordinator] (SW6) a. Provide PD on EL Strategies and quality interactions b. Support and collaborate with teachers to improve EL instructional practices c. Conduct family engagement activities (2 per year) with an EL focus or component. d. Monitor teacher's use of EL strategies through collaborative coaching cycle form. e. Student progress will be monitored through universal screeners, Imagine Learning, statewide assessments, WIDA ACCESS, Growth to Target, collaborative coaching cycle, family engagement sign-in forms, and Achievement Team Meeting minutes.	Universal Screener Participation Rate iReady Diagnostic Universal Screener (percent meeting typical growth) DIBELS Universal Screener (percent meeting benchmark goals) Walkthrough/ Debrief Form Sign-in Forms Activity Surveys Achievement Team Minutes Imagine Learning Progress and Growth WIDA ACCESS Exits Growth to Target on Track Percentage Student IEP Progress Reports PD Sign In/Agenda/Reflection	☒ WSF, \$92,000 ☒ Title I, \$61,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		EA 1.1.4 (3) SPED specific activities to address additional supports needed for students with disabilities (e.g. EBP's). [SSC] (SW6) - Use of TeachTown Tier 1 curriculum for low incidence populations. - Use of evidence-based programs Sound Partners, UFLi and Seeing Stars to support specially designed instruction in basic reading skills. EA 1.1.4 (4) Achievement Team Meeting: Utilize current data teams process for Achievement Teams by analyzing data. [CC/DIPC] (SW6) - Data from the following sources will be reviewed/analyzed. - Reading Wonders - Into Math - i-Ready - DIBELS 8 - WIDA ACCESS - Student Writing Samples - SRSS-IE - T2/T3 Data - Panorama Data - Utilize data teams process in Achievement Teams for decision-making and planning for instruction. - Resource teachers needed so grade levels can participate in Achievement Team Meetings. EA 1.1.4 (5) Ensure students have all basic school supplies and are able to fully participate in all school learning opportunities [CC] - Purchase school supplies as needed to ensure all students have equitable access to required materials.	SBA and HSA Results Data Workbook Data Dashboard Intervention and data documentation Weekly Grade Level Achievement Teams Notes Grade Level Pacing Guides Supply Lists Supply Distribution Tracking	
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		EA 1.1.4 (6) Ensure students have the necessary tech hardware and internet access to fully participate in all school learning opportunities. [DPUST] (SW6) a. CKES will follow their schedule for replacing tech devices and renewing subscriptions needed for: • Interactive projection • Apple TVs • Document cameras • iPads (Teachers) • Chromebooks • Computers	Technology Records/Inventory Updated	
		EA 1.1.4 (7) Science and Social Studies - All students in grades K-6 will receive science instruction utilizing the HMH Science Dimensions curriculum to implement Next Generation Science Standards (NGSS). All students will receive social studies instruction utilizing Studies Weekly - except grade 4, which will utilize Hawaiians of Old/From the Mountains to the Sea - integrating the College, Career, and Civic life (C3) Framework and Hawai'i Core Standards in Social Studies (HCSSS). [CC] (SW6) a. Professional Development as needed to implement Next Generation Science Standards (NGSS), College, Career, and Civic Life (C3) Framework and Hawai'i Core Standards in Social Studies (HCSSS). b. Provide Achievement Team Meeting time for articulation planning to integrate the C3 Social Studies framework into curriculum maps and lesson plans and monitor implementation and update curriculum guides.	Curriculum Maps Improvement in HSA Science and SBA Test Scores Curriculum Mapping Fidelity Checks	

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	N/A	EA 1.1.5 (1) Kindergarten transition provided to support children and engage families as they enter elementary school for the first time. [Kindergarten Teacher] (SW6) a. SCC/HSTA waiver requests approved for a two-week transition schedule planned for the beginning of the year. EA 1.1.5 (2) Transition activities to be provided/completed for students exiting elementary school to attend middle school. [DIPC/SSC] a. Activities to support student transitions: • Middle school representative(s) conduct informational session with CKES grade 6 students. • Q&A session with students and CKES/MS Staff (at least once a year) • Coordination between CKES and middle school to determine middle school placement (including targeted groups i.e. ELL, IDEA, Honors) • Student IEP transition meetings as needed.	Kindergarten Transition Program data, attendance, and parent surveys Transition flyers, communication to families, and meeting notes between grade levels, and schools	☐ 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.	N/A	EA 1.2.1 (1) Continue to use and implement proactive strategies to increase students' attendance. [Counselor] a. Counselor speaking with parents at schedule pick up day about attendance/Administration sharing information at Open House and/or Tour the School b. Information about school's attendance policy and chronic absenteeism information and state attendance rules included in CKES Parent Handbook. c. Ci3T mid-quarter attendance postcards to parents. d. Letters home to parents and parent meetings prior to a student reaching chronic absenteeism rate. EA 1.2.1 (2) Use attendance intervention strategies to decrease chronic absenteeism. [Counselor] a. Meetings with parents/guardians b. Counseling with students c. Attendance contract with students d. Phone calls to parents to remind them of the importance of having their child in school daily.	Daily attendance rate data improvement Chronic absenteeism rate declining	☐ 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.	N/A	EA 1.2.2 (1) Implement and reinforce schoolwide PBIS systems as the Tier 1 core prevention designed to support positive behavior for all students. [Counselor and SSC] (SW6) a. Continuing to reinforce the schoolwide behavior incentive program, Kapi'olani Kash, to reinforce expected behaviors b. Teaching, posting, and consistently reinforcing the Ci3T Behavior Matrix across all settings c. Providing ongoing professional development on behavior strategies to support consistent classroom implementation EA 1.2.2 (2) Use SEL Curriculum, Panorama survey, and SRSS-IE (behavioral screener) as part of our (Tier 1) prevention designed to be preventative and include social emotional components for all students. [Counselor] (SW6) a. All teachers will complete an SRSS-IE screener to identify students at risk for internalizing and externalizing behaviors. b. All teachers will administer and review results of the SEL Panorama survey to identify students' needs. c. All students in grades Prek-6 will receive instruction utilizing the Second Step Program by their homeroom teacher. d. Counselor(s) to provide additional support to identified students. • Individual/Small group sessions • Weekly Check-Ins • Boys Group • Girls Group	Office Discipline Referrals Minor Incident Logs Tiered Fidelity Inventory Fidelity Checks on SEL/SRSS-IE Disaggregated suspension reasons Panorama Surveys SRSS-IE data Peer Review Process Second Step Usage Data	☒ WSF, \$7,00 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTO, \$ 3,500
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	N/A	EA 1.2.3 (1) Develop and implement wellness and learning activities aligned with Nā Hopena A`o. [Counselor] (SW6) - Wellness/SEL activities provided to students and/or staff. - Activities with community, students, staff, and families. - Activities that promote inclusivity and celebrate diversity. - Professional development to develop and implement activities aligned with Nā Hopena A`o EA 1.2.3 (2) Culture-based learning opportunities/activities will be provided to all students. [CC] (SW6) - Activities include but are not limited to: - Place-based learning - May Day / Hō'ike - Field Trips - Professional Development to develop and implement activities aligned with culture-based learning. EA 1.2.3 (3) `Āina Aloha programs/activities will be provided to all students. [CC] (SW6) - Activities include but are not limited to: - Hawaiian Studies Program - Ho'ākea for grades 3-6 - Nā Kama Kai Ocean Safety Education for Grade 4 - Field Trips	Wellness/Perceptual Surveys PD Sign-in sheets/Reflections School Created Surveys Pacing Guides with diversity / culture-based integration Student Work	☒ 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.	N/A	EA 1.3.1 (1) All students will be provided opportunities to engage in lessons/activities in Career, Community, and Civic Life (C3). [CC] (SW6) a. Possible learning opportunities / activities for students include but are not limited to: ● Career Exploration ○ Career days, field trips, guest speakers, Career Fair, Computer Science (CS) lessons ○ Kōlea folders include career exploration ● Community ○ Journey Through the Universe (JTTU), guest speakers, Deposit Days, field trips ● Civics ○ Field Trips, CS Lessons ● Career Learning Opportunities ○ Ambassadors of Aloha EA 1.3.1 (2) Increase student leadership opportunities and high interest student-driven activities. [CC/DIPC] (SW6) a. Students will be provided opportunities to participate in student activities, such as:: ○ Ambassadors of Aloha ○ SBG	Participation/ Sign-in sheets at activities Kōlea Folders JTTU Participation and Class Schedule Curriculum and Pacing Guides Surveys	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ Career Learning Opps Kolea Folders Career Fair

		○ Robotics ○ JPO ○ Flag Monitors ○ Office Monitors ○ Lunch Monitors ○ Track		
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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.	1, 2	EA 2.1.2 (1) School and Complex to provide Induction & Mentoring Activities and support to new teachers. [Principal] a. Participation in Complex Area I & M program b. School level I & M activities EA 2.1.2 (2) Professional Development to be provided to faculty and staff to support them with knowledge and skills required to meet school, complex, and state initiatives. [CC/Principal] (SW6) a. 21 Hours PD plan (aligned to root causes/need areas) b. Additional school PD (aligned to root causes/need areas) c. Provide and refine PD opportunities to improve effectiveness of core instruction and evidence-based instructional practices: • CFAs • Writing • MTSS/Ci3T • SEL/Second Step	EES Results SQS and Wellness Survey Results 21 Hour PD Plan, sign-in sheets, and survey results School-wide Professional Development Record/Agendas of PD Walkthrough data Personalized check-ins	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ PD



PRIORITY 2: High-Quality Educator Workforce In All Schools

		• Inclusive Practices • Achievement Teams (Data Cycle) • Learning Intentions/Success Criteria • Instructional Practices (Explicit Instruction) • Small Group Instruction/Differentiation • Assessments • Foundational Reading Skills/BFRS • ECRI/STAIRS, Tier 1 implementation, data analysis and planning • Ci3T Primary Plan • IABs • Studies Weekly • Math Interventions • Reading Interventions	Benchmark and Progress Monitoring data/iReady data Schoolwide Testing Data	
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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.	N/A	EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities, meet regularly, and complete all assignments [Principal] (SW2) - Monitor Academic Plan - Hold two community meetings annually - Nominate and hold elections for new members - Complete SCC Self Assessment & Principal Survey - Progress will be monitored through the SCC meeting minutes, survey completion. EA 3.3.1 (2) Continue systems for Family & Community Engagement activities. [Principal] (SW2) - Plan family events to build relationships, engagement, opportunities for collaboration, and promotion of college and career readiness: - Tour the School/Open House - Quarterly Family Events - Parent Teacher Conference - Student Showcase	SCC Member Roster and Agendas and Minutes SCC Nomination Forms/Ballots SCC Self Assessment Survey SCC Principal Survey Family Surveys and Sign-in Sheets (attendance) CKES Parent Handbook	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ Food for events Newsletters School events Website



PRIORITY 3: Effective and Efficient Operations At All Levels

		b. Organize family learning events where parents and students engage in educational activities together to improve student achievement: • STEM Night • Literacy Night • Math Night c. When planning family events, embrace diverse cultures by building relationships and engagement targeting high needs group: • IDEA • EL • Chronically Absent Students • Kindergarten d. Improve communication between school and families focusing on: • Attendance/Chronic Absenteeism • Individual contact (phone, Remind App, notes, communication logs, face-to-face, etc) • Mass Contacts: ○ Newsletters ○ School Website ○ Marquee ○ Social Media ○ School Messenger e. Develop additional community partnership and build school support. • Identify Community Stakeholders • Approach and introduce partnership ideas F. Progress for family and community engagement will be monitored through family surveys results, sign-in sheets, SQS survey results, and Remind usage reports.	SQS Survey Remind Engagement Reports	
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★ 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 and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels	N/A	EA 3.3.2 (1) Communicate with the school community through school website, messenger, social media, and/or coffee hours [Principal] (SW2) a. Effectively utilize communication systems to ensure timely flow of information. - Review school-wide calendar - Assessments - Events - Assemblies - Report Card Distribution - Consistently utilize meeting template, expectations, and norms for all school level meetings. - Provide faculty and staff with clear expectations and deadlines orally and in writing. - Follow school-wide agreements on which communication platform to use (Remind, School Messenger). - Continue to monitor school-wide agreements regarding expectations for communication b. CKES to hold quarterly coffee hours to gather feedback and ideas from the school community.	School websites and/or social media Family Evaluations Remind Engagement Reports Coffee Hour Feedback	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ Coffee hours Website Remind

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
				☐ 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.

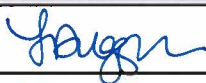
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Chiefess Kapi'olani 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 3, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 3, 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: **Apr 21, 2026**

Attested:

Chiefess Kapi'olani Elementary Principal	Signature	Date
Kimberly Castillo		☐ Date 4/21/26
SCC Chairperson	Signature	Date
Lindsay Duggan		☐ Date 4/21/26

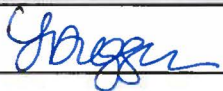
SCC Recommendations to the Academic Plan and Financial Plan:

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	N/A	N/A

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

Attested:

SCC Chairperson	Signature	Date
Lindsay Duggan		Date 4/21/26

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 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)	[Insert value; refer to cell D58 in the bell schedule tool]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Chiefess Kapi'olani Elementary Bell Schedule: https://docs.google.com/spreadsheets/d/18U_qOVBWT-ufIq9_VYkWiSe0UgFURAnFb7ItlNHExI/edit?gid=234704932#gid=234704932	