

Kauluwela Elementary School

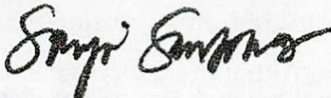
Academic Plan


SY 2025- 2026

1486 A'ala Street
808-587-4447

<https://www.kauluwela.k12.hi.us>

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

Submitted by Principal Sonja Samsonas	
	April 2, 2025

Approved by Complex Area Superintendent Linell Dilwith	
	4/14/25

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 **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	English Language Arts	Mathematics	Science	Social Studies
K	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	Not yet
1	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	Not yet
2	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	Not yet
3	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	Not yet
4	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	Not yet
5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	Not yet

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 may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	ECRI	i-Ready Classroom Math	STEMscopes	

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. Computer Science teacher can support K-2 iReady Reading/Math if needed during Rise & Shine time)

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	HI KRA ▾	I-Ready ▾
K - 5	I-Ready ▾	I-Ready ▾
K - 5	DIBELS ▾	

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: [2022 - 2023]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2022-2023]

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2025-2026

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

Year of Next Self-Study:

2028-2029

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	<p>Student Need: Improve Overall ELA, Math Proficiency and Science Proficiency in All Grade Levels</p> <p>Students require tiered levels of support to enhance proficiency in ELA, and Science across all grade levels. They need targeted interventions, differentiated instruction, and continuous progress monitoring to address individual strengths and challenges. Additionally, formative assessments aligned with state standards are crucial to measure proficiency accurately and guide student learning toward sustained academic growth.</p> <p>To meet the Key Performance Indicator (KPI) for our 2025-26 academic plan, we aim for the following annual percentage growth:</p> <ul style="list-style-type: none"> • ELA: Increase proficiency by at least 2.5%% to reach the SBA KPI Quintile Target of 38.7%. • Math: Increase proficiency by at least 1.69% to meet the SBA KPI Quintile Target of 37.19%. • Science: Increase proficiency by at least 1.79% to meet the SBA KPI Quintile Target of 42.79%. <p>To achieve these goals, it is essential to first strengthen our Tier 1 instruction in both ELA, Math, and Science ensuring that all students receive high-quality, consistent instruction that meets their needs. While interventions are important, they are most effective when the core Tier 1 instruction is solid and well-implemented. Therefore, our primary focus will be on enhancing Tier 1 practices in ELA, Math, and Science, with the understanding that a strong foundation in Tier 1 will support student growth across all proficiency levels.</p>
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	<p><u>Root/Contributing Cause:</u> Our data shows that while some students meet or exceed expectations in both ELA, Math, and Science performance gaps still exist. These gaps can be attributed to our communities low socioeconomic status, and the lack of preschool which causes academic disparities. Tier 1 instruction needs to be consistent and rigorous. interventions are important, they work most effectively when the foundation of Tier 1 instruction is strong. To address these gaps, it's essential to ensure all students receive high-quality, differentiated instruction in ELA, Math, and Science.</p> <p>Root/ Contributing Factors:</p> <p>1A Implementation of common Math, Science, ELA, and Reading Foundations curriculum with fidelity (CNA) 1B There is a strong and immediate need for the Leadership Team, faculty, and staff to address the decreasing proficiency levels across all tested content areas, (ELA, Math and Science), as well as, closing the gap between High Needs and Non-High Needs students. (WASC)</p> <p>Conclusion: Strengthening Tier 1 instruction in both ELA, Math, and Science will serve as the cornerstone of our efforts to improve overall student achievement. By focusing on differentiation, as well as intervention, using data to inform teaching practices, and empowering students to take ownership of their learning, we will create a supportive learning environment that addresses the needs of all students. Once Tier 1 instruction is strengthened, we can implement more effective and targeted interventions to further support student growth. These efforts will help us meet the 2025-26 SBA KPI Quintile Target of 38.7% proficiency in ELA , 37.19% proficiency in Math, and 42.79% for Science.</p>
2	<p><u>Student Need:</u> Increase student attendance by 2% (ARCH)</p> <p><u>Root/Contributing Cause:</u> Chronic absenteeism among our students can be traced to a combination of underlying factors, including health-related challenges, transportation barriers, lack of family engagement, and inconsistent routines at home. In some cases, students may not feel a strong connection to school due to limited access to engaging or culturally relevant instruction, extracurricular opportunities, or positive relationships with staff and peers. These contributing causes impact students' sense of belonging and motivation to attend regularly. Addressing these root issues is essential for improving daily attendance and ensuring all students are positioned for academic and social success.</p> <p>2A One-third of students are chronically absent. (CNA) 2B Average daily attendance is 88%. (CNA)</p> <p>Conclusion: Given that one-third of students are chronically absent and the current average daily attendance rate is 88%, it is critical to implement targeted strategies that address the underlying causes of absenteeism. By fostering stronger school-family partnerships, increasing access to engaging and inclusive learning experiences, and providing support for students' basic and emotional needs, we can improve student attendance by 2%. Increasing attendance will not only enhance academic outcomes but also strengthen students' overall connection to school, supporting their long-term success.</p>

3

Student Need:

Increase student social emotional learning, develop self-efficacy strategies, and a growth mindset

Root/Contributing Cause:

Many students struggle with social-emotional learning, self-efficacy, and maintaining a growth mindset due to limited explicit instruction and practice in these areas throughout their academic experience. Contributing factors include a lack of consistent schoolwide SEL frameworks, insufficient opportunities for students to reflect on their learning processes, and limited exposure to strategies that promote resilience, self-awareness, and goal-setting. In addition, some students face external challenges—such as trauma, stress, or instability at home—that can hinder their ability to regulate emotions, persevere through challenges, and believe in their capacity to improve. These factors collectively contribute to lower levels of student confidence, motivation, and emotional well-being, making intentional development of these skills a critical need.

3A Kauluwela SQS (2023-2024) suggests a need for continued focus on providing students with strategies and support in managing their emotions effectively. Emotional regulation remains a focus area as well

Conclusion: Given the ongoing need for support in emotional regulation as highlighted in the 2023–2024 Kauluwela SQS, it is evident that a focused effort is needed to strengthen students’ social-emotional learning, self-efficacy, and growth mindset. Addressing the root causes—such as the lack of consistent SEL instruction, limited opportunities for reflection, and external stressors—will require a schoolwide commitment to implementing structured SEL programs, building safe and supportive environments, and integrating resilience-building strategies into daily instruction. By prioritizing these areas, we can equip students with the emotional tools and mindsets necessary for personal growth, academic perseverance, and long-term success.

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	<p><u>Targeted Subgroup:</u> English Learners SBA ELA - 25% proficient SBA Math - 29% proficient HSA Science - 16.1% proficient GTT WIDA - 47.14% on target</p> <p><u>Identified Student Need(s):</u> Increase student exits using ACCESS testing and increase student proficiency rates Identified Student Need(s) for English Learners:</p> <ol style="list-style-type: none"> 1. Tiered levels of support English Learners require tiered levels of support, including targeted interventions and differentiated instruction, to improve proficiency in ELA, Math, and Science. 2. Intense Intervention Intensive interventions are needed to address significant learning gaps, particularly in ELA (27% proficiency), Math (14% proficiency), and Science (10% proficiency). 3. Engaging, Student-Centered Learning Strategies English Learners need more engaging, student-centered learning approaches that make instruction relevant and accessible to their unique language and learning needs. 4. Targeted focus on Language Development A targeted focus on language development and literacy skills is required, particularly in areas where English Learners are struggling, such as ELA and Math.
2	<p><u>Targeted Subgroup:</u> Low SES SBA ELA - 33.6% SBA Math - 32.6% proficient HSA Science - 38.4% proficient</p> <p><u>Identified Student Need(s):</u></p> <ol style="list-style-type: none"> 1. Targeted Interventions and Tiered Support for Low SES Students Low SES students need targeted interventions and tiered support to improve proficiency in ELA, Math, and Science, where achievement rates are currently 33.6%, 32.6%, and 38.4% respectively. 2. Engaging, Student-Centered Learning Strategies There is a need for more engaging, student-centered learning strategies that make content relevant and accessible to Low SES students, fostering increased academic motivation and participation.

	<p>3. Differentiated Approach Across All Tiers of Instruction A differentiated approach to instruction is required within all tiers (general education, targeted interventions, and intensive interventions) to meet the unique learning needs of Low SES students and close achievement gaps.</p> <p>4. Consistent Monitoring and Tailored Support Consistent monitoring and tailored support are needed to ensure Low SES students receive the appropriate level of intervention and guidance to boost academic outcomes and proficiency in core subjects.</p>
3	<p><u>Targeted Subgroup:</u> SPED SBA ELA - 0% proficient SBA Math - 0% proficient HSA Science -0% proficient</p> <p><u>Identified Student Need(s):</u> Increase student proficiency rates</p> <ol style="list-style-type: none"> 1. Effective Collaboration Between Special Education and General Education Teachers: Collaboration between special education and general education teachers will help create an inclusive learning environment where SPED students can access grade-level content while receiving the necessary accommodations and modifications. 2. More Frequent Progress Monitoring and Tailored Adjustments: SPED students require more frequent formative assessments and progress monitoring to ensure their learning is on track. Data from these assessments should be used to adjust instructional strategies and interventions as needed, ensuring that instruction is responsive to the student's evolving needs. 3. Behavioral and Emotional Support Integration: Given the potential social-emotional needs of many of our SPED students, there is a need for integrated behavioral and emotional support alongside academic instruction. This may include incorporating social skills training, self-regulation strategies, and mental health support to foster a positive learning environment.



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
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. SW6 (i)	1A, 1B, 3A <i>93% of incoming Kindergarteners assessed using the KEA - only 15% of students demonstrated readiness.</i> <i>Universal screeners (iReady, DIBELS) will show 50% proficiency by EOY.</i>	Foundational skill instruction, through consistent implementation of foundational curricula, will be provided for all kindergarteners. (Principal Samsonas) All kindergarten students are assessed using the Kindergarten Readiness Assessment. (K-2 Academic Coach) Tier 2 Rise and Shine (MTSS) implemented 4x weekly. (K-2 Academic Coach) Tier 2 collaboration with teachers on providing support to develop social, emotional and academic readiness skills for learning. (SSC, K Counselor - Sienna Ho)	Initial: - KEA Data: Percent of Kindergarteners identified as not ready receive additional personalized support. -Data Teams Intermediate: - iReady Diagnostic Data -DIBELS Data -Panorama Data -BEISY data -Student Support Log -Data Teams	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p> <p>SW 6 (i) (ii) (iii)</p> <p>KPI ELA Student SBA Proficiency Targets</p> <table><tr><th>YEAR</th><th>TARGET</th><th>ACTUAL</th></tr><tr><td>23-24</td><td>33.5%</td><td>36.2%</td></tr><tr><td>24-25</td><td>36.0%</td><td></td></tr><tr><td>25-26</td><td>38.5%</td><td></td></tr><tr><td>26-27</td><td>41.0%</td><td></td></tr><tr><td>27-28</td><td>43.5%</td><td></td></tr><tr><td>28-29</td><td>46.0%</td><td></td></tr></table>	YEAR	TARGET	ACTUAL	23-24	33.5%	36.2%	24-25	36.0%		25-26	38.5%		26-27	41.0%		27-28	43.5%		28-29	46.0%		<p>1A, 1B</p> <p>36.2 % of students are proficient in ELA.</p> <p>36.2%, 68.7% of non high needs students are proficient in ELA. However, for high needs students it is at 33.5 % for proficiency in ELA.</p> <p>36.2 % of the student population are EL. 24.7% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 5% of EL students will exit.</p>	<p>Strengthen Tier 1 instruction in ELA by following and using the approved viable curriculum, technology and any resources. (Principal Samsonas).</p> <p>All students will receive scaffolded instruction to support specific learning needs that address variability through small group instruction and/or intervention. (Principal Samsonas)</p> <p>Ongoing professional development and inservice will be provided by curriculum consultants and district personnel on how to effectively use pacing guides and curriculum including components for special sub groups. (K-2 and 3-5 Academic Coach, Literacy Coach)</p> <p>Ongoing professional development on the implementation of EL strategies will be implemented in all classrooms. (Kris Tajima - EL Coordinator)</p> <p>After-school tutoring provided 2x a week to address prioritized student learning needs. (Title I Coordinator)</p> <p>Targeted EL/instructional support will be provided for additional assistance with addressing identified language and learning needs. (Kris Tajima - EL Coordinator)</p>	<p>Initial:</p> <p>- iReady Growth Monitoring.</p> <p>-Rise & Shine progress monitoring tool.</p> <p>-ECRI fluency assessments.</p> <p>-Data Teams</p> <p>Intermediate:</p> <p>- WIDA</p> <p>- SBA</p> <p>- i-Ready Diagnostics</p> <p>-Data Teams</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" 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 checked="" type="checkbox"/> Other:__, \$</p>
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	DIBELS scores show that 46% of students are on or above grade level. All students will show 5% growth on iready screeners and SBA proficiency rates will increase by 2.5%			
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> <p>SW 6 (i) (ii)</p> <p><u>KPI MATH Student SBA Proficiency Targets</u></p> <table><tr><th>YEAR</th><th>TARGET</th><th>ACTUAL</th></tr><tr><td>23-24</td><td>32.6%</td><td>35.5%</td></tr><tr><td>24-25</td><td>34.3%</td><td></td></tr><tr><td>25-26</td><td>36.0%</td><td></td></tr><tr><td>26-27</td><td>37.7%</td><td></td></tr><tr><td>27-28</td><td>39.4%</td><td></td></tr><tr><td>28-29</td><td>41.1%</td><td></td></tr></table>	YEAR	TARGET	ACTUAL	23-24	32.6%	35.5%	24-25	34.3%		25-26	36.0%		26-27	37.7%		27-28	39.4%		28-29	41.1%		<p>1A, 1B</p> <p>35.5% of students are proficient in math. All students will show 5% growth on iready screeners and SBA proficiency rates will increase by 1.69%.</p> <p>Ongoing professional development & inservice by curriculum consultants and district personnel on how to effectively use pacing guides and curriculum including components for special sub groups. (K-2 and 3-5 Academic Coach, Literacy Coach)</p> <p>All students will receive scaffolded instruction to support specific learning needs that address variability through small group instruction and/or intervention. (Principal Samsonas)</p>	<p>Strengthen Tier 1 instruction in math by following and using the approved viable curriculum, technology and any resources. (Principal Samsonas)</p> <p>Ongoing professional development & inservice by curriculum consultants and district personnel on how to effectively use pacing guides and curriculum including components for special sub groups. (K-2 and 3-5 Academic Coach, Literacy Coach)</p> <p>All students will receive scaffolded instruction to support specific learning needs that address variability through small group instruction and/or intervention. (Principal Samsonas)</p>	<p>Initial:</p> <p>- iReady Growth Monitoring.</p> <p>-Data Teams</p> <p>Intermediate:</p> <p>- SBA</p> <p>- i-Ready Diagnostics</p> <p>-Percent of students demonstrating grade-level proficiency in mathematics.</p> <p>-Percent of students who are not proficient in mathematics who receive additional personalized support.</p> <p>-Data Teams</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. SW6 (iii)</p> <p><i>Required for all schools.</i></p>	<p>1A, 1B</p> <p>ELA performance gap between high needs and non high needs is 35%. The gap will decrease by 3%.</p> <p>Math performance gap between high needs and non high needs 43%. The gap will decrease by 3%.</p> <p>100% of IDEA students are in the "not met"category for SBA ELA & Math. 25% of students will show Growth.</p> <p>24.7% of EL students are proficient in ELA; proficiency rates will increase by 2.5%.</p>	<p>Strengthen Tier 1 instruction by following and using the approved viable curricula. (Principal Samsonas)</p> <p>School-wide intervention block, "Rise & Shine". (K - 2, 3 - 5 Academic Coach).</p> <p>All students will receive scaffolded instruction to support developmental and specific learning needs that address variability through small group instruction and/or intervention (Principal Samsonas)</p> <p>Targeted EL/instructional support will be provided for additional assistance with addressing identified language and learning needs (Kris Tajima - EL Coordinator)</p> <p>After school tutoring provided 2 x a week to address prioritized student learning needs (Title I/Literacy)</p> <p>Grade Level/Department meet every seven (7) days as well as have quarterly department/grade level professional collaboration days to review curriculum, student assessment data, and find research-based lesson strategies to support all students. (K - 2, 3 - 5 Academic Coach).</p>	<p>Initial:</p> <ul style="list-style-type: none"> - iReady Growth Monitoring. -Rise & Shine progress monitoring tool. -ECRI fluency assessments. -Data Teams <p>Intermediate:</p> <ul style="list-style-type: none"> -SBA Data -Science proficiency -iReady Diagnostic Data -DIBELS -Percent of English Learners who are meeting or on track to meet English language proficiency (GTT) -Data Teams 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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	<p>28.7% of EL students are proficient in math; proficiency rates will increase by 1.69%.</p> <p>15% of Kinder students <i>KEA demonstrated readiness.</i></p>			
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>1B</p> <p>93% of incoming Kindergarteners assessed using the KEA - 15% of students demonstrated readiness.</p> <p>Universal screeners (iReady, DIBELS) will show 50% proficiency by EOY.</p> <p>All currently enrolled 5th grade students are provided orientation visits to feeder middle schools.</p> <p>Elem meets w/MS to discuss transitioning students.</p>	<p>Continue to offer a general education pre-school (EOEL) in addition to our special education pre-school. (SSC, Dianna Tran - Grade K GLC).</p> <p>Create systems to ease the transition of students into kindergarten:</p> <ul style="list-style-type: none"> • Offer summer bridge program for incoming kindergarten schools focused on ELA and Math. • Provide families with a checklist of expectations for students entering into kindergarten. • Stagger the start of kindergarten students. • Offer a family orientation for incoming kindergarten students <p>(K- 2 Academic Coach, Dianna Tran - Grade K GLC)</p> <p>Provide orientation visits to middle schools in which we feed into. (SSC, Sienna Ho - Counselor)</p> <p>Include Counselors from KMS to KES to “meet and greet” with matriculating students. (Espania - Counselor, Grade 5 GLC)</p> <p>Partner with middle schools to offer “kid talk” sessions with current middle school students. (SSC, Espania - Counselor)</p>	<p>Initial: NONE</p> <p>Intermediate: -# of students enrolled in EOEL preschool -# of students participating in kindergarten summer bridge -Percent of 5th grade students attending feeder school orientation -Percent of 5th grade students attending “kid talk” sessions -Percent of favorable responses on transition surveys (parents, students) -Kindergarten teacher feedback on implementation systems.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. SW6(iii)</p>	<p>3A</p> <p>ELA performance gap between high needs and non high needs is 35%. The gap will decrease by 5%.</p> <p>Math performance gap between high needs and non high needs is 42%. The gap will decrease by 5%.</p>	<p>Tier 1: Social-Emotional-Learning instruction, approved viable core content curricula, and health-wellness curricula will be provided for all students. (Counselor - Espania)</p> <p>Students requiring additional support identified in the Student Support meeting will receive Tier 2 and/or Tier 3 support in the areas of academics, behavior, social emotional, and physical health. (SSC)</p> <p>All students will receive scaffolded instruction to support developmental and specific learning needs that address variability through small group instruction and/or intervention. (Principal Samsonas)</p>	<p>Initial:</p> <p>-Percentage of students addressed in the Student Support meeting and appropriate follow-up <i>monthly</i> with a <i>timely response</i></p> <p>-% of Favorable Responses in the Panorama SEL Survey</p> <p>-Universal Behavior screener</p> <p>-SBA ELA Data</p> <p>-SBA Math Data</p> <p>-Science Proficiency Data</p> <p>-iReady Diagnostic Data</p> <p>-Percent of English Learners who are meeting or on track to meet English Language proficiency</p> <p>Intermediate: (same as Initial)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</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> <p><input type="checkbox"/> , \$</p>
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<p>Science Proficiency 1.1.7</p> <p>All students are proficient in science by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient. SW6(i)(ii)</p>	<p>1A</p> <p>41% of students are proficient in science. HSA proficiency rates will increase by 1.79%.</p>	<p>Strengthen Tier 1 instruction in science by following and using the approved viable curriculum. (Principal Samsonas)</p> <p>Ongoing professional development and inservice will be provided by curriculum consultants and district personnel on how to effectively use pacing guides and curriculum including components for special sub groups. (K-2, 3 - 5 Academic Coach)</p>	<p>Initial:</p> <ul style="list-style-type: none"> - iReady Growth Monitoring. -Data Teams -Pre/Post STEMscopes. <p>Intermediate:</p> <ul style="list-style-type: none"> -STEMscopes Assessment Data -NGSS Assessment Data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" 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:__ <input type="checkbox"/> , \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly. SW (i)(iii)</p> <p><i>Required for all schools.</i></p>	<p>2A, 2B</p>	<p>Outreach will be consistently used to bring students back to school through:</p> <ul style="list-style-type: none"> • Attendance Letters • Home visits • Parent meetings • Project Kulia • Cub Store / Cub Cash • BSHA to translate as appropriate <p>(K-2 Counselor, 3-5 Counselor, BSHA - Jane Meisas, HMTSS Committee)</p> <p>Encourage regular attendance for students:</p> <ul style="list-style-type: none"> • Teachers will monitor attendance in students' planners with attendance Tracker <p>Quarterly incentives/recognitions (Awards assembly, ROAR)</p> <ul style="list-style-type: none"> • Weekly Cub Challenge class recognitions (Manuwela Boy and Ululani Cubs) • Schoolwide activities (Project Kūlia, assemblies, etc) • After school enrichment/clubs 	<p>Initial:</p> <ul style="list-style-type: none"> -Attendance data -Student Support -Cub Cash Usage <p>Intermediate:</p> <ul style="list-style-type: none"> -Percent of students attending 90% or more days of instruction -Number of students eligible for ROAR Days -Percent favorable responses on Panorama surveys 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" 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:__, \$

		(K-2 Counselor, 3-5 Counselor)		
<p>1.2.2. All students demonstrate positive behaviors at school. SW (i)(iii)</p> <p><i>Required for all schools.</i></p>	<p>3A, 3B</p> <p>Number of recorded behavior incidents/offenses in SY 23-24. This will decrease by 20%.</p>	<p>Provide teachers with training on HMTSS implementation quarterly, monthly (SSC, K/2/4 & 1/3/5 Counselors - Sienna Ho and Val Espania)</p> <p>Provide teachers with training on SEL curricula implementation and have SEL vertical articulation once a semester. (K/2/4 Counselor - Sienna Ho, 1/3/5 Counselor - Val Espania)</p> <p>Implement Hawaii Multi-Tiered Support strategies that explicitly emphasize Safety and Care in the school setting, and includes promoting school wide agreement and expectations on the PBIS matrix with a school wide reward system. (HMTSS Committee)</p> <p>Clarify the schoolwide behavior referral policy. Provide Tier 2 counseling support as appropriate. (K-2 Counselor, 3-5 Counselor)</p>	<p>Initial:</p> <ul style="list-style-type: none"> -Attendance data -Student Support -Cub Cash Usage <p>Intermediate:</p> <ul style="list-style-type: none"> -Behavior Screener Data -Number of behavior Incidents -Percent favorable results on Panorama data -Student support Log -Percent of participants in school wide reward system. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" 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>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>We have not implemented schoolwide practices related to Nā Hopena A'o</p>	<p>Provide HĀ training and support for all teachers, such as culture-based learning opportunities, to embed the HĀ beliefs and disposition in school curriculum and culture. (K-2 Counselor, 3-5 Counselor)</p>	<p>Initial: -Number of teachers that have completed HA orientation and/or Training. -Embedded into school culture.</p> <p>Intermediate: None</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" 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>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>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. SW 6 (i) (ii) (iii)</p> <p><i>Required for all schools.</i></p>	<p>1B</p> <p>To provide all students challenging as well as enriching learning opportunities</p>	<p>Opportunities in career engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Bimonthly Project Kūlia (career exposure) • Guest Speakers <p>(3-5 Academic Coach)</p> <p>Opportunities in community engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Afterschool enrichment • Grade level field trips • Family engagement events <p>(Title I Coordinator)</p> <p>Opportunities in civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Grade level field trips • Guest speakers/teachers <p>(Principal Samsonas)</p> <p>* All teachers and staff are accountable for the aforementioned activities</p> <p>*Sienna Ho(Counselor)</p>	<p>Initial: None</p> <p>Intermediate: -Percent of students in active civic engagement. -Number of participants for Family Engagements -Number of guest speakers per grade level -Number of students enrolled in afterschool enrichment programs -Number of field trips per grade level</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</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>



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 <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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	1A, 1B 54% of teachers have received SIQ hours and/or TESOL certification. By the end of the 25-26 SY, 66% of teachers will receive 72 SIQ hours or TESOL certification.	Share available opportunities for teachers to attend EL PD that supports SIQ hours: <ul style="list-style-type: none"> • State/District EL course offerings • University courses (Kris Tajima - EL Coordinator)	-Percentage of teachers with all SIQ hours completed and/or TESOL certification.	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
2.1.2 All teachers are effective or receive the	1A, 1B All teachers are	All on cycle teachers for EES will participate in required meetings/conferences and will be provided additional optional	-% of new teachers who attend KES	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$

necessary support to become effective. SW6(ii)	currently rated effective or highly effective. 100% of teachers will remain effective or highly effective.	<p>meeting times as needed. (Principal Samsonas)</p> <p>All year 1 and 2 teachers are provided mentors through the state-approved induction and mentoring program. (Principal Samsonas)</p> <p>Coaching opportunities will be provided to teachers as needed through data teams, faculty meetings, and/or teacher/principal initiated. (Academic Coach)</p>	<p>New Teacher Meetings</p> <p>-Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.</p> <p>-Percent of teachers' progress as measured through Walkthrough forms</p> <p>-EES ratings</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>
2.2.2 All schools' support staff are effective or receive the necessary support to become effective. SW6(ii)	<p>1A, 1B</p> <p>All support staff are currently rated effective or highly effective. 100% of support staff will remain effective or highly effective.</p>	<p>Facilitate one meeting per semester with support staff to address needs/concerns. (SSC, EL Coordinator - Krist Tajima, K/2/4 Counselor - Sienna Ho, 1/3/5 COounselor - Val Espania)</p> <p>Provide professional development as needed for educational assistants. (Principal Samsonas)</p> <p>All educational assistants will join and participate in faculty meetings. (Principal Samsonas)</p>	<p>-Number of professional development opportunities for classified school support staff.</p> <p>-PAS ratings</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</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>



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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>3A</p> <p>100% of SCC positions are currently filled.</p> <p>Collaborative meetings focused on school culture and school improvement will be held quarterly.</p>	<p>Principal will message the importance of this advisory group to all stakeholders in May 2025 explaining roles/responsibilities.</p> <p>Elections will be held in Spring 2025 for School Year 2025-2026.</p> <p>SCC members will adhere to the rules and regulations of the SCC committee as outlined in the SCC handbook.</p> <p>Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized.</p> <p>The SCC will convene at least quarterly or as deemed necessary to support the school in monitoring the Academic Plan.</p> <p>(Principal Samsonas)</p>	<p>-All required stakeholders represented in SCC membership.</p> <p>-Overall positive ratings on the SCC self-assessment survey.</p>

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

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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 All families are engaged in school events/activities and have regular communication. SW6(iii)	3A Low SQS return rates: 86% students, 51% parents, and 86% teachers. High Chronic Absenteeism 30.14%, this will decrease by 5%.	Expand the school's communication and partnerships to involve families in support of student learning through offering various modes of Parent information & Family-Community involvement opportunities: <ul style="list-style-type: none"> • Class Dojo • Meet and Greet • Parent-Teacher Conferences • Coffee Hours • Grade level hosted events • School wide family activities • Wellness/ Fitness Events • Parent Literacy sessions • Quarterly SCC Meetings (Principal Samsonas)	-Number of opportunities school provides for parent/guardian connection -Number of families connected on communication platform -Number of parents/guardians participating in school wide events	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> 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 Kauluwela 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)

1860

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

No

Bell Schedule:  Kauluwela Elementary Bell Schedule