NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Ka'ūmana Elementary
Academic Plan
SY 2025-2026

1710 Ka'ūmana Drive Hilo, HI 96720
(808)300-1250
https://www.kaumanaelementary.org/

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

Submitted by Principal Dawn Palmerston	
Dawn E. Palmerston	03.14.25

Approved by Complex Area Superintendent Esther Kanehailua	
[signature]	04.11.25

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 <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Gr K-3	'17 Wonders ˅	ORIGO Stepping Stones 2.0 ˅	NGSS Packets (Pinner) Gr 3 only	Teacher Created
Gr 4-5	'17 Wonders ˅	HMH Into Math ˅	NGSS Packets (Pinner)	Teacher Created
Gr 6	'21 SpringBoard ˅	Go Math! ˅	NGSS Packets (Pinner)	Teacher Created

NEW Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	ECRI	Math Box of Facts	BrainPop Jr (Grade 3)	BrainPop Jr (Grade 3)
	STAIRS	Teacher Created Materials		
	Sound Partners	Teacher Created Games		
	Rewards	Math Talks		
	Wordly Wise	Multisensory Kits		
	IAB	Reflex		
	i-Ready	CBM (K-1)		
	KidBiz	i-Ready		
	Smarty Ants			

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 <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.		
Grade Level(s)/Course Name	**English Language Arts**	**Mathematics**
K-6	DIBELS	Spring Math
	Teacher Created	Teacher Created
Kindergarten	KEA	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: [Insert text]
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2021   Year of Next Action: 2025   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ˅   Type of Next Action: Mid-Cycle Report & Visit ˅   2027

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. **"*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?*"** Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Despite overall SBA score improvements, the widening academic achievement gap signals the need for equity-focused interventions. The math achievement gap increased by 22%, a significantly larger percentage than ELA by 1%. The persistent number of students requiring intensive support for SEL indicates the need to assess the effectiveness of current Tier 1 core instruction and Tier 2 interventions. **Root/Contributing Cause:** Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.) to include Visible Learning Strategies and data analysis on the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student need. Inconsistent alignment of K-6 curriculum and training to support curriculums. The K-6 math curriculum lacks alignment and consistency, with three different programs in use: Stepping Stones (K-3), IntoMath (4-5), and GoMath (6). Grades 4 and 5 have changed curricula twice in four years, disrupting instructional continuity and hindering the effective progression of mathematical concepts across grade levels.
2	**Student Need:**

Ka'ūmana needs a consistent, equitable system for awarding HĀ (Hawaiian values) awards and recognition. Current data shows the majority of teachers have predetermined HĀ award recipients for the remainder of the school year.

- This is the fourth year we have had a HA/Visible learning committee
- Each classroom has a positive behavior system with goals related to the HA of the month.
- HA/visible learning, HMTSS, ELA, and math committees analyze student and teacher data.

Root/Contributing Cause: Ka'ūmana Elementary faculty, staff and students would benefit by continuing to implement HĀ: Nā Hopena A'o framework of BREATH to close the achievement gap in ELA, Math and Science for the subgroups Special Education, English Learners, High Needs and Non High Needs. This would also support students' social emotional learning needs, behavior and attendance. Requirements for earning rewards vary from classroom to classroom. For the HA awards, trying to fit students into categories may be challenging. Teachers may be having a hard time managing all of the different types of reward systems.

3	**Student Need:**

Student Need:

Ka'ūmana Elementary students are in need of core and tiered instruction that builds higher, more complex skills that appear in SBA Reading, SBA Math, and HSA science assessments in grades 3-6. Additionally, data from DIBELS and other skills based-assessments reveals significant improvement in foundational reading and math skills like fluency, this progress is not consistently translating into higher proficiency levels on standardized assessments like the SBA and i-Ready. Students are mastering basic skills but struggle to apply them to more complex areas, such as reading comprehension and math reasoning.

Root/Contributing Cause: The school faces the critical challenge of a widening achievement gap, especially in Math. One contributing factor to this challenge might be the disconnect between the school's success in building foundational skills and the ability of students to apply those skills to higher-level tasks. Tier 2 interventions focused on reading fluency and math fluency and not higher-order applications like reading comprehension and mathematical reasoning, contributing to a persistent achievement gap.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Students with Disabilities (SPED) **Identified Student Need(s):** CNA pg. 16 ● (Math) In SY 23-24, 8% of Special Education students met the standard. ● (Math) Special Education students in yellow decreased from SY 22-23 to 23-24. ● (Math) Special education students performing in the Not Met standard decreased from SY 22-23 to 23-24 ● (ELA) Special education students performing in the Not Met standard decreased from SY 22-23 to 23-24 ● (ELA) Three special education students passed SBA in SY 23-24. ● Students in this subgroup need to continue receiving instruction in their area of need using evidence based programs and strategies. ● Student data needs to be closely monitored measuring rates of improvement (ROI). Using the ROI data, programming and instruction needs to be adjusted accordingly.
2	**Targeted Subgroup:** English Learners (ELs) **Identified Student Need(s):** ● Based on updated criteria for SBA exit requirements (ELA) 1 student passed the SBA 23-24 SY ● Based on updated criteria for WIDA exit requirements (ELA) 1 student passed the WIDA 23-24 SY ● While 1 student passed SBA, they did not pass WIDA ● 1 EL student moved to another school, and 1 new Non-english speaking student moved to Ka'umana Elementary 24-25 SY ● Math SBA proficiency increased between 21-22 to 23-24
3	**Targeted Subgroup:** High Needs (HN) **Identified Student Need(s):** (Lei Kulia) ● (Math) SY 23-24, High Needs student proficiency decreased by 3% ● (Math) The yellow is increasing over the past 3 years ● (Math) 34 students are not passing, they are in the yellow and red ● (ELA) The red is decreasing over the past 3 years ● (ELA) The number of students who met/exceed increased over the past 3 years ● (ELA) The yellow is decreasing over the past 3 years ● (ELA) 29 students are not passing, they are in the yellow and red

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

Strat Plan Measures:

% of Kinders who are assessed for K Readiness (1.1.1)

% of Kinder students 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 students 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 students 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 students (1.1.5)

%of MS with transition activities for students entering from ES to 9th grade (1.1.5)

HWCA Focus Measures

Indicator 3: % of students w/IEPs that participate in state assessment

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

*Indicator 5: % of students with IEPs 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)*

ART
 	
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.
	Kaʻūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.)	Accountable Leads: The Academic Review Team
		
		EA 1.1.1 (SW6) Administer Kindergarten Entry Assessment/Kindergarten Readiness Assessment (KEA/KRA) to all entering Kindergarten students
		
		   a. Identify students who are not socially/emotionally & academically ready
		   b. Provide all assessed as not ready with timely support (describe)
		   c. Monitor progress (how)
			EA 1.1.1
			100% of incoming Kindergarten students will receive the KEA/KRA.
				☑ WSF, $500
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. *Required for all HW ES*	Ka'ūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the REVISED Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data.	Accountable Leads: The ELA Committee EA 1.1.2 (SW6) **Tier 1 ELA** To meet our desired outcomes, we will focus on the following areas; 1.1.2a Collective Teacher Efficacy (1.57 effect size) Our school-wide agreements in ELA are: ● Set aside time for vertical articulation ● Use the **REVISED** Common Core State Standards in ELA ● Use one or more of these ELA Resources: Reading Wonders, ECRI, STAIRS, PALS, DIBELS etc ● Use one or more of these online programs such as Achieve3000, iReady, IXL, Scholastic News, Science Spin etc. As a result of the above, we will meet our desired outcome. See the interim measures of progress column to learn how we will progress monitor our collective efforts.	1.1.2a 1 Proficiency measure: We will increase by **2.5%** from 2025 SBA to 2026 in ELA or __% or higher. 1.1.2a 2 iReady ELA (K-6) Proficiency Measure: Schoolwide proficiency will increase by 2.5% from SY24/25 to SY25/26 or __% or higher on the iReady EOY Diagnostic Assessments.	☑ WSF, $2,500 ☑ Title I, $20,000; $15,000 tutors ☐ Title II, $ ☑ Title III, $1,000 tutor ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $2,000 ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			1.1.2a 3 Schoolwide growth will be monitored by increasing the BOY and the MOY iReady ELA score by ___%. [How to calculate the __%: If we end the year with 60% proficiency, our goal would be 67% the following year. If we start the year at 37%, we will need 30% to reach our EOY goal. Specifically, our target is to increase by 15% from BOY to MOY and 15% from MOY to EOY]. 1.1.2a 4. Grade Level Classroom Assessments (assessing the success criteria for the focus standard):	

| | | | During PLCs, teachers will engage in instructional cycles based on the PDCA process that address instruction and learning of focus standards and the success criteria of those standards. Teachers will establish baseline student abilities and determine Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals.

1.1.2a 5 DIBELS (K-6) Proficiency measure for reading fluency: Schoolwide proficiency will increase by 2.5% from SY24/25 to SY25/26 or 80% or higher on the DIBELS EOY assessments. | |

			1.1.2a 6 Schoolwide growth will be monitored by increasing the BOY and the MOY DIBELS score by ___%. [How to calculate the __%: If we end the year with 60% proficiency, our goal would be 67% the following year. If we start the year at 37%, we will need 30% to reach our EOY goal. Specifically, our target is to increase by 15% from BOY to MOY and 15% from MOY to EOY].	

| Reading Proficiency Continued

1.1.2.   All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.
Required for all HW ES | Ka'ūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the **REVISED** Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data. | Accountable Leads: The ELA Committee

1.1.2b Grade Level Rubrics
• Create a rubric that includes the success criteria for the focus standard | 1.1.2b 1 100% of grade levels will provide students with access to standards-based rubrics that include success criteria for each focus standard. (see PLC notes for rubric links; check with teachers each quarter to see if rubrics are given to students). | |

	Ka'ūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the **REVISED** Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data.	Accountable Leads: The ELA Committee 1.1.2c. (SW6) Teacher Clarity (.75 effect size) ● Learning Intentions ● Success Criteria ● Learning Progressions **ELA (checklist)** ☐ Target Symbol Posted ☐ Current Learning Intentions Posted 　　☐ LI referred during the walkthrough ☐ Current Success Criteria Posted 　　☐ SC referred to during the walkthrough ☐ Word Wall grades K-2 (i.e., sight words, high frequency words, vocabulary, transition words etc.) ☐ Thinking maps/Graphic organizers posted 　　☐ TMs/GOs referred during the walkthrough (1) All students including students in the EL and Special Education subgroup will receive differentiated instruction to meet the diverse needs. The strategies below are look-fors during walkthroughs and daily instruction collected from a teacher survey of top 10 strategies used in April 2022. These strategies will support PLC Planning in the Plan-Do-Check-Act (PDCA) process Effect Size - Small Group Learning .47 - Peer Tutoring .51 - Deliberate Practice .79	1.1.2c 1 90% of teachers will implement the schoolwide agreements and teacher clarity during ELA as observed during quarterly **walkthroughs** (see ELA checklist). - Q1 ART and/or Administration -Q2 Teachers with ART or Administration -Q3 ART and/or Administration -Q4 Teachers (1) 100% of all students will receive at least three of the differentiated instructional strategies throughout their lessons. The instruction will be observed during quarterly walkthroughs.	

		- Underlining and Highlighting .44 - Concept Mapping .64 - Classroom Discussion .82 - Direct Instruction .59 - Scaffolding .58 - Intelligent Tutoring Systems (ex: iReady) .51 - Interventions for Students with Learning Needs .77 (2) All students will receive Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) and Proactive Strategies throughout the school day to meet the diverse needs of all students. Below is included on our school-wide walkthrough form. 17 Proactive Strategies Relationship Strategies ☐ 5 to 1 ratio of positive to negative interactions (Magic ratio) ☐ Smiling and being nice ☐ Positive greetings at the door to pre correct and establish a positive climate ☐ Communicating competently w/ students ☐ Wise Feedback ☐ Intermittent non-contingent reinforcement (individuals or whole group) Procedural Strategies ☐ Organizing a productive classroom ☐ Precorrection ☐ Teach, model, and reinforce social-emotional skills	- Q1 ART and/or Administration - Q2 Teachers with ART or Administration - Q3 ART and/or Administration - Q4 Teachers (2) Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) and 17 will be evident during instruction in 90% of the classrooms as observed by quarterly walkthroughs. This has been an area of focus at Kaʻūmana Elementary since the 2018 school year and a part of our walkthrough look-fors since the 2021 school year. - Q1 ART and/or Administration	

		☐ Transitions are managed well ☐ Independent seatwork is managed and used when needed ☐ Teacher proximity and mobility ☐ Class-wide motivation system ☐ Goal setting, problem solving and performance feedback ☐ Visual schedule of classroom activities ☐ Effective cueing systems to release and regain attention ☐ Providing numerous opportunities to respond (OTR) **PROMPT** ☐ Proximity control - standing near the student to correct behavior ☐ Redirection - have student to do something else other than the undesired behavior ☐ Ongoing Monitoring to shape behavior - catch the student behaving good ☐ Prompt - providing a direct, explicit, and concise command to the student about what he or she should be doing ☐ Teaching Interaction - treats the presence of chronic problem behavior as an opportunity for the student to learn appropriate, desired behavior.	- Q2 Teachers with ART or Administration - Q3 ART and/or Administration - Q4 Teachers	

| Reading Proficiency Continued

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.
Required for all HW ES | Ka'ūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the **REVISED** Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data. | Accountable Leads: The ELA Committee

1.1.2d Tier 1 Writing
● Narrative, Informational and Opinion writing will be taught and assessed throughout the year. A pre and post writing assessment will be analyzed and scored at least once during the school year for each genre. | 1.1.2d 1
By the end of SY 25-26, all grade levels will have a completed Teacher Clarity Map (TCM) for all ~~4 quarters~~ 3 genres which include all standards by the end of the school year. (see writing TCMs)

1.1.2d 2
~~One standards based writing rubric will be created quarterly~~. Teachers will create/revise writing standards based writing rubrics for each genre by the end of SY 25-26 (see PLC agendas)

1.1.2d 3
Student writing will be analyzed and scored using the writing rubrics. (see PLC agendas)

1.1.2d 4 | |

			Administer and score a pre and post writing assessment for each of the ~~quarterly writing genres~~ genres (see writing assessment sheets in the PLC folder/PLC agenda)	

| Mathematics Proficiency | Ka'ūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data.

CNA RC#3 | Accountable Leads: The Math Committee

1.1.3 (SW6) Tier 1 Math
To meet our desired outcomes, we will focus on the following areas:

1.1.3a Collective Teacher Efficacy (1.57 effect size)
Our school-wide agreements in Math are,
Set aside time for vertical articulation Alignment and consideration to math strategies across the multiple curriculums will be discussed and planned for among grade levels. Use the Common Core State Standards in Math Use one or more of these Math Resources: Origo Stepping Stones curriculum, GoMath, Into Math, Struggly, Teachers Pay Teachers (TPT) School Access subscription, Brainpop Jr./Brainpop, IXL, iReady Teacher Toolbox, Prodigy to support school wide focus standard and academics etc. Use one or more online program, such as iReady, IXL, Struggly, Boddle, etc. As a result of the above, we will meet our desired outcome. See the interim measures of progress column to learn how we will progress monitor our collective efforts. | 1.1.3a 1 SBA Math Proficiency measure will increase by 2.5% or ___% or higher from 2025 to 2026.

1.1.3a 2 iReady Math (K-6) Proficiency Measure: Schoolwide proficiency will increase by 2.5% from SY24/25 to SY25/26 or ___% or higher on the iReady EOY Diagnostic Assessments.

1.1.3a 3 Schoolwide growth will be monitored by increasing the BOY and the MOY iReady Math score by ___%. [How to calculate the __%: If we end the year with 60% proficiency, our goal would be 67% the following year. If we start the year at 37%, we will need 30% to reach our EOY goal. Specifically, our target is to increase by 15% from BOY to MOY and 15% from MOY to EOY]. | ☑ WSF, $2,500
☑ Title I, $28,000
☐ Title II, $
☑ Title III, $500 tutor
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $1,000
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Mathematics Proficiency

1.1.3.   All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.

Required for all HW ES and MS

| | | | 1.1.3a 4 Grade Level Classroom Assessments (assessing the success criteria for the focus standard): During PLCs, teachers will engage in instructional cycles based on the PDCA process that address instruction and learning of focus standards and the success criteria of those standards. Teachers will establish baseline student abilities and determine Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals. | |

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. *Required for all HW ES and MS*	Kaʻūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data. CNA RC#3	Accountable Leads: The Math Committee 1.1.3b Grade Level Rubrics - Create a rubric that includes the success criteria for the focus standard	1.1.3b 1. 100% of grade levels will provide students with access to standards-based rubrics that include success criteria for each focus standard. (see PLC notes for rubric links; check with teachers each quarter to see if rubrics are given to students).

| Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.

Required for all HW ES and MS | Ka'ūmana Elementary would benefit by continuing to implement Visible Learning Strategies and by implementing and analyzing student data on the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using a systematic approach with action steps planned and executed to address the student data.

CNA RC#3 | Accountable Leads: The Math Committee

1.1.3c (SW6) Teacher Clarity (.75 effect size)
● Learning Intentions
● Success Criteria
● Learning Progressions

Math (checklist)
☐ Target Symbol Posted
☐ Current Learning Intentions Posted
    ☐ LI referred during the walkthrough
☐ Current Success Criteria Posted
    ☐ SC referred to during the walkthrough
☐ Mathematical Practices Posted
    ☐ MP referred to during the walkthrough
☐ Manipulatives/Models accessible and/or used during the walkthrough

(1) All students including students in the EL and Special Education subgroup will receive differentiated instruction to meet the diverse needs. The strategies below are look-fors during walkthroughs and daily instruction collected from a teacher survey of top 10 strategies used in April 2022. These strategies will support PLC Planning in the Plan-Do-Check-Act (PDCA) process
Effect Size
- Small Group Learning .47
- Peer Tutoring .51
- Deliberate Practice .79
- Underlining and Highlighting .44
- Concept Mapping .64
- Classroom Discussion .82
- Direct Instruction .59 | 1.1.3c 1. 90% of teachers will implement the schoolwide agreements and teacher clarity during Math as observed during quarterly **walkthroughs** (see Math checklist).
-Q1 ART and/or Administration
-Q2 Teachers with ART or Administration
-Q3 ART and/or Administration
-Q4 Teachers

(1) 100% of all students will receive at least three of the differentiated instructional strategies throughout their lessons. The instruction will be observed during quarterly walkthroughs.
- Q1 ART and/or Administration | |

		- Scaffolding .58 - Intelligent Tutoring Systems (ex: iReady) .51 - Interventions for Students with Learning Needs .77	- Q2 Teachers with ART or Administration - Q3 ART and/or Administration - Q4 Teachers
		(2) All students will receive Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) and Proactive Strategies throughout the school day to meet the diverse needs of all students. Below is included on our school-wide walkthrough form. 17 Proactive Strategies Relationship Strategies ☐ 5 to 1 ratio of positive to negative interactions (Magic ratio) ☐ Smiling and being nice ☐ Positive greetings at the door to pre correct and establish a positive climate ☐ Communicating competently w/ students ☐ Wise Feedback ☐ Intermittent non-contingent reinforcement (individuals or whole group) Procedural Strategies ☐ Organizing a productive classroom ☐ Precorrection ☐ Teach, model, and reinforce social-emotional skills ☐ Transitions are managed well ☐ Independent seatwork is managed and used when needed	(2) Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) and Proactive Strategies will be evident during instruction in 90% of the classrooms as observed by quarterly walkthroughs. This has been an area of focus at Kaʻūmana Elementary since the 2018 school year and a part of our walkthrough look-fors since the 2021 school year. - Q1 ART and/or Administration

		☐ Teacher proximity and mobility ☐ Class-wide motivation system ☐ Goal setting, problem solving and performance feedback ☐ Visual schedule of classroom activities ☐ Effective cueing systems to release and regain attention ☐ Providing numerous opportunities to respond (OTR) PROMPT ☐ Proximity control - standing near the student to correct behavior ☐ Redirection - have student to do something else other than the undesired behavior ☐ Ongoing Monitoring to shape behavior - catch the student behaving good ☐ Prompt - providing a direct, explicit, and concise command to the student about what he or she should be doing ☐ Teaching Interaction - treats the presence of chronic problem behavior as an opportunity for the student to learn appropriate, desired behavior. 1.1.3d Science To meet our desired outcomes, we will focus on using the Next Generation Science Standards (NGSS) during Science lessons. We will use aligned NGSS materials such as Science Spin, Pascale Pinner's (Hilo Inter) lessons etc.	- Q2 Teachers with ART or Administration - Q3 ART and/or Administration - Q4 Teachers 1.1.3d Science SBA Science Proficiency measure will increase by 2.5% or ~~56~~% or higher from 2024 to 2025.	

ELA 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.)	Accountable Leads: The ELA Committee EA 1.1.4a (SW6) Reading 1.1.4a 1 Tier 2 Reading Students in need of Tier 2 reading fluency or comprehension will receive interventions using evidence based programs or practices such as Sound Partners, Equipped for Reading Success, Rewards, and more for fluency and multisyllabic passages with comprehension questions (Marick's folders, evidence based practices, resources and programs, etc…) for comprehension. 1.1.4a 2 Tier 3 Reading (Students identified as low to no growth in tier 2) - Students in need of tier 3 support will receive interventions in the areas of need using evidence-based intervention programs (i.e. Rewards, Sound Partners and more).	1.1.4a 1 100% of identified students in the intensive (red) and strategic (yellow) category will receive tier 2 support in the area of reading fluency and/or comprehension (see tier 2 data sheets for list of students). 1.1.4a 2. 100% of identified students in need will receive tier 3 support in the area of reading fluency and/or comprehension (see tier 3 data sheets for list of students)	☑ WSF, $ ☑ Title I, $10,000 materials, $54,000 tutors ☐ Title II, $ ☑ Title III, $1,500 tutor ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $1,000 ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Math	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.)	Accountable Leads: The Math Committee		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.		EA 1.1.4b (SW6) Math	1.1.4b 1 100% of identified students in the intensive (red) and strategic (yellow) category will receive tier 2 support in the area of math fact fluency, reasoning, and/or application (see tier 2 data sheets for list of students).	
Required for all schools.		1.1.4b 1 Tier 2 Math - Students in need of tier 2 support will receive interventions in the areas of math fact fluency, reasoning, and/or application using evidence-based programs and best practices (i.e., SpringMath, Math Box of Facts, Mathementals [Stepping Stones], Reflex Math, XtraMath, OrigoMath, iReady Teacher Toolbox, and more).		
		1.1.4b 2 Tier 3 Math (Students identified as low to no growth in tier 2) - Students in need of tier 3 support will receive interventions in the areas of need using evidence-based programs (i.e. SpringMath, Math Box of Facts and more).	1.1.4b 2 100% of identified students in need will receive tier 3 support in the area of math fact fluency, reasoning, and/or application (see tier 3 data sheets for list of students)	
		Accountable Leads: The Academic Review Team (From the EL Comprehensive Plan) 1.1.4c (SW6) Growth To Target (GTT) on WIDA	1.1.4c Growth To Target (GTT) on WIDA	

		(1) All EL students will participate in the WIDA ACCESS practice assessment MOY (2) All students including students in the EL and Special Education subgroup will receive differentiated instruction to meet the diverse needs. The strategies below are look-fors during walkthroughs and daily instruction collected from a teacher survey of top 10 strategies used in April 2022. These strategies will support PLC Planning in the Plan-Do-Check-Act (PDCA) process Effect Size - Small Group Learning .47 - Peer Tutoring .51 - Deliberate Practice .79 - Underlining and Highlighting .44 - Concept Mapping .64 - Classroom Discussion .82 - Direct Instruction .59 - Scaffolding .58 - Intelligent Tutoring Systems (ex: iReady) .51 - Interventions for Students with Learning Needs .77 (3) All students will receive Diana Browning Wright's (DBW) Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) strategy and 17 Proactive Strategies throughout the school day to meet the diverse needs of all students. Below is included on our school-wide walkthrough form. 17 Proactive Strategies Relationship Strategies ☐ 5 to 1 ratio of positive to negative interactions (Magic ratio)	(1) By June of 2025, 25% of our EL students will meet Growth to Target. (2) 100% of all students will receive at least three of the differentiated instructional strategies throughout their lessons. The instruction will be observed during quarterly walkthroughs. - Q1 ART and/or Administration - Q2 Teachers with ART or Administration - Q3 ART and/or Administration - Q4 Teachers	

☐ Smiling and being nice
☐ Positive greetings at the door to pre correct and establish a positive climate
☐ Communicating competently w/ students
☐ Wise Feedback
☐ Intermittent non-contingent reinforcement (individuals or whole group)

Procedural Strategies
☐ Organizing a productive classroom
☐ Precorrection
☐ Teach, model, and reinforce social-emotional skills
☐ Transitions are managed well
☐ Independent seatwork is managed and used when needed
☐ Teacher proximity and mobility
☐ Class-wide motivation system
☐ Goal setting, problem solving and performance feedback
☐ Visual schedule of classroom activities
☐ Effective cueing systems to release and regain attention
☐ Providing numerous opportunities to respond (OTR)

PROMPT
☐ Proximity control - standing near the student to correct behavior
☐ Redirection - have student to do something else other than the undesired behavior
☐ Ongoing Monitoring to shape behavior - catch the student behaving good

(3) Diana Browning Wright's (DBW) Proximity, Redirection, Ongoing Monitoring to shape behavior, Prompt, and Teaching Interaction (PROMPT) strategy and 17 Proactive Strategies will be evident during instruction in 90% of the classrooms as observed by quarterly walkthroughs. This has been an area of focus at Kaʻūmana Elementary since the 2018 school year and a part of our walkthrough look-fors since the 2021 school year.
- Q1 ART and/or Administration

		☐ Prompt - providing a direct, explicit, and concise command to the student about what he or she should be doing ☐ Teaching Interaction - treats the presence of chronic problem behavior as an opportunity for the student to learn appropriate, desired behavior.	- Q2 Teachers with ART or Administration - Q3 ART and/or Administration - Q4 Teachers	
		1.1.4d Reclassification Rate - All EL students will meet their stretch growth on iReady ELA diagnostic assessments. - All EL students will participate in the WIDA ACCESS annual assessment	1.1.4d Reclassification Rate - By June 2025, EL reclassification rate will increase by 25%.	

ART	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.)	Accountable Leads: The Academic Review Team
		
		EA 1.1.5 (ES) Transition activities for newly entering students (SW6)
		
		1a. Kinder Camp
		1b. 6th Grade
		1c. IDEA Transition Meetings
			EA 1.1.5
			1a. 100% of registered incoming Kindergarten students will be invited to participate in Kinder Camp.
			
			1b. 95% of 6th grade students will participate in one of the following;
			   a. Hilo Intermediate Campus Visit
			   b. Pre registration visit with Hilo Intermediate (@ Ka'umana)
			
			1c. 95% of parents of students with an IEP will participate in transition meetings with their feeder school.
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*				

| [Insert school specific desired outcome]

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes) | [If applicable, reference the root/contributing cause from the Identified School Needs section] | [Include specific enabling activities or strategic actions being taken to achieve your desired outcome];

[Reference name of accountable lead(s) here] | [List the measures and/or evidence that will be used to monitor progress here] | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |
|---|---|---|---|---|

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

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

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.*

HMTSS 1.2.1. All students desire to and attend school regularly. *Required for all schools.*	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs.	Accountable Leads: The HMTSS Committee **EA 1.2.1a Communicate with families, teachers, and students about attendance** EA1.2.1a (1) 100% of homeroom classes will receive HERO attendance information once a month	EA1.2.1a (1) Updates made at least monthly to an attendance goal bulletin board near the cafeteria. Monthly emails to classroom teachers with HERO attendance data from counselor	☑ WSF, $500 ☑ Title I, $500 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $

	(Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.)	EA1.2.1a (2) (SW6) Parents and guardians of students who are absent will be contacted the day of the absence to find out the reason for the absence and their return date. EA1.2.1a (3) and (4) (SW6) Parents and guardians of students with attendance concerns will be notified following the steps outlined in our attendance plan (review the attendance spreadsheet and Attendance Intervention Action Plan spreadsheet monthly). EA1.2.1a (5) (SW6) 100% of faculty and staff will use the digital "Academic/Behavior/Attendance/Concern and Interventions Referral" to capture student attendance concerns, dates, and interventions. The referral data will be used to determine supports needed at the next tier.	EA1.2.1a (2) Attendance clerk will maintain a log of calls and parent responses EA1.2.1a (3) Absences-Tracking Sheet & Email spreadsheet EA 1.2.1a (4) Communicate with families about attendance EA1.2.1a (5) Grade level PLC meeting minutes will reflect weekly completion of the Ka'umana Academic/Behavior/Attendance Concern & Interventions Form and corresponding sheet *Panorama SEL Survey - Sense of Belonging* *SQS*	☐ Other:__, $

			Daily attendance rate *Regular attendance rate*	

HMTSS	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.)	Accountable Leads: The HMTSS Committee	EA 1.2.2a (1)	☑ WSF, $1,000
1.2.2. All students demonstrate positive behaviors at school.		**EA 1.2.2a PBIS Program/Activities, schoolwide expectations**	**See Panorama SEL Survey participation results**	☐ Title I, $
		EA 1.2.2a (1) **All students will participate in the Panorama SEL Survey three times a year.**		☐ Title II, $
Required for all schools.				☐ Title III, $
		EA1.2.2b (1) (SW6)	EA1.2.2b (1)	☐ Title IV-A, $
		100% of students in grades 3-6 who are in the intensive (red, No Reported Strengths) category, will have a tier 2 action of support created for them by the counseling team using teacher feedback. This plan will be revisited after each Panorama SEL Survey. Plan examples include but are not limited to; check-in/check-out by an adult mentor, reteach of SEL lessons, and utilize Panorama resources specific to student needs based on Panorama data	Counselor and ART will manage a spreadsheet called "Tier 2 Panorama SEL Student Data"	☐ Title IV-B, $
				☐ IDEA, $
				☑ SPPA, $1,000
				☐ Homeless, $
		EA1.2.2c Students will exhibit positive behaviors	EA1.2.2c (1)	☐ Grant:__, $
		EA1.2.2c (1) (SW6) Teach, model, reinforce school-wide / classroom behavioral expectations and practices on a continual basis.	Monthly surveys will reflect quarterly review of classroom behavior matrix completion	☐ Other:__, $
		EA1.2.2c (2) (SW6) Provide structured recess activities. Teach, model, reinforce recess activities rules and expectations on a continual basis.	EA1.2.2c (2) Monthly survey will reflect quarterly review of recess rules and activities, as well as the recess behavior matrix	
		EA1.2.2c (3) (SW6) Teachers will screen 90% of students using the evidence based universal screener such as the Student Risk Screening Scale (SRSS) three times a year (BOY, MOY and EOY).		

		EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations Accountable Leads: Counselor, HMTSS Committee, and ART *EA1.2.2(2) Behavior Intervention strategies*	EA1.2.2c (3) Counselor and ART will manage and make available a digital data source (e.g. Google Sheet with SRSS completion data) *PBIS data* *LEI Kulia MMSS Behavior Risk* *Disaggregated suspension rates (Indicator 4)*	

| HĀ

1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | Kaʻūmana Elementary faculty, staff and students would benefit by continuing to implement HĀ: Nā Hopena Aʻo framework of BREATH to close the achievement gap in ELA, Math and Science for the subgroups Special Education, English Learners, High Needs and Non High Needs. This would also support students' social emotional learning needs, behavior and attendance. | Accountable Leads: The HĀ Committee

EA 1.2.3 (1) Nā Hopena Aʻo Activities
EA 1.2.3 (SW6) Na Hopena Aʻo (HĀ)
During the 2025-2026 school year, Na Hopena Aʻo (HĀ) will be implemented in the classroom and throughout campus

EA 1.2.3a. School-Wide Behavior Expectation posters: will be posted in class and around campus; referenced; reinforced

EA 1.2.3b. Students receive quarterly awards tied to the HĀ, Mission and Vision monthly focus
• Parents of students being recognized will be invited to participate in our quarterly HĀ award assemblies. | EA 1.2.3a. 100% of classrooms and shared spaces (i.e. playcourt, cafeteria, walkways, bus stop) will have the SW Behavior Expectations posters posted as observed during quarterly walkthroughs.

EA 1.2.3b(1). 100% of teachers will submit students to be recognized for quarterly HĀ, Mission and Vision Awards.

EA 1.2.3b(2) 100% of students will receive a HĀ, Mission and Vision award by the end of the year. | ☑ WSF, $1,000 materials, $50,000 PTT
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:__, $ |

		EA 1.2.3c. Classrooms set monthly class goals tied to the HĀ, Mission and Vision monthly focus	EA 1.2.3c. 100% of all classrooms will set class goals tied to the HĀ, Mission and Vision focus (see monthly survey).	
		EA 1.2.3d. Students in grades 1-6 participate in monthly Social-Emotional Learning (SEL) HĀ focus surveys	EA 1.2.3d. 90% of students in grades 1-6 will participate in monthly SEL HĀ, Mission and Vision focus surveys.	
		EA 1.2.3e. Teachers of students in grades PreK-K will complete monthly SEL HĀ focus surveys	EA 1.2.3e. 90% of students in grades PreK-K will have their teachers complete monthly SEL HĀ, Mission and Vision focus surveys.	
		EA 1.2.3f. During weekly PLC meetings, teachers review lessons for the HĀ, Mission and Vision focus of the month tied to SEL lessons SEL HĀ Panorama Competencies GLO Resources, ● 100% of teachers will teach GLO lessons tied to our school HĀ focus of the month (see the monthly HĀ Survey results for the % of participation).	EA 1.2.3f. 100% of teachers will review lessons for the HĀ, Mission and Vision focus of the month during weekly PLC meetings and teach them as documented on the HMTSS Data Collection Sheet SY 24-25	

		EA 1.2.3g. SUPER STAR tickets will be used school-wide to promote positive behavior	EA 1.2.3g A minimum of 2 Super Star tickets per class will be pulled at the end of every month and weekly as needed.	
HĀ 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	Kaʻūmana Elementary faculty, staff and students would benefit by continuing to implement HĀ: Nā Hopena Aʻo framework of BREATH to close the achievement gap in ELA, Math and Science for the subgroups Special Education, English Learners, High Needs and Non High Needs. This would also support students' social emotional learning needs, behavior and attendance.	Accountable Leads: The HĀ Committee EA 1.2.3 (2) Culture-based learning opportunities/activities - Teachers implement ʻaina/place-based learning (ABL/PBL) lessons to encourage a sense of belonging, appreciation, and stewardship for Hawaiʻi.	EA 1.2.3 (2). 100% of teachers will implement at least one ʻaina/ place-based learning project per year.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

HĀ 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	Kaʻūmana Elementary faculty, staff and students would benefit by continuing to implement HĀ: Nā Hopena Aʻo framework of BREATH to close the achievement gap in ELA, Math and Science for the subgroups Special Education, English Learners, High Needs and Non High Needs. This would also support students' social emotional learning needs, behavior and attendance.	Accountable Leads: The HĀ Committee EA 1.2.3 (3) (SW6) ʻĀina Aloha programs/activities - A Hawaiian Studies Kūpuna or Cultural Personnel Resources (CPRs) will enrich students' learning about cultural practices, historical information, and the Hawaiian language.	EA 1.2.3 (3) 100% of students will have access to instruction from a Kūpuna or Cultural Personnel Resources (CPRs) once per week.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other: #16807, $8,500 Kūpunas
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and*** **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Strat Plan *% of schools offering career exploration and development activities for students* *% of schools offering opportunities to participate in civic learning and active civic engagement* **Complex-specific** *CTE K-5 Career Connected Learning* *K-5 Computer Science-Foundational*				
ART 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior,	Accountable Leads: The Academic Review Team EA 1.3.1 (1) Elementary ● Grade K-1 exploration of careers within their classroom, Junior Achievement ● Grade 2 career guest speakers, Junior Achievement ● Grade 3 Journey Through The Universe (Scientists), Junior Achievement ● Grade 4 Journey Through The Universe (Scientists) ● Grade 5 Journey Through The Universe (Scientists), Junior Achievement	EA 1.3.1 100% of students enrolled will be offered these career, civic and community opportunities. *Participation*	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.)	● Grade 6 Journey Through The Universe (Scientists), Career Fair CTE Road Map		
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

★ All students are taught by effective teachers.
★ All schools are staffed by effective support staff.
★ All schools are led by effective school administrators.

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Elem **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 **HWCA Focus Measures** **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.				
ART *2.1.2 All teachers are effective or receive the necessary support to become effective.* *All HW Schools*	Ka'ūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to	Accountable Leads: The Academic Review Team EA 2.1.2 (1) (SW6) Induction & Mentoring Activities a. Complex Area I & M program b. School level I & M activities	EA 2.1.2 (1) a. 100% of probationary 1-4 teachers will participate	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)	address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.	EA 2.1.2 (2) (SW6) Professional Development 　a.　21 Hours PD plan (aligned to root causes/need areas) 　b.　Additional school PD (aligned to root causes/need areas) 　　　i.　<mark>Alignment and consideration to math strategies across the multiple curriculums will be discussed and planned for among grade levels.</mark> EA 2.1.2 (3) (SW6) WASC Ch IV area to follow-up "in addition" #2 The Leadership Team and faculty need to work to implement high academic standards and expectations schoolwide by developing a common, definition of Rigorous and Coherent Curriculum (complete), agreements on standards-based grading and reporting, and restoring the common practice of analyzing student work to help guide instruction, calibrate amongst peers (complete), and align vertical expectations calibrate among to ensure students receive a rigorous education. (Critical Area #1 in Action Plan)	b. 100% of probationary 1-4 teachers will participate EA 2.1.2 (2) a. 100% of teachers will be offered 21 hours PD plan b. 100% of teachers will be offered additional school PD aligned to the CNA root causes/ need areas. EA 2.1.2 (3) a. See evidence of this on PLC, Faculty meeting and 21 PD agenda and notes.	☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

implement high academic standards and expectations schoolwide:

    a. agreements on standards-based grading and reporting
        i. During SY 2025-2026 we will focus on the GLOs and writing
        ii. We will have common rubrics that are vertically aligned
        iii. We will break down writing standards and GLOs for each grade level by quarter
        iv. We will develop a school wide understandings and processes for standard based grading to reporting

    b. Vertical articulation to ensure aligned expectations across all grade levels, providing a rigorous and cohesive education. (revised school wide Behavior Expectations Chart, aligned 4 point rubric, aligned reading and math interventions, aligned core tier 1 data collection assessment sheet, common writing assessment rubric).

EA 2.1.2 (1) Induction & Mentoring Activities

==[Reference name of accountable lead(s) here]==

    a. *Complex Area I & M program*
    b. *School level I & M activities*

EA 2.1.2 (2) Professional Development

    a. *21 Hours PD plan (aligned to root causes/need areas)*
    b. *Additional school PD (aligned to root causes/need areas)*

==[Reference name of accountable lead(s) here]==

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b. See evidence of this on PLC, Faculty meeting and 21 PD agenda and notes.

Participation

PD Plan

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Strat Plan-% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
ART 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Kaʻūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency and/or applications, attendance, behavior and social	Accountable Leads: The Academic Review Team EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities EA 3.3.1 (2) The School Community Council will meet on a regular basis to a. Monitor Academic Plan b. Hold two community meetings annually c. Nominate and hold elections for new members d. Complete SCC Self Assessment & Principal Survey	EA 3.3.1 (1) Review the SCC member roster and agendas for training sessions. EA 3.3.1 (2) a. Review the SCC member roster and agendas for a-d.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

	emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.)			

★ 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.				
ART 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 *All HW Schools* *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	Kaʻūmana Elementary would benefit by continuing with the development and implementation of MTSS tiers 1, 2, and 3 to address all student needs. (Tier 1; all academic subjects, behavior, attendance and social emotional learning areas. Tier 2; reading fluency and/or reading comprehension, math fluency	Accountable Leads: The Academic Review Team EA 3.3.2 (1) Communicate with the school community through school website and/or social media. EA 3.3.2 (2) (SW6) We will continue to invite parents to participate in school-wide events such as family engagement nights as we purposefully continue to plan engagement activities to increase student achievement.	EA 3.3.2 (1) Review the school website and social media for communication and posts. EA 3.3.2 b (2) Evidence can be found via review of messaging methods utilized by school and teachers	☐ WSF, $ ☑ Title I, $1,250 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| | and/or applications, attendance, behavior and social emotional learning. Tier 3; reading fluency, math fluency, attendance, behavior and social emotional learning.) | EA 3.3.2 (3) (SW6) The school will distribute school communications to 100% of parents (i.e., flyers, school messenger, social media, Class Dojo, school website, emails, Remind etc.).

EA 3.3.2 (4) At least 50% of our families will participate in our quarterly family engagement nights over the course of the year. | EA 3.3.2 (3) See the attendance and RSVP records for each family engagement night.

EA 3.3.2 (4) See the attendance and RSVP records for each family engagement night. | |

★ Other Systems of Support				

Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section (HRS) 302A-251](), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Ka'ūmana Elementary's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,995
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. We submitted and were approved two waiver days for next school year.

Bell Schedule: This is an example of grade 4. Start and end times differ depending on the grade level however the amount of minutes remain the same.

Bell Schedule for Monday, Tuesday, Thursday and Friday					Bell Schedule For Wednesday			
Start	End	Min	Type		Start	End	Min	Type
8:00 AM	8:10 AM	10	Homeroom		8:00 AM	8:10 AM	10	Homeroom
8:10 AM	10:05 AM	115	Instruction		8:10 AM	10:05 AM	115	Instruction
10:05 AM	10:25 AM	20	Recess		10:05 AM	10:25 AM	20	Recess
10:25 AM	10:30 AM	5	Passing		10:25 AM	10:30 AM	5	Passing
10:30 AM	12:00 PM	90	Instruction		10:30 AM	12:00 PM	90	Instruction
12:00 PM	12:30 PM	30	Lunch		12:00 PM	12:30 PM	30	Lunch
12:30 PM	12:35 PM	5	Passing		12:30 PM	12:35 PM	5	Passing
12:35 PM	2:08 PM	93	Instruction		12:35 PM	12:53 PM	18	Instruction
2:08 PM	2:15 PM	7	Closing		12:53 PM	1:00 PM	7	Closing

2:15 PM	3:00 PM	45	Teacher Prep - During Student Hours		1:00 PM	1:15 PM	15	Passing
					1:15 PM	2:15 PM	60	Meetings
					2:15 PM	3:00 PM	45	Teacher Prep - Outside Student Hours