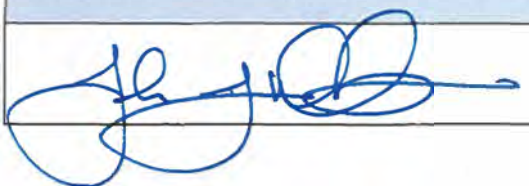





# Kalihi Elementary School Academic Plan SY 2025-2026

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

- ☐ Non-Title 1 School
 ☒ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal John Hamilton	
	4.6.25

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
 Rochelle Mahoe (Apr 7, 2025 08:46 HST)	04/07/2025

## VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Kindergarten - Grade 5	'23 Wonders ▾	Ready ▾	Amplify/Stemscopes	HCSSS

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	'23 Wonders	Ready Math	Amplify/Stemscopes	HCSSS
English Learners	WonderWorks	Ready Math	Amplify/Stemscopes	HCSSS
Reading	ECRI			

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

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

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

☒ Panorama      ☒ School-created template      ☐ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten - Grade 5	I-Ready ▾	I-Ready ▾

## IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2027

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

2030

**Please identify critical student learning needs and the root/contributing cause 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?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

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

### Phonological Awareness-iReady End of Year View

	2021-2022	2022-2023	2023-2024	Winter 2025
K	12%	16%	28%	9%
1	32%	23%	39%	41%
2	79%	86%	79%	69%

### Phonics-iReady End of Year View

	2021-2022	2022-2023	2023-2024	Winter 2025
K	32%	28%	48%	25%
1	39%	27%	48%	45%
2	21%	21%	23%	28%
3	46%	61%	52%	45%
4	61%	68%	79%	44%
5	71%	77%	63%	79%

#### Root/Contributing Cause:

- Lack of weekly small group intervention programs to support identified students in Phonemic Awareness and Phonics

2

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

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

	2021-2022	2022-2023	2023-2024	Winter 2025
K	24%	25%	24%	13%
1	26%	16%	24%	14%
2	14%	10%	10%	0%
3	27%	21%	16%	5%
4	18%	36%	29%	8%
5	21%	46%	13%	10%

**Root/Contributing Cause:**

- Implementation of new mathematics curriculum.
- Lack of weekly intervention programs to support identified students

**3****Student Need:** Writing: Organization, Use of Textual Evidence, and Conventions**SBA ELA Performance Task Results**

	Narrative			Expository			Opinion		
	Organization	Evidence	Conventions	Organization	Evidence	Conventions	Organization	Evidence	Conventions
Grade 3	40%	40%	14%	0%	0%	31%	0%	0%	0%
Grade 4	40%	50%	38%	17%	0%	33%	50%	50%	50%
Grade 5	51%	51%	33%	50%	34%	67%	44%	56%	44%

**Root/Contributing Cause:**

- Lack of explicit writing instruction K-5

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

**1** Targeted Subgroup: English Learners (47% of Total Population)

**English Learners by Statewide Assessments**

	2021-2022	2022-2023	2023-2024
SBA-Language Arts	14%	18%	12%
SBA-Math	8%	18%	14%
HSA-Science Grade 5	7%	0%	0%

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

	PL1	PL2	PL3	PL4	PL5	PL6
Listening	7	9	11	6	7	12
Reading	19	18	10	1	3	1
Speaking	9	23	11	3	0	6
Writing	14	16	21	0	0	0

**Identified Student Need(s):**

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

**2** Targeted Subgroup: Micronesian Population (35% of Total Population)

	<b>Micronesian Students by Statewide Assessments</b>			
		<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
	<b>SBA-Language Arts</b>	19%	19%	22%
	<b>SBA-Math</b>	3%	11%	14%
	<b>HSA-Science Grade 5</b>	15%	0%	11%
	<b>Identified Student Need(s):</b> <ul style="list-style-type: none"> <li>Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</li> <li>Language acquisition/development through differentiated instruction, scaffolded instruction, and quality interactions with peers</li> </ul>			
<b>3</b>	<b>Targeted Subgroup:</b> Special Education Students			
	<b>Special Education Students by Statewide Assessments</b>			
		<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
	<b>SBA-Language Arts</b>	0%	0%	0%
	<b>SBA-Math</b>	0%	0%	0%
	<b>HSA-Science Grade 5</b>	0%	0%	0%
	<b>Identified Student Need(s) and Strategies:</b> <ul style="list-style-type: none"> <li>Literacy: Increase student proficiency in the 5 Big Ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</li> <li>Understand mathematical concepts, interpret, and carry out mathematical procedures such as multi-digit addition, subtraction, multiplication, and division.</li> <li>Strategies to support implementation: Explicit instruction, chunking learning tasks, checking for understanding, exploration of concepts, and guided practice.</li> </ul>			



## Priority 1 High-Quality Learning For All

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.</p>	<p>Students entering Kindergarten start with unique strengths and growth areas. KEA Assessment data allows teachers to provide tiered interventions for specific needs.</p>	<p>At the beginning of the school year, all entering Kindergarten students will be assessed using the KEA, which trained teachers will administer. Data for SY 2024-2025 indicated the following:</p> <ul style="list-style-type: none"> <li>• 12% Demonstrating Readiness</li> <li>• 46% Approaching Readiness</li> <li>• 42% Emerging Readiness</li> </ul> <p>During articulation time, Kindergarten teachers will analyze data with the academic coach, student services coordinator, and admin to create instructional groupings, identify instructional strategies, and provide necessary professional development.</p> <p>Accountable Leads: Kindergarten Teachers Curriculum Coach: Michael Takemoto Administration: John Hamilton</p>	<p>Winter iReady Diagnostic will increase by 40% in the areas of PA and PH from Fall Diagnostic.</p> <p>Semester 2 DIBELS results will increase by 40% from Semester 1</p> <p>Wonders and Ready Math CFA's will show that 80% of students meet standards.</p>	<p> <input checked="" type="checkbox"/> WSF, \$1,000  <input checked="" type="checkbox"/> Title I, \$1,000  <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: __, \$         </p>

<p><b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of third grade. All (K-5) students who are not proficient receive necessary and timely support to become proficient.</p>	<p>More than 60% of students perform below grade level in phonemic awareness, phonics, fluency, and comprehension.</p>	<p>Continue to Strengthen Tier 1 instruction in ELA by:</p> <ul style="list-style-type: none"> <li>Strengthening the Implementation of Reading Wonders (2023) viable curriculum by focusing on essential skills and concepts, and the assessment cycle process. <b>(SW6)</b></li> </ul> <p>Develop and Implement Tier 2 Literacy System</p> <ul style="list-style-type: none"> <li>Assess students using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to assess students' acquisition of literacy skills.</li> <li>Analyze student data to develop targeted groupings and provide interventions weekly in grades K-2</li> </ul> <p>Strengthen Phonemic Awareness and Phonics by:</p> <ul style="list-style-type: none"> <li>Continues implementation of Enhanced Core Reading Instruction (ECRI) and implementing the following strategies from Heggerty: Segmenting, Letter Sounds, and Blending.</li> </ul> <p>Strengthen EL Strategies</p> <ul style="list-style-type: none"> <li>Quality Interactions <ul style="list-style-type: none"> <li>Using Sentence Frames</li> <li>Co-constructing knowledge about content</li> </ul> </li> <li>Front loading Vocabulary</li> <li>Visuals &amp; Graphic Organizers</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>EL Coordinator: Serena Hong</li> <li>GC Leads: Kylie Shiira, Theresa Shiirs, Kristen Phu</li> <li>Curriculum Coach: Michael Takemoto</li> <li>Literacy Coach</li> <li>Administration: John Hamilton</li> </ul>	<p>KES Walkthrough Data -100% of Teachers will implement explicit instruction and EL strategies in Q1.</p> <p>40% of Students will be on GL for Phonics as assessed by i-Ready Winter Diagnostic</p> <p>100% of students will make Growth on iReady Winter Diagnostic</p> <p>Teachers will administer Wonders and Ready Math, common formative assessments throughout the SY. The results will show that 80% of students meet standards.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$30,000</li> <li><input checked="" type="checkbox"/> Title I, \$30,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics <u>by the end of fifth grade</u>. All (K-5) students who are not proficient <u>receive</u> necessary and timely support to become proficient.</p>	<p>More than 80% of students perform below grade level in numbers and operations and algebra and algebraic thinking.</p>	<p>Continue to Strengthen Tier 1 instruction in math by:</p> <ul style="list-style-type: none"> <li>• Strengthening the Implementation of Ready Math viable curriculum by focusing on essential skills and concepts, and the assessment cycle process. (SW6)</li> <li>• Implementation of Yeap Ban Har math strategies <ul style="list-style-type: none"> <li>○ CPA Approach <ul style="list-style-type: none"> <li>■ Concrete (Hands on)</li> <li>■ Pictorial (Pictures)</li> <li>■ Abstract (Symbols and Equations)</li> </ul> </li> <li>○ Number Bonds</li> <li>○ Bar Modeling/Frames</li> <li>○ Student Exploration of mathematical concepts</li> </ul> </li> </ul> <p>Strengthen EL Strategies</p> <ul style="list-style-type: none"> <li>• Quality Interactions <ul style="list-style-type: none"> <li>○ Using Sentence Frames</li> <li>○ Open-ended questions</li> <li>○ Co-constructing knowledge about content</li> </ul> </li> <li>• Visuals &amp; Graphic Organizers</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• GC Leads: Dawn Yoshimasu, Sarah Jenny, Kristen Phu, Theresa Shiira</li> <li>• Curriculum Coach: Michael Takemoto</li> <li>• Administration: John Hamilton</li> </ul>	<p>KES Walkthrough Data -100% of Teachers will implement explicit instruction and EL strategies in Q1.</p> <p>40% of Students will be on GL for numbers and operations as assessed by i-Ready Winter Diagnostic</p> <p>100% of students will make Growth on iReady Winter Diagnostic</p> <p>Throughout the SY, Teachers will administer Wonders and Ready Math, common formative assessments. The results will show that 80% of students meet standards.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$30,000</li> <li><input checked="" type="checkbox"/> Title I, \$30,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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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>Lack of schoolwide HMTSS system to monitor student needs and assign interventions.</p>	<p>Develop and implement multi-tiered systems of support at KES to ensure that all students are provided with the right support in the domains of academics, behavior, social-emotional learning, and physical needs. <b>(SW6)</b></p> <ul style="list-style-type: none"> <li>Academics <ul style="list-style-type: none"> <li>Implementation of interventions blocks schoolwide focusing on targeted small group instruction for reading</li> </ul> </li> <li>Develop and Implement Tier 2 Literacy System <ul style="list-style-type: none"> <li>Assess students using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment to assess students' acquisition of literacy skills.</li> <li>Analyze student data to develop targeted groupings and provide interventions weekly in grades K-2</li> </ul> </li> <li>English Learners: Tiered support for all identified students to support language acquisition. Quality Interactions to strengthen understanding of concepts and academic vocabulary.</li> <li>Special Education: Explicit instruction, chunking learning tasks, checking for understanding, exploration of concepts, and guided practice.</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>EL Coordinator: Serena Hong</li> <li>Counselor: Derric Braziel</li> <li>Student Services Coordinator Vina Butac</li> <li>Curriculum Coach: Michael Takemoto</li> <li>Literacy Coach</li> <li>Administration: John Hamilton</li> </ul>	<p>In Quarter 1, 100% of teachers will implement weekly intervention blocks to support student literacy.</p> <p>Starting in Q1 all teachers will implement Teacher Action Plans. As a result, 100% of students will make Growth on iReady Winter Diagnostic</p> <p>Starting in Q1 Counselor will monitor and implement Attendance Interventions. As a result daily average attendance will increase by 5% when compared to SY 2024-2025.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$20,000</li> <li><input checked="" type="checkbox"/> Title I, \$20,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$10,000</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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1.1.5. All students transition successfully at critical points, from preschool to elementary school, <b>AND</b> from elementary to middle school, <b>AND</b> during non-traditional times (e.g., new students mid quarter).	<p>Lack of Access to Community Preschool Programs</p> <p>Lack of vertical articulation with Middle school for Grade 5 Transition</p>	<p>Partner with complex area schools to coordinate vertical articulation with Dole Middle School to identify needs and develop shared initiatives. (SW6)</p> <ul style="list-style-type: none"> <li>• Summer Kinder-Start program for incoming students.</li> <li>• Peer mentoring and induction for new students K-5.</li> <li>• Dole Middle School Visit for 5th Grade Transition.</li> <li>• Impact Teams Professional Development</li> </ul> <p>Provide universal access to the Preschool via EOEL Program SY 2025-2026</p> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• Curriculum Coach: Michael Takemoto</li> <li>• Administration: John Hamilton</li> </ul>	<p>Winter iReady Diagnostic will increase by 40% in the areas of PA and PH from Fall Diagnostic.</p> <p>Semester 2 DIBELS results will increase by 40% from Semester 1</p> <p>Wonders and Ready Math CFA's will show that 80% of students meet standards.</p>	<p><input checked="" type="checkbox"/> WSF, \$2,000</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</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>
All students will produce clear and coherent writing that is organized, uses relevant evidence, and follows conventions for spelling and grammar.	SBA Language Arts strand data indicates that roughly 40% of our students are below standards for writing.	<p>Implementation of a quarterly writing project that provides students with an opportunity to create a well-developed piece of writing that is:</p> <ul style="list-style-type: none"> <li>• Organized in an appropriate style (Narrative, Expository, Opinion)</li> <li>• Uses evidence from multiple pieces of information</li> <li>• Follows conventions for spelling and grammar.</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• Curriculum Coach: Michael Takemoto</li> <li>• Administration: John Hamilton</li> </ul>	<p>KES Walkthrough Data -100% of Teachers will implement explicit instruction and EL strategies in Q1.</p> <p>Throughout the SY, Teachers will administer Wonders and Ready Math, common formative assessments. The results will show that 80% of students meet standards.</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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>



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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Strengthen communication between KES and parents regarding attendance and its long-term impact on student outcomes, especially in lower elementary.</p>	<p>Continue to implement attendance monitoring system and provide the following interventions:</p> <ul style="list-style-type: none"> <li>Review attendance data every Wednesday during Principal Planning Meeting</li> <li>Increase parent awareness regarding the impact of poor attendance on student outcomes <ul style="list-style-type: none"> <li>Provide parent letter with total missed days, student i-Ready data, and information about the importance of reading by the end of 3rd grade.</li> </ul> </li> <li>Continue to implement Walking School Bus to increase on-time daily attendance.</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>Counselor: Derric Braziel</li> <li>Administration: John Hamilton</li> </ul>	<p>Starting in Q1, the Counselor will monitor and implement Attendance Interventions. As a result, daily average attendance will increase by 5% compared to SY 2024-2025. Progress will be monitored weekly.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$5,000</li> <li><input checked="" type="checkbox"/> Title I, \$5,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Strengthen PBIS Incentives such as Rams Store</p>	<p>Develop and implement multi-tiered systems of support at KES to ensure that all students are provided with the right support in the domains of academics, behavior, social-emotional learning, and physical needs. (SW6)</p> <ul style="list-style-type: none"> <li>• Behavior <ul style="list-style-type: none"> <li>○ Continued implementation of check-in check-out groups</li> <li>○ Continued implementation of student self-assessments</li> <li>○ Implement targeted incentives for attendance</li> </ul> </li> <li>• SEL <ul style="list-style-type: none"> <li>○ Continued implementation of Choose Love Curriculum</li> <li>○ Continued implementation of PBIS Store</li> </ul> </li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• Counselor: Derric Braziel</li> <li>• Student Services Coordinator Vina Butac</li> <li>• Administration: John Hamilton</li> </ul>	<p>KES Administration, Counselor, and teachers will Decrease the number of behavior incidents by 15% when compared to results from SY 2024-2025. Progress will be monitored Quarterly.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$5,000</li> <li><input checked="" type="checkbox"/> Title I, \$5,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
<p>1.2.3. All students experience a <a href="#">Nā Hopena A'o</a> environment for learning.</p>	<p>Strengthen implementation of Nā Hopena A'o within existing events, systems, routines.</p>	<p>Increase schoolwide understanding and implementation of Nā Hopena A'o within existing events, systems, and routines. Hā framework will be reviewed with staff and possibly implemented in the following initiatives/events:</p> <ul style="list-style-type: none"> <li>• PBIS</li> <li>• Field Trips</li> <li>• SEL Curriculum</li> <li>• Parent/Community Events</li> </ul> <p>KES will use 'Āina Aloha Funds to support school programming.</p> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• Administration: John Hamilton</li> </ul>	<p>100% of students will participate in an event or lesson that is grounded in Nā Hopena A'o in Semester 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$2,000</li> <li><input checked="" type="checkbox"/> Title I, \$2,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Strengthen schoolwide systems to plan, implement, and align learning intentions with real-world opportunities</p>	<p>Strengthen teacher planning during articulation to identify learning intentions throughout the school year and identify opportunities to connect learning with real-world experiences such as:</p> <ul style="list-style-type: none"> <li>• Campus Beautification/Community Service through the Garden Club</li> <li>• Field Trips</li> <li>• Career Fair</li> <li>• Guest Speakers</li> <li>• Project Based Learning</li> <li>• Interdisciplinary Units</li> <li>• Civic opportunities such as Kids Vote.</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• Curriculum Coach: Michael Takemoto</li> <li>• Administration: John Hamilton</li> </ul>	<p>100% of students will engage in at least two opportunities that are connected to real-world experiences</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$5,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>

<p><b>K-12 Alignment</b></p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways (e.g., Career Academies, International Baccalaureate, CTE).</p>	<p>Strengthen schoolwide systems to plan, implement, and align learning intentions with career pathways/academies</p>	<p>Provide students with the following opportunities:</p> <ul style="list-style-type: none"> <li>● After School Clubs/Sports <ul style="list-style-type: none"> <li>○ Volleyball</li> <li>○ Basketball</li> <li>○ Garden Club</li> <li>○ Track and Field</li> </ul> </li> <li>● EL Tutoring</li> <li>● Science Fair</li> <li>● Speech Festival</li> <li>● Spelling Bee</li> <li>● Summer Learning Opportunities</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>● Curriculum Coach: Michael Takemoto</li> <li>● Administration: John Hamilton</li> </ul>	<p>Increase enrollment and opportunities for students to participate in after school and extracurricular activities. <b>(SW6)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$5,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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## Priority 2

### High-Quality Educator Workforce In All Schools

★				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.2.1. All <b>teachers</b> positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.	50% of students at KES are EL  Teachers must differentiate and scaffold instruction for ELs to develop English proficiency.	Continue to offer EL credit courses to all non-SIQ or TESOL-certified teachers.  Provide teachers with professional development through grade-level articulation and faculty meetings to strengthen EL strategies.  Accountable Lead: <ul style="list-style-type: none"> <li>EL Coordinator: Serana Hong</li> <li>Administration: John Hamilton</li> </ul>	As assessed by KES Walkthrough Data, 100% of Teachers will implement explicit instruction and EL strategies.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title III, \$11,000 <input type="checkbox"/> Other: __, \$
2.1.2. All <b>teachers</b> are effective or receive the necessary support to become effective.	95% of Teachers are Highly Qualified. 100% are Fully Qualified	All teachers will participate in grade-level articulation twice a month. During grade-level articulation, teachers will:	40% of Students will be on GL for Phonics as assessed by	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title II, \$40,000 <input type="checkbox"/> Other: __, \$

		<ol style="list-style-type: none"> <li>1. Plan for instruction using a viable curriculum (Wonders, Ready Math) and identify learning intentions and success criteria.</li> <li>2. Plan, administer, and analyze assessments to inform instruction and student interventions.</li> <li>3. Review teacher action plans and plan for small group instruction for intervention block time.</li> </ol> <p>Provide PD Opportunities for teachers:</p> <ul style="list-style-type: none"> <li>• Impact Teams - PLC Process (SW6)</li> <li>• West ED - MLL Strategies (SW6)</li> </ul> <p>Identified Conferences:</p> <p>NCTE-NCTM Joint Conference: Will provide KES teachers with access to educational research, teaching strategies, and resources. (SW6)</p> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• Curriculum Coach: Michael Takemoto</li> <li>• Literacy Coach</li> <li>• Student Services Coordinator Vina Butac</li> <li>• Administration: John Hamilton</li> </ul>	<p>i-Ready Winter Diagnostic</p> <p>100% of students will make Growth on iReady Winter Diagnostic</p> <p>Teachers will administer Wonders and Ready Math, common formative assessments throughout the SY. The results will show that 80% of students meet standards.</p>	
2.2.2. All schools' <b>support staff</b> are effective or receive the necessary support to become effective.	Strengthen teacher PD opportunities aligned to KES Initiatives	<p>Provide onboarding and training to new hires in order to support the following identified areas for growth:</p> <ul style="list-style-type: none"> <li>• Literacy: ECRI, Heggerty</li> <li>• Special Education Support Training: Teachtown, AAC devices, ABA Strategies.</li> <li>• Building Capacity for Classified Staff: SASA and Head Custodial Leadership Summits, School Level Operations Meetings.</li> </ul> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• Curriculum Coach: Michael Takemoto</li> <li>• Literacy Coach</li> </ul>	<p>100% of Staff will complete OSY Packets confirmation.</p> <p>100% of Staff will receive training in instructional strategies to support all students.</p>	<input checked="" type="checkbox"/> WSF, \$5,000 <input type="checkbox"/> Other: __, \$

		<ul style="list-style-type: none"> <li>• Student Services Coordinator Vina Butac</li> <li>• Administration: John Hamilton</li> </ul>		
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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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Strengthen SCC meetings by providing opportunities for parents to participate and provide feedback on school decisions.	<p>Continue to strengthen SCC by posting meeting agenda on the school website. Provide opportunities for parents to participate via quarterly school events. Ensure that stakeholders (students, parents, teachers, staff, and community) are represented in the school improvement process, such as the development of the comprehensive needs assessment and academic plan.</p> <p>Accountable Lead:</p> <ul style="list-style-type: none"> <li>• Administration: John Hamilton</li> </ul>	<p>The School has all required stakeholders represented on SCC.</p> <p>Percent of meetings with all required stakeholders represented.</p> <p>Overall rating on SCC self-assessment survey</p>	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1,500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<b>Family and Community Engagement:</b> Increase family engagement in school initiatives such as <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Literacy</li> </ul>	Increase stakeholder awareness of school initiatives  Increase opportunities to engage parents and the community	Increase stakeholder engagement with parents and the community by implementing the following: <ul style="list-style-type: none"> <li>• School Day Events               <ul style="list-style-type: none"> <li>○ Awards Assembly                   <ul style="list-style-type: none"> <li>■ Perfect Attendance</li> <li>■ iReady Growth Award</li> </ul> </li> <li>○ Halloween Event</li> <li>○ Thanksgiving Event</li> <li>○ Winterfest</li> </ul> </li> <li>• Quarterly after-school event               <ul style="list-style-type: none"> <li>○ Open House</li> <li>○ EL Parent Night</li> <li>○ Literacy Night</li> <li>○ Promotion</li> <li>○ Holiday Movie Night</li> </ul> </li> <li>• Engage with Parents online (SW6)</li> </ul> Accountable Lead: <ul style="list-style-type: none"> <li>• Administration: John Hamilton</li> </ul>	70% of Students will be on GL for Phonics and Numbers and Operations as assessed by i-Ready EOY Diagnostic  Daily average attendance will increase by 3% by the end of SY 2025-2026  Chronic Absenteeism will decrease by 5% by the end of SY 2025-2026	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1,500 <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: __, \$

## APPENDIX A: SCHOOL BELL SCHEDULE

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

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

**Total student instructional hours per year** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1080

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

KES Requested 2 Waiver Days

- September 2nd, 2025
- January 16th, 2026

**Bell Schedule:** [LINK](#)