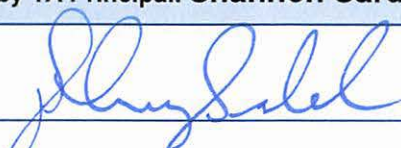


# Kōloa Elementary School Academic Plan SY 2026- 2027

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(808)742-8460  
[www.koloaes.k12.hi.us](http://www.koloaes.k12.hi.us)

- ☒ Title I School  
☐ Non-Title 1 School

|                                                                                     |          |
|-------------------------------------------------------------------------------------|----------|
| Submitted by TA Principal: <b>Shannon Sardinha</b>                                  |          |
|  | 04/09/26 |

|                                                                                       |          |
|---------------------------------------------------------------------------------------|----------|
| Approved by Complex Area Superintendent: <b>Leila Maeda-Kobayashi</b>                 |          |
|  | 04.13.26 |

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

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

## VIABLE QUALITY CURRICULUM

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

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

| Grade Level(s)/Course Name | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a> | Science         | Social Studies                              |
|----------------------------|---------------------------------------|-----------------------------|-----------------|---------------------------------------------|
| Grades K through 5         | '23 Wonders ▾                         | ORIGO Stepping Stones ... ▾ | Mystery Science | Wonders 2023 embedded Social Studies Topics |

**Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above and specify the grade level(s) or course name.** Schools may indicate specific demographic subgroup(s) as appropriate.

| Grade Level(s)/Course Name             | English Language Arts                                                   | Mathematics                              | Science | Social Studies |
|----------------------------------------|-------------------------------------------------------------------------|------------------------------------------|---------|----------------|
| Grades K-5 Intervention                | i-Ready Lessons<br>95% Literacy Intervention System<br>UFLI<br>Heggerty | i-Ready Lessons<br>Do the Math<br>Gizmos | Gizmos  |                |
| Grades K-5 Intervention, SpEd, and ELL | Phonics Lesson Library 2.0 and PAIR (95 Percent Group)                  |                                          |         |                |

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

- ☐ Panorama
 ☐ School-created template
 ☒ Other: Tier 2 interventions are recorded weekly during STPT (Structured Teacher Planning Time) meetings using PLC documentation. Any student concerns are noted in the Cadre meeting minutes, and if additional support is needed, a referral is made through the RFA form, which also includes Tier 2 intervention details. Academic and behavioral Tier 3 interventions are documented in the eCSSS system.

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

| Grade Level(s)/Course Name | English Language Arts                 | Mathematics |
|----------------------------|---------------------------------------|-------------|
| Grades K through 5         | I-Ready ▾                             | I-Ready ▾   |
| Grades K-5 Interventions   | Other: ▾ Literacy Intervention System |             |

## IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: Spring 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2026-27

Type of Next Action:

Mid-Cycle Report (No Visit) ▾

Year of Next Self-Study:

SY 2029-30

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

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

1

**LITERACY**

| SBA ELA-Literacy |       |       |       |       |                            |       |       |       |       |           |       |       |       |       |
|------------------|-------|-------|-------|-------|----------------------------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|
| Proficiency      |       |       |       |       | High Needs Achievement Gap |       |       |       |       | Growth    |       |       |       |       |
| 20-21            | 21-22 | 22-23 | 23-24 | 24-25 | 20-21                      | 21-22 | 22-23 | 23-24 | 24-25 | 20-21     | 21-22 | 22-23 | 23-24 | 24-25 |
| 62%              | 67%   | 63%   | 48%   | 51%   | 25%                        | 33%   | 27%   | 33%   | 46%   | 43%       | 67%   | 52%   | 56%   | 54%   |
| Goal >80%        |       |       |       |       | Goal <10%                  |       |       |       |       | Goal >60% |       |       |       |       |

Source: Strive HI Report

| i-Ready Diagnostic Screener - Reading |                    |                                          |  |  |                                      |             |              |               |                        |
|---------------------------------------|--------------------|------------------------------------------|--|--|--------------------------------------|-------------|--------------|---------------|------------------------|
| Growth - Fall to Spring 2024-25       |                    |                                          |  |  | Current Proficiency - Winter 2025-26 |             |              |               |                        |
| Met Typical Growth                    | Met Stretch Growth | Median Progress to Annual Typical Growth |  |  | Mid or Above GL                      | Early On GL | One GL Below | Two GLs Below | Three or More GL Below |
| 57%                                   | 33%                | 115%                                     |  |  | 25%                                  | 26%         | 32%          | 12%           | 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, especially in writing.
  - 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, especially in writing, effectively engages all types and levels of learners, and is differentiated and targeted to address their needs.
  - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
  - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.
  - Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

**Root/Contributing Causes:**

2A. There are varying degrees of effective implementation of the curriculum and programs that address literacy.

2B. Foundational reading skills, such as phonological awareness, decoding, and fluency are not sufficiently addressed.

2C/12C. Limited instruction in Tier 2 academic vocabulary affects students' vocabulary development and reading comprehension.

2D/12D. Students receive limited explicit instruction in the writing process and writing conventions.

5A. There are varying levels of expertise in the teachers' use of data to inform their instruction and to differentiate for various student needs.

5B. There is a need to sustain and strengthen our various intervention methods that support students' academic learning.

5C. Tier 2 small group instruction does not consistently provide the explicit and systematic instruction needed to close significant learning gaps.

12A. There are varying levels of expertise and implementation of best practices and effective instructional strategies.

12B. There is a need to sustain the successful practice of providing teachers with rigorous and relevant professional development and participation in Structured Teacher Planning Time.

12C/2C. Limited instruction in Tier 2 academic vocabulary affects students' vocabulary development and reading comprehension.

12D/2D. 2D. Students receive limited explicit instruction in the writing process and writing conventions.

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

2

**NUMERACY**

| SBA Math    |       |       |       |       |                            |       |       |       |       |           |       |       |       |       |
|-------------|-------|-------|-------|-------|----------------------------|-------|-------|-------|-------|-----------|-------|-------|-------|-------|
| Proficiency |       |       |       |       | High Needs Achievement Gap |       |       |       |       | Growth    |       |       |       |       |
| 20-21       | 21-22 | 22-23 | 23-24 | 24-25 | 20-21                      | 21-22 | 22-23 | 23-24 | 24-25 | 20-21     | 21-22 | 22-23 | 23-24 | 24-25 |
| 49%         | 62%   | 67%   | 53%   | 52%   | 19%                        | 34%   | 27%   | 32%   | 40%   | 38%       | 72%   | 49%   | 39%   | 42%   |
| 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 |
| 63%                                | 32%                | 118%                                     |  |  | 16%                                  | 28%         | 41%          | 10%           |
| Goal >80%                          | >30%               | >100%                                    |  |  | 5%                                   |             |              |               |

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, especially in the areas of math problem-solving and communicating reasoning.
  - 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, and is differentiated and targeted to address their needs, especially in Tier 2 and Tier 3 instruction.
  - 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 effective implementation of the curriculums and programs that address Math.

3B. Foundational math skills, such as fact fluency and procedural fluency are not sufficiently addressed.

5A. There are varying levels of expertise in the teachers' use of data to inform their instruction and to differentiate for various student needs.

5B. There is a need to sustain and strengthen our various intervention methods that support students' academic learning.

5C. Tier 2 small group instruction does not consistently provide the explicit and systematic instruction needed to close significant learning gaps.

12A. There are varying levels of expertise and implementation of best practices and effective instructional strategies.

12B. There is a need to sustain the successful practice of providing teachers with rigorous and relevant professional development and participation in Structured Teacher Planning Time.

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

**SCIENCE**

| NGSS-HSA Science |       |       |       |       |                            |       |       |       |       |
|------------------|-------|-------|-------|-------|----------------------------|-------|-------|-------|-------|
| Proficiency      |       |       |       |       | High Needs Achievement Gap |       |       |       |       |
| 20-21            | 21-22 | 22-23 | 23-24 | 24-25 | 20-21                      | 21-22 | 22-23 | 23-24 | 24-25 |
| 40%              | 50%   | 71%   | 42%   | 4%    | 21%                        | 35%   | 47%   | 52%   | 17%   |
| Goal >80%        |       |       |       |       | Goal <10%                  |       |       |       |       |

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

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

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

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

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

**Root/Contributing Causes:**

4A. There are varying levels of teacher understanding regarding the implementation of the NGSS.

4B. Science instruction focuses more on learning content than on engaging students in scientific inquiry and practices.

4C. There are gaps in vertical alignment of science instruction across grade levels, affecting students' preparation for Grade 5 expectations.

\*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 |
| 74%                                    | 67%              | 64%          | 66%                | 49%            | 56%                | 62%           | 93%                      |
| 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 strengthening their 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 a growth mindset.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth.

**Root/Contributing Causes:**

8A. There are varying levels of effective methods and strategies being implemented to support productive student behaviors in the classroom.

8B. There are varying degrees of emphasis on instruction that empowers students socially and emotionally.

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

**ATTENDANCE**

| Regular Attendance |       |       |       |
|--------------------|-------|-------|-------|
| 21-22              | 22-23 | 23-24 | 24-25 |
| 59%                | 69%   | 77%   | 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    |
| <b>ELA</b>                          | 53% = 54            | 57% = 52 | 53% = 46 | 28% = 24 | 33% = 27 |
| <b>Math</b>                         | 44% = 44            | 53% = 49 | 56% = 48 | 35% = 31 | 37% = 31 |
| <b>Science</b>                      | 31% = 14            | 41% = 15 | 52% = 12 | 19% = 6  | 37% = 13 |

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          |
| <b>ELA</b>                | 31% = 4             | 44% = 4 | 19% = 3 | 20% = 5 | 5% = 1  | 67%<br>(16/24)       | 63%<br>(15/24) | 46%<br>(12/26) | 63%<br>(20/32) | 58%<br>(18/31) |
| <b>Math</b>               | 38% = 5             | 20% = 2 | 38% = 6 | 31% = 8 | 10% = 2 |                      |                |                |                |                |
| <b>Science</b>            | 0%                  | 0%      | 0%      | 0%      | 11% = 1 |                      |                |                |                |                |

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

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

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

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

**Targeted Subgroup: *Special Education***

| Special Education Subgroup |                     |         |         |       |        |
|----------------------------|---------------------|---------|---------|-------|--------|
|                            | SBA/HSA Proficiency |         |         |       |        |
|                            | 20-21               | 21-22   | 22-23   | 23-24 | 24-25  |
| <b>ELA</b>                 | 0%                  | 10% = 1 | 17% = 2 | 0%    | 0%     |
| <b>Math</b>                | 0%                  | 10% = 1 | 18% = 2 | 0%    | 5% = 1 |
| <b>Science</b>             | 20% = 1             | 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<br><i>"What do we plan to accomplish?"</i>                                                                                                                                 | Root/Contributing Causes<br><i>"Why are we doing this?"</i>                                                                                                                                                 | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><b>and Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i><br>SW6 - EA 1, 2, 3, 4, 5, 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Monitoring of Progress<br><b>Initial &amp; Intermediate Outcomes</b><br><i>"How will we know progress is being made?"</i> | Anticipated Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br>SW5 - EA 3, 5                                                                                                               |
| 1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning. | 1A. Using data to determine the strengths and needs of incoming Kindergarten students supports effective planning for foundational learning, resulting in the need to sustain and strengthen these efforts. | <b>EA 1. Kindergarten Readiness (1.1.1)</b><br>All incoming Kindergarteners will be assessed for readiness, and the results will guide practices to support their academic and social-emotional needs.<br>Action Steps:<br>a. School administration will ensure that teachers and staff are trained to conduct the Kindergarten Entry Assessment (KEA).<br>b. Teachers/staff will conduct the KEA and school-level assessments and access and use data/results to inform instructional and SEL practices to meet student needs.<br>c. All Kindergarten students will be provided necessary, timely support to develop foundational skills for learning and social-emotional needs.<br>Leads: Principal and SSC | Kindergarten Assessment Data<br><br>Kindergarten i-Ready Diagnostic Screener Reading and Math Data                        | <input type="checkbox"/> WSF<br><input type="checkbox"/> Title I                                                                                                                                                  |
| <b>Reading Proficiency</b><br><br>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive                                           | 2A. There are varying degrees of effective implementation of the curriculum and programs that address literacy.<br><br>2B. Foundational reading skills, such as phonological awareness,                     | <b>EA 2. Literacy (1.1.2)</b><br>Student literacy will increase through the effective implementation of Wonders 2023, a horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned to the HCCSS, supported by vocabulary development, Science of Reading pedagogy, and i-Ready.<br>Action Steps:<br>a. School administration/leadership will provide time for teachers to participate in STPT to align and calibrate their implementation of the Science of Reading pedagogy.                                                                                                                                                                   | i-Ready Diagnostic Screener Reading Proficiency and Growth Data<br><br>Strive HI SBA ELA Proficiency and Growth Data      | <input type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I 18902<br><b>B-3502</b><br>Mystery Writing<br><b>\$1,360</b><br><br><b>B-3502</b><br>Capstone PebbleGo<br><b>\$1,399</b><br><br>Seesaw |

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| necessary and timely support to become proficient. | <p>decoding, and fluency are not sufficiently addressed.</p> <p>2C/12C. Limited instruction in Tier 2 academic vocabulary affects students' vocabulary development and reading comprehension.</p> <p>2D/12D. Students receive limited explicit instruction in the writing process and writing conventions.</p> | <ul style="list-style-type: none"> <li>i. Provide time for teachers to participate in STPT to align and calibrate their implementation of the Science of Reading pedagogy embedded within the Wonders Reading curriculum.</li> <li>ii. Explore the adoption of common standards-based curricula for Social Studies to ensure alignment across grade levels.</li> <li>iii. Utilize Structured Teacher Planning Time (STPT) to align and calibrate their implementation of the Science of Writing pedagogy embedded within the Wonders 2023 and Mystery Writing curricula.</li> </ul> <p>b. The ART will explore explicit and systematic ELA curricula as part of ongoing improvement. (moved from below)</p> <p>c. All teachers will...</p> <ul style="list-style-type: none"> <li>i. Teach comprehension using the Wonders 2023 curriculum, including curriculum-embedded instructional strategies and assessments.</li> <li>ii. Teachers will implement Mystery Writing across grade levels by using a shared writing prompt and rubric for a specific genre (narrative, informative, or opinion) using Mystery Writing or Wonders resources.</li> <li>iii. Select and use common grade-level rubrics for narrative, opinion, and informative writing that align with the rigor of the <a href="#">CCSS Writing Exemplars</a> and <a href="#">SBA-Rubrics/Scoring Guides</a>. (WASC #3)</li> <li>iv. Implement i-Ready with fidelity as scheduled by administration/leadership, including strategies identified to support student success.</li> <li>v. Provide instruction on grade-level academic language and Wonders vocabulary, including integration of the <a href="#">SBA-Sample Academic Vocabulary</a> and the <a href="#">SBA-ELA and Literacy Vocabulary</a> in grades 3-5.</li> <li>vi. Examine student work and assessment data, providing timely feedback to students on how they can improve.</li> </ul> <p>d. All grades 3-5 teachers will...</p> <ul style="list-style-type: none"> <li>i. Select and utilize individual questions from the ELA SBA Interim Assessment Blocks (IABs) informally for instruction multiple times beginning in the 2nd quarter.</li> </ul> |  | \$2,755 |
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|                                                                                                                                                                                                                        |                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>ii. Utilize at least two ELA IABs formally within the testing system as formative assessments, providing students with practice with the SBA online tools, and provide feedback to students.</li> <li>e. All grade K-2 teachers will implement UFLI and Heggerty to strengthen reading fluency, including daily student practice and consistent progress monitoring.</li> <li>f. All students will complete standards-based activities to learn to read proficiently and prepare them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).</li> </ul> <p>Leads: Principal and Academic Coaches</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                |
| <p><b>Mathematics Proficiency</b></p> <p>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.</p> | <p>3A. There are varying degrees of effective implementation of the curriculums and programs that address Math.</p> <p>3B. Foundational math skills, such as fact fluency and procedural fluency are not sufficiently addressed.</p> | <p><b>EA 3. Numeracy (1.1.3)</b></p> <p>Student numeracy will increase through the effective implementation of Stepping Stones, a horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned to the CCSS, supported by vocabulary development, mathematical practices, and i-Ready.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration will provide time for teachers to participate in STPT to align and calibrate their use of the Stepping Stones Math curriculum.</li> <li>b. All teachers will... <ul style="list-style-type: none"> <li>i. Implement the Stepping Stones curriculum to teach the CCSS Math concepts and procedures, mathematical practices, including curriculum-embedded instructional strategies and assessments.</li> <li>ii. Provide instruction on grade-level Stepping Stones vocabulary, which integrates the <a href="#">SBA-Math Vocabulary</a> in grades 3-5.</li> <li>iii. Provide daily problem-solving opportunities to strengthen students' mathematical reasoning.</li> <li>iv. Implement a consistent problem-solving routine across all grade levels that includes dedicated time for student discussion and incorporates real-world problems.</li> <li>v. Examine student work and assessment data, providing timely feedback to students on how they can improve.</li> </ul> </li> </ul> | <p>i-Ready Diagnostic Screener Math Proficiency and Growth Data</p> <p>Strive HI SBA Math Proficiency and Growth Data</p> | <p><input type="checkbox"/> <b>WSF 42101</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b></p> <p><b>B-3006</b><br/>Math-Curriculum<br/>Materials: ORIGO Math workbooks<br/><b>\$9,684</b></p> <p>Math Manipulatives<br/><b>\$2,000</b></p> <p><b>B-3502</b><br/>Xtra Math Subscription<br/><b>\$500</b></p> |

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|                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             | <p>c. All grades 3-5 teachers will...</p> <ul style="list-style-type: none"> <li>i. Select and utilize individual questions from the Math SBA Interim Assessment Blocks (IABs) informally for instruction multiple times beginning in the 2nd quarter.</li> <li>ii. Utilize at least two Math IABs formally within the testing system as formative assessments, providing students with practice with the SBA online tools, and provide feedback to students.</li> </ul> <p>d. All students will complete standards-based learning activities to strengthen numeracy development, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).</p> <p>Leads: Principal and Academic Coaches</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                        |                                                                                                                                                                                                                                                                                                                       |
| <p><b>Science Proficiency</b></p> <p>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.</p> | <p>4A. There are varying levels of teacher understanding regarding the implementation of the NGSS.</p> <p>4B. Science instruction focuses more on learning content than on engaging students in scientific inquiry and practices.</p> <p>4C. There are gaps in vertical alignment of science instruction across grade levels, affecting students' preparation for Grade 5 expectations.</p> | <p><b>EA 4. Science</b></p> <p>Students' understanding of Science concepts will increase through the effective implementation of Mystery Science, a horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned with the NGSS.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration will coordinate quarterly PLCs dedicated to the curricular alignment of Mystery Science with the NGSS and the HSA, including the integration of Gizmos as a supplemental resource.</li> <li>b. All grade 5 teachers will... <ul style="list-style-type: none"> <li>i. Select and utilize individual questions from the NGSS Interim Assessment Blocks informally for instruction multiple times beginning in the 2nd quarter to expose students to the types of questions on the SBA and reinforce the learning of standards-based content.</li> <li>ii. Utilize at least two NGSS Interim Assessment Blocks formally within the testing system as formative assessments, providing students with practice with the HSA online tools, and provide feedback to students.</li> </ul> </li> <li>c. All teachers will... <ul style="list-style-type: none"> <li>i. Implement Mystery Science to teach the <a href="#">NGSS Evidence Statements for Elementary</a>.</li> <li>ii. Collaborate across grade levels to strengthen the vertical</li> </ul> </li> </ul> | <p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p> | <p><input type="checkbox"/> <b>WSF</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902 B-3006</b><br/>Mystery Science Kits<br/><b>\$8,367</b></p> <p><b>B-3502</b><br/>Mystery Science online curriculum<br/><b>\$2,094</b></p> <p>Bundle: Science4Us + Elemp Gizmos; Site License<br/><b>\$7,623</b></p> |

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|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>alignment of science instruction to ensure students build the knowledge and skills needed to meet Grade 5 expectations.</p> <p>iii. Examine student work and assessment data, providing timely feedback to students on how they can improve.</p> <p>d. All students will complete standards-based learning activities to strengthen their understanding and application of scientific concepts and prepare them for the NGSS HSA.</p> <p>Leads: Principal and Academic Coaches</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | <p>5A. There are varying levels of expertise in the teachers' use of data to inform their instruction and to differentiate for various student needs.</p> <p>5B. There is a need to sustain and strengthen our various intervention methods that support students' academic learning.</p> <p>5C. Tier 2 small group instruction does not consistently provide the explicit and systematic instruction needed to close significant learning gaps.</p> | <p><b>EA 5. Inclusive Practices and Academic Student Support (1.1.4)</b></p> <p>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. (WASC #2)</p> <p>Action Steps:</p> <p>a. School administration/leadership will:</p> <ol style="list-style-type: none"> <li>Guide the use of high-impact differentiation and inclusive practices. (WASC #2)</li> <li>Adjust the instructional, SPED, and ELL schedules to optimize staff and student availability, ensuring sufficient time to meet students needs.</li> <li>Provide dedicated articulation time for intervention teams (RTI, ELL, and SPED) to formally collaborate during dedicated monthly faculty meetings.</li> <li>Actively pursue the hiring of more PTTs to support small group instruction.</li> <li>Motivate the students to do their best (e.g., announcements on Weekly Morning Announcements) and provide incentives for students who make typical or stretch growth, and those who are on grade level.</li> <li>Maintain established criteria for identifying at-risk students and clearly outline the RTI-Reading program to include specific entry and exit criteria. (CLSD)</li> <li>Maintain our defined program goals, strategies, and progress monitoring procedures for Tier 2 and 3 interventions, and ensure that all teachers are using their ELA small group and Math (UA) time as intended consistently. (CLSD)</li> </ol> | <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p> | <p><input checked="" type="checkbox"/> <b>WSF 42101</b><br/> <b>A1-2741</b><br/> 4 Classroom PPE x 19 hrs per wk x 40 wks = 3,040 hrs x \$25.45<br/> <b>\$77,368</b></p> <p><input checked="" type="checkbox"/> <b>WSF 42102</b><br/> <b>A-2510</b><br/> ELL Teacher funded in Salaried Plan as school is projected by the State to have 41 ELL students for SY26-27<br/> <b>\$75,896</b></p> <p><b>A1-2769</b><br/> 3 Sub Days for ELL Teacher 3 x \$200.80<br/> <b>\$602</b></p> <p><i>Interpreters for NEP students (school will use district BSHA &amp; EL PTT)</i></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b><br/> <b>A1-2744/2702</b><br/> 4 PTTA (After School Tutoring) x 3 hrs per week x 35 wks = 420 hrs x \$42.16 = <b>\$17,707 + \$528</b> (2.98% fringe) = <b>\$18,235</b></p> |

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|  |  | <p>viii. Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD)</p> <p>b. Teachers and the Literacy Coach will:</p> <ol style="list-style-type: none"> <li>Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD)</li> <li>Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD)</li> </ol> <p>c. All teachers will...</p> <ol style="list-style-type: none"> <li>Implement differentiation strategies during whole group and small group instruction to address student needs. (WASC #2)</li> <li>Provide targeted instruction in basic foundational math and reading skills (e.g., phonemic awareness, phonics, decoding), including additional student practice and feedback.</li> <li>Have students take testing seriously, take their time, and motivate them to do their best.</li> <li>Use weekly curriculum assessment and diagnostic data to consistently maximize small group instruction to support student needs (e.g., Universal Access time). (WASC #2)</li> <li>Examine individual student data and set specific class-level goals based on expected student growth targets.</li> <li>Maintain a focus on priority standards in Math while incorporating math fact fluency, specifically targeting the domains of Number and Operations and Algebra and Algebraic Thinking, through daily student practice and consistent progress monitoring.</li> <li>All intervention teachers will implement the 95 Percent Group literacy intervention programs (Literacy Intervention System, Phonics Lesson Library 2.0, and PAIR) to deliver teacher-led literacy instruction for Tier 2 and 3, EL, and SPED students. (CLSD)</li> </ol> <p>d. Students will...</p> |  | <p><b>A1-2744/2702</b><br/> 4 PTTA (Spring Break Math Camp) x 5 days x 4 hours per day = 80 hrs x \$42.16 = <b>\$3,373 + \$101</b> (2.98% fringe) = <b>\$3,474</b></p> <p><b>A1- 2802/2702</b><br/> Math Camp Stipends<br/> 1/2 day stipend @ \$100.40 X 3 Teachers = <b>\$301 + \$9</b> (2.98% fringe) = <b>\$310</b></p> <p><input checked="" type="checkbox"/> <b>Possible Add'l Federal Funds</b></p> <p><b>B-7104/04</b><br/> Horikami, Melvin dba Optimum Business Solutions<br/> Laulama Learning<br/> <b>\$5,250</b> 18902</p> <p><input checked="" type="checkbox"/> <b>Possible Add'l Federal Funds from KCA</b><br/> <b>(Title IV Physical Health)</b></p> <p><b>A1-2744</b><br/> 4 PTTA (After School Track) x 2.5 hrs per week x 10 wks = 100 hrs x \$42.16 = <b>\$4,216 + \$126</b> (2.98% fringe)= <b>\$4,342</b></p> |
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|                                                                                                                                  |                                                                                                                                                                             | <ul style="list-style-type: none"> <li>i. Use i-Ready personalized instruction at least 40 minutes a week (or 2 lessons per week with a passing score) in both Reading and Math.</li> <li>ii. Chart their diagnostic scores and participate in data chats with their teacher to set goals and discuss their progress.</li> <li>iii. Receive recognition/rewards for reaching certain benchmarks/goals.</li> </ul> <p>Leads: Principal and SSC</p>                                                                                                                                                                                                                                                                                                                                                 |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 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. | <p><b>EA 6. Student Transitions (1.1.5)</b></p> <p>Multiple activities and events will support students' transitions into, through, and out of Koloa Elementary School.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. Administration and teachers/staff will coordinate activities that support student transitions, including the transition into Kindergarten (e.g., Kindergarten Open House and Kindergarten Transition), Promotion Day, and transition to middle school (e.g., 5th graders visit middle school, student/adult guest speakers from the middle school).</li> <li>b. All students will participate in learning activities that prepare them for the successful transition to the next grade level/middle school.</li> </ul> <p>Leads: Principal and SSC</p> | Panorama Student Perception/SEL Survey Results | <p><input type="checkbox"/> <b>WSF</b></p> <p><input type="checkbox"/> <b>Title I</b></p> <p><input checked="" type="checkbox"/> <b>Possible 2026 Summer Learning 16729</b></p> <p><b>A1-2744</b><br/>Kindergarten KAMP<br/>3 PTTA x 17 hrs per week x 2 week = 102 hrs x \$42.16<br/><b>\$4,300</b></p> <p><b>A1-2741</b><br/>Kindergarten KAMP<br/>1 PPE x 17 hrs per week x 2 week = 34 hrs x \$25.45<br/><b>\$865</b></p> <p><b>A1-2744</b><br/>Summer Enrichment<br/>6 PTTA x 17 hrs per week x 3 weeks = 306 hrs x \$42.16<br/><b>\$12,901</b></p> <p><b>A1-2741</b><br/>Summer Enrichment<br/>1 PPE x 17 hrs per week x 3 weeks = 51 hrs x \$25.45<br/><b>\$1,298</b></p> |

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

| <b>Desired Outcomes</b><br><i>"What do we plan to accomplish?"</i> | <b>Root/Contributing Causes</b><br><i>"Why are we doing this?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><b>and Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i><br>SW6 - EA 8, 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Monitoring of Progress</b><br><b>Initial &amp; Intermediate Outcomes</b><br><i>"How will we know progress is being made?"</i> | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br>SW5 - EA 8 |
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| 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.<br><br>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.<br><br>7C. Parents and students have limited understanding of how regular attendance impacts student learning. | <b>EA 7. Student Attendance (1.2.1)</b><br>Student attendance will be encouraged, and clear, proactive follow-up procedures will be implemented to address absences. (WASC #1)<br>Action Steps:<br>a. School administration will...<br>i. Communicate clear, proactive attendance procedures to teachers, staff, and students/parents. (WASC #1)<br>ii. Develop and implement a standardized school process (e.g., automated letters and a centralized Google Sheet for documentation) to ensure that Admin, SSC, counselors, and office staff consistently follow up on absences. (WASC #1)<br>b. School administration, teachers, and staff will...<br>i. Promote, recognize, and celebrate attendance through quarterly assemblies, school messenger, and day-to-day interactions with students and parents. (WASC #1)<br>ii. Create and share a school-wide slideshow for students and a notebook LM video for families (posted on the website and shown at Open House) that emphasizes how regular attendance directly impacts academic achievement. (WASC #1)<br>iii. Include the "Why Attendance Matters" informational flyer in student planners, on the school website, and mailed with the attendance letter. (WASC #1)<br>c. School administration, teachers, staff, and students/parents will adhere to attendance procedures/guidelines.<br>d. Students will receive recognition/rewards for attendance.<br>Leads: Principal, SSC, and Counselor | Attendance Data (LEI Kūlia and Strive HI)                                                                                        | <input type="checkbox"/> <b>WSF</b><br><input type="checkbox"/> <b>Title I</b>                          |

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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> | <p>8A. There are varying levels of effective methods and strategies being implemented to support productive student behaviors in the classroom.</p> <p>8B. There are varying degrees of emphasis on instruction that empowers students socially and emotionally.</p> | <p><b>EA 8. Positive Student Behavior (1.2.2)</b></p> <p>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.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration, the Counselor, and/or SSC will... <ul style="list-style-type: none"> <li>i. Review the behavioral data collection process with teachers, emphasizing the documentation of specific interventions implemented before moving up the RTI tiers.</li> <li>ii. Enhance social-emotional support for younger grades (K-2) by providing curriculum resources and professional development in teaching age-appropriate behaviors and social skills.</li> </ul> </li> <li>b. School administration, teachers, and staff will... <ul style="list-style-type: none"> <li>i. Implement proactive classroom management routines.</li> <li>ii. Implement the Choose Love SEL curriculum.</li> </ul> </li> <li>c. The Leadership Team will... <ul style="list-style-type: none"> <li>i. Establish a clear, concise school-wide behavior expectation matrix and a consistent process to teach these expectations throughout the year (e.g., "Gotcha" tickets, Pride Center).</li> <li>ii. Use Panorama SEL survey data to lead efforts to address school-wide needs, focusing on "Self-Management" and "Emotion Regulation" to identify at-risk students.</li> </ul> </li> <li>d. The Counselor will provide students with counseling and guidance on a rotational basis.</li> <li>e. All teachers will... <ul style="list-style-type: none"> <li>i. Analyze their Panorama data to identify growth areas and plan intentional SEL lessons focusing on growth mindset, emotion regulation, and perseverance.</li> <li>ii. Display posters in the classroom that promote positive behavior, such as determining how to manage "small vs. big" problems (Kelso's Choice/SMART Kids).</li> </ul> </li> <li>f. All grades K-2 teachers will implement the Smart Kids Curriculum to teach positive behaviors that foster social and academic success.</li> </ul> | <p>Behavior Incident Referral Data</p> <p>Panorama Student Perception/SEL Survey Results</p> | <p><input checked="" type="checkbox"/> <b>WSF 42101</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b></p> <p><b>B-3006</b></p> <p>Aloha Guidance &amp; Kelso's Choice Curriculum</p> <p><b>\$973</b></p> |
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|                                                                          |                                                                                                                                                                                                                                                        | <p>g. Students will exhibit positive and productive behaviors in all settings and receive recognition/rewards.</p> <p>Leads: Principal, SSC, and Counselor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 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. | <p><b>EA 9. Nā Hopena A'o (1.2.3)</b></p> <p>The <a href="#">Nā Hopena A'o (HĀ) Framework</a> (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration will review the HĀ Framework with teachers and staff and highlight connections to our current practices.</li> <li>b. School administration, teachers, and staff will... <ul style="list-style-type: none"> <li>i. Coordinate schoolwide events and activities that align with the HĀ Framework, including those that strengthen students' sense of Hawai'i.</li> <li>ii. Strengthen a sense of Hawai'i through visits to the Koke'e Discovery Center and school-wide celebrations such as Makahiki and May Day.</li> </ul> </li> <li>c. All teachers, staff, and students will receive Koloa Elementary school attire to wear for field trips and school events to show unity and belonging.</li> <li>d. All students will engage in Nā Hopena A'o-aligned activities/events that strengthen a sense of Hawaii at Koloa Elementary School.</li> </ul> <p>Lead: Principal</p> | Panorama Student Perception/SEL Survey Results | <p><input checked="" type="checkbox"/> <b>WSF 42101</b><br/><b>B-3401</b><br/>Innovative Designs and Sales (school shirts for teachers, staff, and students)<br/><b>\$5,000</b></p> <p><input checked="" type="checkbox"/> <b>16807</b><br/><b>A-2744</b><br/>PTTC Kumu support in classrooms<br/><b>\$14,400</b><br/>(Based on FY2026 allocation)</p> <p><b>B-3006</b><br/>Supplies for Kumu<br/><b>\$718</b><br/>(Based on FY2026 allocation)</p> <p><input checked="" type="checkbox"/> <b>WSF 42106</b><br/><b>A-2744</b><br/>Additional PTT hours for Kumu<br/>94 hours x \$26.39<br/><b>\$2,500</b></p> |

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

| <b>Desired Outcomes</b><br><i>"What do we plan to accomplish?"</i>                                                        | <b>Root/Contributing Causes</b><br><i>"Why are we doing this?"</i>                                                                                                                                                                                                                                           | <b>Enabling Activities<br/>and Accountable Lead(s)</b><br><i>"How will we achieve the desired outcome?"</i><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i><br>SW6 - EA 10, 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Monitoring of Progress</b><br><b>Initial &amp; Intermediate Outcomes</b><br><i>"How will we know progress is being made?"</i> | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i>                                                                                                                                                                                        |
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| 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. | 10A. Strategies and methods that increase students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to further develop, sustain, and strengthen these efforts. | <b>EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</b><br>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.<br>Action Steps:<br>a. School administration and teachers/staff will coordinate and implement activities that...<br>i. Promote college/career awareness and exploration, such as guest speakers, field trips, student research, Career Day, and connecting classroom skills to real-world professions.<br>ii. Foster students' connection with their community and develop a sense of civic responsibility through initiatives like Kids Voting, Food Drives, Student Council, Junior Police Officer (JPO) program, and Campus Cleanups.<br>b. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility.<br>Leads: Principal and Counselor | Community Partners and Volunteers List<br><br>Field Trip Log<br><br>GLO #2 Community Contributor Quarterly Report Card Grades    | <input checked="" type="checkbox"/> <b>WSF 42101</b><br><b>A1-2744</b><br>PTTB (Music) 6 hrs per wk x 38 wks = 228 x<br>\$29.59<br><b>\$6,747</b><br><br><b>B-3006</b><br>RiseHigh Consumables<br><b>\$3,150</b><br><br><b>B-3502</b><br>RiseHigh Subscription<br><b>\$4,500</b> |

|                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                         |                                                                                                                                                                                                                                                                                                         |
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| <p><b>K-12 Alignment</b></p> <p>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.</p> | <p>11A. There is a need to sustain and strengthen K-12 alignment and school-level initiatives to ensure all students obtain the academic background and skills needed to enter middle school prepared for success in progressively rigorous academic work.</p> <p>11B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.</p> | <p><b>EA 11. K-12 Alignment of Academic Background and Skills (1.3.2)</b></p> <p>Students will acquire the knowledge and skills needed to enter middle school prepared for success in progressively rigorous academic work.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration will ... <ul style="list-style-type: none"> <li>i. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kauai Complex.</li> <li>ii. Promote student learning through daily/weekly morning announcements (e.g., GLO reminders and recognition).</li> <li>iii. Provide school supplies for students to ensure equity and access to learning.</li> </ul> </li> <li>b. School administration and teachers/staff will implement strategies to prepare students for middle school, including GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, and technology use. (WASC #3)</li> <li>c. Teachers will select a student of the month for each class, and that student will receive recognition for demonstrating a GLO. (WASC #3)</li> <li>d. Students who usually or consistently demonstrate the GLOs as indicated on their report card grades will receive a GLO award each quarter.</li> <li>e. All students will participate in learning activities for success in middle school and beyond.</li> </ul> <p>Lead: Principal</p> | <p>GLO Quarterly Report Card Grades</p> | <p><input checked="" type="checkbox"/> <b>Title I 18902</b></p> <p><b>B-3502</b><br/>Smart Notebook Subscription<br/><b>\$1,521</b></p> <p><b>B-3006</b><br/>Classroom Printer ink/toner<br/><b>\$5,000</b></p> <p><b>B-3006</b><br/>School/Classroom Supplies for all students<br/><b>\$22,935</b></p> |
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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<br><i>"What do we plan to accomplish?"</i>                             | Root/Contributing Causes<br><i>"Why are we doing this?"</i>                                                                                                                                                                                                                                                                                                                                                                                  | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><b>and Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i><br>SW6 - EA 12, 13, 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monitoring of Progress<br><i>"How will we know progress is being made?"</i>                                                                                                                                                 | Anticipated Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br>SW5 - EA 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 2.1.2. All teachers are effective or receive the necessary support to become effective. | <p>12A. There are varying levels of expertise and implementation of best practices and effective instructional strategies.</p> <p>12B. There is a need to sustain the successful practice of providing teachers with rigorous and relevant professional development and participation in Structured Teacher Planning Time.</p> <p>12C/2C. Limited instruction in Tier 2 academic vocabulary affects students' vocabulary development and</p> | <p><b>EA 12. Teacher Professional Development and Growth (2.1.2)</b></p> <p>All teachers will be provided with job-embedded professional development (PD), training, coaching, Structured Teacher Planning Time (STPT), and guidance to support the implementation of best practices and high-yield instructional strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <p>a. School administration/leadership will provide PD and coaching on the following:</p> <ul style="list-style-type: none"> <li>Core, supplemental, and intervention curricula (Wonders 2023, Stepping Stones, UFLI, Heggerty, 95% Literacy, KP Tiles, Do The Math, i-Ready)</li> <li>Instructional strategies (differentiation, timely feedback, active participation, teaching to an objective, GLO integration) (WASC #2, #3)</li> <li>Science of Reading (Cox Campus), explicit vocabulary (Anita Archer), fluency (scooping, prosody), and writing instruction</li> <li>Summer PD to strengthen implementation of CIA (Curriculum, Instruction, and Assessment)</li> <li>Inclusion practices and SEL/PBIS supports (e.g., Kelso's Choice, Choose Love, Kimochis)</li> </ul> <p>b. School administration/leadership will...</p> | <p>PD/Training Log</p> <p>Walkthrough Data</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>SBA ELA and Math Proficiency and Growth Data</p> <p>NGSS-HSA Science Proficiency Data</p> | <p><input checked="" type="checkbox"/> <b>WSF 42107</b><br/><b>A1-2769</b><br/>ART workdays<br/>6 sub days x \$200.80<br/><b>\$1,205</b></p> <p><b>B-7104-07</b><br/>Instructional Coaching PD by Corwin Institute SY26-27 (Price List)<br/><b>\$42,408</b></p> <p><b>A-4804</b><br/>Travel for teachers to attend PD throughout the school year<br/><b>\$39,356</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b><br/><b>A1-2802/2702</b><br/>Summer PD<br/>36 days (18 Teachers x 2 days) + 9 days ( 3 coaches x 3 days) = 45<br/>Stipends x \$200.80 =<br/><b>\$9,036 + 269</b> (2.98% fringe) =<br/><b>\$9,305</b></p> |

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|  | <p>reading comprehension.</p> <p>12D/2D. 2D.</p> <p>Students receive limited explicit instruction in the writing process and writing conventions.</p> | <ul style="list-style-type: none"> <li>i. Conduct standards-based grading calibration to ensure consistency in interpreting standards and GLOs. (WASC #3)</li> <li>ii. Coordinate participation in the Corwin Visible Learning Institute (October 21, 2026) with follow-up support.</li> <li>iii. Provide vertical articulation opportunities at least once per semester.</li> <li>iv. Observe teachers quarterly and conduct walkthroughs to monitor instructional practices.</li> <li>v. Use Tier I student data to inform PD and coaching cycles. (CLSD)</li> <li>vi. Provide opportunities for teachers to observe modeled effective practices.</li> <li>vii. Establish schoolwide instructional expectations for consistency.</li> </ul> <p>c. The Literacy Coach will support continuous improvement in literacy by leading professional development, facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, guiding implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles (CLSD).</p> <p>d. All new teachers will be provided with orientation, curriculum training, and ongoing induction and mentoring support, and will attend quarterly Induction and Mentoring meetings (KCA).</p> <p>e. All teachers will...</p> <ul style="list-style-type: none"> <li>i. Implement schoolwide curricula and instructional strategies aligned to standards and GLOs. (WASC #3)</li> <li>ii. Participate in STPT activities, including lesson study.</li> </ul> <p>f. All students will increase their learning through teachers' consistent use of best practices and high-yield instructional strategies.</p> <p>Leads: Principal and Academic Coaches</p> |  | <p><b>A1-2769/2702</b><br/> Sub Days for Teacher Collaboration/PD<br/> 48 sub days x \$200.80 =<br/> <b>\$9,638 + \$885</b> (9.18% fringe) =<br/> <b>\$10,523</b></p> <p><b>B-3502</b><br/> Bullseye for Schools Subscription SY26-27<br/> Classroom Walkthrough Tool for Instructional Coaching<br/> <b>\$4,000</b></p> |
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| <p>2.2.2. All school support staff are effective or receive the necessary support to become effective.</p> | <p>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.</p> | <p><b>EA 13. Support Staff Training and Professional Development (2.2.2)</b></p> <p>Support staff (EAs and PTTs) will be provided with training and support in the implementation of effective practices that support student well-being and academic growth.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration/leadership will coordinate training and PD to strengthen the use of effective practices by support staff including the following: <ul style="list-style-type: none"> <li>i. Schoolwide best practices and expectations</li> <li>ii. De-escalation and trauma-informed care</li> </ul> </li> <li>b. All EAs and PTTs will... <ul style="list-style-type: none"> <li>i. Be provided with an orientation, initial training, and ongoing guidance/support when new to the school.</li> <li>ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor.</li> </ul> </li> <li>c. All students will increase their learning through the support staff's use of best practices.</li> </ul> <p>Leads: Principal</p> | <p>PD/Training Log</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Panorama Student Perception and SEL Survey Results</p> | <p><input type="checkbox"/> <b>WSF</b></p> <p><input type="checkbox"/> <b>Title I</b></p> |
| <p>2.3.2 All school administrators are effective or receive the necessary support to become effective</p>  | <p>14A. Providing school administrators with PD/training supports continuous improvement of leadership, resulting in the need to sustain and strengthen these supports.</p>                                                                          | <p><b>EA 14. Leadership Development for School Administrators (2.3.2)</b></p> <p>Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administrators will... <ul style="list-style-type: none"> <li>i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state-conferences, NAESP).</li> <li>ii. Attend district and state meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers.</li> <li>iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking.</li> </ul> </li> </ul> <p>Lead: Principal</p>                                                                                                                                                                                                                     | <p>PD/Training Log</p>                                                                                                                                           | <p><input type="checkbox"/> <b>WSF 42112</b></p>                                          |



## 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<br><i>"What do we plan to accomplish?"</i>                                                                                                              | Root/Contributing Causes<br><i>"Why are we doing this?"</i>                                                                                    | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><b>and Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Monitoring of Progress<br><i>"How will we know progress is being made?"</i> | Anticipated Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br>SW5 - EA 17                                                                                                                                                                                                                                                   |
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| 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. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations. | <b>EA 15. Aligned Operational and Management Processes (3.2.2)</b><br>School processes and procedures align with all levels of the HIDOE tri-level system.<br>Action Steps:<br>a. School administration, teachers, and staff will...<br>i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations determined by HIDOE tri-level leadership are followed at Koloa Elementary School.<br>ii. Provide ongoing communication with faculty and staff to build understanding of HIDOE's tri-level leadership structure and ensure everyone is knowledgeable about our vision, mission, and role in meeting our goals and outcomes.<br>iii. Expand the collaboration structure to include the ART, Leadership, and Instructional Leader groups.<br>iv. Ensure that our Academic Plan remains aligned with the BOE/DOE Strategic Plan, and the Salaried Plan and Comprehensive Financial Plan support the initiatives and priorities of our Academic Plan.<br>Lead: Principal | Academic and Financial Plan Documents                                       | <input type="checkbox"/> WSF<br><input checked="" type="checkbox"/> <b>Title I 18902 A-2744/2702</b><br>Non-Instructional Duties (NID)<br>(2) PTTAs will coordinate and facilitate monitoring Title I fiscal and handbook requirements.<br>15 days x 7 hours = 105 hours X 42.16 = <b>\$4,427</b><br>+ <b>\$132</b> (2.98% fringe) = <b>\$4,559</b> |

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| 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. | <b>EA 16. Collaborative Planning and Decision-Making (3.3.1)</b><br>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.<br>Action Steps:<br>a. The school principal and SCC Chair will...<br>i. Collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan.<br>ii. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner.<br>b. All stakeholder role groups will have respective members on the SCC.<br>Lead: Principal                                                                                                                                                                                                                                                                                     | SCC Meeting Minutes Posted on School Website<br><br>SCC Academic Plan Assurances Form                                     | <input type="checkbox"/> <b>WSF</b><br><input type="checkbox"/> <b>Title I</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| All parents feel welcome, involved, and engaged in their child's school.                                                           | 17A. There is a need to sustain the successful practice of providing opportunities for parents to be involved in their child's education to support their learning and overall well-being.          | <b>EA 17. Parent/Family Involvement and Engagement</b><br>Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being.<br>Action Steps:<br>a. School administration will...<br>i. Conduct "Coffee Talk with the Principal" sessions to provide an informal space for dialogue and community building.<br>ii. Establish committees to assist in the planning and execution of schoolwide student activities and events to increase parent involvement and shared responsibility.<br>b. School administration, teachers, and staff will provide parents/guardians with multiple opportunities to support their child through a variety of activities, programs, and events, including: <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Fall Festival</li> <li>• Parent-Teacher Conferences</li> <li>• Great Artist Lessons</li> <li>• Grade Level Lunch and Learn</li> </ul> | Parent School Quality Survey (SQS) Involvement and Engagement Results<br><br>Parent/Family Involvement and Engagement Log | <input checked="" type="checkbox"/> <b>WSF 42101</b><br><b>A1-2741</b><br>PCNC<br>19 hrs per wk x 41 wks = 779 hrs x \$25.45<br><b>\$19,826</b><br><br><b>B - 7207</b><br>Website Design<br>(paid until SY 25-26, SY26-27)<br><br><b>A1-2744</b><br>PTT NID Summer Tech<br>7 hrs per day x 2 days = 14 hrs X \$29.59<br><b>\$414</b><br><br><input checked="" type="checkbox"/> <b>Title I 18902</b><br><b>B-3006</b><br>Student Planners<br><b>\$1,263</b><br><br><b>B - 3502</b><br>ParentSquare Subscription |

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|  |  | <ul style="list-style-type: none"> <li>• Run Club/JPO</li> <li>• Career Fair</li> <li>• May Day</li> <li>• Literacy Night with Book Fair</li> <li>• End-of-Year Celebration</li> </ul> <p>c. Parents will have opportunities to support school initiatives through the PTA.</p> <p>d. Students will participate in activities, programs, and events that foster academic growth, social development, and parent/family engagement.</p> <p>Leads: Principal and PCNC</p> |  | <p><b>\$4,418</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18935</b></p> <p><b>B-3301</b><br/>Refreshments for parent/<br/>community activities &amp;<br/>involvement<br/><b>\$200</b></p> <p><b>B-3006</b><br/>Supplies for Parent<br/>Engagement<br/><b>\$1,108</b></p> |
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## APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Koloa 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)*

1,083 instructional hours per year

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

We requested three waiver days for SY26-27 to be used for PD/collaboration, as well as two days for parent/teacher conferences.

**Bell Schedule:** [Koloa Bell Schedule 2026-27](#)

## APPENDIX B: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

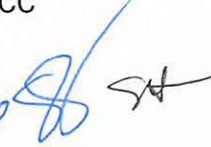
One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

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.

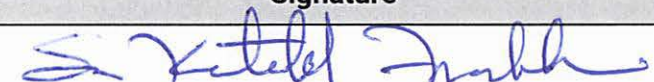
[Signed SCC Assurances Form SY2026-27](#)

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

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
  - ☒ A School Community Council Meeting was conducted on **Mar 31, 2026** to share the school data and gather input on student priorities.
  - ☐ A School Community Meeting was conducted on **Mar 31, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
  - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date** 3/31/26 

### Attested:

| Koloa Elementary School Principal | Signature                                                                             | Date         |
|-----------------------------------|---------------------------------------------------------------------------------------|--------------|
| Shannon Sardinha                  |  | Mar 31, 2026 |
| SCC Chairperson                   | Signature                                                                             | Date         |
| Sarina Franklin                   |   | Apr 1, 2026  |

**SCC Recommendations to the Academic Plan and Financial Plan:**

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations or comments were made, please write "None" in the tables below. **The SCC Chairperson's signature is required on both pages.**

| SCC Recommendation: | Rationale for the SCC Recommendation: | Principal's Response to SCC Recommendation: |
|---------------------|---------------------------------------|---------------------------------------------|
| NONE                |                                       |                                             |
|                     |                                       |                                             |
|                     |                                       |                                             |

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

**Attested:**

| SCC Chairperson | Signature                                                                            | Date        |
|-----------------|--------------------------------------------------------------------------------------|-------------|
| Sarina Franklin |  | Apr 1, 2026 |