



'Ele'ele Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

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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 drop-down 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
Grades K through 5	'23 Wonders ▾	Ready ▾ i-Ready Classroom Mathematics	Mystery Science	Miscellaneous (e.g., Studies Weekly, Hawaiians of Old-Gr. 4, Scholastic News, Let's Find Out)

Please list all **supplementary instructional materials** used to enrich or 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
Grades K-5 Intervention	Sonday Imagine Learning Phonics Lesson Library 2.0 PAIR (95 Percent Group) i-Ready Reading Personalized Instruction	i-Ready Math Personalized Instruction i-Ready Classroom Mathematics Tier 2 lessons		
Special Education	WonderWorks			
English Learners	Wonders for EL Students			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions, and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

- ☐ Panorama
 ☐ School-created template
 ☒ Other: Tier 2 interventions are recorded during PLC meetings using grade-level documentation. If additional support is needed, a referral is made through the SCS form, including Tier 2 intervention details. Any student concerns and support provided are noted in the CORE meeting minutes. Academic and behavioral Tier 3 interventions are documented in the eCSSS system.

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
Grades K through 5	I-Ready ▾ i-Ready Inform	I-Ready ▾ i-Ready Inform
Kindergarten	KEA ▾	
Sped Preschool and EOEL	Other: ▾ TS Gold	
English Learners	Other: ▾ WIDA Screener	
Grades K-5, Intervention	Other: ▾ Literacy Intervention System (95 Percent Group)	

IDENTIFIED SCHOOL NEEDS

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 Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Spring 2025

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2027-28

Type of Next Action:

Mid-Cycle Report (No Visit) ▾

Year of Next Self-Study:

SY 2030-31

Identified critical student learning needs and the root/contributing cause(s) 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?"

1

LITERACY

SBA ELA-Literacy														
Proficiency					High Needs Achievement Gap					Growth				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
41%	44%	51%	53%	54%	27%	26%	25%	31%	31%	21%	48%	50%	58%	49%
Goal >80%					Goal <10%					Goal >60%				

Source: Strive HI Report

i-Ready Diagnostic Screener - Reading									
Growth - Fall to Spring 2024-25					Current Proficiency - Winter 2025-26				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
57%	28%	112%			21%	22%	38%	12%	7%
>80%	>30%	>100%							

Source: [i-Ready](#)

Student LEARNING Needs (What students need to learn regarding literacy.)

- All students need to increase their understanding and application of literacy skills.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs. Extra attention is needed to strengthen writing.
 - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.

- Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

2A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing ELA/Literacy.

2B. Although data team meetings occur regularly, they are not aligned with curriculum pacing, making it difficult to analyze data and discuss instructional strategies before teachers move on to the next part of the curriculum.

2C. There is limited explicit vocabulary instruction, along with inconsistent exposure to texts across subjects to support vocabulary development.

2D. Writing instruction is inconsistent and does not adequately develop students' ability to draft, revise, and edit their writing using standard English conventions (e.g., grammar, capitalization, punctuation, and spelling).

2E/12C. In recent years, there has been limited PD and teacher articulation on effective ELA instruction including scaffolding, differentiation, instructional strategies, and best practices to meet the needs of diverse learners.

5A. There are varying levels of understanding and implementation of RtI Tiers 1, 2, and 3.

12A. There are varying levels of understanding and implementation of best practices and high-yield instructional strategies.

*Additional contributing causes: [5B](#), [11C](#), [12B](#), [13A](#), [14A](#), [17A](#)

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NUMERACY

SBA Math														
Proficiency					High Needs Achievement Gap					Growth				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
28%	42%	49%	49%	51%	31%	29%	33%	24%	23%	11%	59%	55%	50%	38%
Goal >80%					Goal <10%					Goal >60%				

Source: Strive HI Report

i-Ready Diagnostic Screener - Math									
Growth - Fall to Spring 2024-25					Current Proficiency - Winter 2025-26				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
55%	27%	106%			13%	19%	50%	10%	8%
Goal >80%	>30%	>100%							

Source: [i-Ready](#)

Student LEARNING Needs (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.

- Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
- Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (*What students need us to provide so that they can strengthen their numeracy.*)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs. Extra attention is needed to strengthen word problem-solving.
 - All students need quality Tier 1 instruction on grade-level math standards, incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold the mathematical concepts and skills necessary to achieve the grade-level standards, including their ability to problem-solve, create models, interpret/analyze data, and communicate their reasoning.
 - Identified students need strategic Tier 3 math instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

3A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing Math.

3B. Students have limited opportunities to regularly practice in solving word problems in math.

3C/12D. There are varying degrees of understanding and implementation of NCTM's 8 essential practices for teaching Math.

3D/12E. There is insufficient use of scaffolding and differentiation taking place in math instruction to meet the needs of diverse learners.

5A. There are varying levels of understanding and implementation of RtI Tiers 1, 2, and 3.

12A. There are varying levels of understanding and implementation of best practices and high-yield instructional strategies.

*Additional contributing causes: [5B](#), [11C](#), [12B](#), [13A](#), [14A](#), [17A](#)

SCIENCE

NGSS-HSA Science									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
13%	25%	37%	42%	44%	19%	28%	48%	22%	30%
Goal >80%					Goal <10%				

Source: Strive HI Report and [ARCH ADC](#) Data Dashboards

Student LEARNING Needs (*What students need to learn regarding science.*)

- All students need to increase their understanding and application of the topics and performance expectations outlined in the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

Student LEARNER Needs (*What students need us to provide so that they can strengthen their understanding and application of science.*)

- All students need instruction grounded in a high-quality, vertically aligned curriculum that strengthens their ability to meet the NGSS performance expectations by fully addressing the grade-level topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas. This involves the intentional and strategic integration of Mystery Science and NGSS Interim Assessments, used informally (e.g., as guided practice or collaborative lesson activities outside the testing system) and formally as assessments (within the testing system).

Root/Contributing Causes:

4A. There are inconsistencies in the implementation of curriculum resources when teaching and assessing the NGSS.

4B. There are inconsistencies in the instruction of the NGSS using our curriculum resources (Mystery Science, Wonders, and NGSS HSA IAB items), leading to redundancy or gaps in student skill development from grade level to grade level.

12A. There are varying levels of understanding and implementation of best practices and high-yield instructional strategies.

*Additional contributing causes: [11C](#), [12B](#), [13A](#), [14A](#), [17A](#)

SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning Competencies							
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy	Supportive Relationships
69%	54%	55%	55%	50%	48%	45%	90%
Goal: >80%							

Sources: [Panorama Education](#) Student SEL Survey – Winter 2025-26

Student LEARNING Needs (What students need to learn regarding SEL.)

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially regarding our “3 Bs,” which include *Be Safe, Be Respectful, and Be Responsible*.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing attributes aligned with being safe, respectful, and responsible.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth.

Root/Contributing Causes:

8A. There are inconsistencies in the implementation of the Choose Love SEL curriculum.

8B. PBIS processes and strategies are not fully expanded to provide consistent and frequent opportunities to recognize and reward students' positive behavior.

*Additional contributing causes: [6A](#), [9A](#), [12A](#), [12B](#), [13A](#), [14A](#), [17A](#)

ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
65%	74%	81%	82%
Goal: >90%			

Source: Strive HI Report

Student LEARNING Needs *(What students need to learn regarding attendance.)*

- All students need to understand how regular school attendance supports their learning, strengthens relationships at school, and contributes to their future success.

Student LEARNER Needs *(What students need us to provide so that they attend school more regularly.)*

- All students need clear instruction, and parents/guardians need ongoing guidance and communication, on the importance of regular attendance and its impact on student academic achievement.
- All students need a safe, supportive, and engaging learning environment, consistent communication of attendance expectations, and access to resources and interventions that address barriers to regular attendance.

Root/Contributing Causes:

7A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices.

7B. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices.

7C. Parents and students have limited understanding of how regular attendance impacts student learning.

*Additional contributing causes: [6A](#), [9A](#), [12A](#), [12B](#), [13A](#), [14A](#), [17A](#)

1

Targeted Subgroup: Economically Disadvantaged

Economically Disadvantaged Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	33% = 49	35% = 48	42% = 53	39% = 39	41% = 43
Math	20% = 29	30% = 42	37% = 46	40% = 40	42% = 44
Science	10% = 4	15% = 8	25% = 11	33% = 13	29% = 10

Percentage and number of EDS students proficient

Source: [LEI Kulia](#) - School Profile Report**Student LEARNING Needs** (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, and incorporates the use of collaborative learning, ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

Targeted Subgroup: English Learners

English Learners Subgroup										
	SBA/HSA Proficiency					Language Acquisition				
	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
ELA	35% = 13	30% = 12	27% = 8	35% = 6	47% = 7	28% (16/57)	28% (15/53)	41% (21/51)	73% (27/37)	67% (18/27)
Math	14% = 5	32% = 13	23% = 7	28% = 5	47% = 7					
Science	0%	9% = 1	0%	11% = 1	0%					

Source: [LEI Kulia](#) - School Profile Report; Percentage and # of EL students proficientSource: [LEI Kulia](#) - Growth to Target (WIDA Access)['Ele'ele Elementary EL Success Plan](#)**Student LEARNING Needs** (What students who are English Learners need to learn.)

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

Targeted Subgroup: *Special Education*

Special Education Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	4% = 1	0%	5% = 1	0%	0%
Math	0%	0%	0%	6% = 1	0%
Science	0%	0%	0%	0%	0%
Percentage and number of SPED students proficient (Does not include HSA-Alt)					

Source: [LEI Kulia](#) - School Profile Report

Student LEARNING Needs (What students who require Special Education need to learn.)

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

Student LEARNER Needs (What students who require Special Education need us to provide so that they increase their learning.)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

Academic Plan Summary 2026-27



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 1, 2, 3, 4, 5, 6	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 2, 3, 5
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1A. Using data to determine the strengths and needs of incoming Kindergarten students supports effective planning for foundational learning, resulting in the need to sustain and strengthen these efforts.	EA 1. Kindergarten Readiness (1.1.1) All incoming Kindergarteners will be assessed for readiness, and the results will guide practices to support their academic and social-emotional needs. Action Steps: a. The school administration will ensure that Kindergarten teachers/staff have been trained to conduct the Kindergarten Entry Assessment (KEA). b. Teachers/staff will conduct the KEA and school-level assessments and access and use data/results to inform instructional and SEL practices to meet student needs. c. All Kindergarten students will be provided necessary, timely support to develop foundational skills for learning and social-emotional needs. Lead: Principal	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	☒ WSF 42104 A – 2321 PSAP EA .75 FTE \$33,494
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive	2A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and	EA 2. Literacy (1.1.2) Student literacy will increase through the implementation of Wonders 2023, a horizontally and vertically aligned curriculum, with embedded instructional strategies, practices, and assessments aligned to the HCCSS, supported by vocabulary development and incorporating Science of Reading pedagogy. Action Steps: a. School administration, leadership, and coaches will empower all teachers to effectively implement Wonders 2023 to teach	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	☒ WSF 42103 B-3502 Library Media Services (Subscription) \$3,789 B-3006 Writing Materials - Journals/Folders

necessary and timely support to become proficient.	assessing ELA/Literacy. 2B. Although data team meetings occur regularly, they are not aligned with curriculum pacing, making it difficult to analyze data and discuss instructional strategies before teachers move on to the next part of the curriculum. 2C. There is limited explicit vocabulary instruction, along with inconsistent exposure to texts across subjects to support vocabulary development. 2D. Writing instruction is inconsistent and does not adequately develop students' ability to draft, revise, and edit their writing using standard English conventions (e.g., grammar, capitalization, punctuation, and spelling). 2E/12C. In recent years, there has been limited PD and	grade-level standards and General Learning Outcomes (GLOs). (WASC #3) b. All teachers will... i. Actively participate in PLCs and Data Teams and identify common grade-level and schoolwide strategies for ELA/literacy instruction across all tiers, including reviewing the integration of Social Studies and Science. (WASC #3) ii. Increase exposure to complex texts and vocabulary through regular teacher read-alouds and cross-subject integration. iii. Provide instruction on grade-level vocabulary words within Wonders 2023, and aligned with <u>SBA-Sample Academic Vocabulary</u> and <u>SBA-ELA Vocabulary</u>. iv. Utilize Write Tools as a resource to strengthen writing instruction. v. Revisit and refine current writing rubrics and checklists school-wide to ensure alignment and clarity across all grade levels. vi. Revisit curriculum maps and pacing guides to ensure they accurately reflect current instructional needs and standards alignment. vii. Provide timely, descriptive feedback that accelerates student learning of the standards and GLOs. c. All grades 3-5 teachers will... i. Select and utilize individual items from the ELA SBA Interim Assessment Blocks (IABs) <u>informally</u> (e.g., as a lesson activity/practice item throughout the school year, outside of the testing system, with teacher guidance/support, collaboratively with a partner) <u>AND formally</u> (within the testing system) at least once prior to the SBA. ii. Create a formal plan for each quarter to ensure all teachers utilize SBA Interim assessments. d. All students will... i. Complete learning activities/tasks to strengthen their reading proficiency, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).	\$1,500 ☒ Title I 18902 B - 3006 McGraw-Hill Reading Wonders Reading Writing Companion package for students \$10,000 B - 3502 McGraw-Hill Reading Wonders Teacher workspace 1-year subscription \$14,000 + Student workspace 1-year subscription \$11,000 \$25,000 B - 3006 Scholastic Classroom Magazines Scholastic News \$2,036.60 + \$203.67 s/h \$2,240
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	teacher articulation on effective ELA instruction including scaffolding, differentiation, instructional strategies, and best practices to meet the needs of diverse learners.	Leads: ELA Coach, Literacy Coach		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	3A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing Math. 3B. Students have limited opportunities to regularly practice in solving word problems in math. 3C/12D. There are varying degrees of understanding and implementation of NCTM's 8 essential practices for teaching Math. 3D/12E. There is insufficient use of scaffolding and differentiation taking	EA 3. Numeracy (1.1.3) Student numeracy will increase through the implementation of i-Ready Classroom Mathematics, a horizontally and vertically aligned curriculum; with embedded instructional strategies, practices, and assessments aligned to the CCSS, supported by vocabulary development, and problem solving through questioning and word problems. Action Steps: a. School administration, leadership, and coaches will empower all teachers to effectively implement i-Ready Classroom Mathematics to teach GLOs. (WASC #3) b. All teachers will... i. Revisit curriculum maps and pacing guides to ensure alignment with instructional goals and student needs. ii. Provide instruction on Math vocabulary words within i-Ready Classroom Mathematics, and aligned with SBA-Math Vocabulary . iii. Provide timely, descriptive feedback that accelerates student learning of the standards and GLOs. c. All grades 3-5 teachers will... i. Select and utilize individual items from the Math SBA Interim Assessment Blocks (IABs) <i>informally</i> (e.g., as a lesson activity/practice item throughout the school year, outside of the testing system, with teacher guidance/support, collaboratively with a partner) <i>AND formally</i> (within the testing system) at least once prior to the SBA. ii. Create a formal plan for each quarter to ensure all teachers	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	☒ Title I 18902 B-3006 Curriculum Associates i-Ready Classroom Math Materials \$12,200

	place in math instruction to meet the needs of diverse learners.	utilize SBA Interim assessments. d. All students will complete learning activities to strengthen their math proficiency, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA). Lead: Math Coach		
Science Proficiency All students are proficient in their understanding of elementary level NGSS concepts by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.	4A. There are inconsistencies in the implementation of curriculum resources when teaching and assessing the NGSS. 4B. There are inconsistencies in the instruction of the NGSS using our curriculum resources (Mystery Science, Wonders, and NGSS HSA IAB items), leading to redundancy or gaps in student skill development from grade level to grade level.	EA 4. Science Students' understanding of Science concepts will increase through the implementation of Mystery Science and Wonders 2023, horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned to the NGSS, supported by vocabulary development, questioning, and investigations. a. School administration, leadership, and coaches will... i. Empower all teachers to effectively implement Mystery Science and Wonders to teach grade-level NGSS and GLOs, along with NGSS HSA Interim Assessment items/questions in grades 3-5. (WASC #3) ii. Revisit curriculum maps and pacing guides to ensure science instruction is cohesive and adequately covers grade level NGSS. b. All teachers will... i. Implement Mystery Science and Wonders 2023 to teach the NGSS and GLOs that meet the NGSS Evidence Statements for Elementary , and grades 3-5 will increase rigor through the integration of NGSS Interim Assessment Items. ii. Provide instruction on science vocabulary words within Mystery Science and sample NGSS Vocabulary . iii. Provide timely, descriptive feedback that accelerates student learning of the standards and GLOs. c. All grades 3-5 teachers will... i. Select and utilize individual items from the NGSS Interim Assessments <u>informally</u> (e.g., as a lesson activity/practice item throughout the school year, outside of the testing system, with teacher guidance/support, collaboratively with a partner) <u>AND formally</u> (within the testing system) at least	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☒ WSF 42101 B-3006 Discovery Ed. Inc, Mystery Science Mystery Packs \$12,430 B-3502 Discovery Ed. Inc, Mystery Science School Membership subscription \$1,799

		once prior to the SBA. ii. Create a formal plan for each quarter to ensure all teachers utilize NGSS HSA Interim Assessments. d. All students will complete learning activities to strengthen their understanding of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., NGSS HSA). Lead: STEAM Teacher		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	5A. There are varying levels of understanding and implementation of RtI Tiers 1, 2, and 3. 5B. Current structures limit the number of students who can receive targeted RTI tier 3 instruction.	EA 5. Inclusive Practices and Academic Student Support (1.1.4) Inclusive practices and tiered interventions will be implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. Action Steps: a. School administration/leadership will... - Coordinate the schoolwide ELA and Math tiered intervention programs/systems and provide guidance on the schoolwide programs and expectations to diagnose and address students' academic needs. - Establish criteria for identifying at-risk students based on reading universal screener results and develop a system for tracking and managing student data. (CLSD) - Define program goals, strategies, and progress monitoring procedures for Tier 2 and 3 reading interventions. (CLSD) - Provide clarification and guidance on the use of small group instruction for RTI tiers 1, 2, and 3. - Provide curriculum/resources for tier 2 reading interventions, including Reading Wonders tier 2 lessons, i-Ready Personalized Instruction, and 95 Percent Group intervention programs for tiers 2 and 3. - Provide curriculum/resources for tiers 2 and 3 math interventions, including Imagine Math, i-Ready Classroom Mathematics tier 2 lessons, and i-Ready Personalized Instruction. - Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and	i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data	☒ WSF 42101 A1 – 2721 2 RtI PPTs x 19 hrs/wk x 36 wks = 1,368 hr x \$21.76 \$29,768 ☒ WSF 42102 A1 – 2744 ELL PTTB - (17 hrs/wk x 40 wks) = 680 hrs x \$29.59 \$20,121 <i>Interpreters for NEP students (school will uses ELL PTT & J1 teachers)</i> B – 3502 i-Ready School Site License <i>(paid with WSF for 26-27)</i> ☒ Title III 18085 A1 – 2744/2702 ELL Homework Club 1 PTTAs x 4 hrs/wk x 36 wks = 144 hrs x \$42.16 (Request from KCA Title III if funds available) \$6,071 + \$181 (2.98% fringe) Total = \$6,252

		make adjustments to improve student outcomes. (CLSD) viii. Provide dedicated time for inclusion and special education teachers to meet to analyze student work and data and use it to guide differentiated instruction. (WASC #2) b. Teachers and the Literacy Coach will: i. Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD) ii. Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD) c. Teachers will... i. Implement the 95 Percent Group intervention programs (Literacy Intervention System, Phonics Lesson Library 2.0, and PAIR) to deliver teacher-led literacy instruction for Tier 2 and 3, EL, and SPED students. (CLSD) ii. Implement all academic intervention programs/systems, and incorporate the use of inclusive practices in all classrooms. (WASC #3) iii. Engage students in self-reflection and goal-setting based on their data. d. All students will be empowered to reflect on their data and set goals for improvement. Leads: SSC/RtI Lead, Reading Interventionist, Literacy Coach		☒ Title I 18902 B - 3502 Imagine Learning 25 licenses \$4,572 B - 3010 Office Depot Koss UR10 HB Headphones \$6,500 ☒ WSF 42101 C - 7708 Student Devices - Chromebooks \$5,000 Computer Charging Carts / Stations \$8,988 ☒ SPPA 17101 B - 3006 WonderWorks 13 licenses x \$107.49 = \$1400 WonderWorks student workbooks 25 x \$9.66 = \$241.50 + \$163.88 (10% s/h) + \$72.11 (4% tx) \$1,875
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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.	6A. Established student transition practices contribute to smoother adjustment and continuity in learning, resulting in the need to sustain and strengthen these practices.	EA 6. Student Transitions (1.1.5) Multiple activities and events will support students' transitions into, through, and out of 'Ele'ele Elementary School. Action Steps: a. School administration and teachers/staff will... i. Coordinate and implement Promotion Day (K-4) activities to support student transitions from grade level to grade level within our school. ii. Collaborate with our feeder middle school administration and teachers/staff to coordinate and implement a series of activities that prepare Gr. 5 students for the successful transition to middle school emotionally, mentally, and academically. b. All students will participate in learning activities that prepare them for the successful transition to the next grade level/middle school. Lead: Principal	Panorama Student Perception/SEL Survey Results	☐ WSF ☐ Title
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 8, 9	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.2.1. All students desire to and attend school regularly.	7A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices.	EA 7. Student Attendance (1.2.1) Student attendance will be encouraged and clear, follow-up procedures will be implemented to address absences. Action Steps: a. The school administration will... i. Clarify and communicate clear attendance procedures to teachers, staff, and students/parents, including everyone's roles, documentation, and timeframes for follow-up when students are absent.	Attendance Data (LEI Kūlia and Strive HI)	☐ WSF ☐ Title

	7B. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices. 7C. Parents and students have limited understanding of how regular attendance impacts student learning.	b. The school administration and leadership will coordinate and conduct school assemblies to recognize and reward student attendance, as well as other student achievements, such as GLOs. c. Administration, teachers, and staff will... i. Encourage student attendance by communicating its importance and sharing the Attendance Poster with students and parents through multiple methods (e.g., Kinder Kamp, start-of-year letter, Parent-Teacher Conferences, Welcome Back Night, ClassDojo, the school website, morning announcements, newsletters, and mailed with attendance letters), along with targeted verbal messaging to ensure consistent language across all classrooms. ii. Consistently implement the follow-up procedures when students are absent. iii. Display reminders on the school marquis regarding attendance and tardies, such as, "Attendance Matters!" and "School starts at 7:45!" d. All students will be encouraged to attend school regularly. Lead: Principal		
1.2.2. All students demonstrate positive behaviors at school.	8A. There are inconsistencies in the implementation of the Choose Love SEL curriculum. 8B. PBIS processes and strategies are not fully expanded to provide consistent and frequent opportunities to recognize and reward students' positive behavior.	EA 8. Positive Student Behavior (1.2.2) A multi-tiered system of support (MTSS), including PBIS, RtI, SEL, Chapter 19, and proactive classroom management, will be implemented effectively to ensure all students access rigorous, standards-based instruction in a positive learning environment. Action Steps: a. School administration and the PBIS Committee will conduct regular PBIS meetings to discuss and address behavioral concerns and plan proactive efforts to foster positive/productive student behavior. b. Teachers will... i. Allocate time for teachers to analyze and discuss SEL Survey data, ensuring they have a better understanding of ratings to provide timely, targeted student support. ii. Consistently implement the Choose Love SEL program and reinforce its key topics and attributes across all classrooms.	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☑ WSF 42101 A1 – 2744 1 SEL PTTB 17 hrs/wk x 37 wks = 629 hrs x \$29.59 \$18,612 ☑ Title I 18902 B - 3006 Choose Love Journals \$2,000

		b. The school administration, counselors, teachers, and staff will... i. Implement our schoolwide multi-tiered system of support (MTSS), including PBIS, RtI, SEL, Chapter 19, and proactive classroom management to teach and reinforce positive/productive student behavior in all settings. ii. Share SEL strategies with parents so they can support students at home. c. Students will receive recognition/rewards for positive/productive behavior. Lead: Counselor		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	9A. Established activities, events, and practices that align with the components of the Nā Hopena A'o (HĀ) Framework support student connection to school culture and community values, resulting in the need to sustain and strengthen these efforts.	EA 9. Nā Hopena A'o (1.2.3) The Nā Hopena A'o (HĀ) Framework of Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawaii (BREATH) will continue to be embedded within our school culture. Action Steps: a. School administration, teachers, and staff will... i. Review the HA Framework and highlight connections to current school practices. ii. Coordinate and implement activities/events that align with the HĀ Framework, including activities that strengthen a sense of Hawai'i (e.g., morning pico, place-based field trips). b. All students will engage in Nā Hopena A'o-aligned activities/events that strengthen a sense of Hawaii. Lead: Principal and Nā Hopena A'o Committee	Panorama Student Perception/SEL Survey Results	☐ WSF 42101

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 10, 11	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 11
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	10A. Strategies and methods that increase students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to further develop, sustain, and strengthen these efforts.	EA 10. Career Exploration, Community Connections, and Civic Engagement (1.3.1) Students' awareness of college and career options, connection to their community, and sense of civic responsibility will be strengthened through age-appropriate activities and events. Action Steps: a. School administration and teachers/staff will coordinate and implement activities that... i. Promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips, Career Day). ii. Foster students' connection with their community and develop a sense of civic responsibility (e.g., 'aina-based learning, service-based learning). iii. Work collaboratively with the Parent-Community Networking Coordinator (PCNC) to rebuild and strengthen partnerships with local community organizations and businesses. b. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility. Leads: Counselor	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	☒ WSF 42101 B-4801 2 Buses for Field trips \$974 x 6 grade levels x 2 Field Trips \$23,376 ☒ WSF 42104 B - 3006 Student Council \$500 ☒ WSF 42114 B-7207 Protocol Funds for a Career Day & other school-wide events (leis & refreshments for volunteers) \$2,000
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed	11A. There is a need to strengthen K-12 alignment and school-level initiatives to ensure all students obtain the academic background and	EA 11. K-12 Alignment of Academic Background and Skills (1.3.2) Students at 'Ele'ele Elementary School will acquire the knowledge and skills needed to enter middle school prepared for success in progressively rigorous academic work. Action Steps:	GLO Quarterly Report Card Grades	☒ WSF 42101 A1 - 2744 Art PTTB 17 hrs per wk x 37 wks = 629 hrs x \$29.59 \$18,612

in progressively challenging and advanced-level coursework aligned to career pathways.	skills necessary to enter middle school prepared for progressively rigorous academic work. 11B. The integration of GLO indicators is not explicitly stated during content area instruction, to make the GLOs more attainable for students and GLO grading more consistent among teachers. 11C. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.	a. The school administration and teachers/staff will identify and implement strategies that prepare students for middle school, including GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science (e.g., typing and foundational computer skills). b. K-12 articulation sessions will be conducted to align curriculum, courses, and programs as appropriate to meet student and Waimea Complex needs. c. All students will participate in learning activities that will prepare them for success in middle school-and beyond. Lead: Principal		B - 3502 GoGuardian 320 licenses x \$7 (includes 5% increase) (Paid through SY2026-2027) ☒ Title I 18902 C - 7708 Replacement Teacher Devices \$26,930
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.
- ★ GOAL 2.2 All schools are staffed by effective support staff who are committed to providing quality services to support students.
- ★ GOAL 2.3 All schools are led by effective school administrators who are committed to supporting all staff and students.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 12, 13, 14	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> SW5 - EA 12
2.1.2. All teachers are effective or receive the necessary support to become effective.	12A. There are varying levels of understanding and implementation of best practices and high-yield instructional strategies. 12B. There is a need to sustain the successful practice of providing teachers with PD/training to support them in their understanding and implementation of best practices. 12C/2E. In recent years, there has been limited PD and teacher articulation on effective ELA instruction including scaffolding,	EA 12. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with professional development (PD), training, coaching, focused Professional Learning Communities (PLC) time, and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth. Action Steps: - School administration, leadership, and coaches will... - Create and implement a comprehensive PD plan that includes follow-up support, and dedicated time to review instructional strategies, methodologies, and routines to ensure consistent Tier 1 and Tier 2 implementation across all classrooms. (WASC #3) - Provide PD/guidance on the use of core curriculum and supplemental programs, such as Wonders 2023, Achieve Literacy, i-Ready Classroom Mathematics, Mystery Science, 95% Group, i-Ready, Interim Assessment Portal, Studies Weekly, Scholastic News, Keys to Literacy (K-2 and 3-5 Writing Instruction), and Write Tools. (CLSD) - Provide PD/guidance to strengthen a common understanding and use of effective teaching practices and high-yield instructional strategies, such as formulating objectives, active participation, shared inquiry methodology,	PD/Training Log Walkthrough Data i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data SBA ELA and Math Proficiency and Growth Data NGSS-HSA Science Proficiency Data	☑ WSF 42101 B - 3401 Teacher Planners \$269 ☑ WSF 42102 A1 – 2769 3 Sub Days for ELL teacher to attend KCA meetings/ workshops x \$200.80 \$602 ☑ WSF 42106 A1-2769 Substitutes for CIA PD/Planning - 1 day per teacher x 21 teachers x \$200.80 \$4,217 A1-2769 Substitutes for Vertical Articulation 2 teachers x 2 days = 4 days x \$200.80

	differentiation, instructional strategies, and best practices to meet the needs of diverse learners. 12D/3C. There are varying degrees of understanding and implementation of NCTM's 8 essential practices for teaching Math. 12E/3D. There is insufficient use of scaffolding and differentiation taking place in math instruction to meet the needs of diverse learners.	accountable talk and turn and talk protocols, effective questioning, use of technology, 3 Reads problem solving and close reading, scaffolding, and differentiation. iv. Provide PD and coaching embedded within a cycle of professional learning to deepen understanding of the 8-Effective Math Teaching Practices (NCTM) and strengthen the consistent implementation of these instructional practices while delivering math instruction to all students. v. Coordinate school-wide participation in the Corwin Visible Learning Institute (October 21, 2026) and conduct follow-up activities to reinforce/expand effective practices and strategies learned. vi. Conduct regular walkthroughs focused on curriculum and program implementation and the use of schoolwide instructional strategies, providing timely, supportive feedback to teachers. (WASC #3) vii. Regularly collect and analyze Tier I student performance data to identify trends and areas of strength and needs, resulting in appropriate PD and/or coaching cycles. (CLSD) viii. Facilitate a review of grading practices including GLOs (based on schoolwide GLO indicators) ix. Conduct vertical articulation session(s) (during after-school Wednesday meetings) b. The Literacy Coach will lead continuous improvement in literacy by facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, supporting professional development, guiding the implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles with teachers. (CLSD) c. All teachers will... i. Be provided with an orientation, curriculum training, and ongoing induction and mentoring support when new to the school. Implement core curriculum, supplemental programs, and high-yield instructional strategies with fidelity, as evidenced	\$803 B-7203 Early Bird Registration for Schools of the Future- 6 x \$400 = \$2,400 ☒ Title I 18902 B - 7104/07 Wes Yuu \$21,990 ☒ Title I 18902 Schools of the Future Conference (SOTF) 6 Participants = \$5,527 TTL A1-2769/2702 Substitutes for SOTF Conference 4 Teachers = \$1,695 A1 TTL 4 teachers x 2 days = 8 days x \$200.80 = \$1,606 + \$147 (9.18% fringe) B-4201 Air - 6 x \$200 = \$1,200 B-4301 Per diem - 6 x \$180 = \$1,080 + Excess Lodging 6 X \$150 = \$900 \$1,980 B-4601 1 van x 2 days x \$125 = \$250 B-4803 Conference parking - \$200 + Lihue Airport Parking 6 x 24 = \$144 \$344
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		through classroom walkthroughs and observations. (WASC #3) ii. Be provided opportunities to visit other classrooms (e.g., “learning walks” during PLC) to see other teachers implementing effective teaching practices and high-yield instructional strategies, observing with a specific topic in mind. d. All students will increase their learning through teachers’ use of best practices/strategies. Leads: Principal and Coaches		☒ WSF 42101 A1-2744 Part-Time Teacher (PTT) PTT-NID for Planning Days - 493 hrs for 34 teachers x \$42.16 \$20,785 A1-2744 Part-Time Teacher (PTT-NID) for Tech Coordinator to set up student and teacher devices. 34 hours x \$42.16= \$1,433 ☒ SPPA 17101 A1 – 2769 Substitutes for CIA planning 5 teachers x 4 days = 20 days x \$200.80 \$4,016 A1 – 2769 Substitutes for monthly workdays 5 teachers x 9 days = 45 days x \$200.80 \$8,730 ☒ Possible Add'l WSF <u>State Sped Conference</u> 2 days x 4 teachers \$2,156 TTL B - 4201 Air 4 x 200 = \$800 B-4301 Per Diem 4 x \$180 + \$60 excess lodging \$960 B-4601
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				Ground Transportation 1 car x 2 days x \$125 \$250 B-4803 Conference parking - \$50 + Lihue Airport Parking 4 x 24 = \$96 \$146
2.2.2. All school support staff are effective or receive the necessary support to become effective.	13A. Professional development and training for support staff builds their understanding and implementation of best practices, supporting continuous improvement of their work, resulting in the need to sustain and strengthen these efforts.	EA 13. Support Staff Training and Professional Development (2.2.2) School administration/leadership will coordinate training so that all support staff (EAs, PTTs, and PPTs) will be provided with training and professional development to support the implementation of effective practices and strategies that foster student well-being and academic growth. Action Steps: a. School administration/ART will create a systematic and ongoing approach to better understand the needs of support staff (and non-teaching staff) to increase the understanding of school procedures, assignments, and expectations. (WASC #1) b. All support staff will... i. Be provided with an orientation, initial training, and ongoing guidance/support when new to the school. ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. c. Students will benefit from support staff's use of best practices/strategies. Leads: Principal and Coaches	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	☒ WSF 42112 B-4804 Airfare, Registration, Per Diem, Ground Transportation, and Parking for Support Staff (SASA + 4 OAs) to attend trainings in-state x \$500 per person = \$2,500 C-7708 Replacement devices for Support Staff \$10,000

2.3.2 All school administrators are effective or receive the necessary support to become effective	14A. Providing school administrators with PD/training supports continuous improvement of leadership, resulting in the need to sustain and strengthen these supports.	EA 14. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will... i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NAESP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking. b. Teachers, staff, parents, and students will benefit from administrators who stay current and informed on best practices through ongoing professional learning and collaboration. Lead: Principal	PD/Training Log	☒ WSF 42112 B-4804 UNITED 2027: The National Conference on School Leadership for Principals - joint National Association of Secondary Principals (NASSP) & National Association of Elementary School Principals (NAESP) conference. \$4,000 Intra-state travel for Principal to attend 1-day training with staff \$500 ☐ Title I
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Priority 3

Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and 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> SW5 - EA 17
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	15A. Communication and adherence to HIDOE rules, regulations, guidelines, and expectations supports consistent and compliant school operations, resulting in the need to sustain and strengthen these practices.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at our school. ii. The Academic Reflection Team (ART) will meet throughout the school year to engage in the CNA and Academic Plan Progress Monitoring processes, and to engage in timely discussions on operational school topics. iii. The Leadership Team will engage in schoolwide data analysis and reflection and use the results to support collaborative data-informed decision-making. iv. Engage in ongoing communication to ensure everyone is knowledgeable about our vision and mission, and role in meeting our goals and outcomes v. Ensure that our Academic Plan remains aligned with the BOE/DOE Strategic Plan, and that the Salaried Plan and	Academic and Financial Plan Documents	☐ WSF ☐ Title

		Comprehensive Financial Plan supports the initiatives and priorities of our Academic Plan. Lead: Principal		
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	16A. Involving the School Community Council (SCC) in collaborative planning and decision-making supports school improvement efforts, resulting in the need to sustain and strengthen this practice.	EA 16. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: - The school principal and SCC Chair will... - Collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. - Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. - All stakeholder role groups will have respective members on the SCC. Lead: Principal	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF ☐ Title
All parents feel welcome, involved, and engaged in their child's school.	17A. There is a need to sustain the successful practice of communicating with and conducting family engagement activities and events (virtual or in-person) that support student learning.	EA 17. Parent/Family Involvement and Engagement Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: - School administration will... - Collaborate with teachers and staff to provide parents/guardians with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events. - Collaborate with parents to establish a formal parent support organization, such as a PTA/PTSA, to strengthen school-family partnerships, establish clear roles, responsibilities, and communication channels to enhance parent engagement, increase community support, and create a stronger, more	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42101 A1 – 2741 PCNC (17 hrs/wk x 40 wks x \$25.45)= 680 hours \$17,306 B-3006 Student & Staff Folders \$2,680 ☒ Title I 18902 B-3006 Student Planners & Folders \$3,656 ☒ Title I 18935 B – 3301 Refreshments/ food for Parent/Comm night, workshops, and training

		collaborative school environment that benefits all students. (WASC #4) b. All students will participate in activities, programs, and events that foster academic growth, social development, and parent/family engagement. Leads: PCNC and Title 1 Coordinator		\$600 B-3006 Materials for Parent/Comm night, workshops, training, and home-school communication \$690
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APPENDIX A: SCHOOL 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.**

This section showcases Kapa'a Elementary School's current bell schedule(s) and total student instructional hours per 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 <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,062 instructional hours per school year
Did your school submit an SCC Waiver Request Form? Please explain.	We submitted a request for three waiver days. One is for teachers to engage in professional development for schoolwide initiatives. The other two days are for parent-teacher conferences.

Bell Schedule: ['Ele'ele Bell Schedule 2026-27](#)

APPENDIX B: 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.

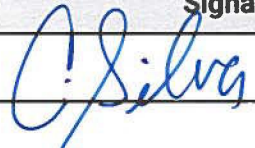
[Signed SCC Assurances Form SY2026-27](#)

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

The **'Ele'ele 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 **Mar 30, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 30, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ Date **3/30/26**

Attested:

'Ele'ele School Principal	Signature	Date
Nicole Lee		Apr 7, 2026
SCC Chairperson	Signature	Date
Courtney Silva		Apr 7, 2026

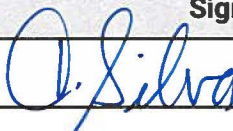
SCC Recommendations to the Academic Plan and Financial Plan:

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 or comments were made, please write "None" in the tables below. **The SCC Chairperson's signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		
None		
None		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
None

Attested:

SCC Chairperson	Signature	Date
Courtney Silva		Apr 7, 2026