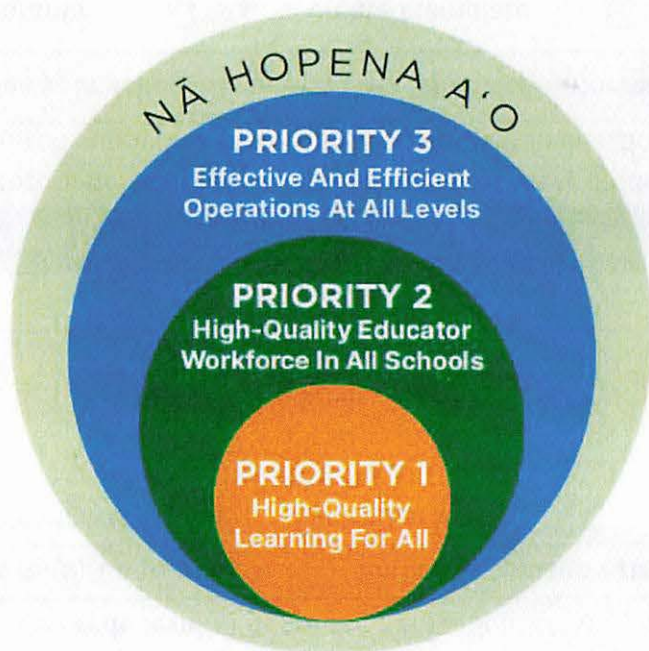




Hanalei Elementary School

Academic Plan

SY 2026 -2027

PO Box 46, 5-5415 Kuhio Highway
Hanalei, Hawaii 96714
(808) 826-4300
hanalei.k12.hi.us

- ☐ Title I School
☒ Non-Title 1 School

Submitted by TA Principal: Marissa Purcell	
	4/13/2026

Approved by Complex Area Superintendent: Leila Maeda-Kobayashi	
	04.14.26

[VIALE QUALITY CURRICULUM](#) [UNIVERSAL SCREENING & PROGRESS MONITORING ASSESSMENTS](#) [HAWAII MULTI-TIERED SYSTEM OF SUPPORT \(HMTSS\)](#)

[IDENTIFIED SCHOOL NEEDS](#) [PRIORITY 1](#) [PRIORITY 2](#) [PRIORITY 3](#) [BELL SCHEDULE](#) [SCHOOL COMMUNITY COUNCIL \(SCC\) ASSURANCES](#)

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 6	'23 Wonders ▾ Gr. K-3 Other: ▾ Gr. 4-5 Magnetic Reading Other: ▾ Gr. 6 Ready Common Core (Reading)	enVision Mathematics Common C... ▾	Foss Science	Teacher Created Lessons Gr. 4- Hawaiians of Old Gr. 6- McGraw Hill

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 through 6	i-Ready Lessons IXL Read Live (Tier 3) Sonday (Tier 3) Starfall - Gr. K-2	i-Ready Lessons IXL Reflex and Frax Starfall - Gr. K-2		

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: The school has a single form to track Behavioral and Academic Tier II Interventions. Once the student enters into Academic Tier III there is a separate Google sheet to track interventions. The Counselor keeps notes on students receiving Tier III behavior support.

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 6	I-Ready ▾ mCLASS	I-Ready ▾ mCLASS

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 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2026-27

Type of Next Action:

Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

SY 2029-30

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
64%	69%	57%	76%	66%	21%	37%	35%	16%	11%	44%	72%	53%	66%	61%
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
67%	36%	125%			29%	35%	29%	5%	2%
>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.
 - 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. ELA instruction aligned to the new CCS for ELA supports standards-based teaching and learning, resulting in the need to sustain these efforts.

2B. PLC, vertical articulation, and mentoring to strengthen ELA instructional practices support continuous improvement of instruction, resulting in the need to sustain these practices.

5A. Targeted tiered instruction for all students to address their specific learning needs supports differentiated instruction and student achievement, resulting in the need to sustain these practices.

12A. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain these supports.

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

2

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
51%	61%	72%	67%	59%	26%	30%	32%	23%	29%	44%	67%	75%	51%	63%
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
66%	45%	133%			25%	31%	40%	3%	1%
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.
 - All students need 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 for Tier 2 instruction (and Tier 3 as needed) that scaffolds 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.

Root/Contributing Causes:

3A. PLC, vertical articulation, and mentoring to strengthen math instructional practices support continuous improvement of instruction, resulting in the need to sustain and strengthen these practices.

5A. Targeted tiered instruction for all students to address their specific learning needs supports differentiated instruction and student achievement, resulting in the need to sustain these practices.

12A. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain these supports.

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

3

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
65%	63%	76%	68%	64%	-13%	37%	44%	16%	1%
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.

Root/Contributing Causes:

4A. PLC to strengthen Science instructional practices supports continuous improvement of instruction, resulting in the need to sustain these practices.

12A. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain these supports.

*Additional contributing causes: [11B](#), [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
Gr. 3-5 / Gr. 6	82% / 76%	73% / 60%	70% / 56%	72% / 62%	40% / 44%	66% / 64%	62% / 51%	94% / 84%
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 Emotion Regulation.

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 Emotion Regulation, the Choose Love Program, Aloha Books, and our PBIS system.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth.

Root/Contributing Causes:

8B. Implementation of proactive classroom management routines varies from classroom to classroom.

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

ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
53%	67%	63%	64%
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 promoting student attendance support student engagement and participation, resulting in the need to sustain 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 these practices.

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

*Additional contributing causes: [6A](#), [9A](#), [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	53% = 21	47% = 14	25% = 7	63% = 17	58% = 19
Math	37% = 14	42% = 13	43% = 12	54% = 13	35% = 12
Science	75% = 6	50% = 4	50% = 4	80% = 4	71% = 5

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, as well as 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			
	21-22	22-23	23-24	24-25	21-22	22-23	23-24	24-25
ELA	100% = 1	50% = 1	0%	0%	50%	75%	100%	50%
Math	50% = 1	50% = 1	0%	0%	(1/2)	(3/4)	(3/3)	(1/2)
Science	0%	-	0%	-	Source: LEL Kulia - Growth to Target (WIDA Access)			

Source: [LEI Kulia](#) - School Profile Report; % and # of EL students proficientSource: [LEI Kulia](#) - Growth to Target (WIDA Access)[Hanalei School 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 incorporates cooperative learning and 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			
	21-22	22-23	23-24	24-25
ELA	14% = 1	27% = 3	80% 0%= 4	29% = 2
Math	13% = 1	42% = 5	38%=3	14% = 1
Science	0%	20% = 1	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 can 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>	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>
1.1.1. 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 practices.	EA 1. Kindergarten Readiness and Foundational Learning (1.1.1) All incoming Kindergarteners will be assessed for readiness, and the results will be used to inform Kindergarten practices. Action Steps: a. School administration will... i. Ensure that teachers/staff have been trained to conduct the Kindergarten Entry Assessment (KEA). ii. Create a schedule for teachers to conduct the Kindergarten Entry Assessment (KEA). b. Teachers/staff will... i. Conduct the Kindergarten Entry Assessment (KEA) and school-level assessments, and access and use data/results. Leads: Principal, SSC, and Kindergarten Teachers	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	☐ WSF
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive	2A. ELA instruction aligned to the new CCS for ELA supports standards-based teaching and learning, resulting in the need to sustain these efforts. 2B. PLC, vertical	EA 2. Literacy (1.1.2) Student literacy will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessments that are congruent with the HCCSS. Action Steps: a. School administration will... i. Provide support for teachers' implementation of the Wonders 2023 curriculum in grades K-3, Magnetic Reading in	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	☒ WSF 42101 B-3006 Wonders, Ready Reading, Magnetic, Write Reflection, Bare Books (paid for SY26-27 with FY24 monies) ☒ WSF 42103 B - 3502

necessary and timely support to become proficient.	articulation, and mentoring to strengthen ELA instructional practices support continuous improvement of instruction, resulting in the need to sustain these practices.	grades 4-5, and Ready in grade 6, and will monitor curriculum implementation and program usage. ii. Refine the writing process and curriculum for grades 4-6 to better challenge upper el students. iii. Provide time to align the new HCCS for ELA with the current curricula. iv. Provide time to calibrate understanding of Write Reflections and strengthen instruction and assessment of the writing process, particularly in relation to the new Hawaii Common Core Standards for English Language Arts (HCCS for ELA) and the Wonders/Magnetic Reading/Ready Curricula. (WASC #4) v. Continue to provide time for teachers to participate in PLC to align and calibrate their use of Wonders 2023/Magnetic Reading/Ready curriculum and i-Ready lessons, instruction, and assessments. vi. Provide opportunities for teachers to collaborate on the K-6 writing process. vii. Begin the process of modifying our Tier 1 curriculum for special education students, starting with one grade level and one subject. b. Teachers will... i. Implement the standards-based curriculum to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including curriculum-embedded instructional strategies and assessments. (WASC #4) ii. Increase opportunities for students to talk about their learning and interpret spoken information, shifting the classroom balance from teacher-talk to student-talk. iii. Implement i-Ready with fidelity as scheduled by administration/leadership, including strategies identified to support student success. iv. Grades 3-6 teachers will administer at least two ELA IABs by the end of the 3rd quarter. v. Use vertically aligned rubrics for teacher and student use with various types of writing, research, and speaking	Core Library Resource Bundle \$1,575 Scholastic (paid for SY26-27 with FY24 monies) Starfall (paid for SY26-27 with FY24 monies)
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		assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for grade level expectations/rigor. vi. Participate in weekly PLCs and full faculty meetings to collaboratively examine data, calibrate, and align instructional practices to plan for Tier I and Tier II instruction. (WASC #2, #4) vii. Integrate writing activities into all multi-curricular activities. c. All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application and success on standardized assessments. Leads: Principal, Academic Coach, and GLCs		
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. PLC, vertical articulation, and mentoring to strengthen math instructional practices support continuous improvement of instruction, resulting in the need to sustain and strengthen these practices.	EA 3. Numeracy (1.1.3) Student numeracy will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessments that are congruent with the CCSS. Action Steps: a. School administration will... - Continue to support the implementation of the enVision Mathematics curriculum to systematically deliver core math instruction to all students. - Continue to provide time for teachers to participate in PLC to align and calibrate their use of the enVision Math curriculum and i-Ready lessons, instruction, and assessments. - Provide additional designated time for teachers to work specifically on vertical alignment, ensuring math concepts flow logically from one grade level to the next. - Provide designated time for teachers to review Spring i-Ready data from the previous school year for their current students. b. Teachers will... - Implement the standards-based curriculum to teach the CCSS Math concepts and procedures, mathematical	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	☑ WSF 42101 B - 3006 enVision (paid for SY26-27 with WSF FY24 monies)

		practices, and GLOs. ii. Implement i-Ready with fidelity as scheduled by administration/leadership, including strategies identified to support student success. iii. Grades 3-6 teachers will administer at least two Math IABs by the end of the 3rd quarter. iv. Participate in weekly PLCs to collaboratively examine student work and assessment data, calibrate and align instructional practices to plan for Tier I and Tier II instruction. (WASC #2, #4) c. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world application and success on standardized assessments. Leads: Principal, Academic Coach, and GLCs		
All grade 5 students are proficient in their understanding of the NGSS concepts.	4A. PLC to strengthen Science instructional practices supports continuous improvement of instruction, resulting in the need to sustain these practices.	EA 4. Science Students' understanding of Science concepts will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessments that are congruent with the NGSS. Action Steps: a. School administration and leadership will continue to support teachers through PLC discussions on the NGSS Standards, FOSS Science curriculum, and thematic units, and will monitor the effectiveness of curriculum implementation. b. Teachers will... i. Implement vertically aligned curriculum/lessons to teach grade-level standards and GLOs that align with the NGSS for Elementary. ii. Continue to utilize and provide students with access to NGSS practice resources and online tools to build familiarity with scientific inquiry and testing formats. c. All grade 5 teachers will select, administer, and review questions from the HSA Science Interim Assessments.	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☒ WSF 42101 B - 3006 Foss Kit materials \$900 C - 7711 Foss Books <i>(purchased as needed)</i>

		d. All students will complete standards-based learning activities to strengthen their understanding and application of scientific concepts, preparing them for real-world application and success on standardized assessments. Leads: Principal, Academic Coach, and Grade 5 Teachers		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	5A. Targeted tiered instruction for all students to address their specific learning needs supports differentiated instruction and student achievement, resulting in the need to sustain these practices.	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 standards-based instruction. Action Steps: - School administration will... - Implement MTSS systems for academics, including entry and exit criteria, and communicate the process schoolwide. (WASC #3) - Continue to clarify and refine roles and service delivery to all staff. - Conduct careful master scheduling for the upcoming year to facilitate the smooth functioning of SPED support across all grade levels. - Provide specific opportunities for teachers and support staff to calibrate SPED instruction and implement supports consistently. - Continue a master schedule that includes designated RTI blocks. - Work with the RtI Coach to coordinate the schoolwide Tier III ELA and Math intervention program. - Review progress monitoring of intervention systems and programs with RTI Coach and SSC after each i-Ready Diagnostic administration. - Provide collaboration time on the targeted use of differentiation methods/strategies and resources for Tier II and Tier III small group instructional practices, especially in relation to i-Ready and ELA and Math Curriculum resources. (WASC #2)	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 3 PPT- RTI 12 hrs/wk x 40 wks = 1,440 hrs x \$21.76 \$31, 344 1PPT- RTI 8 hrs/wk x40 wks= 320 hrs x \$21.76 \$6,963 A1-2741 PPE- Grade Level Support 19 hrs/wk x40 wks= 760 x \$25.45 \$19,342 A1-2744 PTTA for SpED Support 4 hrs/ wk x 3 days/wk x 40 wks = 480 hrs x \$42.16 \$20,237 B - 3502 <i>i-Ready (paid for SY26-27with WSF FY24 monies)</i> <i>Read Live, Barton, Sondag (paid for SY26-27 with WSF FY24 monies)</i>

		ix. Create opportunities for general education teachers and SPED teachers to collaborate, calibrate curriculum, and plan necessary modifications. x. Continue to explore options to address the needs of our higher-achieving learners. xi. Continue activities that strengthen the understanding and implementation of differentiated instruction, Rtl, and small group instruction, and Rtl in all classrooms. (WASC #2) xii. Collaborate with leadership and teachers to examine our data teaming processes to evaluate the effectiveness of the assessments being utilized and how the data results are used to plan for whole group and small group instruction. (WASC #4) xiii. Engage in data analysis of student achievement in sub-groups to determine school needs (i.e., IDEA, EL, SES). xiv. Continue to provide time and structure for teachers to participate in PLC to collaborate with Rtl, SPED and EL Support Staff. xv. Coordinate support for teachers to enable them to provide Tiered interventions based on identified student needs. b. Teachers will... i. Continue to improve our existing data teaming processes to address the academic needs of individuals and the various sub-groups (i.e., IDEA, EL, SES) by engaging in data analysis to support Tier 1, 2, & 3 learners during PLC meetings. (WASC #4) ii. Provide students with timely feedback and ongoing Tier II interventions/support, as needed, within the classroom, based on student work and assessment data, utilizing effective small group strategies, data talks, and other Rtl groupings. (WASC #2, #4) iii. Continue to increase the effectiveness of Tier 2 interventions by refining small-group instruction and using targeted data to fill specific learning gaps.		B - 3502 Reflex/Frax & IXL <i>(paid for SY26-27 with WSF FY24 monies)</i> B-3502 MClass \$9 x 188 students \$1,692 BrainPop & Brain Pop Jr., \$750 ☒ WSF 42102 A1 - 2741 ELL PPE 6 hrs/wk x 40 wks = 240 hrs x \$25.45 \$6,108 <i>Interpreters for NEP students (school will use district BSHA & EL PTT)</i>
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		c. Students will reflect on their learning, set goals, and self-monitor their progress towards ongoing academic growth (e.g., ELA/Math diagnostic data, GLOs). Leads: Principal, MTSS Think Tank Group, Counselor, RTI Coordinator, and SPED Department		
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 Hanalei School. Action Steps: a. School administration and teachers/staff will coordinate activities that support student transitions from grade level to grade level, including entry to elementary school and transition to middle school. b. All students will participate in learning activities that prepare them for the successful transition to the next grade level/middle school. Leads: Principal, SSC, Kindergarten/Grade 6 Teachers	Panorama Student Perception/SEL Survey Results	☐ WSF

★ 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>	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 promoting student attendance support student engagement and participation, resulting in the need to sustain these practices. 7B. Established	EA 7. Student Attendance (1.2.1) Student attendance will be encouraged, and clear, proactive follow-up procedures will be implemented to address absences. Action Steps: a. School Administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents that promote the importance of attendance in school and the impact on learning.	Attendance Data (LEI Kūlia and Strive HI)	☐ WSF

	practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain these practices. 7C. Parents and students have limited understanding of how regular attendance impacts student learning.	b. Teachers and staff will implement the proactive attendance procedures. Leads: Principal, Counselor, and GLCs		
1.2.2. All students demonstrate positive behaviors at school.	8B. Implementation of proactive classroom management routines varies from classroom to classroom.	EA 8. Positive Student Behavior (1.2.2) Behavioral Rtl, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have access to rigorous, standards-based instruction in a positive and productive learning environment. Action Steps: a. School administration will... - Define and clarify our MTSS systems for behavior, including entry and exit criteria, and communicate the process schoolwide. (WASC #3) - Define and clarify the whole school PBIS system to strengthen behavioral Rtl, social-emotional learning (SEL), and proactive classroom management routines. b. Teachers will ... - Establish proactive classroom management routines, procedures, and rewards in alignment with the school-wide PBIS system (e.g., Gotchas, Kala/Market Day). - Conduct SEL lessons and activities throughout the day.	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☑ WSF 42101 B-3006 PBIS Awards for Gotchas \$1,000

		c. Students will... i. Strive to exhibit positive/productive behaviors in all settings. ii. Thrive in a positive learning environment that is inclusive and strengthens their sense of belonging. Leads: Principal, Counselor, and MTSS Think Tank Group		
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 these efforts.	EA 9. Nā Hopena A'o (1.2.3) The Nā Hopena A'o (HĀ) Framework (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture. Action Steps: a. School administration, teachers, and staff will coordinate and implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms (e.g., Hawaiian Values Program, Aloha Books, place-based field trips, Makahiki, Wa'a Kaulua Pae Kula, campus clean-up, etc.). b. Students will participate in... i. Aina-based excursions. ii. School rotations of the Malama Aina campus clean-up. Leads: Principal, Hawaiiana Teachers, and PCNC	Panorama Student Perception/SEL Survey Results	☒ WSF - 42101 B - 3006 Aloha Books 35 books for 4th grade 35 x \$8.25 \$289 B-4801 Bus transportation for Student Field Trips \$3,709

★ 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>	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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career,	10A. Strategies and methods that increase students' awareness of college and career options, connect	EA 10. College/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.	Community Partners and Volunteers List Field Trip Log	☐ WSF

community, and civic opportunities.	them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to sustain these practices.	Action Steps: a. School administration, teachers, and staff will coordinate and implement activities that foster students' connection with their community and develop a sense of civic responsibility (e.g., 'aina-based learning/field trips, service-based learning, career-based guest speakers, student council). 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: Principal, Counselor, and GLCs	GLO #2 Community Contributor Quarterly Report Card Grades	
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.	11A. K–12 alignment and school-level initiatives support students in developing the academic background and skills needed for transition to their next school and beyond, resulting in the need to sustain these efforts. 11B. Integration of technology into instruction supports teaching and learning through a balanced approach that includes technology, paper-and-pencil, and hands-on learning, resulting in the need to sustain these practices.	EA 11. K-12 Alignment of Academic Background and Skills (1.3.2) Students will acquire the knowledge and skills needed to continue successfully in their academic careers. Action Steps: a. Administration will... i. Collaborate with the PTA to provide co-curricular/extracurricular activities. ii. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kapa'a Complex (East/North Kauai). b. Teachers will identify and implement strategies that prepare students for success in middle school and beyond (e.g., GLO integration, study skills, note-taking, test-taking, use of technology, and organization). Leads: Principal, Tech Coordinator, and GLCs	GLO Quarterly Report Card Grades	☒ WSF 42101 B-3006 Student Folder Gr K-2/ Planners Gr 3-6 \$1,100 B-3502 GoGuardian (paid for SY26-27with WSF FY24 monies) A1- 2744 PTTB Summer Tech 17 hrs/wk x 1 wks x \$29.59 \$503



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>	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>
2.1.2. All teachers are effective or receive the necessary support to become effective.	12A. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain these supports.	EA 12. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with professional development (PD), coaching, PLC time, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth. Action Steps: a. School administration will... i. Coordinate PD sessions/activities that strengthen the use of effective inclusive practices, including differentiation strategies for reteaching concepts and skills, and strengthening tiered instruction. (WASC #2) ii. Provide continued PD and collaborative time for teachers to focus on effective progress monitoring and the analysis of student data to drive instruction. (WASC #4) iii. Provide new teachers with orientation, curriculum training, and ongoing induction and mentoring support. iv. Collaborate with the Academic Reflection Team (ART) to examine data and provide teachers an opportunity to give feedback about the relevance of Professional Development opportunities.	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 42106 A1 - 2744 PTTB New Teachers Trainer x 6 hrs x \$29.59 \$178 PTTB (NID) Planning Days with 2 non-classroom teachers (Counselor/Academic Coach) x 6 hrs per day x 2 days = 24 hrs x \$29.59 per hour \$710 A1 - 2769 Sub teachers x 15 @ \$200.80 (MTSS Planning, PD, school visits, grade level planning, learning walks, etc.) \$3,012 A1 - 2802 Stipends for IM new teachers 1 x \$200.08 \$201

		v. Provide designated time for training on the mCLASS program for progress monitoring of Tier 2 students. vi. Coordinate school-wide participation in the Corwin Visible Learning Institute to be held on Kauai, October 21, 2026, and conduct follow-up activities to reinforce/expand effective practices and strategies learned. b. Teachers will... i. Have the opportunity to visit their colleagues' classrooms to see other teachers implementing high-yield instructional strategies. ii. Deliver and engage in school-level sharing of best practices. Leads: Principal, Academic Coach, and GLCs		☒ Other: PTA Enrichment Teachers' coverage for PLC time
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 these efforts.	EA 13. Support Staff Training and Professional Development (2.2.2) Support staff (i.e., Educational Assistants and Part-Time Teachers) will be provided with training and support in the implementation of effective practices and strategies that foster student well-being and academic growth. Action Steps: a. School administration will... i. Coordinate training and PD sessions/activities for support staff that strengthen understanding and use of effective practices and strategies. ii. Collaborate with school staff to provide orientation on HIDOE systems and structures. b. All support staff will implement effective practices and strategies as identified by school administration or supervisor and in relation to their roles. Leads: Principal, SASA, RTI Coach, Academic Coach, SPED Department Head, Counselor	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	☐ WSF

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 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. Lead: Principal	PD/Training Log	☒ Possible Add'l WSF Funds 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 per administrator
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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>
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 these practices.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with HIDOE priorities and are communicated to all stakeholders Action Steps: a. School administration will... i. Ensure that our Academic Plan remains aligned with the BOE/DOE Strategic Plan, and that the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. ii. Continue to maintain effective operational systems that support student health, safety, and wellness. Lead: Principal	Academic and Financial Plan Documents	
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their	16A. Involving the School Community Council (SCC) in collaborative planning and decision-making supports school improvement efforts,	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: a. The school principal and SCC Chair will...	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF

respective school principal.	resulting in the need to sustain this practice.	i. 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. ii. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. b. All stakeholder role groups will have respective members on the SCC. Leads: Principal and SCC Chair		
All parents feel welcome, involved, and engaged in their child's school.	17A. Engaging parents in their child's learning supports stronger family involvement and student outcomes, resulting in the need to sustain this practice.	EA 17. Parent/Family Involvement and Engagement Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities to build a sense of community focused on improving student academic growth and overall well-being. Action Steps: a. School administration and teachers/staff will provide parents/guardians with multiple opportunities to participate in a variety of activities, field trips, programs, and events that support students' academic and social development. b. Parents of incoming kindergarteners will be oriented to the school's policies, procedures, and culture, and also be offered the opportunity to join the PTA. Leads: Principal, PCNC, and PTA Board Members	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42101 A1-2741 PPE DIS PCNC 8 hrs/wk x 40 wks = 320 hrs x \$25.45 \$8,144

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Hanalei 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>	1845 instructional hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	We requested one waiver day for PD/collaboration in SY26-27.
Bell Schedule: Hanalei School 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.

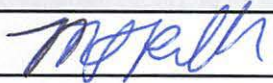
[Signed SCC Assurances Form SY2026-27](#)

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

The **Hanalei 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 23, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 23, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text here. For example: School Leadership Team, Curriculum Committee, School Safety Committee. Then remove this note and the yellow highlight.
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Hanalei School Principal	Signature	Date
Marissa Purcell		4/9/2026
SCC Chairperson	Signature	Date
Cristina Robert		4/9/2026

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		

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

Attested:

SCC Chairperson	Signature	Date
Christina Robert		4/9/2026