NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Kalihi Kai Elementary School
Academic Plan
SY 2025-2026

626 McNeill Street, Honolulu, HI 96817
(808) 305-4100
www.kalihikai.k12.hi.us

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

Submitted by Principal Marc Kawahara	
	03/25/25

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
	03/27/2025

Rochelle Mahoe (Mar 27, 2025 08:03 HST)

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

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 <u>comprehensive instructional program(s)</u> 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	English Language Arts	Mathematics	Science	Social Studies
K	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Stemscopes	Teacher Created
1	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Stemscopes	Teacher Created
2	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Stemscopes	Teacher Created
3	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Stemscopes	Teacher Created
4	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Stemscopes	Teacher Created
5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Stemscopes	Teacher Created

Please list all <u>supplementary instructional materials</u> 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	K-5: WonderWorks K-2: ECRI 3-5: Phonics for Reading			
English Learners	Wonders 2023 Small Group Guides Wonders Newcomers			
Grade Levels	K-2: ECRI 3-5: Top Score Writing K-5: The Writing Revolution		Mystery Science Generation Genius	

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 <u>screening and/or progress monitoring assessments</u> 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
K	I-Ready ▾ DIBELS ▾ KEA ▾	I-Ready ▾ DIBELS ▾ KEA ▾
1	I-Ready ▾ DIBELS ▾	I-Ready ▾
2	I-Ready ▾ DIBELS ▾	I-Ready ▾
3	I-Ready ▾ DIBELS ▾	I-Ready ▾
4	I-Ready ▾ DIBELS ▾	I-Ready ▾
5	I-Ready ▾ DIBELS ▾	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: [Insert text]
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025   Year of Next Action: [Insert year]   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ▾   Type of Next Action: Select One ▾   [Insert year]

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: Narrowing the achievement gap between high needs and non high needs students in both ELA and Math. Enhance professional development and support to more effectively help underperforming students.

Root/Contributing cause(s): KKS has a large high needs population consisting of 46% EL students, 11% special needs students, and 67% economically disadvantaged students as of SY 2023-24. Many students enter KKS below proficiency. While proficiency has increased in ELA, math, and science in recent years for both student groups, the achievement gap continues to remain high for both ELA and math, calling for the need to address the student academic needs for those who enter KKS below proficiency.

SY 23-24:
- ELA: Non-High Needs 74%, High Needs 46%, Gap 28% (according to Strive HI)
- Math: Non-High Needs 77%, High Needs 46%, Gap 31% (according to Strive HI)

SY 22-23:
- ELA: Non-High Needs 83%, High Needs 45%, Gap 37% (according to Strive HI)
- Math: Non-High Needs 68%, High Needs 38%, Gap 29% (according to Strive HI)

SY 21-22:
- ELA: Non-High Needs 63%, High Needs 37%, Gap 26% (according to Strive HI)
- Math: Non-High Needs 58%, High Needs 34%, Gap 24% (according to Strive HI)
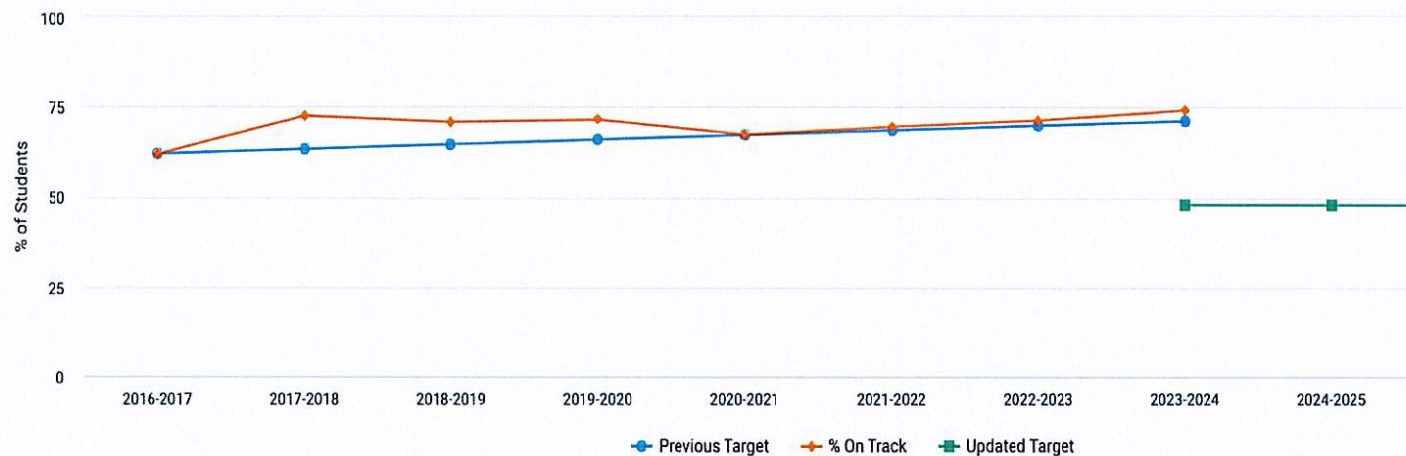
GTT(Students Learning English are on track to English Language Proficiency)Note State Goal moved from 75% to 48%:

% of ELs On Track towards State Goal of 75%

Legend: School On Track (Target) — % On Track
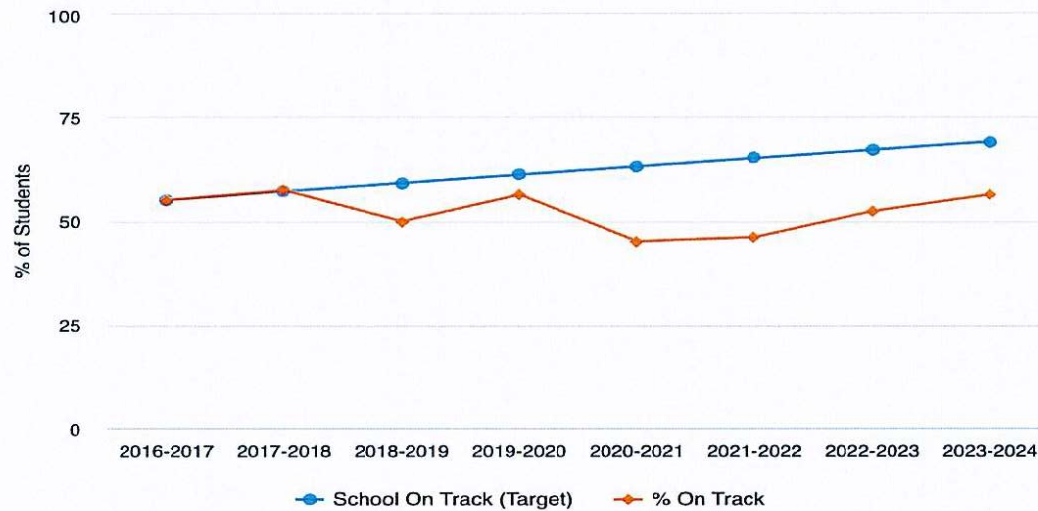
% of ELs On Track towards Updated Goal of 48%

SY 23-24:
- 74.24% (State Goal of 48%)
- 56.48% (State Goal of 75%)

SY 22-23:
- 52.45% (State Goal of 75%)

SY 21-22:
- 45% (State Goal of 75%)

2	**Student Need:** Enhance Teacher Pedagogy and Instructional Practices in Tier I for all content areas by implementing, strengthening, and refining curriculum, pacing guides, and instructional practices to effectively address the needs of all students. Student clarity around learning target success criteria. **Root/Contributing cause(s):** KKS has strong Tiered systems of support in place for both academic, behavioral, and social/emotional student needs. However, the need to support students in all Tiered settings continues to be a priority as KKS strives to successfully address its population effectively. In order to effectively and properly serve the diverse needs of all KKS students, teachers must be properly trained, travel for conferences, update resources, curriculum, and pacing guides, receive effective coaching, and have collaboration and articulation time. KKS often needs additional opportunities to address student gaps in learning through tutoring, school readiness, and targeted remediation.

KKS iReady Reading Assessment Summary

SY 2021–2022	SY 2022–23	SY 2023–24
At Risk for Tier 3 — 18% Tier 2 — 25% Tier 1 — 57%	At Risk for Tier 3 — 15% Tier 2 — 25% Tier 1 — 60%	At Risk for Tier 3 — 15% Tier 2 — 28% Tier 1 — 57%

KKS iReady Math Assessment Summary

SY 2021–2022	SY 2022–23	SY 2023–24
At Risk for Tier 3 — 16% Tier 2 — 34% Tier 1 — 50%	At Risk for Tier 3 — 14% Tier 2 — 38% Tier 1 — 48%	At Risk for Tier 3 — 12% Tier 2 — 40% Tier 1 — 48%

Kalihi Kai Total Number of Suspensions & Student Incidents			
	2021-2022	2022-2023	2023-2024
Suspensions	2	7	2
In-School Suspension	7	13	3
Student Incidents	31	32	22

Infinite Campus

3

Student Need: Increase student daily attendance and decrease student chronic absenteeism.

Root/Contributing cause(s): While data has improved, daily attendance rates continue to be a focus for KKS as attempts to address the needs of students are not as effective when students are not in school. Student attendance concerns are often related to families not understanding and prioritizing the importance of education and daily attendance. Attendance can be strengthened through parental involvement and their partnership with the school through events, workshops, engagement activities, and meetings in order to ensure common expectations.

Kalihi Kai Attendance and Chronic Absenteeism Percentages			
	2021-2022	2022-2023	2023-2024
Average % Attendance	89.52%	91.35%	93.17%
Chronic Absenteeism	18%	41%	28%
Mobility & Transient rate	0.5%	0.9%	2.7%

Infinite Campus, Lei Kulia and StriveHI Report

4

Student Need: Coalesce student systems of support (Ci3T: Academic, Behavior, SEL, PBIS). Provide more career and other educational opportunities for all grade levels.

Root/Contributing cause(s): KKS students require a seamless and effective system of support to address their diversity of needs. KKS continues to strengthen the interrelatedness between all systems of support including its SEL program The Leader in Me. This is especially important for high needs students and those transitioning to middle school and eventually high school and career academies.

KKS Strive HI Index			
	2021-2022	**2022-2023**	**2023-2024**
English Learners (EL)	47%	46%	46%
Special Education (SPED)	9%	10%	11%
Economically Disadvantaged	364 (66%)	358 (69%)	395 (67%)

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.	
1	**Targeted Subgroup:** English Learners **Identified Student Need(s):** Assess and utilize effective curricular resources and instructional practices for EL students. Provide ELA and math support in all Tiered settings and additional personnel support especially for Tier II and III, and resources, training, professional development, collaboration and articulation time.
2	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Assess and utilize effective curricular resources and instructional practices for special education students. Provide academic and behavioral support and additional personnel support to target student needs, resource allocation, training initiatives, professional development opportunities, and dedicated collaboration and articulation time.

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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Position of 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?"* *Estimate the additional amount needed to execute the enabling activity.*
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.	2	All Kindergarten teachers were KEA trained in SY 23-24 and all students will be assessed with KEA Fall 2025 and all new students must be assessed within the first 30 school days of enrollment. All Kindergarten teachers will utilize KEA data to inform tiered supports for Kindergarteners in order to support student achievement. [Kara Bumanglag, SSC] (SW6)	BOY, MOY, EOY Academic Screener Data (iReady & DIBELS) BOY, MOY, EOY Behavioral Screener Data (SRSS) Assessments on K standards 100% of K students will be administered KEA.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| Reading Proficiency 1.1.2. All students read proficiently by the end of third grade. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient. | 2 | Strengthen Tier 1 instruction in all ELA classrooms, by following and using the approved viable curriculum, integrating explicit instructional strategies, and supporting curriculum and instructional practices.

Conferences and Professional Development
- Travel (i.e. Plain Talk, NCTE, Reading League)
- Training & consultants (i.e. Explicit Instruction, ECRI, DIBELS, etc.)
- Substitutes

EL sheltered instruction strategies will be implemented in all classrooms.

Sped and EL students provided an effective and school approved curriculum (i.e. ECRI, Teachtown, Wonderworks, etc.).

[Dayna Nakasone, Literacy Coach and Joy Alcantra, EL Coordinator]
(SW6) | BOY, MOY, EOY Academic Screener Data (iReady & DIBELS)

RTI-A support and quarterly progress monitoring

3% increase in SBA ELA proficiency | ☑ WSF, $10,000
☑ Title I, $20,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

| Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade. All students (K-5) who are not proficient receive necessary and timely support to become proficient. | 2 | Strengthen Tier 1 instruction in all math classrooms, by following and using the approved viable curriculum and supporting curriculum and instructional practices.

Conferences and Professional Development
- Training & consultants (e.g., Building Thinking Classrooms for upper elementary, Dr. Yeap Ban Har for K-3)
- Substitutes

Sped and EL students provided an effective and school approved curriculum (Ban Har, BTC, etc.).

[Michelle Iwasaki, Academic Coach and Marc Kawahara, Principal]
(SW6) | BOY, MOY, EOY Academic Screener Data (iReady)

RTI-A support and quarterly progress monitoring

2% increase in SBA Math proficiency | ☑ WSF, $10,000
☑ Title I, $10,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 1 | Address struggling learners including EL students, EL Newcomers, and Sped students through RTI-A, RTI-B, CLSD, Summer Learning Hub, non-ESY sped, after-school tutoring, after school clubs w/tutoring or study hall.

Inservice will be provided on how to effectively use the pacing guides and curriculum, including components for special sub groups. Teacher planning time for pacing guides and instructional strategies as well as planning time for curriculum and teacher PD and professional networking.

Student Support Materials
- Chromebooks, iPads, classroom technology
- Subscriptions, programs, curriculum (i.e. iReady, Stepping Stones, McGraw-Hill, reprographics, Building Bridges, STEMscopes, WonderWorks)
- Classroom supplies

[Joy Alcantra, EL Coordinator and Kara Bumanglag, SSC] (SW6) | BOY, MOY, EOY Academic Screener Data (iReady & DIBELS)

BOY, MOY, EOY Behavioral Screener Data (SRSS)

Individual and aggregate EL student progress data

EL Growth To Target data

SPED progress data

Decrease proficiency achievement gap in both ELA and math by 2% in each | ☑ WSF, $65,000
☑ Title I, $158,050
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

| 1.1.5. All students transition successfully at critical points, from preschool to elementary, **AND** from elementary to middle school, **AND** during non-traditional times (e.g., new students mid quarter). | 2, 4 | Various programs to help students transition to Kalihi Kai including Kindergarten Jump Start, EL Newcomers, TLiM Student Lighthouse, Summer programs, Learning Hub, Pacific Islander Club.

All EL newcomers and new students will be inducted to KKS by Student Lighthouse members by taking a tour, meeting important staff members, and learning where they can go for help and support.

Conferences and Professional Development
  - Association for Middle Level Education conferences
  - other conferences and PD for transition grades
  - substitutes

Kalakaua Middle School collaboration or visitation day.

[Joy Alcantra, EL Coordinator]
(SW6) | Student Panorama Data (Sense of Belonging) throughout the year

K Jumpstart and Summer Programs pre and post-assessment data

SQS survey return rate 75% or higher for teachers, parents, and students

EL GTT | ☑ WSF, $20,000
☑ Title I, $5,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |
| 1.1.6 All students participate in learning Arts Integration strategies strengthening critical thinking, SEL, and creative skills. | 2 | Implementation, Strengthening, and Refining of Arts Integration Training/Teaching Strategies for Tier I Instruction.

Conferences and Professional Development
  - Travel (i.e. Arts Integration Conference)
  - Training & consultants (i.e. Focus 5)
  - Substitutes

[Michelle Iwasaki, Academic Coach]
(SW6) | Turnaround Arts Learning Team (TALT) Vertical Team minutes

Arts Integration PD agendas | ☑ WSF, $2,000
☑ Title I, $40,800
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

| 1.1.7 Narrow the achievement gap between high needs and non high needs students in both ELA and Math. | 1 | Address struggling high needs learners including EL students, EL Newcomers, Sped students, and economically disadvantaged students through: RTI-A, RTI-B, CLSD, math camp, Summer Learning Hub, non-ESY sped, after-school tutoring, EL extended learning opportunities, after school clubs w/tutoring or study hall. Support staff (PPT, PPE, PTT, EA) to provide interventions and student support.

Articulation and collaboration time for teachers to adequately support struggling learners (EL, Sped, newcomers, etc.).

Conferences and Professional Development
- Travel (EL conferences, Sped Conferences, etc.)
- Training & consultants (Dr. Solis, West Ed, etc.)
- Substitutes

SPED & Gen Ed Teachers collaborate to review cases to ensure LRE allows for IDEA eligible students students to be with regular ed peers to the greatest extent possible.

[Marc Kawahara, Principal]
(SW6) | BOY, MOY, EOY Academic Screener Data (iReady & DIBELS)

Strive HI Achievement Gap between high needs and non-high needs for both math and ELA decreased by 2% each.

SPED progress data

GTT | ☑ WSF, $50,000
☑ Title I, $60,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant: $
☐ Other:__, $ |

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Position of 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?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	3	Schoolwide perfect attendance tracker in cafeteria Rewards for individual students who attend all days of school each quarter Adhere to school wide attendance policy (teacher, counselor, Admin letters home and parent conferences, and home visits) [Marc Kawahara, Principal]	Data for students who attend all days of school each quarter Number of times classes spell "WARRIORS" indicating daily class perfect attendance each quarter Daily Attendance at 90% or higher 100% Implementation of KKS Attendance Policy	☑ WSF, $1,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| 1.2.2. All students demonstrate positive behaviors at school. | 4 | Implement Ci3T Framework

Schoolwide annual implementation of The Leader in Me (The First 8 Days)

Student Lighthouse collaboratively revises schoolwide PBIS expectations

Quarterly Awards Assemblies aligned to 7 Habits, most improved, honor roll, and Principal's List

Teaching guidance curriculum (The Leader in Me) and distribution of Warrior Winnings

Family Engagement Workshops: fostering behavior strategies at home and at school

Professional Development
  - Training & consultants (i.e. Signature Training, The Leader in Me Coaching Days, Community Coaching Days)
  - Substitutes (Coaching Days and to attend Leadership Days at other schools)

[Marc Kawahara, Principal]
(SW6) | Ci3T TSR and PIRS Survey Data

Referral and counselor data

All student Panorama Data (Sense of Belonging) throughout the year

Workshop evals

100% of students (excluding Tier III students with plans already in place) are assessed by teacher on SRSS

SQS survey return rate 75% or higher for teachers, parents, and students

All SQS Data 70% and higher | ☑ WSF, $3,000
☑ Title I, $17,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | 4 | | KKS Crosswalk document containing GLOs, 7 Habits, and Ha

[Marc Kawahara, Principal] | Referral and counselor data

All student Panorama Data (Sense of Belonging) throughout the year.

Embed Aina Aloha in GL curriculum

100% of students (excluding Tier III students with plans already in place) are assessed by teacher on SRSS | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $10,000 |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Position of 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?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.	4	All students participate in KKS Leadership Day. KKS Student Lighthouse (supplies, induction costs) Grade Level career, community, and civic opportunities: - Field trips (transportation & admission) - Presenters (local area politicians) - Career presenters - Real and Powerful (RAP-HPD) - Market Day - PULS (Science pop-up labs) Extracurricular opportunities for students may include: - LEGO, athletics, E-Sports, ukulele, choir, etc. - Student participation in SCC meetings - Student community service project - Farrington Family Fair promoting community engagement [Marc Kawahara, Principal] (SW6)	GLO Community Contributor data Student Lighthouse Roster 100% of students participate in guidance class and learning The 7 Habits (excluding SPED because of LRE) 100% of students participate in KKS Leadership Day Multiple after-school extracurricular opportunities offered to lower and upper	☑ WSF, $10,000 ☑ Title I, $10,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

			elementary students as shown on activity rosters	
K-12 Alignment 1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways/academies.	2, 4	- Out-of-school time tutoring, programs, activities - Extra- or co-curricular activities (e.g. HONSEF, Speech Festival) - Summer Learning Opportunities (Summer Bridge, 5th grade transition days) [Marc Kawahara, Principal] (SW6)	KKS to participate in Speech Festival and HONSEF	☑ WSF, $5,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and Position of 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?"* Estimate the additional amount needed to execute the enabling activity.
2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	1, 2	All teachers are highly qualified. Teachers are/or continue to participate in SIQ/TESOL training. Teachers are given SIQ information for fulfilling PD requirement [Marc Kawahara, Principal]	100% of SIQ Certifications for all teachers completed by SY 26-27 100% of all teachers are HQT	☑ WSF, $2,454,418 ☐ Title III, $ ☐ Other:___, $
2.1.2 All **teachers** are effective or receive the necessary support to become effective.	2	All teachers participate in EES.	100% of on-cycle teachers participate in the EES process	☐ WSF, $ ☐ Title II, $ ☐ Other:___, $

Kalihi Kai Elementary School Academic Plan, FINAL, Mar 25, 2025
Farrington - Kaiser - Kalani Complex Area

		All teachers receive an effective or highly effective rating and any who do not are properly supported. [Marc Kawahara, Principal]	EES Dashboard	
2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	2, 4	All support staff receive an effective or highly effective rating and any who do not are properly supported. Minimum quarterly meeting with SASA, Head Custodians, SFSM, and EAs to review school focus and expectations [Marc Kawahara, Principal]	PAS meetings are conducted, assessment and goals discussed and reflected upon Staff well-being data SQS data	☑ WSF, $741,015 ☐ Other:___, $

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Position of 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?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	4	Monthly SCC Meetings including two, larger community meetings and BINGO Night Selection of SCC Members for all required stakeholder roles and consistent representation at SCC meetings. Adhere to SCC checklist and timelines. [Marc Kawahara, Principal]	School has 100% of all required stakeholders represented on SCC as indicated by SCC minutes 90% or more of meetings with all required stakeholders represented Overall principal rating on SCC self-assessment survey	☑ WSF, $2,000 ☑ Title I, $1,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Position of 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?"* *Estimate the additional amount needed to execute the enabling activity.*
Family and Community Engagement **(required)** Increased participation and involvement from families and community members, including EL Newcomers	4	BSHA-Chuukese Position Formation of Pacific Islander Club Quarterly Parent Workshops Open House SCC Community Meetings Parent Teacher Conference Leadership Day WASC Self-study participation Communication with families: translated messages home, red communication folders, students planners, SBA student reports [Marc Kawahara, Principal]	Parent attendance data for school events (i.e. Open House, PTCs, Leadership Day, etc) Parent evaluations Attendance at monthly Pacific Islander parent meetings	☑ WSF, $41,412 ☑ Title I, $2,450 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ 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 Kai Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)	1,098
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, pending approval for 9/5/25 and 1/16/26
Bell Schedule: KKS SY 24-25 Bell Schedule	