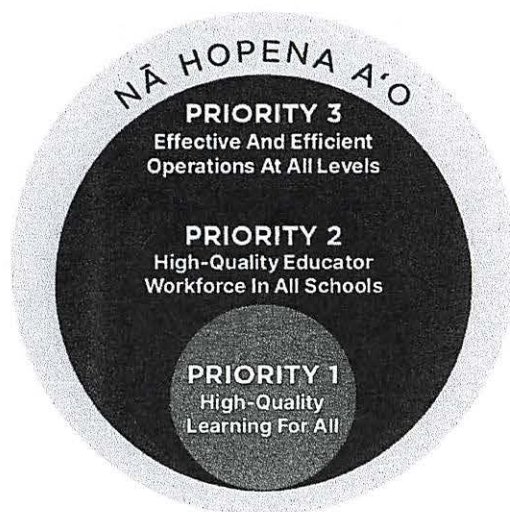




Ka'ūmana Elementary Academic Plan SY 2026-2027

1710 Ka'ūmana Drive Hilo, HI 96720
(808)300-1250

<https://www.kaumanaelementary.org/>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Dawn Palmerston	
<i>Dawn E. Palmerston</i>	Mar 27, 2026

Approved by Complex Area Superintendent Kasie Kaleohano	
<i>Kasie Kaleohano</i>	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
Gr K-3	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	NGSS Packets (Pinner) Gr 3 only	Teacher-Created
Gr 4-5	'17 Wonders ▾	HMH Into Math ▾	NGSS Packets (Pinner)	Teacher-Created
Gr 6	'20 Wonders ▾	Go Math! ▾	NGSS Packets (Pinner)	Teacher-Created

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	ECRI	Math Box of Facts	BrainPop Jr (Grade K-3)	BrainPop Jr (Grade K-3)
	STAIRS	Teacher-Created Materials		
	Rewards	Teacher-Created Games		
	Wordly Wise	Math Talks		
	IAB (3-6)	Multisensory Kits		
	i-Ready	Reflex		
	Achieve3000	CBM (K-1)		
		i-Ready		

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	DIBELS ▾	Acadience
K-6	I-Ready ▾	I-Ready ▾
Kindergarten	KEA ▾	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: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2021

Type of Last Visit: Full Self-Study -

Year of Next Action: 2025

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

2027

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

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

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

1	<u>Student Need:</u> Students need to broaden vocabulary skills to be able to define unknown words using context clues. <u>Root/Contributing Cause:</u> Inconsistent and/or lack of implementation of full range of vocabulary-related instructional components that are embedded in the school's adopted core ELA curriculum (e.g. visual vocab cards; define-example-ask routine; Words to Know section fo reading/writing workshop; weekly reading selection vocabulary study; additional exposure to weekly vocabulary in level readers).
2	<u>Student Need:</u> Students need to build a solid foundation of number sense and representation for math. <u>Root/Contributing Cause:</u> SBA data indicates that students are not consistently mastering number sense and representation which is reflective in the measure and data SBA strands (Target G, H, I). Upon further analysis students specifically struggled with measurement conversion which further indicates students are lacking number sense and representations to successfully complete the conversions.
3	<u>Student Need:</u> Students need engaging instruction and experiences in school. <u>Root/Contributing Cause:</u> Student engagement across content areas is inconsistent due to limited use of high-interest, student-centered instructional strategies and insufficient opportunities for active learning, collaboration, real-word connections.

4

Student Need: Students need to attend school regularly and on time.

Root/Contributing Cause: Student attendance and punctuality are inconsistent due to barriers such as family circumstances, transportation challenges, and limited understanding of the impact regular, on-time attendance has on learning.

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

1	Targeted Subgroup: Students with Disabilities (SPED) Identified Student Need(s): CNA tab: SBA Prof-By Subgrp, Lei Kulia) • (Math) In SY 24-25, 6% of Special Education students met the standard. • (Math) Special Education students in yellow increased from 20% to 24% from SY 23-24 to 24-25. ◦ (Math) Special Education students in green (Meeting Proficiency) decreased from 4% to 5.8% which contributed to the 1.8% increase in yellow (Developing Proficiency). • (Math) Special Education students performing in the red (Below Proficiency) decreased by 1% from SY 23-24 to 24-25. ◦ (Math) Special Education students in red decreased from 72% to 71% which contributed to the 1.8% increase in yellow. • (ELA) Special Education students performing in the red increased by 1% from SY 23-24 to 24-25. • (ELA) Two special education students passed SBA in SY 24-25. • Students in this subgroup need to continue receiving instruction in their area of need using evidence based programs and strategies. • Student data needs to be closely monitored measuring rates of improvement (ROI). Using the ROI data, programming and instruction needs to be adjusted accordingly.
2	Targeted Subgroup: English Learners (ELs) Identified Student Need(s): (WIDA, Lei Kulia) • Based on updated criteria for SBA exit requirements (ELA) 0% of students passed the SBA ELA and Math in 24-25 SY • Based on updated criteria for WIDA exit requirements (ELA) 0% of students passed the WIDA 24-25 SY • 1 EL student moved to another school, and 1 new Non-english speaking student moved to Ka'umana Elementary 24-25 SY • Math SBA proficiency increased between 21-22 to 23-24
3	Targeted Subgroup: High Needs (HN) Identified Student Need(s): (Lei Kulia) • (Math) SY 24-25, High Needs student proficiency increased by 13% ◦ (Math) The yellow and red groups are decreasing over the past 2 years. Therefore our students in the high needs category are increasing in proficiency. • (Math) 32 students are not passing, they are in the yellow and red • (ELA) The red is decreasing over the past 3 years by an average of 22% • (ELA) The number of students who met/exceed increased over the past 3 years by an average of 47% • (ELA) The yellow is decreasing over the past 3 years by an average of 22% • (ELA) 29 students are not passing, they are in the yellow and red



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>
ART 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.	Kaūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, number sense and representation of numbers, attendance,	Accountable Leads: The Academic Review Team EA 1.1.1 (SW6) Administer Kindergarten Entry Assessment/Kindergarten Readiness Assessment (KEA/KRA) to all entering Kindergarten students - Identify students who are not socially/emotionally & academically ready - Provide all students who are assessed as not ready with timely support (e.g. SEL lessons tied to HA values, differentiate Math and ELA curriculums to meet students where they are). - Monitor progress (e.g. exit pass check-ins and check-out using non-verbal signals as well as school assessments (e.g. iReady and DIBELS). KES has no progress monitoring tool. It is a one time assessment done within the first 30 days of school (or when they transfer to a school)).	EA 1.1.1 100% of incoming Kindergarten students will receive the KEA /KRA.	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	behavior and social emotional learning. Tier 3; reading fluency, number sense and representation of numbers and computation, attendance, behavior and social emotional learning.)			
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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.	Kaūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the REVISED Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data.	Accountable Leads: The ELA Committee EA 1.1.2 (SW6) Tier 1 ELA To meet our desired outcomes, we will focus on the following areas; - Consistently implement tiers 1-3 - Tier 1 ELA Standards (60 minutes 5x week) - Tier 1 Reading Foundational Skills (30-45 minutes 5x week) - Tier 2 ELA (30-40 minutes 3x week) - Tier 3 ELA (15-20 minutes 3x week) - Consistently implement ECRI or STAIRS - Consistently implement the vocabulary related instructional components embedded within the Reading Wonders curriculum. - To strengthen students vocabulary teachers will implement frayer models when explicitly teaching vocabulary. - When teachers implement vocabulary strategies, context clues will be explicitly taught (synonyms, antonyms, homophones, defining unknown words, etc.). 1.1.2a Collective Teacher Efficacy (1.57 effect size) Our school-wide agreements in ELA are: - Set aside time for vertical articulation - Use the REVISED Common Core State Standards in ELA - Use one or more of these ELA Resources: Reading Wonders, ECRI, STAIRS, PALS, DIBELS etc - Use one or more of these online programs such as Achieve3000, iReady, IXL, Scholastic News, Science Spin etc.	1.1.2 1 Teachers will provide student work samples (1 exceeds, 1 meets, 1 approaching, 1 well below) featuring vocabulary to PLCs for discussion. 1.1.2a 1 Proficiency measure: We will increase by 2% from 2026 SBA to 2027 in ELA.	☒ WSF, \$2,500 ☒ Title I, \$20,000; \$15,000 tutors ☐ Title II, \$ ☒ Title III, \$1,000 tutor ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$2,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Reading Proficiency Continued 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.			1.1.2a 2 iReady ELA (K-6) Proficiency Measure: Schoolwide proficiency will increase by 2% from SY25/26 to SY26/27 on the iReady EOY Diagnostic Assessments. 1.1.2a 3 Schoolwide growth will be monitored by increasing the BOY and the MOY iReady ELA score by 2%. 1.1.2a 4. Grade Level Classroom Assessments (assessing the success criteria for the focus standard):	
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Reading Proficiency Continued 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.			During Professional Learning Community meetings (PLCs), teachers will engage in instructional cycles based on the PDCA process that address instruction and learning of focus standards and the success criteria of those standards. Teachers will establish baseline student abilities and determine Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals.	
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Reading Proficiency Continued 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.			1.1.2a 5 DIBELS (K-6) Proficiency measure for reading fluency: Schoolwide proficiency will increase by 2% from SY25/26 to SY26/27 or 80% or higher on the DIBELS EOY assessments. 1.1.2a 6 Schoolwide growth will be monitored by increasing the BOY and the MOY DIBELS score by 2%.	
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Reading Proficiency Continued 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.		☐ TMs/GOs referred during the walkthrough (1) All students including students in the EL and Special Education subgroup will receive differentiated instruction to meet the diverse needs. The strategies below are look-fors during walkthroughs and daily instruction. These strategies will support PLC Planning in the Plan-Do-Check-Act (PDCA) process Effect Size - Small Group Learning .47 - Peer Tutoring .51 - Deliberate Practice .79 - Underlining and Highlighting .44 - Concept Mapping .64 - Classroom Discussion .82 - Direct Instruction .59 - Scaffolding .58 - Intelligent Tutoring Systems (ex: iReady) .51 - Interventions for Students with Learning Needs .77 (2) All students will receive Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) and Proactive Strategies throughout the school day to meet the diverse needs of all students. Below is included on our school-wide walkthrough form. 17 Proactive Strategies Relationship Strategies	-Q3 ART and/or Administration -Q4 Teachers (1) 100% of all students will receive at least three of the differentiated instructional strategies throughout their lessons. The instruction will be observed during quarterly walkthroughs. - Q1 ART and/or Administration - Q2 Teachers with ART or Administration - Q3 ART and/or Administration - Q4 Teachers	
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Reading Proficiency Continued 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.		☐ 5 to 1 ratio of positive to negative interactions (Magic ratio) ☐ Smiling and being nice ☐ Positive greetings at the door to pre correct and establish a positive climate ☐ Communicating competently w/ students ☐ Wise Feedback ☐ Intermittent non-contingent reinforcement (individuals or whole group) Procedural Strategies ☐ Organizing a productive classroom ☐ Precorrection ☐ Teach, model, and reinforce social-emotional skills ☐ Transitions are managed well ☐ Independent seatwork is managed and used when needed ☐ Teacher proximity and mobility ☐ Class-wide motivation system ☐ Goal setting, problem solving and performance feedback ☐ Visual schedule of classroom activities ☐ Effective cueing systems to release and regain attention ☐ Providing numerous opportunities to respond (OTR) PROMPT ☐ <u>P</u>roximity control - standing near the student to correct behavior ☐ <u>R</u>edirection - have student to do something else other than the undesired behavior	(2) Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) and 17 will be evident during instruction in 90% of the classrooms as observed by quarterly walkthroughs. ☐ Q1 ART and/or Administration ☐ Q2 Teachers with ART or Administration ☐ Q3 ART and/or Administration ☐ Q4 Teachers	
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Reading Proficiency Continued 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.		☐ <u>Ongoing Monitoring</u> to shape behavior - catch the student behaving good ☐ <u>Prompt</u> - providing a direct, explicit, and concise command to the student about what he or she should be doing ☐ <u>Teaching Interaction</u> - treats the presence of chronic problem behavior as an opportunity for the student to learn appropriate, desired behavior. 1.1.2d Tier 1 Writing • Narrative, Informational and Opinion writing will be taught and assessed throughout the year. A pre and post writing assessment will be analyzed and scored at least once during the school year for each genre.	1.1.2d 1 By the end of SY 26-27, all grade levels will have a completed Teacher Clarity Map (TCM) for all 3 genres which include all standards by the end of the school year. (see writing TCMs) 1.1.2d 2 Teachers will create/revise writing standards based writing rubrics for each genre by the end of SY 26-27. (see PLC agendas) 1.1.2d 3 Student writing will be analyzed and scored using the writing rubrics. (see PLC agendas) 1.1.2d 4	
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Reading Proficiency Continued 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.			Administer and score a pre and post writing assessment for each of the genres. (see writing assessment sheets in the PLC folder/PLC agenda)	
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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.	Kaūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data.	Accountable Leads: The Math Committee <u>1.1.3 (SW6) Tier 1 Math</u> To meet our desired outcomes, we will focus on the following areas: - Teachers will address number sense and the representation of numbers through their PDCA cycles. - Teachers will assess students on number sense and the representation of numbers to determine the students area of need. - Teachers will further their understanding of number sense and the representation of numbers through professional development. - Math tier 2 will focus first on number sense then the computation which will result in fluency. - SpringMath- to practice skills - Acadience- to assess students - Manipulatives (e.g. Multisensory Kits, Base-10 Blocks, Pattern Blocks, Tiles and Counters, Geometric Manipulatives, Blank Number Lines, etc...) - Teachers will implement Building Thinking Classrooms (BTC). - Fall 2026 (during faculty meetings, 21-hours, PLC) - By the end of Q1 all Ts will be expected to implement 3 non-curricular tasks (Start=August 10) - In Q1 Ts who specialize will create an ELA curricular task to be implemented in Q2.		☒ WSF, \$2,500 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$500 tutor ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Mathematics Proficiency Continued 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.		■ By the end of Q2 Ts will implement 1-2 non-curricular tasks and 2 curricular tasks (1 in October, 1 in November) ■ In Q2 Ts who specialize will create an ELA curricular task to be implemented in Q3. ■ Ts work on creating non-curricular Math tasks for 2nd semester (1-2 non-curricular tasks are to be implemented upon return from breaks (winter break, spring break) to get students back into the routines of BTC tasks within the first 2 weeks of returning to school. ■ Ts work on creating curricular Math tasks for 2nd semester - Q3=3 Curricular Tasks - Q4=3 Curricular Tasks ○ Spring 2027 (during faculty meetings, 21-hours, PLC) ■ By the end of Q3 Ts will implement 1-2 non-curricular tasks and 3 curricular tasks. ■ By the end of Q4 Ts will implement 1-2 non-curricular tasks and 3 curricular tasks. ■ In Q3 Ts who specialize will create an ELA curricular task to be implemented in Q4. 1.1.3a Collective Teacher Efficacy (1.57 effect size) Our school-wide agreements in Math are:	1.1.3a 1 SBA Math Proficiency measure will increase by 2% from 2026 to 2027.	
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Mathematics Proficiency Continued 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.		• Set aside time for vertical articulation ◦ Alignment and consideration to math strategies for number sense and the representation of numbers across the multiple curriculums will be discussed and planned for among grade levels. • Use the Common Core State Standards in Math • Use one or more of these Math Resources: Origo Stepping Stones curriculum, HMH GoMath, HMH Into Math, Struggly, Teachers Pay Teachers (TPT) School Express subscription, Brainpop Jr./Brainpop, IXL, iReady Teacher Toolbox, Prodigy, Multisensory Math Kits to support school wide focus standard and academics etc. • Use one or more online programs, such as iReady, IXL, Struggly, Boddle, etc.	1.1.3a 2 iReady Math (K-6) Proficiency Measure: Schoolwide proficiency will increase by 2% from SY25/26 to SY26/27 on the iReady EOY Diagnostic Assessments. 1.1.3a 3 Schoolwide growth will be monitored by increasing the BOY and the MOY iReady Math score by 2%.	
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Mathematics Proficiency Continued 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.			1.1.3a 4 Grade Level Classroom Assessments (assessing the success criteria for the focus standard): During PLCs, teachers will engage in instructional cycles based on the PDCA process that address instruction and learning of focus standards and the success criteria of those standards. Teachers will establish baseline student abilities and determine Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals.	
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Mathematics Proficiency Continued 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.		1.1.3b Grade Level Rubrics • Create a rubric that includes the success criteria for the focus standard as it pertains to their PDCA cycles. 1.1.3c (SW6) Teacher Clarity (.75 effect size) • Learning Intentions • Success Criteria • Learning Progressions Math (checklist) ☐ Target Symbol Posted ☐ Current Learning Intentions Posted ☐ LI referred during the walkthrough ☐ Current Success Criteria Posted ☐ SC referred to during the walkthrough ☐ Mathematical Practices Posted ☐ MP referred to during the walkthrough ☐ Current Content Vocabulary words posted on Word Wall or under LI/SC for grades K-6 ☐ Manipulatives/Models accessible and/or used during the walkthrough	1.1.3b 1. 100% of grade levels will provide students with access to standards-based rubrics that include success criteria for each focus standard. (see PLC notes for rubric links; check with teachers each quarter to see if rubrics are given to students). 1.1.3c 1. 90% of teachers will implement the schoolwide agreements and teacher clarity during Math as observed during quarterly walkthroughs (see Math checklist). -Q1 ART and/or Administration -Q2 Teachers with ART or Administration -Q3 ART and/or Administration -Q4 Teachers	
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Mathematics Proficiency Continued 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.		(1) All students including students in the EL and Special Education subgroup will receive differentiated instruction to meet the diverse needs. The strategies below are look-fors during walkthroughs and daily instruction collected from a teacher survey of top 10 strategies used in April 2022. These strategies will support PLC Planning in the Plan-Do-Check-Act (PDCA) process Effect Size - Small Group Learning .47 - Peer Tutoring .51 - Deliberate Practice .79 - Underlining and Highlighting .44 - Concept Mapping .64 - Classroom Discussion .82 - Direct Instruction .59 - Scaffolding .58 - Intelligent Tutoring Systems (ex: iReady) .51 - Interventions for Students with Learning Needs .77 (2) All students will receive Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) and Proactive Strategies throughout the school day to meet the diverse needs of all students. Below is included on our school-wide walkthrough form. 17 Proactive Strategies Relationship Strategies ☐ 5 to 1 ratio of positive to negative interactions (Magic ratio) ☐ Smiling and being nice	(1) 100% of all students will receive at least three of the differentiated instructional strategies throughout their lessons. The instruction will be observed during quarterly walkthroughs. - Q1 ART and/or Administration - Q2 Teachers with ART or Administration - Q3 ART and/or Administration - Q4 Teachers	
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Mathematics Proficiency Continued 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.		☐ Positive greetings at the door to pre correct and establish a positive climate ☐ Communicating competently w/ students ☐ Wise Feedback ☐ Intermittent non-contingent reinforcement (individuals or whole group) Procedural Strategies ☐ Organizing a productive classroom ☐ Precorrection ☐ Teach, model, and reinforce social-emotional skills ☐ Transitions are managed well ☐ Independent seatwork is managed and used when needed ☐ Teacher proximity and mobility ☐ Class-wide motivation system ☐ Goal setting, problem solving and performance feedback ☐ Visual schedule of classroom activities ☐ Effective cueing systems to release and regain attention ☐ Providing numerous opportunities to respond (OTR) PROMPT ☐ <u>P</u>roximity control - standing near the student to correct behavior ☐ <u>R</u>edirection - have student to do something else other than the undesired behavior ☐ <u>O</u>ngoing <u>M</u>onitoring to shape behavior - catch the student behaving good	(2) Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) and Proactive Strategies will be evident during instruction in 90% of the classrooms as observed by quarterly walkthroughs. -Q1 ART and/or Administration -Q2 Teachers with ART or Administration -Q3 ART and/or Administration -Q4 Teachers	
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Mathematics Proficiency Continued 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.		☐ <u>Prompt</u> - providing a direct, explicit, and concise command to the student about what he or she should be doing ☐ <u>Teaching Interaction</u> - treats the presence of chronic problem behavior as an opportunity for the student to learn appropriate, desired behavior. 1.1.3d Science To meet our desired outcomes, we will focus on using the Next Generation Science Standards (NGSS) during Science lessons. We will use aligned NGSS materials such as Science Spin, Pascale Pinner's (Hilo Inter) lessons etc.	1.1.3d Science SBA Science Proficiency measure will increase by 2% from 2026 to 2027.	
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ELA/Math 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>	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, number sense and representation of numbers, attendance, behavior and social emotional learning. Tier 3; reading fluency, number sense and representation of numbers and computation, attendance, behavior and social emotional learning.)	Accountable Leads: The ELA Committee EA 1.1.4a (SW6) Reading 1.1.4a 1 Tier 2 Reading Students in need of Tier 2 reading fluency or comprehension will receive interventions using evidence based programs or practices such as Sound Partners, Equipped for Reading Success, Rewards, and more for fluency and multisyllabic passages with comprehension questions (Marick's folders, evidence based practices, resources and programs, etc...) for comprehension. 1.1.4a 2 Tier 3 Reading (Students identified as low to no growth in tier 2) - Students in need of tier 3 support will receive interventions in the areas of need using evidence-based intervention programs (i.e. Rewards, Sound Partners and more).	1.1.4a 1 100% of identified students in the intensive (red) and strategic (yellow) category will receive tier 2 support in the area of reading fluency and/or comprehension (see tier 2 data sheets for list of students). 1.1.4a 2. 100% of identified students in need will receive tier 3 support in the area of reading fluency and/or comprehension (see tier 3 data sheets for list of students)	☒ WSF, \$ ☒ Title I, \$10,000 materials; \$5,4,000 tutors ☐ Title II, \$ ☒ Title III, \$1,500 tutor ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Accountable Leads: The Math Committee EA 1.1.4b (SW6) Math 1.1.4b 1 Tier 2 Math Students in need of tier 2 support will receive interventions in the area of number sense and the representation of numbers first, then computation which will result in math fact fluency using evidence-based programs/ practices (i.e., SpringMath, Math Box of Facts, Mathmentals [Stepping Stones], Reflex Math, XtraMath, OrigoMath, iReady Teacher Toolbox, Acadience and more). 1.1.4b 2 Tier 3 Math (Students identified as low to no growth in tier 2) - Students in need of tier 3 support will receive interventions in the areas of need using evidence-based programs/practices (i.e. SpringMath, Math Box of Facts and more). Accountable Leads: The Academic Review Team (From the EL Comprehensive Plan) 1.1.4c (SW6) Growth To Target (GTT) on WIDA (1) All EL students will participate in the WIDA ACCESS practice assessment MOY	1.1.4b 1 100% of identified students in the intensive (red) and strategic (yellow) category will receive tier 2 support in the area of number sense and the representation of numbers first, then math fact fluency (see tier 2 data sheets for list of students). 1.1.4b 2 100% of identified students in need will receive tier 3 support in the area of number sense and the representation of numbers first. then math fact fluency (see tier 3 data sheets for list of students). 1.1.4c Growth To Target (GTT) on WIDA	
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		(2) All students including students in the EL and Special Education subgroup will receive differentiated instruction to meet the diverse needs. The strategies below are look-fors during walkthroughs and daily instruction. These strategies will support PLC Planning in the Plan-Do-Check-Act (PDCA) process Effect Size - Small Group Learning .47 - Peer Tutoring .51 - Deliberate Practice .79 - Underlining and Highlighting .44 - Concept Mapping .64 - Classroom Discussion .82 - Direct Instruction .59 - Scaffolding .58 - Intelligent Tutoring Systems (ex: iReady) .51 - Interventions for Students with Learning Needs .77 (3) All students will receive Diana Browning Wright's (DBW) Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) strategy and 17 Proactive Strategies throughout the school day to meet the diverse needs of all students. Below is included on our school-wide walkthrough form. 17 Proactive Strategies Relationship Strategies ☐ 5 to 1 ratio of positive to negative interactions (Magic ratio) ☐ Smiling and being nice ☐ Positive greetings at the door to pre correct and establish a positive climate ☐ Communicating competently w/ students	(1) By June of 2027, 25% of our EL students will meet Growth to Target. (2) 100% of all students will receive at least three of the differentiated instructional strategies throughout their lessons. The instruction will be observed during quarterly walkthroughs. ☐ Q1 ART and/or Administration ☐ Q2 Teachers with ART or Administration ☐ Q3 ART and/or Administration ☐ Q4 Teachers	
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		☐ Wise Feedback ☐ Intermittent non-contingent reinforcement (individuals or whole group) Procedural Strategies ☐ Organizing a productive classroom ☐ Precorrection ☐ Teach, model, and reinforce social-emotional skills ☐ Transitions are managed well ☐ Independent seatwork is managed and used when needed ☐ Teacher proximity and mobility ☐ Class-wide motivation system ☐ Goal setting, problem solving and performance feedback ☐ Visual schedule of classroom activities ☐ Effective cueing systems to release and regain attention ☐ Providing numerous opportunities to respond (OTR) PROMPT ☐ <u>P</u> roximity control - standing near the student to correct behavior ☐ <u>R</u> edirection - have student to do something else other than the undesired behavior ☐ <u>O</u> ngoing <u>M</u> onitoring to shape behavior - catch the student behaving good ☐ <u>P</u> rompt - providing a direct, explicit, and concise command to the student about what he or she should be doing	(3) Diana Browning Wright's (DBW) Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) strategy and 17 Proactive Strategies will be evident during instruction in 90% of the classrooms as observed by quarterly walkthroughs. This has been an area of focus at Ka'ūmana Elementary since the 2018 school year and a part of our walkthrough look-fors since the 2021 school year.	
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		☐ Teaching Interaction - treats the presence of chronic problem behavior as an opportunity for the student to learn appropriate, desired behavior.	☐ Q1 ART and/or Administration ☐ Q2 Teachers with ART or Administration ☐ Q3 ART and/or Administration ☐ Q4 Teachers	
		1.1.4d Reclassification Rate - All EL students will meet their stretch growth on iReady ELA diagnostic assessments. - All EL students will participate in the WIDA ACCESS annual assessment	1.1.4d Reclassification Rate - By June 2027, EL reclassification rate will increase by 25%.	

ART 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>	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, number sense and representation of numbers, attendance, behavior and social emotional learning. Tier 3; reading fluency, number sense and representation of numbers and computation, attendance, behavior and social emotional learning.)	Accountable Leads: The Academic Review Team EA 1.1.5 (ES) Transition activities for newly entering students (SW6) 1a. Kinder Camp 1b. 6th Grade 1c. IDEA Transition Meetings	EA 1.1.5 1a. 100% of registered incoming Kindergarten students will be invited to participate in Kinder Camp. 1b. 95% of 6th grade students will participate in one of the following; a. Hilo Intermediate Campus Visit b. Pre registration visit with Hilo Intermediate (@ Ka'umana) 1c. 95% of parents of students with an IEP will participate in transition meetings with their feeder school.	☐ 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>
HMTSS 1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, number sense and representation of numbers,	Accountable Leads: The HMTSS Committee EA 1.2.1a Communicate with families, teachers, and students about attendance EA1.2.1a (1) 100% of homeroom classes will receive HERO attendance information once a month. EA1.2.1a (2) (SW6) Parents and guardians of students who are absent will be contacted the day of the absence to find out the reason for the absence and their return date. EA1.2.1a (3) and (4) (SW6) Parents and guardians of students with attendance concerns will be notified following the steps outlined in our attendance plan (review the attendance spreadsheet and Attendance Intervention Action Plan spreadsheet monthly).	EA1.2.1a (1) Updates made at least monthly to an attendance goal bulletin board near the cafeteria. Monthly emails to classroom teachers with HERO attendance data from counselor. EA1.2.1a (2) Attendance clerk will maintain a log of calls and parent responses EA1.2.1a (3) Absences-Tracking Sheet & Email spreadsheet	☒ WSF, \$500 ☒ Title I, \$500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	attendance, behavior and social emotional learning. Tier 3; reading fluency, number sense and representation of numbers and computation, attendance, behavior and social emotional learning.)	EA1.2.1a (5) (SW6) 100% of faculty and staff will use the digital “Academic/Behavior/Attendance/Concern and Interventions Referral” to capture student attendance concerns, dates, and interventions. The referral data will be used to determine supports needed at the next tier.	EA 1.2.1a (4) Communicate with families about attendance EA1.2.1a (5) Grade level PLC meeting minutes will reflect weekly completion of the Ka’umana Academic/Behavior /Attendance Concern & Interventions Form and corresponding sheet.	
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HMTSS 1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, number sense and representation of numbers, attendance, behavior and social emotional learning. Tier 3; reading fluency, number sense and representation	Accountable Leads: The HMTSS Committee EA 1.2.2a PBIS Program/Activities, schoolwide expectations EA 1.2.2a (1) All students will participate in the Panorama SEL Survey three times a year. EA1.2.2b (1) (SW6) 100% of students in grades 3-6 who are in the intensive (red, No Reported Strengths) category, will have a tier 2 action of support created for them by the counseling team using teacher feedback. This plan will be revisited after each Panorama SEL Survey. Plan examples include but are not limited to; check-in/check-out by an adult mentor, reteach of SEL lessons, and utilize Panorama resources specific to student needs based on Panorama data. EA1.2.2c Students will exhibit positive behaviors EA1.2.2c (1) (SW6) Teach, model, reinforce school-wide / classroom behavioral expectations and practices on a continual basis. EA1.2.2c (2) (SW6) Provide structured recess activities. Teach, model, reinforce recess activities rules and expectations on a continual basis. EA1.2.2c (3) (SW6) Teachers will screen 90% of students using the evidence based universal screener such as the Student Risk Screening Scale (SRSS) three times a year (BOY, MOY and EOY).	EA 1.2.2a (1) See Panorama SEL Survey participation results EA1.2.2b (1) Counselor and ART will manage a spreadsheet called "Tier 2 Panorama SEL Student Data" EA1.2.2c (1) Monthly surveys will reflect quarterly review of classroom behavior matrix completion EA1.2.2c (2) Monthly survey will reflect quarterly review of recess rules and activities, as well as the recess behavior matrix	☒ WSF, \$1,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$1,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	of numbers and computation, attendance, behavior and social emotional learning.)		EA1.2.2c (3) Counselor and ART will manage and make available a digital data source (e.g. Google Sheet with SRSS completion data)	
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HA 1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Ka'ūmana Elementary faculty, staff and students would benefit by continuing to implement HĀ: Nā Hopena A'o framework of BREATH to close the achievement gap in ELA, Math and Science for the subgroups Special Education, English Learners, High Needs and Non High Needs. This would also support students' social emotional learning needs, behavior and attendance.	<u>Accountable Leads: The HĀ Committee</u> <u>EA 1.2.3 (1) Nā Hopena A'o Activities</u> <u>EA 1.2.3 (SW6) Na Hopena A'o (HĀ)</u> <u>During the 2026-2027 school year, Na Hopena A'o (HĀ) will be implemented in the classroom and throughout campus</u> <u>EA 1.2.3a. School-Wide Behavior Expectation posters: will be posted in class and around campus; referenced; reinforced</u> <u>EA 1.2.3b. Students receive quarterly awards tied to the HĀ, Mission and Vision monthly focus</u> <u>Parents of students being recognized will be invited to participate in our quarterly HĀ award assemblies.</u>	<u>EA 1.2.3a. 100% of classrooms and shared spaces (i.e. playcourt, cafeteria, walkways, bus stop) will have the SW Behavior Expectations posters posted as observed during quarterly walkthroughs.</u> <u>EA 1.2.3b(1). 100% of teachers will submit students to be recognized for quarterly HĀ, Mission and Vision Awards.</u> <u>EA 1.2.3b(2) 100% of students will receive a HĀ, Mission and Vision award by the end of the year.</u>	☒ WSF, \$1,000 materials; \$50,000 PTT ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		EA 1.2.3c. Classrooms set monthly class goals tied to the HĀ, Mission and Vision monthly focus EA 1.2.3d. Students in grades 1-6 will be provided the opportunity to participate in monthly Social-Emotional Learning (SEL) HĀ focus surveys EA 1.2.3e. Teachers of students in grades PreK-K will complete monthly SEL HĀ focus surveys	EA 1.2.3c. 100% of all classrooms will set class goals tied to the HĀ, Mission and Vision focus (see monthly survey). EA 1.2.3d. 100% of teachers in grades 1-6 will provide students the opportunity to complete monthly SEL HĀ, Mission and Vision focus surveys. EA 1.2.3e. 90% of students in grades PreK-K will have their teachers complete monthly SEL HĀ, Mission and Vision focus surveys.	
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		EA 1.2.3f. During weekly PLC meetings, teachers review lessons for the HĀ, Mission and Vision focus of the month tied to SEL lessons <u>SEL HĀ Panorama Competencies GLO Resources</u>, 100% of teachers will teach GLO lessons tied to our school HĀ focus of the month (see the monthly HĀ Survey results for the % of participation).	EA 1.2.3f. 100% of teachers will review lessons for the HĀ, Mission and Vision focus of the month during weekly PLC meetings and teach them as documented on the HMTSS Data Collection Sheet SY 26-27	
		EA 1.2.3g. SUPER STAR tickets will be used school-wide to promote positive behavior	EA 1.2.3g A minimum of 2 Super Star tickets per class will be pulled at the end of every month and weekly as needed.	
		EA 1.2.3 (2) (SW6) `Āina Aloha programs/activities - A Hawaiian Studies Kūpuna or Cultural Personnel Resources (CPRs) will enrich students' learning about cultural practices, historical information, and the Hawaiian language.	EA 1.2.3 (2) 100% of students will have access to instruction from a Kūpuna or Cultural Personnel Resources (CPRs) once per week.	

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

[illegible]

	of numbers, attendance, behavior and social emotional learning. Tier 3; reading fluency, number sense and representation of numbers and computation, attendance, behavior and social emotional learning.)			
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.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.3.3. All students graduate high school with a personal plan for their future.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ 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>
ART 2.1.2 All teachers are effective or receive the necessary support to become effective. <i>All HW Schools</i> <i>(To add additional desired outcomes, duplicate this row)</i>	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, number sense and	Accountable Leads: The Academic Review Team EA 2.1.2 (1) (SW6) Induction & Mentoring Activities a. Complex Area I & M program b. School level I & M activities EA 2.1.2 (2) (SW6) Professional Development a. 21 Hours PD plan (aligned to root causes/need areas) b. Additional school PD (aligned to root causes/need areas) i. Teachers will further their understanding of number sense and the representation of numbers through professional development. ii. Teachers will further their understanding	EA 2.1.2 (1) a. 100% of probationary 1-4 teachers will participate b. 100% of probationary 1-4 teachers will participate EA 2.1.2 (2) a. 100% of teachers will be offered 21 hours PD plan b. 100% of teachers will be offered additional school PD aligned to the CNA root causes/ need areas.	☐ 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

	representation of numbers, attendance, behavior and social emotional learning. Tier 3; reading fluency, number sense and representation of numbers and computation, attendance, behavior and social emotional learning.	of Building Thinking Classrooms through professional development.		
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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>
ART 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>	Kaūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, number sense and representation of numbers, attendance,	Accountable Leads: The Academic Review Team EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities EA 3.3.1 (2) The School Community Council will meet on a regular basis to - Monitor Academic Plan - Hold two community meetings annually - Nominate and hold elections for new members - Complete SCC Self Assessment & Principal Survey	EA 3.3.1 (1) Review the SCC member roster and agendas for training sessions. EA 3.3.1 (2) a. Review the SCC member roster and agendas for a-d.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

	behavior and social emotional learning. Tier 3; reading fluency, number sense and representation of numbers and computation, attendance, behavior and social emotional learning.)			
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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>
ART 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 <i>All HW Schools</i> <i>(To add additional desired outcomes, duplicate this row)</i>	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, number sense and representation of numbers and computation and/or applications,	Accountable Leads: The Academic Review Team EA 3.3.2 (1) Communicate with the school community through school website and/or social media. EA 3.3.2 (2) (SW6) We will continue to invite parents to participate in school-wide events such as family engagement nights as we purposefully continue to plan engagement activities to increase student achievement. EA 3.3.2 (3) (SW6) The school will distribute school communications to 100% of parents (i.e., flyers, school messenger, social media, Class Dojo, school website, emails, Remind etc.).	EA 3.3.2 (1) Review the school website and social media for communication and posts. EA 3.3.2 b (2) Evidence can be found via review of messaging methods utilized by school and teachers. EA 3.3.2 (3) See the attendance and RSVP records for each family engagement night.	☐ WSF, \$ ☒ Title I, \$1,250 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	attendance, behavior and social emotional learning. Tier 3; reading fluency, number sense and representation of numbers and computation, attendance, behavior and social emotional learning.)	EA 3.3.2 (4) At least 50% of our families will participate in our quarterly family engagement nights over the course of the year. Attendance for each family engagement night will increase by 5% from the previous year.	EA 3.3.2 (4) See the attendance and RSVP records for each family engagement night.	
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★ 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>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ 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'ūmana 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 **Jan 27, 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): Academic Review Team, School Leadership Team, Committees, 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 24, 2026**

Attested:

Ka'ūmana Elementary Principal	Signature	Date
Dawn Palmerston		Mar 24, 2026
SCC Chairperson	Signature	Date
Chrislyn Hudak		Mar 24, 2026

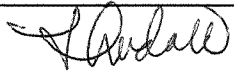
SCC Recommendations to the Academic Plan and Financial Plan:

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:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Chrislyn Hudak		Mar 24, 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)	1,995
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Ka'ūmana Elementary Bell Schedule: This is an example of grade 4. "Start and end times of blocks within the day differ depending on the grade level, but the overall minutes per school day remain the same for all grade levels."

Bell Schedule for Monday, Tuesday, Thursday and Friday				Bell Schedule For Wednesday			
Start	End	Min	Type	Start	End	Min	Type
8:00 AM	8:10 AM	10	Homeroom	8:00 AM	8:10 AM	10	Homeroom
8:10 AM	10:05 AM	115	Instruction	8:10 AM	10:05 AM	115	Instruction
10:05 AM	10:25 AM	20	Recess	10:05 AM	10:25 AM	20	Recess
10:25 AM	10:30 AM	5	Passing	10:25 AM	10:30 AM	5	Passing
10:30 AM	12:00 PM	90	Instruction	10:30 AM	12:00 PM	90	Instruction
12:00 PM	12:30 PM	30	Lunch	12:00 PM	12:30 PM	30	Lunch
12:30 PM	12:35 PM	5	Passing	12:30 PM	12:35 PM	5	Passing
12:35 PM	2:08 PM	93	Instruction	12:35 PM	12:53 PM	18	Instruction
2:08 PM	2:15 PM	7	Closing	12:53 PM	1:00 PM	7	Closing

2:15 PM	3:00 PM	45	Teacher Prep - During Student Hours		1:00 PM	1:15 PM	15	Passing
					1:15 PM	2:15 PM	60	Meetings
					2:15 PM	3:00 PM	45	Teacher Prep - Outside Student Hours