



Kahuku Elementary Academic Plan SY 2025-2026

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

Submitted by Principal: Ikaika Plunkett

4.15.25

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
Grades K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science Box	
Grade 6	'20 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science Box	HMH Ancient Civilizations
Special Education K-6	Other: ▾ Teach Town	Other: ▾ Teach Town	Teach Town	Teach Town
Special Education K-2	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		
Special Education 2-3	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		

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
Kindergarten	Wonder Works, Geodes, Teacher Created, Heggerty, TPT, Lexia, OG IMSE, Heidi Songs, Sondag,	Ready Math, Heidi Songs, Teacher Created	Mystery Science, Teacher Created	Choose Love, Heidi Songs, Teacher Created
Grade 1	Trophies, Lexia, LLI, Primary Phonics, teacher-created standards-based materials, WonderWorks, IMSE books	Everyday Math, teacher-created standards-based materials	Harcourt, Science Spin, teacher created standards based materials	Geodes, Scholastic News, teacher-created standards-based materials
Grade 2	Lexia, LLI, Wonders Adaptive Learning	Ready Math, IXL	Mystery Science	Teacher-made activities
Grade 3	Wonders, LLI	Ready Math	Mystery Science	Place-Based Experiences (FT)
Grade 4	Novel Studies, interactive	Interactive notebook		Teacher created

	notebook, teacher created			
Grade 5	L.L.I; SONDAY; IXL	IXL	Mystery Science; Winward CTE; IXL	TPT; SETERRA; IXL
Grade 6	Novel Studies, iReady	Ready Math, I-Ready, Interactive Notebook (TPT)	State/District Science and Engineering Fair, teacher-made activities	Teacher-made activities
Special Education K-6	teacher created	teacher created	teacher created	teacher created
Special Education 4-6	Read180; Sound Partners	teacher created		
English Language Learners - Newcomers 1-3	Vista Sail	Vista Sail	Vista Sail	Vista Sail
English Language Learners - Newcomers 4-6	Vista Soar	Vista Soar	Vista Soar	Vista Soar
English Language Learners - K-6	Vista Connect	Vista Connect	Vista Connect	Vista Connect

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: Peer Review and CORE

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 to 6	I-Ready ▾	I-Ready ▾
Kindergarten	HI KRA ▾ Wonders, Fluency, BAS	HI KRA ▾
Grade 1	Other: ▾ Oral Reading Fluency Assessment, BAS, IMSE, Teacher created standards-based for sight word assessments, end of selection assessment.	Teacher Created ▾
Grade 2	Other: ▾ BAS, Wonders Fluency	Other: ▾ Fluency Flight, IXL, Comprehension Checks
Grade 3	Other: ▾ Wonders, Fluency, BAS, End of Selection Vocab/Comp Assessments.	Other: ▾ Fluency Flight, Comprehension Checks

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: 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: 2025-2026

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

2029

Please identify critical student learning needs and the root/contributing cause of 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	<p><u>Student Need:</u> Attendance & Chronic Absenteeism.</p> <p><u>Root/Contributing Cause:</u> Attendance 69% of active students regularly attending 90% or more, avg daily attendance s 92% & Chronic Absenteeism 22%.</p>
2	<p><u>Student Need:</u> Effective Tier 1 Instruction and Tier 2 Intervention (RtI) for all students.</p> <p><u>Root/Contributing Causes:</u> The big achievement gap between high-needs & non-high-needs SBA - LA: Non-High Needs 60% proficient & High Needs 28% proficient. Math: Non-HN 48% & HN 26%. Rising number of students requiring specialized support in SpEd and EL.</p>
3	<p><u>Student Need:</u> Consistent and effective school-wide system to address social-emotional learning and positive behavior.</p> <p><u>Root/Contributing Causes:</u> KES must improve behavior intervention and response by improving our referral system and schoolwide SEL process/program. Low emotional regulation indicates a need for enhanced school-wide social-emotional learning (SEL) strategies, counseling support, and classroom management. Increase in behavior issues: Class A, C, and D offenses increased from the previous year. Class A 2 to 7, Class C 18 to 21, and Class D 33 to 67.</p>

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	<p><u>Targeted Subgroup:</u> ELL</p> <p><u>Identified Student Need(s):</u> Targeted intervention and instruction for reading in conjunction with visual representations to build comprehension due to low performance on state assessments in ELA and math due to language and socio-economic barriers.</p>
2	<p><u>Targeted Subgroup:</u> Special Education Students</p> <p><u>Identified Student Need(s):</u> Access to grade-level curriculum with effective accommodations and modifications. Support in various special education and general education settings due to consistently lower academic performance in reading and math compared to gen ed peers.</p>
3	<p><u>Targeted Subgroup:</u> Economically Disadvantaged Students: Polynesian and Filipino Males.</p> <p><u>Identified Student Need(s):</u> Cultural and gender responsive instructional strategies and additional academic and social-emotional support due to lower reading and math proficiency compared to non-high-needs students.</p>



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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] Principal & Academic Coach	KEA assessment data (LEI Kūlia)	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:

<p>Reading Proficiency</p> <p>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>⅓ passing SBA: ELA; ELA - 38%, Below the State average (52%) for ELA proficiency.</p>	<p>Implement effective and engaging Tier 1 instruction to increase reading fluency.</p> <p>Provide classroom support to assist teachers with data-driven grouping to increase reading fluency.</p> <p>Provide a targeted Response to Intervention learning block to increase reading fluency.</p> <p>Improve student engagement and support for Polynesian and Filipino male students.</p> <p>Utilize curriculum and tools designed to accommodate, modify, and provide access to high-needs student at their current level of performance as related to grade level standards.</p> <p>[SW6] Principal, Academic Coach, and VP.</p>	<p>Fluency Assessments. Data Tracking. iReady universal screening. Wonders assessments.</p> <p>Quarterly Progress Reports for high-needs students.</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input checked="" type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:
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<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>1/3 passing SBA: Math; Math 34%; Below the State (40%) average for Math proficiency.</p>	<p>Implement effective and engaging Tier 1 instruction to increase math fluency.</p> <p>Provide classroom support to assist teachers with data-driven grouping to increase math fluency.</p> <p>Provide a targeted Response to Intervention learning block to increase math fluency.</p> <p>Improve student engagement and support for Polynesian and Filipino male students.</p> <p>Utilize curriculum and tools designed to accommodate, modify, and provide access to high-needs student at their current level of performance as related to grade level standards.</p> <p>[SW6]</p> <p>Principal, Academic Coach, and VP.</p>	<p>Fluency Assessments. Data Tracking. iReady universal screening. iReady Classroom Math assessments.</p> <p>Quarterly Progress Reports for high needs students.</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input checked="" type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:
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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 (<u>Implementation Plan</u>) - 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>TESOL Coordinator, Principal.</p>	ELL Theory of Action Plan.	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV-A</p> <p><input type="checkbox"/> Title IV-B</p> <p><input type="checkbox"/> IDEA,</p> <p><input type="checkbox"/> SPPA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Grant:</p> <p><input type="checkbox"/> Other:</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>ELL, SpEd, Economically Disadvantaged</p>	<p>The big achievement gap between high-needs & non-high-needs SBA - LA: Non-High Needs 60% proficient & High Needs 28% proficient. Math: Non-HN 48% & HN 26%</p>	<p>Implement effective and engaging Tier 1 instruction to increase reading and math fluency.</p> <p>Provide classroom support to assist teachers with data-driven grouping to increase reading and math fluency.</p> <p>Provide a targeted Response to Intervention learning block to increase reading and math fluency.</p> <p>Improve student engagement and support for Polynesian and Filipino male students.</p> <p>Utilize curriculum and tools designed to accommodate, modify, and provide access to high-needs student at their current level of performance as related to grade level standards.</p> <p>[SW6]</p> <p>Principal, Academic Coach, and VP.</p>	<p>Reading: Fluency Assessments. Data Tracking. iReady universal screening. Wonders assessments.</p> <p>Math: Fluency Assessments. Data Tracking. iReady universal screening. iReady Classroom Math assessments.</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV-A</p> <p><input type="checkbox"/> Title IV-B</p> <p><input checked="" type="checkbox"/> IDEA,</p> <p><input checked="" type="checkbox"/> SPPA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Grant:</p> <p><input type="checkbox"/> Other:</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>K-12 Alignment</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>There is an absence of a developed and implemented K-12 academic and vision alignment in the Kahuku Complex.</p>	<p>All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Portrait.</p> <p>Provide more Nā Hopena A'o environment for learning exposure and training. [SW6] Principal.</p>	<p>Portrait of a Kahuku Elementary School Student K-6.</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV-A</p> <p><input type="checkbox"/> Title IV-B</p> <p><input type="checkbox"/> IDEA,</p> <p><input type="checkbox"/> SPPA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Grant:</p> <p><input type="checkbox"/> Other:</p>
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<p>All students show growth in reading and math fluency.</p>	<p>1/3 passing SBA: ELA; ELA - 38%, Below the State average (52%) for ELA proficiency. 1/3 passing SBA: Math; Math 34%; Below the State (40%) average for Math proficiency.</p>	<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 <p>[SW6]</p> <p>Academic Coach.</p>	<p>Reading: Fluency Assessments. Data Tracking. iReady universal screening. Wonders assessments.</p> <p>Math: Fluency Assessments. Data Tracking. iReady universal screening. iReady Classroom Math assessments.</p> <p>PBIS/HMTSS Committee minutes.</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input checked="" type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Attendance 69% of active students regularly attending 90% or more, avg daily attendance s 92% & Chronic Absenteeism 22%.</p>	<p>Revise and implement attendance policy and provide early intervention.</p> <p>Monthly attendance upper and lower grade level classroom recognition.</p> <p>Define and implement schoolwide PBIS and HMTSS.</p> <p>[SW6]</p> <p>Counselor, Principal.</p>	<p>Infinite Campus. Lei Kulia. Panorama. PBIS/HMTSS committee minutes.</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input type="checkbox"/> SPPA <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Grant: <input type="checkbox"/> Other:

1.2.2. All students demonstrate positive behaviors at school.	Increase in behavior issues: Class A, C, and D offenses increased from the previous year. Class A 2 to 7, Class C 18 to 21, and Class D 33 to 67.	<p>Revise and implement our schoolwide PBIS & HMTSS consistently.</p> <p>Implement schoolwide expectations: Aloha Always Wins.</p> <p>Provide students with Choose Aloha lessons in their general education classroom weekly.</p> <p>All faculty and staff implement Choose Aloha tickets and reward system.</p> <p>[SW6]</p> <p>Vice Principal, Counselor.</p>	Infinite Campus. Panorama. Lei Kulia. Choose Aloha tickets.	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV-A</p> <p><input type="checkbox"/> Title IV-B</p> <p><input type="checkbox"/> IDEA,</p> <p><input type="checkbox"/> SPPA</p> <p><input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Grant:</p> <p><input type="checkbox"/> Other:</p>
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>All students transition successfully from elementary to KHIS.</p> <p>All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>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 Portrait.</p> <p>Grade 6 and 7 Teacher meetings between KHIS and KES.</p> <p>Kahuku Complex Principals meetings.</p> <p>[SW6]</p> <p>Principal.</p>	<p>Portrait of a Kahuku Elementary School Student K-6.</p> <p>Grade 6 & 7 Teacher meeting agenda.</p> <p>Kahuku Complex Principals meeting agenda.</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV-A</p> <p><input type="checkbox"/> Title IV-B</p> <p><input type="checkbox"/> IDEA,</p> <p><input type="checkbox"/> SPPA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Grant:</p> <p><input type="checkbox"/> Other:</p>



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Provide improved teacher and faculty skills to deliver high-quality Tier 1 instruction.	$\frac{1}{3}$ passing SBA: ELA; ELA - 38%, Below the State average (52%) for ELA proficiency. $\frac{1}{3}$ passing SBA: Math; Math 34%; Below the State (40%) average for Math proficiency.	Teachers will use PLCs to analyze data and collaboratively develop best instructional practices for increased student proficiency. [SW6] Academic Coach.	PLC minutes.	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:
<i>All PLC meetings are to be data-driven to ensure all</i>	$\frac{1}{3}$ passing SBA: ELA; ELA - 38%, Below the	All teachers are required to administer the iReady universal screener to at least 95% of	iReady diagnostic results.	See Financial Plan for amounts:

<p><i>students make growth in reading and math.</i></p>	<p>State average (52%) for ELA proficiency. $\frac{1}{3}$ passing SBA: Math; Math 34%; Below the State (40%) average for Math proficiency.</p>	<p>the students in their classroom three times per school year.</p> <p>All teachers will engage in the PLC (Data Teams) framework that aligns with "Learning by Doing (PLCs at work)," "Continuous School Improvement," and "RTI from all sides."</p> <p>[SW6]</p> <p>Academic Coach, Principal.</p>	<p>PLC minutes.</p>	<p> <input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other: </p>
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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] Principal.	Agendas and minutes are posted to the school website. SCC Self-Evaluation Survey.	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 Build Trust with KES Families and the new Principal	Lost PCNC SY 2425	Teaming with ElevatED, Parent Engagement Cohort with UH at Mānoa. The principal will hold a CNA/CSI process meeting for parents, students, and community members. [SW6]	Survey Parent, student, community CNA/CSI agenda.	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> Title IV-A <input type="checkbox"/> Title IV-B <input type="checkbox"/> IDEA, <input type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> 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 **Kahuku Elementary School's** current bell schedule(s) and total student instructional hours per year. Schools are encouraged to utilize the provided bell schedule tool to ensure the appropriate number of instructional hours and school year requirements are being fulfilled.

Total student instructional <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080 hours
Did your school submit a SCC Waiver Request Form? Please explain.	'Ae.
Bell Schedule: 2526 Kahuku Elem Bell Schedule	