

Kaunakakai Elementary Academic Plan SY 2026-2027

30 Ailoa St. Kaunakakai 96748
[808-567-7200]
www.kaunakakaielementary.org

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Daniel Espaniola	
Daniel Espaniola	4/10/2026

Approved by Complex Area Superintendent Rebecca Winkie (Dr.)	
Rebecca Winkie	04/10/2026

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 School Sped	Assessment, Evaluation & Programming Systems for Infants & Children (AEPS-3)	Other: Assessment, Evaluation & Programming Systems for Infants & Children (AEPS-3)	Other: Assessment, Evaluation & Programming Systems for Infants & Children (AEPS-3)	Other: Assessment, Evaluation & Programming Systems for Infants & Children (AEPS-3)
Pre School- Executive Office on early Learning (EOEL)	Hawaii Early Learning and Development Standards (HELDS), Creative Curriculum and teacher created.	Hawaii Early Learning and Development Standards (HELDS), Creative Curriculum and teacher created.	Hawaii Early Learning and Development Standards (HELDS), Creative Curriculum and teacher created.	Hawaii Early Learning and Development Standards (HELDS), Creative Curriculum and teacher created.
K through 3rd grade	'23 Wonders ▾	ORIGO Stepping Stones, First Editi... ▾	Amplified 2018	Teacher created
4th through 6th grade	'23 Wonders ▾	HMH Into Math ▾	Amplified 2018	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	Starfall, Moby Max, Teachers Pay Teachers, Epic	Clever, Moby Max		
1st	Achieve 3000, Moby Max, Teachers Pay Teachers, Starfall	Boddle, IXL Learning, Moby Max, Teachers Pay Teachers		Teachers Pay Teachers
K-2	Heggerty - Phonemic Awareness			
2nd	Moby Max, Epic, Splash Learn, Qwerty	Moby Max, Sumdog, Splash Learn		Teachers Pay

	Town			Teachers
3rd	Accelerated Reader, IXL Learning, Multiple Skills, Qwerty Town	Khan Academy, IXL Math, Sumdog, REFLEX/FRAX Math		
4th	Achieve 3000, IXL Learning, Qwerty Town	IXL Math, REFLEX/FRAX Math, Sumdog		
5th	Achieve 3000, STAIRs Protocol, IXL, Qwerty Town	IXL Math, REFLEX/FRAX Math, Sumdog		
6th	Achieve 3000, IXL, Moby Max, Qwerty Town, Typing Club	IXL, Moby Max, Moomoo Math, Sum Dog	Tou Tube Science, Teacher Created	CNN 10, Virtual Fieldtrips

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:

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
Kindergarten	DIBELS - & STAR 360	STAR 360 ▾
1st grade	DIBELS - & STAR 360	STAR 360 ▾
2nd grade	DIBELS - & STAR 360	STAR 360 ▾
3rd grade	DIBELS - & STAR 360	STAR 360 ▾

4th grade	DIBELS - & STAR 360	STAR 360 ▾
5th grade	DIBELS - & STAR 360	STAR 360 ▾
6th grade	DIBELS - & STAR 360	STAR 360 ▾

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: [Insert year]

Type of Last Visit: **Select One ▾**

Year of Next Action: [Insert year]

Type of Next Action: **Select One ▾**

Year of Next Self-Study:

[Insert year]

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

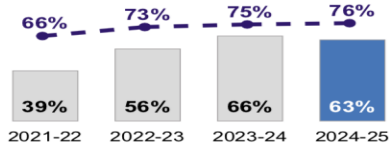
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1. Student Need: **Students attending 90% of instructional days will increase to 63% from 67%.**

Regular Attendance

Percent of students attending 90% of instructional days.



Data reflects post-pandemic return to in-person learning.
Data is unavailable for charter schools before 2023-24.

Root/Contributing Cause:

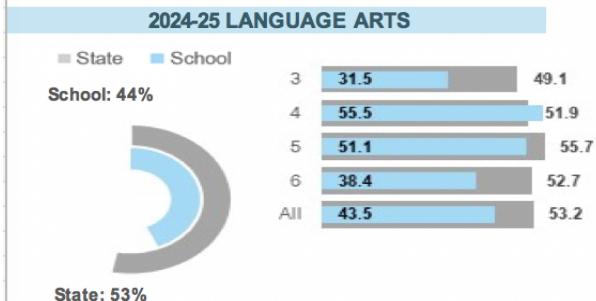
- School attendance is not a priority with some of our families
- Recent increase in medically fragile students who are often absent for medical reasons
- We saw an Increase in students with health issues. (asthma, allergies, etc.)

2.

Student Need: Grade 3-6 students who meet or exceed proficiency on the 2025-2026 Smarter Balanced Assessment English Language Arts Assessment will increase from 43.5% from 47%.

SY2024-25 CNA Data Workbook - Kaunakakai Elementary School

COMBINED (SBA,HSA-Alternate) Proficiency by Grade



% PROFICIENT IN LANGUAGE ARTS BY GRADE

SCHOOL YEAR	3	4	5	6	ALL GRADES
2022-23	50.0%	36.8%	43.5%	48.3%	44.7%
2023-24	50.0%	30.2%	46.3%	35.7%	39.4%
2024-25	31.5%	55.5%	51.1%	38.4%	43.5%

Root/Contributing Cause:

- All teachers are not explicitly or systematically teaching reading and writing standards with consistent integrity.

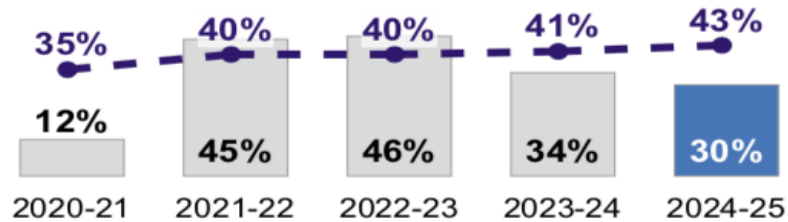
- Not 100% of special education teachers are licensed and certified.
- A lower regular attendance rate of those students who do not meet proficiency

Student Need: **Science Proficiency (30%)** At least 35% of the 5th graders will score a meet or exceed on the Hawaii State Science Assessment in Spring 2026.

3.

Science Proficiency

Percent of students demonstrating proficiency on statewide science assessments.

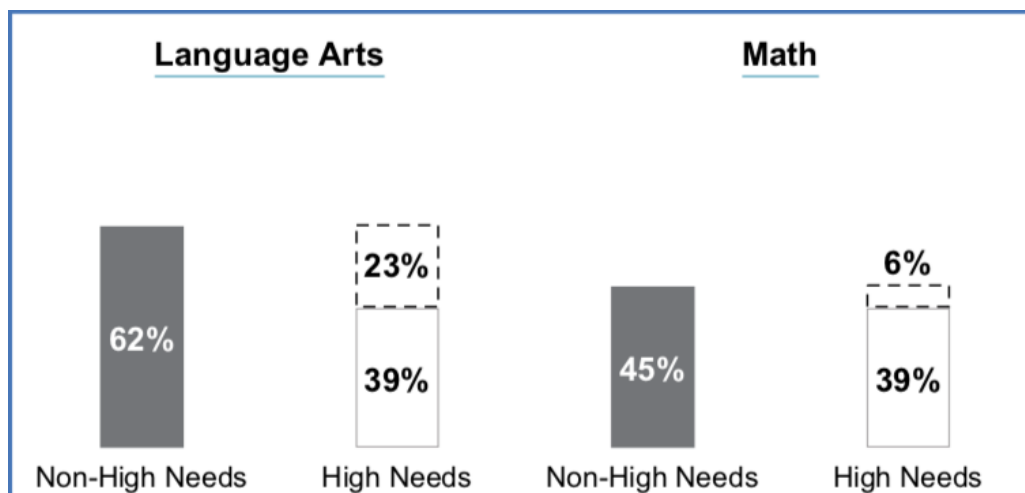


Root/Contributing Cause:

- Inconsistent use of the Science curriculum provided (Amplified Science).
- Lack of inquiry-based learning experiences and practice with simulations for students.
- Teachers feel instructional time constraints are at play with all that is required

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:** *High Needs Students (Special Education, 504's, EL)- Language Arts Proficiency*



Identified Student Need(s): The learning gap between high needs and non-high needs students in Spring 2026 will be less than 21%.

- Test-taking strategies and practice or interim SBA tests are not systematically taught or used in 3-6th grade classes.
- Not all teachers are not explicitly and/or systematically teaching reading and writing standards with integrity.

Enabling Activities to address identified targeted subgroup student Need(s):

- K-6 grade RTI in place
- Schoolwide initiative to increase comprehension strategies
- Schoolwide initiative in student writing and best practices



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.	Teachers need to identify student strengths and needs in order to provide timely support for kindergarten students.	All incoming Kindergarten students will take the Kindergarten Readiness Assessment (KRA) at the beginning of the school year. K teachers will also utilize the 2nd Step SEL curriculum. K teachers will assess K students using DIBELS program, STAR 360 program, and the 2nd Step SEL program. K Teachers will use the Brief Externalizing and Internalizing Screener for Youth (BEISY) student survey to target and address targeted student behaviors needing support. Leads: Kindergarten Teachers	KRA results, DIBELS assessment results, SEL and BEISY survey results	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	Third-grade reading level is arguably one of the strongest early indicators of a child's future academic and life success, acting as a powerful predictor of high school graduation, college enrollment, and career stability.	General Education, Special Education, and RTI Teachers will create targeted RTI plans for students in the Urgent Intervention Category (T3). Paraprofessional Tutors (PPTs), Paraprofessional Educators (PEs) and/or Educational Assistants (EAs) will collaborate with classroom and RTI teachers to provide targeted support for these students. Lead(s): All PreK- 3rd General Education Teachers, Special Education Teachers, RTI Teachers, EAs, PEs	Reviewing of universal student screening data, RTI groups student performance tracking, PLCs notes and agendas on discussions and collaboration to support student learning along with Panorama program to track student progress.	☒ WSF, \$ ☒ Title I, \$ ☐ 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. Required for all schools.	Every child deserves the opportunity to reach their full potential, regardless of their race, ethnicity, socioeconomic status, gender, or any other circumstances.	All students' academic and/or behavioral needs will be identified and addressed through our Hawaii Multi-Tiered System of Support (HMTSS). We target and provide appropriate levels of student support through our Response to Intervention (RTI) system Tier 1- Classroom instruction Tier 2- Small group "targeted" instruction for skills/concept development (RTI groups) and specific EL student support Tier 3- "Intensive" skill/concept instruction for students with IEPs, 504 Plans, BSPs) Lead(s): GenEd/Sped Teachers, EL Teacher, Student Services Coordinator, Educational Assistants, Paraprofessional Tutors • Create an agreed upon writing process, common editing marks, graphic organizers, common assessments and rubrics and corresponding anchor charts. • Use some training time to have teachers calibrate writing and follow a schedule of teaching certain genres in Quarters 1-3. • Teachers will teach students how to score writing pieces using a rubric and use peer to peer or teacher conferencing to look at student writing. Lead(s): 3rd-6th grade teachers, Upper and lower grade RTI teachers.	STAR 360, DIBELS Universal screeners- 3x/Year BEISY and Panorama SEL Survey 2X/year WIDA Access Test • By the end of the first month common editing and writing process charts will be created and posted. • 90% of K-6th grade students will have final writing pieces in Qtr. 1-3. • Meeting agenda/scheduled time for calibrating writing scores.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. Required for all schools.	Extensive educational research consistently demonstrates a strong correlation between a student's regular and on-time attendance and higher levels of academic	All Teachers, Counselor, and Principal will follow the KES Attendance protocol. This will include parent notification by teacher, notification letters sent home, parent attendance meetings with Counselor and Principal, Home visit by Principal and Counselor, Social Worker home visits. Attendance Incentives: - Monthly Brag Tags and extra recess for attendance - Drawing for prizes at the end of each quarter for less than 5 total absences.	Infinite Campus Reports Documentation of Notifications Tracked by Counselor- student attendance and	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	achievement.	Perfect Attendance Awards given at the end of the school year. Lead(s): PBIS Team (Counselor, BHS, Sped Teacher, Upper EL and Lower EL Teacher), Principal	followed up by PBIS Team and Principal.	
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1.2.2. All students demonstrate positive behaviors at school. Required for all schools.	Our Positive Behavior & Interventions System (PBIS) aims to create a school environment where all students can learn and thrive. By focusing on proactive teaching, positive reinforcement, and data-driven decision making, (PBIS) significantly improves student behavior, academic achievement, and overall school climate.	Our Positive Behavioral and Interventions Support (PBIS) Team meets monthly to review discipline, Panorama SEL survey, Brief Externalizing and Internalizing Screener for Youth (BEISY) data and share it with the faculty to target student needs, identify interventions, and implement appropriate support. Our PBIS Team creates clarity on school wide student behavior expectations and supports teachers with strategies to create effective learning environments that emphasizes a positive and proactive classroom management approach. Our PONO Point Store led by our counselor is a student incentive activity held monthly to reward students for demonstrating our Hawaiian Core Values of KLH (Kuleana, Laulima, Ho'ihi). Students are celebrated in our "Dolphin of the Quarter" recognition during our Friday Morning Assembly (FAMA). All K-6th grade classes teach the Second Step Digital SEL program. Lead(s): PBIS Team (Counselor, BHS, Sped Teacher, Upper EL and Lower EL Teacher), Principal	PBIS Team meeting agendas and minutes, discipline data.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. Required for all schools.	By providing community, career, and civic learning opportunities we help our students to develop leadership skills, learn the importance of helping others, the community, and be exposed to a variety of career options to consider and/or plan towards	Students attend culturally relevant and community field trips. (i.e. Digital Bus, Molokai Land Trust) Teachers will take students to visit community businesses and invite community guest speakers to talk with students regarding career opportunities and information. Lead(s): Teachers, Support Staff, EAs, PPTs	Field Trip request forms and log Guest speaker request forms and log	☒ 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

- ★ 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 Teachers (PreK - 6) will participate in Professional Learning sessions on State, Complex, and school wide initiatives, core curriculum, technology, and other programs and resources	Professional development enable our teachers to expand their knowledge base and strengthen their professional practice and teaching strategies	Faculty will receive Professional Learning Opportunities regarding: • Professional Learning Communities (PLCs) • Core Curriculum- Stepping Stones, Into Math Wonders, Amplified Science, Computer Science • Data Team Process • HLLM Complex Math Project • Technology and Digital Resources (Achieve 3000, MobyMax, IXL) • HA Framework- • Positive Behavioral and Interventions Support (PBIS) • Hawaii Multi-Tiered System of Support (HMTSS) • Enhanced Core Reading Instruction (ECRI) K-2nd • STAIRS Reading/Vocabulary Protocol 3rd-6th Lead(s): Principal, Leadership Team, Teachers, Grade Level Chairs, Content Area Chair	PD agendas, Sign-in sheets, Classroom observations	☒ 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

100% of K-6 classroom teachers will participate in the Professional Learning Communities (PLCs) process	PLCs allow time for teachers to collaborate, share best practices, and discuss innovative ways to improve their delivery of instruction. The goal is to improve teacher practice and increase student learning in all classrooms.	Teachers will use the Professional Learning Communities (PLC) process to collaboratively analyze student data, set goals, and adjust their teaching practice to meet the needs of their students. Teachers will analyze the skills and concepts students need to learn to be successful. Teachers will then implement instructional practices and strategies to maximize student learning. Lead(s): Leadership Team, Classroom Teachers, RTI Teachers, EL Teacher (For EL Students)	Leadership Team agendas/ minutes PLC agendas, and minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
100% of K-6 classroom teachers	Foundational Math skills is a	Teachers will implement our guaranteed and viable Math curriculum with integrity.	Principal Walkthroughs	☒ WSF, \$ ☒ Title I, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

will participate in the HLLM Complex Math Strategic Plan	significant predictor of a student's long-term academic and future success	- Teachers will foster deep mathematical thinking and reasoning with students - Teachers will prompt student curiosity along with conceptual understand of math - Teachers will promote mathematical discourse by encouraging discussion by students to explain their process and thoughts - Teachers will collaborate in PLCs regarding strategies used, impact on student learning Lead(s): GenEd/Sped Teachers, Principal, HMTSS Team, RTI Teachers	HMTSS Team Meetings, discussions, and agendas/notes PLC Agendas/Notes	☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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. Required for all schools.	SCCs allow the community and school to collaboratively work together and support school improvement efforts.	The School Community Council (SCC) meets monthly as an advisory group to the Principal. They will review and then provide feedback on the Academic and Financial Plans. The (SCC) will also provide collaborative opportunities for input and consultation on school initiatives and improvement efforts. This includes taking other actions as described by the Department of Education guidelines Lead(s): School Community Council members, Principal	SCC Agenda and Minutes Following timeline and completing all required tasks of the SCC	☒ 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>
Our school offers numerous opportunities for Families and the community to engage with our school in meaningful activities and to be valued partners in educating their children.	We understand that parent engagement is strongly linked to higher student achievement, better student behavior, enhanced student social skills, and a major factor in creating a positive school culture and environment.	We will provide numerous opportunities for families to engage with our school and learn about what we offer and the areas we are focusing on for school improvement. We will invite families to be active partners in educating their children along with our support and encouragement. Through these events/activities: -Welcome Back to School Event -Ohana Family Night -Parent Conference Weeks (Fall, Spring) -Parent Community Network Center (PCNC) lead coordinated school/community events and activities. (Movie Nights, Holiday Events, and other Special Events, i.e. Turkey Trot & Giveaway, Holiday Hoike, Pajama Night, Makahiki, Autism Awareness Event) Lead(s): Parent Community Network Center (PCNC) Leadership Team, Community members, faculty and staff	Sign-in sheets and participation, Feedback surveys	☒ 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 **Kaunakakai 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 29, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 19, 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: **Feb 19, 2026**

Attested:

Kaunakakai Elementary Principal	Signature	Date
Daniel Espaniola	<i>Daniel Espaniola</i>	Apr 10, 2026
SCC Chairperson	Signature	Date

Kelley Dudoit	Kelley Dudoit	Apr 10, 2026
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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>	[1,080 hours]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☒ N/A, we meet the requirement
Kaunakakai Elementary Bell Schedule: KES Bell Schedule	

