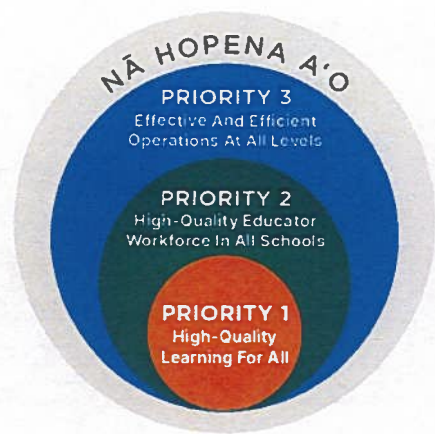




Kamali'i Elementary School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Cynthia Rothdeutsch	
	3/30/2026

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	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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	Magnetic Reading			
K-5	i-Ready lesson path	i-Ready lesson path		

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	I-Ready ▾	I-Ready ▾
K-5	Select One ▾	Other: ▾ Listening to Learn
K	KEA ▾	Select One ▾

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: 2023-2024

Type of Last Visit: Progress Report (No Visit) -

Year of Next Action: NA

Type of Next Action: NA

Year of Next Self-Study:

NA

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: Strengthen Core Instruction and increase student achievement and growth in Math, Language Arts, and Science through culturally Responsive and Nā Hopena A'o–Aligned Practices Root/Contributing Cause: 1 a. Varying use and understanding of RCM curriculum and math standards and practices (fluency & strategies) 1 b. Varying time during the school day devoted to RCM (45 minutes x 4 days per week minimum) 1 c. Varying knowledge of how to examine math data regularly and accurately to inform next steps for all learners 1 d. Varying use and understanding of updated Wonders Curriculum and new ELA Hawaii Common Core Standards (2025) 1 f. Varying use and understanding of NGSS and HCSSS standards. 1.g. Variability in instructional pacing, strategies, and depth across classrooms. 1.h. Inconsistent integration of Nā Hopena A'o, language development, and cultural assets into core content instruction.
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2	<u>Student Need:</u> Strengthen RTI/MTSS systems and small-group instruction to ensure timely, targeted, and inclusive support as well as growth for all students <u>Root/Contributing Cause:</u> 2 a. Small group instruction structures are in place, but insufficient implementation to address students identified by data 2 b. Uneven capacity in delivering high-impact small-group instruction 2 c. Varying knowledge of how to examine math and ELA data regularly and accurately to inform next steps for all learners 2.d. Inconsistent alignment between Tier 1 instruction and Tier 2/3 supports
3	<u>Student Need:</u> Provide real-world, integrated, authentic learning experiences through High-Quality Project-Based and Place-Based Learning to increase student engagement, belonging, and learner identity <u>Root/Contributing Cause:</u> 3 a. Varying ways of integrating and implementing NGSS (Science) and HCCSSS (Social Studies) and maximizing daily schedule 3 b. Varying opportunities for student voice and choice, leadership and reflection throughout all curricular areas 3 c. Varying degrees of classroom rigor and classroom engagement 3. d. Varying use of common assessments within the PBL Units to determine student proficiency on standards 3.e. Uneven integration of local context, community partnerships, and cultural knowledge.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> English Learners (EL) <u>Identified Student Need(s):</u> 1a.Strengthen academic language development across all content areas through consistent implementation of sheltered instruction and language-rich strategies (e.g., GLAD, SEI), integrated within Math, Language Arts, Science, and Project-Based Learning to increase access to grade-level learning and student voice.
2	<u>Targeted Subgroup:</u> IDEA <u>Identified Student Need(s):</u> 2a. Ensure students with disabilities receive timely, inclusive, and individualized supports—including co-teaching, differentiated instruction, small-group interventions, and assistive strategies—to access grade-level curriculum, engage meaningfully in PBL, and make progress toward academic and IEP goals.
3	<u>Targeted Subgroup:</u> Low Socio-Economic Status (SES) <u>Identified Student Need(s):</u> 3a. Provide equitable access to academic, social-emotional, and enrichment supports—including instructional materials, technology, extended learning opportunities, and family engagement resources—to reduce barriers, strengthen engagement, and ensure all students have meaningful opportunities to learn and succeed.



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.	2 c	All students will be screened with KEA screening assessment within 30 days of entering kindergarten Kindergarten teachers will monitor students progress throughout the year and report it on Kindergarten student report card Accountable Leads: Erin Nuese, RTI CC Kindergarten GLC	KEA Assessment is baseline data	☒ 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.	1d 2 a 2 b 2 c	Implement differentiated reading instruction in 100% of homeroom classrooms using flexible grouping and data-driven practices. Universal screening and progress monitoring data will be used to identify students in need of additional support. Success will be demonstrated by at least 80% of students achieving “Typical Growth” on the iReady Reading end-of-year diagnostic. (WASC 1, 3, 5, 7, 8, 9) Implement the Wonders 2023 ELA curriculum in 100% of classrooms, including the consistent use of small-group instructional materials, targeted interventions, and research-based instructional strategies to support diverse learners. Continue the phased adoption of the 2025 Hawai‘i ELA Standards through professional development, PLC collaboration, and vertical alignment. Accountable leads: Kacie Seitz, CC Erin Nuese, RTI CC	iReady Universal Screener - increased growth and proficiency	☒ 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.	1 a 1 b 1 c 2 a 2 b 2 c	Increase overall math proficiency through differentiated, data-driven instruction. By the end of the 2026–2027 school year, student math proficiency will increase from 20% (2025 baseline) to 75% (EOY 2027) as measured by iReady Math diagnostic data. Progress will be monitored through universal screening and progress monitoring. Implement differentiated mathematics instruction in 100% of homeroom classrooms. Flexible grouping and targeted small-group instruction will be used to address student needs. Data will guide intervention placement and instructional adjustments. Success will be demonstrated by at least 80% of students achieving “Typical Growth” on the iReady Math end-of-year diagnostic. (WASC 1, 3, 5, 7, 8, 9) Provide ongoing, job-embedded professional development aligned to research-based math practices. NCT team will provide quarterly differentiated grade-level professional development aligned to RCM, Standards for Mathematical Practice (SMPs), CTE standards and fluency development. Quarterly professional development will focus on strategies such as Counting Collections, Mathematizing Children’s Literature, and Number Talks, with follow-up coaching support.	Listening to Learn individualized assessment, iReady Universal screener, Counting objects individualized assessment (beginning of kinder)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Strengthen formative assessment and diagnostic practices. One-on-one interviews (Counting Objects Assessment, Listening to Learn Assessment) will be administered to 100% of students at least once per year to inform instruction, monitor progress, and support differentiated learning. Establish consistent, schoolwide instructional structures. All classrooms will implement Number Talks and Building Thinking Classrooms structures, as supported by district initiatives, to promote mathematical discourse, reasoning, and collaborative problem-solving. Provide targeted instructional coaching and modeling. The Math Coach and NCT team will meet regularly with identified teachers to model lessons, support curriculum implementation, and strengthen instructional practices. Use collaborative data analysis to guide instruction. Math achievement and growth data will be reviewed during monthly data team meetings and quarterly PLC meetings to refine instructional strategies and intervention plans. Integrate computational thinking and computer science into mathematics instruction. All students will receive instruction in computer science with an emphasis on computational thinking to strengthen problem-solving skills and mathematical reasoning.		
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		Accountable leads: Merarie Carrasquilla, Math Coach Kacie Seitz, CC		
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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>	2 a 2 b 2 c	Implement differentiated Math and Reading instruction in 100% of homeroom classrooms. Flexible grouping, scaffolded supports, and targeted small-group instruction will be used to meet the diverse academic and language needs of students. Universal screening and progress monitoring data will guide instructional decisions and intervention placement. Success will be demonstrated by at least 80% of students achieving “Typical Growth” on the iReady Math and Reading end-of-year diagnostic. (WASC 1, 3, 5, 7, 8, 9) Strengthen culturally responsive and linguistically inclusive instructional practices. Teachers will integrate supports for EL students, Nā Hopena A'o principles, and place-based learning strategies into daily instruction to leverage students' cultural, linguistic, and experiential assets as pathways to academic success. Instruction will emphasize academic language development, student voice, and equitable access to grade-level content. Align English Learner supports and services through the EL Comprehensive Plan. Instructional practices, interventions, and professional learning will be aligned with the school's English Learner Comprehensive Plan to ensure consistent, coordinated language development and academic supports. The plan will be reviewed and updated in Spring to reflect current data and student needs. Link to EL COMP PLAN (update this in Spring) Accountable leads: Cynthia Rothdeutsch, Principal Kacie Seitz, CC Merarie Carrasquilla, Math Coach Danielle Calef, EL Coordinator	iReady Universal Screener	☐ 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. <i>Required for all schools.</i>	3 a 3 b 3 c	Ensure consistent participation in high-quality Project-Based Learning experiences. One hundred percent of students will participate in at least two authentic Project-Based Learning (PBL) units per school year to strengthen academic readiness, collaboration, problem-solving, and learner agency. (WASC 6, 7, 9) Align curriculum to state standards through integrated, interdisciplinary instruction. Teachers will utilize science resources aligned to NGSS and social studies resources aligned to Hawai‘i Core Social Studies Standards (HCSSS) to support rigorous, standards-based instruction within PBL units and core content areas. Strengthen schoolwide structures for sustained PBL implementation. Project-Based Learning units will be implemented throughout the school year, including dedicated whole-school PBL participation on Wednesday mornings, to ensure consistent instructional experiences across grade levels. Build staff capacity through ongoing professional learning and coaching. Teachers will participate in continuous professional development focused on PBL design, assessment, and facilitation. Quarterly PLC coaching sessions will be led by the Curriculum Coordinator and administration to strengthen instructional practice.	Panorama School Survey Results Listening to Learn	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Provide authentic opportunities for public presentation and reflection. Students will participate annually in PBL Discovery Day (virtual and in-person formats), allowing them to present learning, receive feedback, and build confidence in academic communication. Monitor and improve PBL implementation through regular feedback. The PBL Pulse Survey will be administered five times per year (baseline at beginning of year and quarterly) to assess implementation quality, inform professional learning, and guide instructional support. Differentiate professional development based on instructional needs. Targeted professional development and coaching will be provided by the administrative support team and PBLWorks partners, informed by PBL Pulse Survey data and classroom observations. Strengthen academic transition supports through shared assessment data. All students in identified grade levels may participate in math diagnostic interviews, including Listening to Learn (when available), and through shared i-Ready achievement and growth data. Results will be shared with receiving middle schools to support instructional continuity and targeted supports. Maintain 1:1 device readiness and high-speed infrastructure to support digital components of Project-Based Learning (PBL).		
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		Success will be monitored through quarterly technology audits ensuring 100% 1:1 device functionality and high-speed network stability during PBL Wednesday sessions. Accountable leads: Cynthia Rothdeutsch, Principal Kacie Seitz, CC Gretchen Romerdahl, Tech Coordinator		
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School will develop common writing instructional practices and expectations aligned with CCSS. All students will have access to high-quality, integrated writing instruction.		Develop and implement common writing instructional practices and expectations aligned to CCSS and the 2025 Hawai'i ELA Standards. The school will collaboratively establish vertically aligned writing expectations that ensure all students have access to high-quality, culturally responsive, and standards-based writing instruction across grade levels. Writing practices will reflect Nā Hopena A'o by elevating student voice, identity, and authentic expression. Provide targeted professional development in writing instruction. All teachers will participate in ongoing ELA professional development focused on Wonders writing components, CCSS writing standards, and instructional shifts aligned to the 2025 Hawai'i CCSS revisions. Professional learning will emphasize academic language development, culturally relevant texts, and authentic writing purposes connected to students' lived experiences. Develop common grade-level writing practices and summative assessments. Grade-level teams will collaborate to design shared instructional routines, writing rubrics, and summative assessments). These common expectations will support coherence and equity across classrooms. Integrate writing instruction within Project-Based Learning units. Writing practices will be embedded within PBL experiences to provide authentic, interdisciplinary learning opportunities. Students will engage in writing for real audiences and purposes, strengthening academic skills while developing voice, agency, and connection to place.	i-Ready ELA data - growth and achievement Wonders summative assessments SBA Performance task Writing Proficiency	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Accountable leads: Cynthia Rothdeutsch, Principal Kacie Seitz, CC Erin Nuese - RTI Coordinator		
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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>	3 a 3 b 3 c	Increase student motivation and attendance through meaningful, place-based, and culturally grounded learning experiences. One hundred percent of students will participate in at least two authentic Project-Based Learning (PBL) units per school year that integrate Nā Hopena A‘o values, local community context, and place-based learning to strengthen student identity, belonging, and connection to school. The Nā Hopena A‘o will be integrated in math experiences such as Counting Collections and Mathematizing Literature. <i>(WASC 6, 7, 9)</i> Ensure standards-aligned, interdisciplinary instruction connected to students’ lived experiences. Teachers will utilize science resources aligned to NGSS and social studies resources aligned to Hawai‘i Core Social Studies Standards (HCSSS) within PBL and core instruction, emphasizing local environmental, cultural, and community issues to increase relevance and engagement. Sustain and strengthen schoolwide structures for high-quality PBL implementation. Project-Based Learning units will be implemented throughout the school year, including dedicated	Panorama School Survey Results Report Card GLC Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		whole-school PBL participation on Wednesday mornings, to ensure consistent, culturally responsive, and engaging learning experiences across grade levels. Build staff capacity in culturally responsive, place-based, and HĀ-aligned instructional practices. Staff will participate in continuous professional development focused on integrating Nā Hopena A‘o, place-based pedagogy, and student voice within PBL and core instruction. PD opportunities will continue with Maile Grove. Provide targeted professional learning based on instructional and cultural responsiveness data. The administrative support team will provide differentiated professional development informed by survey results, classroom observations, and engagement indicators, with emphasis on equity and access. Offer high-interest, culturally relevant enrichment opportunities. All students will participate in high-interest classes in Computer Science and Computational Education (CSCE), Hawaiian Studies, and Library programs that promote curiosity, cultural identity, and lifelong learning. Accountable Leads: Kacie Seitz, CC Cynthia Rothdeutsch, Principal		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2b	Implement a comprehensive, culturally responsive social-emotional learning program aligned to Nā Hopena A‘o. The school will implement the <i>Choose Love / Choose Aloha</i> SEL program and integrate Hawai‘i Health Standards across the curriculum. Instruction will emphasize self-regulation, empathy, responsibility, resilience, and positive relationships, aligned with HĀ values of Belonging, Aloha, and Total Well-Being. Promote positive behavior through meaningful, engaging learning experiences. One hundred percent of students will participate in at least two authentic Project-Based Learning (PBL) units per school year that foster collaboration, leadership, perseverance, and mutual respect. (WASC 6, 7, 9) Ensure standards-aligned, interdisciplinary instruction that supports student engagement. Teachers will utilize science resources aligned to NGSS and social studies resources aligned to Hawai‘i Core Social Studies Standards (HCSSS) within PBL and core instruction to increase student interest, relevance, and positive participation in learning. Sustain and strengthen schoolwide structures for high-quality PBL implementation. Project-Based Learning units will be implemented throughout the school year, including dedicated whole-school PBL participation on Wednesday mornings, to promote consistency, collaboration, and shared behavioral expectations.	ECSS Report Card GLO Panorama Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Build staff capacity to support positive behavior and classroom culture. Staff will participate in ongoing professional development in SEL, PBL facilitation, restorative practices, and culturally responsive classroom management to strengthen learning environments and student engagement. Provide authentic opportunities for reflection and celebration of learning and character. Students will participate annually in PBL Discovery Day (virtual and in-person), allowing them to demonstrate academic learning, personal growth, and social responsibility. Continuation of consistent, schoolwide expectations through the General Learner Outcomes (GLOs). All teachers will share, teach, and implement the state-wide GLO rubric with students and families to reinforce common expectations for behavior, communication, collaboration, and citizenship. Accountable Leads: Elizabeth Esguerra, Counselor Kacie Seitz, CC Cynthia Rothdeutsch, Principal		
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1.2.3. All students experience a Nā Hopena A‘o environment for learning. <i>Required for all schools.</i>	2 b	Implement a comprehensive, culturally grounded social-emotional learning program aligned to Nā Hopena A‘o. The school will implement the <i>Choose Love/ Choose Aloha</i> SEL program and integrate Hawai‘i Health Standards across the curriculum, emphasizing belonging, responsibility, aloha, total well-being, and excellence. Instruction will intentionally reflect HĀ values and support the social, emotional, and academic development of all students. Build staff capacity to implement Nā Hopena A‘o and SEL. Staff will participate in continuous professional development focused on the tenets of Nā Hopena A‘o, culturally responsive practices, and effective SEL implementation. Professional learning will emphasize meeting the needs of 100% of students through inclusive, relationship-centered instruction. <i>(WASC 4)</i> Integrate Nā Hopena A‘o and place-based learning through interdisciplinary Project-Based Learning. All students will participate in at least two interdisciplinary PBL units annually that incorporate place-based learning, cultural knowledge, and real-world problem solving connected to Hawai‘i and the local community. Strengthen cultural identity through developing Kamali‘i oli and other cultural protocols Students will learn and practice the Kamali‘i oli (once developed) and other cultural protocols to deepen understanding of language, history, and responsibility to place, reinforcing pride, identity, and belonging.	ECSS Report Card GLO Panorama Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Expand community partnerships and ‘āina-based learning opportunities. The school will collaborate with Maile Grove and leverage Aloha ‘Āina grant opportunities to provide ongoing, hands-on learning experiences connected to environmental stewardship, sustainability, and ‘ike kūpuna. Both staff and students will receive continued professional and experiential learning through these partnerships. Embed Nā Hopena A‘o into daily instructional and schoolwide practices. HĀ principles will be integrated into classroom norms, reflection tools, discipline practices, PBL rubrics, and student leadership opportunities to ensure consistent, schoolwide implementation. Accountable Leads: Cynthia Rothdeetsch, Principal Elizabeth Esguerra, Counselor Kacie Seitz, CC		
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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>	3 a 3 b 3 c	Provide authentic learning experiences connected to careers, community, and civic life. One hundred percent of students will participate in at least two authentic Project-Based Learning (PBL) units per school year that incorporate real-world problem solving, community partnerships, and career awareness aligned to Nā Hopena A‘o and place-based learning. <i>(WASC 6, 7, 9)</i> Integrate standards-aligned, interdisciplinary instruction with real-world applications. Teachers will utilize science resources aligned to NGSS and social studies resources aligned to Hawai‘i Core Social Studies Standards (HCSSS) within PBL and core instruction to strengthen civic literacy, environmental stewardship, and career readiness. Sustain and strengthen schoolwide structures for high-quality PBL implementation. Project-Based Learning units will be implemented throughout the school year, including dedicated whole-school PBL participation on Wednesday mornings, to ensure consistent, meaningful engagement	Panorama School Survey Results Report Card GLC Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		across grade levels. Build staff capacity to connect instruction to career and community pathways. Staff will participate in ongoing professional development in PBL design, community-based learning, and career-connected instruction. Quarterly PLC coaching sessions will be led by the Curriculum Coordinator and administration. Provide authentic opportunities for public presentation and community engagement. Students will participate annually in PBL Discovery Day (virtual and in-person), presenting projects to families, community members, and partners to strengthen communication, leadership, and civic responsibility. Accountable Leads: Kacie Seitz, CC Cynthia Rothdeutsch, Principal		
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K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	2 a 2 b 2 c 3 a 3 b 3 c	Develop academic readiness through rigorous, interdisciplinary Project-Based Learning. One hundred percent of students will participate in at least two authentic Project-Based Learning (PBL) units per school year that integrate literacy, mathematics, science, and social studies skills aligned to secondary expectations and career pathways. <i>(WASC 6, 7, 9)</i> Ensure standards-aligned instruction that supports long-term academic success. Teachers will utilize science resources aligned to NGSS and social studies resources aligned to Hawai‘i Core Social Studies Standards (HCSSS) within PBL and core instruction to strengthen analytical thinking, research skills, and academic communication. Sustain and strengthen schoolwide structures for consistent instructional implementation. Project-Based Learning units will be implemented throughout the school year, including dedicated whole-school PBL participation on Wednesday mornings, to promote coherence, rigor, and continuity across grade levels.	iReady Universal Screener Report Card GLO Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Build staff capacity to align instruction to secondary and career expectations. Staff will participate in ongoing professional development focused on PBL design, standards alignment, and college/career readiness skills. Quarterly PLC coaching sessions will be led by the Curriculum Coordinator and administration. Provide authentic opportunities for demonstration of college and career readiness skills. Students will participate annually in PBL Discovery Day (virtual and in-person), presenting projects that demonstrate critical thinking, collaboration, communication, and problem-solving skills to families and community members. Accountable Leads: Kacie Seitz, CC Cynthia Rothdeutsch, Principal		
1.3.3. All students graduate high school with a personal plan for their future.		High School Only		☐ 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>
Sustained, consistent PD will be provided to all staff to align with identified critical student learning needs and follow-up coaching provided throughout implementation	ALL	Provide sustained, coherent, and job-embedded professional development aligned to critical student learning needs and Nā Hopena A‘o. Ongoing professional learning will be provided to all staff and aligned to identified priority areas (Math, ELA, PBL, RTI, Technology Integration, and equity), with structured follow-up coaching and support throughout implementation cycles. Support high-quality ELA instruction through curriculum implementation and standards alignment. Wonders 2023 is fully implemented, with continuous professional development focused on the 2025 Hawai‘i ELA Standards (K–5), including common writing strategies, formative practices, and summative assessments.	PBL Pulse Survey Quarterly Data i-Ready growth and proficiency	☐ 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

		Strengthen literacy intervention and fluency practices. Guided reading alignment, reading fluency development, and differentiated literacy supports will be addressed through targeted professional development for all teachers. Build instructional capacity in mathematics through coaching and expert support. The Math Coach and NCT team will meet regularly with identified teachers to model lessons aligned to curriculum and research-based strategies. NCT Team will provide quarterly, differentiated grade-level professional development aligned to RCM, Standards for Mathematical Practice (SMPs), and fluency development. Implement research-based math instructional strategies with ongoing support. Professional development on Counting Collections, Mathematizing Children’s Literature, and Number Talks will be provided, with follow-up coaching and classroom-based support from the Math Coach. Use collaborative data analysis to inform instruction and professional learning. Math and ELA achievement and growth data will be examined during monthly data team meetings and quarterly PLC meetings to guide instructional planning, intervention decisions, and professional development priorities.		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		Strengthen Project-Based Learning instructional practices. Staff will participate in continuous professional development in PBL design, facilitation, and assessment, with emphasis on student voice, place-based learning, and alignment to Nā Hopena A‘o. Leads: Cynthia Rothdeutsch, Principal Kacie Seitz, CC Merarie Carrasquilla, Math Coach Erin Nuese, RTI CC		
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>		Continue to build school partnerships with parent and community stakeholders. Involve families through school-based events, At least one school event per quarter: • Open House • Parent Conferences • 'Ohana STEAM Day • Mathematizing Literature/ MATH FEST • PBL Discovery Day • Ho'olaule'a <u>Transition plan for preschool or non-preschool students to kindergarten:</u> Kindergarten parent orientation meeting Kindergarten transition plan during first week of school Kindergarten Jumpstart (2 weeks)	SCC Roster & Minutes - found on our school website Event fliers	☐ 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

		Kacie Seitz, CC Kindergarten GLC Erin Nuese, RTI CC Gretchen Romerdahl, Tech Coordinator		
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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>
School climate rate will increase 3% annually as measured by Panorama Survey and parent satisfaction will increase 3% annually as measured by SQS Survey.		Continue to build school partnerships with parent and community stakeholders. Involve families through school-based events, At least one school event per quarter: • Open House • 'Ohana STEAM Day • Mathematizing Literature / MATH FEST • PBL Discovery Day • Ho'olaule'a • Parent/Teacher Conference <u>Transition plan for preschool or non-preschool students to kindergarten:</u> Kindergarten parent orientation meeting Kindergarten transition plan during first week of school Offer Kindergarten Jumpstart week to all incoming students over the summer	Panorama Survey Weekly Parent Message / Fliers sent home Sign-in sheets for the events Seesaw	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		<u>Parent Communication</u> The school will communicate by Sunday message, social media, PTA, and School Community Council meetings. Seesaw is used as our unified communication protocol for classroom communication PK-5. Consistent and timely teacher dialogue with parents including parent teacher conference week in October <u>Leads:</u> Cynthia Rothdeutsch, Principal Kacie Seitz, CC Gretchen Romerdahl, Tech Coordinator	Weekly Parent Message via voice message and email. Fliers sent home.	
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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>
100% of teachers will use common data collection sources and practices to track student achievement and plan instruction. Teachers will participate in cross-articulation regarding needs based on data. (WASC 9, 8, 7,1,2)		Ensure consistent use of common data sources and instructional practices. One hundred percent of teachers will use common data collection tools, assessment protocols, and instructional planning practices to monitor student achievement and guide instruction. Teachers will participate in cross-articulation meetings to analyze trends, identify student needs, and coordinate supports. (WASC 1, 2, 7, 8, 9) Implement aligned curriculum resources across grade levels and content areas. Teachers will use common, standards-aligned curriculum resources in ELA, mathematics, writing, social studies, and science to ensure instructional coherence and equitable access to learning opportunities. Utilize consistent supplemental programs and intervention tools. Grade-level teams will implement common supplemental programs and intervention resources in ELA and mathematics to support differentiated instruction and monitor student progress.	Assessments reflected in GL pacing guides Listening to Learn Counting objects iReady Panorama Data Dashboards	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		Administer universal and diagnostic assessments consistently. All students will participate in universal screening in reading and mathematics, as well as common math interview assessments, to inform instructional decisions, intervention placement, and progress monitoring. Use common standards-based assessments Teachers will implement shared formative and summative assessments aligned to state standards. Grade-level teams will review assessment data regularly to track student growth, identify learning gaps, and refine instructional strategies. Strengthen collaboration through structured data review processes. Monthly data days will continue to support cross-articulation among RTI, English Learner, Special Education, and General Education teams to ensure coordinated, student-centered supports. Accountable Leads: Kacie Seitz, CC Cynthia Rothdeutsch, Principal		
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

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

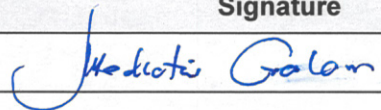
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Jan 12, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 9, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Infographics for CNA and Academic Plan, as well as a 1 page Academic Plan summary, in addition to a pdf copy of the Academic Plan was shared with our families and a survey was provided for input.
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: **March 30, 2026**

Attested:

Kamali'i Elementary School Principal	Signature	Date
Cynthia Rothdeutsch		3/30/2026

SCC Chairperson	Signature	Date
Mediatrix Galam		3/30/2026

SCC Recommendations to the Academic Plan and Financial Plan:

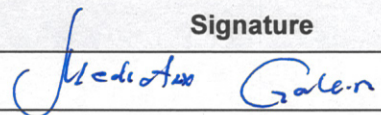
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N / A		

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

N / A

Attested:

SCC Chairperson	Signature	Date
Mediatrix Galam		3/30/2026

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement
Kamali'i Elementary School Bell Schedule: Kamali'i School Bell Schedule SY 25 / 26	