Kahaluʻu Elementary Academic Plan SY 2025-2026

47-280 Waihee Road Kāneʻohe, HI 96744
(808) 305-6300
https://www.kahaluuelementary.com/

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

Submitted by Principal: Walter Santiago		04/15/2025

Approved by Complex Area Superintendent: Sam Izumi		04/15/2025

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	'15 Core Knowledge Language Arts ▾	Ready ▾	CKLA Science	
6	'19 Amplify ELA ▾	Ready ▾	CKLA Science	

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)	English Language Arts	Mathematics	Science	Social Studies
6	Wordly Wise IXL NewsELA Lexia (SPED) Fountas and Pinnell Guided Reading	IXL		
3-5	IXL Lexia (SPED) BrainPop Fountas and Pinnell Guided Reading	IXL BrainPop MSL Math Kits		BrainPop
K-2	Lexia IXL BrainPopJr IMSE Orton Guillingham UFLI Foundations	IXL BrainPopJr MSL Math Kits		BrainPopJr

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-6	I-Ready ▾	I-Ready ▾
K-6	Teacher Created ▾	Teacher Created ▾
3-6	Other: ▾ ICA SBA Assessment	Other: ▾ ICA SBA Assessment
K-2	DIBELS ▾	

IDENTIFIED SCHOOL NEEDS

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

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

Year of <u>Last Visit</u>:   Year of <u>Next Action</u>:   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>:   Type of <u>Next Action</u>:

	Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.
1	<u>**Student Need:**</u> Tier I Instruction <u>**Root/Contributing Cause:**</u> • Need to continue building rigor and critical thinking skills • Need to continue strengthening Tier 1 instruction for all students • Need to continue with the promotion of higher order questioning/exploration • Need to continue allowing students to know they have an important role in their learning
2	<u>**Student Need:**</u> Response To Intervention (RTI) <u>**Root/Contributing Cause:**</u> • Need to continue with targeted, differentiated instruction (one to two grade levels behind & SPED) • Need to continue with enrichment and extension learning activities to challenge students (GT) • Many students still are one to two grade levels behind
3	<u>**Student Need:**</u> HMTSS/PBIS/Attendance <u>**Root/Contributing Cause:**</u> • Need to continue with providing mental & social emotional health support for students and teachers • Need to continue motivating students in positive behaviors and attendance (incentives) • Need to continue setting academic and behavioral goals and plans (WIG)

4	**Student Need:** PLC **Root/Contributing Cause:** • Need to continue dedicating time for analyzing data and planning instructional next steps • Need to continue to follow the PLC process, goals, and commitments
5	**Student Need:** Family Engagement **Root/Contributing Cause:** • Need to continue hands-on parent activities to increase parent attendance at events • Need to bring back parent events that foster relationships between school and parents • Need to involve parents as partners in their child's education

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:** Disadvantage/Low SES **Identified Student Need(s):** Reading, Writing, Math, Behavior
2	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Reading, Writing, Math, Behavior
3	**Targeted Subgroup:** English Language Learners **Identified Student Need(s):** Reading, Writing, Math
4	**Targeted Subgroup:** Native Hawaiian Students **Identified Student Need(s):** Reading, Writing, Math, Behavior

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.
★ GOAL 1.3	All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome	Root/ Contributing Cause	Enabling Activities *and* Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
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.	State of Hawai'i Act 210 (§302A-A) State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1 Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni — Hawaiian immersion — students).	All **kindergarten students** are assessed for social, emotional, and academic readiness. We will focus on the holistic development of kindergarteners, encompassing academic (reading, writing, math), behavioral, social-emotional growth and a positive place to learn. Accountable Leads: Melelani Dycus Walter Santiago Kindergarten Teachers	KEA assessment data (LEI Kūlia)	See Financial Plan for amounts: Academic Coach ☑ WSF ☐ Title I

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. **Mathematics Proficiency** 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient. 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.	All CK schools implement an **Academic RTI system** that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support • Progress Monitoring • Data-Based Decision Making • Differentiated, rigorous K-6 standards based real world learning (CKLA) • Data-driven PD: research-based interventions for student learning needs • PD: implement, assess, reflect, share (PLC). • Research-based resources and curriculum for student needs • Enrichment for Advanced Learners [SW5, SW6] Accountable Leads: Melelani Dycus (Academic Coach) Walter Santiago (Principal) Grade Level Chairs	There will be an increase in the amount of students on grade-level or above in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data. • All students • Disadvantaged • Special Education • EL • Native Hawaiian There will be a decrease in the amount of students who are two grade levels below or more in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data. • All students • Disadvantaged • Special Education • EL • Native Hawaiian *Teacher created CFAs* *Grade 3 - 6: Interim Comprehensive Assessment*	See Financial Plan for amounts: Academic Coach ☑ WSF Grade Level Chairs ☑ WSF ☑ Title I

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | Complex Area Plan: There is a need for K-12 alignment.

State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24). | All CK schools will:
• Participate in the **CK EL Success Plan** Design Team Meetings
• Send appropriate staff to the required EL Success Plan trainings
• Implement one high-leverage strategy for each CK EL Success Plan goal
[SW6]

Kristi Kobashigawa (EL Coordinator) | WIDA Screener
iReady
SBA

EL Progress Monitoring data (from Vista Connect)
iReady
SBA
ICA/IAB SBA Screener
Teacher Created

EL Theory of Action (LINK) | See Financial Plan for amounts:
EL Coordinator
☑ WSF
☑ Title I |
| | | Implement a **K-6 Tier II and III intervention program** and plan to address our Reading and Math gap.
• Implement K-6 RTI plans and schedules that focus on closing our Reading and Math gap.
• Use universal screener and other assessment data (i.e., CFA, BAS, Spelling) to drive RTI schedules, plans.
• Utilize research-based practices for quality interventions and intentional progress monitoring
• Build a culture of collaboration and communication in PLCs and GenEd/SPEd teachers.
[SW5, SW6]

Accountable Leads:
Melelani Dycus (Academic Coach)
Walter Santiago (Principal)
Grade Level Chairs | | |

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. **K-12 Alignment** 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Complex Area Plan: There is a need for clear transitions between and across schools. State Strategic Plan ([Implementation Plan](#)) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities	All CK schools will have a plan and/or matrix to document how they address their **Complex Graduate Profile**/Portrait. **Castle Graduate Profile** Culturally & Community Minded • HĀ through ʻĀina Aloha: Students learn Hawaiian values and serve the community (Youngs Farm, Key Project, campus) to embody Nā Hopena Aʻo. College Ready • Student portfolio, Student led conferences (Student Voice) Career Ready • Career Day & Classroom Presentations/Guest Speakers, , Partnership with WCC TRIO program Life Ready • Leader In Me SEL daily • Goal setting (WIG) [SW6] Accountable Leads: Jacqueline Ing (Counselor) Tamar Bee (SSC)	Castle Graduate Profile Implementation document	See Financial Plan for amounts: Counselor, Student Services Coordinator ☑ WSF ☐ Title I

★ 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.	• Need to continue motivating students in positive behaviors and attendance (incentives) • Need to continue setting academic, behavioral, and attendance goals and plans	We will foster a culture of **consistent attendance** through positive reinforcement. We'll achieve this using a multi-faceted approach: • Monthly Attendance Incentives and Awards Programs ○ To further motivate students, we'll hold monthly random drawings, incentives, and awards programs for those with a 95% or higher attendance rate. • Communication: ○ Faculty and staff follow attendance protocols for communicating with parents regarding attendance. [SW5, SW6] Accountable Leads: Jacqueline Ing (Counselor) Tamar Bee (SSC) Walter Santiago (Principal)	Lei Kulia Panorama There will be an increase in the percent of students attending 90% of instructional days. | Years	Goal
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23-24	77%
24-25	78%
25-26	79%		See Financial Plan for amounts: Counselor, Student Services Coordinator ☑ WSF ☑ Title I

| 1.2.2. All students demonstrate positive behaviors at school. | Need to continue with providing mental & social emotional health support for students and teachers Need to continue motivating students in positive behaviors and attendance (incentives) Need to continue setting academic and behavioral goals and plans | All faculty will participate in implementing **Leader in Me** consistently to fosters positive behaviors through:
Reinforcing a shared language: The 7 Habits become ingrained in all areas of our school culture and climate, providing students and staff with a common vocabulary for discussing and promoting positive actions.
Empowering student agency: Students taking increasing ownership of their learning and behavior, leading to a more responsible and collaborative environment.
Providing consistent tools: The program gives us reliable tools and strategies to address behavioral challenges and celebrate successes, creating a more predictable and positive learning environment.
[SW5, SW6]

Accountable Leads:
Jacqueline Ing (Counselor)
Tamar Bee (SSC)
Walter Santiago (Principal)
Lighthouse Team | There will be a decrease in Chapter 19 referrals.

See table below.

There will be an improvement in the percentage of students who score consistently and usually in the GLOs.

See table below.

Panorama
Lei Kulia | See Financial Plan for amounts: Counselor, Student Services Coordinator, Lighthouse Team Members
☑ WSF
☑ Title I |

There will be a decrease in Chapter 19 referrals.

Years	Goal
23-24	8
24-25	24
25-26	16

There will be an improvement in the percentage of students who score consistently and usually in the GLOs.

	23-24	24-25	25-26
GLO #1	72%	75%	78%
GLO #2	79%	81%	84%
GLO #3	62%	65%	68%
GLO #4	77%	80%	83%
GLO #5	74%	77%	80%
GLO #6	92%	94%	96%

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	Root/ Contributing Cause	Enabling Activities *and* Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
Teacher Learning and Collaboration	• Need to continue dedicating time for analyzing data and planning instructional next steps • Need to continue to follow the PLC process, goals, and commitments	**Professional Learning Teams** Continue to consistently implement processes and procedures through PLC/GLM/SSP/Aloha Leadership Teams who will: • Analyze and use student and school wide data to drive academic, behavior, and school wide program planning and next steps. • Progress monitor and assess processes, programs, and procedures quarterly to measure its effectiveness. • Create a consistent schedule within the PLC meetings and a renewed focus on data analysis pertaining to student grades, growth, performance, follow-up, and follow through. [SW6] Melelani Dycus (AC) Walter Santiago (Principal) Grade Level Chairs	PLC Coalition Team & Meeting Notes iReady SBA/ICA Teacher Created (CFAs) Aloha Leadership Meeting Notes	See Financial Plan for amounts: Academic Coach, Grade Level Chairs ☑ WSF ☑ Title I

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	**Root/ Contributing Cause**	**Enabling Activities** *and* **Name of Accountable Lead(s)**	**Monitoring of Progress (Initial & Intermediate Outcomes)**	**Anticipated Source of Funds**
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	All schools post their **SCC Meeting agendas** and minutes (separate docs) to their school's website for each SCC Meeting. Our school has a full-membership SCC that meets quarterly. [SW5] Accountable Leads: Walter Santiago (Principal)	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	See Financial Plan for amounts: Certificated Staff, Classified Staff ☑ WSF ☐ Title I

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

Desired Outcome	Root/ Contributing Cause	Enabling Activities *and* Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
Parents are connected to the school and involved as partners in the success of their child's education.	Need to continue hands-on parent activities to increase parent attendance at events Need to continue to foster relationships between school and parents Need to involve parents as partners in their child's education	Involve **parents to be partners** in their child's education. (Academically, Behaviorally, Social Emotionally) [SW5] Accountable Leads: Walter Santiago (Principal) Jacqueline Ing (Counselor) Tamar Bee (SCC)	SQS Survey Parent Engagement Activities Survey Bernhardt Questionnaire MRA Survey	See Financial Plan for amounts: Counselor, Student Services Coordinator ☑ WSF ☑ Title I

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 **Kahaluʻu Elementary School's** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,086
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, requested 4 waiver days
Bell Schedule: Bell Schedule Link	