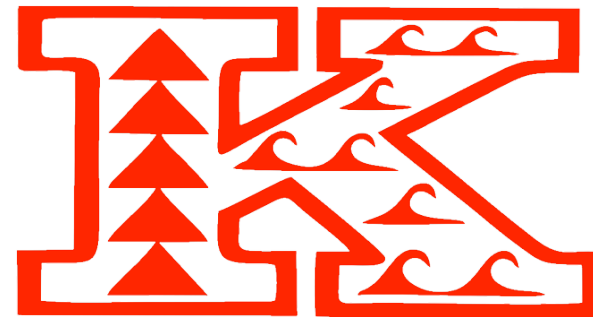


Kilohana Elementary Academic Plan SY 2026-2027

7253 Kamehameha V Hwy Kaunakakai 96748

808-774-8400

www.kilohanaelementary.org



- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Shona Pineda	
<i>Shona Mae Pineda</i>	Apr 14, 2026

Approved by Complex Area Superintendent Rebecca Winkie (Dr.)	
 <i>Rebecca Winkie</i>	 04/14/2026

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
6	'23 Wonders ▾	HMH Into Math ▾		

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	Heggerty, Enhanced Core Reading Instruction (ECRI) IXL iReady Generation Genius	IXL iReady Generation Genius	Generation Genius Pebble Go	Pebble Go
3-6	Wordwork IXL iReady Generation Genius Panorama	IXL Prodigy iReady Generation Genius Panorama	Generation Genius IXL Amplify Ka Hale Hoaka	IXL Ka Hale Hoaka
RTI	Sound Partners K-3 Edmark 4-6 Phonics for Reading 3-6 (i-Ready/Anita Archer)			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾ iReady Diagnostic	I-Ready ▾ iReady Diagnostic
1-6	LETRS ▾ DIBELS or easy CBM	
1-6	Select One ▾	Listening to Learn
Kindergarten	HI KRA ▾	Other: ▾ Listen to Learn

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: SY23-24

Type of Last Visit: Full Self-Study -

Year of Next Action: SY25-26

Type of Next Action: Probation -

Year of Next Self-Study:

SY27-28

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:** Increase academic achievement by implementing more consistent and comprehensive core instruction in reading and math.

State Wide Assessment Content Area	SY 2023-2024 Proficiency	SY2024-2025 Proficiency
English Language Arts (ELA)	27%	30%
Mathematics	19%	20%
Science	= = =	18%

WASC#3: KES leadership with input from teachers must utilize targeted professional development in the areas of response to intervention (RTI), especially Tier 1 instruction in foundational reading. MTSS implementation, and professional learning community (PLC) practices.

WASC#4: KES leadership with input from teachers must develop systems which support the implementation of curriculum, instructional strategies, and RTI with fidelity.

Root/Contributing Cause:

1a. Inconsistencies in delivery of Tier 1 core instruction for ELA and Math

1b. Inconsistencies in recording and reporting Tier 1 progress and analyzing formative assessment data to guide next steps.

Student Need: Increase academic achievement by implementing more consistent and targeted Tier 2 and 3 interventions in reading and math.

For SY25-26, Increase academic achievement by implementing a new program centered on i-Ready Math and Reading diagnostics.

Using this data, we implemented ability grouping through RTI frameworks, providing a targeted small-group instruction for Tiers 2& 3, and personalized online lessons for all tiers.

SY23-24 School-Wide Reading Universal Screener Data				SY23-24 School-Wide Math Universal Screener Data			
Proficiency	Beginning	Middle	End	Proficiency	Beginning	Middle	End
Green (MP)	15%	18%	25%	Green (MP)	14%	22%	22%
Yellow (DP)	23%	29%	25%	Yellow (DP)	34%	31%	27%
Red (WB)	62%	53%	49%	Red (WB)	52%	47%	50%
SY24-25 School-Wide Reading Universal Screener Data				SY24-25 School-Wide Math Universal Screener Data			
Proficiency	Beginning	Middle	End	Proficiency	Beginning	Middle	End
Green (MP)	15%	21%	36%	Green (MP)	13%	23%	30%
Yellow (DP)	42%	33%	22%	Yellow (DP)	49%	36%	37%
Red (WB)	44%	46%	46%	Red (WB)	39%	41%	33%

	SY25-26 School-Wide Reading Diagnostic Screener Data i-Ready				SY25-26 School-Wide Math Diagnostic Screener Data i-Ready			
	Proficiency	Beginning	Middle	End	Proficiency	Beginning	Middle	End
	Green (MP)	13%	27%		Green (MP)	6%	20%	
	Yellow (DP)	39%	34%		Yellow (DP)	43%	49%	
	Red (WB)	48%	39%		Red (WB)	51%	31%	
	WASC#1: School leadership and staff must continue to find ways to incorporate MTSS to improve student learning and performance which must include developing systems that allow for consistent data reporting and recording of Tier 1, 2, and 3 progress. WASC#4: KES leadership with input from teachers must develop systems which support the implementation of curriculum, instructional strategies, and RTI with fidelity. <u>Root/Contributing Cause:</u> 2a. Inconsistencies in delivery of Tier 2 intervention in ELA and Math 2b. Inconsistencies in recording and reporting of Tier 2 and 3 progress monitoring and analyzing formative assessment data to guide next steps.							
3	<u>Student Need:</u> Increase student attendance (decrease absenteeism rates) by providing clear and coherent expectations and outcomes guided by the Na Hopena A'o values of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii. WASC#2: All stakeholders must develop an updated vision for the future they envision for KES students and define the mission for ensuring that all students achieve their potential. <u>Root/Contributing Cause:</u> 3a. Current V&M developed 15+ years ago. Continue the process to be able to create a V & M statement that better meets current educational research and the future KES envision for students. Prepare students with skills, mindset, and values to contribute and thrive in changing times locally and globally. 3b. Students and parents need opportunities to engage in and with school to strengthen their sense of belonging, responsibility, and ownership.							

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:** English Learners, Economically Disadvantaged, and Students Receiving Special Education Services.

School Year	Content Area	High Needs	Non-High Needs	Achievement Gap
2023-24	ELA	34%	= = =	= = =
	Mathematics	18%	= = =	= = =
2024-25	ELA	32%	= = =	= = =
	Mathematics	21%	= = =	= = =

Identified Student Need(s): Although Strive HI data shows no achievement gap, there is still a need for increased academic achievement and progress within the Special Education category.

2 **Targeted Subgroup:**

Identified Student Need(s):

3 **Targeted Subgroup:**

Identified Student Need(s):



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.	Need to get baseline information on all kindergarten students to determine their strengths and needs to effectively support their foundational learning. State mandated 1a 2a	Provide Kindergarten Summer Transition Program and a Kindergarten parent information session. All incoming Kindergarten students will be given the Kindergarten Readiness Assessment (KRA) as determined by HIDEOE. All Kindergarten students will be given the iReady Reading and Math diagnostic screener and rated on the Panorama SEL survey for readiness and support needs. Tier 2 instruction provided for students identified as needing support to develop functional skills for learning. • Small groups • Targeted online lessons Tier 3 intervention provided for students identified in need of intensive support. • Counseling • Small groups	HI KRA iReady Panorama SEL	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		Name of accountable lead(s): Kindergarten Teacher, Lian Chong-Kalima RTI Team, Meg Fox Counselor, Lori Kaiama Principal, Shona Pineda		
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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.	1a, 1b 2a, 2b	Tier 1: To prioritize literacy, we have implemented a standardized school-wide reading block. This time is strictly protected from interruptions or scheduling conflicts, maintaining a focused environment that honors the integrity of instructional minutes. All K-6 teachers will implement vertically aligned core curriculum and agreed-upon “look fors” and non-negotiable instructional strategies for ELA, which includes consistent implementation of Reading Wonders with fidelity. Grades K-1 teachers will consistently implement early literacy needs through a daily dedicated Reading and Foundations block using ECRI (Enhanced Core Reading Instruction), Heggerty Grades K-6 teachers will engage in each tiered system of support to provide students with necessary interventions while delivering core instruction. Grades 2-6 teachers will consistently implement Word Work into the daily core curriculum. All K-6 teachers will create and follow a pacing guide Tier 2: Grades K-6 will implement a dedicated intervention block to target specific Reading Foundation Skills. Tier 3: Targeted Intervention provided to students K-6 for students identified as in need of intensive support.	Walkthrough Data Tier 1, 2, and 3 assessment data logged in agreed-upon space (ie. school google docs, Panorama Dashboard) iReady: BOY, MOY and EOY Assessments	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Grade band (K-2 and 3-6) and individual grade meetings will take place (PLC, Student-Support Teams) to monitor and assess students' progress toward being on grade level and identify best instructional practices and strategies to address student needs. All students will be offered after-school tutoring through the 21st Century Program. Name of accountable lead(s): K-6 Teachers RTI Team, Meg Fox, RTI Tutors Academic HMTSS Team, Meg Fox, Special Education Teacher Principal, Shona Pineda	Agenda/notes	
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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.	1a, 1b 2a, 2b	Tier 1: All teachers K-6 will implement vertically aligned core curriculum and agreed upon “look fors” and non-negotiable instructional strategies for Math, which includes ORIGO Stepping Stones (K-5) and Into Math (6th) with fidelity. Tier 2: Grades K-6 will implement a dedicated intervention block to target specific Math Skills. Tier 3: Targeted Intervention will be provided for students identified as in need of intensive support. Grade bands (K-2 and 3-6) and individual grade meetings will take place (PLC, Student-Support Teams) to monitor and assess students’ progress toward being on grade level and identify best instructional practices and strategies to address student needs. All teachers K-6 will create and follow a pacing guide. All students will be offered after-school tutoring through the 21st Century Program. Name of accountable lead(s): K-6 Teachers RTI Team, Meg Fox, RTI Tutors Academic HMTSS Team, Meg Fox, Special Education Teacher, Principal, Shona Pineda	Walkthrough Data Tier 1, 2, and 3 assessment data logged in agreed-upon space (ie. school google docs, Panorama Dashboard) iReady:: BOY, MOY and EOY assessments Agenda/notes	☒ 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. <i>Required for all schools.</i>	1a, 1b 2a, 2b	All students will be given the i-Ready academic screeners and take or be rated on the Panorama SEL survey for readiness and support needs. These universal screeners will be given during the beginning, middle, and end of the year. All students will receive consistent Tier 1, grade-level core instruction in all subject areas. Students who are performing at grade level or above receive Tier 1 enrichment and support in reading and math. Students identified as needing additional support will receive Tier 2 interventions in reading and math. Students identified as needing intensive support in reading and math will receive Tier 3 interventions. Provide additional tools to support student achievement (i.e. online programs, digital access to core curriculum, direct instruction in homogenous small groups) Kilohana will continue to develop and incorporate HMTSS to improve student learning and performance to include developing a system that allows for consistent data reporting and recording of Tier 1, 2, and 3 progress. State and Complex services and professional training will be used to support improvements in student achievement (i.e. Complex HMTSS PLCs, HMTSS School Lead/Team meetings, PD, LETRS)	Tier 1, 2, and 3 assessment data logged in agreed upon space (ie school google docs, Panorama Dashboard)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Name of accountable lead(s): K-6 Teachers Curriculum Coordinator, Meg Fox, RTI Team HMTSS Teams, Academic, Behavior, SEL, Physical/Safety and Well-Being Principal, Shona Pineda		
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>	1a 2a 3b	All 6th graders will participate in the island-wide 6th grade transition day. All 6th graders will participate in the Kilohana transition day. (Molokai Middle School and Molokai High School Student Activities Coordinator, School Counselors, Administrators, Athletic Director, and Football coach) Transition/communication for students receiving supports (i.e. SPED, 504) Name of accountable lead(s): Kindergarten Teacher, Lian Chong-Kalima Grade 6 Teacher, Tracy Kalima SPED Team, Sped Resource Teacher Counselor, Lori Kaiama Principal, Shona Pineda	Survey Data Transition Meeting Agenda Survey Data All PreK students (4 year olds) will be on track to meeting TS Gold standards by the EOY	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.6 All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	1b 2b	Staff and teachers will follow the HMTSS Blueprint. HMTSS School Leads will attend PLC meetings to collaborate and plan for the school's implementation of HMTSS. Quarterly meetings will be held with the HMTSS School Team to discuss progress and next steps. (i.e. meetings with complex area HMTSS leads) Students will receive tiered support as determined by various assessment data guided by the HMTSS process. Name of accountable lead(s): PreK-6 Teachers HMTSS Domain Leads Principal, Shona Pineda	Quarterly review and update of the Blueprint Completion of HMTSS tool. Tier 1, 2, and 3 assessment data logged in agreed upon space (ie school google docs, Panorama Dashboard) Meeting/PLC agenda/notes Referral process/flow chart	☒ 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 “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?” and Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”	Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds “What funding source(s) should be utilized?” Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. (Required for all schools)	3a 3b	Implement Molokai Attendance Program (MAP) that includes tracking and monitoring. Consistently implement the Tier 1 attendance policy and monitor student’s attendance to lower chronic absenteeism: • Communicate clear, proactive attendance procedures to teachers, staff and students/parents. (i.e benefits of attending school daily) • Build and sustain positive teacher/student and school/home relationships. • Create a safe and welcoming environment • Administration, teachers, and staff will encourage student attendance and will implement proactive follow-up procedures when students are absent. • Students will receive recognition for attendance. Tier 2 and Tier 3 - Students who are or were identified as chronically absent will have a SMART goal developed and monitored. Attendance interventions:	Attendance Reports and other data Panorama dashboard data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• Provide proactive strategies to support, improve, and motivate (family, teachers, students) • Quarterly recognition • Messaging and engagement (i.e. phone calls home, notes home) • Collaborate with Social Worker (i.e. home visits, attendance meetings) • Implement strategies to curb chronic absenteeism (Panorama Playbook, Attendance toolkit) Name of accountable lead(s): Counselor, Lori Kaiama HMTSS Attendance Team PreK-6 Teachers Principal, Shona Pineda		
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		Teachers PreK-6 HMTSS Team Behavior/PBIS and SEL Domains Principal, Shona Pineda		
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>(Required for all schools)</i>	3a 3b Sustain and strengthen activities and events that instill and promote the components of Na Hopena A'o (HA) Framework]	All students will be given opportunities to learn through well-rounded and relevant instruction, rooted in the Na Hopena 'A'o values of Belonging, Responsibility, Excellence, Aloha, Total Well Being, and Hawaii. (i.e. Ka Hale Hoaka, GLOs and HA) • Ike Hawaii lessons (Kupuna) • Participation in daily PIKO • Culturally relevant learning in the community • Connect with community stakeholders • Student learning showcases, and others • School Makahiki • May Day celebration of culture Name of accountable lead(s): PreK-6 Teachers Counselor, Lori Kaiana Title 1 Family Engagement Facilitator, Ayla Kalawe Principal, Shona Pineda	Panorama SEL Survey SEL lesson assessments GLO school report	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **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>	WASC Growth Area (A1) Critical Area for Follow Up (2) Increase opportunity for student engagement and voice	Kilohana School stakeholders will continue to develop an updated vision for the future we envision for our students and define the mission for ensuring all students achieve their potential. School administration and teachers/staff will coordinate and implement activities that promote career, college awareness and exploration will be provided for students through: • Field Trips (i.e. STEM, Earth Day) • Student research • Career Day (i.e. Touch a Truck, Multicultural activities, community leaders/partners presentations) • Guest Speakers • Transition activities • Community Partnerships • Student Leadership • Community Makahiki School administration and teachers/staff will coordinate and implement activities that foster students' connection with their community and develop a sense of civic responsibility through: • 'Aina-based learning • Service-based learning	Vision and Mission Event Agendas and Surveys Teacher Plans	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• Guest Speakers • Student Research • Student Learning Showcases • Field Trips A Student Council to provide opportunities for leadership development, communication skills, and exploration of community engagement. All grade levels will teach Hawaii Core Standards in Social Studies related to careers, community, and civics Name of accountable lead(s): K-6 Teachers GLCs Counselor, Lori Kaiama Title 1 Family Engagement Facilitator, Ayla Kalawe Principal, Shona Pineda		
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.	3b	Implement strategies throughout the school year that prepare students for middle/high school (i.e. Na Hopena 'A'o framework, GLO integration, study skills, note-taking, organization, inquiry, research, use of technology, computer science, MHS graduate profile) Name of accountable lead(s): Counselor, Lori Kaiama PreK-6 Teachers Principal, Shona Pineda	Progress reports	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.3.3. All students graduate high school with a personal plan for their future.	3b	All students (PreK-6) will be exposed to a variety of career and higher education paths, and lessons in life skills and community responsibility. (i.e. Multicultural career activities, Touch-A-Truck) Name of accountable lead(s): Counselor PreK-6 Teachers Principal	Events agendas Survey data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
[Insert school specific desired outcome / student learning target] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



- ★ 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 All teachers are certificated as highly-qualified and rated effective or highly effective on the EES.	1a 2a	All teachers will be provided support: • EES (classroom and non-classroom) • Walkthrough feedback • Individual supports targeting individual needs • All teachers will utilize professional development in: • Response to Intervention (RtI) • Tier 1, 2, and 3 in reading and math • MTSS implementation • Professional learning community practices (PLC) School Level or Complex Mentors for all new teachers Name of accountable lead: Shona Pineda, Principal	Walkthrough data PD opportunities Mentor and Mentee meetings, classroom visits	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2 All schools' support staff are effective or receive	1a 2a	All support staff will be provided supports including: • Attending training during PC Days, waiver days, staff meetings, Professional learning (i.e.	Agenda/notes	



PRIORITY 2: High-Quality Educator Workforce In All Schools

necessary support to become effective		effective practices and strategies concerning their roles) • Provided information to attend classes for advanced placement • Orientation for new staff Name of Accountable lead: Shona Pineda, Principal		
2.3 All instruction is driven by analyzed data in a collaborative system involving necessary stakeholders to make instructional and operational decisions for our students and school.	1b 2b	All teachers and support staff where applicable, will participate in HMTSS trainings/meetings, data team cycles/meetings, PLCs, Student Focused and Behavior Support Team meetings to analyze student work, plan for appropriate instruction and intervention, monitor progress, and adjust instructional plans if necessary. Name of Accountable lead: Shona Pineda, Principal	Agenda/notes	
2.4 There is a system for data reporting and recording of Tier 1, 2, and 3 progress.	1b 2b	All teachers will complete necessary data recording and reporting in the Panorama informational platform and the school's agreed upon Google Data/RTI docs.	Completion of Data forms/Data platform (Panorama, Google docs.)	



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>	3b Sustain the successful practice of involving the School Community Council (SCC) in collaborative planning and decision-making.	The Kilohana School Community Council will have full membership with all required stakeholder positions. The Council will meet monthly to review school level plans, other school related activities and initiatives, to give role group reports, and discuss pertinent issues. The school principal and SCC Chair will collaborate to plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. Post SCC Meeting dates, Agenda/Minutes to school website Name of accountable lead(s): Shona Pineda, Principal School Community Council, Chairperson	SCC Roster Monthly meetings agendas/minutes posted on school website SCC self-evaluation survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 Increase parent and community engagement and communication	3b Sustain the successful practice of involving and engaging parents to enable them to support their child's learning and overall well-being at school.	Kilohana School will provide parent/family and community multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being: • Open House/Welcome Back to School • KSPTA family events and meetings (roomparents) • School Community Council • Student led-conferences • School activities/events (i.e. Title 1 Family Engagement, Always Dream, Surf Reader, Grandparents Day, Makahiki, Safety Day, May Day and others) • Book Fair/Literacy event (2 times a year) • Showcase of student learning • Family volunteers Provide weekly staff bulletins, monthly newsletters, monthly School Messenger call-outs to families and staff, social media, SCC meeting dates and invites, and school website, variety of teacher parent communication, and mobile app communication.	Sign-In sheets and/or Surveys School Messenger School Website Social Media Parent Meetings School Newsletter	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		PreK-6 Teachers Counselor, Lori Kaiama Curriculum Coordinator, Meg Fox Title 1 Family Engagement Facilitator, Ayla Kalawe Lead: SCC Chairperson Principal, Shona Pineda		
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★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

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

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

The **Kilohana 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 **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Date** 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:

Kilohana Elementary Principal	Signature	Date
Shona Pineda		Date

SCC Chairperson	Signature	Date
Mew Lan Kaopuiki Fitzgerald		Date

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:
Will gather recommendations at 4/20 SCC meeting		

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

Attested:

SCC Chairperson	Signature	Date
Mew Lan Kaopuiki Fitzgerald		Date

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>	1080 hours - 36 hours of 6 waiver days = 1,044 total hours for SY26-27.
Has an SCC Waiver Request Form been submitted to address bell schedule compliance? An SCC waiver request for (6) waiver days was submitted on January 13, 2025. We were approved in Round 1 of waiver day requests. A total of 36 hours of student time lost is equivalent to the 6 waiver days.	☒ Yes ☐ No ☐ N/A, we meet the requirement
Kilohana Elementary Bell Schedule: SY26-27 Bell Schedule	

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

The Kilohana 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 or 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 Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: _____

☒ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: 4/20/2024

☒ Other (list) Examples: School Leadership Team, Curriculum Committee
School Safety Committee, School CSSS Cadre

Staff Meeting KSPTA meetings
Principal Coffee hour

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 04/20/2024

Attested:

Shona Mae Pineda _____
Typed name of school principal Signature

4/20/2024
Date

Samantha Ka'opua-Fitzgerald _____
Typed name of SCC chairperson Signature

4/20/26
Date

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:
Relevant Professional Development	- Teaching our teachers students at where their at - To support teachers with what they need to be equipped to teach all students	- Complete Survey - teacher needs PD - teacher reflection notes - Agenda item for Waiver Day in May

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

Other concerns that fit better into our Schoolwide expectations + procedures will be revisited at the End of the Year and Beginning of Year Admin. Days for planning.

Attested:
Samantha Ka'opua-Fitzgerald
Typed name of SCC Chairperson


Signature

Date