

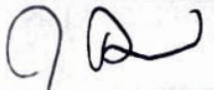


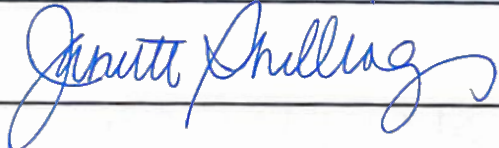
Konawaena Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Jessica Dahlke	
	3/30/26

Approved by Complex Area Superintendent Janette Snelling	
	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
Pre - K	Success for All - Curiosity Corner	Teacher Created -		
Kindergarten	Success for All - Kinder Corner	Eureka Math2 -	Mystery Science	
Early Elementary	Success for All - Roots	Eureka Math2 -	Mystery Science	
Late Elementary	Success for All - Wings / Edge	Eureka Math2 -	Mystery Science	

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	Scholastic News		Scholastic News	Scholastic News
K-5	AR Renaissance Learning	Khan Academy		
K-5	Write from Beginning and Beyond	iReady	Write from Beginning and Beyond	Write from Beginning and Beyond

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-5	I-Ready -	I-Ready -
K-5	DIBELS -	Other: - Eureka Mid Mod/End of Mod Tests
K-5	Teacher Created - CFAs	Teacher Created - CFAs
1-5	SFA Roots / Comprehension & Word Power Tests	

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: Tier 2 Progress Monitoring

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

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> High needs students need foundational numeracy and literacy (decoding, fluency, phonics) skills required for success across all content areas. Students making limited progress each year. <u>Root/Contributing Cause:</u> Lack of support for differentiated Math Strategies, Lack of support for differentiated foundational Literacy Skills/Strategies, Lack of comprehensive Tier 2 supports / interventions meeting the disparate needs of vulnerable populations. Current supports provided vary in effectiveness, Variance in Tier 1 Instruction. Lack of Fidelity to Tier 1 Curricular Standards.
2	<u>Student Need:</u> Whole group instruction is not meeting all student needs. All students need to learn specific targeted skills in literacy and numeracy, based upon their data-driven individual needs. <u>Root/Contributing Cause:</u> Lack of support for differentiated Math Strategies, Lack of support for differentiated foundational literacy skills strategies, Lack of consistent implementation of Research Based practice within MTSS is provided to students performing above and below grade level. Lack of Teacher efficacy and intervention resources to administer consistent, quality Tier 2 support.
3	<u>Student Need:</u> Students need to be present and engage in high quality instruction on a daily basis in order to achieve success across the curricula.

	<u>Root/Contributing Cause:</u> High chronic absenteeism rate / regular attendance with limited interventions and communication. Weaknesses in the system of identification and communication of attendance issues. Lack of consistent messaging around the importance of school. Inconsistent attitudes from families about the importance of regular attendance.
4	<u>Student Need:</u> Students struggle with managing emotions, relationships, and behaviors. Students need to learn how to exhibit appropriate, target behaviors in all school settings. <u>Root/Contributing Cause:</u> Lack of some teacher efficacy to differentiate instruction and address undesired behaviors. Lack of cohesive professional development plan to address teacher capacity, lack of systemic supports for students with disabilities (i.e. continuum of placements), lack of consistency in enforcement of school rules.

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> English Language Learners <u>Identified Student Need(s):</u> Literacy
2	<u>Targeted Subgroup:</u> SPED Students <u>Identified Student Need(s):</u> Literacy
3	<u>Targeted Subgroup:</u> High Needs Students <u>Identified Student Need(s):</u> Literacy and Math
4	<u>Targeted Subgroup:</u> GT and Accelerated <u>Identified Student Need(s):</u> Literacy and Math



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <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	Longitudinal data indicate that many students are not ready for kindergarten due to lack of preschool or home preparation. And Root Cause #1	Administer incoming Kindergarten Team and Complex-developed assessments, as well as the KRA assessment to gain an understanding of individual student needs and to create a foundation of learning for students. Use iReady universal screening data to support student learning. Provide Summer Learning opportunities to incoming Kindergarten students. Work with families to create greater connection amongst parents through designated introductory school activities, and share readiness indicators with families. Accountability Leads: Kindergarten Teachers	Monitoring of Universal Screening iReady Data (Fall / Winter / Spring) Monitoring of Panorama SEL Data Use PLT process and Common Formative Assessments to track proficiency on Essential Standards, measured by cyclical SMART Goals.	☒ WSF, \$ ☒ Title I, \$300 18935 Family Engagement ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:_Summer Learning_SILF, \$8000

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. Annual Target: From the start to the end of the year, all students will make a 25% gain on Universal Screener iReady	To promote a literate society that is composed of contributing members, KES will follow the expectations of the Complex and the CLSD Grant. And Root Cause #1 and #2	Support all students with Targeted interventions delivered in Tier 1 Small Groups, fine-tune Tier 2 Interventions, as well as ensure appropriate placement in SFA reading classes. Provide dedicated, data-driven Intervention time, push in/pull out tutoring, as well as enrichment opportunities for students identified through the HMTSS process. Support teachers with skill-specific interventions and data tracking, monitored through the Tier 2 weekly meetings. Supply teachers with professional development, training, and resources to ensure that students' specific skill deficits are met. Encourage families to actively participate in their children's learning by helping them to support reading homework, and literacy in general. Under the purview of the CLSD grant, promote the Science of Reading best practices to elevate the performance of all learners. Provide ongoing support for Literacy through SFA coaching. Provide more professional development dedicated to specific skill building (ie phonics, word work, etc.). Purchase research-based Tier 1 and Tier 2 curricula in ELA, as well as Science that support and extend learning for all of our students. Accountability Leads: Admin, HMTSS Team, Coaches, Teachers, EL Teachers	Interim Measures: Students will increase scores by 12% on the Winter Diagnostic, and another 12% by the end of the school year. HMTSS Data Tier 2 students will increase proficiency by 10% Longitudinal Improvement in SBA scores- Increase of 3% points in ELA scores	☐ WSF, \$ ☒ Title I, \$80,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD____ ☐ Other:____, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Annual Target: From the start to the end of the year, all students will make a 25% gain on Universal Screener iReady	To promote a mathematically literate society that is composed of contributing members, KES will follow the roadmap set by West Hawaii Priority Standards using our guaranteed, viable curriculum as the delivery system. And Root Cause #1 and #2	Support students with Targeted Interventions delivered through small group instruction and dedicated intervention time, with additional support, PD, and time to meet student needs. Continue to have focused math data conversations in Professional Learning Teams, utilizing Common Formative Assessments, which may include the District Math Assessment as a data point. Provide tutoring and enrichment opportunities, either pull-out or push-in, for students identified through the HMTSS process. Encourage families to actively participate in their children's learning by providing optional math foundational skills homework. Provide parents with tools and resources to support math education at home. Purchase research-based curricula in Math and Science. Allow all students to have access to opportunities to extend learning. Create additional programmatic opportunities for Gifted and Talented students to build advanced skills. Accountability Leads: HTMSS Team and Teachers	Interim Measures: Students will increase scores by 12% on the Winter Diagnostic, and another 12% by the end of the school year. HMTSS Individual Data Monitoring Process Longitudinal Improvement in SBA scores- Increase of 3% points in Mathematics scores	☒ WSF, \$ ☒ Title I, \$80,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	To provide an equitable educational opportunity for all students and mitigate challenges to the greatest extent possible. And Root Cause #1 and #2	Support all students through inclusive practices, offering meaningful inclusion opportunities to students identified as English Learners (EL) or those with Individualized Education Programs (IEPs) and 504 Plans. Create an equitable learning environment for all students. Provide ongoing support for Tier 2 Interventions and small group instruction, supported by McCarley TMG and consultants in SFA. Continue to refine SMIEP data-driven benchmarks, Classroom Management Plans, and best practices in co-teaching, aligning with KES's commitment to inclusivity. Build a true continuum of placements for Special Education students that will include a Resource setting in addition to Inclusion and FSC. Continue to provide sacred Co-teaching planning time for Inclusion teams to plan together. Accountability Leads: Admin, NCTs, SPED Teachers, and Classroom Teachers	Data disaggregated by student group (vulnerable groups and major races/ethnicities) Each subgroup listed to increase by a minimum of 5% points • Language arts proficiency • Mathematics proficiency • Science proficiency • Growth in academic proficiency • Regular attendance	☒ WSF, \$ ☒ Title I, \$40,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	It is imperative that students transition successfully at critical points, such as from elementary to middle school, as these transitions mark significant shifts in academic, social, and emotional demands, and smooth transitions facilitate continuity in learning and support students' overall well-being as they navigate new environments and expectations. Successful transitions also set the foundation for academic engagement, social integration, and emotional resilience, ultimately contributing to students' long-term academic success and personal development. And Root Cause #3	Implement a Kindergarten Summer Transition Program, and a Kindergarten Orientation/Transition schedule. Partnerships with Konawaena Middle and High School, Reading Buddies, 6th grade visit to KES, the 5th Grade visit to KMS, Parent Night mixer, and class experience at KMS. In conjunction with KMS, provide more information to parents about the KMS class schedule selection, etc. Offer Skills Based Treatment as needed to help create appropriate behavior and communication skills. Teachtown can be utilized as a Transition curriculum. Be intentional in making new students feel welcomed to campus through peer supports. Accountability Leads: Admin, NCTs, and Classroom Teachers	IP - Percent of elementary schools with transition activities for newly entering students. Percent of middle / intermediate schools with transition activities for students entering from elementary school. Increase of 2% on Panorama SEL Data in the area of Belonging.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: _Kindergarten Transition_, \$
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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. Annual Target: By the end of the school year, our school will have a Regular Attendance rate of 72%	We are committed to fostering a holistic learning environment where students thrive intellectually, socially, and emotionally. KES's goal is to cultivate a love for knowledge, nurture critical thinking skills, foster meaningful social connections, and prepare students for their future academic and professional endeavors. Through engaging curriculum, supportive educators, and a vibrant school community, we strive to empower each student to reach their fullest potential and become lifelong learners. And Root Cause #3	HMTSS tracking and monitoring of attendance concerns. Collaborative relationship with Taea Greenwell, West Hawaii Social Worker, to assist students and families displaying chronic absenteeism. With the support of our Social Worker, continue to communicate to parents the importance of attendance. Increased communication with families through all modalities, including letters as thresholds of absences, are met. Integration of EveryDay Labs to help monitor attendance trends and communicate with families. Create more exciting, engaging activities, like Attendance Club, to promote intrinsic and extrinsic motivation to attend school. Delve into barriers that are making school undesirable, such as safety and parent values. HMTSS team/Attendance Committee will create and implement attendance incentive programs.	Tracking of students meeting thresholds requiring letters; Signed returned letters; Interim Measures: Q1 - 66% Regular Attendance Q2 - 68% Regular Attendance Q3 - 70% Regular Attendance Q4 - 72% Regular Attendance Panorama Data and SQS Data to reflect positive school experiences; Panorama Data will increase by 2% points in SEL Data EveryDay Labs Monitoring Data	☒ WSF, \$ ☒ Title I, \$5000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

		Accountable Leads: HMTSS Teams and Attendance Committee		
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	KES is dedicated to providing students with a Na Hopena A'o learning environment within the Hawaii Department of Education. Our primary goal is to cultivate cultural awareness, foster holistic well-being, empower students to become responsible citizens and promote lifelong learning deeply rooted in Hawaiian values and perspectives by embracing the principles of Na Hopena A'o, we aim to nurture a community where students thrive academically, socially, and culturally, equipping them with the skills and mindset necessary for success in an ever-changing world. And Root Cause #3	Continue to fine-tune the HMTSS process: The form is streamlined to collect data that would be needed at Special Education Eligibility. Utilize HMTSS weekly meetings to review concerns related to progress of students, both academically and behaviorally. Staff provides Heads-Up form, HMTSS team determines next steps, communicates with the teacher to implement a targeted intervention, reviews progress data, evaluates the effectiveness of the intervention, as well as recommends referrals to Special Education when Tier 2 supports are not successful. The Behavior Guiding Coalition meets 1 time per month and determines a focus area and focus area. Communicate discipline and behavioral trend data with families and staff. The school collaboratively created our behavioral expectations identified as ROAR. Continue explicit instruction of target behaviors in targeted areas twice each year. Continue to refine processes that address minor behaviors, referral reporting, and consequences. Continue implementation of ROAR positive behavior system; explicit teaching and positive public praise (ROAR tickets). Accountability Leads: Admin, Teachers, and HTMSS Team	Student surveys through Panorama will show an increased sense of belonging in the SEL Spring survey when compared to Fall results. The increase will be a minimum of 5% points.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	KES is dedicated to providing students with a Na Hopena A'o learning environment within the Hawaii Department of Education. Our primary goal is to cultivate cultural awareness, foster holistic well-being, empower students to become responsible citizens and promote lifelong learning deeply rooted in Hawaiian values and perspectives by embracing the principles of Na Hopena A'o, we aim to nurture a community where students thrive academically, socially, and culturally, equipping them with the skills and mindset necessary for success in an ever-changing world. And Root Cause #3	Create Place-Based grounding and learning activities for both students and staff, as well as exposure to the Na Hopena Ao framework. Use Na Hopena A'o principles to strengthen classrooms, grade levels, and the whole school with a sense of belonging for all. Some classrooms display GLOs in Hawaiian. Incorporation of Hawaiian Studies through a partnership with Aloha 'Aina. Kumu Summer teaches Hawaiian Studies to all classes, and supports the May Day Program at KES. Explore extended learning in Social Studies and Native Plants, including the 50 endemic species planted on our slope, and their connections to Hawaiian practice. 4th Grade includes Hawaiian Studies standards which include field trips (huaka'i) to the Makahiki games, a visit from the wa'a, and learning the school chant in Hawaiian. KES continues to embrace Hawaiian culture through the ritual of May Day. Accountability Leads: Admin, NCTs, Teachers	Student Panorama Survey will show an increase in Sense of Belonging in the SEL Spring survey when compared to Fall results. The increase will be a minimum of 5% points. (The 'B' in BREATH is for Belonging)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:\$17,000 Aloha Aina ☐ Other:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	KES has designed programs to nurture well-rounded development, cultivate practical real-world skills, and instill a strong sense of social responsibility in our students. Through our comprehensive approach to education, we aim to prepare students for active and informed citizenship, equipping them with the knowledge, skills, and values needed to	KES students have opportunities to participate in career, community, civic, and school events such as: Open House Literacy Breakfast, Math Game Afternoon EL Nights/MEP Nights Winter Craft Night Movie Nights May Day Turkey Trot Wally the Wildcat Kamuela Philharmonic Orchestra Concerts and Music Classes Visiting Musicians GEMS Artists in School Literacy Night Health Night (Boys' Night/ Girls' Night) Digital Literacy Parent Support Provide more opportunities for content to be linked to careers, and more careers to be showcased in classrooms.	Document events and student participation throughout the year; Teaching of participation and a goal of 75% of families participating in at least one event during the 26-27 SY.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	positively contribute to their communities and the world at large. And Root Cause #3	Foster relationships with parents and create more opportunities for parents to volunteer on campus. Accountability Leads: PCNC, Admin, Volunteer Leads, Activities Committees		
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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.	By providing opportunities for students to engage in rigorous standards-based instruction, teachers can ensure that their students have the knowledge and skills they need to succeed academically. Rigorous instruction involves challenging students to think critically and problem-solve which helps them to develop higher-order thinking skills that will be valuable in their future academic endeavors. And Root Cause #1	Professional Learning Teams (PLTs), defined as teams with shared purpose, collecting data on priority standards, are functioning well and contributing to increased teacher efficacy, as well as student achievement. Dedicated Guaranteed and Viable Curriculum for reading, writing, and math addresses standards. Regular meetings of PLTs, Academic Guiding Coalition, Behavioral Guiding Coalition, and the Lead Team underscore a commitment to data-driven decision-making and schoolwide Improvement. Devote faculty meeting time to priority standards, and the vertical alignment of skills. Ins and Outs teaming protocol to be reviewed in April. Continue to align potential career pathways with the Middle School and High School. Accountability Leads: GLCs, NCTs, Admin	[Improvement in Universal Screener Data; Minimum of 25% growth in both subject areas as measured by iReady; HMTSS Data Monitoring; Longitudinal Improvement in SBA scores; Increase of 3% points in all three areas; 100% participation by teachers in the PLT process.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1 All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	Highly effective Teachers collaborate around student learning allows for greater collective teacher efficacy, which positively impacts student achievement. And Root Cause #1 and 2	All teachers will utilize the Professional Learning Team (PLT) process to implement best practice strategies to plan and modify instruction informed by formative assessment data. Continue to provide professional development and support for Success Criteria and Learning Targets. Academic: All teacher teams will develop: ● Quarterly Unit plans/ Pacing Guides, ● Identifying and agreements of priority standards ● Proficiency scales ● Pacing of Priority Standards ● Success criteria ● Learning targets ● District Common Assessments, which can be used as Common Formative Assessments Accountability Leads: All Teachers and Admin	PLT data forms; Pacing Guides; Universal Screener and SBA Data; 100% of grade levels will submit Common Formative Assessments and PLT Templates Walkthrough Data and Templates	☒ 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

2.1.2 All teachers are effective or receive the necessary support to become effective.	Highly effective Teachers demonstrate research-based practices, aligned to priority standards and assessment, which positively impacts student achievement. And Root Cause #1 and 2	All staff will participate in professional development provided through the CLSD grant • All teachers: Science of Reading • GC/Leadership: HMTSS-R • Literacy Coach: HDOE coaching sessions with Targeted teachers Accountability Leads: Administration, Academic Coaches	iReady Data DIBELS Scores, Roots scores, Wings Word Power and Comprehension scores HMTSS Data Tier 2 students will increase proficiency by 10%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:_CLSD_, \$ ☐ Other:_, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	We ensure SCC membership, engagement, and meetings with administration to provide community voice to school operations. And Root Cause #3	Work with the SCC Chairperson to build and schedule monthly meetings, with input from members. Publicize the meetings through Class Dojo and the Weekly Update for maximum attendance. Release agenda in advance so that people may contribute. Take detailed meeting minutes regarding group actions. Increase participation of members and families by having a booth at Open House, and combining recruitment with fun activities. Accountability Leads: Principal, PCNC, and SCC Chairperson	Agenda and minutes for meetings; Posting on documents on the school website; 100% of SCC meetings will have required attendance as measured by agenda and sign in sheets.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school.	To offer the opportunity to be an active participant in KES's decisions and increasing participation rates in teacher and parent dimensions to gather perceptual data. And Root Cause #2 and 3	The SCC is the major decision-making cadre on campus. While parents may be asked for input on surveys, actual policies and financial matters will be relegated to the SCC. This will be shared with families at the beginning of the year. Supply families with school supplies to foster continued learning at home. Books and food will be provided at some family engagement nights. Share pertinent school information with parents in a digestible format, such as ROAR ticket process, and a day in the life of a student. Title 1 Family Engagement Nights - Explain Title 1 - School's Priorities and Data - Welcome Back Parents Night Health and Wellness Nights Literacy and Math Nights Encourage more PTA volunteers in classrooms.	Track SQS data and scores on Parent and Student satisfaction. Track families that attend school events.	☐ WSF, \$ ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Accountability Leads: Admin ELL Family Nights - Promote inclusive performances of our ELL students/families - Focus on literacy Accountability Leads: ELL Coordinator		
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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.

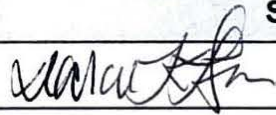
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Konawaena 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 **Oct 27, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 23, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): *[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]*
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Konawaena Elementary School Principal	Signature	Date
Jessica Dahlke		3/30/24
SCC Chairperson	Signature	Date
Darcie Asakura		3/30/2024

SCC Recommendations to the Academic Plan and Financial Plan:

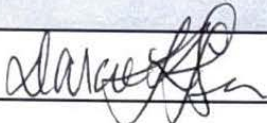
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
Write out Acronyms (PIP, CFA, PLT, etc.)	Not all parents know these terms	Agreed. Included in plan
Recommendations for increasing parent participation as well as at-home support for learning (SCC booth at Open House, Explanations of ROAR tickets/school processes, getting more representatives and rotating)	Try to get more parents actively involved in their children's education.	Agreed. We did these things last year, but can do them again. Include in plan.
Include more career connections, both in the classroom and to math.	Families want to support math at home	Agreed. Include in plan.
Clarify the participation events vs. the Feedback structure for decision-making	Clarify the element response.	Agreed. Include in plan.
Support for 5th grade transition. Work with Middle School to better inform parents about transition information.	Involve parents in the class selection process.	Agreed. Include in plan. We will ask the Middle School to share more information with our platform and with parents.
Allow access to iReady at home	Parents can support learning.	Teachers need to make sure that the child is working unassisted for data and skill tracking. Screener data must show what a child can do independently.
List of expected items a kid should know for Kindergarten. Send a survey to parents during registration to spread students evenly.	Evenly distribute students in classes.	Rather than surveying parents, the Kinder team assesses each child individually on the required KRA skills and then uses the information to assign classes. We can share

		the KRA skills with parents, but that cannot replace the required assessment.
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SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
SCC members voiced the following recommendations for next year's process: To receive the full plan ahead of time, and rather than breaking it up and discussing it in segments, they would like to review the entire plan together and discuss as a full group.

Attested:

SCC Chairperson	Signature	Date
Darcie Asakura		Date 3/30/2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1104
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Konawaena Elementary School Bell Schedule: KES Schedule 26-27	