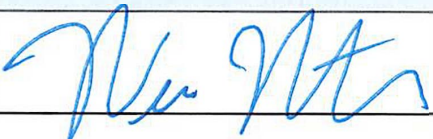


Kapunahala Elementary Academic Plan SY 2025-2026

45-828 Anoi Road Kāne'ohe, HI 96744
(808) 307-6400
<https://www.kapunahala.k12.hi.us/>

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

Submitted by Principal: Wess Unten

 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 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
Grade K-5	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
Grade 6	'17 Wonders ▾	Go Math! ▾		

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
Grade K-5	iReady Tools for Instruction IXL	iReady Tools for Instruction IXL	Mystery Science	BrainPop
Grade 6	iReady Tools for Instruction IXL	iReady Tools for Instruction IXL	STEMScopes	BrainPop
Grade K-6 (Tier 3 Literacy Lab)	Sondy Leveled Literacy Wonders Tier 2			
Grade K-6 (Tier 3 Math Lab)		iReady Tools for Instruction		
Grade K-6 (ELL)	Vista Connect			
Grade K-6 (SPED)	WonderWorks			

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
Grade K-6	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: 2022

Year of Next Action: 2025

Year of Next Self-Study: N/A

Type of Last Visit: Mid-Cycle Report & Visit ▾

Type of Next Action: Full Self-Study ▾

Please identify critical student learning needs and the root/contributing cause(s) 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: Tier 2 Instructional Strategies

Root/Contributing Cause(s):

- Need for teacher and student self-reflection
- Need for vertical alignment
- Need for effective professional development
- Need for effective interventions for ELL students
- Need for effective interventions for high needs students

2 Student Need: Positive Relationships and Student Engagement

Root/Contributing Cause(s):

- Need for differentiation in the classroom
- Need for small group instruction
- Need to address different learning styles for all students
- Need for teacher and student self-reflection
- Need for implementation of best practices

3	<p><u>Student Need:</u> Teacher Collaboration and Vertical Alignment</p> <p><u>Root/Contributing Cause(s):</u></p> <ul style="list-style-type: none">• Need for teacher and student self-reflection• Need for common understanding of revised Social Studies standards• Need for vertical alignment• Need for integration of Language Arts and Math with Social Studies and Science• Need for state level and school level alignment
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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: High-Needs Students

Identified Student Need(s): Improve student proficiency to close the achievement gap of High-Needs students in the areas of Language Arts and Math.

Smarter Balanced Assessment (SBA) Scores		<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Language Arts	High-Needs Students (Gr.3-6)	43.23%	51.32%	57.9%
	Non-High Needs Students (Gr. 3-6)	80.58%	82.73%	85.4%
Math	High-Needs Students (Gr.3-6)	39.10%	44.81%	51.1%
	Non- High Needs Students (Gr. 3-6)	68.35%	81.16%	81.9%

Data from ARCH ADC

2 Targeted Subgroup: Low Socio-Economic Students (SES)/Disadvantaged

Identified Student Need(s): Improve student proficiency to close the achievement gap of Disadvantaged in the areas of Language Arts and Math.

Smarter Balanced Assessment (SBA) Scores		<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Language Arts	Low SES/Disadvantaged (Gr.3-6)	45.6%	52.7%	60.8%
	All Students (Gr. 3-6)	61.5%	65.8%	70.9%
Math	Low SES/Disadvantaged (Gr.3-6)	41.9%	45.8%	51.6%
	All Students (Gr. 3-6)	53.7%	61.9%	65.6%

Data from ARCH ADC

2

Targeted Subgroup: English Learner (EL) Students**Identified Student Need(s):** Improve student proficiency to close the achievement gap of Disadvantaged in the areas of Language Arts and Math.

<i>Smarter Balanced Assessment (SBA) Scores</i>		<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
Language Arts	English Learners (Gr.3-6)	50.0%	25%	100%
	All Students (Gr. 3-6)	61.5%	65.8%	70.9%
Math	English Learners (Gr.3-6)	0%	49.9%	100%
	All Students (Gr. 3-6)	53.7%	61.9%	65.6%

Data from ARCH ADC



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. [SW6] <i>Accountable Lead(s)</i> Robyn McIntosh (Academic Coach) Amanda Affonso, Leilani Ikeda, Corinna Gray (Kindergarten Team) Wess Unten (Principal)	KEA assessment data (LEI Kūlia)	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I

<p>Reading Proficiency 1.1.2. All students read proficiently by the end of <u>third</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>Mathematics Proficiency 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.</p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Complex Area Plan:</p> <ul style="list-style-type: none"> • 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. <p>School CNA:</p> <ul style="list-style-type: none"> • Tier 2 Instructional Strategies • Teacher Collaboration and Vertical Alignment 	<p>All CK schools implement an Academic RTI system that includes:</p> <ul style="list-style-type: none"> • Universal Screening (iReady) • Multi-Tiered Systems of Support • Progress Monitoring • Data-Based Decision Making • Teacher Collaboration and/or Vertical alignment opportunities with the entire grade level teams and related support personnel in Data Team Meetings; • Instructional strategies to address the needs of Native Hawaiian students, Male students, and High-Needs students. <p>[SW6] Accountable Lead(s) Robyn McIntosh (Academic Coach) Wess Unten (Principal)</p>	<p>Academic Universal Screener iReady Reading and Math:</p> <ul style="list-style-type: none"> • There will be an increase in grade-level or above in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data. <ul style="list-style-type: none"> ◦ All Students ◦ High Needs ◦ Low SES • There will be a decrease in the number 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. <ul style="list-style-type: none"> ◦ All Students ◦ High Needs ◦ Low SES <p>Academic Data Team Minutes Meeting Agendas and Minutes</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p>
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	<p>Complex Area Plan: There is a need for K-12 alignment.</p> <p>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).</p>	<p>All CK schools will:</p> <ul style="list-style-type: none"> • 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 <p>[SW6]</p> <p>Accountable Lead(s) Lehua Markpol (EL Teacher & Title 1 Coordinator) Wess Unten (Principal)</p>	<p>Academic Universal Screener Data: iReady Reading:</p> <ul style="list-style-type: none"> • There will be an increase on grade-level or above in Reading for ELL students (when compared to Fall Diagnostic) as evidenced by iReady data. • There will be a decrease in the amount of students who are two grade levels below or more in Reading for ELL students (when compared to Fall Diagnostic) as evidenced by iReady data. <p>Theory of Action Planning Document</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>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.</p>	<p>Complex Area Plan: There is a need for clear transitions between and across schools.</p> <p>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</p>	<p>All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile/Portrait. [SW6]</p> <p><i>Accountable Lead(s)</i> <i>Robyn McIntosh (Academic Coach)</i> <i>Wess Unten (Principal)</i></p>	<p>Kapunahala Elementary's Castle Complex Elementary Graduate Profile</p> <ul style="list-style-type: none"> • All grade levels have continuum plans to support, implement, and address the Castle Complex Elementary Graduate Profile components. 	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p>
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★ **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
<p>1.2.1. All students desire to and attend school regularly.</p> <p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Tier 2 Instructional Strategies</p> <p>Positive Relationships and Student Engagement</p> <p>Teacher Collaboration and Vertical Alignment</p>	<p>Continue to Refine and Implement a complete Behavior RTI Structure to ensure there is/are:</p> <ul style="list-style-type: none"> Consistent implementation of a School-Wide SEL Program; Data-Based Decisions and progress monitoring for related supports <p>[SW6]</p> <p>Accountable Lead(s) Konnie McKeague (Lower Grade Counselor) Ramona Kahawaii (Upper Grade Counselor) Wess Unten (Principal)</p>	<p>Pearson SSIS-SEL Behavioral Universal Screener Data: There will be an increase in the percent of students who are proficient in their Social-Emotional Competence (when compared to SY 2024-2025) as evidenced by SSIS-SEL data.</p> <p>Panorama SEL Survey Data: There is an increase throughout the school year in Self-Management and Sense of Belonging as evidenced by Panorama SEL Survey data.</p> <p>Infinite Campus Data: There will be a decrease in the amount of Class A and Class B student misconduct offenses (as compared to SY 2024-2025) as evidenced by Infinite Campus data.</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p>



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. [SW6] <i>Accountable Lead(s)</i> <i>Wess Unten (Principal)</i>	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input type="checkbox"/> 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
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of	Tier 2 Instructional Strategies Positive Relationships and Student Engagement	Provide Parent Engagement Workshops and/or opportunities for parental support to increase parental participation in extending the education of their child(ren). [SW5, SW6] <i>Accountable Lead(s)</i>	Parent Survey Data: <ul style="list-style-type: none"> At least eighty percent of parents indicate that the training session and/or opportunity provided was valuable and/or met their learning needs as evidenced by an attendee survey. 	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I

background and circumstances.	Teacher Collaboration and Vertical Alignment	Lehua Markpol (EL Teacher & Title 1 Coordinator) Wess Unten (Principal)	<ul style="list-style-type: none"> There is an increase in the positive ratings on the Education for the Future (Bernhardt) Questionnaire. <p>School Quality Survey (SQS) Data:</p> <ul style="list-style-type: none"> At least eighty-five percent of parents indicate that the school provides parent activities for parent involvement as evidenced by SQS data. At least seventy-five percent of parents indicate that in the past year, they have attended virtual or in-person activities provided by the school for parent involvement as evidenced by SQS data. 	
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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 **Kapunahala 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)	1,104 minutes
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, the school submitted the following two SCC Waiver Requests: <ul style="list-style-type: none"> Waiver Days (4 total days) Parent-Teacher Conferences (2 full days)
Bell Schedule: LINK	