


Chiefess Kapi'olani Elementary Academic Plan SY 2025-2026

966 Kilauea Ave.

808-313-5100

<https://www.cks.k12.hi.us/>

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

Submitted by Principal: Kimberly Castillo	
	3-14-25

Approved by Complex Area Superintendent: Esther Kanehailua	
	04.09.25

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
K-5	'23 Wonders ▾	HMH Into Math ▾	HMH Science Dimensions	K-3-Studies Weekly 4-Hawaiians of Old 5 Harcourt Social Studies: The United States Making a New Nation/ 6-Harcourt Social Studies World History
6	'20 Wonders ▾	HMH Into Math ▾	HMH Science Dimensions	

NEW 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
K-6	ECRI/STAIRS Reading Wonders Wonderworks	Reflex	Mystery Science Generation Genius	Studies Weekly/Other
K-4 ELL Students	Imagine Learning			
K	Spelling Packets (Goes with Wonders)			

NEW 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:

REVISED 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
Kindergarten-Grade 6	I-Ready ▾	I-Ready ▾
Kindergarten- Grade 6	DIBELS ▾	Select One ▾
Grade 3-6	IAB ▾	IAB ▾
Kindergarten	KEA ▾	Select One ▾
Kindergarten-Grade 6	WIDA Screener ▾	Select One ▾

REVISED 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: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: **TBD**

Type of Next Action:

Awaiting WASC Committee Report -

Year of Next Self-Study:

N/A

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	<p><u>Student Need:</u> The number of students not meeting proficiency and requiring additional support is approximately 65% of our population for reading and 75% for math based on iReady data, which is significantly higher than 20%-25% (percent it should be).</p> <p><u>Root/Contributing Cause:</u> Chiefess Kapi 'olani Elementary School faculty inconsistently implements standards-based instruction (including but not limited to grade level pacing and assessments).</p>
2	<p><u>Student Need:</u> The number of students not meeting proficiency and requiring additional support is approximately 65% of our population for reading and 75% for math based on iReady data. Students need rigorous high quality instruction that is responsive.</p> <p><u>Root/Contributing Cause:</u> Chiefess Kapi 'olani Elementary School is improving the collection and organization of data processes. However, the data teams cycle/process used during meetings requires a clear, consistent focus, and process for analyzing data to inform instructional changes and interventions to meet the needs of our diverse learners.</p>
3	<p><u>Student Need:</u> The number of students not meeting proficiency and requiring additional support is approximately 65% of our population for reading and 75% for math based on iReady data. Students need consistent and effective implementation of Tier I instruction.</p>

Root/Contributing Cause: Tier 1 instruction at Chiefess Kapi'olani Elementary School is improving; however, effective curriculum implementation practices are not being consistently applied with fidelity.

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.

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|---|--|
| 1 | <p><u>Targeted Subgroup:</u> Students with Disabilities (SPED)</p> <p><u>Identified Student Need(s):</u> Approximately 17% of students at Chiefess Kapi'olani Elementary are eligible for services under Individuals with Disabilities Education Improvement Act (IDEIA). 65% of those identified are receiving instruction in the general education setting for 80% or more of the day. On the ELA SBA, 0% of students identified as IDEIA Met Standard, however, 20% Nearly Met (increase from previous years) and 80% did Not Meet Standard. On the Math SBA, 4% of students identified as IDEIA Met Standard (increase from previous years), however, 24% Nearly Met Standard, and 72% did Not Meet Standard. The percent of students identified as IDEIA meeting proficiency in ELA and Math are substantially lower than the percentage of students for the overall high needs category.</p> |
| 2 | <p><u>Targeted Subgroup:</u> English Learners (ELs)</p> <p><u>Identified Student Need(s):</u> Approximately 17% of students at Chiefess Kapiolani Elementary are English Learners. Over the last 3 years our English learner population has underperformed compared to their English speaking peers on statewide assessments in ELA, Math, and Science. (Out of current ELL and recently exited ELL students, 5 passed ELA, 2 passed Math, and 2 passed Science). Currently, our Growth to Target is at 53% compared to 44% in the state.</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?"</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 (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>
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Strat Plan Measures:

% of Kinders who are assessed for K Readiness (1.1.1)
 % of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)
 % of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)
 % of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)
 % of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)
 % of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)
 Add for ES % of 5th or 6th grade...
 Data disaggregated by student group (Sped, EL) (1.1.4)
 % of EL's who are meeting or on track to meet EL proficiency (1.1.4)
 % of ES with transition activities for newly entering Ss (1.1.5)
 % of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

HWCA Focus Measures

Indicator 3: % of Ss w/IEP's that participate in state assessment

% of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** iReady/Star

Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day **Measurement:** Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)

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.	2	<p>EA 1.1.1(1) Administer the SRSS-IE Behavior Screener with teachers three times a year. [Counselor]</p> <ul style="list-style-type: none"> a. Identify students who are at risk for internalizing and externalizing behaviors. b. Provide all assessed as not ready with timely support (Teacher support in classroom or support given through Peer Review). c. Student progress will be tracked through Peer Review Intervention document and individual Student Support Plans. 	<p>SRSS-IE Behavior Screener</p> <p>Peer Review document</p> <p>SSPs</p> <p>Ci3T exit/entry criteria for interventions</p>	<p><input 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>Reading Proficiency</p> <p>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.</p>	<p>1, 2, 3</p>	<p>EA 1.1.2 (2) Administer i-Ready Reading and DIBELS 8 universal screener to all students at least 3x a year. [DIPC] (SW6)</p> <ul style="list-style-type: none"> a. Students will complete the i-Ready Reading and DIBELS assessment - Fall, Winter, Spring to determine students' academic levels. b. Students who are identified as not on grade level will be further assessed to determine specific needs and progress monitoring intervals. c. Progress monitoring will be regularly administered to all students. Data will be documented and analyzed at Grade Level Achievement Team Meetings. d. Comprehensive data analysis will identify students' needs and develop intervention plans, with timely teacher/student support. Tutors will be provided to support Tier 1 and Tier 2 instruction aligned to whole or small group need(s). <p>EA 1.1.2 (3) Deliver direct instruction for foundational skills to all students daily (i.e. ECRI/STAIRS, T2 direct instructional strategies). [DIPC] (SW6)</p> <ul style="list-style-type: none"> a. Tier 1: All K-2 students will receive ECRI direct instruction for foundational reading skills. b. Tier 1: All grade 3-6 students will receive STAIRS direct instruction for reading skills. c. Tier 1: All Kindergarten students will receive Kindergarten Spelling direct instruction and practice for foundational reading/writing skills. d. Tier 2: Select students in grades K-6 will receive intensified instruction via small groups to meet individual needs. Tutors will be provided to support instruction aligned to whole or small group need(s). e. Support of consultant for ECRI/STAIRS 	<p>ELA Universal (i-Ready and DIBELS) Screener Participation Rate</p> <p>Disaggregated Universal (i-Ready and DIBELS) Screener Proficiency Levels</p> <p>DIBELS Progress Monitoring/ iReady Growth Monitoring</p> <p>Ci3T Exit/Entry Criteria for Interventions</p> <p>Kindergarten Spelling Data</p> <p>Tier 1/2 Progress Monitoring Data</p> <p>Teacher Data Plans / Student Individual Data Sheets</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$42,000 <input checked="" type="checkbox"/> Title I, \$135,000 <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:__, \$
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		<p>f. Student progress will be measured through Tier 1 and Tier 2 progress monitoring on grade level predominant measures.</p> <p>EA 1.1.2 (4) Participate in Always Reading Program (Kindergarten and EOEL Preschool). [DIPC]</p> <ul style="list-style-type: none"> a. All students in kindergarten and EOEL Pre-K are provided with an electronic reading tablet with a library of books loaded on to it. b. Program offers 1:1 Book coach support, access to an electronic library of books that can be accessed both in school and at home, family training sessions, reading incentives, and evening family story times. c. Progress monitoring: Usage will be monitored through the program and overseen by classroom teachers. <p>EA 1.1.2 (5) English Language Arts- All students in grades K-6 will receive ELA standards-based instruction utilizing the Reading Wonders curriculum and supplement ECRI/STAIRS (aligned to CCCS). [CC]</p> <ul style="list-style-type: none"> a. Professional Development <ul style="list-style-type: none"> o CCCS implementation and implementation of Reading Wonders core curriculum o Differentiated instruction to maximize learning for all students o Data Teams Process for ELA b. Provide time in Achievement Team meetings for grade level articulation planning to monitor and update curriculum guides and to plan for instruction and assessment c. Progress will be monitored by analyzing schoolwide data and universal screener scores/data. 	<p>Always Reading Usage Data</p> <p>Data Workbook</p>	
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<p>Mathematics Proficiency</p> <p>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.</p>	<p>1, 2, 3</p>	<p>EA 1.1.3 (1) Administer i-Ready Math Assessment to all students at least 3x a year. [DIPC] (SW6)</p> <ol style="list-style-type: none"> Students will complete the i-Ready Math assessment - Fall, Winter, Spring to determine students' academic levels. Students who are identified as not on grade level will be further assessed to determine specific needs and interventions. Timely teacher/student support will be tiered and aligned to student or small group need(s). Progress will be regularly documented, monitored and discussed at weekly grade level Achievement Team Meetings to determine effectiveness or need for a different intervention strategy. <p>EA 1.1.3 (2) Reflex Math: Students in grades 2-6 will utilize the research based Reflex Math Program to increase math fluency. Reflex Math is an online adaptive, individualized system for mastering basic math facts. [DIPC]</p> <ol style="list-style-type: none"> Students will use Reflex Math Daily until green light is achieved (10-20 min) multiple times a week. Student progress will be regularly monitored and discussed at grade level Achievement Team Meetings to determine intervention needs. <p>EA 1.1.3 (3) Math- All students in grades K-6 will receive standards-based instruction utilizing the HMH Into Math curriculum. [CC] (SW6)</p> <ol style="list-style-type: none"> Professional Development <ul style="list-style-type: none"> CCCS implementation and implementation of HMH Into Math Differentiated instruction to maximize learning for all students Data Teams Process for Math 	<p>Math universal screener participation rate</p> <p>Disaggregated universal screener proficiency levels</p> <p>iReady Growth Monitoring -</p> <p>Teacher Data Plans / Student Individual Data Sheets</p> <p>Reflex Math Participation Rate</p> <p>Reflex Math Fluency Data</p> <p>Curriculum Maps</p> <p>Professional Development Agendas, Sign In Sheets, Evaluations</p>	<p><input checked="" type="checkbox"/> WSF-See 1.1.2</p> <p><input checked="" type="checkbox"/> Title I, \$3443.28</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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		<ul style="list-style-type: none"> b. Provide time in Achievement Team meetings for grade level articulation planning to monitor and update curriculum guides and to plan for instruction and assessment. c. Progress will be monitored by analyzing schoolwide data and universal screener scores/data. 	Achievement Team Meeting Notes	
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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>1, 2, 3</p>	<p>EA 1.1.4 (1) Administer universal screeners (ex. iReady and DIBELS) to all students at least 3x a year. [DIPC] SW6</p> <ul style="list-style-type: none"> a. Identify students who are not meeting typical growth on iReady diagnostic assessments. b. Identify students who are not meeting DIBELS grade level benchmark goals c. Provide support to identified students not making typical growth/benchmark goals with timely support with interventions based on individual students' need areas. d. Teachers will monitor student progress by analyzing data, planning, and providing appropriate instruction. <p>EA 1.1.4 (2) Continue to use and refine EL specific activities based on the EL Success Initiative Theory of Action 4 Strategic Goal (e.g. EL Success Initiative, ESL/ELD) [ELL Coordinator] (SW6)</p> <ul style="list-style-type: none"> a. Provide PD on EL Strategies (GLAD) and quality interactions b. Conduct family engagement activities (2 per year) with an EL focus or component. c. Monitor teacher's use of EL strategies through collaborative coaching cycle form. d. Student progress will be monitored through universal screeners, Imagine Learning, statewide assessments, WIDA ACCESS, Growth to Target, collaborative coaching cycle, family engagement sign-in forms, and Achievement Team Meeting minutes. 	<p>Universal Screener Participation Rate</p> <p>iReady Diagnostic Universal Screener (percent meeting typical growth)</p> <p>DIBELS Universal Screener (percent meeting benchmark goals)</p> <p>Walkthrough/ Debrief Form</p> <p>Sign-in Forms</p> <p>Activity Surveys</p> <p>Achievement Team Minutes</p> <p>Imagine Learning Progress and Growth</p> <p>WIDA ACCESS Exits</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF \$92,000 See 1.1.2 <input checked="" type="checkbox"/> Title I, \$20,000 <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:__, \$
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		<p>EA 1.1.4 (3) SPED specific activities to address additional supports needed for students with disabilities (e.g. EBP's). [SSC] (SW6)</p> <ol style="list-style-type: none"> Use of TeachTown Tier 1 curriculum for low incidence populations. Use of Sound Partners and Seeing Stars to support specially designed instruction in basic reading skills. Student progress will be monitored through student IEP progress reports, universal screeners, and statewide assessments. <p>EA 1.1.4 (4) Achievement Team Meeting: Utilize current data teams process for Achievement Teams by analyzing data. [CC/DIPC]</p> <ol style="list-style-type: none"> Data from the following sources will be reviewed/analyzed. <ul style="list-style-type: none"> Reading Wonders Into Math i-Ready DIBELS 8 WIDA ACCESS SRSD/Student Work Samples SRSS-IE T2/T3 Data Panorama Data Utilize data teams process in Achievement Teams for decision-making and planning for instruction. Resource teachers needed so grade levels can participate in Achievement Team Meetings. Progress will be monitored through the data dashboard and Achievement Team Meeting minutes. 	<p>Growth to Target on Track Percentage</p> <p>Student IEP Progress Reports</p> <p>SBA and HSA Results</p> <p>Achievement Team Meeting Notes</p> <p>Data Workbook</p> <p>Data Binder (physical or virtual): data, SMART Goals, intervention documentation Weekly Grade Level Achievement Teams Notes</p> <p>Grade Level Pacing Guides</p>	
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		<p>EA 1.1.4 (5) Ensure students have all basic school supplies and are able to fully participate in all school learning opportunities [CC]</p> <ol style="list-style-type: none"> Purchase school supplies as needed for all students. Progress will be monitored by looking at supply lists from previous years in comparison to the current year as a means for ensuring students have all the supplies they need to be successful in school. 	Walkthrough data	
		<p>EA 1.1.4 (6) Ensure students have the necessary tech hardware and internet access to fully participate in all school learning opportunities. [DPUST]</p> <ol style="list-style-type: none"> CKES will follow their schedule for replacing tech devices and renewing subscriptions needed for: <ul style="list-style-type: none"> Interactive projection Apple TVs Document cameras iPads (Teachers) Chromebooks Computers Progress will be monitored by keeping records of technology inventory to ensure items needed for student success are purchased and replenished as needed. 	Technology Records Updated	
		<p>EA 1.1.4 (7) Science and Social Studies-All students in grades K-6 will receive science instruction utilizing the HMH Science Dimensions curriculum to implement Next Generation Science Standards (NGSS). All students will receive social studies instruction integrating the College, Career, and Civic life (C3) Framework and Hawai'i Core Standards in Social Studies (HCSSS). [CC]</p>	Curriculum Maps	

		<ul style="list-style-type: none"> a. Professional Development to implement Next Generation Science Standards (NGSS), College, Career, and Civic Life (C3) Framework and Hawai'i Core Standards in Social Studies (HCSSS). b. Provide Achievement Team Meeting time for articulation planning to integrate the C3 Social Studies framework into curriculum maps and lesson plans and monitor implementation and update curriculum guides. c. All students will produce a STEM related project during the year for Student Showcase. d. Progress will be monitored by looking at student scores on SBA and NGSS HSA tests. <p>EA 1.1.4 (8) After school and/or summer program will be provided for intervention and enrichment. [VP] (SW6)</p> <ul style="list-style-type: none"> a. Provide intervention in math and/or ELA to applicable students. b. Provide enrichment opportunities to applicable students. c. Progress will be monitored by analyzing student data collected throughout the program(s) (ex. Attendance, progress monitoring, universal screeners). 	<p>Professional Development Agendas, Sign In Sheets, Evaluations</p> <p>Improvement in HSA Science and SBA Test Scores</p> <p>After school/Summer School Data</p>	
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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?"</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 (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>Strat Plan % of Ss attending 90% or more days of instruction % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors # of schools, state and complex area offices that have completed the Hā orientation and/or training</p> <p>HWCA Focus Measures Indicator 5: LRE: Appropriate transition between and within schools for SWDs Measurement: Number of transition meetings held for SWDs: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high). Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs. Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e) % of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
1.2.1. All students desire to and attend school regularly.	N/A	EA 1.2.1 (1) Continue to use and implement proactive strategies to increase students' attendance. [Counselor] a. Counselor speaking with parents at schedule pick up day about attendance/Administration sharing information at Open House and/or Tour the School b. Information about school's attendance policy and chronic absenteeism information and state attendance rules included in CKES Parent Handbook.	Daily attendance rate data improvement Chronic absenteeism rate declining	<input checked="" type="checkbox"/> WSF, \$500 <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:__, \$

		<ul style="list-style-type: none"> c. Ci3T mid-quarter attendance postcards to parents. d. Letters home to parents and parent meetings prior to a student reaching chronic absenteeism rate. e. Attendance progress will be monitored by analyzing attendance data reports weekly. <p>EA 1.2.1 (2) Use attendance intervention strategies to decrease chronic absenteeism. [Counselor]</p> <ul style="list-style-type: none"> a. Meetings with parents/guardians b. Counseling with students c. Attendance contract with students d. Phone calls to parents to remind them of the importance of having their child in school daily. e. Attendance progress will be monitored by analyzing attendance data reports weekly. 		<input type="checkbox"/> Other: __, \$
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>		<p>EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations as our (Tier 1) prevention, or the core program, designed to be preventative and includes behavioral components for all students. [Counselor and SSC]</p> <ul style="list-style-type: none"> a. Continue to improve the schoolwide behavior incentive, Kapi'olani Kash Program b. Ci3T Behavior Matrix posted and taught to all students and reinforced. c. The use of the PBIS program activities will be monitored via social validity rating scales, treatment integrity fidelity inventories, and teacher self reports. <p>EA1.2.2(2) Behavior Intervention strategies as part of our (Tier 1) prevention, or the core program, designed to be preventative and includes behavioral components for all students. [SSC]</p> <ul style="list-style-type: none"> a. Continue to provide PD and review low intensity behavior strategies b. The use of the low intensity strategies will be monitored via walkthroughs, social validity rating scales, treatment integrity fidelity inventories, and teacher self reports. <p>EA 1.2.2 Use SEL Curriculum, Panorama survey, and SRSS-IE (behavioral screener) as part of our (Tier 1) prevention designed to be preventative and include social emotional components for all students. [Counselor] (SW6)</p> <ul style="list-style-type: none"> a. All teachers will complete an SRSS-IE screener to identify students at risk for internalizing and externalizing behaviors. b. All teachers will administer and review results of the SEL Panorama survey to identify students' needs. 	<p>PBIS data</p> <p>LEI Kulia HMTSS Behavior Risk</p> <p>TFI Data</p> <p>Disaggregated suspension rates/Chapter 19 data</p> <p>Panorama Surveys</p> <p>SRSS-IE data</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$7000 <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:__, \$
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		<p>c. All students in grades Prek-6 will receive instruction utilizing the Second Step Program by their homeroom teacher.</p> <p>d. Counselor(s) to provide additional support to identified students.</p> <ul style="list-style-type: none"> • Individual/Small group sessions • Weekly Check-Ins • Boys Group • Girls Group <p>e. Progress is being monitored through the Peer Review process.</p>		
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>N/A</p>	<p>EA 1.2.3 (1) Develop and implement wellness and learning activities aligned with Nā Hopena A`o. [Counselor]</p> <ol style="list-style-type: none"> Wellness/SEL activities provided to students and/or staff. Sustainability/Service activities with community, students, staff, and families. Activities that promote inclusivity and celebrate diversity. Professional development to develop and implement activities aligned with Nā Hopena A`o Progress will be monitored through analysis of surveys throughout the school year. <p>EA 1.2.3 (2) Culture-based learning opportunities/activities Culture-based learning opportunities/activities will be provided to all students. [CC]</p> <ol style="list-style-type: none"> Activities include but are not limited to: <ul style="list-style-type: none"> Place based learning Culturally relevant computing May Day / Hō'ike Professional Development to develop and implement activities aligned with culture-based learning. Progress will be monitored through daily protocols, curriculum maps, and pacing guides. <p>EA 1.2.3 (3) `Āina Aloha programs/activities [CC] `Āina Aloha programs/activities will be provided to all students.</p> <ol style="list-style-type: none"> Activities include but are not limited to: <ul style="list-style-type: none"> Hawaiian Studies Program Progress will be monitored through May Day Program 	<p>Hawaiian Studies Curriculum</p> <p>Wellness/Perceptual Surveys</p> <p>PD Sign-in sheets</p> <p>School Created Surveys Curriculum and Pacing Guide PD/</p> <p>Pacing Guides with diversity / culture-based integration</p> <p>Student Work</p> <p>May Day Program</p>	<p><input checked="" type="checkbox"/> WSF, \$2000</p> <p><input checked="" type="checkbox"/> Title I- -See 1.1.2</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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★ **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?"</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 (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>Strat Plan <i>% of schools offering career exploration and development activities for students</i> <i>% of schools offering opportunities to participate in civic learning and active civic engagement</i></p> <p>Complex-specific <i>CTE K-5 Career Connected Learning</i></p> <p><i>K-5 Computer Science-Foundational</i></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</p>	<p>EA 1.3.1 (1) All students will be provided opportunities to engage in lessons/activities in Career, Community, and Civic Life (C3). [CC] (SW6)</p> <p>a. Possible learning opportunities / activities for students include but are not limited to:</p> <ul style="list-style-type: none"> ● Career Exploration <ul style="list-style-type: none"> ○ Career days, field trips, guest speakers, Career Fair, Computer Science (CS) lessons ○ Kōlea folders to be expanded to include career exploration ● Community <ul style="list-style-type: none"> ○ Journey Through the Universe (JTTU), guest speakers, Deposit Days, gardening day, field trips ● Civics 	<p>Participation/ Sign-in sheets at activities</p> <p>Kōlea Folders</p> <p>JTTU Participation and Class Schedule</p> <p>Curriculum and Pacing Guides</p>	<p><input checked="" type="checkbox"/> WSF, \$5000</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>

		<ul style="list-style-type: none"> ○ Kids Voting, field trips, CS lessons <p>b. Progress will be monitored through surveys, pacing guides, and participation rates in activities/events.</p> <p>EA 1.3.1 (2) Increase student leadership opportunities and high interest student-driven activities. [CC/DIPC]</p> <p>a. Students will be provided opportunities to participate in student-initiated activities including, but not limited to:</p> <ul style="list-style-type: none"> ○ Ambassadors of Aloha ○ SBG ○ Robotics ○ JPO ○ Flag Monitors ○ Office Monitors ○ Lunch Monitors ○ Tech Assistants ○ Track <p>b. Progress will be monitored through student participation rates, student and teacher feedback, and evaluations.</p>	<p>Professional Development</p> <p>Student Activity Lists and Participation Rates</p>	
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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?"</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>
<p>Elem</p> <p>Strat Plan-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p>HWCA Focus Measures</p> <p>Indicator 17: State Systemic Improvement Plan (SSIP): General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics Progress Monitoring: % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.</p>				
2.1.2 All teachers are effective or receive the necessary support to become effective.	1, 3	EA 2.1.2 (1) School and Complex to provide Induction & Mentoring Activities and support to new teachers. [Principal] <ol style="list-style-type: none"> Participation in Complex Area I & M program School level I & M activities Progress will be monitored through completion of the mentoring program and successful 	EES Results SQS and Wellness Survey Results New Teacher Survey	<input checked="" type="checkbox"/> WSF, \$20000 <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, \$

		<p>completion of EES, as well as surveys distributed to new teachers.</p> <p>EA 2.1.2 (2) Professional Development to be provided to faculty and staff to support them with knowledge and skills required to meet school, complex, and state initiatives. [CC/Principal] (SW6)</p> <ol style="list-style-type: none"> 21 Hours PD plan (aligned to root causes/need areas) Additional school PD (aligned to root causes/need areas) Provide and refine PD opportunities to improve effectiveness of core instruction and evidence-based instructional practices: <ul style="list-style-type: none"> CFAs Into Math I-Ready Wonders 2023 HMH Science SRSD/Writing Evidence-based Practices (EBP) Sound Partners Seeing Stars MTSS/Ci3T SEL/Second Step Inclusive Practices Achievement Teams (Data Cycle) Learning Intentions/Success Criteria Instructional Practices (Explicit Instruction) Small Group Instruction/Differentiation Assessments Foundational Reading Skills/BFRS ECRI/STAIRS, Tier 1 implementation, data analysis and planning Ci3T Primary Plan IABs 	<p>21 Hour PD Plan, sign-in sheets, and survey results</p> <p>School-wide Professional Development Record/Agendas of PD</p> <p>Walkthrough data</p> <p>Personalized check-ins</p> <p>Benchmark and Progress Monitoring data/iReady data</p> <p>Schoolwide Testing Data</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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		d. Progress will be monitored through teacher PD survey results, as well as data analysis of diagnostic screeners and curriculum-based assessments.		
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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>
Strat Plan -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	N/A	EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities, meet regularly, and complete all assignments [Principal] <ol style="list-style-type: none"> Monitor Academic Plan Hold two community meetings annually Nominate and hold elections for new members Complete SCC Self Assessment & Principal Survey Progress will be monitored through the SCC meeting minutes, survey completion. 	SCC Member Roster and Agendas and Minutes SCC Nomination Forms/Ballots SCC Self Assessment Survey SCC Principal Survey	<input checked="" type="checkbox"/> WSF, \$500 <input checked="" type="checkbox"/> Title I, \$5,000 <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>EA 1.1.4 (2) Continue systems for Family & Community Engagement activities. [VP]</p> <ol style="list-style-type: none"> Plan family events to build relationships, engagement, opportunities for collaboration, and promotion of college and career readiness: <ul style="list-style-type: none"> Tour the School/Open House Quarterly Family Events Parent Teacher Conference Student Showcase Organize family learning events where parents and students engage in educational activities together to improve student achievement: <ul style="list-style-type: none"> STEM Night Literacy Night Math Night When planning family events, embrace diverse cultures by building relationships and engagement targeting high needs group: <ul style="list-style-type: none"> IDEA EL Chronically Absent Students Kindergarten Improve communication between school and families focusing on: <ul style="list-style-type: none"> Attendance/Chronic Absenteeism Individual contact (phone, Remind App, notes, communication logs, face to face, etc) Mass Contacts: <ul style="list-style-type: none"> Newsletters School Website Marquee Social Media School Messenger Develop additional community partnership and build school support. <ul style="list-style-type: none"> Identify Community Stakeholders 	<p>Family Surveys and Sign-in Sheets (attendance)</p> <p>CKES Parent Handbook</p> <p>SQS Survey</p> <p>Remind Usage Reports</p>	
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		<ul style="list-style-type: none">• Approach and introduce partnership ideas <p>F. Progress for family and community engagement will be monitored through family surveys results, sign-in sheets, SQS survey results, and Remind usage reports.</p>		
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★ 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.
HWCA Focus Measures Indicator 8: Parent Involvement: Goal: 100% of parents are provided the annual survey during the annual IEP meeting. Progress Monitoring: % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels	N/A	EA 3.3.2 (1) Communicate with the school community through school website, messenger, social media, and/or coffee hours [Principal] <ol style="list-style-type: none"> Effectively utilize communication systems to ensure timely flow of information. <ul style="list-style-type: none"> Review school-wide calendar <ul style="list-style-type: none"> Assessments Events Assemblies Report Card Distribution Consistently utilize meeting template, expectations, and norms for all school level meetings. Provide faculty and staff with clear expectations and deadlines orally and in writing. Follow school-wide agreements on which communication platform to use (Remind, School Messenger). 	School websites and/or social media Family Evaluations Usage reports from website and communication app Coffee Hour Feedback	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$6500 <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:____, \$

		<ul style="list-style-type: none"> • Continue to monitor school-wide agreements regarding expectations for communication <p>b. CKES to hold quarterly coffee hours to gather feedback and ideas from school community.</p> <p>c. Progress will be monitored through family evaluations and usage reports for web page and application usage rates.</p>		
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★ Other Systems of Support				
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>
				<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:____, \$

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 Chiefess Kapi'olani 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)

1815

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, We requested the addition of four days to the five days already allotted for in SP 2404 for kindergarten orientation. The four additional days will allow teachers to work with smaller groups of students to familiarize them with protocols and procedures and to allow time to complete the required Kindergarten Entry Assessment (KEA). We also requested two Waiver Days to work on Common Formative Assessments.

Bell Schedule: [Link](#)