NĀ HOPENA A'O

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

Kilauea Elementary School
Academic Plan
SY 2024 -2025

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Submitted by Principal: **Fig Mitchell**	
Fig Mitchell	04/13/2024

Approved by Complex Area Superintendent: **Daniel S. Hamada**	
Daniel S. Hamada	04/13/2024

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.*

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-6	Gr. K-5: ● Wonders 2017 ● UFLI Gr. 6: ● Amplify ● UFLI	enVision Math	Mystery Science and Generation Genius	Gr. 6. Discovering Our Past: A History of the World (McGraw Hill)

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.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6	iReady ▾	iReady ▾

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: Spring 2024, Next Full Self-Study: SY 2029-30

☐ Other current accreditation self-study

Identified <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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

<u>LITERACY</u>

SBA ELA-Literacy												
Proficiency				**High Needs Achievement Gap**				**Growth**				
18-19	**20-21**	**21-22**	**22-23**	**18-19**	**20-21**	**21-22**	**22-23**	**18-19**	**20-21**	**21-22**	**22-23**	
51%	53%	48%	62%	36%	41%	35%	35%	47 MGP	48 MGP	44 MGP	53 MGP	68% / 55%
Goal >80%				Goal <10%				Goal >50 MGP / >60% SGP 40-50			SGP 40 / SGP 50	

i-Ready Diagnostic Screener - Reading							
Growth - Fall to Spring 2022-23			**Current Proficiency - Winter 2023-24**				
Met Typical Growth	**Met Stretch Growth**	**Median Progress to Annual Typical Growth**	**Mid or Above GL**	**Early On GL**	**One GL Below**	**Two GLs Below**	**Three or More GL Below**
65%	44%	145%	31%	19%	34%	9%	7%
>80%	>30%	>100%					

Student LEARNING Needs (What students need to learn in regards to literacy.)

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
  - <u>Reading</u> - 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).
  - <u>Writing</u> - All students need to increase their ability to edit their writing using the conventions of standard English (i.e. grammar, capitalization, punctuation, and spelling).
  - <u>Listening/Speaking</u> - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
  - <u>Research/Inquiry</u> - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students <u>need us to provide</u> so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
  - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
  - Identified students need flexible grouping and intentional Tier 2 instruction 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 levels of understanding and implementation of effective instructional strategies/skills for teaching and assessing reading foundational skills.

2B. There are inconsistencies in the use of the ELA/Literacy curriculum that addresses academic rigor and insufficient use of rigorous instructional strategies to improve all students' proficiency and growth on the CCSS.

2C. There are varying degrees of the use of the ELA IABs for instruction and practice for SBA.

5A. There are varying levels of understanding of how to scaffold and differentiate content, product, process, and environment to increase student proficiency and close the achievement gap.

5B. There are varying levels of use of curriculum resources/materials to plan for small group instruction to address identified students' specific learning needs.

5C. There are varying degrees of understanding of strategies to support EL students within the regular education classroom.

2 NUMERACY

SBA Math													
Proficiency				**High Needs Achievement Gap**				**Growth**					
18-19	**20-21**	**21-22**	**22-23**	**18-19**	**20-21**	**21-22**	**22-23**	**18-19**	**20-21**	**21-22**	**22-23**		
43%	42%	33%	49%	26%	40%	33%	29%	43 MGP	60 MGP	32 MGP	53 MGP	72%	59%
Goal >80%				Goal <10%				Goal >50 MGP / >60% SGP 40-50				SGP 40	SGP 50

i-Ready Diagnostic Screener - Math							
Growth - Fall to Spring 2022-23			**Current Proficiency - Winter 2023-24**				
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**
66%	34%	122%	21%	23%	45%	8%	3%
Goal >80%	>30%	>100%					

Student LEARNING Needs (What students need to learn in regards to numeracy.)

- ● All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
  - ○ <u>Concepts and Procedures</u> - 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.
  - ○ <u>Problem-Solving</u> - All students need to increase their ability to make sense of problems and persevere in solving them.

- Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
- Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.
  - All students need Tier 1 instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
  - Identified students need flexible grouping for Tier 2 instruction (and Tier 3 as needed) that 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.

Root/Contributing Causes:

3A. There are inconsistencies in the use of the Math curriculum that addresses academic rigor and insufficient use of rigorous instructional strategies to improve all students' proficiency and growth on the CCSS.

3B. There are varying degrees of the use of Math IABs for instruction and practice for SBA.

5A. There are varying levels of understanding of how to scaffold and differentiate content, product, process, and environment to increase student proficiency and close the achievement gap.

5B. There are varying levels of use of curriculum resources/materials to plan for small group instruction to address identified students' specific learning needs.

5C. There are varying degrees of understanding of strategies to support EL students within the regular education classroom.

| 3 | **SCIENCE** |

NGSS-HSA Science							
Proficiency				**High Needs Achievement Gap**			
18-19	**20-21**	**21-22**	**22-23**		**20-21**	**21-22**	**22-23**
67%	46%	32%	67%		13%	16%	41%
Goal >80%					Goal <10%		

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

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the topics, 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 based on a viable and quality curriculum that is vertically aligned and designed to strengthen 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.

Root/Contributing Causes:

4A. There are varying levels of understanding of the NGSS, including the rigor of standards implementation and assessment through the use of our NGSS units and inquiry/'āina/place-based lessons.

4B. There are varying degrees of the use of the NGSS Interim Assessments for instruction and practice for the HSA.

4 **SOCIAL-EMOTIONAL LEARNING**

Social-Emotional Learning Competencies							
	Self Management	Social Awareness	Grit	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
Gr. 3-5 / Gr. 6	70% / 69%	69% / 58%	56% / 67%	73% / 69%	59% / 58%	45% / 66%	45% / 54%
Panorama Fall 2023-24							

Regular Attendance			
	20-21	21-22	22-23
All	84%	45%	62%
FSY	92%	53%	70%
Goal: >90% (FSY = Full School Year)			

Student LEARNING Needs (What students need to learn in regards to 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, including responsibility, respect, cooperation/unity, and safety as outlined in our Kūleana O Kīlauea.
- All students need an understanding of how regular attendance in school helps them to learn to their fullest potential.

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 responsibility, respect, cooperation/unity, and safety.
- All students need a positive learning environment that embeds *Nā Hopena Aʻo* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.
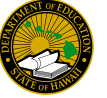
Root/Contributing Causes:

7A. There is a need to sustain and strengthen our activities that encourage student attendance and the implementation of clear, proactive, follow-up procedures when students are absent.

8A. There are varying levels of understanding, cohesiveness, and implementation of our schoolwide SEL programs/systems (i.e., Choose Love, Aloha Book, Na Hopena Aʻo, TRIBES, the 4 Bs-Kuleana ʻO Kīlauea, GLO 2) that align to strengthen SEL.

8B. There are inconsistencies in the implementation and reinforcement of schoolwide behavior expectations that foster appropriate student behavior (e.g., the 4 Bs-Kuleana ʻO Kilauea).

8C. There are varying levels of development and implementation of classroom routines and procedures that foster appropriate student behavior.

8D. There is a lack of understanding of how to utilize the results from the SEL survey to support individual students, as well as to monitor schoolwide progress in SEL competencies.

9A. There is a need to sustain and strengthen activities and events that instill and promote the components of the Nā Hopena Aʻo (HĀ) Framework.

1 **Targeted Subgroup:** *Economically Disadvantaged*

Economically Disadvantaged Subgroup			
	SBA/HSA Proficiency		
	20-21	21-22	22-23
ELA	42% = 36	36% = 33	46% = 29
Math	31% = 27	22% = 20	36% = 23
Science	50% = 12	29% = 8	33% = 3
Percentage and number of EDS students proficient			

Student LEARNING Needs (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem solving.

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

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement and emotional support in order 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	18-19	19-20	20-21	21-22	22-23
ELA	20% = 3	15% = 2	31% = 4	35%	38%	32%	33%	13%
Math	12% = 2	23% = 3	27% = 4	Growth to Target (WIDA Access)				
Science	25% = 1	17% = 1	100% = 1					
Percentage and number of EL students proficient								

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 incorporates cooperative learning and vocabulary supported by visuals in order to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

3   **Targeted Subgroup:** *Special Education*

Special Education Subgroup			
	SBA/HSA Proficiency		
	20-21	21-22	22-23
ELA	11% = 2	10% = 2	11% = 2
Math	6% = 1	5% = 1	6% = 1
Science	0% = 0	0% = 0	25% = 1
Percentage and number of SPED students proficient			

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

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

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

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

Academic Plan Summary 2024-25

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 *"What do we plan to accomplish?"*	Root/Contributing Causes *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* **and** Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress Initial & Intermediate Outcomes *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"*
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. Determining the strengths and needs of incoming Kindergarten students is essential to maximize their strengths and provide appropriate support to effectively address their needs.	**EA 1. Kindergarten Readiness (1.1.1)** All incoming Kindergarteners will be assessed to determine their readiness, and the data/results will be used to inform practices that will address their academic and social-emotional learning needs. Action Steps: a. School administration will ensure that Kindergarten teachers/staff have been trained to conduct the Kindergarten Entry Assessment (KEA). b. Teachers/staff will conduct the KEA and school-level assessments and will access and use data/results to inform instructional and SEL practices to meet student needs. c. All Kindergarten students will be provided the necessary and timely support needed to develop foundational skills for learning and social-emotional needs. Leads: Principal, SSC, and ART	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	☐ **WSF**
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those	2A. There are varying levels of understanding and implementation of effective instructional strategies/skills for	**EA 2. Literacy (1.1.2)** Student literacy will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the CCSS and includes vocabulary development. Action Steps:	i-Ready Diagnostic Screener Reading Proficiency and Growth Data	☑ **WSF 42101** **B - 3006** McGraw Hill Wonders student journal workbooks **$5,197** **B - 3502**

			Strive HI SBA ELA Proficiency and Growth Data	Amplify ELA **$800** Wonders students & teachers online **$9,989** Generation Genius **$1,300** Flocabulary **$3,100** ☑ **Possible Addt'l WSF** **B - 3502** Achieve3000 **$14,000**
who do not read proficiently receive necessary and timely support to become proficient.	teaching and assessing reading foundational skills. 2B. There are inconsistencies in the use of the ELA/Literacy curriculum that addresses academic rigor and insufficient use of rigorous instructional strategies to improve all students' proficiency and growth on the CCSS. 2C. There are varying degrees of the use of the ELA IABs for instruction and practice for SBA.	a. School administration/district staff will continue to coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of the Science of Reading (Scarborough's Reading Rope) and the use of the UFLI foundational skills curriculum to strengthen instruction and assessment of word recognition/decoding and language comprehension. b. School administration/ART will coordinate a process for the review and selection of a new ELA curriculum for implementation in the 2025-26 school year that is aligned with the Science of Reading and sufficiently addresses foundational skills. (WASC #1) c. The administration will continue to provide time for teachers to participate in PLC/PC days to vertically and horizontally align and calibrate their use of curriculum, instruction, and assessments as identified for each grade level. d. All teachers will implement the vertically aligned standards-based industry-vetted curriculum (i.e., Wonders, Amplify, and UFLI) to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments. e. All teachers will provide instruction on grade-level appropriate vocabulary words at least weekly, including the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary. f. All grade levels will identify/create common vertically aligned rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for grade level expectations/rigor. (WASC #2) g. All teachers will examine student work and assessment data, and will provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom. (WASC #3) h. All grades 3-5 teachers will select and utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) *informally for instruction* (e.g., as a lesson		

activity/practice item, outside of the testing system, with teacher guidance/support, collaboratively with a partner) multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. (WASC #2)

i. All grades 3-6 teachers will utilize at least one ELA IAB per quarter *formally within the testing system* as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students. (WASC #2)

j. All students will complete standards based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA).

Leads: Principal, Academic Coach, and ART

| **Mathematics Proficiency**

1.1.3.   All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. | 3A. There are inconsistencies in the use of the Math curriculum that addresses academic rigor and insufficient use of rigorous instructional strategies to improve all students' proficiency and growth on the CCSS.

3B. There are varying degrees of the use of Math IABs for instruction and practice for SBA. | **EA 3. Numeracy (1.1.3)**

Student numeracy will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the CCSS and includes vocabulary development.

Action Steps:

a. School administration/district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of Steps 1, 2, and 3 in the enVision Mathematics curriculum to systematically deliver core math instruction to all students.

b. School administration/district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to deepen understanding of the 8-Effective Math Teaching Practices (NCTM) and strengthen the consistent implementation of these instructional practices while delivering math instruction to all students. | i-Ready Diagnostic Screener Math Proficiency and Growth Data

Strive HI SBA Math Proficiency and Growth Data | ☑ **WSF 42101**
B-3502
Reflex Math
$3,443

☑ **Possible Addt'l WSF**
B-7104
enVision Math PD
$5,050 |

c. The administration will continue to provide time for teachers to participate in PLC/PC days to vertically and horizontally align and calibrate their use of the enVision Math curriculum, instruction, and assessments.

d. All teachers will implement the enVision Math curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments. (WASC #2)

e. All teachers will provide instruction on Math vocabulary words at least weekly, including those on the SBA-Math Vocabulary list.

f. Grade levels will implement common scoring methods including those embedded within the enVision Math curriculum. (WASC #2)

g. All teachers will examine student work and assessment data, and will provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom. (WASC #3)

h. All grades 3-6 teachers will select and utilize individual items (questions) from the Math SBA Interim Assessment Blocks (IABs) *informally for instruction* (e.g., as a lesson activity/practice item, outside of the testing system, with teacher guidance/support, collaboratively with a partner) multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. (WASC #2)

i. All grades 3-5 teachers will utilize at least one Math IAB per quarter *formally within the testing system* as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students. (WASC #2)

j. All students will demonstrate the enVision Mathematics desired student actions (as outlined in the 'Look Fors' form) while engaging in the Solve and Share, Visual Learning Bridge, and Assess and Differentiate components.

		k. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA). Leads: Principal, Academic Coach, and ART		
All grade 5 students are proficient in their understanding of the NGSS concepts.	4A. There are varying levels of understanding of the NGSS, including the rigor of standards implementation and assessment through the use of our NGSS units and inquiry/ʻāina/place-based lessons. 4B. There are varying degrees of the use of the NGSS Interim Assessments for instruction and practice for the HSA.	**EA 4. Science** Students' understanding of Science concepts will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the NGSS. Action Steps: a. School administration will continue to provide time for teachers to horizontally and vertically align and calibrate their use of a variety of materials/resources (e.g., Mystery Science, FOSS Kit supplies, Generation Genius, informational text within Wonders, ʻĀina-based units) to teach the NGSS and GLOs that meets the [NGSS Evidence Statements for Elementary](#), and will clearly indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment. (WASC #2) b. All teachers will implement the NGSS-based curriculum as determined for their grade level and indicated in the grade level pacing guide. c. All teachers will utilize common vertically aligned assessments and scoring guides (e.g. rubrics, criteria checklist) to measure student achievement of the NGSS standards. (WASC #2) d. All teachers will examine student work and assessment data, and will provide students who struggle with timely feedback and ongoing interventions/support as needed within the classroom. (WASC #3) e. All grades 3-5 teachers will select and utilize individual items (questions) from the NGSS Interim Assessments *informally for instruction* (e.g., as a lesson activity/practice item, outside of the testing system, with teacher guidance/support, collaboratively with a partner) multiple times throughout	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☑ **WSF 42101** **B - 3502** Discovery Education **$5,852** **B - 3502** StemScopes Science **$707** **B - 3502** Mystery Science **$1,395**

quarters 1-5 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. (WASC #2)

f. All grades 3-5 teachers will utilize at least one NGSS Interim Assessment per quarter _formally within the testing system_ as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students. (WASC #2)

g. All students will complete a variety of learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application (i.e., NGSS Units, ʻĀina-based units with excursions), as well as success on standardized assessments (e.g., NGSS HSA).

Leads: Principal and Academic Coach

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	5A. There are varying levels of understanding of how to scaffold and differentiate content, product, process, and environment to increase student proficiency and close the achievement gap. 5B. There are varying levels of use of curriculum resources/materials to plan for small group instruction to address identified students' specific	**EA 5. Inclusive Practices and Academic Student Support (1.1.4)** Inclusive practices and tiered interventions will be implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. (WASC #3) Action Steps: a. School administration/ART will coordinate the schoolwide ELA and Math intervention program and provide PD/guidance on the schoolwide programs and expectations to identify and address students' academic needs, including student reflection/goal setting methods and the targeted use of differentiated curriculum materials and resources. b. We will improve our Tier 1 and 2 instruction by identifying better methods to diagnose deficiencies and provide more specific/targeted differentiation practices and interventions aligned to students' needs. i. Our efforts will be focused on using assessment data/results to identify and diagnose learning gaps, and then	i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data	☑ **WSF 42101** **A1 - 2744** ELA/Math RTI PTT 17 hrs /week x 40 weeks = 680 hrs x $29.59 **$20,121** **B - 3502** i-Ready (SY25-26) **$16,000** *(District ESSER paid for FY23-24 & 24-25)* ☑ **WSF 42102** **A1 - 2744** ELL PTTB 17 hrs/week for 40 weeks = 680 hrs/year x $29.59 **$20,121**

learning needs.

5C. There are varying degrees of understanding of strategies to support EL students within the regular education classroom.

using "ready-made" curriculum resources that are already differentiated and designed to address those specific learning needs.

   ii. We will continue to provide guidance and instructional support through the newly established RTI/EL coordinator position.

   iii. We will improve our methods to diagnose deficiencies and provide more specific/targeted differentiated interventions to support our high needs students.

   iv. We will monitor the success of our intervention programs and processes and modify them as needed to yield better results.

c. School administration and the leadership team will engage in data analysis of student achievement in sub-groups to determine school needs (i.e., IDEA, EL, SES).

d. The administration/ART will provide PD/guidance and expectations on the schoolwide use of inclusive practices.

e. School administration/ART will coordinate PD sessions/activities that strengthen the understanding and use of specific instructional strategies and methods to be implemented during all levels of RTI (i.e., in small group instruction for Tier 1, small group following initial Tier 1 instruction, small group instruction during the Tier 2 intervention block, and when students exit Tier 3 and return to Tier 2).

f. Teachers will continue to identify and improve implementation of research-based best practices for instruction and RtI to address the academic needs of individuals, as well as the various sub-groups (i.e., IDEA, EL, SES) by engaging in data analysis to support Tier 1, 2, and 3 learners during PLC meetings.

g. Teachers will use various forms of student data to determine and implement appropriate Tier 2 and Tier 3 interventions during small group instruction and will reinforce effort and recognize/reward student progress.

☑ **WSF 42107**

A1 - 2744
PTTB Computer Tech
17 hr/wk x 40 wk = 680 hrs x $29.59 =
$20,121

☑ **Possible Addt'l WSF**

A1 - 2744
ELL PTTB 17 hrs/week for 40 weeks = 680 hrs/year x $29.59
$20,121

A1 - 2741
Art PPE: 19 hrs /week for 40 weeks = 760 hr x $25.45
$19,342

A1 - 2744
ELA/Math RTI PTTs 17 hrs /week x 40 weeks = 680 hrs x $29.59
$20,121

A1- 2744
PTT - RTI Class Support 17 hrs /week x 30 weeks = 510 hrs x $42.16 x 1
$21,502

B - 3502
Teachers Pay Teacher School Access
$3,553

		h. Teachers will implement the academic intervention programs/systems with fidelity and will incorporate the use of inclusive practices in all classrooms. i. All students will thrive in an inclusive learning environment and will reflect on their learning, set goals, and self-monitor their progress toward meeting i-Ready growth targets and consistently demonstrating the GLOs. Leads: Principal, RTI/EL Coordinator, and ART		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	6A. There is a need to sustain and strengthen the successful practice of providing students with transitions.	**EA 6. Student Transitions (1.1.5)** Administration and teachers/staff will coordinate activities that support student transitions into, through, and out of Kilauea School. Action Steps: a. Administration and teachers/staff will coordinate activities that support student transitions within the school (e.g., into Kindergarten, from grade level to grade level, new students entering the school, exiting from Special Education/RtI). b. School administration and teachers/staff will collaborate with our feeder middle school administration and teachers/staff to coordinate and implement a series of activities that prepare grade 6 students for the successful transition to middle school emotionally, mentally, and academically. c. All students will participate in a variety of learning activities that prepare them for the successful transition to the next grade level/middle school. Leads: Principal, Counselor, and ART	Panorama Student Perception/SEL Survey Results	☐ **WSF**

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/Contributing Causes *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress Initial & Intermediate Outcomes *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"*
1.2.1. All students desire to and attend school regularly.	7A. There is a need to sustain and strengthen our activities that encourage student attendance and the implementation of clear, proactive, follow-up procedures when students are absent.	**EA 7. Student Attendance (1.2.1)** Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented when students are absent. Action Steps: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. Administration, teachers, and staff will encourage student attendance and will implement proactive follow-up procedures when students are absent. c. All students will attend school regularly and will receive recognition for attendance. Leads: Principal and Counselor	Attendance Data (LEI Kūlia and Strive HI)	☐ **WSF**
1.2.2. All students demonstrate positive behaviors at school.	8A. There are varying levels of understanding, cohesiveness, and implementation of our schoolwide SEL programs/systems (i.e., Choose Love, Aloha Book, Na Hopena Aʻo, TRIBES, the 4 Bs-Kuleana ʻO Kilauea, GLO 2) that align to strengthen SEL.	**EA 8. Positive Student Behavior (1.2.2)** Behavioral RTI, Classroom Management Routines, SEL, and PBIS will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment. Action Steps: a. School administration/ART/counselor will clarify/define Tier 1, Tier 2, and Tier 3 behavior interventions, and will provide PD/guidance to strengthen the implementation and teaching of routines, procedures, and transitions as a Tier 1 approach to managing student behavior. b. School administration/ART/counselor will provide PD/guidance to strengthen behavioral RTI, social-emotional learning (SEL), proactive classroom management routines, and positive	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☐ **WSF**

	8B. There are inconsistencies in the implementation and reinforcement of schoolwide behavior expectations that foster appropriate student behavior (e.g., the 4 Bs-Kuleana 'O Kilauea). 8C. There are varying levels of development and implementation of classroom routines and procedures that foster appropriate student behavior. 8D. There is a lack of understanding of how to utilize the results from the SEL survey to support individual students, as well as to monitor schoolwide progress in SEL competencies.	behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive/productive behavior as outlined in the Kūleana O Kīlauea (Responsibility, Respect, Cooperative/Unity, Safety). c. The school counselor will clearly define and coordinate a school-wide process for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions, supports via individual or small group counseling. d. The administration, teachers, and staff will implement the RTI, SEL, PBIS, and classroom management processes/strategies, and will work together to provide timely, targeted behavior interventions and supports resulting in a positive classroom/school climate. e. Administration, teachers, and staff will implement proactive and progressive disciplinary practices. f. The Core Team will review and discuss behavior incident referral data on a regular basis to drive behavior interventions. g. Students will exhibit productive behaviors in all settings and will receive recognition/rewards for positive/productive behavior. Leads: Principal, Counselor, and ART		

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | 9A. There is a need to sustain and strengthen activities and events that instill and promote the components of the Nā Hopena Aʻo (HĀ) Framework. | **EA 9. Nā Hopena Aʻo (1.2.3)**

The [Nā Hopena Aʻo (HĀ) Framework](#) (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture.

Action Steps:

a. School administration, teachers, and staff will coordinate and implement a variety of activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms (e.g., morning `oli, Choose Love, place-based field trips, etc.).

b. All students will experience a Nā Hopena Aʻo environment for learning.

Leads: Principal, Counselor, and Academic Coach | Panorama Student Perception/SEL Survey Results | ☑ **WSF 42101**

B - 3006
Aloha Books - Building Character through the Aloha Program Student Workbooks
$1,209 |

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/Contributing Causes *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress Initial & Intermediate Outcomes *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	10A. There is a need to sustain and strengthen our implementation of strategies/methods that increase students' awareness of college/career options, connect them with their community, and develop a sense of civic responsibility.	**EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)** Students' awareness of college/career options, connection with their community, and sense of civic responsibility will be strengthened through a variety of age-appropriate activities/events. Action Steps: a. School administration and teachers/staff will coordinate and implement activities that promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, internships, Career Day, student research, and making a connection to how adults use a particular skill in a job field; and/or to CTE pathways, etc.). b. School administration and teachers/staff will coordinate and implement activities that foster students' connection with their community and develop a sense of civic responsibility (e.g., aina-based learning, service-based learning, guest speakers, student research). c. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and develop a sense of civic responsibility. Leads: Principal, Counselor, and PIC (PCNC)	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	☐ **WSF**

| K-12 Alignment

1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. | 11A. There is a need to sustain and strengthen K-12 alignment and school level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.

11B. There is a need to sustain and strengthen the successful practice of integrating technology into instruction.

11C. There is insufficient understanding and implementation of the Computer Science standards (CSTA). | **EA 11. K-12 Alignment of Academic Background and Skills (1.3.2)**

Students: will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully, including opportunities for all students to explore, create, and innovate.

Action Steps:

a. School administration and teachers/staff will identify and implement strategies throughout the school year that prepare students for middle/high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, use of technology).

b. The administration will designate time for teachers to review the Computer Science (CSTA) standards and will coordinate training on resources and instructional practices that will enable teachers to design and deliver coherent, scaffolded computer science learning experiences for students.

c. School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kapa'a Complex (East/North Kauai).

d. All students will participate in a variety of learning activities that prepare them for success in middle school, high school, and beyond.

Leads: Principal and Academic Coach | GLO Quarterly Report Card Grades | ☑ **WSF 42101**
B-3502
Go Guardian
$3,992

B - 3006
Student Planners
$1,680 |

Priority 2
High-Quality Educator Workforce In All Schools

★ GOAL 2.1 All students are taught by effective teachers.
★ GOAL 2.2 All schools are staffed by effective support staff.

Desired Outcomes *"What do we plan to accomplish?"*	Root/Contributing Causes *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* **and** Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"*
2.1.2. All teachers are effective or receive the necessary support to become effective.	12A. There are varying levels of understanding and implementation of high-yield instructional strategies/practices. 12B. There is a need to sustain the successful practice of providing teachers with PD/training to support them in their understanding and implementation of best practices. 12C. There is a need to sustain the successful practice of using data and evidence to conduct our CNA, develop our	**EA 12. Teacher Professional Development and Growth (2.1.2)** All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth. Action Steps: a. School administration/ART will continue to provide coaching and feedback in the use of *Excellence in Instruction* Practices (e.g., active participation, Productive Behaviors, formulating an objective, teaching to an objective), and will develop schoolwide procedures for posting GLOs and connecting GLOs to the visible learning targets and classroom instruction. (WASC #4). b. All new teachers will be provided with an orientation including a review of the school matrix, curriculum and instruction PD/training, and ongoing induction and mentoring support. c. All teachers will implement the effective instructional practices/strategies to teach the standards and will implement the schoolwide procedures for posting GLOs and connecting GLOs to the visible learning targets and classroom instruction. (WASC #4).	PD/Training Log Walkthrough Data i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data SBA ELA and Math Proficiency and Growth Data NGSS-HSA Science Proficiency Data	☑ **WSF 42106** **A1 - 2769** ART (Qtrly and CNA) ART Members = 24 subs x $194.01 = **$4,656** **A1 - 2769** 50 Subs for PD/training $194.01 **$9,701**

	Academic Plan, and progress monitor its implementation and impact. 12D. There are inconsistent assessment methods and grading practices.	d. We will identify and implement consistent assessment methods and grading practices. (WASC #2) 　i. We will establish school-wide grading processes/methods and communicate them with students and parents. 　ii. We will align our use of grade level common formative and summative assessments to include curriculum embedded assessments. e. We will more clearly define, document, communicate, support, and monitor our PLC and Data team processes. f. All students will participate in a variety of learning activities that incorporate the use of effective high-yield instructional practices/strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs. Leads: Principal, Academic Coach, and ART		
2.2.2. All school support staff are effective or receive the necessary support to become effective.	13A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.	**EA 13. Support Staff Training and Professional Development (2.2.2)** All support staff will be provided with training and PD to support the implementation of effective practices and strategies that foster student wellbeing and academic growth. Action Steps: a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies in relation to and support of their roles. b. All new support staff will be provided with an orientation, initial training, and ongoing guidance/support. c. All support staff will implement effective practices and strategies as identified by the administration/leadership or supervisor and in relation to their roles. d. All students will participate in a variety of learning activities that incorporate the use of effective practices and strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs and SEL competencies. Leads: Principal, Academic Coach, and ART	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	☐ **WSF**

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 *"What do we plan to accomplish?"*	Root/Contributing Causes *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* **and Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"*
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	14A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	**EA 14. Aligned Operational and Management Processes (3.2.2)** School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. Administration implements processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Kilauea School. b. Administration provides ongoing communication with faculty and staff to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. c. Administration ensures that our Academic Plan is aligned with the BOE/DOE Strategic Plan, and the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Leads: Principal	Academic and Financial Plan Documents	☐ **WSF**

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	15A. There is a need to sustain the successful practice of involving the School Community Council (SCC) in collaborative planning and decision-making.	**EA 15. Collaborative Planning and Decision-Making (3.3.1)** The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will 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. b. All stakeholder role groups will have respective members on the SCC. Leads: Principal and SCC Chair	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ **WSF**
All parents feel welcome, involved, and engaged in their child's school.	16A. There is a need to sustain and increase the variety of methods we utilize to engage parents as partners in their child's learning.	**EA 16. Parent/Family Involvement and Engagement** Parents/Families will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well being. Action Steps: a. School administration and teachers/staff will provide parents/families with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events. b. Students will participate in a variety of activities, programs, and events that support their academic and social development. Leads: Principal, Counselor, PIC (PCNC)	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☑ **WSF 42104** **A1 - 2741** PIC (PPE): 19 hrs/wk for 42 weeks = 798 hours @ $25.45/hr = **$20,309** **B-3006** Supplies for family engagement (lit books/math manipulatives etc.) **$547**

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 Kilauea 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,104 instructional hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, we had three waiver days for PD/collaboration in SY23-24, and submitted a request for one day in SY24-25 for PD/training in the Science of Reading.
Bell Schedule: [Kilauea School Bell Schedule](#)	