# Kāneʻohe Elementary Academic Plan SY 2025-2026

## 45-495 Kamehameha Hwy  Kāneʻohe, HI 96744
## (808) 305-0000
## https://www.kaneohe-el.com/

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

| Submitted by Principal: Derek Minakami | |
| --- | --- |
| *(signature)* | 4/15/25 |

| Approved by Complex Area Superintendent: Sam Izumi | |
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| *(signature)* | 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 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 |
|---|---|---|---|---|
| Grades K-5 | '17 EL Education K-5 Language Arts ▾ | Eureka Math2 ▾ | | |
| Grade 6 | '19 EL Education 6-8 Language Art... ▾ | Eureka Math2 ▾ | | |

Not using any supplemental materials

## 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) | English Language Arts | Mathematics |
|---|---|---|
| Grades K-6 | I-Ready ▾ | I-Ready ▾ |
| Grades K - 2 | Other: ▾ Acadience, Heggerty, Core Phonics | Other: ▾ Math Perspectives |
| Grades 3 - 6 | Other: ▾ Acadience, Benchmark Assessment System | |

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>:

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**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.

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|---|---|
| 1 | **Student Need:** implement the chosen viable curricula for math and language arts with integrity and develop curriculum maps, using scheduled planning time.<br><br>**Root/Contributing Cause:**<br>• Teams will be implementing two new curricula at the same time<br>• Pacing guides and Curriculum Maps are outdated<br>• Teams need more collaborative planning time to organize the implementation of new curriculum |
| 2 | **Student Need:** All students need to demonstrate they are on the path toward success in college, career, and citizenship–strengthen Tier 1 instruction and RtI, create excitement and interest for what students are learning.<br><br>**Root/Contributing Cause:**<br>• Tier 1 implementation of ELA has been uneven school wide<br>• RTI Tier 2 intervention is not pervasive in school, only in pockets. |
| 3 | **Student Need:** Continue professional development in the use of UDL strategies with new curricula.<br><br>**Root/Contributing Cause:**<br>• Full implementation of Project-Based Learning and Universal Design for Learning is inconsistent school wide |

| | 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 | <u>Targeted Subgroup:</u> Male students<br><br><u>Identified Student Need(s):</u> Relevance for learning, behavior support |
| 2 | <u>Targeted Subgroup:</u> Students Receiving Special Education<br><br><u>Identified Student Need(s):</u> Language Arts, math, relevance for learning |
| 3 | <u>Targeted Subgroup:</u> Students on Free/Reduced Lunch<br><br><u>Identified Student Need(s):</u> Language Arts, math, relevance for learning |

## 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. |
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| ★ 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.<br><br>*Required for all elementary schools.* | State of Hawai'i Act 210 (§302A-A)<br>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.<br><br>Accountable Lead: Jaimie Murakami | KEA assessment data (LEI Kūlia) | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |

| 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.<br><br>*Required for all schools.* | Complex Area Plan:<br>• There is a need for K-12 alignment.<br>• There is a need for teacher articulation and collaboration to improve instructional practices across our schools.<br>• 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:<br>• Universal Screening (iReady)<br>• Multi-Tiered Systems of Support<br>• Progress Monitoring<br>• Data-Based Decision Making<br><br>Accountable Lead: Cherisse Yamada | Students receiving Tier 2 and 3 interventions demonstrate positive growth on progress monitoring tools specific to student need and intervention program | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |
|---|---|---|---|---|
| | There is a need to implement the chosen viable curriculum for language arts with integrity and develop curriculum maps, using scheduled planning time. | Teachers will implement EL Education with integrity including:<br>• Review/Revise priority standards<br>• Develop Language Arts curriculum maps and pacing guides<br>• Focus on foundational skills<br>• Align differentiated instructional approaches such as Thinking Maps<br>• Align intervention approaches<br>• Time for vertical articulation<br>• Implement Universal Design for Learning (UDL)<br>• Implement Standards-based Grading practices<br><br>Accountable Lead: Miyuki Sekimitsu | Teachers will revise priority standards, curriculum maps and pacing guides that include UDL approaches and standards-based grading | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |

| Mathematics Proficiency<br>1.1.3. All students are proficient in mathematics by the end of <u>fifth</u> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.<br><br>*Required for all schools.* | Complex Area Plan:<br>• There is a need for K-12 alignment.<br>• There is a need for teacher articulation and collaboration to improve instructional practices across our schools.<br>• 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:<br><br>• Universal Screening (iReady)<br>• Multi-Tiered Systems of Support<br>• Progress Monitoring<br>• Data-Based Decision Making<br><br>Accountable Lead:  Cherisse Yamada | Students receiving Tier 2 and 3 interventions demonstrate positive growth on progress monitoring tools specific to student need and intervention program | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |
|---|---|---|---|---|
| | There is a need to continue implementing the chosen viable curriculum for math with integrity and adjust curriculum maps, using scheduled planning time. | Teachers will implement Eureka Math Squared with integrity including:<br><br>• Review/Revise priority standards<br>• Refine math curriculum maps and pacing guides<br>• Focus on foundational skills<br>• Align differentiated instructional approaches such as Thinking Maps<br>• Align intervention approaches<br>• Time for vertical articulation<br>• Implement Universal Design for Learning (UDL)<br>• Implement Standards- based Grading practices<br><br>Accountable Lead:  Miyuki Sekimitsu | Teachers will refine priority standards, curriculum maps and pacing guides that include UDL approaches and standards-based grading | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |

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| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.<br><br>*Required for all schools.* | Complex Area Plan: There is a need for K-12 alignment.<br>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:<br>• Participate in the CK EL Success Plan Design Team Meetings<br>• Send appropriate staff to the required EL Success Plan trainings<br>• Implement one high-leverage strategy for each CK EL Success Plan goal<br><br>Accountable Lead: Jacque Yoshizumi | Teachers will<br>(1) complete a survey on using PBL in their classrooms,<br>(2) reflect on their engagement in EL PD,<br>(3) document use of multiple data-sources,<br>(4) evaluate events that foster positive relationships with families and leveraging community partners, and<br>(5) engage with the SIQ resources website.<br><br>EL Theory of Action (LINK) | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |
| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.<br><br>*Required for all schools.* | **Male students** are more likely to need academic and behavioral support.<br><br>**Students receiving SPED services and/or Free/Reduced lunch** are more likely to be less than proficient in math and language arts | **Continue strengthening HMTSS** including<br>• Implement the viable curricula with integrity<br>• Intensify/solidify instruction for Tier 2 ELA & Math and Tier 3 Math<br>• Incorporate UDL<br><br>Accountable Lead: Cherisse Yamada | Students receiving Tier 2 and 3 interventions demonstrate positive growth on progress monitoring tools specific to student need and intervention program | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |

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| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.<br><br>1.2.3. All students experience a Nā Hopena Aʻo environment for learning.<br><br>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.<br><br>**K-12 Alignment**<br>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.<br><br>*Required for all schools.* | Complex Area Plan: There is a need for clear transitions between and across schools.<br><br>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.<br><br>Accountable Lead: Kalei Tim Sing | Students across all grade levels engage in at least one culture-based service learning project | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |

## ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

| Desired Outcome | Root/ Contributing Cause | Enabling Activities *and* Name of Accountable Lead(s) | Monitoring of Progress (Initial & Intermediate Outcomes) | Anticipated Source of Funds |
|---|---|---|---|---|
| 1.2.1.  All students desire to and attend school regularly.<br><br>*Required for all schools.* | Average daily attendance remains below 95% as families continue to keep students home | **Continue attendance interventions** including<br>• Employ a School Social Worker<br>• Regular communication with families<br>• Provide tutoring for students that are chronically absent<br><br>Accountable Lead:  Jaron Yamauchi | Average Daily Attendance will increase to 95% | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |
| 1.2.2.  All students demonstrate positive behaviors at school.<br><br>*Required for all schools.* | There is inconsistent implementation of the school's discipline and behavior management system. | Monitor and adjust implementation of the school-wide **behavior management system**<br><br>Accountable Lead:  Jaron Yamauchi | 70% of students respond positively on the School Safety dimension on the Panorama Student Survey<br><br>Use of Behavior Management System cards | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |

## 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 |
|---|---|---|---|---|
| 100% of grade levels faithfully implement the PLCs at Work process with integrity | • Need for increasing the frequency of cross team and vertical collaboration opportunities<br>• Limited evidence of schoolwide project based learning or UDL | Implement the **PLC Process** with integrity including:<br>• Consistent, planned Collaborative Team meetings, that include all team members, to review students' assessments<br>• School-wide vertical articulation of essential learning, PBL and UDL.<br><br>Accountable Lead:  Miyuki Sekimitsu | Collaborative Team meeting minutes show 100% of grade levels faithfully implement the PLCs at Work process with integrity | See Financial Plan for amounts:<br>☑ WSF<br>☐ IDEA<br>☐ SPPA<br>☐ Grant |

## 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. | | | | |
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| **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. *Required for all schools.* | Hawaiʻi 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. Accountable Lead: Derek Minakami | Agendas and minutes posted to the school website SCC Self-Evaluation Survey | See Financial Plan for amounts: ☑ WSF ☐ IDEA ☐ SPPA ☐ Grant |

| ★ 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** |
| Families feel connected to the school community | Support and engagement for families needs to be increased | Increase opportunities for families to connect with each other and partner with the school by providing<br>• Curricula workshops<br>• Grade level mixers<br>• Opportunities for peer support<br>• Training on ALOHA<br><br>Accountable Lead: Cherisse Yamada | Event evaluations show 90% of participating families rate the activity helped them become more informed and feel more connected | See Financial Plan for amounts: ☑ WSF ☐ IDEA ☐ SPPA ☐ Grant |

## 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 **Kāne'ohe 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.

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|---|---|
| **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*) | 1095 |
| **Did your school submit a SCC Waiver Request Form? Please explain.** | Yes - for 4 Waiver Days |
| **Bell Schedule:** ☒ Kaneohe Elementary Bell Schedule 2025-26.xlsx | |