NĀ HOPENA AʻO

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 Uka Elementary Academic Plan SY 2025-2026

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

Submitted by Principal [Derek Santos]	**Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent** Rochelle Mahoe, Ph.D.
[signature] 04/08/2025	[Insert signature] [Insert date] *[signature]* Rochelle Mahoe (Apr 9, 2025 15:05 HST) 04/09/2025

Kalihi Uka Elementary Academic Plan, Version [Version #1, FINAL], Apr 8, 2025
Farrington - Kaiser - Kalani Complex Area

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-5	'23 Wonders ⌄	i-Ready Classroom Mathematics ⌄		
	Select One ⌄	Select One ⌄		
	Select One ⌄	Select One ⌄		
	Select One ⌄	Select One ⌄		

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				
English Learners				
Others:				

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-5	DIBELS ⌄	I-Ready ⌄
K-5	I-Ready ⌄	Select One ⌄
	Select One ⌄	Select One ⌄

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause 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: [Insert year]   Year of Next Action: [Insert year]   Year of Next Self-Study:
Type of Last Visit: Select One ▾   Type of Next Action: Select One ▾   [Insert year]

|	
Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</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?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Increase vocabulary knowledge and reading comprehension skills for all students **Root/Contributing Cause:** KUES data continues to show needs in the areas of comprehension and vocabulary. Through much review and discussion over the data, we have determined the root cause to be students are only comprehending or understanding text at the surface level. Students are able to answer simple who/what/when/where/why/how questions but lack the skills to go beyond. Because of this, we are currently working on ensuring students are "real reading," meaning they are going beyond surface level questions, students are making connections and developing deeper understandings. The surface level learning has also affected the students abilities with vocabulary. Because students are not reading to make deeper connections or understanding, students would often skip difficult words rather than work to make meaning of the words in the text.
2	**Student Need:** Increase math conceptual knowledge amongst all students. Practices will emphasize concrete to drawing then drawing to symbols

Root/Contributing Cause:
Based on our iReady Assessment data, foundational math skills appear to be lacking. By teachers utilizing and analyzing the iReady Math data to plan for instruction and learning, the students will utilize math manipulatives and use the Try-Discuss-Connect routine to gain a deeper understanding of math concepts. Students will be monitored to ensure growth and to receive appropriate intervention. Teachers in grades 3-5 have begun to implement strategies learned from the book study, "Building Thinking Classrooms in Math," by Dr. Peter Liljedahl. Because of the pandemic and the restrictions, students were not able to utilize manipulatives which has affected students abilities to go from concrete to pictorial to abstract in math.

3

Student Need:
Decrease the achievement gap for special populations
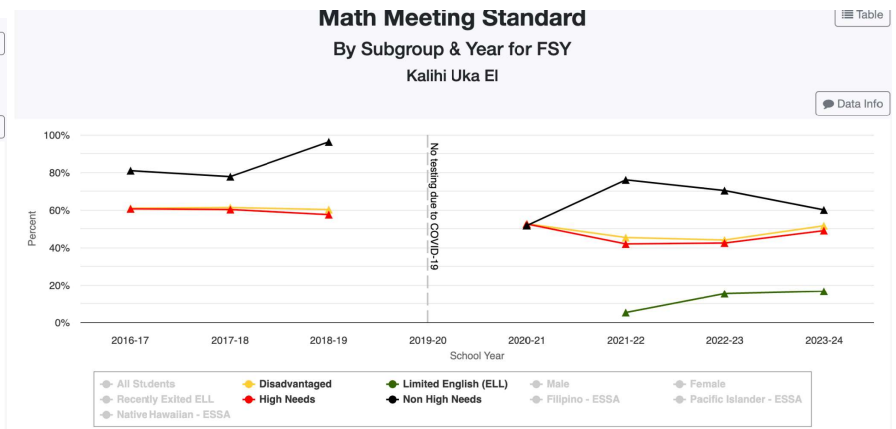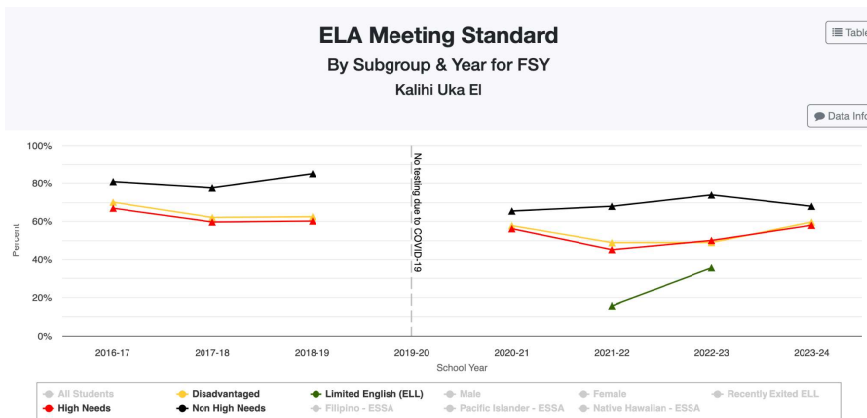
Root/Contributing Cause:
Data from focus walks looking at student work and student assessment show that the root cause of difficulties raising scores is the wide range of student academic needs, especially for those in the disadvantaged subgroups. There is a significant high needs population at KUES which consists of English learners, economically disadvantaged students, and students receiving Special Education services. Overall there is an urgency to improve scores for all students. As the school experienced slight increases for their High Needs population in proficiency for both ELA(+8%) and Math (+6.6%) from SY'22-'23 (ELA= 50%/ Math 42.3%) SBA measures in comparison to SY'23-'24 (ELA 58% / Math48.9%) results, it appears Non High Needs performance is declining (ELA: SY'22-'23= 74% > SY'23-'24= 68% & Math: SY'22-'23= 70.3% > SY'23-'24= 60%). Given this, to continue to close learning gaps and meet the academic needs of all students, the school will need to look at various student supports, classroom instruction and schoolwide data.

	Limited life experiences that hinder the development of the background knowledge needed to fully master the CCSS is also an obstacle for our students. Thus, it is critical that KUES scaffold concepts and content for students to support their learning. In addition, instructional minutes during the day are not sufficient to allow for other subjects such as social studies and science to be adequately taught separately. When subjects are taught in isolation, students do not make real-life connections to the content. Meeting the needs of our students who come from second language homes is also a challenge. The school needs to consider focusing on critical thinking, reasoning and problem-solving skills to encourage students to make connections to life experiences as well as promote student agency.
4	**Student Need:** All students will learn to take responsibility for their own learning **Root/Contributing Cause:** Given the demographics of the school's learning community, Kalihi Uka's staff is faced with a diverse and challenging student population. Economic difficulties and limited experiences in the community hinder the adequate development of background knowledge that is required to fully address basic skills and competencies of standards. Because of limited experiences and limited opportunities for communication at home, by enabling and empowering students to be assessment capable learners, the school is building up students to be community contributors, complex thinkers, self directed learners and effective communicators.
5	**Student Need:** Improve daily student attendance **Root/Contributing Cause:** KUES' families face challenges that impact student attendance. Issues with child care, illnesses within the home, and difficulties picking up and dropping off students have resulted in a daily average attendance rate lower than the state average.
6	**Student Need:** Provide Social Emotional Learning for all students **Root/Contributing Cause:** As the school promotes the whole child, social emotional growth is also addressed. Through guidance lessons and school activities that promote participation for all, students are given opportunities to grow positively as a contributing member of the school community. The school has adopted the Choose Love program to promote social-emotional learning. Choose Love focuses on developing courage, gratitude, forgiveness and compassion in action as the formula for choosing love. A Book of the Quarter (BOQ) is also picked which

	corresponds to the value of the quarter. BOQ is introduced to every classroom by the principal and an assignment is given to the students. Towards the end of the quarter, students from every class share their thinking around the value and BOQ.
7	**Student Need:** Continued strengthening and refining of instructional practices for teachers and staff **Root/Contributing Cause:** While most of KUES's teachers are Highly Qualified (HQ), the average number of years of experience of classroom teachers is 10 years. With a relatively small and inexperienced certificated staff, Kalihi Uka School must be clear and focused in its efforts to develop a culture of collective teacher efficacy. By continuing to develop common and effective practices that support high yield learning, teachers will make a difference impacting student learning. Professional development in the areas of curriculum, instruction, common core standards and assessment is imperative for KUES's staff.
8	**Student Need:** Continued school community and family engagement **Root/Contributing Cause:** Active parent involvement is reported to be an ongoing challenge given literacy constraints as well as working family demands and conflicting schedules. When events are provided, those who do attend events that focus on parent literacy give positive feedback and ask for more standards-centered events.

	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	**<u>Targeted Subgroup:</u>** Students not meeting ELA proficiency (1.1.2) **<u>Identified Student Need(s):</u>** KUES data continues to show need in the areas of comprehension and vocabulary. Through much review and discussion over the data, we have determined the root cause to be students are only comprehending or understanding text at the surface level. Students are able to answer simple who/what/when/where/why/how questions but lack the skills to go beyond. Because of this, we are currently working on ensuring students are "real reading," meaning they are going beyond surface level questions, students are making connections and developing deeper understandings. The surface level learning has also affected the students abilities with vocabulary. Because students were not reading to make deeper connections or understanding, students would often skip difficult words rather than work to make meaning of the words in the text.
2	**<u>Targeted Subgroup:</u>** Students not meeting Math proficiency (1.1.3) **<u>Identified Student Need(s):</u>** Based on our iReady Assessment data, foundational math skills appear to be lacking. By teachers utilizing and analyzing the iReady Math data to plan for instruction and learning, the students will utilize math manipulatives and use the Try-Discuss-Connect routine to gain a deeper understanding of math concepts. Students will be monitored to ensure growth and to receive appropriate intervention. Teachers in grades 3-5 have begun to implement strategies learned from the book study, "<u>Building Thinking Classrooms in Math</u>," by Dr. Peter Liljedahl. Because of the pandemic and the restrictions, students were not able to utilize manipulatives which has affected students abilities to go from concrete to pictorial to abstract in math.
3	**<u>Targeted Subgroup:</u>** Support for disadvantaged students including EL, SPED **<u>Identified Student Need(s):</u>** EL: Based on observations and progress monitoring assessments in Dibels, students who are new to the school need support with decoding and reading fluency. This impacts English Learners as decoding affects their listening, reading comprehension, speaking, and writing. Students are pulled on rotation for Reading Mastery to address decoding. ELD pull-out support is provided for English Learners to work on their comprehension, vocabulary, listening, speaking, and writing skills. In Sheltered Instruction, teachers are using Quality Interactions and the Sociocultural Theory for instruction in the classroom to support all students.

SPED:
Special education students continue to require specialized instruction in order to achieve their learning goals. Data from standardized assessments is used to determine programming needs in all areas of development. Oftentimes, special education students benefit from in-class instructional support alongside their classmates, where peers can provide models and authentic learning experiences and communicative exchanges. Special education students also benefit from targeted supports in resource rooms and other learning opportunities provided after school and during school breaks.

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 <u>provided necessary and timely support</u> to develop foundational skills for learning.	Many current students did not attend pre-school and enter kindergarten with little to no academic skills. (CNA Priority 1)	KUES will continue utilizing the prescribed Kindergarten Assessment and assessing students as they enter as mandated by state law. Lead: K teachers All K's will be assessed using the Universal Screener in Reading and Math three times during the school year Lead: K Teachers All K's will participate in Reading Mastery pullout to provide foundational skills in decoding and fluency. Lead: K and RTI teachers To ensure a smooth transition, Summer Start will continue to be offered to provide incoming Kinder students. Lead: K teachers	Kindergarten Assessment Data DIBELS and Universal Screeners	☑ WSF, $25,000 ☑ Title I, $53,152 PTT's (SW6) ☐ 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 (K-5) students who are not proficient receive necessary and timely support to become proficient. | Students are only comprehending or understanding text at the surface level. Students are able to answer simple who/what/when/where/why/how questions but lack the skills to go beyond. Because students were not reading to make deeper connections or understanding, students would often skip difficult words rather than work to make meaning of the words in the text.

(CNA Priority 1) | Reading Mastery (RM) will continue to be implemented in all K/1 classrooms to ensure a solid base understanding of phonics and phonemic awareness.
Lead: K/1 teachers and RTI teachers

RM will continue to be utilized as a Tier 2 intervention for students in Gr 2-5 who are in need of basic decoding skills.
Lead: RTI teachers

Strengthen Tier 1 instruction in all ELA classrooms, by following and using the approved viable curriculum (Wonders 2023) and integrating explicit instructional strategies.
Lead: K-5 Teachers

Provide Tier 2 reading interventions during embedded intervention block – What I Need (WIN) time during the school day.
Lead: K-5 Teachers

Provide tier 2/3 reading tutoring either during the school day or before/after school (if funds allow) to identified students based on need from screener and class data sources.
Lead: K-5 Teachers, Literacy Coach | Universal Screener Data

DIBELS Data

Walkthrough Data

Formative and Summative Data

3% increase in SBA proficiency data | ☑ WSF, $150,000
☑ Title I, $20,000
Materials/Supplies/Licenses (SW 6)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:__, $ |

Schoolwide vocabulary instruction will be systematically implemented in all classrooms. Various strategies that have been identified by the faculty such as "High touch" versus "low touch" words will be identified and taught while building background knowledge, prefix/suffix/root word knowledge and utilizing context clues to build comprehension.
Lead: K-5 Teachers and ELA CC

All teachers will implement quality interaction strategies and the Sociocultural Theory for Instruction to EL students.
Lead: K-5 Teachers and EL Coordinator

All EL students will be provided with additional support through pullout services and ELO opportunities (if funds allow).
Lead: EL coordinator

All classrooms will utilize Explicit Instructional practices in tier 1/2/3 instruction throughout the school day.
Lead: K-5 Teachers

All teachers will utilize curriculum implementation tracking sheets to monitor Wonders progress throughout the year.
Lead: Literacy coach

Literacy coach will conduct walkthroughs quarterly to plan for coaching and PD needs.
Lead: Literacy coach

Mathematics Proficiency	Student need is a lack of concrete understanding in math. Because of the pandemic and the restrictions, students were not able to utilize manipulatives which has affected students abilities to go from concrete to pictorial to abstract in math	Strengthen Tier 1 instruction in all math classrooms, by following and using the approved viable curriculum. Students will build procedural fluency from conceptual understanding, support productive struggle in learning mathematics, and elicit and use evidence of student thinking. Apply instructional strategies with a focus on transitions from concrete representation to drawing. Then from drawing to symbols(standard algorithm).	Universal Screener Data	☑ WSF, $10,000 ☑ Title I, $20,000
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 receive necessary and timely support to become proficient.		Lead: K-5 Teachers	Formative and Summative Data	Materials/Supplies/Licenses <mark>(SW 6)</mark> ☐ Title II, $ ☐ Title III, $
		Provide tier 2 math interventions during embedded intervention block – What I Need (WIN) time during the school day.	3% increase in SBA proficiency data	☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $
	(CNA Priority 1)	Lead: K-5 Teachers		☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
		Provide tier 2/3 math tutoring either during the school day or before/after school (if funds available) to identified students based on need from screener and class data sources. Lead: K-5 Teachers		
		All classrooms will utilize high-yield Instructional practices and Quality Interactions in tier 1/2/3 instruction for math throughout the school day.Teachers will implement tasks that promote reasoning and problem-solving, use and connect mathematical representations, and facilitate meaningful mathematical discourse by posing purposeful questions. Lead: K-5 Teachers		

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | The students at KUES come from a variety of backgrounds and have a wide range of academic, behavioral, and social skill needs.

(CNA Priority 1) | Classroom assessment data is analyzed to identify trend strength and needs. Using the data, teachers will plan for classroom instruction to ensure learning and identify needs for tier 2/3 instruction.
Lead: K-5 teachers and Curriculum Coordinator

Student data is analyzed to ensure student learning and progress and growth is being made. School Data Dives occur three times during the school year, identifying "targeted" and "support" students to plan for instruction and interventions.
Lead: Teachers, Curriculum Coordinator, Principal

All students will learn to self-assess using Learning Intentions and Success Criteria to measure learning daily in the classroom.
Lead: All Teachers

High yield, high impact instructional practices will be utilized in all classrooms. All teachers will utilize quality interactions throughout the school day. Teachers will utilize explicit instructional practices and LISC to ensure all learners are learning.
Lead: All teachers

SPED and EL teachers will monitor student data to ensure growth in learning for ELA and math. Scaffolds and tiered interventions will be provided to ensure student success.
Lead: SPED/EL/All Teachers | Ready and Wonders Summative Assessments

At least 80 % of all students will meet their targeted growth benchmark on the iReady Pre/Post assessment | ☐ WSF, $
☐ Title I, $
(SW 1)
☐ 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 school, **AND** from elementary to middle school, **AND** during non-traditional times (e.g., new students mid quarter).	The students at KUES come from a variety of backgrounds and have a wide range of academic, behavioral, and social skill needs. (CNA Priority 1)	All students will participate in transition activities such as: ● Summer Start (Gr K) ● Move Up day (All students) ● Middle school visitation (Gr 5) Lead: All teachers KUES will continue the 1 to 1 initiative to prepare computer/technology literate students for the future. Lead: Technology Coordinator	Documentation of activities Technology Inventory	☐ WSF, $ ☑ Title I, $26,000 1 to 1 (SW 6) ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
All students will take responsibility for their own learning	Students have limited life experiences that hinder the development of the background knowledge needed to fully master the CCSS (CNA Priority 1)	All KUES teachers will utilize high yield, high impact instructional strategies as mentioned in the Visible Learning Research. KUES Classroom teachers will utilize the following strategies to ensure learning for all students: ● Learning Intentions and Success Criteria – to empower all students to take ownership of their own learning; give and seek feedback; set goals ● Quality Interactions and discussions centered around learning ● Direct instruction and scaffolded instructional practices ● Becoming assessment capable learners Lead: Principal and Curriculum Coordinator and Teachers	Classroom Walkthroughs	☐ WSF, $ ☐ Title I, $ ☐ 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.	KUES' families face challenges that impact student attendance. Issues with child care, illnesses within the home, and difficulties picking up and dropping off students have resulted in a daily average attendance rate lower than the state average. (CNA Priority 1)	To reduce the absences from school and increase our daily attendance rate, KUES will continue to monitor daily attendance and have monthly classroom competitions for attendance. The school will recognize Attendance Heroes. Attendance data will be pulled from Infinite Campus and Panorama. A Schoolwide Monthly Perfect Attendance Tracker will also be posted in the Cafeteria Perfect attendance will be rewarded quarterly, attendance data will be pulled from Infinite Campus and Panorama Teachers will send home attendance letters and contact families when a student reaches 5 absences (excused and unexcused) The Counselor will contact families when a student reaches a total of 10 unexcused absences.	Attendance data Daily attendance at 90% or higher	☑ WSF, $1500 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

		Counselor will monitor and follow-up with students at-risk of being chronically absent. Counseling will be provided to those families who are chronically absent. The school will do home visits as needed to get students to attend. Lead: Counselor		
1.2.2. All students demonstrate positive behaviors at school.	Students face challenges with tech and social media. Digital learning, distance learning, and students' increasing participation in various online platforms has impacted the face to face social skills that students are drawing from in their day to day interactions (CNA Priority 1)	To increase Positive Behaviors in school, KUES will continue to utilize HMTSS to support all students. KUES will also continue to implement the Book of the Quarter which ties directly into the Value of the Quarter from Choose Love. As part of student voice, each quarter students from every classroom will share through the morning message their thoughts around the value and book of the quarter. Choose Love lessons will continue to be utilized in all classrooms. Tier 1/2/3 behavioral intervention support as needed will be utilized during the school day. Lead: Principal and Counselor	Referral and behavior data SQS Data Panorama Data	☑ WSF, $5000 ☐ Title I, $ ☐ 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. | The students at KUES come from a variety of backgrounds and have a wide range of academic, behavioral, and social skill needs.

(CNA Priority 1) | KUES will continue to implement HA – the BREATH in all classrooms. Through SEL and the Aloha Aina program students will take part in various experiences:
● Field trips
● Monday piko
● Morning Messages
● Daily singing of our alma mater and hula

Lead: Principal and teachers | Referral and counselor data

SQS Survey

Panorama Data | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired 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.	Finding the time for students to engage in career, community and civic opportunities presents a challenge (CNA Priority 1)	KUES students will continue to engage in career, community and civic opportunities in school through: ● Communicate and work with local politicians about any issues within the community. ● Community Read Aloud with readers from various career fields and locations ● STEAM Night from various science careers and fields ● Canned food Drive Lead: Principal, Counselor, Teachers, SAC	Documentation: Invitations Sign ins Activity flyers Letters/Testimony to politicians Documentation of inventory	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	The students at KUES come from a variety of backgrounds and have a wide range of academic, behavioral, and social skill needs. Students have limited background knowledge and experiences. (CNA Priority 1)	KUES will continue to engage students in various learning opportunities inside and outside of the classroom through various activities: ● Out-of-school time tutoring, programs, activities ● Extra- or co-curricular activities – HONSEF, Speech Festival, Track and Field, Basketball, Volleyball, Lego League Robotics ● Summer Learning Opportunities (if funds are available) ● Student Exchange (if available) Lead: Principal and Teachers	Panorama Indicators Documentation: Invitations Flyers	☑ WSF, $5000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
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 (e.g., Career Academies, International Baccalaureate, CTE) .	Build alignment in practices and strategies for ELA and math across all elementary schools to ensure student success as they continue to middle and high school.	KUES will align viable curriculum in ELA and explicit instructional practices to the Farrington Complex Schools. In addition to ELA, math strategies and practices will be established and become common practice across schools. ● Training with Katie Novak ● Training with Peter Liljedahl ● Common complex waiver days and training topics to ensure standard practices		☑ WSF, $20,000 ☐ 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.
2.2.1. All **teachers** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.	Because teachers have less than five years of experience and teaching within the Department of education, many are still working towards SIQ/TESOL certification. (CNA Priority 2)	Admin and EL coordinator will share PD opportunities provided/shared by the district/state. Lead: Administration and EL Coordinator	SIQ report will show more teachers with SIQ/TESOL certification by 5% EL Coordinator will monitor through the EL plan the number of teacher who are SIQ/TESOL certified	☐ WSF, $ ☐ Title III, $ ☐ Other:___, $
2.1.2. All **teachers** are effective or receive the	The demographics of students leave	All teachers will be provided with opportunities to learn and grow in the area of ELA from colleagues through ILT,	All meetings and opportunities will	☐ WSF, $ ☐ Title I $

necessary support to become effective.	teachers having to address diverse needs and abilities in ELA and Math. (CNA Priority 2)	IT, Data Dives, Faculty meetings, peer walkthroughs and implementation of Impact Cycles. To promote teacher clarity, all teachers will continue to refine and strengthen their use of various instructional practices: ● Learning Intentions and Success Criteria ● Student Goal Setting ● Quality Interactions All teachers and staff will be given the opportunity to participate in professional development provided by outside agencies as well as by school personnel to promote collective teacher efficacy. Topics can include: ● Visible Learning ● ACL ● LISC ● ELA curriculum (Wonders 2023) ● Ready Math ● Aloha `Aina Lead: Administration and Curriculum Coordinator School will have a dedicated trained ELA coach to support teachers and literacy instruction.	be scheduled yearly. SQS data Walkthrough notes and data will be shared to ensure all teachers strengthen instructional practices. Documentation: PD agendas Sign ins	(SW3) ☐ Other:___ $
Math		All teachers will be provided with opportunities to learn and grow in the area of Math from colleagues through ILT, IT, Data Dives, Faculty meetings, peer walkthroughs and implementation of Impact Cycles. To promote teacher clarity, all teachers will continue to refine and strengthen their use of various instructional practices: ● Learning Intentions and Success Criteria		

		• Student Goal Setting • Quality Interactions All teachers and staff will be given the opportunity to participate in Math professional development provided by outside agencies such as NCTM Conference, Ready math, as well as by school personnel to promote collective teacher efficacy. All teachers will continue to refine and strengthen their understandings around math instruction – utilizing concrete materials to transfer thinking to a picture before utilizing standard algorithms. Lead: Administration and Curriculum Coordinator		
2.2.2. All schools' **support staff** are effective or receive the necessary support to become effective.	Teachers and staff often need Professional Development when feasible and available. Finding the time to inservice everyone together can often be a challenge. (CNA Priority 2)	All faculty and staff will be provided with various PD's that will meet the needs of all members during faculty meetings. Through complex waiver days, EAs will receive training based on identified needs. For other classified training and PD are available via district and state offices. Topics can include working with parents, Na Hopena as well as promoting positive student behavior. Lead: Administration, Curriculum Coordinator, SAC and Counselor	Documentation: Minutes Sign ins Agenda	☐ WSF, $ ☐ Other:___, $

| The school will continue to develop instructional skills and practices to meet the wide range of learners | The demographics of students leave teachers having to address diverse needs and abilities in ELA and Math.

(CNA Priority 2) | All teachers will be provided with opportunities to learn and grow in the area of Math from colleagues through ILT, IT, Data Dives, Faculty meetings, peer walkthroughs and implementation of Impact Cycles.

All teachers will participate in a professional development that will focus on direct instruction and high yield pedagogical practice to ensure all students are learning in ELA and Math.

All teachers will participate/plan for and implement an Impact Cycle with another teacher and share their learning at the end of the year.

All teachers will share as grade level groups instructional practices and strategies utilized in class and results on student learning.

Selected teachers will attend conferences with high effect sizes to build understanding and knowledge around the research and the most effective instructional practices in education.

All teachers will implement strategies learned during school sponsored PD and measure their impact on student learning by calculating their effect size within the impact cycle.

All teachers will improve their practices by giving and receiving feedback through various walk through by other teachers, coaches and/or admin to promote shared learning.

Lead: Administration and Curriculum Coordinator | Documentation:
Minutes
Sign ins
Feedback data

Scheduled Meetings

Peer walkthroughs notes | ☑ WSF, $10,000
☑ Title I, $25,243
(Subs) (SW 6)
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☐ 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.	Active family involvement is reported to be an ongoing challenge given literacy constraints as well as working family demands and schedules. (CNA Priority 3)	The school will schedule opportunities for the School Community Council to meet quarterly to discuss school policies, student data as well as give all stakeholders an opportunity to contribute and participate in the school decision making process. Lead: Administration, Faculty rep, SAC, Counselor The school will seek input from families on what activities they would like to participate in. A survey will be distributed at the beginning of the school year to collect data from families. Lead- SAC, Counselor	• School has all required stakeholders represented on SCC. • Overall rating on SCC self-assessment survey Documentation: ☐ Minutes ☐ Sign ins	☐ WSF, $ ☐ Title I, $ (SW 2)(SW 7) ☐ 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 School will provide multiple opportunities for families to participate in a variety of activities.	Some parents of KUES students are not actively engaged with their children's learning. They do not attend school events unless their children are performing. However when provided, those who do attend events that focus on parent literacy give positive feedback and ask for more standards-centered events. (CNA Priority 3)	The school will plan events in Q2 & Q3 such as Math Night/Literacy Night so all families can learn strategies to work with their children at home. Lead- SAC, Teachers (Committees), Counselor The school will plan events in Q1 & Q4 such as STEAM Night/Art Night/Culture Night to improve community connection, civic education, & parent engagement. Outside agencies will be present if/when possible. Lead- SAC, Counselor The school will plan events such as curriculum day so students can share their learning with their families. Lead- Committee, SAC Family engagement meetings and coffee hours will be offered to all families. Interpreters may be requested and used if available. Lead- Admin, Counselor	Documentation such as: • Flyers • Agenda • Sign ins • Invitations • Surveys SQS Parent Survey	☐ WSF, $ ☐ Title I, $ <mark>(SW 2)(SW 7)</mark> ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other:___, $

★ Other Systems of Support

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.*
School will provide opportunities for families to openly communicate with the school community.	Active family involvement is reported to be an ongoing challenge given literacy constraints as well as working family demands and schedules. (CNA Priority 3)	The school will use various types of media such as the school website, class dojo, newsletters and social media to communicate with families. The school will provide two way communication opportunities such as Parent teacher conferences and communication through class dojo/daily planners that will allow families and the school to engage in conversations about the academic progress of their student. The school will provide opportunities for families to contribute to the decision making of future family engagement activities. Lead: Administration, Counselor, SSC, SAC	Documentation such as: ● Flyers ● Agenda ● Sign In ● Invitations ● Surveys SQS Family Survey	☑ WSF, $5000 ☑ Title I, $1720 For parent communication <mark>(SW 2) (SW 7)</mark> ☐ 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 Uka Elementary 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)*	1415
Did your school submit a SCC Waiver Request Form? Please explain. 9/2/25, 9/15/25, 1/6/26, 1/16/26	Yes for 4 waiver days
Bell Schedule: https://docs.google.com/spreadsheets/d/1yxQj7S6MyOzVAOgJchqSJk3rkpZMGWPvSEiAW4pZzKI/edit?usp=sharing	