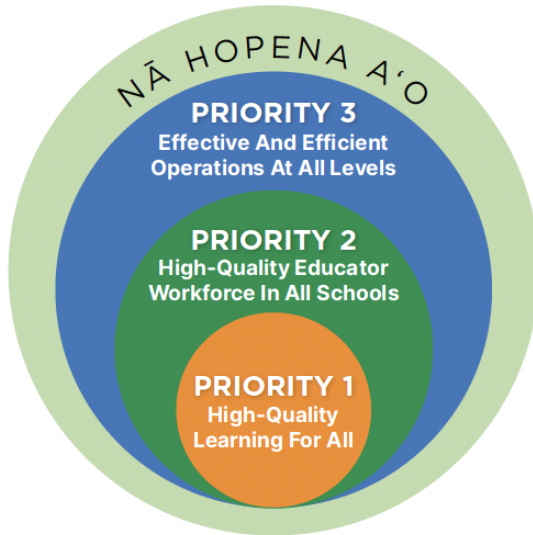
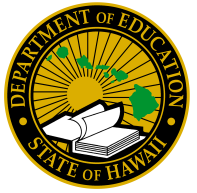




Kahakai Elementary School Academic Plan SY 2026-2027

Kahakai Elementary School
808-313-6200

<https://kahakaischool.k12.hi.us>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Barbra Kaimuloa Bates	
<u>Barbra Kaimuloa Bates</u> Barbra Kaimuloa Bates (Apr 7, 2026 18:53:57 HST)	Apr 7, 2026

Approved by Complex Area Superintendent Insert name of CAS	
	4/13/2026

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade PreK	Success for All ▾	Other: ▾ Success For All Curiosity Corner	Success For All Curiosity Corner	Success For All Curiosity Corner
Kindergarten	Success for All ▾	Other: ▾ Success For All Curiosity Corner	Success For All Kinder Corner	Success For All Kinder Corner
Grades 1-5	Success for All ▾	Teacher Created ▾	School Developed Scope & Sequence Utilizing Mystery Science Classroom Kits	Scholastic News/Hawaiians of Old for Gr. 4
Students with severe cognitive variability Grades K-5	Other: ▾ Teachtown	Other: ▾ Teachtown	Other: Teachtown	Other: Teachtown

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
Kindergarten	n/a	Origo Stepping Stones & iReady Math - toolbox	School Developed Scope and Sequence Utilizing Mystery Science Classroom Kits	n/a
Grades 1-5	n/a	Origo Stepping Stones & iReady Math - toolbox	n/a	Gr. 4: Wa'a Curriculum

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
Preschool	Other: ▾ CLASS for Preschool	Other: ▾ CLASS for Preschool
Kindergarten through Grade 5	I-Ready ▾	I-Ready ▾

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:

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: 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: 2030

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

Year of Next Self-Study:

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

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

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

1	<u>Student Need:</u> Critical Student Learning Need #1- MATH *how to use complex mathematical language to justify their thinking, interpret, and apply complex academic language *how to infer meaning from data sets and use mathematical arguments to analyze data *how to represent mathematical thinking, concretely, verbally, and visually, to solve multi-step story problems, especially for multi-step story problems *Consistently retain and transfer these skills across grade levels <u>Root/Contributing Cause:</u> Root/Contributing Cause #1- Math * Students struggle with retaining learning because of the school's master schedule does not consistently protect a dedicated block for daily, rigorous math instruction and small-group RTI across all grade levels. *lack of relevance *inconsistent practices in how key academic skills and language are taught and reinforced *vertically across grade levels and sustained through staff transitions.
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2	<u>Student Need:</u> Critical Student Learning Need #2- ELA Students need to learn *how to use academic vocabulary and language *how to apply comprehension strategies *effectively analyze and draw evidence from texts to support their thinking. <u>Root/Contributing Cause:</u> Root/Contributing Cause #2- ELA *Students are not consistently engaged in structured academic discourse and are not using academic vocabulary. *Students do not have the comprehension strategies needed to analyze texts and support their thinking with evidence.
3	<u>Student Need:</u> Critical Student Learning Need #3- SEL/Attendance/Student groups Students need to: *Engage in learning experiences that are personally meaningful *Interact with content that is culturally relevant and connected to real-world contexts *Collaborate with peers and share diverse perspectives *Reflect on their learning to deepen understanding *Build engagement, motivation, and a strong sense of belonging through these experiences <u>Root/Contributing Cause:</u> Root/Contributing Cause #3- SEL/Attendance/Student groups Students lack opportunities to engage in a curriculum that validates their identity and sense of belonging, which affects their motivation to attend school to support their academic learning needs.
4	<u>Student Need:</u> Critical Student Learning Need #4- Science Students need to learn *multistep problems *read, interpret graphs *to read and understand the questions *to run an experiment *vocabulary <u>Root/Contributing Cause:</u> Root/Contributing Cause #4- Science * 5th grade uses Mystery Science assessments because it provides good exposure for students *5th grade uses the PHET website to learn how to run experiments online because the students need to practice

- | | |
|--|--|
| | <ul style="list-style-type: none">*1st grade uses Mystery Science, but supplements to address standards, because it does not cover enough of the standards*5th grade has students do the Science practice tests because they need exposure*Science gets pushed on the 'back burner' because there are other competing subjects* Other grade levels have not looked at Science practice tests because they do not take the HSA Science |
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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 Severe Cognitive Challenges/Needs that have an Individualized Education Plan. (SPED) <u>Identified Student Need(s):</u> A comprehensive curriculum appropriate for their cognitive needs that addresses all core content areas (ELA, Math, Science and Social Studies).
2	<u>Targeted Subgroup:</u> Students who are learning English Language as a second language. (EL Learners) <u>Identified Student Need(s):</u> Targeted language support, culturally responsive instruction, and structured opportunities for academic and social language development to ensure their success in all subject areas.
3	<u>Targeted Subgroup:</u> Students who are economically disadvantaged or experiencing economic hardship <u>Identified Student Need(s):</u> Academic, Social-Emotional, and Behavioral Support and Intervention; access to resources needed to fully engage in school; access and resources to basic needs and stability (food, transportation, clothing); and Family engagement services that address these critical needs.



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.	All students deserve a solid and supported transition to Kindergarten.	All Kindergarten teachers will administer the KEA during the designated summer testing window or within the first 30 days of student attendance. The assessment will be used to gather baseline data, identify individual student needs, and inform instructional planning. The data will also be used to identify students who may require additional support and those who demonstrate advanced readiness. Incoming Kindergarten students and families will be provided transition opportunities p t t i ing: • Orientation session for students and parents to become familiar with the school environment, routines, and expectations. • Summer learning opportunity (Kinder Camp), which provides half-day sessions for students to learn school routines and expectations while promoting early literacy, numeracy, and fine motor development. Concurrent parent meetings will provide families with information, answer	100% of Kindergarteners will be assessed with the KEA.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		questions, and support preparation for the start of Kindergarten. Accountable Lead: Kindergarten Grade Level Chairperson and Administration		
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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.	In the SY24-25, Third grade SBA proficiency for ELA was 42%.	Implement the Success for All (SFA) program as the 100% of students from Preschool through Grade 5, including: • Curiosity Corner – Preschool • Kinder Corner – Kindergarten • Roots & Wings – Grades 1–5 Provide SFA Reading Tutoring for students in Grades 1–5 when adding interventions. Conduct regular progress monitoring to track student reading and instructional supports professional development for teachers on monitoring progress and analyzing i-Ready data. Implement targeted interventions and appropriate placement within SFA reading classes. Use professional development, human resources, and collaborative planning time to meet diverse needs of students. Promote family engagement in literacy by implementing Kahakai Read With Me (SFA) family engagement events. Under the Comprehensive Literacy State Development Grant (CLSD), continue to promote the Science of Reading and best literacy practices to improve outcomes.	• Member Center • Roots Assessment • iReady diagnostic data will be used to measure student growth four times during the year. Our goal is to have at least 50% proficiency by mid year; and 65% by the end of the year diagnostic. • Walk through data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Provide learning materials and books for families during selected family literacy development at home. Administrators and the SFA Facilitator ensure consistent implementation of schoolwide classroom management techniques and instructional practices (WASC #3). Accountable Leads: Jennifer Ilaban, SFA Facilitator; and Elissa Fiedler, CLSD Grant Facilitator		
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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.	In the SY24-25, our SBA scores for Math were 33% as a school.	all teachers participate in the Professional Learning Community (PLC) process Implementing Common Core State Standards for Mathematics priority standards, develop common formative assessments, and monitor student mastery as grade-level teams continue to plan and teach all other grade-level math standards. Provide 100% of students with a cohesive and equitable mathematics learning experience of grade-level priority standards and the development of strong problem-solving skills. Implement professional development, training, human resources, and collaborative planning time to meet the diverse needs of students. Strengthen instructional implementation of Building Thinking Classrooms strategies and structure mathematical discourse to deepen student reasoning, collaboration, and engagement in problem solving. Implement targeted interventions through small-group instruction and dedicated RTI time, implement professional development, and planning time to address student learning needs.	• CFA data documented in the teams TACA form • iReady diagnostic data will be used to measure student growth four times during the year. Our goal is to have at least 50% proficiency by mid year; and 65% by the end of the year diagnostic. • Walk through Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Administrators and the Math Facilitator consistent implementation of schoolwide classroom management techniques and instructional practices (WASC #3). Accountable Lead: Math Facilitator/Administration		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	SY24-25 SBA Data ELA for subgroups 37.2% Disadvantaged 16% Special Education 27.1% English Learners Math for subgroups 30.8% Disadvantaged 12% Special Education 23.1% English Learners	Ensure 100% of English Learner (EL) students have access to differentiated and targeted instruction in English, math, science, and FEP students. Provide ongoing professional development and instructional support for teachers to use differentiated instruction strategies, including GLAD, to support language development across content areas. Provide before- and after-school tutoring and enrichment opportunities. Ensure 100% of economically disadvantaged students have access to targeted academic, social-emotional, and behavioral support to promote access to learning. Ensure 100% of Special Education students have Individualized Education Programs (IEPs) that address individual learning needs and support progress toward individualized goals. Ensure instruction in the least restrictive environment (LRE) whenever appropriate to provide meaningful access to grade-level curriculum and opportunities to make progress toward their IEP goals. Provide appropriate specialized curriculum and interventions, including TeachTown, to meet individual cognitive needs.	Our goal is to see a 10% increase in all subgroups for SBA ELA and Math each year.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Utilize the i-Ready diagnostic and skill-building program to conduct assessments throughout the year. Provide Response to Intervention (RTI) supports, including targeted instruction, based on student needs. Accountable Leads: Administrators, NCTs, Special Education Teachers, and Classroom Teachers.		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Students face multiple challenges when transitioning from elementary to middle school, which can affect their academic performance, social-emotional well-being, and long-term success. Ensuring smooth transitions from elementary to middle school, as well as from middle to high school, is essential to supporting positive academic achievement and social-emotional outcomes.	100% of Grade 5 students transitioning to middle school Transition activities that support academic, social, and organizational readiness. Coordinate middle school transition opportunities with feeder schools and presentations from middle school representatives to introduce expectations for sixth grade. Offer summer bridge programs and family engagement workshops. Implement schoolwide AVID strategies, supported through ongoing professional development, to strengthen student organization, goal setting, and college-and-career readiness skills. Provide social-emotional learning lessons focused on social-emotional learning, including positive relationships. Provide Social and Emotional Learning (SEL) and enrichment opportunities for students. Hold transition meetings between elementary and intermediate staff to ensure continuity of support. Use 504 Plans and Individualized Education Programs (IEPs) to ensure continuity of support.	Our goal is that at least 75% of students participate in transition activities offered.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Accountable Leads: Administrators, Grade 5 Teachers, and Counselors.		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Average Daily Attendance for SY 2024–2025 was 91%. Strengthening communication with students and families about the importance of regular attendance, promoting consistent school participation, and implementing strategies to re-engage students with frequent absences will support improved attendance rates.	Monitor daily attendance for 100% of students and implement outreach, followed by counselor support, and a referral for students identified as chronically absent. Require all students to participate in quarterly attendance incentives, recognizing both individual attendance Ensure 100% of staff implement schoolwide Positive Behavioral Interventions and Supports (PBIS) to promote, reinforce, and celebrate positive attendance. Use attendance data to form targeted small counseling groups address attendance and student connection and belonging. Implement GAT strategies to strengthen students' sense of belonging and Na Hopena A'o outcomes. Provide parent education during Kinder Camp to community members, and available supports.	• Infinite Campus • Lei Kulia • Solution Team: Attendance Committee Meeting Minutes Our goal is to decrease chronic absenteeism by 5% from the SY25-26. Panorama Data will increase by 2% points in SEL Data.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		i ment engaging, culturally relevant school activities that f t i ic i i f nsistent attendance. Accountable Leads: Administrators, NCTs, Special Education Teachers, and Classroom Teachers.		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Approximately 10% of students demonstrate disruptive behaviors and challenges with emotional regulation, impacting the overall learning environment. Strengthening schoolwide practices and programs that promote a nurturing, supportive climate will enhance student well-being and reinforce positive behavior.	all students receive explicit instruction on the school's behavior expectations, including the behavior standards mix, while infusing Nā Hopena A'o (HĀ) strengthen a sense of belonging, excellence, aloha, total well-being, and Hawai'i. Implement schoolwide Getting Along Together (GAT) program, with weekly lessons and class council meetings that incorporate HA principles to support emotional learning and address classroom-specific behaviors. Provide professional development for teachers on GAT implementation, and strategies for embedding HĀ into daily instruction and interactions. Ensure all staff consistently follow schoolwide behavior protocols, including teaching expectations, implementing interventions, partnering with families, and enforce Chapter 19 reportable offenses Implement a streamlined referral system for addressing comprehensive student needs, led by administration and the counseling team (WASC #5). Provide tiered counseling supports, including classroom guidance, individualized counseling, with an emphasis on HĀ to support student well-being and connectedness. Maintain consistent communication with families through Remind app, phone calls, and parent-teacher conferences to strengthen school-home partnerships.	Teacher: - Think it through sheets - Parent Contact Log Admin: - Referral Data - Google Reporting Form - Think it through sheets/ Fix it forms - Referral Processing Forms - Infinite Campus Counselor: - Counseling Follow Up form Our goal is to decrease referrals from 10% in the SY25-26 to 7%. Panorama Data will show a minimum of 2% point growth by the final survey of SY26-27.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Implement quarterly PBIS incentives, including events such as pā t , i and reinforce positive student behavior aligned with HĀ values. Accountable Leads: Administrators, Counseling Team, and Classroom Teachers.	100% of Teachers using REMIND App to communicate with parents.	
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Strengthen relationships across the school community by increasing implementation of the HA Framework and GLO Standards in special classes and across all grade levels.	All teachers will receive an overview training on Nā Hopena A'o (HĀ). All staff will actively promote the school's pillars—Safety, Aloha, High-Quality Teaching, and Learning—by implementing PBIS structures that support, encourage, and recognize positive behaviors aligned to HĀ. Recognition systems, including Ali'i tickets, will be used to reinforce Nā Hopena A'o, the 3 B's, and the pillar of Aloha. Hawaiian Studies will be integrated across all grade levels (K–6) through year-long articulation classes. The fourth-grade Wa'a curriculum will support the teaching of Native Hawaiian history, vocabulary, and cultural practices. Cultural learning will be further strengthened through schoolwide experiences such as May Day celebrations, school oli, and participation in a variety of Hawaiian culture-based activities throughout the year. Accountable Leads: Administrators, Hawaiian Studies Kumu, NCTs, Special Education Teachers, and Classroom Teachers.	Panorama Data will be measured for a sense of belonging. Our goal is for a 10% increase from the SY25-26. 100% will have the opportunity to engage in Hawaiian culture-based activities.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Many students have limited exposure to diverse career pathways, which can restrict their awareness of future opportunities. KES will implement programs that promote well-rounded development, build practical real-world skills, and foster social responsibility. Through this comprehensive approach, students will be prepared for active, informed citizenship and equipped to	Leadership opportunities will be available across grade levels: all 4th graders may apply to serve as Aloha Ambassadors; all 4th and 5th-graders may apply for the Ali'i Club; and all 5th graders may run for Student Council positions, with all students participating in the election process. Students will engage in a variety of schoolwide events that promote community involvement and real-world connections, including EL Nights, Winter Fest, Movie Nights, May Day, Literacy Night, Grade 5 Market Day, STEM Night, Multicultural Night, and the Book Fair. All students will also participate in enrichment and resource classes during teacher PLC time, including Physical Education, Hawaiian Studies, Art, Garden, and Music/Dance. Accountable Leads: Administrators, Hawaiian Studies Kumu, NCTs, Special Education Teachers, and Classroom Teachers.	Project-based lesson plans will be monitored and collected to ensure 100% of teachers are implementing PBL by the end of the year. Our goal is for at least 75% of our students to engage in one career or community partner activity by the end of the year. 100% of students will participate in all resource classes.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	contribute positively to their communities and beyond.			
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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>
All Staff will engage in the PLC process to ensure high levels of learning for all students.	WASC Critical Area of Follow Up #4: Kahakai Elementary Staff will continue to strengthen Tier 1 classroom instruction; continue to refine Tier 2 and 3 instructional support and interventions, within the WIN Block, for all learners in ELA, Math, and Behavior (HMTSS). WASC Critical	All teachers will actively participate in quarterly Professional Learning Community (PLC) processes at Kahakai. Through weekly common planning PLCs, teacher teams will collaboratively design and pace unit plans aligned to identified priority standards; develop proficiency scales; and establish clear learning targets and success criteria. Teachers will regularly analyze formative (CFA) and summative data to inform instruction, identify appropriate interventions, and adjust teaching practices. PLC structures will also guide individual planning to ensure all grade-level standards across core content areas are addressed. Collectively, teacher teams will produce quarterly unit plans and pacing guides, establish agreements on priority standards, and implement research-based, common instructional strategies to support all students in achieving academic success.	● Unit Plans ● TACA forms ● WIN Block Plans ● Pacing Documents ● Walkthrough Data ● Posted Learning Targets & Success Criteria ● Classroom Management Plans 100% of grade levels will submit CFAs and Pacing Guides through the PLT process.	☒ 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

	Area of Follow Up #6: Kahakai Teachers will develop learning targets and success criteria, to achieve grade level standards and demonstrate the GLOS. Highly effective Teachers collaborate around student learning allows for greater collective teacher efficacy, which positively impacts student achievement.	Accountable Leads: Administrators, Special Education Teachers, and Classroom Teachers.		
All Staff will engage in the Vertical Articulation to analyze cross Grade level data to align to student needs.	WASC Critical Area of Follow Up #1: Kahakai Elementary Leadership Team will create more opportunities for vertical articulation time	All teachers will fully participate and contribute meaningfully to the Professional Learning Community at Kahakai. Vertical Articulation Accountable Leads: Administrators, Special Education Teachers, and Classroom Teachers.	- Student CFA and - Summative Data - iReady data - Student work Our goal is that 95% of our teachers engage in each	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	to analyze cross grade level data to align with student needs.		vertical articulation opportunity.	☐ Other:__, \$
All Staff will receive and engage in necessary professional development in order to meet the needs of all students and increase student achievement.	WASC Critical Area of Follow Up #2: Kahakai Elementary leadership team will create a comprehensive, formalized, and long-term program addressing professional development and strengths/needs for subgroups of students (SPED, EL) including outside community partnerships, increasing student achievement for all learners.	A formalized plan for Professional Development will be developed by Administration to address: • School and Teacher needs • Special Needs Learner needs • English Language Learner needs	PD Plan will be monitored and participation measured by sign in sheets. Our goal is that 95% of our teachers will engage in each scheduled PD.	☒ WSE, \$ ☒ 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

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	In order to have a well functioning school community all stakeholders must be involved and engaged.	All School Community Council (SCC) roles will be filled by September 2026. The SCC will meet regularly, collaborate with the principal, and host two community meetings annually. Stakeholders will review school data, provide input on initiatives, and offer feedback on the Academic Plan, including approval of the School Academic Financial Plan. Accountable Leads: Administrators, SCC Chairperson	• SCC Roster • SCC Meeting Calendar • SCC Agendas and Minutes Participation in meetings will be measured by sign in sheets to include board and community meetings. Our goal is to have 100% board participation at all meetings. Posting on documents on the school website.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Fully engage stakeholders (Family, Community, Etc.) in meaningful activities focused on improving student achievement.	Since returning to in-person learning (covid), the school has prioritized strengthening relationships and partnerships to improve student achievement and overall school performance. Families will be provided with ongoing opportunities throughout the year to engage in and support their child's academic learning.	The School will plan and host various meaningful activities to engage stakeholders in supporting student achievement and school performance/success. These may include but are not limited to: • Orientation/ KinderCamp • Open House • Parent-Teacher Conferences • Title 1 Parent Events: Reading, Math, STEM, SEL • EL Family Nights • Bookfair • SCC Community Meetings • Principal's Second Cup of Coffee • Winterfest • May Day The PCNC will maintain social media accounts to ensure ongoing and effective communication about school events, celebrations, and announcements. • REMIND- school-wide account • Instagram • Facebook The PCNC and DPUST will work together to maintain a current and informative Website that engages all stakeholders.	• Event Calendar • Event Announcements/Fliers • Sign In sheets	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		Accountable Leads: Administrators, Special Education Teachers, and Classroom Teachers.		
Fully engage stakeholders (Family, Community, Etc.) in meaningful communication and partnership focused on improving student achievement.	There is a need to ensure ongoing and effective communication between Teachers and Parents on student progress to improve student achievement.	All teachers will utilize the REMIND app to communicate with families frequently. Teachers will also use phone calls to communicate when a call is more appropriate for the communication. • All teachers will communicate at least weekly to update parents on what happened the prior week and/or what will be happening in the “week ahead”. • All teachers will communicate with parents when a child is absent per the student/parent handbook. • All teachers will communicate when a child is experiencing difficulty with academics or behavior as soon as the concern arises. • All teachers will engage in parent-teacher conferences after the 1st quarter report card is sent home. • All teachers will engage with families and build relationships that support learning at the beginning of the year Orientation or KinderCamp. All teachers will set goals with their students to ensure ownership of learning and student voice. Goals will be shared with parents to support ongoing student achievement. • SFA reading goals • iReady diagnostic goals • Class Council and GAT goals • Etc.	Our goal is to have 100% of families signed up and engaged in REMIND by the end of the first quarter.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		Accountable Leads: NCTs, Special Education Teachers, and Classroom Teachers.		
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The **Kahakai Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Feb 5, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): _____
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

Kahakai Elementary School Principal	Signature	Date
Barbra Kaimulua Bates	<u>Barbra Kaimulua Bates</u> Barbra Kaimulua Bates (Apr 7, 2026 18:53:57 HST)	Apr 7, 2026
SCC Chairperson	Signature	Date
Alisha De Guair	<u>Alisha De Guair</u> Alisha De Guair (Apr 7, 2026 18:55:20 HST)	Apr 7, 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	n/a	n/a
n/a	n/a	n/a
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
Alisha De Guair	<i>Alisha De Guair</i>	Apr 7, 2026

[Alisha De Guair \(Apr 7, 2026 18:55:20 HST\)](#)

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)	1815
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement

Kahakai Elementary School Bell Schedule: [Grade 4 Bell Schedule](#)

View: Grade 4 

	Day 1				Day 2				Day 3				Day 4				Day 5			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
7:45am	7:45a Opening				7:45a Opening				7:45a Opening				7:45a Opening				7:45a Opening			
8:45am	8a - 9:30a English Language Arts				8a - 9:30a English Language Arts				8a - 9:30a English Language Arts				8a - 9:30a English Language Arts				8a - 9:30a English Language Arts			
9:45am	9:30a Other 9:35a Recess 9:50a - 11:15a Math				9:30a Other 9:35a Recess 9:50a - 11:15a Math				9:30a Other 9:35a Recess 9:50a - 11:05a Math				9:30a Other 9:35a Recess 9:50a - 11:15a Math				9:30a Other 9:35a Recess 9:50a - 11:15a Math			
10:45am																				
11:45am	11:15a - 11:45a WIN				11:15a - 11:45a WIN				11:05a - 11:45a Writing				11:15a - 11:45a WIN				11:15a - 11:45a WIN			
	11:45a - 12:15p Lunch				11:45a - 12:15p Lunch				11:45a - 12:15p Lunch				11:45a - 12:15p Lunch				11:45a - 12:15p Lunch			
12:45pm	12:15p - 12:45p Writing				12:15p - 1p Writing				12:15p - 1p Computer Science				12:15p - 1p Writing				12:15p - 12:45p Writing			
	12:45p - 1:30p Science/Social Studies				1p - 2p Science/Social Studies								12:45p - 1:30p Science/Social Studies				12:45p - 1:30p Science/Social Studies			
1:45pm	1:30p - 2p GAT												1p - 2p Resource				1:30p - 2p Council			

