



King Kaumuali'i Elementary School

Academic Plan

SY 2026-2027

4380 Hanama'ulu Road
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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: **Theresa Malone**

Theresa Malone

4/13/26

Approved by Complex Area Superintendent: **Leila Maeda-Kobayashi**

Leila Maeda-Kobayashi

04.14.26

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K through 5	'23 Wonders ▾	enVision Mathematics Co... ▾	STEMscopes Mystery Science	Grade Level Created Lessons & Assessments
Grades K through 2	Other: ▾ University of Florida Literacy Initiative (UFLI)			
Pre-Kindergarten	Other: ▾ District Designed	Other: ▾ District Designed		

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
Interventions & SPED	UFLI (Gr. 3-5 Intervention) WonderWorks (2-5 - SPED)			

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: Once a teacher submits a Request for Assistance (RFA), which lists a specific student concern and interventions implemented, the student is then added to our Cadre/Articulation meeting spreadsheet. At these biweekly Articulation meetings, the team discusses concerns, interventions, plans, etc. for each student and tracks progress over time. Student plans and progress are documented in Articulation notes.

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
Pre-Kindergarten	Other: ▾ AEPS	Other: ▾ AEPS
Kindergarten	KEA ▾	Other: ▾ KEA
Grades K through 5	I-Ready ▾	I-Ready ▾
Grades K through 2 (All) Grades 3 through 5 (Interventions) SPED K-5 (All)	Other: ▾ Acadience	Other: ▾ Acadience (Gr. 1-5 interventions)

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: Spring 2025

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2027-28

Type of Next Action:

Mid-Cycle Report & Visit ▾ Spring 2028

Year of Next Self-Study:

SY 2030-31

Identified critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

1

LITERACY

SBA ELA-Literacy														
Proficiency					High Needs Achievement Gap					Growth				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
57%	58%	57%	64%	65%	35%	24%	30%	32%	34%	72%	77%	65%	72%	72%
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%	40%	135%			28%	27%	33%	7%	5%
>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 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 varying degrees of implementation of instructional strategies to target all students who struggle with literacy.

5A. There are varying levels of implementation of differentiation/ small group instruction to best meet students' needs.

12A. 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.

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

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NUMERACY

SBA Math														
Proficiency					High Needs Achievement Gap					Growth				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
50%	61%	56%	64%	71%	35%	36%	36%	34%	25%	65%	80%	65%	72%	71%
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
65%	32%	123%			17%	21%	49%	9%	4%
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 quality Tier 1 instruction on grade-level math standards, incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.

- Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold the mathematical concepts and skills necessary to achieve the grade-level standards, including their ability to problem-solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need strategic Tier 3 math instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

3A. There are varying degrees of implementation of instructional strategies to target all students who struggle with numeracy.

5A. There are varying levels of implementation of differentiation/ small group instruction to best meet students' needs.

12A. 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.

*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
51%	52%	54%	59%	62%	34%	45%	28%	41%	47%
Goal >80%					Goal <10%				

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

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

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

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

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

Root/Contributing Causes:

4A. There are varying degrees of understanding of the Next Generation Science Standards (NGSS), including the crosscutting concepts, disciplinary core ideas, and engineering components for their grade level.

*Additional contributing causes: [11B](#), [12A](#), [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
71%	64%	58%	66%	47%	50%	50%	94%
Goal: >80%							

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

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

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially regarding our “4 Bs,” which include *Be Safe, Be Cooperative, Be Respectful, and Be Responsible*.

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

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

Root/Contributing Causes:

8A. Proactive PBIS initiatives support student positive and productive behavior, resulting in the need to sustain and strengthen these initiatives.

8B. The use of a schoolwide SEL curriculum/ program supports students’ social-emotional development and well-being, resulting in the need to sustain and strengthen these practices.

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

STUDENT ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
58%	66%	78%	78%
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	44% = 72	51% = 79	50% = 78	52% = 74	54% = 86
Math	37% = 61	48% = 75	44% = 69	54% = 77	60% = 95
Science	42% = 22	34% = 20	47% = 26	49% = 20	53% = 29

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				
	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
ELA	31% = 14	14% = 4	9% = 3	20% = 8	16% = 5	59%	60%	49%	84%	77%
Math	21% = 10	26% = 8	11% = 4	19% = 8	23% = 7	(41/69)	(37/62)	(28/57)	(58/69)	(51/66)
Science	26% = 5	17% = 2	0%	17% = 1	0%					

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

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

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

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

Targeted Subgroup: *Special Education*

Special Education Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	9% = 3	17% = 5	13% = 6	24% = 10	17% = 8
Math	6% = 2	30% = 9	21% = 10	33% = 14	36% = 17
Science	0%	18% = 2	17% = 3	7% = 1	0%
Percentage and number of SPED students proficient (Does not include HSA-Alt)					

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

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

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

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

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

Academic Plan Summary 2026-27



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 1, 2, 3, 4, 5, 6	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 2, 4, 5
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1A. Using data to determine the strengths and needs of incoming Kindergarten students supports effective planning for foundational learning, resulting in the need to sustain and strengthen these efforts.	EA 1. Kindergarten Readiness (1.1.1) All incoming Kindergarteners will be assessed for readiness, and the results will guide practices to support their academic and social-emotional needs. Action Steps: a. School administration will ensure Kindergarten teachers/staff are trained to conduct the Kindergarten Entry Assessment (KEA). (WASC #1) b. Teachers/staff will conduct the KEA assessment, using data to inform instructional and SEL practices. (WASC #1) c. All incoming kindergarteners will receive academic, behavioral, and emotional support based on assessment results to ensure a strong educational foundation. (WASC #1) d. Administration, counselors, Mokihana staff, and teachers will collaborate to review and implement programs for identified Kindergarten students requiring additional SEL support. (WASC #1) Leads: Principal, VP, and Academic Coaches	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	☒ WSF 42101 A1 - 2721 1 PreSchool PPT x 19 hrs/wk x 40 wks = 760 hrs x \$25.45 \$19,342 ☐ Title I
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those	2A. There are varying degrees of implementation of instructional strategies to target all students who struggle with literacy.	EA 2. Literacy (1.1.2) To increase the rate of student literacy, all classrooms will effectively implement Wonders 2023, a horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned to the HCCSS, supported by vocabulary development, Science of Reading pedagogy, and UFLI.	i-Ready Diagnostic Screener Reading Proficiency and Growth Data	☐ WSF 42101 B-3006 McGraw Hill Wonders leveled readers and WonderWorks workbooks (purchased in SY2024-2025 until SY2028-2029)

who do not read proficiently receive necessary and timely support to become proficient.		Action Steps: a. School administration will... i. Continue to provide dedicated time for teachers to align and calibrate curriculum, instruction, and assessments through Planning Days and data teaming. (WASC #1) ii. Conduct regular classroom observations of all teachers, providing specific, actionable feedback to ensure high-quality delivery of literacy instruction. (WASC #1) b. All teachers will... i. Implement the Wonders 2023 curriculum to teach the CCSS and GLOs emphasizing Complex Thinker and Effective Communicator, through high-yield instructional strategies and assessments. (WASC #1) ii. Engage in ongoing grade-level discussions regarding ELA curriculum implementation and the effectiveness of Wonders 2023, specifically targeting student comprehension growth. (WASC #1) iii. Utilize the agreed-upon screeners and assessments (e.g., i-Ready, Acadience) to diagnose student needs, provide interventions, monitor student progress. (WASC #1) iv. Provide regular instruction on grade-level vocabulary words, including the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary. (WASC #1) c. All grade levels will use common rubrics for writing, research, and speaking assignments, referencing the CCSS K-5 Writing Exemplars and SBA-3-5 Rubrics for consistency and rigor. (WASC #1) d. All grades K-2 teachers will utilize UFLI and Acadience data to track foundational skill acquisition and pivot intervention strategies as needed. (WASC #1) e. All grades 3-5 teachers will administer at least one ELA SBA Interim Assessment Block (IAB) in quarter 3 to practice online tools and provide students with feedback. (WASC #1) f. All teachers will analyze student work and assessment data to provide timely, actionable feedback for improvement. (WASC #1) g. All students will engage in standards-based learning activities	Strive HI SBA ELA Proficiency and Growth Data	☒ Title I - 18902 B - 3006 Foundational Skills Resources (Acadience Benchmark and Progress Monitoring) \$7,000 <i>(Note: Additional \$8,000 in Math EA3)</i> Studies Weekly \$1,000 B - 3502 NewsELA subscription \$12,000
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		to achieve reading proficiency and prepare for real-world application and standardized assessments (e.g., i-Ready screener, SBA). Leads: Principal, VP, and ELA Focus Group		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.	3A. There are varying degrees of implementation of instructional strategies to target all students who struggle with numeracy.	EA 3. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of enVision Mathematics, a horizontally and vertically aligned curriculum, with embedded instructional strategies, mathematical practices, vocabulary development, and assessments aligned to the CCSS. Action Steps: - School administration will... - Continue to provide dedicated time for teachers to align and calibrate Math curriculum, instruction, and assessments through Planning Days. (WASC #1) - Conduct ongoing classroom observations of all teachers, providing targeted feedback and “inputs” to support math instruction. (WASC #1) - All teachers will... - Implement the enVision Mathematics curriculum to teach CCSS concepts, procedures, mathematical practices, and GLOs utilizing high-yield instructional strategies and assessments. (WASC #1) - Ensure students build conceptual models using manipulatives and visuals before learning standard algorithms. (WASC #1) - Provide instruction on Math vocabulary within enVision, which are aligned with SBA-Math Vocabulary. (WASC #1) - Utilize common scoring methods and guides provided by the enVision Mathematics curriculum. (WASC #1) - All grades K-2 teachers will have students use KP Tiles to strengthen their understanding of foundational concepts in Numbers and Operations in Base Ten (NBT) and Operations and Algebraic Thinking (OA). (WASC #1) - All grades 3-5 teachers will administer at least one Math SBA Interim Assessment Block (IAB) in quarter 3 to provide practice	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	☒ Title I 18902 B-3006 Envision Workbooks and Additional Practice \$20,000 Math Foundational Skills Resources \$8,000 <i>(Note: Additional \$7,000 in EA1 for Foundational Skills)</i> B - 3502 XtraMath subscription \$1,000

		with online tools and provide students with feedback. (WASC #1) e. All teachers will analyze student work and assessment data to provide timely feedback to students for improvement. (WASC #1) f. All students will demonstrate the desired student actions throughout the lesson to increase their ability to make sense of problems, persevere in solving them, and communicate their reasoning. g. All students will complete standards-based activities to strengthen numeracy and proficiency, preparing them for real-world application and standardized testing (e.g., i-Ready screener, SBA). Leads: Principal, VP, and Math Focus Group		
Science Proficiency All students are proficient in their understanding of elementary level NGSS concepts by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.	4A. There are varying degrees of understanding of the Next Generation Science Standards (NGSS), including the crosscutting concepts, disciplinary core ideas, and engineering components for their grade level.	EA 4. Science Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned units from the STEMScopes and Mystery Science curriculum, instruction, and assessments aligned to the NGSS. Action Steps: a. School administration will continue to provide dedicated time for teachers to align and calibrate science instruction and assessments, ensuring new teachers or those new to a grade level are supported in familiarizing themselves with the content. (WASC #4) b. All teachers will... i. Implement and refine the use of STEMScopes and Mystery Science curriculum to align with the NGSS Elementary Evidence Statements, and participate in regular grade-level discussions to ensure instructional consistency and integration of engineering components/practices. (WASC #4) ii. Evaluate the need to redesign assessments where necessary to ensure rigor and alignment with NGSS. (WASC #4) iii. Examine student work and assessment data to provide students with timely feedback for improvement. (WASC #4) c. All grade 5 teachers will administer at least one HSA Science	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☒ Possible Add'l WSF B-3006 NGSS Science & STEM resources (kits & grade level supplies @ \$2,000 per grade level) \$12,000 ☒ Title I 18902 B - 3502 Science K-5 resources (Stemscopes, Mystery Science license) \$6,637

		Interim Assessment Block (IAB) in quarter 3 to practice with the online tools, and provide students with feedback. (WASC #4) d. All students will complete standards-based activities to strengthen their understanding of scientific concepts, integrating ELA, Math, and technology navigation skills, and prepare them for real-world application and standardized assessments (e.g., NGSS HSA). Leads: Principal, VP, and Science Cadre		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	5A. There are varying levels of implementation of differentiation/ small group instruction to best meet students' needs.	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 learning of the key concepts and skills for that grade level. Action Steps: a. School administration/leadership will... - Coordinate and guide the schoolwide ELA and Math Tier 2 and 3 interventions, and communicate expectations for diagnosing and addressing students' academic needs. (WASC #1) - Provide guidance and expectations on the schoolwide use of inclusive practices and strategies to strengthen the learning of all students and subgroups. (WASC #1) b. All teachers will... - Implement the intervention programs and use assessment data (i.e., curriculum assessments, Acadience, i-Ready) to diagnose and monitor individual student progress. (WASC #1) - Implement consistent small-group instruction in ELA and Math, using flexible grouping strategies that change based on the most current data. (WASC #1) - Differentiate learning content and assessments to support struggling students and move all learners from basic content acquisition to real-world application. (WASC #1, #4) - Facilitate "just-in-time" reteaching to address immediate misconceptions identified through formative assessments (e.g., exit tickets, work samples). (WASC #1)	i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data	☒ WSF 42102 A1 - 2744 2 ELL PTTs 17 hrs/wk x 40 wks = 1,360 hrs x \$42.16 \$57,378 <i>Interpreters for NEP students (school will use district BSHA & EL PTT)</i> ☒ WSF 42104 A1 - 2744 Morning/After-school PTTs 495 hrs x \$42.16 \$20,869 ☒ Title I 18902 B - 3502 Technology Integration Group: Go Guardian \$5,500 A1 - 2744/2702 23 Afterschool PTTs x 3 hrs/wk x 27 wks = 1,863 hrs x \$42.16 = \$78,544 + \$2,341 (2.98% fringe) \$80,885 ☒ Possible Add'l Federal Funds from KCA B - 3502

		v. Provide all students with frequent opportunities to reflect on their learning and progress throughout the school year. c. All students will reflect on their learning, set goals, and self-monitor their progress towards ongoing academic growth diagnostic data; and GLOs. Leads: Principal, VP, and ELA/Math Focus Groups		Curriculum Associates Universal Screener i-Ready Licenses for SY2026-2027 \$26,000 .
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 King Kaumuali'i Elementary School. Action Steps: a. School administration and teachers/staff will... i. Coordinate activities to support student transitions between grade levels and the transition to middle school. ii. Meet with parents of new students to discuss school expectations. iii. Implement a school transition program to provide targeted support and onboarding for all students new to the school. b. School-level counselors will participate in coordinated orientation events with feeder middle schools. c. All students will participate in activities designed to prepare them for a successful transition to their next grade level or middle school. Leads: Principal, VP, Counselors, and SEL Focus Group	Panorama Student Perception/SEL Survey Results	☐ WSF ☐ Title I

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 8, 9	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.2.1. All students desire to and attend school regularly.	7A. Established practices for encouraging and promoting student attendance support	EA 7. Student Attendance (1.2.1) A community and school culture in which attendance is valued, encouraged, and supported will be cultivated at King Kaumuali'i Elementary School.	Attendance Data (LEI Kūlia and Strive HI)	☐ WSF ☐ Title I

	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.	Action Steps: - School administration will communicate and reinstate a clear, proactive school-wide attendance protocol for teachers, staff, and families. (WASC #2) - Administration, teachers, and staff will implement proactive follow-up procedures for absences and ensure consistent follow-through on attendance consequences. (WASC #2) - Teachers will share student-friendly information in classrooms regarding how attendance affects learning and achievement, while administration will share this information with parents via Seesaw. (WASC #2, #3) - School leadership will increase recognition and rewards for students who demonstrate attendance improvement, incorporating student input to ensure effective motivation. (WASC #2) - All students will attend school regularly. Leads: Principal, VP, and Counselors		
1.2.2. All students demonstrate positive behaviors at school.	8A. Proactive PBIS initiatives support student positive and productive behavior, resulting in the need to sustain and strengthen these initiatives. 8B. The use of a schoolwide SEL curriculum/ program supports students' social-emotional development and well-being, resulting	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 in a positive and productive learning environment. Action Steps: - School administration/leadership will... - Guide strategies to address social-emotional and behavioral needs (e.g., SEL, ADHD, Autism, ODD Disorder, identifying functions of various behaviors and strategies to address them). - Provide staff training via modules (e.g., Autism, CPI, Behavioral RTI processes) for teachers and EAs.	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☐ WSF ☐ Title I

	in the need to sustain and strengthen these practices.	iii. Sustain a Behavior Transition Program for students with pre-existing needs to be supported with a transition plan and provided immediate support. iv. Develop a formalized process for evaluating program effectiveness for the 2026-27 school year. v. Provide dedicated time during staff meetings, focus groups, or waiver days for teachers to explore Panorama data and the associated Toolkit/playbook. b. School counselors, the SEL focus group, and the administration will revisit the school-created SEL curriculum, and the "Gotcha" system to determine effectiveness and ensure a cohesive schoolwide system(e.g., gotcha center, "Why SEL" presentation, PBIS refresher, counseling/guidance, student voice). c. All teachers and staff will implement Behavioral RTI, SEL, and PBIS programs, working toward common classroom practices to address social-emotional competencies and strengthen teacher-student relationships. d. All teachers will share positive news with parents regarding their child's behavior and progress. e. All students will experience a positive learning environment, where individual needs are supported, providing grade-level instruction in the least restrictive environment. Leads: Principal, VP, Counselors, and SEL Focus Group		
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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 within our school culture. Action Steps: a. School administration, teachers, and staff will coordinate activities that align with the components of the (HĀ) Framework, including the school song at assemblies, place-based field trips, and activities that strengthen the sense of Hawaii at King Kaumuali'i Elementary School. b. All students will engage in Nā Hopena A'o-aligned activities/events that strengthen a sense of Hawaii at King Kaumuali'i Elementary School. Leads: Principal and VP	Panorama Student Perception/SEL Survey Results	☐ WSF ☐ Title I
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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 and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 10, 11	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 11
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	10A. Strategies and methods that increase students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to further develop, sustain, and	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 while providing opportunities for all students to explore, create, and innovate. Action Steps: a. School administration, teachers, and staff will... i. Coordinate activities that promote college/career exploration, such as guest speakers, Kauai Complex Area district staff, field trips, career day, student research, connecting to how adults use a particular skill in a job field or a CTE Pathway. (WASC #4)	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	☐ WSF ☐ Title I

	strengthen these efforts.	ii. Coordinate activities that foster students' community connection and civic responsibility through aina-based learning, service-learning and student research. (WASC #4) b. Student Media Group and Student Council members will demonstrate student voice and leadership through school-wide initiatives. c. All students will participate in learning activities that increase college/career awareness, foster community connections, and strengthen civic responsibility. Leads: Principal and VP		
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. There are varying degrees of integrating the GLOs into instruction of content, and utilization of our GLO resources for student reflection and grading. 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. 11C. K-12 alignment and school-level initiatives support students in	EA 11. K-12 Alignment of Academic Background and Skills (1.3.2) Students at King Kaumuali'i 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/leadership will... i. Coordinate opportunities for K-12 articulation and alignment within the Kauai Complex (Central Kauai). ii. The Computer Science teacher will provide instruction on the Computer Science and Technology standards to all students grades K-5. iii. Conduct an annual review of GLO Indicators by Grade Level with all teachers to ensure a shared understanding of developmental expectations and vertical alignment. iv. Provide time and training for grade levels to plan and integrate GLOs into curriculum, instruction, and assessment, focusing on one GLO at a time, starting with Complex Thinker. b. Teachers/staff will... i. Revisit the KKES GLO Matrix to address grading inconsistencies and ensure uniform integration of GLOs across all grade levels. ii. Identify and implement strategies to prepare students for middle school, including study skills, note-taking,	GLO Quarterly Report Card Grades	☒ WSF 42107 B - 4804 In-state Teachers, staff, and students registration, airfare, lodging, and ground transportation \$4,855 ☒ WSF 42101 C-7708 Computer and other tech equipment for student learning \$33,892

	developing the academic background and skills needed for transition to middle school and beyond, resulting in the need to sustain and strengthen these efforts.	organization, research, and the use of technology. (WASC #4) iii. Provide extended learning opportunities such as media, coding, STEAM, and after-school enrichment aligned with student interests. (WASC #4) iv. Intensify the focus on the "Complex Thinker" GLO by designing tasks that allow for "productive struggle"—providing students with the necessary scaffolds to engage in difficult problems without removing the cognitive load. (WASC #1) v. e. Explore and implement technology integration strategies that promote complex thinking. c. Instructional staff will improve methods of using technology to strengthen critical thinking skills and promote complex thinking. d. All students will participate in learning activities that prepare them for success in middle school and beyond. Leads: Principal, VP, and Focus Groups		
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Priority 2 High-Quality Educator Workforce In All Schools

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 12, 13, 14	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 12
2.1.2. All teachers are effective or receive the necessary support to become effective.	12A. 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 be provided with professional development (PD), training, coaching, focused Professional Learning and Collaboration (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/leadership will... i. Coordinate PD to strengthen the use of high-yield instructional strategies, such as teacher clarity, differentiation, and active participation, in all classrooms. (WASC #1) ii. Coordinate PD for the schoolwide ELA curriculum and supplemental materials, monitoring implementation and program usage. (WASC #1) iii. Pre-schedule quarterly classroom observations for all teachers on the school calendar to provide feedback on identified instructional skills. (WASC #1) iv. Utilize a PC day for vertical articulation to calibrate and align Curriculum, Instruction, and Assessment (CIA) practices. (WASC #1)	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 42102 A1 -2769 3 sub days for 2 ELL to attend KCA meeting/ workshops @ \$200.80 \$1,205 ☒ WSF 42106 A1 - 2802 PD stipend days 43 x \$200.80 \$8,634 B-4804 In-state & Out of State for Certificated PD airfare, per diem, excess lodging, parking, and ground transportation \$6,000 ☒ WSF 42108 A1 - 2769 IM - 2 New Teachers + 2 mentors x 2 days = 8 days x \$200.80 \$1,606

		v. Provide opportunities for vertical alignment conversations regarding prerequisites for subsequent grade levels. b. School administration/KCA district staff will coordinate embedded PD and coaching cycles to calibrate understanding of the following: - Science of Reading pedagogy (Scarborough's Reading Rope) (WASC #1) - Language comprehension - enVision Mathematics curriculum (WASC #1) 8-Effective Math Teaching Practices (NCTM) c. All teachers will... - Receive orientation, curriculum training, and ongoing induction and mentoring support when new to the school. - Implement high-yield instructional strategies as evidenced through classroom walkthroughs and observations. - Be observed throughout the school year, with feedback provided on their use of identified instructional skills. a. All students will participate in learning activities that incorporate the use of effective teaching practices and high-yield instructional strategies to strengthen their learning and foster academic growth. Leads: Principal, VP, and Academic Coaches		☒ Possible Add'l WSF B - 3006 Material/program for identified PD on AcPlan \$21,000
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 (EAs and PTTs) will be provided with training and PD to support the implementation of effective practices and strategies that foster student well-being and academic growth. Action Steps: - School administration and leadership will coordinate training and PD to strengthen the understanding and use of... - Effective practices and strategies that foster student well-being and academic growth. - The schoolwide ELA and math curriculum and supplemental materials, monitoring the implementation and program usage.	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	☒ WSF 42112 B-4804 In-state Classified Support Staff airfare, per diem, excess lodging, parking, and ground transportation \$4,000 ☐ Title I

		b. All support staff will... i. Receive an orientation, initial training, and ongoing guidance and support when new to the school. ii. Implement effective practices and strategies relevant to their specific roles as identified by the administration or supervisor. Leads: Principal and VP		
2.3.2 All school administrators are effective or receive the necessary support to become effective.	14A. Providing school administrators with PD/training supports continuous improvement of leadership, resulting in the need to sustain and strengthen these supports.	EA 14. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will... i. participate in professional development to continuously improve practice, including operational/management sessions, instructional leadership PD, and state or national conferences (e.g., NAESP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking. Lead: Principal	PD/Training Log	☒ WSF 42112 B-4804 In-state & Out of State Administration airfare, per diem, excess lodging, parking, and ground transportation \$12,000



Priority 3

Effective and Efficient Operations At All Levels

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 17
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	15A. Communication and adherence to HIDOE rules, regulations, guidelines, and expectations supports consistent and compliant school operations, resulting in the need to sustain and strengthen these practices.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure all HIDOE rules, regulations, guidelines, and expectations are followed at King Kaumuali'i Elementary School. ii. Provide ongoing communication to faculty and staff to ensure all members are knowledgeable about our vision and mission, and role in meeting school goals and outcomes. iii. Ensure that our Academic Plan remains aligned with the BOE/DOE Strategic Plan, and that the Salaried Plan and Comprehensive Financial Plan support the initiatives and priorities of the Academic Plan. Lead: Principal	Academic and Financial Plan Documents	☐ WSF ☐ Title I
3.3.1. All School Community Councils have full	16A. Involving the School Community Council (SCC) in	EA 16. Collaborative Planning and Decision-Making (3.3.1)	SCC Meeting Minutes Posted on School Website	☐ WSF ☐ Title I

membership, meet regularly, and are engaged with their respective school principal.	collaborative planning and decision-making supports school improvement efforts, resulting in the need to sustain and strengthen this practice.	The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: - The school principal and SCC Chair will... - Collaborate to schedule and plan regular meetings for SCC members and two community-wide meetings to share school data and solicit input on the draft Academic Plan. - Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. - The school will ensure all stakeholder role groups have representation on the SCC. Leads: Principal and SCC Chair	SCC Academic Plan Assurances Form	
All parents feel welcome, involved, and engaged in their child's school.	17A. There is a need to sustain and strengthen the home school connection with families to foster their involvement in student achievement.	EA 17. Parent/Family Involvement and Engagement Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: - School administration and staff will provide parents/guardians with multiple opportunities to support their child through informational sessions during various activities, programs, and events (i.e., PTSA, parent nights, etc). (WASC #3) - Teachers and staff will incorporate academic activities into parent engagement events (e.g., dedicated 20–30 minute instructional segments). (WASC #3) - The Parent Involvement Coordinator (PIC) will collaborate with administration to plan parent engagement activities and events and increase the involvement of parents through the school's Parent Community Networking Center (PCNC). (WASC #3) - All students will participate in activities, programs, and events that foster academic growth, social development, and parent/family engagement. Leads: Principal and VP	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42101 A1 - 2741 PCNC 19 hrs/wk x 40 wks = 760 hrs x \$25.45 \$19,342 ☒ Title I 18902 B - 3006 SDI Innovations Communication Student Planners \$2,716 of \$3,000 ☒ Title I 18935 B - 3006 SDI Innovations Communication Student Planners \$284 of \$3,000 B - 3502 SeeSaw subscription \$1,264

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Kapa'a Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional 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*)

1,080 instructional hours per year

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

YWe applied for two waiver days to conduct parent-teacher conferences.

Bell Schedule: [King Kaumuali'i Elementary Master 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.

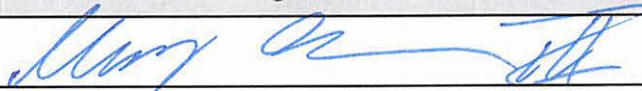
[Signed SCC Assurances Form SY2026-27](#)

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

The **King Kaumualii 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 **Mar 24, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 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: **Mar 24, 2026**

Attested:

King Kaumualii Elementary Principal	Signature	Date
Theresa Malone		Apr 13, 2026
SCC Chairperson	Signature	Date
Clay Kelekoma		Apr 13, 2026

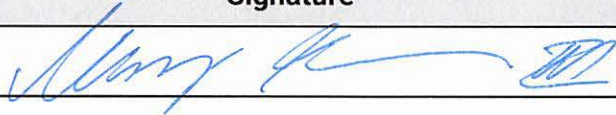
SCC Recommendations to the Academic Plan and Financial Plan:

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:
N/A	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
Clay Kelekoma		Apr 13, 2026