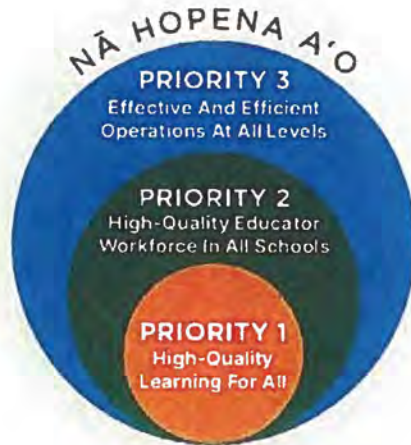




Kula Elementary Academic Plan SY 2026-2027

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<https://www.kulael.k12.hi.us>

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Paula Herbaugh	
	Date 4/1/2026

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/7/26

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Kindergarten	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	PBL/Teacher Creat.
First	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	PBL/Teacher Creat.
Second	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	PBL/Teacher Creat.
Third	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	PBL/Teacher Creat.
Fourth	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	PBL/Hawaiians of Old
Fifth	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	PBL/Impact SS

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten-Grade 5	iReady, Dibels, Arts Int.	iReady, Arts Int.	PBL, Arts Int.	PBL, Arts Int.
Kinder-Grade 2	ECRI Foundational Reading, Heggerty			
Kinder - Grade 4		Number Talks		
Grade 5	BTC	BTC	BTC	BTC

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	KEA - Heggerty	I-Ready -
Kindergarten-Grade 5	I-Ready -	I-Ready -
Kindergarten-Grade 5	DIBELS -	

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: ECSSS

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: [Kula Elementary School WASC_HIDOE Visiting Committee Report](#)

Year of Last Visit: May 2025

Type of Last Visit: Full Self-Study -

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: Build and maintain solid and effective Tier 1 instructional practices in ELA, Math, and Science to ensure that all students can access and understand their grade level standards successfully. Root/Contributing Cause: The decline in student proficiency on the SBA necessitates more effective Professional Learning Community (PLC) time. This time must be dedicated to the rigorous implementation of data cycles for assessing growth, refining teaching practices, and ensuring vertical alignment.
2	Student Need: Students need to learn fundamental <u>Academic Vocabulary skills</u> required for success across Science, Reading, and Math. Root/Contributing Cause: A lack of a vertically aligned academic vocabulary framework across K-5 has resulted in inconsistent student exposure to high-stakes terminology.
3	Student Need: Identified subgroups need a multi-tiered system of support (MTSS) with evidence-based literacy and math interventions that address cultural relevance and socio-economic barriers to ensure proficiency levels match those of the general student population.

Root/Contributing Cause: Data from SBA and iReady show that the subgroups of Native Hawaiian, male, and disadvantaged students regularly perform below their peers in the general student population.

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: Boys Identified Student Need(s): Our data suggests that instructional and assessment methods in the K-2 grades might favor boys. However, in the standardized testing grades (3-5), we see a significant shift: a gender-based performance gap emerges where girls outperform boys. This difference is especially noticeable in 3-5 English Language Arts (ELA), with female students showing a 35.3 percentage point higher proficiency rate than their male peers. Based on the analysis, a correlation exists between the decline in Social-Emotional Learning (SEL) factors like "Self-Management" and "Grit" and the drop in academic proficiency for 3rd-5th grade boys. During this period, 3rd-5th grade boys experienced a 16% drop in ELA and a 22% drop in Science proficiency. The conclusion suggests that while K-2 performance indicates content knowledge, the sustained attention and self-regulation required for long-form standardized tests (SBA) are lacking, aligning with the decreasing SEL data.
2	Targeted Subgroup: Native Hawaiian Identified Student Need(s): The data consistently show Native Hawaiian students as the lowest-performing subgroup across all K-5 grade levels. Proficiency drops in Math and ELA during K-2 are not recovered, with gaps worsening through 3-5, indicated by a major decline in Science proficiency that suggests compounding foundational deficits.
3	Targeted Subgroup: Disadvantaged Identified Student Need(s): The data shows we are not consistently or significantly closing the achievement gap between high needs and non-high needs students across all grade levels in Math, ELA, and Science



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. Annual Target 100% of incoming kindergarteners complete the KEA testing within 30 days of starting school.	KEA data shows 83% of incoming kindergarteners are not demonstrating school readiness; down 3% from the prior school year.	100% of incoming kindergarteners complete the KEA testing within 30 days of starting school. (SW6.3) • All test administrators complete training to ensure testing integrity • KEA direct response begins in the summer and is completed by Leads for students entering kinder • KEA observations happen before student class lists are made • Share assessment feedback with parents of skills to work on before the start of the school year • Monitor students who are approaching readiness and cross-reference iReady/DIBELS results to provide additional information for students • Provide Tier 1 instruction to all students for necessary and timely support to develop foundational skills for learning • Review KEA screener with EOEL and identify areas to improve on Accountability Lead(s): Leadership Team	☐ KEA Screener ☐ Dibels ☐ iReady Reading & Math	☐ 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. Annual Target Increase the percentage of students in grades K-2 meeting the "On or above Grade Level" on the i-Ready ELA from 5-8% per grade level to hit an overall school-wide target of 60% Increase the percentage of students in grades 3-5 meeting level 3 or above on SBA ELA by 5% per grade level.	Reading proficiency scores on the SBA dropped nearly 5% in SY24/25 SY 22/23- 48.7% SY 23/24- 54.6% SY 24/25- 50% PLC time is not used consistently/ effectively to implement Data Cycles or assess growth or refine teaching practices	Build and maintain solid and effective Tier 1 & 2 instructional practices in ELA to ensure that all students are able to access and understand their grade level standards successfully. (SW1, SW6.2) • Lead quarterly data cycles during PLC meetings to improve tier 1 instruction -Informational Reading Comprehension through evidence-based reading strategies and vocabulary acquisition • Reflection of previous cycle data to revise pacing guides and curriculum planning to inform Tier 1 instruction • K-2 Teachers will continue implementation of ECRI and Heggerty to support phonics instruction • Tier 2 reading interventions will be provided through small group instruction supported by classroom teachers and PPEs • Focus on academic vocabulary using common instructional strategies such as ECRI, arts integration, Frayer model • Focus on informational reading comprehension using common instructional strategies such as 3 reads, reciprocal teaching • Increase goal setting and reflection opportunities for all students K-5 • All grade levels to meet in common space for PLCs and follow a common agenda at their scheduled times • Utilize FIABs as formative assessments aligned to major standards to drive instruction and support student achievement • Walkthroughs by admin and colleagues to ensure quality tier 1 instructional practices aligned with data cycles and shared through the PLCs Accountability Lead(s): Admin, Leadership Team	☐ PLC notes reflect the Data Cycles - with common academic vocabulary strategies and assessments ☐ Vertically Aligned Academic Vocabulary Lists are taught ☐ PLC attendance, agendas, and notes ☐ Goal Setting Folders / Charts ☐ Walkthrough data ☐ Dibels ☐ iReady Reading ☐ SBA/FIAB	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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 Increase the percentage of students in grades K–2 meeting the "On or above Grade Level" on the i-Ready Math from 5-8% per grade level to hit an overall school-wide target of 60% Increase the percentage of students in grades 3-5 meeting level 3 or above on SBA Math by 5% per grade level.	Math proficiency scores have trended down for the past 3 years on the SBA. SY 22/23- 41% SY 23/24- 40.6% SY 24/25- 41.1% PLC time is not used consistently/ effectively to implement Data Cycles or assess growth or refine teaching practices	Build and maintain solid and effective Tier 1 & 2 instructional practices in Math to ensure that all students are able to access and understand their grade level standards successfully. (SW1, SW6.2) • Provide training on the newly adopted State Math Standards and provide vertical articulation to improve understanding of standards progression • Lead quarterly data cycles during PLC meetings to improve tier 1 instruction • Reflection of previous cycle data to revise pacing guides and curriculum planning to inform Tier 1 instruction • Continue implementation of number talks, BTC, and fact fluency practice to support math instruction • Continue to implement Ready Math and use online lessons to support classroom instruction, individual needs & learning gaps, and monitor usage through online reports. • Focus on academic vocabulary using the vertical articulated doc so that each grade level is building math vocabulary acquisition • Tier 2 math interventions will be provided through small group instruction supported by classroom teachers • Increase goal setting and reflection opportunities for all students K-5 • All grade levels to meet in common space for PLCs and follow a common agenda at their scheduled times • Utilize FIABs as formative assessments aligned to major standards to drive instruction and support student achievement. Each grade • Walkthroughs by admin and colleagues to ensure quality tier 1 instructional practices aligned with data cycles and shared through the PLCs Accountability Lead(s): Admin, Leadership Team	☐ PLC notes reflect the Data Cycles - with common academic vocab strategies and assessments ☐ Vertically Aligned Academic Vocabulary List ☐ PLC attendance, agendas, and notes ☐ Goal Setting Folders/Charts ☐ iReady Math ☐ FIABs/SBA	☐ 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. Annual Target Increase the percentage of targeted subgroup students in grades 3-5 meeting level 3 or above on SBA by 5% per grade level.	Data from SBA and i-Ready show the subgroups of Native Hawaiian, male, and disadvantaged students regularly perform below their peers in the general student population. Subgroups Native Hawaiian Reading-30% Math-23.3% Science-30% Male Reading-32.1% Math-35.7% Science-43.7% Disadvantaged Reading-44.5% Math-27.7% Science-43.7%	Targeted subgroups require a multi-tiered systems of support (MTSS) with culturally relevant, evidence-based literacy and math interventions to achieve general student population proficiency. (SW1, SW6.1) • Lead quarterly data cycles during PLC meetings to improve tier 1 instruction and monitor and focus on target populations • Lead teachers through reflection of previous cycle data to revise pacing guides and curriculum planning to inform Tier 1 instruction • Increase goal setting and reflection opportunities for all students K-5 • Ensure equitable access for all student populations. • SY 25-26 EL Comp Plan • Provide extended learning opportunities for students who are performing below grade level in ELA/Math through summer school learning, after school tutoring if funding allows • Provide access to at-home resources through online programs like tutor.com and i-Ready lessons • Continue to meet in PEER meetings to support academic growth • SPED/Intervention groups continue to use Sonday for Reading and explore adoption of math program Accountability Lead(s): Admin, Leadership Team	☐ PLC notes reflect the Data Cycles - with common academic vocab strategies and assessments ☐ Goal Setting Folders/Charts ☐ i-Ready	☐ WSF, \$ ☐ Title I, \$ ☐ 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. Annual Target Increase the Panorama SEL Perseverance & Social Awareness scores by 5% <i>Required for all schools.</i>	SY 25/26 KEA- Only 16% of incoming kinders are demonstrating Kinder readiness Panorama SEL Social Belonging- 66% Perseverance- 70% Elementary and Middle schools operate as separate islands with different grading, discipline, and communication styles.	Support students at all phases of transition from newly entering prek/kinders, all new to Kula students, and middle school transition, through various methods to successfully transition them into school. (SW6.3) • New student orientation PK-5 • Kindergarten summer transition program if funding allows • Kindergarten slow transition A/B half days • Kindergarten family picnic to build school/family relationships • Share assessment feedback with parents of skills to work on prior to the start of the school year • Review KEA screener with EOEL and identify areas to improve • Counselor support for students through school transition program • Monitor student school transition and academic needs through PEER • Ensure students have access to high quality instruction at all levels and are at/near standard goals to support academic success in middle school. • Middle school transition partnership through parent ed night, admin visit, and/or school visit. • Provide access to Kalama's communications regarding middle school transition to all grade 5 students and their families to keep them informed. • Student Voice, SEL lessons, JPO, student council • Vertical Alignment of Curricula and expectations to phase in gradually across grade levels ◦ Academic vocabulary ◦ Homework is appropriately aligned to each grade level	☐ KEA Assessment ☐ Panorama SEL ☐ Ch. 19 Referrals	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☐ Other:___, \$
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		Accountability Lead: Admin/Ben Callahan/ Christa Edwards/ Amber Olson		
† All students possess a command of grade-level specific academic vocabulary, ensuring they can independently access, comprehend, and respond to curriculum & assessments. Annual Target Increase the percentage of students in grades K-5 meeting the "On or above Grade Level" on the i-Ready Vocabulary from 5-8% per grade level to hit an overall school-wide target of 60%.	Data Cycles - We are not engaging in regular data cycles around academic vocabulary Academic Vocabulary Lists/goals - we do not have a vertically articulated list of academic vocabulary iReady Reading Vocabulary Proficiency Kinder- 56% Grade 1- 63% Grade 2- 62% Grade 3- 58% Grade 4- 48% Grade 5- 44%	Students need to learn fundamental <u>Academic Vocabulary skills</u> required for success across Science, Reading, and Math. (SW1, SW6.2) • Create a vertically aligned academic vocabulary framework for all core subject areas • Use common instructional strategies such as ECRI, arts integration, Frayer model for vocabulary instruction • Focus on academic vocabulary using the vertical articulated doc so that each grade level is building vocabulary acquisition • Utilize resources and current curriculum (Wonders, Mystery Science, Math Ready, etc.) to practice/master by the end of the school year Accountability Lead(s): Leadership Team	☐ iReady Reading ☐ iReady Math ☐ SBA Reading, Math, Science	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

† All students are proficient in science by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Annual Target Increase the percentage of students in grade 5 meeting level 3 or above on SBA Science by 5%.	Science proficiency scores on the SBA dropped nearly 15% in SY24/25 SY 22/23- 53% SY 23/24- 68.2% SY 24/25- 55.5% Science is not aligned K-5 through standards progression & academic vocabulary.	Build and maintain solid and effective Tier 1 & 2 instructional practices in Science to ensure that all students are able to access and understand their grade level standards successfully. (SW1, SW6.2) - Vertically align science academic vocabulary K-5 - Focus on academic vocabulary using the vertical articulated doc so that each grade level is building science vocabulary acquisition - Review Science FIAB clusters and identify units of instruction cross cutting concepts are presented or aligned to - Utilize FIABs as formative assessments aligned to major standards to drive instruction and support student achievement Accountability Lead(s): Admin, Leadership Team	☐ SBA Science ☐ FIABs	☐ 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. <i>Required for all schools.</i> Annual Target Increase school regular attendance by 5% for an overall school percentage of 83%.	Chronic absenteeism is the primary barrier to academic proficiency, as inconsistent attendance prevents students from engaging in the cumulative building blocks of the Tier 1 curriculum Regular Attendance (17 or fewer) 78% SY 24/25 as compared to 68.9% SY 23/24 Daily average attendance SY 24/25 - 92.41% As compared to	(SW6.1) - Monitor attendance through attendance data sheets and PEER - Parent communication of absences: 5 days teacher, 10 counselor & truancy letters, & 15+ admin contact/parent meeting - Communication- Parent Square, Kula School Website, social media - Implement programs and opportunities for students to engage in school outside of the classroom to increase school sense of belonging - Student voice school of action ongoing participation - Student government & JPO - School sports- Cross Country, track, basketball, volleyball - After school programs- ukulele, Ha, choir - Recess intramurals/sports - Recognition of student achievements - Quarterly GLO/Attendance awards - Kaleo Cup award - Monthly Manners Lunch - Support classroom engagement & climate through school focus strategies: PBL, Arts Integration	☐ Panorama ☐ Lei Kulia	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	90.8%. 23/24 *Regular Attendance Targeted Subgroups 24/25 Native Hawaiian- 92.51% Male - 92.39% Disadvantaged- 91.49%	● Research additional ways to engage students outside of the classroom ● Offer a variety of specialized classes to encourage student attendance ○ Ukulele, Garden, Keokea, Library, PE, Hi Studies, Tech/STEM Accountability Lead: Admin/Leadership Team		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i> Annual Target Decrease the number of chapter 19 incidents by ____. Increase student ratings on SEL panorama by 5-10% in classroom engagement, emotional regulation, self efficacy, growth mindset, and perseverance.	Inconsistent behavioral outcomes result in chapter 19 incidents in all classes (A, B, C, and D), with the most happening in class B & D offences. Lei Kulia Ch. 19 incidents SY24/25 A- 0 B- 6 C- 6 D- 83 SY 25/26 SEL Panorama Emotional Regulation- 56% (-7.5) Self Efficacy- 65% (-.5) Growth Mindset- 56% (-4.8) Perseverance- 70% Classroom engagement- 59%	Streamline systems for teaching/modeling student behaviors and refine protocols for documenting student infractions. (SW6.3) ● Refresh Chapter 19 documentation procedures ● Classroom engagement, sense of belonging through school focus strategies: arts integration, PBL ● School-wide use of Actor's Toolbox- behavior literacy focus ● SEL lessons K-5 ● School-wide Behavior Matrix ● PAWS program - store for PAWS dollars ● Access to books on SEL topics in the library ● Student Voice - School of Action ● Data Teams/Peer student concerns check-ins ● Broadcast used to share behavior expectation videos ● Student/Parent/Teacher Compact ● Quarterly GLO Awards/Monthly Character awards ● Behavior contract for JPO, Student Council, and Grade 5 ● Provide PD to staff on classroom management ○ DBW- 17 proactive strategies for positive classroom management ○ Grace Dierborne (scheduled Aug. 26) ○ Conscious Classroom Management book study ○ Focus 5 Behavior Literacy & revisit vertical articulated doc of strategies Accountability Lead: Admin/ Leadership	☐ Panorama SEL ☐ Panorama Student Perception Survey ☐ Lei Kulia ch. 19 incident reports	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i> Annual Target Increase student sense of belonging by 5% to 71%.	Diverse student population with White 42%, Native Hawaiian 32.6%, and Japanese 5% largest subgroups. Panorama SEL- Sense of Belonging 66%	Continue to implement the Hā Framework and how the Nā Hopena A'o environment supports student learning. (SW6.1) • Ongoing PD in the Hā framework and 'āina based learning • Connecting school focus strategies & GLOs to Hā • School-wide Hawaiian Studies 'Āina Aloha program (kupuna) • Morning Broadcast used to share Hā concepts • Access to culturally relevant books that support Hā in the library • Ukulele class for all 4th and 5th graders • After school programs offered in Hā and ukulele • Lā 'Ohana showcase • Incorporate the Hā Framework within our student incentive and recognition programs • Connect 'āina based learning to PBL • Utilize Kēōkea and school garden to strengthen sense of Hawai'i Accountability Lead: Admin/ Leadership	☐ Panorama SEL	☐ 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. <i>Required for all schools.</i> Annual Target Increase the percentage of students "On or above Grade Level" on i-Ready from 5-8% per grade level. Increase the percentage of students in grades 3-5 meeting level 3 or above on SBA by 5% per grade level.	Students lack "soft skills" or "durable skills" needed in today's workforce. SEL Panorama Growth Mindset- 56% Perseverance- 70% GLO	Continue to research and integrate effective strategies and opportunities to promote and engage students in career, community, and civic opportunities to bridge the gap between classroom theory and real-world application. (SW6.3) • Project Based Learning/Arts Integration • School/community events: Fitness Fun Day, Spelling Bee, Harvest Festival • Student council/JPO/Morning Broadcast • Student Voice • Guest speakers • Field Trips • Access to books on careers, community, civics topics in the library • Opportunities to engage in specialized instruction in: STEM, Computer Science, Agriculture/Gardening, Dance, Ukulele, Hawaiian Studies, PE • GLO Rewards • Introduce RIASEC test to students to explore career pathways Accountability Lead: Admin/ Leadership	☐ Panorama SEL ☐ General Learner Outcomes (GLOs)	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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. Annual Target Increase the percentage of targeted subgroups students "On or above Grade Level" on i-Ready from 5-8% per grade level. Increase the percentage of targeted subgroups students in grades 3-5 meeting level 3 or above on SBA by 5% per grade level.	Foundational learning gaps often follow a compounding trajectory, widening significantly as students transition into the more rigorous demands of high school. SBA Reading- 50% Math- 41.1% Science- 55.5% SEL Panorama Growth Mindset- 56% Perseverance- 70% Self-Management- 80%	Continue to research and implement effective strategies and opportunities to promote and engage students in all content areas to ensure all students are able to the academic and background related to advanced coursework and aligned career pathways. (SW6.3) • Ensure school wide curriculums, focus strategies, and interventions are being implemented • Refine PLC and data cycle process • Systems of support for students in Tiers 2 & 3 and targeted subgroups ◦ Small Group Instruction ◦ Core/SST ◦ Rti ◦ SPED • Opportunities to engage in specialized instruction in: STEM, Computer Science, Agriculture/Gardening, Dance, Ukulele, Hawaiian Studies, PE, Art Accountability Leads: Admin/Leadership	☐ SBA Data in all subjects ☐ iReady Reading & Math ☐ SEL Panorama	☐ 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, 2.2.1, 2.3.1 All staff are effective or receive the necessary support to become effective through a system of professional learning. Annual Target 100% of all positions are filled by qualified candidates.	Teacher turnover leads to various levels of teacher experience and knowledge.	Ensure all teachers have access to online programs, equipment, supplies, and other resources needed to provide relevant and engaging instruction that supports all students in achieving grade-level standards and developing the skills needed to thrive in the 21st century. Continue hiring, developing, and recruiting high quality/licensed teachers and staff. (SW3, SW5, SW6.3) • School supports staff development through various professional development opportunities ○ Teachers- 21-hour PD and participation in complex area cohorts (ECRI, Math, BTC, Writing, PBL, Arts Integration) ○ EAs/ Adult Sups/PPE(T)s- school wide PDs & workshops with DH ○ Custodians/Office Staff/Cafeteria- as needed • Professional development for all staff that align to school's CNA/ACPLAN & focus areas • Support staff retention through morale, well being, satisfaction, and engagement	☐ Leadership Minutes ☐ Art Team Minutes ☐ EES ☐ Safety Committee	☐ 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

		• Trained school level mentors for new teachers • Admin ensures the hiring of qualified and effective staff • School procedures/policies are shared at the beginning of each year and reviewed when needed • Foster home grown professional growth to ensure our educators' development is always in sync with district priorities Accountability Lead: Admin		
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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 (SCC) have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i> Annual Target: Increase SSC membership to achieve greater parent & community participation.	SCC provides the collaborative oversight that ensures each school is actually meeting the specific needs of its unique community. Participation is often low.	Support and strengthen SSC. (SW2, SW4) • Ensure all positions of the SCC board are filled • Promote SCC meetings to increase parent involvement & attendance • Develop clear agendas and meeting protocols to facilitate productive discussions and collaborative decision making • Teacher representative at all meetings • Student council representative shares student perspectives • Transparency- agendas/schedules/minutes posted to school website • Hold at least 1 joint SCC/PTA meeting annually to ensure transparency and alignment Accountability Lead: Admin	☐ SCC Minutes ☐ Student Council Reports/Agenda	☐ 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 Partnering with parents through academic and social activities to facilitate increased student engagement, learning and school-family relationships. Annual Targets: Utilize sign-in sheets to track parent participation. Encourage parents to attend at least 3 school events.		Foster family/school relationships to increase student engagement, improve academic achievement and performance. (SW6.3) • Family Nights (i.e. open house, science, reading, math) • Harvest Festival • La 'Ohana • PBL Showcases on bulletin boards • Coffee w/ the principal • Quarterly Assemblies • Communication- Parent Square, School Website, School social media accounts • PTA/SCC • Parent-Teacher Conferences • Volunteer opportunities- room parent, classroom volunteer, book fair, math festival • School/Parent Compact • Family Resources- digital resources, parent ed Accountability Lead: Admin/ Leadership	☐ Sign-in Sheets ☐ Title 1 Next Requirements ☐ PTA Minutes ☐ SCC Minutes	☐ 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 **Kula 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 **Dec 4, 2025** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Mar 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): *School Leadership Team, Faculty*
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

Kula Elementary Principal	Signature	Date
Paula Herbaugh		Date <i>4/1/26</i>
SCC Chairperson	Signature	Date



SCC Recommendations to the Academic Plan and Financial Plan:

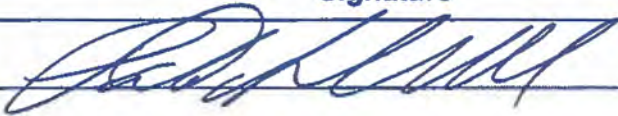
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
N/A		

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

N/A

Attested:

SCC Chairperson	Signature	Date
Patrick S. McCall		Mar 31, 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>	[Insert value; refer to cell D58 in the bell schedule tool]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☐ N/A, we meet the requirement
Kula Elementary Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]	

Kula Elementary

2026 - 2027 BELL SCHEDULE

NOTE: INPUT 4TH GRADE WHEN FILLING THIS SHEET OUT

FOR THE USER: Only change the cells with YELLOW highlights as the black text cells are preset equations. Do not edit this sheet as the data is linked to a master sheet with all of the other schools. You can create new tabs if you want additional sheets to practice on.

WHEN YOUR SCHOOL IS COMPLETED WITH INPUTTING ITS PROPOSED BELL SCHEDULE, "CHECK" THE BOX IN THE SPACE TO THE RIGHT:

☐

Assumption: PE, Art, Tech, Music, Hawaiian Studies

Monday						Tuesday						Wednesday						Thursday						Friday					
Student Start Time 7:40 AM						Student Start Time 7:40 AM						Student Start Time 7:40 AM						Student Start Time 7:40 AM						Student Start Time 7:40 AM					
Teacher Start Time 7:45 AM						Teacher Start Time 7:45 AM						Teacher Start Time 7:45 AM						Teacher Start Time 7:45 AM						Teacher Start Time 7:45 AM					
Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)	
7:40 AM	7:45 AM	5	Opening	~	Other	7:40 AM	7:45 AM	5	Opening	~	Other	7:40 AM	7:45 AM	5	Opening	~	Other	7:40 AM	7:45 AM	5	Opening	~	Other	7:40 AM	7:45 AM	5	Opening	~	Other
7:45 AM	9:30 AM	105	Instruction	~		7:45 AM	9:30 AM	105	Instruction	~		7:45 AM	9:15 AM	90	Instruction	~		7:45 AM	9:30 AM	105	Instruction	~		7:45 AM	9:30 AM	105	Instruction	~	
9:30 AM	9:45 AM	15	Recess	~	Other	9:30 AM	9:45 AM	15	Recess	~	Other	9:15 AM	9:30 AM	15	Recess	~	Other	9:30 AM	9:45 AM	15	Recess	~	Other	9:30 AM	9:45 AM	15	Recess	~	Other
9:45 AM	11:40 AM	115	Instruction	~		9:45 AM	11:40 AM	115	Instruction	~		9:30 AM	10:40 AM	70	Instruction	~		9:45 AM	10:10 AM	20	Instruction	~		9:45 AM	11:40 AM	115	Instruction	~	
11:40 AM	12:00 PM	20	Lunch	~	Recess Grds K-2	11:40 AM	12:00 PM	20	Lunch	~	Recess Grds K-2	10:40 AM	10:45 AM	5	Passing - During S	~	Recess Grds K-2	10:10 AM	11:40 AM	90	Meetings - During S	~	Specials	11:40 AM	12:00 PM	20	Lunch	~	Recess Grds K-2
12:00 PM	12:20 PM	20	Lunch	~	Recess Grds 3-5	12:00 PM	12:20 PM	20	Lunch	~	Recess Grds 3-5	10:45 AM	11:05 AM	20	Lunch	~	Recess Grds K-2	11:40 AM	12:00 PM	20	Lunch	~	Recess Grds K-2	12:00 PM	12:20 PM	20	Lunch	~	Recess Grds 3-5
12:20 PM	2:00 PM	100	Instruction	~		12:20 PM	2:00 PM	100	Instruction	~		11:05 AM	11:10 AM	5	Passing - During S	~		12:00 PM	12:20 PM	20	Lunch	~	Recess Grds 3-5	12:20 PM	2:00 PM	100	Instruction	~	
2:00 PM	2:45 PM	45	Teacher Prep - O	~		2:00 PM	2:45 PM	45	Teacher Prep - Ou	~		11:10 AM	11:30 AM	20	Lunch	~	Recess Grd 3-5	12:20 PM	2:00 PM	100	Instruction	~		2:00 PM	2:45 PM	45	Teacher Prep - Ou	~	
				~						~		11:30 AM	12:30 PM	60	Instruction	~		2:00 PM	2:45 PM	45	Teacher Prep - Ou	~						~	
												12:30 PM	1:15 PM	45	Teacher Prep - Ou	~													
												1:15 PM	2:45 PM	5	Passing - During S	~													
Student End Time 2:00 PM						Student End Time 2:00 PM						Student End Time 2:00 PM						Student End Time 2:00 PM						Student End Time 2:00 PM					
Teacher End Time 2:45 PM						Teacher End Time 2:45 PM						Teacher End Time 2:45 PM						Teacher End Time 2:45 PM						Teacher End Time 2:45 PM					
				~						~						~						~						~	

Place for Notes for Yourself as You Think About How to Fill Out the Schedule:

Student Minutes:	380	(Opening, Homeroom, Passing - During				Student Minutes:	380	(Opening, Homeroom, Passing - During				Student Minutes:	295	(Opening, Homeroom, Passing - During				Student Minutes:	375	(Opening, Homeroom, Passing - During				Student Minutes:	380	(Opening, Homeroom, Passing - During			
Teacher Instruct	320	(Instruction, Advisory)				Teacher Instruct	320	(Instruction, Advisory)				Teacher Instruct	220	(Instruction, Advisory)				Teacher Instruct	225	(Instruction, Advisory)				Teacher Instruct	320	(Instruction, Advisory)			
Teacher Duty-free	40	(Lunch)				Teacher Duty-free	40	(Lunch)				Teacher Duty-free	40	(Lunch)				Teacher Duty-free	40	(Lunch)				Teacher Duty-free	40	(Lunch)			
Teacher Prep Time:	45	(Teacher Prep - During Student Hours,				Teacher Prep Time:	45	(Teacher Prep - During Student Hours,				Teacher Prep Time:	45	(Teacher Prep - During Student Hours,				Teacher Prep Time:	45	(Teacher Prep - During Student Hours,				Teacher Prep Time:	45	(Teacher Prep - During Student Hours,			
Teacher "Other"	20	(Opening, Homeroom, Passing - During				Teacher "Other"	20	(Opening, Homeroom, Passing - During				Teacher "Other"	35	(Opening, Homeroom, Passing - During				Teacher "Other"	110	(Opening, Homeroom, Passing - During				Teacher "Other"	20	(Opening, Homeroom, Passing - During			

Total Minutes	1,810
	1,405
	200
	225
	205