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

Kailua Elementary School
Academic Plan
SY 2025-2026

315 Kuulei Road, Kailua, HI 96734
808-266-7878
https://sites.google.com/k12.hi.us/kailua/home

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

Submitted by Principal Allyson Doherty		
(signature)		4/3/25

Approved by Complex Area Superintendent Lanelle Hibbs		
Lanelle Hibbs		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 Grades	'17 EL Education K-5 Language Arts ⌄	HMH Into Math ⌄		
6th Grade	'19 EL Education 6-8 Language Arts ⌄	HMH Into Math ⌄		
	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-6	Lexia UFLI	Struggly	Generation Genius	
Kindergarten	Always 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
Kindergarten	KEA ˅	Select One ˅
K-6th	STAR Enterprise ˅	STAR Enterprise ˅
K-2	Other: ˅ Benchmark Assessment, PAST, LETRS	Other: ˅ STAR CBM

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: N/A
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 14, 2024   Year of Next Action: [Insert year]   Year of Next Self-Study:
Type of Last Visit: Mid-Cycle Report & Visit ▾   Type of Next Action: Select One ▾   2026-2027

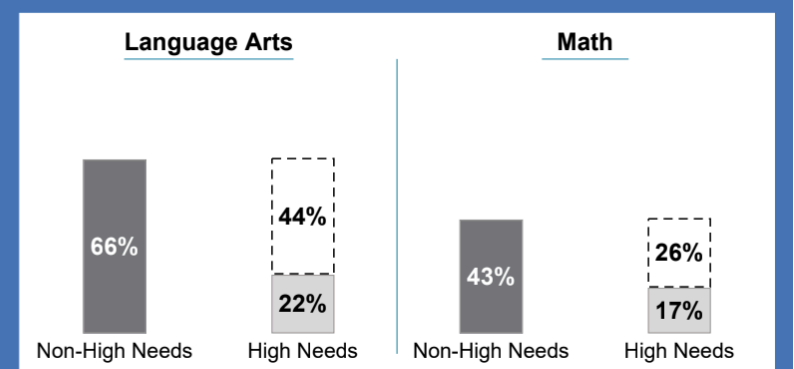|	
Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** **Persistent Achievement Gaps in ELA and Math** **Need:** Close the significant achievement gap in ELA (43.6%) and improve math proficiency, particularly for high-needs students who consistently score "Not Met Standard." **Equity in Student Learning** # **Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs. **High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students. **Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students. Language Arts — Non-High Needs 66%, High Needs 22%, gap 44% Math — Non-High Needs 43%, High Needs 17%, gap 26% **Root/Contributing Cause:** **1A: Instructional Gaps**: Inconsistent implementation of foundational instructional strategies and core curriculums. **1B: Equity Challenges**: Moderate belief in the ability of all student subgroups to achieve proficiency reflects systemic barriers to equity.

2	**Student Need:** Math Proficiency

Need: Reverse declining trends in math proficiency, which fell to 25.1%, and ensure upward mobility for struggling learners.

Math Proficiency
Percent of students demonstrating proficiency on statewide mathematics assessments.
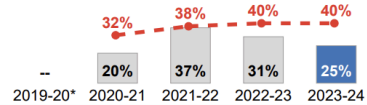
% PROFICIENT IN MATH BY GRADE					
SCHOOL YEAR	3	4	5	6	ALL GRADES
2021-22	54.2%	32.5%	41.0%	21.9%	36.7%
2022-23	31.5%	37.8%	20.4%	35.8%	31.0%
2023-24	32.2%	22.5%	27.2%	21.6%	25.5%

Root/Contributing Cause:
2A: Professional Development: Teachers need targeted support in math-specific pedagogies.
2B: Instructional Gaps: Inconsistent implementation of foundational instructional strategies and core curricula.

3	**Student Need:** **Student Engagement and Sense of Belonging**

Need: Enhance student engagement and connectedness.

	Grades 3-5			Grade 6		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
Classroom Engagement: How attentive and invested students are in class	72%	53%	59%	41%	68%	52%
School Belonging: How much students feel that they are valued members of the school community	74%	34%	58%	70%	57%	47%

Root/Contributing Cause:
3A: Developmental Changes: Older students may feel disconnected as their developmental needs shift, highlighting gaps in the implementation of upper-grade SEL strategies and culturally responsive practices.
3B: Safety and Climate: A slight decline in perceived safety may undermine a sense of security necessary for engagement.

WASC Critical Areas of Need (Based on 2024 WASC Visiting Committee Findings)

Critical Areas for Follow-Up:
1. Develop and implement an efficient data collection/analysis process to ensure consistent data collection and analysis, particularly regarding student support programs, to inform effective decision-making.
2. Develop a structured curriculum for the sciences and social sciences, as KES already has for reading and math.
3. Continue to review Reading and Math curriculum materials, instructional practices, and assessment strategies, during the twice-a-week teacher collaboration meetings, to address the trend of decline in proficiency over the past three years.
4. Continue to engage students and families in educational goals to include setting learning objectives, providing comprehensive information to families, and leveraging community resources.
5. Continue to address student bullying issues at KES and identify any other reasons why 25% of KES students didn't identify that KES was safe on the recent SQS.

	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:** Students who qualify for special education services
	Identified Student Need(s): 36.8% achievement gap for ELA; 25.5% achievement gap for math
2	**Targeted Subgroup:** English Language Learners
	Identified Student Need(s): 41% are on track for English Language Proficiency (GTT). 13.8% achievement gap in ELA
3	**Targeted Subgroup:** Native Hawaiians and Pacific Islanders
	Identified Student Need(s): 8/19% achievement gap in ELA; 10/13% gap in math

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	48.7%	34.3%	36.8%	36.7%	31.0%	25.5%	42.5%	27.2%	30.3%
Special Education	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learner + Exits	38.4%	7.6%	23.0%	15.3%	7.1%	15.3%	0.0%	0.0%	33.3%
Native Hawaiian	34.6%	20.0%	28.9%	22.4%	15.0%	15.7%	27.2%	8.3%	0.0%
Pacific Islander	52.3%	25.0%	17.6%	23.8%	25.0%	11.7%	60.0%	0.0%	0.0%

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.		EA.1.1.1.(1) Kindergarten Entry Assessment (KEA) will be administered to all incoming kindergarteners within their first 30 days of enrollment. Testing Coordinator EA.1.1.1.(2) KEA data will be used to determine SEL and academic interventions for all kindergarten students. a. Tiered interventions will be implemented and monitored following the MTSS process. Student Services Coordinator EA.1.1.1.(4) Always Reading program implemented in all kindergarten classes. Kindergarten GLC	KEA completion tracked on the "Ready for Kindergarten" Website SEL Survey Behavior Screener STAR Early Literacy HMH Growth Measure	☐ WSF, $ ☑ Title I, $7,000 Always Reading ☐ 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 <u>receive necessary and timely support</u> to become proficient. | **1A: Instructional Gaps**: Inconsistent implementation of foundational instructional strategies and core curriculums. **1B: Equity Challenges**: Moderate belief in the ability of all student subgroups to achieve proficiency reflects systemic barriers to equity. **2B: Instructional Gaps**: Inconsistent implementation of foundational instructional strategies and core curriculums. | EA.1.1.2.(1) EL Education curriculum implementation (SW6)
a. New teachers are provided with PD on the curriculum
b. The academic coach to get coaching from the curriculum providers
c. Targeted professional development is provided on topics identified through walkthrough data and teacher reflections
d. Quarterly implementation-focused walkthroughs are conducted by the leadership team

EA.1.1.2.(2) LETRS for Teachers PD
a. K-3rd grade teachers attend LETRS PD
b. K-3rd grade teachers implement Bridge to Practice activities
c. K-3rd grade teachers engage in coaching cycles
d. PreK teachers engage in the Early childhood LETRS PD

EA.1.1.2.(3) Lexia online reading program implementation K-6

EA.1.1.2.(4) HMTSS - Reading
a. Create an intervention schedule
b. Implement Tier III reading interventions for students with foundation reading gaps K-6
c. Consistent implementation of foundational reading curriculum in all K-2 classrooms

EA.1.1.2.(5) ELA Standards Revision Professional Learning and Implementation
a. Ongoing professional learning on the revised ELA standards over the school year | Star Reading

EL Education mid-unit and end-of-unit assessments

Benchmark Assessments

Data Team data

Walkthrough data

Lexia Usage | ☐ WSF, $
☑ Title I, $
EL curriculum: coaching: $10,000
LETRS:
1yr: $25,480.00
Lexia:
1yr: $13,800.00
Substitutes/ Stipends
Foundational Reading Materials: $20,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		i. Understand the revised standard ii. Identify in the curriculum the instruction of the standard and the assessment of the standard iii. Use the data team process to monitor student learning Academic Coach		

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.	**1A & 2B: Instructional Gaps**: Inconsistent implementation of foundational instructional strategies and core curriculums. **1B: Equity Challenges**: Moderate belief in the ability of all student subgroups to achieve proficiency reflects systemic barriers to equity. **2A: Professional Development:** Teachers need targeted support in math-specific pedagogies.	EA.1.1.3.(1) Into Math curriculum implementation (SW6)
		
		   b. All teachers are provided with foundational PD on the curriculum at the beginning of the year.
		   c. Allocate time for curriculum mapping prior to each quarter's start, as well as at the beginning of the school year, to ensure consistent implementation across grade levels throughout the entire academic period.
		   d. Targeted professional development is provided on topics identified through walkthrough data and teacher reflections
		   e. Quarterly implementation-focused walkthroughs are conducted by the leadership team
		
		Academic Coach
		
		EA.1.1.3.(2) Kalaheo Math Task Force
		
		   a. Grade-level teachers from upper and lower will participate in quarterly complex math task force meetings
		   b. Math Task Force members will provide PD to teachers based on FIAB data
		
		Academic Coach
		
		EA.1.1.3.(3) Struggly online math program implementation in Grades K-6
		
		Academic Coach
			HMH Growth Measure for Kindergarten
			
			STAR Math
			
			FIAB
			
			Data Team data
			
			Walkthrough data
				☐ WSF, $
				☑ Title I, $
				Struggly: $2,400
				Substitutes/
				Stipends: $5000
				☐ 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 & 2B: Instructional Gaps**: Inconsistent implementation of foundational instructional strategies and core curriculums.
1B: Equity Challenges: Moderate belief in the ability of all student subgroups to achieve proficiency reflects systemic barriers to equity. | EA.1.1.4.(1) Staff will be provided inclusion professional development and training through an inclusion team consisting of school-level personnel, district personnel and/or state personnel. (SW6)
  a. Targeted professional development is provided on topics identified through walkthrough data and teacher reflections
  b. Quarterly implementation-focused walkthroughs are conducted by the leadership team
  c. Educational Assistants are provided monthly professional development
Special Education Department Head

EA.1.1.4.(2) Sustain a multi-tiered system of support for student's academic, behavioral, social-emotional, and physical health needs. (SW6)
  a. Monthly reflection and review meetings to determine system effectiveness and to make any necessary adjustments to the system
  b. SSC meetings with teachers during designated TCT time to review student data, determine root causes, and set intervention plans for Tier 2 and Tier 3 students.
  c. Monthly monitoring of intervention plans and schoolwide data during Comprehensive Student Support Team Meetings (CSSM)
  d. Tier 3 Reading Interventions provided by the SSC and/or other staff.
Student Services Coordinator

EA.1.1.4.(3) Data teams meet regularly to review student data from screening, progress monitoring, and outcome assessments to identify the next steps for instruction (WASC #1 & 3, SW6) | Academic and SEL Student Data

Classroom Walkthroughs

Universal Screeners

Progress Monitoring

Interventions Plans

Agendas (MTSS/TCT, PD, Data Teams)

Assessment Calendar

Curriculum Maps

Student Academic Data | ☑ WSF, $
☑ Title I, $
STAR: $4200
Technology: 1yr: $63,000
Substitutes/ Stipends
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| | | a. Develop curriculum guides that align the curriculum to standards, assessments, and instruction for all content areas and all grade levels.
b. Identify common assessments to be administered at key times to determine student progress on academic standards.
c. The Data Team process is implemented during Teacher Collaboration Time

Academic Coach

EA.1.1.4.(4) EL students will be provided sheltered language instruction and English Language Development instruction by qualified staff. (See EL Comprehensive Plan) (SW5)
Anya Harrison, EL Coordinator

EA 1.1.4.(5) Enhance systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the *Complex and school level* to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students | Growth to Target Measure | |

| 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. | **3A: Developmental Changes:** Older students may feel disconnected as their developmental needs shift, highlighting gaps in the implementation of upper-grade SEL strategies and culturally responsive practices.
3B: Safety and Climate: A slight decline in perceived safety may undermine a sense of security necessary for engagement. | EA.1.1.5.(1) Provide free preschool through partnerships with Headstart and the Executive Office of Early Learning (EOEL). (SW5)
Allyson Doherty, Principal

EA.1.1.5.(2) Middle School Concept PD for teachers in grades 5-6
   a. Attend state meetings regarding "Middle School Concept" to develop a school plan
   b. Collaborate with Kailua Intermediate School for exposure and activities multiple times during the school year
Academic Coach

EA.1.1.5.(3) Develop an Aloha Ambassadors program: students will help new students feel welcome and say aloha to students leaving.
School Counselor | EOEL Enrollment

Classroom walkthroughs

Panorama Student Survey | ☐ WSF, $
☐ Title I, $
Substitutes/ Stipends
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:__, $ |

Science Proficiency 1.1.6. All students are proficient in science	**1A: Instructional Gaps**: Inconsistent implementation of foundational instructional strategies and core curriculums.	EA.1.1.6.(1) Conduct a review of science curriculums to adopt in the school year 2026-2027. (WASC #2) Academic Coach EA.1.1.6.(2) Continue to implement Generation Genius as a supplement to science instruction Academic Coach	Selection of Science Curriculum Science HSA	☐ WSF, $ ☑ Title I, $ Generation Genius 1yr: $1,200 Substitutes/ Stipends ☐ 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.*	**1B: Equity Challenges**: Moderate belief in the ability of all student subgroups to achieve proficiency reflects systemic barriers to equity. **3A: Developmental Changes:** Older students may feel disconnected as their developmental needs shift, highlighting gaps in the implementation of upper-grade SEL strategies and culturally responsive practices. **3B: Safety and Climate:** A slight decline in perceived safety	1.2.1 (1) Implement attendance policy. a. Teachers, counselors, the school social worker, and the administration implement the school attendance policy as written b. Review the attendance policy annually for refinement School Counselor 1.2.1 (2) Family engagement (WASC #4, SW 7) a. Seesaw is used PreK-6 for parent communication. PreK-2 Seesaw is used for student work. 3-6th Google Classroom is used for student work. b. Professional development for Seesaw for parents and teachers c. Teachers will hold meaningful parent-teacher conferences at least once a year. d. Parent education is provided based on parent requests and school-identified needs.	Daily Attendance	☑ WSF, $ Seesaw $2,200 ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	may undermine a sense of security necessary for engagement.			

1.2.2. All students demonstrate positive behaviors at school.
 	
Required for all schools.
	3A: Developmental Changes: Older students may feel disconnected as their developmental needs shift, highlighting gaps in the implementation of upper-grade SEL strategies and culturally responsive practices.
	3B: Safety and Climate: A slight decline in perceived safety may undermine a sense of security necessary for engagement.
		1.2.2 (1) Implement Caring School Community curriculum in K-6 including buddies program (WASC #5)
		   a. New teachers are provided with PD on the curriculum
		   b. Targeted professional development is provided on topics identified through walkthrough data and teacher reflections
		   c. Quarterly implementation-focused walkthroughs are conducted by the leadership team
		   d. Streamlining the CSC weekly class meetings topics to align for all grade levels.
		School Counselor
		
		1.2.2 (2) Student activities are implemented throughout the year to engage students in school belonging
		   a. Active Student Government and Representatives
		   b. Student Clubs
		   c. Monthly GLO assemblies
		   d. Quarterly whole school assemblies to include Global School Play Day, Field Day, etc.
		School Counselor
		
		1.2.2 (3) Implement Playworks program including the use of Junior Coaches.
			Observation/ Walkthrough Forms
			
			SEL Student Survey
				☐ WSF, $
				☑ Title I, $ Substitutes/ Stipends
				☐ 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. | | 1.2.3 (1) Cultural based learning opportunities are provided to both students and staff
   a. Makua program
   b. ʻAina based field trips and/or guest speakers for all students at least once a year
   c. Staff huakaʻi at least once a year to a local cultural site and/or engage in ʻaina based learning

1.2.3 (2) Conduct a review of health curriculums to implement.

1.2.3 (3) Provide students with whole child learning opportunities through specials classes such as PE, art, music, library, guidance, and/or ʻaina

1.2.3 (4) Develop a wellness committee to engage the community in total well-being and move towards compliance to the state health policy.

1.2.3 (5) Continued professional development in trauma-informed practices | Student and Staff Attendance

Panorama School Survey | ☑ WSF, $
Art: $28,560
☑ Title I, $
Contract with Kauluakalana for Science/PBL/'Aina
☐ Title II, $
☐ Title III, $
☑ Title IV-A, $
PE: $28,560

☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:__, $
   OHE money |

★ 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.
		1.3.1 (1) Develop a plan for strengthening College, Career, and Civic/Community Readiness
		   a. Audit the school for current career, community, and civic opportunities such as career day and community-based field trips
		   b. Identify areas for growth
		   c. Create a three-year plan to strengthen CCCR
			CCCR Plan	☐ WSF, $
				☐ Title I, $
				Substitutes/ Stipends
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

K-12 Alignment		KK Complex Area PBL Agreed Upon Enabling Activity:	Curriculum maps	☐ WSF, $

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.		1.3.2 (1) Schoolwide PBL implementation, every student will experience at least one high-quality project (Gold Standard Project Design)
		   a. Implementation of the EL curriculum performance tasks for each module. These performance tasks have elements of PBL and can be supplemented using PBL works gold standard elements. Every grade level has modules that cross content with Science and Social Studies.
		   b. Continuing professional development with our District PBL resource teacher and/or other resources.
		
		1.3.2 (2) Computer Science Implementation K-6
		   a. code.org implementation in all classrooms
		   b. Increase teacher knowledge of computer science standards
		   c. Physical Computing/robotics for 1st-6th grade to supplement Computer Science and Science curriculum
			PBL works Project Based Teaching Rubric and Project Design Rubric
			
			PBL templates created with Windward District personnel
			
			CODE.org student progress
			
			CODE.org scope and sequence
				☑ Title I, $ Substitutes/ Stipends Kauluakalana Contract
				☐ 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.
2.1.1. All students are taught by effective teachers. KK ILT 2.1	**1A: Instructional Gaps**: Inconsistent implementation of foundational instructional strategies and core curricula.	EA. 2.1 (1)Teachers will participate in the powerful instructional practice (PIP) professional development cycles, including training, safe practice, professional reading, receiving feedback, peer visits, and walkthroughs. EA. 2.1 (2) New teachers to the school are supported by the academic coach through summer sessions and monthly meetings EA 2.1 (3) Each classroom teacher will receive individualized professional development and coaching with the academic coach. Academic Coach	Observations and debrief during receiving feedback Walkthrough data from District Guided Visit and school walkthroughs	☐ WSF, $ ☑ Title I, $ Substitutes/ Stipends ☐ 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.
		3.3.1 (1) The SCC meets all state provided requirements.
		  a. Monthly SCC meetings are calendared before the start of the school year.
		  b. All members are voted on, and spots are filled before the start of the school year.
		  c. At least two community events will be held a year.
		Allyson Doherty, Principal
			Public Agendas
			
			Completed SCC Roster
				☐ 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.*
Families are partners in their child's education.		3.3.2 (1) PCNC is hired to support schoolwide family engagement needs 3.3.2 (2) Teachers will send home EL Education & Into Math parent letters and family resources	Participation in Family Engagement Activities Student Learning	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☑ Title IV-A, $20,000 PCNC ☐ 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.*
A school culture of continuous learning and growth		3.3.3 (1) Implement the Continuous Improvement Cycle (plan, do, check, act) for monitoring student learning and school priorities through Grade Level Data Teams, the Instructional Leadership Team, the Multi-Tiered Systems of Support Team, PLCs, COMPASS, Steering/ART, Departments, and the School Community Council	Agendas ART data	☐ WSF, $ ☑ Title I, $ Substitutes/ Stipends Technology ☐ 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 Kailua 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,815
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. Waivers submitted for four Professional Development days and two additional hours for Parent-Teacher conferences.
Bell Schedule: Kailua Elementary Bell Schedule	