



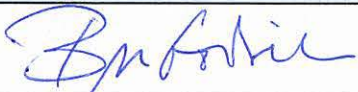
Kalāheo Elementary School

Academic Plan

SY 2026 -2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Brian Godsill	
	4/8/26

Approved by Complex Area Superintendent: Leila Maeda-Kobayashi	
	04.13.26

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

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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	Other: ▾ Ready Magnetic Literacy	i-Ready Classroom Mathema... ▾	Miscellaneous (Coach Created, Generation Genius, Mystery Science)	Studies Weekly

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	i-Ready Personalized Instruction/Learning Path Phonics for Reading	i-Ready Personalized Instruction/Learning Path	Inquisitive Science Studies Weekly	

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:

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-5	I-Ready ▾	I-Ready ▾
Grades K-1	Other: ▾ Phonological Awareness Screening Test (PAST)	I-Ready ▾

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 2022

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2027-28

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

SY 2027-28

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
54%	64%	61%	63%	56%	28%	19%	26%	32%	29%	62%	75%	58%	53%	51%
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
69%	42%	132%			29%	29%	32%	6%	4%
>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, especially in reading comprehension, grammar, editing their writing, and analyzing information and resources.
 - 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 effective Tier 1, 2, and 3 instruction that intentionally scaffolds literacy concepts and skills in reading, writing, listening/speaking, and research/inquiry; actively engages learners at all levels; and is differentiated to meet their specific needs. An area for growth is strengthening our Tier 2 and Tier 3 instruction to ensure these supports are purposefully designed to scaffold ELA/literacy skills and address identified gaps.
 - 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 the ELA curriculum with integrity and fidelity, including pacing, instructional routines, and use of assessment data.

5A. There are varying degrees of implementation of differentiated and inclusive practices.

5B. There are varying degrees of effective implementation of tiered academic interventions (e.g., scaffolding, differentiation).

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

*Additional contributing causes: [11B](#), [12B](#), [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
52%	64%	55%	65%	60%	25%	27%	27%	34%	32%	62%	74%	55%	66%	51%
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
66%	37%	117%			24%	25%	41%	6%
Goal >80%	>30%	>100%						3%

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, including 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. There are inconsistencies in the implementation of the math curriculum with integrity and fidelity, including pacing, instructional routines, and use of assessment data.

5A. There are varying degrees of implementation of differentiated and inclusive practices.

5B. There are varying degrees of effective implementation of tiered academic interventions (e.g., scaffolding, differentiation).

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

*Additional contributing causes: [11B](#), [12B](#), [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
41%	36%	44%	70%	56%	16%	30%	26%	29%	56%
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 Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level, especially their ability to understand and apply the topics and performance expectations.

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 grade-level topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas. This involves developing and refining a vertically aligned science curriculum that ensures students fully engage with and master grade-level content.

Root/Contributing Causes:

4A. There are inconsistencies in the use of identified/ selected grade-level Cognia assessments for each NGSS topic/standard aligned with the grade-level teacher-created curriculum.

4B. There are varying degrees of understanding of how to teach the NGSS.

4C. Not all teachers have a deep understanding of the scientific concepts or the specialized pedagogical skills required to teach NGSS effectively.

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

*Additional contributing causes: [11B](#), [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
73%	67%	62%	66%	52%	52%	57%	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 in the areas of emotion regulation and growth mindset.

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 and grit.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth.

Root/Contributing Causes:

8A. Implementation of schoolwide behavior expectations, classroom management routines, the SEL program (Second Step), and follow-up actions based on SEL Panorama Student Survey results supports a positive school climate and student well-being, resulting in the need to sustain and strengthen these efforts.

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

ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
65%	65%	76%	75%
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](#), [17A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	43% = 44	52% = 49	48% = 41	49% = 35	41% = 34
Math	41% = 42	48% = 45	41% = 35	52% = 37	50% = 41
Science	32% = 10	26% = 5	32% = 12	53% = 8	28% = 7

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 and 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	14% = 1	67% = 2	25% = 1	0%	67% = 2	22% (2/9)	50% (4/8)	30% (3/10)	33% (2/6)	80% (4/5)
Math	29% = 2	60% = 3	40% = 2	50% = 1	67% = 2					
Science	0%	0%	33% = 1	-	-					

Source: [LEI Kulia](#) - Growth to Target (WIDA Access)

Source: [LEI Kulia](#) - School Profile Report; Percentage and # of EL students proficient

[Kalāheo 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.

3

Targeted Subgroup: Special Education

Special Education Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	0%	0%	0%	0%	3% = 1
Math	0%	9% = 1	0%	0%	3% = 1
Science	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 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 efforts.	EA 1. Kindergarten Readiness (1.1.1) All incoming Kindergarten students will be assessed for readiness, and results will be used to guide instructional and social-emotional. Action Steps: a. School administration will ensure-Kindergarten teachers/staff are trained to administer the Kindergarten Entry Assessment (KEA). b. Teachers/staff will administer the KEA and other school-level assessments and use data to inform instructional and SEL practices. c. All kindergarten students will receive timely, targeted support to build foundational academic and social-emotional skills. Leads: Principal and Kindergarten Teachers	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	☑ WSF 42101 A1-2744 Summer Kindergarten Readiness Assessment = 1 days x 2 teachers x 6 hours per day = 12 hrs x \$42.16 \$506
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and	2A. There are inconsistencies in the implementation of the ELA curriculum with integrity and fidelity, including pacing, instructional routines, and use of assessment data.	EA 2. Literacy (1.1.2) Student literacy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessments aligned to the HCCSS, including daily vocabulary development and the use of Ready Magnetic Reading, Literacy, UFLI, and Heggerty. Action Steps: a. School administration will... i. Provide PLC time for teachers to align and calibrate K–5 Magnetic Literacy curriculum, instruction, and assessments	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	☑ WSF 42101 B-3006 i-Ready Magnetic Reading (Literacy) \$13,000 Phonics for Reading Books \$200 B - 7104/07

timely support to become proficient.		while ensuring pacing covers all critical lesson elements and defining clear expectations for schoolwide Magnetic Literacy implementation by August. (WASC #2, #8) ii. Facilitate Curriculum Associates Leadership Coaching for the 2026-27 school year to maintain curriculum consistency and a schoolwide focus on Tier 1 ELA. b. All teachers will... i. Implement the vertically aligned vetted curriculum to teach CCSS (Reading, Writing, Speaking/Listening, Research) and GLOs, utilizing embedded high-yield strategies and assessments during a dedicated, uninterrupted ELA block for sufficient Tier 1 instruction. (WASC #2, #8) ii. Implement Magnetic Literacy (Gr. K-5), UFLI, and Heggerty (K-3) with fidelity as scheduled by administration/leadership, including strategies identified to support student success. iii. Provide daily instruction on grade-level appropriate vocabulary included within the Magnetic Literacy curriculum, and incorporating words from the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary in grades 3-5. iv. Utilize common grade-level exemplars, rubrics, and Magnetic Literacy scoring guides. (WASC #2) v. Analyze student work and assessment data to provide timely, actionable feedback. (WASC #1, #2) vi. Continue working on Tier 1 and Tier 2 small group instruction (SGI) skills, utilizing i-Ready tools and instructional routines. vii. Implement i-Ready resources, focusing on instructional routines and manipulatives to increase engagement. viii. Define Tier 3 requirements, including specific resources and support staff roles. c. Grades 3-5 teachers will administer at least one formal Interim Comprehensive Assessment (ICA) to provide practice with SBA online tools and provide student feedback. d. A Library Assistant will provide services to facilitate student book circulation and library visits. e. All students will complete standards-based activities and assessments (e.g., i-Ready, SBA) to develop proficient literacy		i-Ready PD (included in P1.EA5 amount) ☑ WSF 42103 A1-2741 Library PPE 19 hrs per wk x 40 wks = 760 hrs x \$25.45 \$19,342
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		skills for real-world application and standardized testing success. f. Students will continue to set goals for lessons passed and receive motivational incentives for reaching i-Ready Typical and Stretch growth. Leads: Principal, Academic Coaches, 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. There are inconsistencies in the implementation of the math curriculum with integrity and fidelity, including pacing, instructional routines, and use of assessment data.	EA 3. Numeracy (1.1.3) Student numeracy will improve through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment aligned to the CCSS, including daily vocabulary development. Action Steps: a. School administration will... - Provide PLC time for teachers to align and calibrate the use of the Ready Math curriculum, instruction, and assessments, ensuring pacing covers all critical lesson elements and scheduling dedicated time for small group instruction. (WASC #2, #8) - Define Tier 3 requirements, including specific resources and support staff roles. b. All teachers will... - Implement the vertically aligned standards-based curriculum to teach the CCSS Math concepts, mathematical practices, and GLOs, utilizing high-yield instructional strategies. - Provide instruction on Math vocabulary, including SBA-Math Vocabulary lists by implementing Ready Mathematics with fidelity to ensure consistent instruction. - Examine student work and assessment data to provide timely feedback, utilizing i-Ready reports for intentional planning. (WASC #1, #2) - Implement Tier 1 and Tier 2 small group instruction (SGI) skills, utilizing i-Ready instructional routines and manipulatives to increase engagement. c. Grades 3-5 teachers will utilize at least two Interim Assessment Blocks (IABs) <u>formally within the testing system</u> as formative assessments to provide practice with SBA online tools and conduct student feedback sessions, reinforcing that while	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	☑ WSF 42101 B-3006 i-Ready Math \$12,000

		computer-based assessments may not require it, students should show their thinking process during class. (WASC #1, #2) d. All students will... i. Demonstrate Ready Mathematics desired student actions while engaging in the Try-Discuss-Connect Routines. ii. Complete standards-based activities and assessments to strengthen numeracy and proficiency for real-world application and standardized testing. iii. Continue to set goals for lessons passed and receive motivational incentives for reaching i-Ready Typical and Stretch growth. Leads: Principal, Academic Coaches, and GLCs		
All grade 5 students are proficient in their understanding of the NGSS concepts.	4A. There are inconsistencies in the use of identified/selected grade-level Cognia assessments for each NGSS topic/standard aligned with the grade-level teacher-created curriculum. 4B. There are varying degrees of understanding of how to teach the NGSS. 4C. Not all teachers have a deep understanding of the scientific concepts or the specialized pedagogical skills required to teach NGSS effectively.	EA 4. Science Students' understanding of science concepts will improve through the effective implementation of a horizontally and vertically aligned curriculum, instruction, and assessments aligned to the NGSS. Action Steps: a. School administration will... i. Provide time for teachers to align and calibrate place-based lessons, Generation Genius, and Mystery Science curriculum, instruction, and assessments, funding the Science Coach position to build capacity and ensure students receive bi-weekly STEM instruction. b. All teachers will... i. Implement a vertically aligned curriculum to teach NGSS and GLOs meeting NGSS Evidence Statements for Elementary, and indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment if other than Amplify, and/or will state if components of the curriculum are teacher-created. (WASC #5) ii. Implement a vertically aligned curriculum to teach NGSS and GLOs meeting Evidence Statements, ensuring all science standards are added to pacing guides at the beginning of the year and communicating to the next grade level if any standards were not addressed.	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☐ WSF 42101 ☒ Possible Add'l WSF B - 3502 Mystery Science \$1,495 Generation Genius \$1,795

		iii. Indicate in pacing guides the specific curriculum sources (e.g., Amplify, teacher-created, Science Weekly,, or Generation Genius) and ensure grade-level consistency across all units. iv. Incorporate the schoolwide experimental template and provide instruction on how to interpret charts and data. v. Examine student work and assessment data, providing timely feedback (WASC #3), while adding science to the Data Team agenda to discuss Cognia results, strengths, and needs. (WASC #3) vi. Explore Cognia curriculum for schoolwide use and evaluate its embedded assessments for alignment with NGSS and HSA. vii. Select and utilize individual NGSS Interim items <u>informally for instruction</u> (e.g., as a lesson activity/practice item) multiple times throughout quarters 1-3 to expose students to HSA-style questions and reinforce content. (WASC #3) viii. Utilize at least one NGSS Interim Assessment per semester <u>formally within the testing system</u> to practice with HSA online tools and conduct student feedback sessions. (WASC #3) ix. Use at least one grade-level Cognia Assessment per semester as a formative assessment, specifically utilizing Cognia questions in small groups. (WASC #3) x. All grades will administer at least one Cognia question/activity per semester that includes a Formative Data Sheet, ensuring there are specific Cognia questions for each standard noted on pacing guides. (WASC #3) xi. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding and prepare them for real-world application and standardized assessments (e.g., NGSS HSA). Leads: Principal, Academic Coaches, and GLCs		
1.1.4. All student groups perform equally well academically and show continued	5A. There are varying degrees of implementation of differentiated and inclusive practices. 5B. There are varying degrees of	EA 5. Inclusive Practices and Academic Student Support (1.1.4) Inclusive practices and tiered interventions will be strategically implemented to ensure all students can access rigorous standards-based instruction that strengthens their mastery of grade-level concepts and skills. Action Steps:	i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data	☑ WSF 42101 A1 - 2744 RTI PTTA x 2- 11 hrs per wk x 40 wks = 880 hrs x \$42.16 = \$37,101

academic growth, irrespective of background and circumstances.	effective implementation of tiered academic interventions (e.g., scaffolding, differentiation).	a. School administration/leadership will... i. Coordinate the schoolwide ELA and Math tiered intervention systems and provide guidance on programs and expectations to diagnose and address academic needs via Ready diagnostic and resources. ii. Provide students with incentives to reward academic growth and offer guidance on inclusive practices and strategies to strengthen the learning of all students and subgroups, while continuing to monitor small group instruction through classroom walkthroughs. (WASC #8) b. Administration and teachers/staff will... i. Restructure RTI schedules to ensure students are not pulled from core instruction and align tiered interventions with the Ready curriculum. ii. Use prerequisite reports and resources to target student needs during small group instruction. iii. Provide multiple delivery models for ESL/ELD programs (pull-out, push-in, or hybrid) to meet diverse student needs. iv. Implement a SpEd inclusion model and move toward an expanded inclusion model to ensure all students learn in their least restrictive environment. v. Teachers will implement academic intervention programs with fidelity, incorporate inclusive practices in all classrooms, reinforce effort, and recognize/reward student progress. vi. All students will reflect on their learning, set goals, and self-monitor their progress toward academic growth (e.g., ELA/Math diagnostic data, GLOs). (WASC #1) Leads: Principal, SSC, and GLCs	Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data	☒ Possible Add'l WSF A1-2744 RTI PTTB x 1 -17 hrs per wk x 40 wks = 680 hrs x \$29.59 = \$20,121 ☒ WSF 42101 B-3502 i-Ready Screener (includes ELA) (\$8,750 in 42101/ requested from KCA 20760-27) \$8,750 ☒ Migrant Ed 17790 A1 - 2744/2702 Migrant Ed PTTA 14 x 2 hrs per wk x 38 wks = 1,064 hrs x \$42.16 = \$44,858 + \$1,337 (2.98% fringe) = \$46,195
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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 will support students' successful transitions into, through, and out of Kalāheo Elementary School. Action Steps: a. School administration and teachers/staff will... i. Coordinate and implement transition activities for incoming kindergarteners and an internal Transition Day (K-4) to support students as they move from grade to grade. ii. Collaborate with our feeder middle schools to coordinate and implement activities that prepare grade 5 students emotionally, mentally, and academically for a successful transition. b. All students will participate in activities designed to prepare them for a successful transition to their next grade level/ or middle school. Leads: Principal, SSC, Counselors, and GLCs	Panorama Student Perception/SEL Survey Results	☒ WSF 42101 B-4801 Bus for transitions to CKMS and WCMS \$850
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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>	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. 7B. Established practices for clear,	EA 7. Student Attendance (1.2.1) Student attendance will be promoted through clear, proactive follow-up procedures when students are absent. Action Steps: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and families, sharing specific schoolwide attendance goals and an advertising campaign to emphasize that school is important. b. Administration, teachers, and staff will... i. Encourage regular attendance and implement proactive follow-up procedures for absences, including restarting	Attendance Data (LEI Kūlia and Strive HI)	☐ WSF

	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.	robocalls and having counselors check in with students who have excessive absences or tardies. ii. Implement grade-level attendance contests where classes compete for prizes, while also establishing specific class attendance goals. iii. Engage parents and students to address struggles with routines and time, emphasizing the necessity of regular attendance through Open House presentations, quarterly ClassDojo messages with Health Aide tips, and the distribution of the “Every Day You Show up, You Grow!” handout. iv. Increase the frequency of parent meetings involving the administrator, counselor, and court representative to support families, potentially involving the PCNC to strengthen the home-school connection. c. Students will receive recognition for attendance along with rewards for achieving perfect attendance. Leads: Principal and Counselors		
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1.2.2. All students demonstrate positive behaviors at school.	8A. Implementation of schoolwide behavior expectations, classroom management routines, the SEL program (Second Step), and follow-up actions based on SEL Panorama Student Survey results supports a positive school climate and student well-being, resulting in the need to sustain and strengthen these efforts.	EA 8. Positive Student Behavior (1.2.2) Behavioral RtI, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have access to rigorous, standards-based instruction within a positive productive learning environment. Action Steps: - School administration will provide guidance to strengthen behavioral RtI, SEL, proactive classroom management, and PBIS-processes to define, teach, and reward positive behaviors, while establishing clear schoolwide expectations, consequences, and follow-up strategies. (WASC #7) - School counselors will clearly define a school-wide process for addressing student social-emotional needs using teacher input to provide timely, targeted interventions, individual or small group counseling, and guidance lessons in all classrooms. (WASC #7) - Teachers will use SEL Survey results to select effective strategies for targeted support and implement a universal "Think Sheet" for students to reflect on behavioral choices. (WASC #7) - School administration, teachers, and staff will implement... - RtI, SEL, PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors to foster a positive climate, including reviewing the monthly PRIDE focus and giving student reminders during weekly Oli. (WASC #7) - A school-wide behavior reward system using tickets and rewards/recognition events culminating in a carnival. - Students will exhibit positive behaviors in all settings and receive recognition (PRIDE/Haumana Ha'aheo). Leads: Principal, Counselors, and PBIS Committee	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☑ WSF 42101 B-3401 PBIS incentives/ awards/ curriculum \$500
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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 (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded throughout the school culture. Action Steps: a. School administration, teachers, and staff will coordinate and implement activities/events that address the (HĀ) Framework both inside and outside the classroom (e.g., morning oli, Second Step, place-based field trips), integrating these components into existing school initiatives. b. All students will learn in a Nā Hopena A'o environment that emphasizes and strengthens a sense of Hawaii within the school. Leads: Principal, Counselors, and GLCs	Panorama Student Perception/SEL Survey Results	
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★ 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, 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 sustain and strengthen these efforts.	EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1) Students' awareness of college and career options, community connections and 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 and career awareness through exploration throughout the school year (e.g., guest speakers, field trips/excursions, career day, Kids Voting, student research, connecting classroom skills to professional applications).	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	☐ WSF

		ii. Foster community connection and civic responsibility through aina-based learning, service-based learning, guest speakers, student research. iii. All students will participate in learning activities designed to increase college/career awareness, build community connections, and strengthen their sense of civic responsibility. Leads: Principal, Counselors, and GLCs		
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 middle school and beyond, resulting in the need to sustain and strengthen 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 and strengthen these practices.	EA 11. K-12 Alignment of Academic Background and Skills (1.3.2) Students at Kalāheo Elementary School will acquire the knowledge and skills needed to enter middle school prepared for success in progressively rigorous academic work. Action Steps: a. School administration and teachers/staff will identify and implement strategies throughout the school year that prepare students for middle school, including GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science. b. School administration will... i. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment among schools within the Waimea Complex (West Kauai). ii. Coordinate the PTSA Fun Fitness Fundraiser and seek additional funding through grants or other sources to provide more technology for the school. c. All students will participate in learning activities that prepare them for success in middle school and beyond. Leads: Principal, Computer Science Teacher, STEM/Science Teacher, and GLCs	GLO Quarterly Report Card Grades	☒ WSF 42101 A1 - 2744 2 PTTB (Computer and Art) 17 hrs per wk x 40 wks = 1,360 hr x \$29.59 = \$40,242 B - 3502 GoGuardian \$6,460 Kami \$1,100 B - 3006 Student Planners \$1,175 ☒ Possible Add'l WSF A1 - 2741 Computer Tech PPE @ 10 hrs per wk x 42 wks = 420 hr x \$25.45 = \$10,689 B - 3502 BrainPOP \$3,988



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. There are varying levels of understanding and implementation of high-yield instructional strategies (powerful practices). 12B. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain and strengthen these supports.	EA 12. Teacher Professional Development and Growth (2.1.2) All teachers will receive professional development, training, coaching, targeted Professional Learning and Collaboration time, and guidance to support effective teaching practices and high-yield instructional strategies that promote student well-being and academic growth. Action Steps: - School administration/leadership will provide professional development and coaching, and monitor the implementation of: - Effective teaching practices (Powerful Practices) and high-yield instructional strategies (e.g., cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding, vocabulary, active participation, teaching to an objective/teacher clarity, student voice/choice) in all classrooms. (WASC #2, #8) - Ready Magnetic Literacy, UFLI, and Heggerty, monitoring the impact of PD through curriculum implementation and program usage. - Math PD and coaching are embedded within a cycle of professional learning to calibrate understanding of Steps 1-3 in the Ready curriculum and the 8-Effective Math Teaching Practices (NCTM) to systematically deliver core instruction and strengthen consistency.	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 - 7104/07 i-Ready PD \$11,000 ☑ WSF 42102 A1-2769 ELL sub for KCA workshops 3 days x \$200.80 \$602 ☑ WSF 42106 A1-2769 Subs for 6 Inclusion Teacher Articulation Days x 1 per qtr = 24 days x \$200.80 \$4,819 A1-2802 20 Stipend days for teacher PD, including new teacher Orientation x \$200.80 \$4,016

		iv. Effective and consistent use of Science curricula. v. SEAL plans, ensuring they are followed through and implemented before the winter survey. b. All teachers will... i. Receive orientation, curriculum/instruction training, and ongoing induction and mentoring support when new to the school. ii. Implement effective teaching practices and high-yield instructional strategies to teach standards and GLOs, providing evidence of implementation (e.g., sample student work) as identified by leadership. (WASC #2, #8) iii. Be provided opportunities to observe other teachers implementing best practices (e.g., "learning walks" during PLC). (WASC #8) iv. Participate in quarterly vertical articulation to share and align school-wide practices. c. All students will increase their learning through teachers' use of best practices and strategies. Leads: Principal, Academic Coaches, Instructional Leadership Team, and GLCs		☒ Possible Add'l WSF B-4804 Schools of the Future Conference \$1,800 Counselor Conference \$500
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) All support staff will receive training and PD professional development to support the implementation of effective practices and strategies that promote student well-being and academic growth. Action Steps: a. School administration/leadership will coordinate training and PD sessions to strengthen the understanding and use of effective practices that foster student well-being and academic growth. b. All support staff will... i. Receive an orientation, initial training, and ongoing guidance/support when new to the school.	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	☐ WSF

		ii. Implement effective practices and strategies relevant to their specific roles as identified by the administration or their supervisor. iii. All students will increase their learning through the support staff's use of best practices and strategies. Leads: Principal and Academic Coaches		
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 strengthen the effectiveness and retention of 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 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



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 and strengthen these practices.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures will align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes and procedures to ensure that all HIDOE rules, regulations, and guidelines are followed at the school level. ii. Maintain ongoing communication with faculty and staff to ensure all stakeholders are informed of and involved in achieving school goals and outcomes. (WASC #4) iii. Ensure the Academic Plan remains aligned with the BOE/DOE Strategic Plan, and that the Salaried and Comprehensive Financial Plans are aligned with the Academic Plan priorities. Lead: Principal	Academic and Financial Plan Documents	☐ WSF

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 collaborate with the principal and contribute to the school-planning and decision-making. Action Steps: a. The school principal and SCC Chair will collaborate to schedule and plan regular SCC meetings, including two community meetings, to discuss school data and gather input on the draft/proposed Academic Plan. (WASC #4) b. All stakeholder role groups will maintain representation on the SCC. c. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. Leads: Principal and SCC Chairperson	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF
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 and strengthen this practice.	EA 17. Parent/Family Involvement and Engagement Parents/guardians will be provided multiple opportunities to actively participate in meaningful activities that support student academic growth and overall well-being. Action Steps: a. School administration, along with teachers/staff, will provide parents/guardians with opportunities and guidance to support their child's growth, including organizing family support workshops. (WASC #4) b. All students will participate in activities, programs, and events that support their academic and social development. Leads: Principal, PCNC Coordinator, and GLCs	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42101 A1 - 2741 PCNC @ 10.5 hrs per wk x 41 wks = 430.50 hrs x \$25.45 \$10,956 B - 3006 Purple folders (Parent Communication) \$400 ☒ WSF 42112 B - 3502 Educational Networks (school website) \$3,600

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 Kalāheo 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 hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*

1,059 instructional hours per year

Did your school submit a SCC Waiver Request Form? Please explain.

We applied for three waiver days for SY 26-27 to use for PD/training and data analysis.

Bell Schedule: [Kalāheo Elementary 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.

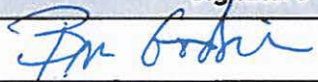
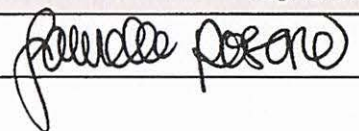
[Signed SCC Assurances Form SY2026-27](#)

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

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on Monday, March 9, 2026, to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on Monday, March 9, 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: Monday, March 9, 2026,

Attested:

Kalaheo Elementary School Principal	Signature	Date
Brian Godsill		3/9/2026
SCC Chairperson	Signature	Date
Laurelle Rosare		3/9/2026

SCC Recommendations to the Academic Plan and Financial Plan:

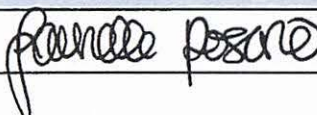
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
No Recommendations	N/A	N/A
No Recommendations	N/A	N/A
No Recommendations	N/A	N/A

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

N/A

Attested:

SCC Chairperson	Signature	Date
Laurelle Rosare		3/9/2026