

Prince Jonah Kūhiō Elementary School

Academic Plan

SY 2025-2026

2759 S. King Street, Honolulu, HI 96826
 (808)973-0085
<https://kuhioes.k12.hi.us>

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

Submitted by Principal Robyn Tom	
<i>Robyn Tom</i>	03/28/2025

Approved by Complex Area Superintendent Linell Dilwith	
<i>[Signature]</i>	APR 14 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
K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Stemscopes	Teacher Created

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	Heggerty			
FSC K-5	Teach Town			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

Panorama School-created template Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	I-Ready ▾	I-Ready ▾
K-5	DIBELS ▾	
Kindergarten	KEA ▾	Teacher Created ▾

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) [2015-26 CNA Link](#)
- Other current assessment/self-study report:
- Current Western Association of Schools and Colleges (WASC) report [2025 WASC VC Report Link](#)

Identified Growth Areas for Continuous Improvement:

Professional Development: Continue with the goal of providing ongoing professional development for all teaching staff in best practices for analyzing student data, designing effective lessons, implementing differentiated instruction and measuring the impact of the curriculum and instruction on student learning.

Data Team Process: Expand the data team process to include a framework for cross-grade collaboration to select appropriate curriculum and vertically align it with identified student needs and best instructional practices.

Progress Monitoring: Strengthen monitoring of student progress and the implementation of the Academic Plan by expanding the use of formative assessments and student self-reflection to inform instructional decisions and drive achievement of the academic standards for all students.

Feedback Practices: To support the learning goals for all students, teachers should expand the feedback practices currently being implemented in ELA to other content areas to ensure all students receive timely, specific, and actionable guidance in their academic work.

PBIS: Enhance effectiveness of behavior reward system by establishing criteria applied consistently across all classrooms, and understood and supported by the entire school community.

Intervention: Continue to monitor the effectiveness of the intervention period to ensure the data reflect the most current student learning needs with instruction adjusted accordingly.

Instructional and Assessment Tools: Standardize school-wide success criteria, writing prompts, exemplars, rubrics, and critical reading strategies to ensure all students have access to the knowledge and skills necessary to meet the state literacy standards.

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: TBD

Type of Next Action: TBD

Year of Next Self-Study:

TBD

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

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

1

Student Need: Students need targeted academic interventions and a multi-tiered support system to increase proficiency in core subjects of ELA, Math, Science, and Social Studies. They require instruction that is differentiated and adjusted based on a school-wide system of progress monitoring to inform instructional practices.

In SY 2023-24 StriveHi overall ELA Proficiency was 43%, Math Proficiency 38%, and Science Proficiency 28%. From SY 2021-22 to SY 2023-24, the proficiency levels in ELA and Science have decreased, while the proficiency in math has increased by 2%.

Overall SBA and HSA Proficiency Data by School Year

	SY 21-22	SY 22-23	SY23-24	Change
ELA	47%	35%	43%	-4%
Math	36%	28%	38%	+2%
Science	45%	38%	28%	-17%

Based on the current ELA 2029 Quintile target of 50.46%, an annual growth of 2.50% is needed. The current Math 2029 Quintile target of 37.96 has been met. Students need to continue towards the next math Quintile target of 48.84% by making annual growth of 2.2%. In science, annual growth of 3.97%.

KPI

Students at Kuhio need to have an annual growth of (i) 2.50% in ELA to reach the Current 2029 Quintile Target of 50.46%, (ii) 1.69% in Math to reach the Current 2029 Quintile Target of 37.96%, and (iii) 1.63% in Science to reach the Current 2029 Quintile Target of 47.85%.

Root/Contributing Cause:

- 1A:** Use of evidence based instructional processes to support diverse learners is not applied consistently, and leads to gaps in learning.
- 1B:** Inconsistent use of school adopted curriculum and pacing guides across classrooms and grade levels leads to gaps in learning.
- 1C:** Inconsistent alignment between teachers across grade levels (vertical) and within the same grade level (horizontal).
- 1D:** Limited unpacking of grade level specific standards leads to misalignment of instructional focus and rigor.
- 1E:** Limited use of data to inform and differentiate lessons impact Tier 1, 2 & 3 instruction.
- 1F:** Limited development of school-wide exemplars, rubrics, and success criteria for each of the content areas make it difficult to give timely, specific, and actionable feedback to improve student learning.

2

Student Need: A consistent and structured system incorporating social emotional learning and a positive behavior intervention system in the school and classroom environment for student growth in self-management, self-efficacy, emotional regulation, grit, and a growth mindset.

Panorama Teacher Perception Data for Gr K-2

	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024
Emotional Regulation	78%	78%	76%	65%	75%	75%	65%	74%	77%
Grit	57%	66%	65%	48%	58%	68%	44%	63%	64%
Self-Efficacy	61%	60%	58%	48%	55%	66%	43%	56%	57%
Self-Management	51%	52%	59%	35%	58%	59%	35%	56%	55%
Self Awareness	78%	78%	78%	57%	74%	75%	64%	79%	76%

Panorama Student Social Emotional Learning (SEL) Data Gr 3-5

	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2025
Emotional Regulation	45%	51%	58%	50%	64%	60%	49%	63%	63%
Grit	59%	56%	63%	59%	71%	75%	58%	72%	75%
Growth Mindset	51%	52%	53%	50%	74%	76	59%	74%	69%

Self Efficacy	51%	45%	53%	51%	60%	61%	45%	59%	65%
Self Management	62%	63%	64%	66%	68%	73%	62%	72%	75%
Sense of Belonging	74%	77%	74%	75%	83%	78%	75%	85%	82%
Social Awareness	66%	68%	64%	68%	70%	76%	65%	75%	77%

Root/Contributing Cause:

2A: SEL materials are used at varying levels, and not incorporated into the school's environment, structure, or routines.

2B: Limited opportunities for extra-curricular activities which would help students connect their learning to real world experiences.

2C: Student reflection, voice, and feedback is not regularly used for planning.

2D: Limited use of data for pro-active social-emotional skill-building interventions.

2E: Limited monitoring and evaluation of Positive Behavior Intervention System and SEL program outcomes results in varying levels of implementation

2F: Challenges in engagement, attendance, support, and culturally responsive connections.

3

Student Need: Rigorous, accelerated instruction to close the achievement gap in ELA and math, and increasing the overall proficiency levels of all students in science.

ELA Proficiency (Strive HI, ARCH)

	SY 21-22	SY 22-23	SY 23-24
Non High Need	57%	50%	76%
High Needs	46%	34%	35%

Math Proficiency (Strive HI, ARCH)

	SY 21-22	SY 22-23	SY 23-24
Non High Need	71%	39%	76%
High Needs	32%	26%	28%

Science Proficiency (Lei Kulia)

	SY 21-22	SY 22-23	SY 23-24
Non High Need	100%	33%	26%
English Learners	50%	20%	27%
IDEA	0%	0%	0%
Low SES	36%	42%	29%

Root/Contributing Cause:

3A: Limited use of progress monitoring data to inform instructional practices for high needs students.

3B: Effectiveness of intervention period should be monitored and measured.

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

1 Targeted Subgroup: English Learners (EL)

Overall WIDA Scores

	SY 21-22	SY 22-23	SY 23-24
1. Entering	25.5%	21%	22%
2. Emerging	25.5%	32%	22%
3. Developing	27%	27%	36%
4. Expanding	13%	13%	15%
5. Bridging	7%	6%	3%
6. Reaching	2%	0%	2%

Proficiency for English Learners

	SY 21-22	Gap	SY 22-23	Gap	SY 23-24	Gap
ELA	29%	-28%	23%	-27%	14%	-62%
Math	36%	-35%	21%	-18%	18%	-58%
Science	50%	-50%	20%	-13%	27%	+1%

Identified Student Need(s): Increase ELA, math and science proficiency of students who receive EL services and reduce the gap between ELs and Non-High Need Learners. Tier 1, 2 and 3 personalized and differentiated supports should be research based and driven by timely and focused data analysis. Students need opportunities to develop language skills through oracy and visual representations of knowledge to deepen their learning.

2

Targeted Subgroup: Special Education

	SY 21-22	Gap	SY 22-23	Gap	SY 23-24	Gap
ELA	25%	-32%	9%	-41%	9%	-67%
Math	19%	-52%	9%	-30%	29%	-47%
Science	0%	-45%	0%	-38%	0%	-28%

Identified Student Need(s): Increase the ELA, math, and science proficiency of students who receive special education services, and reduce the achievement gap between students receiving these services and non-high needs learners. Tier 1, 2 and 3 personalized and differentiated supports should be research based and driven by timely and focused data analysis.

3

Targeted Subgroup: Low Socioeconomic Status

	SY 21-22	Gap	SY 22-23	Gap	SY 23-24	Gap
ELA	43%	-14%	31%	-19%	35%	-41%
Math	29%	-22%	25%	-14%	38%	-38%
Science	36%	-64%	42%	+9%	29%	+3%

Identified Student Need(s): Increase the ELA, math, and science proficiency of students with low SES, and reduce the achievement gap between low SES learners and non-high need Learners. Tier 1, 2 and 3 personalized and differentiated supports should be research based and driven by timely and focused data analysis.



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?"</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>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.</p> <p>91% of Kindergartners were assessed using the KEA. 100% will be assessed.</p> <p><u>SY 24-25</u> 34.62% were emerging 38.46% approaching 19.23% readiness</p>	<p><u>Root Cause:</u> 1A, 1E, 1F 2A, 2D</p>	<ol style="list-style-type: none"> 100% of incoming Kindergartners will be assessed using the Kindergarten Entry Assessment (KEA) at the beginning of the school year or upon entry to ensure necessary and timely support is provided. AC, Kindergarten Teacher, SW6 Tier 1 Early literacy instruction through consistent implementation of OG and Heggerty for all students to develop foundation skills for learning. AC, SW6 Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. AC, SW6 <ol style="list-style-type: none"> Heggerty 4x/week Intervention Block 4x/week Differentiated materials Small group or individual social emotional support for primary school adjustment and readiness 	<p><u>Initial:</u> 100% of students who are identified as needing additional support will have an intervention plan with progress monitoring.</p> <p><u>Intermediate:</u> Quarterly progress will be monitored using DIBELS, iReady, teacher observations, success criteria and/or teacher ratings using rubrics.</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>

7.69% did not participate				
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<p>Reading Proficiency 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><u>KPI ELA Student SBA Proficiency Targets</u> 23-24: 38% (met target 43%) 24-25: 40.5% 25-26: 43% 26-27: 45.5% 27-28: 48% 28-29: 50.5%</p> <p>43% of students are proficient in SBA ELA. Proficiency rates will increase by 2.5%.</p> <p>14% of EL students are proficient in ELA SBA. There will be a 5% increase in proficiency for ELL students in SBA.</p>	<p>Root Cause: 1A, 1B, 1C, 1D, 1E, 1F</p>	<ol style="list-style-type: none"> 1. Tier 1: All teachers use Wonders with fidelity and developing a pacing guide. AC, SW6 2. All teachers will receive training and coaching on effective strategies and lesson design by West Ed. AC, SW6 4. Grades K-2 Teachers will address early literacy needs through a daily dedicated Reading Foundations block using OG, Heggerty and other related curriculums. AC, SW6 5. Tier 2: Grades K-5 will implement a dedicated intervention block to target specific Reading Foundation skills. AC, SW6 6. Teachers will deconstruct ELA standards and align with Wonders curriculum. AC, SW6 	<p>Initial By Q1: 100% of teachers will have a pacing guide completed.</p> <p>100% of teachers will attend Lesson Design PD by West Ed.</p> <p>100% of teachers will assess, analyze and develop intervention plans for Tier 2 students using DIBELS, iReady, Wonders, Heggerty assessments.</p> <p>Melody Check criteria will be developed to align with ELA instruction focus.</p> <p>100% of teachers will receive training on deconstructing ELA standards.</p> <p>Intermediate:</p>	<ul style="list-style-type: none"> <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:__, \$
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<p>5% of EL students passed the ACCESS WIDA test. There will be 5% increased proficiency levels and 10% of EL students will exit.</p> <p>35% of Low SES students are proficient in ELA SBA. There will be a 5% increase in proficiency for low SES students in SBA.</p> <p>9% of students in SPED are proficient in ELA SBA. There will be a 5% increase in proficiency for students in SPED in SBA.</p>			<p>Melody checks will be performed weekly with each teacher participating monthly.</p> <p>Progress monitoring of Tier 2 students will be done every 4-6 weeks.</p> <p>Pacing Guides will be monitored quarterly.</p> <p>100% of teachers will participate in deconstructing standards and revise pacing guides.</p> <p>iReady: Diagnostic 2: All students who are identified as not being on track to meeting their annual typical growth will be identified and be provided with intervention.</p>	
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<p>Mathematics Proficiency 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><u>KPI Math Student SBA Proficiency Targets</u> 23-24: 29.5% (met: 38%) 24-25: 31.2% 25-26: 32.9% 26-27: 34.6% 27-28: 36.2% 28-29: 38.0%</p> <p>38% of students are proficient in Math SBA. Proficiency rates will increase by 1.69%</p> <p>18 % of ELL students are proficient in Math SBA. There will be a 5% increase in proficiency for ELL students in SBA.</p>	<p>Root Cause: 1A, 1B, 1C, 1D, 1E, 1F</p>	<ol style="list-style-type: none"> All teachers will use Ready Mathematics with fidelity and create a pacing guide. AC, SW6 All teachers will receive ongoing coaching and professional development from an i-Ready consultant to enhance instructional strategies, analyze data, and provide targeted support to students who need additional help in mathematics. AC, SW6 	<p>Initial By Q1: 100% of teachers will have a pacing guide completed.</p> <p>100% of teachers will attend Coaching by i-Ready.</p> <p>Melody Check criteria will be developed to align with Math instruction focus.</p> <p>Intermediate:</p> <p>Melody checks will be performed weekly with each teacher participating monthly.</p> <p>Pacing Guides will be monitored quarterly.</p>	<ul style="list-style-type: none"> <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:__, \$
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<p>29% of Low SES students are proficient in Math SBA. There will be a 5% increase in proficiency for Low SES students in SBA.</p> <p>0% of students in SPED are proficient in Math SBA. There will be a 5% increase in proficiency for students in SPED in SBA.</p>			<p>iReady: Diagnostic 2: All students who are identified as not being on track to meeting their annual typical growth will be identified and be provided with intervention.</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.</p> <p>ELA High Needs proficiency of 35% compared to non high needs of 76% Therefore the gap is 42%. There will be a 5% decrease.</p> <p>Math High Needs proficiency of 28% compared to non high needs of 76% Therefore the gap is 47%. There will be a 5% decrease. <i>Required for all schools.</i></p>	<p>Root Cause: 1A, 1E, 1F, 3A, 3B</p>	<ol style="list-style-type: none"> All teachers will be provided with coaching from West Ed on Lesson Design. AC, SW6 Teachers will articulate in cross-grade collaboration to select appropriate curriculum and vertically align it with identified student needs and best instructional practices. AC, SW6 Grades K-5 will implement a dedicated intervention block to target specific Reading Foundation skills. AC, SW6 Opportunities will be provided to students for intervention or remediation during intersession, summer and/or afterschool. AC, SW6 	<p>Initial By Q1: 100% of teachers will have a pacing guide completed.</p> <p>100% of teachers will attend Lesson Design PD by West Ed.</p> <p>100% of teachers will assess, analyze and develop intervention plans for Tier 2 students using DIBELS, iReady, Wonders, Heggerty assessments.</p> <p>Melody Check criteria will be developed to align with ELA and Math instruction.</p> <p>Intermediate: Melody checks will be performed weekly with each teacher participating monthly.</p>	<ul style="list-style-type: none"> <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:__, \$
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			<p>Progress monitoring of Tier 2 students will be done every 4-6 weeks.</p> <p>Pacing Guides will be monitored quarterly.</p> <p>Pre and post data will be collected from extended opportunities.</p>	
<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>Root Cause: 2B, 2C, 2D, 2F</p>	<ol style="list-style-type: none"> 1. Kindercamp summer program will be offered to students in the summer before entering Kindergarten. AC, SW6 2. Each grade level will have a time to visit the next grade level in the last weeks of the school year in preparation to transition to the next grade level. Counselor. SW6 3. Communication with WMS to plan for a transition day with fifth graders to visit campus. Counselor, SW6 4. Teach organization and life skills i.e. planner, binder, and transitions to prepare for middle school. K-5 teachers, SW6 	<p>Student surveys will be collected.</p> <p>Pre and post data will be collected from Kindercamp.</p>	<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>1.1.6 All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p> <p>W KUHIO HMTSS S...</p>	<p>Root Cause: 1A, 1E, 2C, 2D, 2E, 2F</p>	<ol style="list-style-type: none"> 1. Staff and teachers will follow the HMTSS blueprint. SSC, SW6 2. The multi-tiered system for academics, behavior, social emotional and physical health will be implemented with fidelity to ensure students are given the support they need and their progress will be monitored. SSC, SW6 3. Quarterly meetings will be held with the leadership team to discuss progress and next steps. The effectiveness of our program will be monitored using the HMTSS assessment tool. SSC, SW6 	<p>W Kuhio HMTSS ...</p> <p>Initial: 100% of students who are identified as needing additional support will have an intervention plan with progress monitoring.</p> <p>Intermediate: Quarterly progress will be monitored using DIBELS, iReady, teacher observations, and Panorama.</p> <p>Twice a year, assess HMTSS blueprint using the HAT tool.</p>	<ul style="list-style-type: none"> <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:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

<p>Desired Outcome <i>"What do we plan to accomplish?"</i></p>	<p>Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i></p> <p>and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>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>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p> <p>77% of students attend 90% of instructional days. It will increase by 10% (Strive HI)</p> <p>91.5% average daily attendance rate.</p>	<p>Root Cause: 2A, 2B, 2C, 2D, 2E, 2F</p>	<ol style="list-style-type: none"> 1. Implement the attendance policy and monitor the student's attendance weekly. Counselor 2. Student's who are or were identified as chronically absent will have a SMART goal developed and monitored. Counselor, SW6 	<p>Initial: Identify the students who are chronically absent and develop individual SMART Goals.</p> <p>Intermediate: 75% of the students will meet their SMART attendance goals.</p>	<ul style="list-style-type: none"> <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>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> <p>All Student Perception Survey areas will increase by 5%.</p> <p>Classroom Teacher Relationships-89%</p> <p>Pedagogical Effectiveness-89%</p> <p>Classroom Rigorous Expectations-86%</p> <p>Classroom Climate-78%</p> <p>Classroom Engagement-80%</p>	<p>Root Cause: 2A, 2B, 2C, 2D, 2E, 2F</p>	<ol style="list-style-type: none"> 1. A dedicated SEL block will be implemented to teach lessons on how to support students. Counselor, SW6 2. Activities will be planned to create a positive outlook on school (i.e. word of the month, Kuhio Mart, explorations, I’O bucks, etc) Counselor, SW6 3. All grade levels will implement the PBIS program with fidelity, highlighting our school wide behavior matrix, to encourage positive behaviors. Counselor, SW6 4. Revisit the school PBIS manual and update to reflect the current needs. (Plan, Do, Check and Act). Counselor, SW6 	<p>Initial: 100% of teachers will have a SEL block.</p> <p>Activities will be planned to create a positive outlook at school.</p> <p>Intermediate: The school culture committee will monitor the implementation and update the PBIS manual.</p> <p>In the SEL survey and Teacher perception surveys, there will be a 10% increase in indicators between the Fall to Winter and Winter to Spring for students.</p> <p> SY 24-25 Kuhio ...</p>	<ul style="list-style-type: none"> <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:__, \$
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<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>Root Cause: 2B, 2D, 2F</p>	<p>1. Teachers will create an environment that provides an experience of Nā Hopena A'o in their classroom as evident in walkthroughs. Principal</p>	<p>Through walkthrough data, it is evident that HA is embedded in our school culture.</p>	<ul style="list-style-type: none"> <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:__, \$
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

<p>Desired Outcome <i>"What do we plan to accomplish?"</i></p>	<p>Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i></p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p> <p>Currently, some grade levels participate in career, community, and civic opportunities students. This will increase to provide at least one experience per grade level.</p>	<p>Root Cause: 2B, 2D, 2F</p>	<p>100% of students will participate in civic learning and active civic engagement.</p>	<p>Initial: Each grade level will have an activity planned by Quarter 1.</p> <p>Intermediate: Student feedback will be collected on the impact on their civic learning.</p>	<p><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>



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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>
<p>2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.</p> <p>65% of teachers have received SIQ hours and/or TESOL certification and it will increase by 10%</p>	<p>Root Cause: 2B, 2D, 2F</p>	<p>1. Opportunities are available for teachers to attend EL PD that supports SIQ hours. EL Coordinator, SW6</p> <p>a. State/District EL course offerings</p> <p>b. University courses</p>	<p>Teacher certification of completion, eHR documented SIQ hours.</p> <p>Plans will be developed for teachers who are not SIQ.</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>2.1.2 All teachers are effective or receive the necessary support to become effective.</p>	<p>Root Cause: 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2D, 2F, 3A, 3B</p>	<ol style="list-style-type: none"> 1. Providing rigorous professional development and personalized support for teachers will equip them with the tools needed for effective instruction and classroom management. School level mentors, AC, Principal, SW6 <ol style="list-style-type: none"> a. Coaching from West Ed on Lesson Design b. Coaching from Ready c. Coaching from Stemscoopes d. Coaching from the Academic Coach e. Feedback from regular walkthroughs f. Individual supports targeting individual needs 2. All teachers will monitor student progress through formative assessments, data teams, and student reflection to inform decision making. AC, Principal, SW6 3. School wide success criteria, writing prompts, exemplars, rubrics and critical reading strategies will be developed. AC, SW6 	<p>Initial: 100% of teachers participate in the coaching cycles.</p> <p>Sign in sheets and agendas will be collected.</p> <p>Intermediate: Melody checks will be performed weekly with criteria aligned to PD provided.</p> <p>A vertical and standards aligned collection of success criteria, exemplars, and rubrics will be compiled by grade levels.</p> <p>Collaboration and Data Team meeting notes.</p>	<ul style="list-style-type: none"> <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:___, \$
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Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> 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>
<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>All SCC positions are currently filled.</p>	<p>Root Cause: 2F</p>	<ol style="list-style-type: none"> 1. The School Community Councils meetings and agendas will be shared with the community in advance, through various modes including the newsletter, Parent Square, website. 2. The importance of this SCC advisory group will be explained and emphasized. 3. SCC meetings will continue to follow systems and processes to review and discuss the school's academic, financial plan and other areas to provide opportunity for community input. 	<p>Initial: Quarterly meetings will be scheduled and shared with the SCC and families.</p> <p>All required stakeholders represented in SCC membership.</p> <p>Intermediate: Overall positive ratings on the SCC self-assessment survey.</p>	<input type="checkbox"/> WSF, \$ <input 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: __, \$

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

<p>Desired Outcome "What do we plan to accomplish?"</p>	<p>Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.2 All families are engaged in school events/activities and have regular two way communication.</p> <p>SQS survey, all dimensions will increase by 2%. Safety-93.8% Well Being 94.4% Satisfaction 94.8% Involvement/Engagement-88.4%</p>	<p>Root Cause: 2F</p>	<ol style="list-style-type: none"> 1. Parent Square (school communication application) will be implemented as a two way communication between families and school. Principal 2. More opportunities for families to be engaged in school events/activities. Counselor <ol style="list-style-type: none"> a. Parent volunteers b. Survey to parents on the type of events/activities 3. Expand on family engagement activities: school events/activities. Counselor 	<p>Initial: All parent activities will be planned at the beginning of the year.</p> <p>Intermediate: Monitoring of the use of Parent Square will be evaluated quarterly.</p> <p>Surveys at each event/activity will be given.</p>	<ul style="list-style-type: none"> <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: __, \$

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 [Prince Jonah Kūhiō 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1098 instructional hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	no
Bell Schedule: 📅 Prince Jonah Kuhio Elementary Bell Schedule	