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

Koko Head Elementary School 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: KEVIN DIAS		Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
[signature]	04/01/2025	*[signature]* Rochelle Mahoe (Apr 1, 2025 16:11 HST)	04/01/2025

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
Grade K-5	'23 Wonders ˅	i-Ready Classroom Mathematics ˅	Stemscopes	

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	Orton Gillingham & Heggerty			
English Learners	Orton Gillingham & Heggerty			
Grade K-2	Orton Gillingham & Heggerty			
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
Gr K-5	I-Ready ⌄	I-Ready ⌄
Gr K-3 (identified for Tier 2 Reading Intervention)	Other: ⌄ Phono Graphix, Heggerty Bridge the Gap	

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)2024-25_KHES CNA Process
- ☑ Other current assessment/self-study report: IB
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2022-23]   Year of Next Action: 2025-26   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ▾   Type of Next Action: Mid-Cycle Report (No Visit) ▾   [2028-29]

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	**<u>Student Need:</u> High needs students (EL, SPED, & Economically Disadvantaged) have an achievement gap rate of 18% in ELA and 2% in math when compared to non-high needs students.**
	DATA:
	    - high needs proficiency in ELA: is 62% vs. non high needs proficiency is 79%
	    - high needs proficiency in Math: is 50% vs. non high needs proficiency is 78%
	    - Total Enrollment SY 24-25 = 301, ELL = 17, IEP = 39, Economically Disadvantaged = 69
	
	<u>Root/Contributing Cause:</u>
	  a. Lack of intervention support to address gaps in foundational skills
	  b. Limited amount of exposure to grade level inclusion curriculum and instruction opportunities
	  c. Current school schedule is not conducive to opportunities for ELA and Math inclusion opportunities and consistent intervention
	  d. Need for PD to build capacity and promote consistent implementation of instructional strategies teachers will use to differentiate and scaffold instruction for varying abilities and needs

2	**<u>Student Need:</u> Students identified with "at risk" social emotional learning needs have increased over the past 3 school years.**
	DATA:
	    - Longitudinal BEISY data indicates an increase of students identified as "at risk" in both externalizing and internalizing skills
	    - Between fall and spring, students are decreasing in 4 SEL categories (SY:2023-24 Panorama survey)

	- Between Fall 2023 and Fall 2024, there is an average decrease of 14% in all 6 categories
	
	Root/Contributing Cause:
	  a. There is a lack of a clear system or expectations for delivering SEL curriculum within each grade level.
	  b. Teachers may not be adequately trained to teach/reinforce SEL skills for students entering with a lower foundational SEL baseline.
	  c. Lack of data analysis, communication of results, or lack of accountability to track and monitor progress of BEISY results.
	  d. Existing channels for student feedback may not be effective or accessible.
	  e. The system to proactively support, respond to, and monitor problem behaviors needs to be revisited and procedures clearly defined to better implement positive behavior supports.

3	**Student Need:** **The overall math proficiency rates has decreased over 3 school years.**
	      DATA:
	    - Math proficiency = SY: 2021-22 = 76.9%, SY: 2022-23 = 72.5%, SY:2023-24 = 67.8%
	    - Per SY:23-24, high needs students (EL, SPED, & Economically Disadvantaged) is 50% which is significant when compared to non-high needs students who had a 78% proficiency
	
	Root/Contributing Cause:
	  a. Current screening/assessment, early intervention strategies, and teacher capacity on in-class academic interventions are not adequately addressing students with weak foundational skills.
	  b. Limited access to early intervention programs (both in and out of class).
	  c. Disjointed curriculum and instruction across grade levels due to lack of communication among and between grade levels.
	  d. Complex nature of math and multiple potential areas of weakness, make it difficult to target interventions for specific areas while addressing a wide range of skills.
	  e. Limited access to additional math support due to lack of staffing, funding, and scheduling conflicts.
	  f. Inconsistent implementation of mathematical best practice strategies.

WASC CAFs (2023)	The Visiting Committee concurs with the school's identified critical areas for follow-up that are outlined in the Academic Plan. These are summarized below:
	  1. KHES leadership must continue its efforts to increase the instructional staff's ability to adapt and differentiate instruction to meet the needs of all students.
	  2. KHES leadership and teaching staff must continue to develop school wide and grade level common assessments to strengthen instructional practices and the learning process.
	  3. KHES leadership and staff must continue to develop meaningful connections between the IB Learner Profile Attributes and the GLO behavioral objectives.

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>** High Needs Students (Students identified with IEPs, ELs, and Economically Disadvantaged)

	SY 21-22	SY 22-23	SY 23-24
ELA gap	37	24	18
Math gap	22	23	28

	<u>Identified Student Need(s):</u> Increase reading and math proficiency (Achievement gap rate)
2	**<u>Targeted Subgroup:</u>** At Risk Behavioral Students (Students identified with social emotional behavioral needs)
	<u>Identified Student Need(s):</u> Decrease "At risk" students through appropriate interventions and supports

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.	1a, 2b, 2e, 3a	EA 1.1.1(1) Utilize the following assessments to inform instruction and monitor progress on all students entering Kindergarten: KEA, i-Ready diagnostics, BEISY, and Panorama Survey. EA 1.1.1(2) Use our Tier 2 RTI reading support identification process to identify students that need to be provided necessary learning foundational skill supports. EA 1.1.1(3) Provided tiered intervention to all Kindergarten students to support SEL and a successful transition to school. [Accountable Lead: Kindergarten Teachers]	KEA Assessment Data (within the first 30 days of enrollment) Kindergarten Readiness Data Data Team / Instructional Cycle Documentation BEISY and Panorama Survey administration (Fall and Spring) i-Ready Reading and Math diagnostic	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			administration (Winter and Spring)	
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.	1a, 1b, 1c, 1d WASC CAF 2	EA 1.1.2(1) Continue to strengthen Tier 1 instruction in all ELA classrooms using Wonders 2023 core instructional materials by streamlining and intensifying daily instruction. 1. Grade level teams will utilize GLA time to align and implement Tier I best practices (Explicit instruction) 2. Teachers to receive PD on implementation of daily instructional routines (i.e. Dr. Archer K-2 Reading Framework, 3-5 Daily Passage Reading Framework) 3. Curriculum Coordinator/Academic Coach to provide follow up coaching and monitor the implementation fidelity and effectiveness of research based instructional strategies and practices for reading. 4. K-2: Organize a digital system for grade level scope & sequence documents that are easily accessible and vertically align Heggerty and Orton-Gillingham. EA 1.1.2(2) Increase reading fluency through a continued schoolwide progress monitoring system to include: assessments, identification process, & tiered intervention. EA 1.1.2(3) Explore resources to provide evidence-based Tier II intervention programs to pilot for grades 3-5. (i.e. Phonics for Reading, *Dr. A. Archer*). EA 1.1.2(4) Using data teams instructional cycles, teachers will identify and plan necessary supports and implement research based instructional strategies for students who are not reading proficiently. [Accountable Leads: Curriculum Coordinator, Academic Coach, Grade Level Chairs]	Curriculum Maps Crosswalk / Alignment Tool for OG and Heggerty Classroom learning walks GLA minutes and coaching reflection Wonders Fluency Assessment (Fall, Winter, Spring) iReady Diagnostic Data (growth & stretch growth) Data Team / Instructional Cycle Documentation Tier II Progress Monitoring Data	☑ WSF, $120,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:CLSD, $ ☐ Other:__, $

| Mathematics Proficiency 1.1.3. All students are proficient in mathematics <u>by the end of fifth grade</u>. All (K-5) students who are not proficient <u>r</u>eceive necessary and timely support to become proficient. | 1.a, 1.b, 1.c, 3.a, 3.b, 3.c, 3.d

WASC CAF 1 | EA 1.1.3(1) Grade levels will consistently implement research based instructional strategies to increase math proficiency. (K-3 - Dr. Yeap Ban Har; 3-5 - Building Thinking Classrooms).
   1. Teachers will engage in ongoing PD/coaching to build capacity, implement and monitor students' progress and the effectiveness of strategies.

EA 1.1.3(2) Curriculum Coordinator/Academic Coach to provide follow up coaching and monitor the implementation fidelity and effectiveness of research based instructional strategies and practices for mathematics.

EA 1.1.3(3) Using data team instructional cycles, teachers will analyze data, design Tier II targeted research based instructional strategies, and implement for students who are not proficient (on grade level).

EA 1.1.3(4) Provide targeted Math intervention and practice of foundational skills to identified students during an after school support program.

[Accountable Leads: Curriculum Coordinator, Grade Level Chairs] | Learning Walks

Faculty Meeting and PC Day PD Minutes

iReady Diagnostic Data (growth & stretch growth)

Data Team / Instructional Cycle Documentation | ☑ WSF, $40,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 1.a, 1.b, 1.c, 1.d, 3.a, 3.b, 3.c, 3.d

WASC CAF 1 | EA 1.1.4(1) Implement Tier I instructional best practices that support sociocultural learning opportunities for subgroup populations (EL, SpEd, Disadvantaged).
1. Promote Quality Interactions and student academic discourse opportunities;
2. Continue to explore professional learning on lesson architecture that engages ELs (QTELs 3 Moment Lesson, scaffolding, maintaining academic rigor, etc.)

EA 1.1.4(2) Analyze subgroup (EL, SpEd, Disadv.) academic data (iReady, SBA, WIDA Access, etc.) using the data teams process to determine support and progress monitoring to promote growth and reduction of the achievement gap.
1. Conduct analysis of SpEd subgroup in categories of Speech/Lang., OHD, and SLD to determine appropriate supports (flexible grouping, inclusive opportunities, etc.)
2. Provide small group instruction (push in or pull out) to EL students to support proficiency in reading, writing, speaking and listening.

EA 1.1.4(3) Develop and implement a school wide intervention block to ensure all grade levels have a regularly scheduled time to support differentiated supports for Tier I learners and to provide timely Tier 2 interventions to targeted groups.

[Accountable Leads: Curriculum Coordinator, EL Coordinator, Student Services Coordinator, HMTSS] | Learning Walks

Faculty Meeting and PC Day PD Minutes

iReady Diagnostic Data and Progress Monitoring for Tiered Groups and Subgroup Populations

Data Team / Instructional Cycle Documentation

Instructional and Intervention Block Schedule | ☑ WSF, $12,000
☐ Title I, $
☐ 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). | | EA 1.1.5(1) Offer Kinder Start program for incoming Kindergarteners during the summer prior to the start of the school year.

EA 1.1.5(2) All fifth grade students will meet with counseling and administrative staff from our feeder Niu Valley Middle School at least two times during the school year including a field trip at Niu Valley Middle School to help students become familiar with the school's vision, staff, programs, expectations and campus.

EA 1.1.5(3) Transition meetings between the previous school year team and current team of teachers for high needs students prior to the start of the new school year to ensure the team is aware of student needs and supports are in place.

EA 1.1.5(4) Transition meetings for students with disabilities transferring to another public school will be held to ensure documents and services are discussed to support a smooth transition between school teams.

EA 1.1.5(5) Refine our school's system of onboarding new students who enroll at our school after the school year starts.

[Accountable Leads: Principal, Counselors, SSC] | Scheduled meetings and visitations

Documentation of Transition Meetings will be included in the individual confidential files

Written procedures for onboarding new students by the end of the first quarter | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.6. School adheres to the International Baccalaureate Standards and Practices to maintain accreditation status and uphold standards of programme. | WASC CAF 3 | EA 1.1.6(1) Consistent implementation IB Primary Years Programme (PYP) practices.
 1. Continue to develop the attributes of the IB learner profile across all areas of school, including integration with the GLOs, reinforcement through PBIS, and integrated throughout IB units of inquiry and specific subject areas;
 2. Support the development of Approaches to Learning (ATL) across subject areas;
 3. Engage in dialogue and discussion to embrace a shared understanding of:
    a. IB Policies (Assessment, Academic Integrity, Inclusion, and Language)
    b. Implementation of actions to support international mindedness

 [Accountable Lead: IB Coordinator] | Learning Walks

 IB Unit Plan documentation

 GLO / Learner Profile Crosswalk

 School IB Policies | ☑ WSF, $10,000
 ☐ 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.	2.e	EA 1.2.1(1) Continue enforcing the attendance policy and procedures for all students and implement school wide procedures to identify and address students with and/or are at-risk for chronic absenteeism. EA 1.2.1(2) Engage families and communities in supporting students' regular attendance by: 1. Providing resources, information, and 2. Provide opportunities for involvement to reinforce the importance of education and encourage family-school partnerships. 3. Develop or design a Student Attendance Success Plan to help at-risk and/or chronic absenteeism students and parents a tracking system to set appropriate goals for the SY. [Accountable Leads: Counselor]	Schoolwide attendance data Student Attendance Success Plans	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| 1.2.2. All students demonstrate positive behaviors at school. | 2.a, 2.b, 2.c, 2.d, 2.e

WASC CAF 3 | EA 1.2.2(1) Refine proactive behavior management procedures (Tier I classroom management, PBIS, behavior referrals, documentation, etc.) to increase consistent implementation and support for student behavior.

EA 1.2.2(2) Provide PD on proactive classroom management strategies and interventions to build awareness and understanding on effective strategies to prevent and respond to problem behaviors.

EA 1.2.2(3) Continue to improve the implementation of the schoolwide PBIS (Cobra Bucks & Cobra Store) to establish clear expectations for behavior, teach social-emotional skills, and provide positive reinforcement for students who demonstrate desired behaviors.

EA 1.2.2(4) Review and revise current approach to SEL lessons, to include:
1. Counselor-led SEL lessons
2. Teacher-led SEL lessons and activities in the classroom
3. SEL curriculum review (currently Mind-Up)

[Accountable Lead: Counselor, Principal] | Belief Survey Data

Referral Data

Faculty Meeting and PC Day PD Minutes

Schedule of SEL lessons

Student Plans (School level Action Plan, Behavior Support Plans, IEPs, MPs) | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.2.3. All students experience a <u>Nā Hopena A'o</u> environment for learning. | WASC CAF 3 | EA 1.2.3(1) Crosswalk the HĀ framework with the IB Learner Profile.

EA 1.2.3(2) Engage faculty and staff in the Nā Hopena A'o framework orientation provided by OHE and collaboration on the integration of the HĀ components into the learning experience.

EA 1.2.3(3) The Nā Hopena A'o framework will be embedded into lessons with all students through our Hawaiian Studies Kupuna/Makua Cultural Personnel Resource (CPR) Component Pathway.

[Accountable Lead: Hawaiian Studies Kumu, IB Coordinator, Principal] | Curriculum map

Faculty Meeting and PC Day PD Minutes

Create a crosswalk document by the end of the school year. | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:'Āina Aloha, $30,000 |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Position of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.		EA 1.3.1(1) Establish partnerships within the community to provide authentic ways to engage students in exploring a variety of career, community, and civic opportunities. EA 1.3.1(2) All grade levels to include career, community, and/or civic opportunities as a part of their field trip learning experiences and/or guest speaker presentations. EA 1.3.1(3) Engage EL students in a collaborative activity in partnership with Complex Area elementary schools to promote international mindedness and community awareness/involvement. [Accountable Leads: Counselors, Teachers]	Documentation of scheduled activities Community partnership and resource matrix Documentation of engagement events in EL Binder	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

K-12 Alignment		EA 1.3.2(1) Collaborate with Kaiser Complex Area schools on a K-12 focus within the IB Programmes as defined annually through Coordinator articulation meetings (i.e., SY24-25 Service in Action). EA 1.3.2(2) Explore ways to engage students in opportunities to learn from and/or alongside Complex Area schools (i.e., Kaiser High School Robotics Club hosting STEM nights at Koko Head). [Accountable Leads: Principal, IB Coordinator]	Faculty meeting agendas/minutes Quarterly IB and/or PYP Coordinator Complex Area articulation Meetings	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
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) .				

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.	1.d
	
	WASC CAF 1
		EA 2.2.1(1) Continue with PD plan to include opportunities to complete TESOL SIQ requirement:
		  1. Share State/District provided SIQ learning opportunities with teachers;
		  2. Promote SIQ learning opportunities as part of the 21 hour professional development requirement (i.e., WIDA online learning modules)
		
		[Accountable Leads: Principal, EL Coordinator]
			Documentation of teachers with complete SIQ hours and/or TESOL certification.
			
			21 Hour PD record
				☐ WSF, $
				☐ Title III, $
				☐ Other:___, $

2.1.2. All **teachers** are effective or receive the necessary support to become effective.	1.d, 2.b, 3.f
	
	WASC CAF 1
		EA 2.1.2(1) Build teacher capacity to meet the needs of all students by providing professional development on:
		  1. Instructional blocks and intervention schedules;
		  2. Differentiation and scaffolding approaches;
			PD Training documentation and scheduled coaching meetings	☑ WSF, $12,000
				☐ Title II, $
				☐ Other:___, $

		3. Small group instruction (both during instruction and during intervention); 4. Instructional cycles and the use of common formative assessments and instructional strategies. EA 2.1.2(2) Provide professional development on new Hawaii Common Core State Standards in ELA (SY25-26 training & implementation; SY26-27 full implementation/report card update). EA 2.1.2(3) Utilize School Level Mentor to work with eligible teachers on targeted areas of improvement. EA 2.1.2(4) Engage district resources to provide professional learning/coaching opportunities to faculty (i.e., CABS). EA 2.1.2(5) On-Cycle and Off-Cycle teachers will participate in the Educator Effectiveness System (EES) process for SY 2025-2026. [Accountable Leads: Principal, Curriculum Coordinator, Leadership Team]	Faculty Meeting and PC Day PD Minutes A completed Implementation timeline. Individual Professional Development Plans and Reflections School level mentor and triad meeting documentation and reflection.	
2.2.2. All schools' **support staff** are effective or receive the necessary support to become effective.	1.b	EA 2.2.2(1) Establish a school level crisis team to develop procedures, roles and responsibilities for QBS trained staff in response to behavior emergencies. EA 2.2.2(1) Annual QBS Training & certification for 100% of our educational assistants and Special Education teachers working with students with disabilities. [Accountable Leads: Principal, SSC]	Document to define the school level crisis team's roles and responsibilities. QBS certification record keeping.	☐ WSF, $ ☐ 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.		EA 3.3.1(1) The School Community Council will have full membership by September 2025 and will meet regularly to discuss continuous school improvement efforts. [Accountable Lead: Principal]	SCC agendas and minutes posted on school website SCC Self-Assessment Survey	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
3.3.2 Family and community engagement opportunities will be implemented by all grade levels.		EA 3.3.2(1) Continue to provide school-wide family engagement events, to include: 1. Parent-Teacher Conference days (via SCC waiver) 2. Back-to-School night 3. Quarterly Award Assemblies	Parent Surveys (post PTC, etc.)	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $

		4. Partnership events with the Friends of Koko Head parent organization EA 3.3.2(2) Grade level teachers will increase opportunities to engage families in the learning processes that are occurring through a unit of inquiry (i.e., showcases, etc.). EA 3.3.2(3) Engage families of ELs in annual school meetings (Fall Parent Orientation, Spring Parent Meeting) ensuring that parents have access to knowledge about the school, school activities, and student progress. EA 3.3.2(4) Explore ways to partner with other complex area schools (i.e. Niu Valley Middle & Kaiser High) to provide family engagement opportunities to enhance the purpose and student impact of IB. [Accountable Leads: Principal, IB Coordinator, Grade Level Chairs]	Documentation in IB Unit Planner of scheduled activities - minimum x1 a year per grade level Documentation of engagement events in EL Binder	☐ 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.*	
3.3.3 Systems are in place to monitor the effectiveness of school-wide initiatives and the impact on student achievement.	1.a, 1.d, 2.c, 3.a WASC CAF 1, 2	EA 3.3.3(1) Systematize the data team instructional cycle process to monitor the impact on student learning growth: ● Create regularly scheduled data team meetings during articulation time (CAP/GLA); ● Utilize articulation time to to collaborate on learning goals, instructional strategies and common formative assessments as a part of school-wide and grade level instructional cycles. EA 3.3.3(2) Utilize the HMTSS team to monitor effectiveness and accountability of tiered supports: ● Clarify/solidify structure to current HMTSS team to provide clarity and accountability (roles and responsibilities) ● Meet regularly as an HMTSS team to monitor progress of plan AND progress monitor Tiered supports and interventions [Accountable Lead(s): Principal, Curriculum Coordinator]	A data team schedule within CAP and through faculty meetings for school year 2025-26 CAP/GLA Minutes Data Team / Instructional Cycle documentation HMTSS minutes	☑ WSF, $ ☐ Title I, $ ☐ 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 Koko Head Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,098 student instructional hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. An SCC waiver was submitted for a 2-day Parent Teacher Conference format.
Bell Schedule: Link to Koko Head Elementary's Bell Schedule	