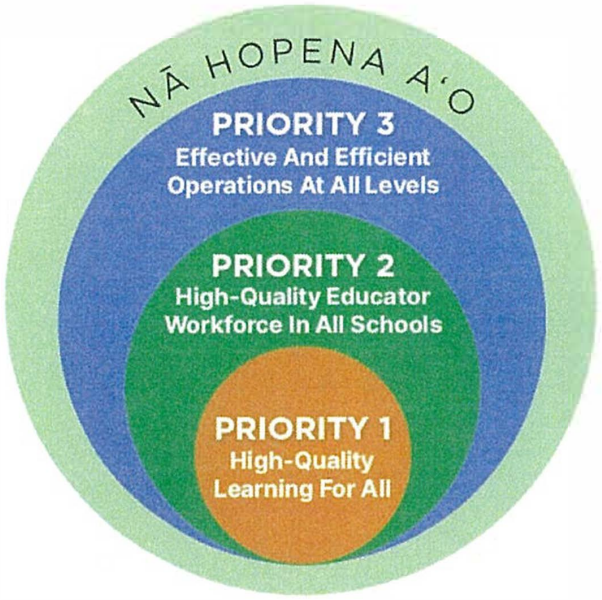
LEEWARD DISTRICT OFFICE
APR 03 2025



Kapolei Elementary School Academic Plan SY 2025-2026

91-1119 Kamaaha Loop, Kapolei, HI 96707
(808) 305-8700
https://kapoleielementary.org/

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

Submitted by Principal Cindy Otsu	
Cindy Otsu	4-3-25

Approved by Complex Area Superintendent Sean Tajima	
Sean Tajima	APR 10 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	'23 Wonders	ORIGO Stepping Stones 2.0		
1	'23 Wonders	ORIGO Stepping Stones 2.0		
2	'23 Wonders	ORIGO Stepping Stones 2.0		
3	'23 Wonders	ORIGO Stepping Stones 2.0		
4	'23 Wonders	ORIGO Stepping Stones 2.0		
5	'23 Wonders	ORIGO Stepping Stones 2.0		

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			PLTW	
1			PLTW	
2			PLTW	
3	Performance Coach	Performance Coach	PLTW	
4	Performance Coach	Performance Coach	PLTW	
5	Performance Coach	Performance Coach	PLTW	

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	I-Ready	I-Ready
1	I-Ready	I-Ready
2	I-Ready	I-Ready
3	I-Ready	I-Ready
4	I-Ready	I-Ready
5	I-Ready	I-Ready

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: **SY2024-2025**
Type of Last Visit: Full Self-Study

Year of Next Action: **?**
Type of Next Action: Select One

Year of Next Self-Study: **SY?**

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: Develop students' critical thinking [Related to WASC 2025 Self-Study Major Student Learner Need #1]
WASC 2025 Visiting Committee Critical Areas for Follow-up: *The school faculty continue to refine and utilize LT & SC to improve students' critical thinking* [WASC 2025 Area of Growth #2]

Student Proficiency: Our schoolwide student proficiency on SBA and HSA-Science (NGSS) have increased since the COVID-19 pandemic four years ago, but the most recent years only indicate a slight increase in student proficiency in Math and Science.

	ELA SBA Scores	Math SBA Scores	HSA Science
2020 - 2021	50%	33%	41%
2021 - 2022	62%	59%	59%
2022 - 2023	62%	61%	60%
2023 - 2024	65%	58%	53%
2024 - 2025	TBD	TBD	TBD

Source: StriveHI Reports for SY2023-2024, accessed October 2024

Student Proficiency: STAR Reading and Math scores decrease as students age from Grades K-5

Grade	School Year and Grade	STAR Reading Proficiency	STAR Math Proficiency
Grade 1	SY 2024 – 2025 Grade 1	70%	65%
Grade 2	SY 2024 – 2025 Grade 2	79%	77%
	SY 2023 – 2024 Grade 1	84%	82%
Grade 3	SY 2024 – 2025 Grade 3	74%	76%
	SY 2023 – 2024 Grade 2	64%	70%
	SY 2022 – 2023 Grade 1	75%	84%
Grade 4	SY 2024 – 2025 Grade 4	65%	74%
	SY 2023 – 2024 Grade 3	55%	66%
	SY 2022 – 2023 Grade 2	57%	72%
	SY 2021 – 2022 Grade 1	66%	72%
Grade 5	SY 2024 – 2025 Grade 5	68%	76%
	SY 2023 – 2024 Grade 4	63%	79%
	SY 2022 – 2023 Grade 3	59%	74%
	SY 2021 – 2022 Grade 2	62%	68%
	SY 2020 – 2021 Grade 1	76%	79%

Source: Renaissance Learning, Longitudinal Report, accessed March 2025

*Data provided only includes scores of students currently enrolled at KES as of February 2024. Data will be updated to reflect scores of students who were enrolled at KES in previous school years, but have since moved.

Root/Contributing cause(s):
1A - varying knowledge of how to examine data regularly and accurately to inform next steps for struggling learners
1B - varying levels of implementation of ELA/Math/Science standards-based curriculum, instruction, assessment, and/or grading practices

2

Student Need: Improve students' ability to apply their knowledge and skills in a range of situations [Related to WASC 2025 Self-Study Major Student Learner Need #2]
WASC 2025 Visiting Committee Critical Areas for Follow-up: *The school faculty will design project-/problem-based learning units that incorporate standards and GLOs to provide students opportunities to showcase their learning* [WASC 2025 Area of Growth #1]

Panorama Student SEL Survey (administered three times annually): Percentage of students positively responding to questions on the Self-Efficacy portion of the SEL Survey has increased, but is consistently lower than other areas of SEL Survey. Questions include:

- How sure are you that you can complete all the schoolwork that is given to you?
- How sure are you that you will remember what you learned in your current classes, next year?
- How sure are you that you can learn all the subjects taught in your classes?
- How sure are you that you can do the hardest schoolwork that is given to you?
- When complicated ideas are discussed in class, how sure are you that you can understand them?

School Year & Term	2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Self-Efficacy	53%	57%	59%	57%	63%	64%	55%	66%	65%	61%	64%	TBD

Source: Panorama Student SEL Self-Assessment, accessed March 2025

Root/Contributing cause(s):
2A - Student SEL Survey consistently indicates that students report a lower success rate in the areas of: emotion regulation, growth mindset, perseverance, and self-efficacy (starting SY2024-2025, Grit was broken down into two categories: Growth Mindset & Perseverance)

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: Special Education (SPED)

Identified Student Need(s): Develop students' critical thinking by strengthening their ability to apply ELA and Math concepts.

	SPED SBA proficiency	
SCHOOL YEAR	ELA	Math
2020 - 2021	2.86%	2.86%
2021 - 2022	6.98%	9.30%
2022 - 2023	3.92%	9.80%
2023 - 2024	8.70%	10.87%
2024 - 2025	TBD	TBD

Source: LEI Kulia – School Data Profile, accessed October 2024

2

Targeted Subgroup: English Learners (EL)

Identified Student Need(s): Develop students' critical thinking by strengthening their ability to apply ELA and Math concepts.

	EL SBA proficiency	
SCHOOL YEAR	ELA	Math
2020 - 2021	14.29%	0%
2021 - 2022	26.09%	30.43%
2022 - 2023	60.00%	62.50%
2023 - 2024	41.67%	38.46%
2024 - 2025	TBD	TBD

Source: LEI Kulia – School Data Profile, accessed October 2024

3	**Targeted Subgroup:** Socioeconomic Status (SES) **Identified Student Need(s):** Develop students' critical thinking by strengthening their ability to apply ELA and Math concepts.

	SES SBA proficiency	
SCHOOL YEAR	ELA	Math
2020 - 2021	35.57%	22.82%
2021 - 2022	52.74%	50.68%
2022 - 2023	51.45%	49.42%
2023 - 2024	56.03%	44.68%
2024 - 2025	TBD	TBD

Source: LEI Kulia – School Data Profile, accessed October 2024

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 provided necessary and timely support to develop foundational skills for learning. *Required for all elementary schools.*	1A 1B 2A	**Enabling Activities:** KEA administered within the first 30 days of a student's entry into Kindergarten. [L. Meyer - Curriculum Coordinator] Teachers assess students quarterly for academic skills related to Reading Foundational skills, number recognition, counting, and writing, identifying 2D/3D shapes/colors SEL survey administered 3x/year [E. Quemado - SEL Coordinator]	Kindergarten Entry Assessment (KEA) Kindergarten Quarterly Assessment SEL Survey	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. • Schoolwide proficiency will have minimum gains: +2% SBA ELA • Individual student growth goal will be updated to i-Ready benchmarks in August 2025	1A 1B	**Enabling Activities:** Students will participate in: • Annual statewide SBA testing [R. Awa - Technology Coordinator; E. Quemado - SEL Coordinator] • i-Ready testing • F&P • Formative & summative assessments [L. Meyer - Curriculum Coordinator] (WASC 2019 Growth Area for Continuous Improvement #1) Teachers will refine and implement: • Pacing guides • Learning Targets and Success Criteria • Strategies determined from MTSS to reach student goals Select grade levels will implement problem-based and/or project-based learning • Start Year 1 in SY2025-2026: Grades K-5 Grades K-2 teachers will implement MSL/IMSE strategies to build and support basic foundational reading skills [L. Meyer - Curriculum Coordinator] (WASC 2025 Identified Student Need #2)/[WASC 2025 Area of Growth #1] For students who are performing academically below grade level, monitor and act upon: • MTSS Academic and Behavior Intervention for Tier 2 students [E. Quemado - SEL Coordinator, L. Meyer - Curriculum Coordinator] • Attendance records (WASC 2019 Growth Area for Continuous Improvement #5) [J. Matsunaga & L. Agena - Counselors]	i-Ready Universal Screener SBA Data F & P End of Year Data MTSS data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. • Schoolwide proficiency will have minimum gains: +2% SBA Math • Individual student growth goal will be updated to i-Ready benchmarks in August 2025	1A 1B	**Enabling Activities:** Students will participate in: • Annual statewide SBA testing [R. Awa - Technology Coordinator; E. Quemado - SEL Coordinator] • i-Ready testing • Formative & summative assessments [L. Meyer - Curriculum Coordinator] (WASC 2019 Growth Area for Continuous Improvement #1) Teachers will refine and implement: • Pacing guides • Learning Targets and Success Criteria • Strategies determined from MTSS to reach student goals Select grade levels will implement problem-based and/or project-based learning • Start Year 1 in SY2025-2026: Grades K-5 [L. Meyer - Curriculum Coordinator] (WASC 2025 Identified Student Need #2)/[WASC 2025 Area of Growth #1] For students who are performing academically below grade level, monitor and act upon: • MTSS Academic and Behavior Intervention for Tier 2 students [E. Quemado - SEL Coordinator; L. Meyer - Curriculum Coordinator] • Attendance records (WASC 2019 Growth Area for Continuous Improvement #5) [J. Matsunaga & L. Agena - Counselors]	i-Ready Universal Screener SBA Data MTSS data	☑ WSF, $ ☐ 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. *Required for all schools.*	1A 1B	**Enabling Activities:** Students will participate in: • Annual statewide SBA testing [R. Awa - Technology Coordinator; E. Quemado - SEL Coordinator] • i-Ready testing • F&P • Formative & summative assessments [L. Meyer - Curriculum Coordinator] (WASC 2019 Growth Area for Continuous Improvement #1) Teachers will refine and implement: • Pacing guides • Learning Targets and Success Criteria • Strategies determined from MTSS to reach student goals Select grade levels will implement problem-based and/or project-based learning • Start Year 1 in SY2025-2026: Grades K-5 [L. Meyer - Curriculum Coordinator] (WASC 2025 Identified Student Need #2)/[WASC 2025 Area of Growth #1] For students who are performing academically below grade level, monitor and act upon: • MTSS Academic and Behavior Intervention for Tier 2 & 3 students [E. Quemado - SEL Coordinator] • Attendance records (WASC 2019 Growth Area for Continuous Improvement #5) [J. Matsunaga & L. Agena - Counselors]	i-Ready Universal Screener SBA Data F & P End of Year Data MTSS data EL data Transition data	☑ WSF, $ ☐ 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 elementary to middle school and from middle to high school. *Required for all schools.*	To prepare our students for their future experiences and manage expectations	**Enabling Activities:** All students participate in Grades K-4 Transition Assembly at end of school year [E. Quemado - SEL Coordinator] Students new to school are taken on New Student School Tour with Dolphin Ambassadors [E. Quemado - SEL Coordinator] Grade 5 students participate in Kapolei Middle School Transition Field Trip and Grade 5 Clubs School provides transition activities including Meet and Greet, Kindergarten Orientation, and sending postcards the month before school starts	Transition data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Professional Development for Teachers Provide professional development opportunities and/or coaching for teachers to learn, develop and reflect on practices (as an individual, grade level, or school) to maximize student success of all students. School-created desired outcome.	1A 1B	**Enabling Activities:** Teachers will participate in a variety of professional developments and trainings related to: • Student feedback to differentiate instruction (WASC 2019 Growth Area for Continuous Improvement #2) • Curriculum support (WASC 2025 Identified Student Need #1)/[WASC 2025 Area of Growth #2] • New Teacher Mentoring support • IMSE training to develop strategies to support basic foundational reading skills [L.Meyer - Curriculum Coordinator] • Technology support [R.Awa - Technology Coordinator] Teachers will collaboratively work together to ensure that the curriculum is scaffolded for each grade level so that students receive a comprehensive curriculum; Teachers will participate in: • grade level planning to review and revise pacing guides, learning targets, success criteria and grade level assessments (WASC 2019 Growth Area for Continuous Improvement #4) • Select grade levels will implement problem-based and/or project-based learning ○ Start Year 1 in SY2025-2026: Grades K-5 (WASC 2025 Identified Student Need #2)//[WASC 2025 Area of Growth #1] [R. Awa - Tech Coordinator L. Meyer - Curriculum Coordinator E. Quemado - SEL Coordinator J. Slaton - STEM Resource Teacher]	PD/trainings sign-in and agendas Schedule of meetings, PD, and training Mentor Log	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Science Proficiency All students will increase achievement, growth, and/or proficiency in science. • Schoolwide proficiency will have minimum gains: +2% SBA Science School-created desired outcome.	1A 1B	**Enabling Activities:** Students will participate in: • Annual statewide HSA-NGSS testing • Formative & summative assessments Teachers will refine and implement: • Pacing guides • Learning Targets and Success Criteria (WASC 2025 Identified Student Need #1)/[WASC 2025 Area of Growth #2] [J.Slaton - STEM Resource Teacher]	HSA-NGSS data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* 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.*	2A	**Enabling Activities:** Attendance incentive program rewards classes and students with consistent attendance [J. Matsunaga - Counselor L. Agena - Counselor] School faculty and staff build relationships with students to encourage good attendance (WASC 2019 Growth Area for Continuous Improvement #5)	Daily Attendance Rate Chronic Absenteeism Rate	☑ 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. *Required for all schools.*	2A	**Enabling Activities:** For ALL students, provide lessons and/or activities related to: • SEL / Choose Love [E. Quemado - SEL Coordinator] • Goal setting • Student Feedback • MTSS process [E. Quemado - SEL Coordinator]	GLO data Grade level Choose Love unit plans SEL Survey Data Grades 3-5: Panorama Student SEL Survey	☑ 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 Nā Hopena A'o environment for learning. *Required for all schools.*	2A	**Enabling Activities:** "We are Kapolei" is our school-wide belief that ALL of our students are an integral part of our school and greater Kapolei community For ALL students, this belief guides student expectations and builds school pride by: • building a sense of **belonging**: Meet & Greet, Open House, Spirit weeks, Dolphin Buddies • exercising **responsibility,** such as: maintaining good attendance, setting semester goals, OWN binder, planner • recognizing **Excellence** in their own work: GLOs, semester goals • sharing **Aloha** with others: KES Fun Fair, Spirit weeks, Purple up for Military, Unity day, Transition Program & Assemblies • creating a sense of **Total Well-being** for self and others: SEL program (lessons, quarterly social), SEL/Health Days, Book of the Month themes/focus, 6 pillars of character • Introducing basic words in 'Ōlelo **Hawai'i** throughout Grades K-5 • Field trips/activities related to **Hawai'i**'s culture and 'āina: including Polynesian Cultural Center, Hawaii Plantation Village, Makahiki/luau, Honouliuli Wetlands [R. Awa - Tech Coordinator J. Matsunaga - Counselor L. Agena - Counselor L. Meyer - Curriculum Coordinator E. Quemado - SEL Coordinator J. Slaton - STEM Resource Teacher]	GLO Data SEL Survey Data Sign-in Sheet/ Attendance Data Master calendar	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* 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.*	2A	**Enabling Activities:** Students in Grades K-5 participate in various activities that develop civic responsibility: • Health and SEL lessons related to Character Counts and Choose Love programs • Career Day • Kids Voting (during election years) • Grade 4-5 Dolphins Ambassadors • Student Council • Dolphins' Market Student Employees • Grade 5 Clubs • Gr.4-5 Dolphin Patrol [R. Awa - Tech Coordinator L. Meyer - Curriculum Coordinator E. Quemado - SEL Coordinator]	Classwork and forms related to various activities Sign-in Sheet/ Attendance Data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

K-12 Alignment
1.3.2. Students are given opportunities to succeed in progressively challenging and advanced-level coursework.
 	
HIDOE GOAL: All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.
	1B
	2A
		Enabling Activities:
		Students in all grade levels participate in:
		• Computer science lessons using code.org
		Students in upper grade levels are given opportunities to participate in:
		• Advanced Math based on academic performance, Grades 3-5
		• Enrichment classes based on academic performance and behavior:
		  ○ Art
		  ○ STEM (Robotics)
		[J. Slaton - STEM Resource Teacher]
		(WASC 2025 Identified Student Need #1 & 2)/[WASC 2025 Area of Growth #1 & 2]
			Enrichment data	☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

1.3.3. All students are given opportunities to explore possible careers and plans for their future. **HIDOE GOAL:** All students graduate high school with a personal plan for their future.	2A	**Enabling Activities:** Student activities include: • Setting semester goals • Career Day [L.Meyer - Curriculum Coordinator J.Slaton - STEM Resource Teacher]	GLO data Grade 4 & 5 Google Survey	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*"	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* 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.*
Provide professional development opportunities for teachers and staff to learn new skills. School-created desired outcome.	1A 1B 2A	**Enabling Activities:** Teachers participate in various PD related to: • Visible Learning (Learning Targets & Success Criteria, Feedback) • Phonological Awareness focus through IMSE (Institute for Multi-Sensory Education) • Problem-based and/or project-based learning • PD specific to their assignment/need (WASC 2025 Identified Student Need #1 & 2)/[WASC 2025 Area of Growth #1 & 2] [R. Awa - Tech Coordinator L. Meyer - Curriculum Coordinator E. Quemado - SEL Coordinator J. Slaton - STEM Resource Teacher]	Faculty attendance records at PD/trainings Schedule of meetings, PD, and training	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Provide professional development opportunities that allow for vertical articulation among grade level teachers. School-created desired outcome.	1A 1B 2A	**Enabling Activities:** Teachers will participate in a variety of professional developments and trainings related to: • Finding common understanding/measurement for GLO#2 (WASC 2019 Growth Areas for Continuous Improvement #3 & 4) • Grade level planning to review and revise pacing guides, learning targets, success criteria and grade level assessments • Select grade levels will implement problem-based and/or project-based learning ○ Start Year 1 in SY2025-2026: Grades K-5 (WASC 2025 Identified Student Need #2)/[WASC 2025 Area of Growth #1] [R. Awa - Tech Coordinator L. Meyer - Curriculum Coordinator E. Quemado - SEL Coordinator J. Slaton - STEM Resource Teacher]	Faculty attendance records at PD/trainings Schedule of meetings, PD, and training GLO Assessment Tool	☑ WSF, $ ☐ Title I, $ ☐ 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.*	To continue to inform our community of school events, goals, and general information	**Enabling Activities:** SCC members include: • Teachers • Classified employee • Student representative • Principal • Parent representatives • Community representative SCC regularly meets to discuss school and community events and share schoolwide documents that need a group consensus [L. Meyer - Curriculum Coordinator E. Quemado - SEL Coordinator]	SCC Meeting Sign In, Agenda, and Minutes	☑ 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.*
Develop a safe, positive and well-rounded environment to make and maintain strong relationships with members of the school and community School-created desired outcome.	2A	**Enabling Activities:** Provide activities for students and families including: • Parent engagement through Parent Hours: SBA, NGSS, Literacy • Student transitions: Gr.5 Clubs, Dolphin Ambassadors, Dolphins' Market Employees • Family engagement events: Literacy Night, STEAM Night, Book Fair, Meet & Greet, Open House School is building partnerships with community members: • Activities that invite professionals from the community (Career Day & STEAM Night) [R. Awa - Tech Coordinator L. Meyer - Curriculum Coordinator E. Quemado - SEL Coordinator J. Slaton - STEM Resource Teacher]	Participation / Sign-In sheets Calendar of events Grades 3-5: Panorama Student Perception Survey ClimbHI Bridge	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* 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.*
Use a variety of communication methods to inform parents and community stakeholders of school activities and events School-created desired outcome.	To continue to inform our community of school events, goals, and general information	**Enabling Activities:** Communicate with community members using various modes and media (in-person, social media posts, school website, newsletter, text messaging system, fliers, etc) Invite parents to Parent Hours to learn strategies to support school initiatives at home [R. Awa - Tech Coordinator L. Meyer - Curriculum Coordinator E. Quemado - SEL Coordinator J. Slaton - STEM Resource Teacher]	Participation / Sign-In sheets Calendar of events	☑ 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 Kapolei Elementary School 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)*	1,095
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, SCC Waiver Request Form was submitted to request three days in SY2025-2026. These days will be used to provide professional development and collaboration time for teachers.
Bell Schedule: Kapolei Elementary Bell Schedule	

APPENDIX: ACCOUNTABLE LEADS AT KAPOLEI ELEMENTARY SCHOOL

The accountable lead(s) is responsible for "owning" and monitoring the implementation and progress of a desired outcome/enabling activity. They provide implementation support, and react promptly by making adjustments or providing suggestions when implementation of the enabling activity does not result in the desired outcome.

Name and Title of Accountable Lead	Responsible for implementation of school's desired outcome/enabling activity
R. Awa, Technology Coordinator	Technology Infrastructure and Systems, SBA Coordinator
J. Matsunaga & L. Agena, Counselors	Attendance
L. Meyer, Curriculum Coordinator	Curriculum, Visible Learning, MTSS Support
E. Quemado, SEL Coordinator	Social Emotional Learning (SEL), SBA Coordinator
J. Slaton, STEM Resource Teacher	Western Association of Schools and Colleges (WASC), Science Technology Engineering and Math (STEM), Next Generation Science Standards (NGSS), Gifted and Talented (GT), Enrichment