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

Kīpapa 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 Dr. Jhameel Duarte	
Jhameel Duarte Jhameel Duarte (Apr 9, 2025 11:39 HST)	03/11/2025

Approved by Complex Area Superintendent Ernest Muh	
Ernest Muh Ernest Muh (Apr 9, 2025 13:45 HST)	Apr 9, 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 <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'19 Amplify ELA ▾	ORIGO Stepping Stones, First Editio… ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	ECRI			
3-5	Phonics for Reading			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama   ☑ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	I-Ready ˅	I-Ready ˅
K-5	DIBELS ˅	Select One ˅
K	KEA ˅	Select One ˅

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

☑ Current Comprehensive Needs Assessment (CNA)
☐ Other current assessment/self-study report:
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025
Type of Last Visit: Full Self-Study ▾

Year of Next Action: [Insert year]
Type of Next Action: Select One ▾

Year of Next Self-Study:
[Insert year]

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Closing Achievement Gaps in Reading and Math through Response to Intervention (WASC School Needs pg. 15) **Root/Contributing Cause:** a) Lack of consistency within grade levels specifically in the area of curriculum. (CNA pg. 9) b) It appears as though Pacing guides exist but are not adhered to. (CNA pg. 9)
2	**Student Need:** Develop a comprehensive system to support our vulnerable population to meet the individual needs of our students. (WASC School Needs pg. 15) **Root/Contributing Cause:** a) Although all grade levels are implementing RTI blocks to address the needs of their struggling students, some students still have not been able to make appropriate gains. (CNA pg. 17) b) The implementation of a new ELA curriculum where teachers are still learning how to differentiate the curriculum. (CNA pg. 13) c) Adjusting pacing for the new ELA curriculum (CNA pg. 13)

3	**Student Need:** Revisit our instructional practices as a school to align our data team initiatives and adjust instruction to meet the needs of our students. (WASC School Needs pg. 15)
	
	Root/Contributing Cause:
	   a) Need to focus on creating more opportunities to review data and standards to support student academic growth over time. (CNA pg. 12)
	
	   b) Continue to provide professional development to teachers and staff to support their growth, instruction, and understanding of schoolwide initiatives. (CNA pg. 9)

4	**Student Need:** The school needs to develop a systemic approach to analyze curriculum, teaching practices, and assessments to ensure that the diversity of all student's needs are being met. (WASC School Needs - visiting committee recommendation: awaiting from final WASC report)
	
	Root/Contributing Cause:
	   a) Lack of consistency within grade levels specifically in the area of curriculum. (CNA pg. 9)
	
	   b) It appears as though Pacing guides exist but are not adhered to. (CNA pg. 9)

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Low SES **Identified Student Need(s):** Working to support students in daily attendance rates and closing achievement gaps in ELA and Math for all students through targeted interventions in RtI A and B. (Closing the Achievement Gap: WASC Student Learner Need)
2	**Targeted Subgroup:** SPED **Identified Student Need(s):** Working to support students in daily attendance rates and closing achievement gaps in ELA and Math for all students through targeted interventions in RtI A and B. (Closing the Achievement Gap: WASC Student Learner Need)
3	**Targeted Subgroup:** EL **Identified Student Need(s):** Supporting students to meet proficiency levels and focusing on phonics instruction. Working to support students in daily attendance rates and closing achievement gaps in ELA and Math for all students through targeted interventions in RtI A and B in reading, writing, listening, speaking and language skills.. (Closing the Achievement Gap: WASC Student Learner Need)

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* Name 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. SW 6	1a,b 2a, b, c 3a,b 2: Develop a comprehensive system to support our vulnerable population to meet the individual needs of our students. 35% of our students come to Kindergarten with little to no Pre-School experience in SY 24-25	All students who enter Kindergarten will have the opportunity to be successful through the following opportunities: Identification of needs: 1. Kindergarten camp 2. KEA assessments Addresses how we will meet the needs: 3. In classroom support to support academic gaps 4. Development of SEL skills to enhance appropriate behavioral skills with self and others. 5. Tier 2 intervention to support foundational reading skills Accountable Lead: CC Stacie Tateyama	100% of Kindergarten students will be tested on KEA	☑ **WSF, $5,000** ☑ **Title I, $10,000** ☑ **Title II, $10,000** ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ SW5

Reading Proficiency	1a,b	All students will have the opportunity to reach their reading	DIBELS gains from	☑ **WSF, $50,000**
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. SW 6	2a, b, c 3a,b Reference School Need: 1: Closing Achievement Gaps in Reading and Math through Response to Intervention iReady data: -EOY Spring 2024; Grade 3: **71%** Dibels Fall 2024; Grade 3: **59%** Dibels Winter 2024; Grade 3: 63%	proficiency goals through the following opportunities: 1. In classroom support (PPTs, PPEs, PTTs, EAs) 2. Dedicated RtI block to support reading and/or math based on student needs for a minimum four times per week. Needs are based on the analysis of: a. i-Ready data b. DIBELS 3. Intervention Process a. Analyze i-Ready data (PA/PH/HFW) and DIBELS data b. Explicit reading instruction (ECRI/PFR) c. DIBELS progress monitoring to track progress d. Intervention support foundational reading skills; ECRI (K-2), Phonics For Reading (3-5) Accountable Leads: CC's Stacie Tateyama and Lynn Van Treese	beginning to middle to end will increase by 5%. 50% of all students will be on grade level at the winter benchmark period as measured by universal screener 66% of all students will be on grade level at the spring benchmark period as measured by universal screener 66% of 3rd grade students will be reading at or above grade level on the Smarter Balanced Assessment	☑ **Title I, $100,000** ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Mathematics Proficiency	1a,b 2a, b, c 3a,b	All students will have the opportunity to reach their math proficiency goals through the following opportunities:	Progress will be monitored approximately every 3 - 6 weeks based on data and the type of intervention being administered.	☑ **WSF, $50,000** ☑ **Title I, $100,000**
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.	Reference School Need: 1: Closing Achievement Gaps in Reading and Math through Response to Intervention	1. In classroom support (PPTs, PPEs, PTTs, EAs) 2. Dedicated RtI block to support reading and/or math based on students needs. Needs are based on the analysis of: a. iReady data 3. Classroom intervention to support foundational math skills a. Analyze i-Ready data b. Students are pulled for explicit math instruction	Tracking of the i-Ready data with improvement of at least 10% by the end of the school year. 35% of all students will be on grade level at the winter benchmark period as measured by universal screener	☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
SW 6	iReady data: -EOY Spring 2024; Grade 3: **61%** -Winter 2024; Grade 3: **30%**	Accountable Leads: CC's Stacie Tateyama and Lynn Van Treese	67% of all students will be on grade level at the spring benchmark period as measured by universal screener 67% of 3rd grade students in Math will be proficient at or above grade level on the Smarter Balanced Assessment	

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

SW 6 | 1a,b
2a, b, c
3a,b

i-Ready Spring 2024 Reading (All students): 70%

i-Ready Winter 2024 Reading (All students): 53%

Dibels Fall 2024 (all students): 59%

Dibels Winter 2024 (all students): 62% | **Confirmed Major Student Learner Needs (WASC)**:

Closing the Achievement Gap - Differentiate instructional practices to meet individual student needs by varying content, processes, and products.

Gap Rate on SY 2023-24 Strive HI Report:
● 24% ELA
● 26% Math

Accountable Leads: CC's Stacie Tateyama and Lynn Van Treese | 55% of students will be on grade level at the winter benchmark period as measured by universal screener

70% of students will be on grade level at the spring benchmark period as measured by universal screener

2% decrease in gap rates on on the Smarter Balanced Assessment in SY 25-26 | ☑ **WSF, $20,000**
☑ **Title I, $25,000**
☐ 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 elementary to middle school and from middle to high school.

Required for all schools.

SW 6 | 1a,b
2a, b, c
3a,b

100% of all students will transition successfully from the elementary school to the middle school. | All students at Kīpapa ES will transition to the middle school with the following supports:
Kindergarten Transition:
  ● Kinder Camp to target our incoming Kindergarteners.
  ● Kindergarten orientation (testing, transition, smaller classroom setting, every other day, walk around campus, system orientation, etc.)
Middle School Transition:
  ● MS hosts ES 5th gr. orientation
  ● MS hosts Virtual 5th gr. Parent Transition Mtg
  ● ES invited the MS administration to do an orientation in the first semester with our 5th grade parents
  ● Bus transportation to visit our middle school **1/23/25**
  ● MS SSC(s) hosts transition meetings with the Elementary school SSC(s), DH, and Administrator to discuss SPED services & minutes on the grid
  ● ES will continue to schedule joint 5th gr. transition IEP mtgs, with MS for high need cases
  ● Upper level counselor meets w/middle school counselors to discuss 504 cases and students needing additional supports
  ● Upon confirmation of EL students enrolling at the MS, EL coordinator sends over SRPs to the next EL coordinator

Accountable Lead: VP Rudy Domingo | iReady data (Fall, Winter, Spring) and progress monitoring

Dibels (Fall, Winter, Spring)

KEA Assessments

100% of students will successfully enroll and transition into Kindergarten

100% of students will successfully enroll and transition to the middle school successfully | ☑ **WSF, $10,000**
☑ **Title I, $10,000**
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

66% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment	1a,b 2a, b, c 3a,b 66% of students in grades 3-5 were at Level 3 or above in English Language Arts on the Smarter Balanced Assessment in SY 23-24.	All students will have the opportunity to reach their reading proficiency goals through the following opportunities: 1. In classroom support (PPTs, PPEs, PTTs, EAs) 2. Dedicated RtI block to support reading and/or math based on student needs for a minimum four times per week. Needs are based on the analysis of: a. i-Ready data b. DIBELS 3. Intervention Process a. Analyze i-Ready data (PA/PH/HFW) and DIBELS data b. Explicit reading instruction (ECRI/PFR) c. DIBELS progress monitoring to track progress d. Intervention support foundational reading skills; ECRI (K-2), Phonics For Reading (3-5)	50% of students will be on grade level at the winter 2024 benchmark period as measured by universal screener 66% of students will be on grade level at the spring benchmark period as measured by universal screener 66% of students will meet or exceed proficiency on grade level common assessments in ELA	☑ **WSF, $50,000** ☑ **Title I, $100,000** ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
67% of all students in grades 3-5 will be at Level 3 or above in Math on the Smarter Balanced Assessment	1a,b 2a, b, c 3a,b 67% of students in grades 3-5 were at Level 3 or above in Math on the Smarter Balanced Assessment in SY 23-24.	All students will have the opportunity to reach their math proficiency goals through the following opportunities: 1. In classroom support (PPTs, PPEs, PTTs, EAs) 2. Dedicated RtI block to support reading and/or math based on students needs. Needs are based on the analysis of: a. iReady data 3. Classroom intervention to support foundational math skills a. Analyze i-Ready data b. Students are pulled for explicit math instruction	35% of students will be on grade level at the winter benchmark period as measured by universal screener 67% of students will be on grade level at the spring benchmark period as measured by universal screener 67% of students will meet or exceed proficiency on grade level common assessments in Math	☑ **WSF, $50,000** ☑ **Title I, $100,000** ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

63% of 5th grade students will be proficient in Science on the Hawaii State Assessment	1a,b 2a, b, c 3a,b 63% of 5th grade students were proficient in Science on the Hawaii State Assessment in SY 23-24.	All students will have the opportunity to reach their **Science** proficiency goals through the following opportunities: ● In classroom support (PPTs, PPEs, PTTs, EAs)	75% of students will meet or exceed proficiency on grade level common assessments in science	☑ **WSF, $5,000** ☑ **Title I, $10,000** ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
40% of students learning English will be on-track to English language proficiency	1a,b 2a, b, c 3a,b 76.47% of students were on-track to English language proficiency in SY 23-24.	All students will have the opportunity to reach their ELA proficiency goals through the following opportunities: ● In classroom support (PPTs, PPEs, PTTs, EAs) All students are receiving additional support through interventions and practices in the classroom. Each grade level has a RTI block to address the needs of their diverse learners. EL students are offered morning tutoring as an additional support.	60% of ELL students will increase their universal screening scores	☑ **WSF, $50,000** ☑ **Title I, $100,000** ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| School Priority: All students will have the opportunity to engage with high quality learning opportunities with Computer Science.

WASC Critical Area: 1, 2 | 1a,b
2a, b, c
3a,b

All students will have the opportunity to have high quality learning opportunities for CS. | 100% of students will have the opportunity to engage in computer science standards and activities at every grade level.
● Continuous professional development of the CS standards for ALL teachers
● Committee development to create a shared responsibility to implement the CS Framework in the grade level classrooms

Accountable lead: Teacher Kacie Conner | 100% of students will increase their opportunities to engage in CS standards, curriculum, instruction, and assessments at every grade level. | ☑ **WSF, $15000**
☑ **Title I, $15000**
☐ 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* **Name 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. *Required for all schools.*	1a,b 2a, b, c 3a,b 79% of students with regular attendance in SY 23-24 (Strive HI).	Students can identify at least one significant adult on campus; ● Student Connectedness ● Sense of belonging ● Sense of ʻohana ● Incorporate Nā Hopena Aʻo - HĀ framework Perfect Attendance Awards by quarter for all students. Perfect Attendance Awards as a class. Perfect Attendance reminders home for all students. Letters are sent home, phone calls, and parent meetings are implemented to support students and families. Administration and counselors will be implementing home visits for our chronically absent students. Align the statewide campaign with ATTEND TODAY, ACHIEVE TOMORROW Accountable Lead - Counselors: Dr. Leigh Ann Siaosi and Lori Harris	85% of students will attend school regularly.	☑ **WSF, $5000** ☐ 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.

Required for all schools.

SW 6 | 1a,b
2a, b, c
3a,b

82.9% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 23-24. | Increase the opportunities for all students to demonstrate positive behaviors at school.

● Guidance & SHAKA SEL Lessons
● Complex Character Counts
● PBIS, Assembly Recognition
● Six Pillars of Character TRRFCC: Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship
● Be Respectful, Be Responsible, Be Ready!
● CHEEEHUUU Champion!
● Kīpapa Cougar and Cub Club
● HO2Y
● Community Policing Team Program
● CARES
● Afterschool Homework Tutoring Program

Accountable Lead - Counselors: Dr. Leigh Ann Siaosi and Lori Harris | 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period

80% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period

85% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 25-26. | ☑ **WSF, $5000**
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | 1a,b
2a, b, c
3a,b

Provide all students with a unique, culturally responsive learning environments

70% of students with a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 24-25 | 100% of students will be engaged with elements of Nā Hopena Aʻo during the school day that includes:

Enhanced protocols with Hā that address Hā:
● Belonging
● Responsibility
● Excellence
● Aloha
● Total Well-Being
● Hawaiʻi

Six Pillars of Character
● Trustworthiness
● Respect
● Responsibility
● Fairness
● Caring
● Citizenship

General Learner Outcomes (GLOs)
● Self-Directed Learner
● Community Contributor
● Complex Thinker
● Quality Producer
● Effective Communicator
● Effective & Ethical User of Technology

Accountable Lead: VP Domingo | 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period

80% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period

85% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 25-26. | ☑ **WSF, $5000**
☑ **Title I,**
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name 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. *Required for all schools.* SW 6	1a,b 2a, b, c 3a,b 100% of students will participate in career, community, and civic opportunities Superintendent and LMW initiative	100% of students will have the opportunity to engage in workplace readiness utilizing the IC3 Framework: ● Plan and implement a career pathway and exploration to include follow-up and next steps that align with grade level standards ● Opportunities to plan lessons and integrate student lessons to utilize the IC^3 framework (Integrate, Collaborate, Communicate, Create) ● Junior Police Officer (JPOs) ● Student Cafeteria Duty Monitors ● D.A.R.E. Collaboration with HPD ● Transportation to support students to engage in a variety of opportunities Accountable Lead: Counselors Dr. Leigh Ann Siaosi and Lori Harris	100% of students will participate in career, community, and civic opportunities	☑ **WSF, $3000** ☑ **Title I, $3000** ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
School Priority: Leadership Development: Provide leadership development opportunities for faculty and staff to continue to support students through academic achievement, SEL, etc. WASC Critical Area: 2, 3 EL Comprehensive Plan	1a,b 2a, b, c 3a,b Provide 100% of teachers the opportunity to develop their leadership capacity and enhance their instructional leadership.	100% of teachers will participate in a variety of leadership development opportunities: • National Conferences for teacher leaders • Professional development conferences • Engaging in dialogue with other educators to support CIA and SEL • Provide stipends and subs to support the ongoing collegial conversations • State and district meetings and conferences • School visits • 21 hour PD: Professional Learning Series led by teachers for teachers Accountable Leads: Principal Duarte	100% of teachers will have the opportunity to attend and participate in leadership and instructional professional development.	☑ **WSF, $30000** ☑ **Title I, $30000** ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| School Priority: Teacher support: Provide all "new" teachers to the profession with Induction and Mentoring support

WASC Critical Area: 2, 3 | 1a,b
2a, b, c
3a,b

100% of new teachers will be provided with a mentor | 100% of all new teachers to Kīpapa ES will be provided with a school level mentor:

Teacher Support and Mentoring Program for non-tenured teachers
Weekly 1:1 mentoring session to provide resources and supports
Scheduled Mentors and Administration collaboration sessions
Accountable leads: CC: Lynn Van Treese and Stacie Tateyama | 100% of new teachers will be provided with a mentor | ☑ **WSF, $1000**
☑ **Title I, $1000**
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name 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. *Required for all schools.*	100% of our SCC will meet regularly with the school team and school principal	100% of SCC meetings will include the following: ● Held every other month with an SCC chair ● Personnel include: Principal, teacher, community representative(s), parents, and classified representatives, student council officers/reps and attend the SCC meetings regularly. ● Review Academic Plan and Comprehensive Needs Assessment (CNA) SCC Chair Keola Taniguchi with Principal Dr. Jhameel Duarte	100% of our SCC will meet regularly with the school team and school principal	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.					
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	
School to hold a variety of community discussions/ activities that support conversations around improving academic achievement and school performance	1a,b 2a, b, c 3a,b 100% of families will have the opportunity to meet with the principal and school staff to discuss topics such as: academics, SEL, and student support between school and home.	100% of families have the opportunity to participate in Principal and ʻOhana discussions that include: ● Middle school transition ● Grade Level Brown Bags activities ● Student Performance Data ● Schoolwide data ● Schoolwide activities ● ʻOhana Talk Story ● ʻOhana Newsletters Accountable Leads: PCNC Karina Castillo	100% of families will have the opportunity to meet with the principal and school staff to discuss topics such as: academics, SEL, and student support between school and home.	☑ **WSF, $5,000** ☑ **Title I, $5,000** ☐ 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 Kīpapa ES 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)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: See below	

Kipapa Elementary Bell Schedule 2024-25

Grade K, 1, 2 Regular Schedule

M, T, R, F			W		
7:50 am	Warning Bell		7:50 am	Warning Bell	
7:50 - 7:55 am	Opening	5	7:50 - 7:55 am	Opening	5
7:55 - 10:00 am	Block I	125	7:55 - 10:00 am	Block I	125
10:00 - 10:15 am	Recess	15	10:00 - 10:15 am	Recess	15
10:15 - 11:00 am	Block II	45	10:15 - 11:00 am	Block II	45
11:00 - 11:30 am	Lunch	30	11:00 - 11:30 am	Lunch	30
11:30 am - 12:05 pm	Block III	35	11:30 am - 12:50 pm	Block III	80
12:05 - 12:20 pm	Recess	15	12:50 - 1:35 pm	Teacher Prep	45
12:20 - 2:05 pm	Block IV	105	1:35 - 2:50 pm	Meeting	75
2:05 - 2:50 pm	Teacher Prep	45			

Grade 3, 4, 5 Regular Schedule

M, T, R, F			W		
7:50 am	Warning Bell		7:50 am	Warning Bell	
7:50 - 7:55 am	Opening	5	7:50 - 7:55 am	Opening	5
7:55 - 10:00 am	Block I	125	7:55 - 10:00 am	Block I	125
10:00 - 10:15 am	Recess	15	10:00 - 10:15 am	Recess	15
10:15 - 11:35 am	Block II	80	10:15 - 11:35 am	Block II	80
11:35 am - 12:05 pm	Lunch	30	11:35 am - 12:05 pm	Lunch	30
12:05 - 12:20 pm	Recess	15	12:05 - 12:50 pm	Block III	45
12:20 - 2:05 pm	Block III	105	12:50 - 1:35 pm	Teacher Prep	45
2:05 - 2:50 pm	Teacher Prep	45	1:35 - 2:50 pm	Meeting	75

Wheel Day Schedule

ALL		
7:50 am	Warning Bell	
7:50 - 7:55 am	Opening	5
7:55 - 9:10 am	Block I	75
9:10 - 10:00 am	PLC	50
10:00 - 10:15 am	Recess	15
10:15 - 11:15 am	PLC	60
11:15 - 11:45 am	Lunch	30
11:45 am - 12:00 pm	Recess	15
12:00 - 12:40 pm	PLC	40
12:40 - 1:30 pm	Teacher Prep	50
1:30 - 2:05 pm	Block II	35
2:05 - 2:50 pm	Teacher Prep	45

Kipapa Elementary Bell Schedule 2024-25

7:50 am	Warning Bell
7:55 am	Opening
11:00 - 11:30 am	Lunch (K, 1, 2)
11:35 - 12:05 pm	Lunch (3, 4, 5)
12:50 pm	Dismissal (Wed)
2:05 pm	Dismissal (M, Tu, Th, F)

*Parent Version