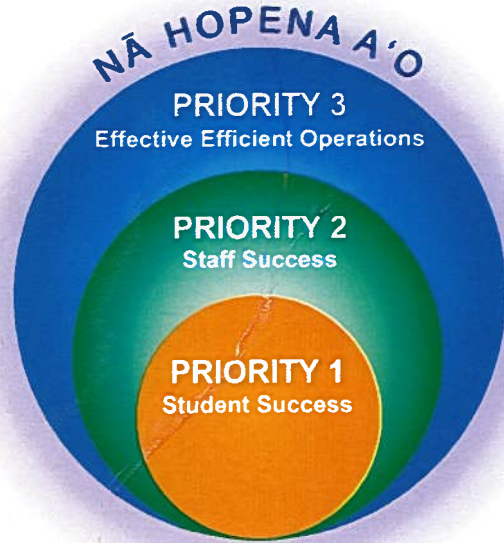






Chiefess Kapi'olani Elementary Academic Plan SY 2024-2025

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cks.k12.hi.us



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

Submitted by Principal Kimberly Castillo	
	4/12/24

Approved by Complex Area Superintendent Esther Kanehailua	
	4/12/24



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.

Grade Level / Course Name	English Language Arts	Mathematics	Science (SY 25-26 required)	Social Studies (SY 25-26 required)
Kindergarten - Grade 6	Mc-Graw Hill Reading Wonders	Houghton Mifflin Harcourt Into Math	Houghton Mifflin Harcourt Science Dimensions	

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.

Grade Level / Course Name	English Language Arts	Mathematics
Kindergarten - Grade 6	iReady ▾	iReady ▾
Kindergarten - Grade 6	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: 2019, Next Full Self-Study: 2025
- 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.

1	<p><u>Student Need:</u> The number of students not meeting proficiency and requiring additional support is approximately 80% of our population, which is significantly higher than 20%-25% (percent it should be).</p> <p><u>Root/Contributing cause(s):</u> The Chiefess Kapi`olani Elementary School Faculty has been working on developing our school’s Ci3T/HMTSS for behavior over this last school year. We find that there exists a need for coherence and consistency in implementing our Common Core State Standards (CCSS) and tiered supports, as well. Due to the inconsistency in implementing our curriculum, instruction, and assessment, it has been determined that this be a priority for SY 2024-2025.</p>
2	<p><u>Student Need:</u> The number of students not meeting proficiency and requiring additional support is approximately 80% of our population. Students need rigorous high quality instruction that is responsive.</p> <p><u>Root/Contributing cause(s):</u> The Chiefess Kapi`olani Elementary School Faculty lacks a clear data process to collect, organize, analyze, and plan for instruction, therefore, it has been determined that a clearer process for Achievement Teams must be implemented.</p>



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.

- 1 **Targeted Subgroup:** [Students with Disabilities \(SPED\)](#)
Identified Student Need(s): Approximately 16% of students at Chiefess Kapi`olani Elementary are eligible for services under Individuals with Disabilities Education Improvement Act (IDEIA). 70% of those identified are receiving instruction in the general education setting for 80% or more of the day. On the ELA SBA, 2.50% of students identified as IDEIA Met Standard (an increase from 0% in the previous years), however, 12.50% Nearly Met and 85% did Not Meet Standard. On the Math SBA, 2.50% of students identified as IDEIA Met Standard, however, 17.50% Nearly Met Standard, and 80% did Not Meet Standard. The percent of students identified as IDEIA meeting proficiency in ELA and Math are substantially lower than the percentage of students for the overall high needs category.
- 2 **Targeted Subgroup:** [English Learners \(EL\)](#)
Identified Student Need(s): Approximately 16% of students at Chiefess Kapiolani Elementary are English learners. Over the last 3 years our English learner population has underperformed compared to their English speaking peers on statewide assessments in ELA, Math, and Science. (Out of current ELL and recently exited ELL students, 2 passed ELA, 1 passed Math, and 0 passed Science). Currently, our Growth to Target is at 38% compared to 68% in the state.



Priority 1 High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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Strat Plan Measures:
 % of Kinders who are assessed for K Readiness (1.1.1)
 % of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)
 % of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)
 % of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)
 % of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)
 % of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)
 Add for ES % of 5th or 6th grade...
 Data disaggregated by student group (Sped, EL) (1.1.4)
 % of EL's who are meeting or on track to meet EL proficiency (1.1.4)
 % of ES with transition activities for newly entering Ss (1.1.5)
 % of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

HWCA Focus Measures
Indicator 3: % of Ss w/IEP's in grades 3-5 participate in the statewide assessment program.
 % of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** iReady/Star



Indicator 5: % of Students have IEP's enrolled and where they are served a)% of IDEIA identified students are served Inside the regular class 80% or more of the day, and b) % of IDEIA identified students are served Inside the regular class less than 40% of day **Measurement:** Child Count Report
Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)

<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>1 and 2</p>	<p>EA 1.1.1 (1) Administer Kindergarten Entry Assessment (KEA) to all entering Kindergarten students [Jacqueline Kubo Luna]</p> <ul style="list-style-type: none"> a. Determine appropriate support for students who are not ready socially, emotionally, and academically and develop an intervention plan. b. Student progress will be documented and monitored regularly in Achievement Teams. <p>EA 1.1.1(2) Administer the SRSS-IE Behavior Screener with teachers three times a year. [Charles Bartley]</p> <ul style="list-style-type: none"> a. Identify students who are at risk for internalizing and externalizing behaviors. b. Provide all assessed as not ready with timely support (Teacher support in classroom or support given through Peer Review). c. Student progress will be tracked through Peer Review Intervention document and individual Student Support Plans. 	<p>KEA participation rate</p> <p>KEA results</p> <p>SRSS-IE Behavior Screener</p> <p>Peer Review document</p> <p>SSPs</p> <p>Ci3T exit/entry criteria for interventions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF \$ <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:__, \$
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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1 and 2</p>	<p>EA 1.1.2 (1) Administer i-Ready Reading and DIBELS 8 universal screener to all students at least 3x a year. [Jacqueline Kubo Luna]</p> <ol style="list-style-type: none"> Students will complete the i-Ready Reading and DIBELS assessment - Fall, Winter, Spring to determine students' academic levels. Students who are identified as not on grade level will be further assessed to determine specific needs and progress monitoring intervals. Progress monitoring will be regularly administered to all students. Data will be documented and analyzed at weekly Grade Level Achievement Team Meetings. Comprehensive data analysis will identify students' needs and develop intervention plans, with timely teacher/student support. Tutors will be provided to support Tier 1 and Tier 2 instruction aligned to whole or small group need(s). <p>EA 1.1.2 (2) Deliver direct instruction for foundational skills to all students daily (i.e. ECRI/STAIRS, T2 direct instructional strategies). [Jacqueline Kubo Luna]</p> <ol style="list-style-type: none"> Tier 1: All K-2 students will receive ECRI direct instruction for foundational reading skills. Tier 1: All grade 3-6 students will receive STAIRS direct instruction for reading skills. Tier 2: Select students in grades K-6 will receive intensified instruction via small groups to meet individual needs. Tutors will be provided to support instruction aligned to whole or small group need(s). Support of consultant for ECRI/STAIRS Student progress will be measured through Tier 1 and Tier 2 progress monitoring on grade level predominant measures. 	<p>ELA Universal (i-Ready and DIBELS) screener participation rate</p> <p>Disaggregated Universal (i-Ready and DIBELS) screener proficiency levels</p> <p>DIBELS progress monitoring/ iReady growth monitoring</p> <p>Ci3T exit/entry criteria for interventions</p> <p>Always Reading usage data</p> <p>Teacher Data Plans / Student Individual Data Sheets</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF \$27,000 <input type="checkbox"/> Title I, \$129,000 <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:
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		<p>EA 1.1.2 (3) Participate in Always Reading Program (Kindergarten and EOEL Preschool) [Jacqueline Kubo Luna]</p> <ul style="list-style-type: none"> a. All students in kindergarten and EOEL Pre-K are provided with an electronic reading tablet with a library of books loaded on to it. b. Program offers 1:1 Book coach support, access to an electronic library of books that can be accessed both in school and at home, family training sessions, reading incentives, and evening family story times. c. Progress monitoring: Usage will be monitored through the program and overseen by classroom teachers. <p>EA 1.1.2 (4) English Language Arts- All students in grades K-6 will receive ELA standards-based instruction utilizing the Reading Wonders curriculum and supplement ECRI/STAIRS (aligned to CCCS). [Jonette Fujitake]</p> <ul style="list-style-type: none"> a. Professional Development <ul style="list-style-type: none"> o CCCS implementation and implementation of Reading Wonders core curriculum o Differentiated instruction to maximize learning for all students o Data Teams Process for ELA b. Provide time in Achievement Team meetings for grade level articulation planning to monitor and update curriculum guides and to plan for instruction and assessment c. Progress will be monitored by analyzing schoolwide data and universal screener scores/data. 	<p>Curriculum Maps</p> <p>Professional Development agendas, Sign-in sheets, evaluations</p>	
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<p>Mathematics Proficiency</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>1 and 2</p>	<p>EA 1.1.3 (1) Administer i-Ready Math Assessment to all students at least 3x a year. [Jacqueline Kubo Luna]</p> <ol style="list-style-type: none"> a. Students will complete the i-Ready Math assessment - Fall, Winter, Spring to determine students' academic levels. b. Students who are identified as not on grade level will be further assessed to determine specific needs and interventions. Timely teacher/student support will be tiered and aligned to student or small group need(s). c. Progress will be regularly documented, monitored and discussed at weekly grade level Achievement Team Meetings to determine effectiveness or need for a different intervention strategy. <p>EA 1.1.3 (2) Reflex Math: Students in grades 2-6 will utilize the research based Reflex Math Program to increase math fluency. Reflex Math is an online adaptive, individualized system for mastering basic math facts. [Jacqueline Kubo Luna]</p> <ol style="list-style-type: none"> a. Students will use Reflex Math Daily until green light is achieved (5-10 min). b. Student progress will be regularly monitored and discussed at grade level Achievement Team Meetings to determine intervention needs. <p>EA 1.1.3 (3) Math- All students in grades K-6 will receive standards-based instruction utilizing the HMH Into Math curriculum. [Jonette Fujitake]</p> <ol style="list-style-type: none"> a. Professional Development <ul style="list-style-type: none"> ● CCCS implementation and implementation of HMH Into Math ● Differentiated instruction to maximize learning for all students ● Data Teams Process for Math 	<p>Math universal screener participation rate</p> <p>Disaggregated universal screener proficiency levels</p> <p>iReady Growth Monitoring -</p> <p>Teacher Data Plans / Student Individual Data Sheets</p> <p>Reflex Math participation rate</p> <p>Curriculum Maps</p> <p>Professional Development Agendas, Sign In Sheets, Evaluations</p>	<p><input checked="" type="checkbox"/> WSF \$30,000 Please see EA 1.1.2</p> <p><input checked="" type="checkbox"/> Title I, \$3,500 Please see EA 1.1.2</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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One-Year Academic Plan (Elem) SY 2024-2025

		<ul style="list-style-type: none">b. Provide time in Achievement Team meetings for grade level articulation planning to monitor and update curriculum guides and to plan for instruction and assessment.c. Progress will be monitored by analyzing schoolwide data and universal screener scores/data.	Achievement Team Meeting Notes	
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>1 and 2</p>	<p>EA 1.1.4 (1) Administer universal screeners (ex. iReady and DIBELS) to all students at least 3x a year. [Jacqueline Kubo Luna]</p> <ol style="list-style-type: none"> Identify students who are not meeting typical growth on iReady diagnostic assessments. Identify students who are not meeting DIBELS grade level benchmark goals Provide support to identified students not making typical growth/benchmark goals with timely support with interventions based on individual students' need areas. Teachers will monitor student progress by analyzing data, planning, and providing appropriate instruction. <p>EA 1.1.4 (2) Continue to use and refine EL specific activities based on the EL Success Initiative Theory of Action 4 Strategic Goal(e.g. EL Success Initiative, ESL/ELD) [Ricky Toyama]</p> <ol style="list-style-type: none"> Provide PD on EL Strategies (GLAD) and quality interactions Analyze student data from multiple sources (iReady, DIBELS, Imagine Learning) to create small groups. Tutors will be provided to support instruction aligned to whole or small group need(s). Conduct family engagement activities (2 per year) with an EL focus or component. Monitor teacher's use of EL strategies through collaborative coaching cycle form. Student progress will be monitored through universal screeners, Imagine Learning, statewide assessments, WIDA ACCESS, Growth to Target, collaborative coaching cycle, family engagement sign-in forms, and Achievement Team Meeting minutes. <p>EA 1.1.4 (3) SPED specific activities to address additional supports needed for students with disabilities (e.g. EBP's). [Anne Cross]</p> <ol style="list-style-type: none"> Use of TeachTown Tier 1 curriculum for low incidence populations. 	<p>Universal screener participation rate</p> <p>iReady diagnostic universal screener (percent meeting typical growth)</p> <p>DIBELS universal screener (percent meeting benchmark goals)</p> <p>Activity surveys</p> <p>Walkthrough/debrief form</p> <p>Sign-in forms</p> <p>Achievement Team Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$172,000 Please see EA 1.1.2</p> <p><input checked="" type="checkbox"/> Title I: \$33,000 Please see EA 1.1.2</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		<p>b. Use of Sound Partners and Seeing Stars to support specially designed instruction in basic reading skills.</p> <p>c. Student progress will be monitored through student IEP progress reports, universal screeners, and statewide assessments.</p> <p>EA 1.1.4 (5) Achievement Team Meeting: Utilize current data teams process for Achievement Teams by analyzing data. [Jonette Fujitake and Jacqueline Kubo Luna]</p> <p>a. Data from the following sources will be reviewed/analyzed.</p> <ul style="list-style-type: none"> ● Reading Wonders ● Into Math ● i-Ready ● DIBELS 8 ● WIDA ACCESS ● SRSD/Student Work Samples ● SRSS-IE ● T2/T3 Data ● Panorama Data <p>b. Utilize data teams process in Achievement Teams for decision-making and planning for instruction.</p> <p>c. Resource teachers needed so grade levels can participate in Achievement Team Meetings.</p> <p>d. Progress will be monitored through the data dashboard and Achievement Team Meeting minutes.</p> <p>EA 1.1.4 (6) Ensure students have all basic school supplies and are able to fully participate in all school learning opportunities [Jonette Fujitake]</p> <p>a. Purchase school supplies as needed for all students.</p> <p>b. Progress will be monitored by looking at supply lists from previous years in comparison to the current year as a means for ensuring students have all the supplies they need to be successful in school.</p>	<p>Imagine Learning progress and growth</p> <p>WIDA ACCESS exits</p> <p>Growth to Target on track percentage</p> <p>Student IEP Progress Reports</p> <p>SBA and HSA results</p> <p>Achievement Team meeting notes</p> <p>Data dashboards</p>	
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		<p>EA 1.1.4 (7) Ensure students have the necessary tech hardware and internet access to fully participate in all school learning opportunities. [Khalil Blake]</p> <ol style="list-style-type: none"> a. CKES will follow their schedule for replacing tech devices and renewing subscriptions needed for: <ul style="list-style-type: none"> ● Interactive projection ● Apple TVs ● Document cameras ● iPads (primary grade levels) ● Chromebooks ● Computers b. Progress will be monitored by keeping records of technology inventory to ensure items needed for student success are purchased and replenished as needed. <p>EA 1.1.4 (8) Science and Social Studies-All students in grades K-6 will receive science instruction utilizing the HMH Science Dimensions curriculum to implement Next Generation Science Standards (NGSS). All students will receive social studies instruction integrating the College, Career, and Civic life (C3) Framework and Hawai'i Core Standards in Social Studies (HCSSS). [Jonette Fujitake]</p> <ol style="list-style-type: none"> a. Professional Development to implement Next Generation Science Standards (NGSS), College, Career, and Civic Life (C3) Framework and Hawai'i Core Standards in Social Studies (HCSSS). b. Provide Achievement Team Meeting time for articulation planning to integrate the C3 Social Studies framework into curriculum maps and lesson plans and monitor implementation and update curriculum guides. c. All students will produce a STEM related project during the year for Student Showcase. d. Progress will be monitored by looking at student scores on SBA and NGSS HSA tests. 	<p>Data Binder (physical or virtual): data, SMART Goals, intervention documentation Weekly Grade Level Achievement Teams Notes</p> <p>Grade level pacing guides</p> <p>Achievement Team Meeting Notes</p> <p>Walkthrough data</p> <p>Improvement in HSA Science Test Scores</p> <p>Curriculum Maps</p>	
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		<p>EA 1.1.4 (9) After school and/or summer program will be provided for intervention and enrichment. [Pola Umemoto]</p> <ul style="list-style-type: none">a. Provide intervention in math and/or ELA to applicable students.b. Provide enrichment opportunities to applicable students.c. Progress will be monitored by analyzing student data collected throughout the program(s) (ex. Attendance, progress monitoring, universal screeners).	<p>Professional Development Agendas, Sign In Sheets, Evaluations</p>	
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>1 and 2</p>	<p>EA 1.1.5 (1) Kindergarten transition provided to support children and engage families as they enter elementary school for the first time. [Pola Umemoto]</p> <ul style="list-style-type: none"> a. Kindergarten transition offered to eligible students. b. Program to help assist with transition for students into the elementary school setting c. Progress will be monitored by analyzing student data collected throughout the program(s) (ex. Attendance, progress monitoring, etc.) and parent surveys. <p>EA 1.1.5 (2) Transition activities to be provided/completed for students exiting elementary school to attend middle school. [Jacqueline Kubo Luna and Anne Cross]</p> <ul style="list-style-type: none"> a. Activities to support student transitions: <ul style="list-style-type: none"> ● Middle school representative(s) conduct informational session with CKES grade 6 students. ● Q&A session with students and CKES/MS Staff (1-2 times a year) ● Coordination between CKES and middle school to determine middle school placement (including targeted groups i.e. ELL, IDEA) ● Student IEP transition meetings as needed. ● Progress will be monitored through communication between the elementary and middle school. 	<p>Kindergarten Transition Program data, attendance, and parent surveys</p> <p>Transition flyers, communication to families, and meeting notes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <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: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/ Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>Strat Plan % of Ss attending 90% or more days of instruction % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors # of schools, state and complex area offices that have completed the Hā orientation and/or training</p> <p>HWCA Focus Measures Indicator 5: LRE: Appropriate transition between and within schools for SWDs Measurement: Number of transition meetings held for SWDS: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high). Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs. Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>2</p>	<p>EA 1.2.1 (1) Continue to use and implement proactive strategies to increase students' attendance. [Charles Bartley]</p> <ul style="list-style-type: none"> a. Counselor speaking with parents at schedule pick up day about attendance/Administration sharing information at Open House/Tour the School b. Information about school's attendance policy and chronic absenteeism information and state attendance rules included in CKES Parent Handbook. 	<p>Daily attendance rate data improvement</p> <p>Chronic absenteeism rate declining</p>	<p><input checked="" type="checkbox"/> WSF, \$ 16,000 <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</p>



		<ul style="list-style-type: none"> c. Ci3T mid-quarter attendance postcards to parents. d. Letters home to parents and parent meetings prior to a student reaching chronic absenteeism rate. e. Attendance progress will be monitored by analyzing attendance data reports weekly. <p>EA 1.2.1 (2) Use attendance intervention strategies to decrease chronic absenteeism. [Charles Bartley]</p> <ul style="list-style-type: none"> a. Meetings with parents/guardians b. Counseling with students c. Attendance contract with students d. Phone calls to parents to remind them of the importance of having their child in school daily. e. Attendance progress will be monitored by analyzing attendance data reports weekly. 		<ul style="list-style-type: none"> <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>2</p>	<p>EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations as our (Tier 1) prevention, or the core program, designed to be preventative and includes behavioral components for all students. [Charles Bartley and Anne Cross]</p> <ul style="list-style-type: none"> a. Continue to improve the schoolwide behavior incentive, Kapi’olani Kash Program b. Ci3T Behavior Matrix posted and taught to all students and reinforced. c. The use of the PBIS program activities will be monitored via social validity rating scales, treatment integrity fidelity inventories, and teacher self reports. <p>EA1.2.2(2) Behavior Intervention strategies as part of our (Tier 1) prevention, or the core program, designed to be preventative and includes behavioral components for all students. [Anne Cross]</p> <ul style="list-style-type: none"> a. Continue to provide PD and review low intensity behavior strategies b. The use of the low intensity strategies will be monitored via walkthroughs, social validity rating scales, treatment integrity fidelity inventories, and teacher self reports. <p>EA 1.2.2 Use SEL Curriculum, Panorama survey, and SRSS-IE (behavioral screener) as part of our (Tier 1) prevention designed to be preventative and include social emotional components for all students. [Charles Bartley]</p> <ul style="list-style-type: none"> a. All teachers will complete an SRSS-IE screener to identify students at risk for internalizing and externalizing behaviors. b. All teachers will administer and review results of the SEL Panorama survey to identify students’ needs. c. All students in grades Prek-6 will receive instruction utilizing the Second Step Program by their homeroom teacher. 	<p>PBIS data</p> <p>LEI Kulia HMTSS Behavior Risk</p> <p>Disaggregated suspension rates/Chapter 19 data</p> <p>Panorama Surveys</p> <p>SRSS-IE data</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$7,000 <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: __, \$
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		<p>d. Counselor(s) to provide additional support to identified students.</p> <ul style="list-style-type: none">● Individual/Small group sessions● Weekly Check-Ins● Boys Group● Girls Group <p>e. Progress is being monitored through the Peer Review process.</p>		
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<p>1.2.3. All students experience a Nā Hopena A`o environment for learning.</p>	<p>2</p>	<p>EA 1.2.3 (1) Develop and implement wellness and learning activities aligned with Nā Hopena A`o. [Charles Bartley]</p> <ol style="list-style-type: none"> Wellness/SEL activities provided to students and/or staff. Sustainability/Service activities with community, students, staff, and families. Activities that promote inclusivity and celebrate diversity. Professional development to develop and implement activities aligned with Nā Hopena A`o Progress will be monitored through analysis of surveys throughout the school year. <p>EA 1.2.3 (2) Culture-based learning opportunities/activities Culture-based learning opportunities/activities will be provided to all students. [Jonette Fujitake]</p> <ol style="list-style-type: none"> Activities include but are not limited to: <ul style="list-style-type: none"> Place based learning Culturally relevant computing May Day / Hō`ike Professional Development to develop and implement activities aligned with culture-based learning. Progress will be monitored through daily protocols, curriculum maps, and pacing guides. <p>EA 1.2.3 (3) `Āina Aloha programs/activities [Jonette Fujitake] `Āina Aloha programs/activities will be provided to all students.</p> <ol style="list-style-type: none"> Activities include but are not limited to: <ul style="list-style-type: none"> Hawaiian Studies Program Progress will be monitored through May Day Program 	<p>School Created Surveys</p> <p>Hawaiian Studies Curriculum</p> <p>Wellness/Perceptual Surveys</p> <p>PD Sign-in sheets</p> <p>Curriculum and Pacing Guide PD/ Pacing Guides with diversity / culture-based integration</p> <p>Student Work</p> <p>May Day Program</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 <input type="checkbox"/> Title I, \$10,000 <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:__, \$
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★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>Strat Plan % of schools offering career exploration and development activities for students % of schools offering opportunities to participate in civic learning and active civic engagement</p> <p>Complex-specific CTE K-5 Career Connected Learning</p> <p>K-5 Computer Science-Foundational</p>				
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	1	EA 1.3.1 (1) All students will be provided opportunities to engage in lessons/activities in Career, Community, and Civic Life (C3). [Jonette Fujitake] a. Possible learning opportunities / activities for students include but are not limited to: <ul style="list-style-type: none"> ● Career Exploration <ul style="list-style-type: none"> ○ career days, field trips, guest speakers, Career Fair, Computer Science (CS) lessons ● Community 	Participation/ Sign-in sheets at activities JTTU participation and class schedule	<input checked="" type="checkbox"/> WSF, \$5,000 <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:__, \$



		<ul style="list-style-type: none"> ○ Journey Through the Universe (JTTU), guest speakers, Deposit Days, gardening day, field trips ● Civics <ul style="list-style-type: none"> ○ Kids Voting, SEL Lessons / Class Discussions, field trips, CS lessons b. Progress will be monitored through surveys, pacing guides, and participation rates in activities/events. <p>EA 1.3.1 (2) Increase student leadership opportunities and high interest student-driven activities. [Jonette Fujitake and Jacqueline Kubo Luna]</p> <ul style="list-style-type: none"> a. Students will be provided opportunities to participate in student-initiated activities including, but not limited to: <ul style="list-style-type: none"> ○ SBG ○ Robotics ○ JPO ○ Flag Monitors ○ Office Monitors ○ Lunch Monitors ○ Tech Assistants ○ Track b. Progress will be monitored through student participation rates, student and teacher feedback, and evaluations. 	<p>Curriculum and Pacing Guides</p> <p>Professional Development</p> <p>Student activity lists and participation rates</p>	<input type="checkbox"/> Other:___,
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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.

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 Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>Strat Plan-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p>HWCA Focus Measures Indicator 17: State Systemic Improvement Plan (SSIP): General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics Progress Monitoring: % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.</p>				
2.1.2 All teachers are effective or receive the necessary support	1 and 2	EA 2.1.2 (1) School and Complex to provide Induction & Mentoring Activities and support to new teachers. [Kimberly Castillo] a. Participation in Complex Area I & M program	EES Results	<input checked="" type="checkbox"/> WSF, \$30,000 <input checked="" type="checkbox"/> Title I, \$15,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$



<p>to become effective.</p>		<p>b. School level I & M activities c. Progress will be monitored through completion of the mentoring program and successful completion of EES.</p> <p>EA 2.1.2 (2) Professional Development to be provided to faculty and staff to support them with knowledge and skills required to meet school, complex, and state initiatives. [Jonette Fujitake/Kimberly Castillo]</p> <p>a. 21 Hours PD plan (aligned to root causes/need areas) b. Additional school PD (aligned to root causes/need areas) c. Provide and refine PD opportunities to improve effectiveness of core instruction and evidence-based instructional practices:</p> <ul style="list-style-type: none"> ● Into Math ● Wonders 2023 ● HMH Science ● SRSD ● Evidence-based Practices (EBP) ● Sound Partners ● Seeing Stars ● MTSS/Ci3T ● SEL/Second Step ● Inclusive Practices ● Achievement Teams (Data Cycle) ● Learning Intentions/Success Criteria ● Instructional Practices (Explicit Instruction) ● Small Group Instruction/Differentiation ● Assessments ● Foundational Reading Skills ● ECRI/STAIRS, Tier 1 implementation, data analysis and planning <p>d. Progress will be monitored through teacher PD survey results, as well as data analysis of diagnostic screeners and curriculum-based assessments.</p>	<p>SQS and Wellness Survey Results</p> <p>21 Hour PD Plan, sign-in sheets, and survey results</p> <p>School-wide Professional Development Record/Agendas of PD</p> <p>Walkthrough data</p> <p>Personalized check-ins</p> <p>Benchmark and Progress Monitoring data/iReady data</p> <p>Schoolwide Testing Data</p>	<p><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: __, \$</p>
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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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Strat Plan -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	1	EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities, meet regularly, and complete all assignments [Kimberly Castillo] a. Monitor Academic Plan b. Hold two community meetings annually c. Nominate and hold elections for new members d. Complete SCC Self Assessment & Principal Survey e. Progress will be monitored through the SCC meeting minutes, survey completion.	SCC member roster and agendas and minutes SCC Nomination forms/ballots	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$5500 <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:___, \$



		<p>EA 1.1.4 (4) Continue systems for Family & Community Engagement activities. [Pola Umemoto]</p> <p>a. Plan family events to build relationships, engagement, opportunities for collaboration, and promotion of college and career readiness:</p> <ul style="list-style-type: none"> ● Tour the School ● Open House ● Quarterly Family Events ● Parent Teacher Conference ● Student Showcase <p>b. Organize family learning events where parents and students engage in educational activities together to improve student achievement:</p> <ul style="list-style-type: none"> ● STEM Night ● Literacy Night ● Math Night <p>c. When planning family events, embrace diverse cultures by building relationships and engagement targeting high needs group:</p> <ul style="list-style-type: none"> ● IDEA ● EL ● Chronically Absent Students ● Kindergarten <p>d. Improve communication between school and families focusing on:</p> <ul style="list-style-type: none"> ● Attendance/Chronic Absenteeism ● Individual contact (phone, Remind App, notes, communication logs, face to face, etc) ● Mass Contacts: <ul style="list-style-type: none"> ○ Newsletters ○ School Website ○ Marquee ○ Social Media ○ School Messenger 	<p>SCC Self Assessment Survey</p> <p>SCC Principal Survey</p> <p>Family surveys and sign-in sheets (attendance)</p> <p>CKES Parent Handbook</p> <p>SQS Survey</p> <p>Remind usage reports</p>	<p><input type="checkbox"/> Other: __, \$</p>
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		<p>e. Develop additional community partnership and build school support.</p> <ul style="list-style-type: none">• Identify Community Stakeholders• Approach and introduce partnership ideas <p>f. Progress for family and community engagement will be monitored through family surveys results, sign-in sheets, SQS survey results, and Remind usage reports.</p>		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

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 Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
HWCA Focus Measures				
Indicator 8: Parent Involvement: Goal: 100% of parents are provided the annual survey during the annual IEP meeting.				
Progress Monitoring: % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels	1	EA 3.3.2 (1) Communicate with the school community through school website and/or social media. [Kimberly Castillo] a. Effectively utilize communication systems to ensure timely flow of information. <ul style="list-style-type: none"> ● Review school-wide calendar <ul style="list-style-type: none"> ○ Assessments ○ Events ○ Assemblies ○ Report Card Distribution ● Consistently utilize meeting template, expectations, and norms for all school level meetings. ● Provide faculty and staff with clear expectations and deadlines orally and in writing. ● Follow school-wide agreements on which communication platform to use (Remind, School Messenger). 	School websites and/or social media Family Evaluations Usage reports from website and communication app	<input checked="" type="checkbox"/> WSF, \$5000 Please see 3.3.1 <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: __, \$



		<ul style="list-style-type: none">• Continue to monitor school-wide agreements regarding expectations for communication <p>b. Progress will be monitored through family evaluations and usage reports for web page and application usage rates.</p>		
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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 Chiefess Kapi’olani 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	[39 weeks x1810 per week =70,590]
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, We requested the addition of four days to the five days already allotted for in SP 2404 for kindergarten orientation. The four additional days will allow teachers to work with smaller groups of students to familiarize them with protocols and procedures and to allow time to complete the required Kindergarten Entry Assessment (KEA). We also requested, two Waiver Days to better prepare for Viable Curriculum changes to ELA and math.

Bell Schedule: https://docs.google.com/spreadsheets/d/18U_gOVBWT-ufIq9_VYkWiSe0UqFURAnFb7ltINHEXI/edit#gid=780744151