



# Kalihi Elementary School

## FKK Elementary School Academic Plan

### SY 2024-2025

2471 Kula Kolea Drive  
 (808) 305-2400  
 kalihielementary.org

Directions for completing the **ELEMENTARY** Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal John Hamilton	
	3/18/24

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	4/8/2024



**VIABLE QUALITY CURRICULUM**

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

**Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.**

*To add additional information, please insert a new row as needed. OR, group as grade bands if appropriate.*

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Wonders (2023)	Ready Math	Stemscopes	
K-5 SpEd	WorkerWorks			
K-2	Heggerty (Phoenemic Awareness)			

**SCREENING ASSESSMENTS**

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

**Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.**

*To add additional information, please insert a new row and/or duplicate the dropdown list as needed. OR, group as grade bands if appropriate.*

Grade Level / Course Name	English Language Arts	Mathematics
K-5	iReady -	iReady -
K-5	DIBELS -	Select One -



**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(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement  
Last Full Self-Study: 2018, Next Full Self-Study: 2024
- Other current accreditation self-study

**Please identify 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?"*

*To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.*

**Student Need:** Attendance/Chronic Absenteeism

1

	SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024 (As of 3/16)
Average Daily Attendance	86%	80%	85%	87%
Chronic Absenteeism	26%	70%	58%	37%

**Root/Contributing cause(s):**

- There is a lack of communication between KES and parents regarding attendance and its long-term impact on student outcomes, especially in lower elementary.
- Lack of tiered interventions such as incentive programs for identified students with attendance needs.
- Families lack access to transportation, healthcare, and other essential needs and services.



- 2 **Student Need:** Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Phonological Awareness-iReady End of Year View**

	2020-2021	2021-2022	2022-2023	Winter 2024
K	30%	12%	16%	7%
1	57%	32%	23%	22%
2	88%	79%	86%	61%

**Phonics-iReady End of Year View**

	2020-2021	2021-2022	2022-2023	Winter 2024
K	48%	32%	28%	21%
1	43%	39%	27%	29%
2	15%	21%	21%	26%
3	36%	46%	61%	38%
4	52%	61%	68%	64%
5	68%	71%	77%	69%

**Root/Contributing cause(s):**

- Lack of intentional daily practice via a research-based viable curriculum in the areas of phonological awareness and phonics
- Lack of weekly intervention programs to support identified students



- 3 **Student Need:** Foundational math skills: Understand mathematical concepts and interpreting and carrying out mathematical procedures such as multi-digit addition, subtraction, multiplication, and division

**Numbers and Operations-iReady End of Year View**

	2020-2021	2021-2022	2022-2023	Winter 2024
K	22%	24%	25%	14%
1	26%	26%	16%	3%
2	9%	14%	10%	3%
3	12%	27%	21%	17%
4	17%	18%	36%	11%
5	13%	21%	46%	15%

**Root/Contributing cause(s):**

- Inconsistent implementation of mathematics curriculum.
- Lack of weekly intervention programs to support identified students



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

**Targeted Subgroup:** English Learners

1

**English Learners by Statewide Assessments**

	2020-2021	2021-2022	2022-2023
SBA-Language Arts	9%	14%	18%
SBA-Math	4%	8%	18%
HSA-Science Grade 5	5%	7%	0%

**WIDA ACCESS Proficiency by Language Domans SY 2022-2023**

	PL1	PL2	PL3	PL4	PL5	PL6
Listening	18	7	13	6	15	15
Reading	30	17	14	5	4	4
Speaking	16	16	22	9	7	4
Writing	28	19	24	3	0	0

**Identified Student Need(s):**

- Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Language acquisition/development through differentiated instruction, scaffolded instruction, and quality interactions with peers
- Producing clear and coherent writing that is organized, uses relevant evidence, and follows spelling and grammar conventions.



**2 Targeted Subgroup:** Micronesian Population

**Micronesian Students by Statewide Assessments**

	2020-2021	2021-2022	2022-2023
SBA-Language Arts	3%	19%	19%
SBA-Math	3%	3%	11%
HSA-Science Grade 5	0%	15%	0%

**Identified Student Need(s):**

- Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Language acquisition/development through differentiated instruction, scaffolded instruction, and quality interactions with peers

**3 Targeted Subgroup:** Special Education Students

**Special Education Students by Statewide Assessments**

	2020-2021	2021-2022	2022-2023
SBA-Language Arts	0%	0%	0%
SBA-Math	0%	0%	0%
HSA-Science Grade 5	0%	0%	0%

**Identified Student Need(s):**

- Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Understand mathematical concepts, interpret, and carry out mathematical procedures such as multi-digit addition, subtraction, multiplication, and division



# 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Position of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>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.</p>	<p>Students entering Kindergarten start with unique strengths and growth areas. KEA Assessment data allows teachers to provide tiered interventions for specific needs.</p>	<p>At the beginning of the school year, all entering Kindergarten students will be assessed using the KEA, which trained teachers will administer. Data for SY 2023-2024 indicates that 70% of incoming kindergarteners were emerging.</p> <p>During articulation time, Kindergarten teachers will analyze data with the academic coach, student services coordinator, and admin to create instructional groupings, identify instructional strategies, and provide necessary professional development.</p> <p>Accountable Leads:            Kindergarten Teachers            Student Services Coordinator            Curriculum Coach: Michael Takemoto            Administration: John Hamilton</p>	<p>Winter iReady Diagnostic will increase by 40% in the areas of PA and PH from Fall Diagnostic.</p> <p>Semester 2 DIBELS results will increase by 40% from Semester 1</p> <p>Wonders and Ready Math CFA's will show that 80% of students meet standards.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$5,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>





One-Year ES Academic Plan SY 2024-2025

**Reading Proficiency**

1.1.2. All students read proficiently by the end of third grade. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.

Lack of intentional daily practice via a research-based viable curriculum in the areas of phonological awareness and phonics

Lack of weekly intervention programs to support identified students

Strengthen Tier 1 instruction in ELA by:

- Implementation of Reading Wonders (2023) viable curriculum
- Implementing learning intention and success criteria to support teacher clarity and student reflection
- Implementation of explicit instructional strategies
  - Scaffolding (Step-by-step lessons)
  - Gradual release model (I do/We do/ You do)
  - Total participation (Everybody does Everything)

Strengthen Phonemic Awareness and Phonics by:

- Continues implementation of Heggerty in K-2
- Identification and Implementation of a viable phonics program for tier 1 universal instruction in K-5.
- Implementation of a weekly intervention block to provide targeted support for specific students.

Strengthen EL Strategies

- Quality Interactions
  - Using Sentence Frames
  - Open-ended questions
  - Co-constructing knowledge about content
- Front loading Vocabulary
- Visuals & Graphic Organizers

Accountable Lead:

- EL Coordinator: Karen Dyke
- ELA Lead: Kylie Shiira
- Student Services Coordinator
- Curriculum Coach: Michael Takemoto
- Administration: John Hamilton

KES Walkthrough Data -100% of Teachers will implement explicit instruction and EL strategies in Q1.

40% of Students will be on GL for Phonics as assessed by i-Ready Winter Diagnostic

100% of students will make Growth on iReady Winter Diagnostic

Throughout the SY, Teachers will administer Wonders and Ready Math, common formative assessments. The results will show that 80% of students meet standards.

- WSF, \$20,000
- Title I, \$30,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$



**One-Year ES Academic Plan SY 2024-2025**

**Mathematics Proficiency**  
1.1.3. All students are proficient in mathematics by the end of fifth grade. All students (K-5) who are not proficient receive the necessary and timely support to become proficient.

Inconsistent implementation of viable mathematics curriculum.

Students lack number sense and math fluency

Strengthen Tier 1 instruction in math by:

- Implementation of Ready Math viable curriculum
- Implementing learning intention and success criteria to support teacher clarity and student reflection
- Implementation of explicit instructional strategies
  - Scaffolding (Step-by-step lessons)
  - Gradual release model (I do/We do/ You do)
  - Total participation (Everybody does Everything)
- Implementation of *Building Thinking Classrooms* strategies to facilitate student collaboration (We do).

Strengthen Numbers and Operations by:

- Implementation of a weekly intervention block to provide targeted support for specific students.

Strengthen EL Strategies

- Quality Interactions
  - Using Sentence Frames
  - Open-ended questions
  - Co-constructing knowledge about content
- Front loading Vocabulary
- Visuals & Graphic Organizers

Accountable Lead:

- Math Lead: Dawn Yoshimasu
- Student Services Coordinator
- Curriculum Coach: Michael Takemoto
- Administration: John Hamilton

KES Walkthrough Data -100% of Teachers will implement explicit instruction and EL strategies in Q1.

40% of Students will be on GL for numbers and operations as assessed by i-Ready Winter Diagnostic

100% of students will make Growth on iReady Winter Diagnostic

Throughout the SY, Teachers will administer Wonders and Ready Math, common formative assessments. The results will show that 80% of students meet standards.

- WSF, \$20,000
- Title I, \$30,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$



One-Year ES Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Lack of schoolwide HMTSS system to monitor student needs and assign interventions.

Lack of weekly academic intervention programs to support identified students with literacy.

Develop and implement multi-tiered systems of support at KES to ensure that all students are provided with the right support in the domains of academics, behavior, social-emotional learning, and physical needs

- Academics
  - Implementation of interventions blocks schoolwide focusing on targeted small group instruction for reading
- Behavior
  - Continued implementation of check-in check-out groups
  - Continued implementation of student self-assessments
  - Implement targeted incentives for attendance
- SEL
  - Continued implementation of Choose Love Curriculum
  - Continued implementation of PBIS Ram's Store

Accountable Lead:

- Counselor: Derric Braziel
- Student Services Coordinator
- Curriculum Coach: Michael Takemoto
- Administration: John Hamilton

In Quarter 1, 100% of teachers will implement weekly intervention blocks to support student literacy.

Starting in Q1 all teachers will implement Teacher Action Plans. As a result, 100% of students will make Growth on iReady Winter Diagnostic

Starting in Q1 Counselor will monitor and implement Attendance Interventions. As a result daily average attendance will increase by 5% when compared to SY 2023-2024.

- WSF, \$10,000
- Title I, \$10000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$3,487
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$



One-Year ES Academic Plan SY 2024-2025

1.1.5. All students transition successfully at critical points, from preschool to elementary, **AND** from elementary to middle school, **AND** during non-traditional times (e.g., new students mid quarter).

Lack of consistent data-informed transition plan for Pre-K entering Kinder

Lack of vertical articulation with Middle school for Grade 5 Transition

Implement transition plan developed in SY 2023-2024 for PreK to Kindergarten to support a successful transition for incoming Kindergarteners.

Partner with complex area schools to coordinate vertical articulation with Middle Schools to identify needs and develop shared initiatives.

- Dole Middle School Visit for 5th Grade Transition.

Provide universal access to the Kinder-Start Program during Kalihi Elementary School's summer program.

Accountable Lead:

- Curriculum Coach: Michael Takemoto
- Administration: John Hamilton

Winter iReady Diagnostic will increase by 40% in the areas of PA and PH from Fall Diagnostic.

Semester 2 DIBELS results will increase by 40% from Semester 1

Wonders and Ready Math CFA's will show that 80% of students meet standards.

- WSF, \$2000
- Title I, \$2000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$

All students will produce clear and coherent writing that is organized, uses relevant evidence, and follows conventions for spelling and grammar.

SBA Language Arts strand data indicates that roughly 40% of our students our below standards for writing.

Implementation of a quarterly writing project that provides students with an opportunity to create a well-developed piece of writing that is:

- Organized in an appropriate style (Narrative, Expository, Opinion)
- Uses evidence from multiple pieces of information
- Follows conventions for spelling and grammar.

Accountable Lead:

- Curriculum Coach: Michael Takemoto
- Administration: John Hamilton

KES Walkthrough Data -100% of Teachers will implement explicit instruction and EL strategies in Q1.

Throughout the SY, Teachers will administer Wonders and Ready Math, common formative assessments. The results will show that 80% of students meet standards.

- WSF, \$
- Title I, \$15000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Position of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>There is a lack of communication between KES and parents regarding attendance and its long-term impact on student outcomes, especially in lower elementary.</p>	<p>Develop and implement an attendance monitoring system for school leadership and teachers to provide the following interventions:</p> <ul style="list-style-type: none"> <li>Review attendance data every Wednesday during Principal Planning Meeting</li> <li>Increase parent awareness regarding the impact of poor attendance on student outcomes               <ul style="list-style-type: none"> <li>Provide parent letter with total missed days, student i-Ready data, and information about the importance of reading by the end of 3rd grade.</li> </ul> </li> <li>Implementation of KES Walking School Bus pilot to increase on-time daily attendance.</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>Counselor: Derric Braziel</li> <li>Administration: John Hamilton</li> </ul>	<p>Starting in Q1, the Counselor will monitor and implement Attendance Interventions. As a result, daily average attendance will increase by 5% compared to SY 2023-2024. Progress will be monitored weekly.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$10,000</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>



One-Year ES Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

Strengthen PBIS Incentives such as Rams Store

Develop and implement multi-tiered systems of support at KES to ensure that all students are provided with the right support in the domains of academics, behavior, social-emotional learning, and physical needs

- Behavior
  - Continued implementation of check-in check-out groups
  - Continued implementation of student self-assessments
  - Implement targeted incentives for attendance
- SEL
  - Continued implementation of Choose Love Curriculum
  - Continued implementation of PBIS Store

Accountable Lead:

- Counselor: Derric Braziel
- Student Services Coordinator
- Administration: John Hamilton

KES Administration, Counselor, and teachers will Decrease the number of behavior incidents by 15% when compared to results from SY 2023-2024. Progress will be monitored Quarterly.

- WSF, \$10,000
- Title I, \$10,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$

1.2.3. All students experience a [Nā Hopena A'o](#) environment for learning.

Lack of schoolwide implementation of Nā Hopena A'o within existing events, systems, routines.

Increase schoolwide understanding and implementation of Nā Hopena A'o within existing events, systems, and routines. Hā framework will be reviewed with staff and possibly implemented in the following initiatives/events:

- PBIS
- Field Trips
- SEL Curriculum
- Parent/Community Events

KES will use 'Āina Aloha Funds to support school programming.

Accountable Lead:

- Administration: John Hamilton

100% of students will participate in an event or lesson that is grounded in Nā Hopena A'o in Semester 1.

- WSF, \$5000
- Title I, \$5000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.	Lack of schoolwide systems to plan, implement, and align learning intentions with real-world opportunities	<p>Strengthen teacher planning during articulation to identify learning intentions throughout the school year and identify opportunities to connect learning with real-world experiences such as:</p> <ul style="list-style-type: none"> <li>● Campus Beautification/Community Service through the Garden Club</li> <li>● Field Trips</li> <li>● Career Fair</li> <li>● Guest Speakers</li> <li>● Project Based Learning</li> <li>● Interdisciplinary Units</li> <li>● Civic opportunities such as Kids Vote.</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>● Curriculum Coach: Michael Takemoto</li> <li>● Administration: John Hamilton</li> </ul>	100% of students will engage in at least two opportunities that are connected to real-world experiences	<input checked="" type="checkbox"/> WSF, \$5000 <input checked="" type="checkbox"/> Title I, \$5000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



**One-Year ES Academic Plan SY 2024-2025**

**K-12 Alignment**  
1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways/academices.

Lack of schoolwide systems to plan, implement, and align learning intentions with career pathways/academices

Provide students with the following opportunities:

- After School Clubs/Sports
  - Volleyball
  - Basketball
  - Garden Club
  - Track and Field
- EL Tutoring
- Science Fair
- Speech Festival
- Spelling Bee
- Summer Learning Opportunities

Accountable Lead:

- Curriculum Coach: Michael Takemoto
- Administration: John Hamilton

Increase enrollment and opportunities for students to participate by two.

- WSF, \$10,000
- Title I, \$60,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$





# Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	50% of students at KES are EL  Teachers must differentiate and scaffold instruction for ELs to develop English proficiency.	Continue to offer EL credit courses to all non-SIQ or TESOL-certified teachers. Provide teachers with professional development through grade-level articulation and faculty meetings to strengthen EL strategies.  Accountable Lead: <ul style="list-style-type: none"> <li>● EL Coordinator: Karen Dyke</li> <li>● Administration: John Hamilton</li> </ul>	As assessed by KES Walkthrough Data, 100% of Teachers will implement explicit instruction and EL strategies.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$5,000</li> <li><input checked="" type="checkbox"/> Title I, \$2,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>



One-Year ES Academic Plan SY 2024-2025

2.1.2 All teachers are effective or receive the necessary support to become effective.

Strengthen teacher collaboration aligned to KES initiatives (Foundational Literacy, Math), and develop collect teach efficacy through review of student data.

All teachers will participate in grade-level articulation twice a month. During grade-level articulation, teachers will:

1. Plan for instruction using a viable curriculum (Wonders, Ready Math) and identify learning intentions and success criteria.
2. Plan, administer, and analyze pre and post-assessments to inform instruction and student interventions.
3. Review teacher action plans and plan for small group instruction for intervention block time.

Provide PD Opportunities for teachers, such as workshops and conferences to support the following initiatives: Literacy, SEL, Attendance, Teacher Collaboration, and Mathematics.

Accountable Lead:

- Curriculum Coach: Michael Takemoto
- Student Services Coordinator
- Administration: John Hamilton

40% of Students will be on GL for Phonics as assessed by i-Ready Winter Diagnostic

- WSF, \$
- Title I, \$20000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

100% of students will make Growth on iReady Winter Diagnostic

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

Strengthen teacher PD opportunities aligned to KES Initiatives

Provide professional development opportunities and training to teachers, educational assistants, and casual hires to support identified student needs, programs, and initiatives

- Literacy
  - Phonemic Awareness
    - Heggerty
  - Phonics
    - ECRI (Tentative)
  - Small Group Instruction
    - iReady
- Mathematics
  - Yeap Ban Har K-2
  - Building Thinking Classrooms

Accountable Lead:

40% of Students will be on GL for Phonics as assessed by i-Ready Winter Diagnostic

- WSF, \$5,000
- Title I, \$2,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

100% of students will make Growth on iReady Winter Diagnostic



- Curriculum Coach: Michael Takemoto
- Student Services Coordinator
- Administration: John Hamilton



# Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Strengthen SCC meetings by providing opportunities for parents to participate and provide feedback on school decisions.	Continue to strengthen SCC by posting meeting agenda on the school website. Provide opportunities for parents to participate via quarterly school events. Ensure that stakeholders (students, parents, teachers, staff, and community) are represented in the school improvement process, such as the development of the comprehensive needs assessment and academic plan.  Accountable Lead: <ul style="list-style-type: none"> <li>Administration: John Hamilton</li> </ul>	The School has all required stakeholders represented on SCC.  Percent of meetings with all required stakeholders represented.  Overall rating on SCC self-assessment survey	<input checked="" type="checkbox"/> WSF, \$4500 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?"  Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Family and Community Engagement</b> Increase family engagement in school initiatives such as</p> <ul style="list-style-type: none"> <li>● Attendance</li> <li>● Literacy</li> </ul>	<p>Lack of stakeholder awareness of school initiatives</p> <p>Lack of opportunities to engage parents and the community</p>	<p>Increase stakeholder engagement with parents and the community by implementing the following:</p> <ul style="list-style-type: none"> <li>● School Day Events               <ul style="list-style-type: none"> <li>○ Awards Assembly                   <ul style="list-style-type: none"> <li>■ Perfect Attendance</li> <li>■ iReady Growth Award</li> </ul> </li> <li>○ Halloween Event</li> <li>○ Thanksgiving Event</li> <li>○ Winterfest</li> </ul> </li> <li>● Quarterly after-school event               <ul style="list-style-type: none"> <li>○ Open House</li> <li>○ EL Parent Night</li> <li>○ Literacy Night</li> <li>○ Promotion</li> <li>○ Holiday Movie Night</li> </ul> </li> <li>● Engage with Parents online via Instagram</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>● Administration: John Hamilton</li> </ul>	<p>70% of Students will be on GL for Phonics and Numbers and Operations as assessed by i-Ready EOY Diagnostic</p> <p>Daily average attendance will increase by 3% by the end of SY 2024-2025</p> <p>Chronic Absenteeism will decrease by 5% by the end of SY 2024-2025</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$2000</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>



## APPENDIX: SCHOOL BELL SCHEDULE

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

This section showcases Kalihi Elementary'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*) 1080

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

Kalihi Requested 2 Waiver Days

- September 13th 2024
- January 31st, 2025

**Bell Schedule:** [Kalihi Elementary Bell Schedule](#)