


# Ke Kula 'o 'Ehunuikaimalino Academic Plan SY 2025-2026

81-1041 Konawaena School Rd  
Kealahou, HI 96750  
808-313-3131  
ehunui.org

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

Submitted by Principal Momi Kaehuaea	
 <small>Momi Kaehuaea (Apr 15, 2025 15:01 HST)</small>	04/15/2025

Approved by Complex Area Superintendent Janette Snelling	
 <small>Janette Snelling (Apr 15, 2025 15:02 HST)</small>	04/15/2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

**VIABLE QUALITY CURRICULUM**

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

**Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K-4	N/A Instruction in HLA Only	i-Ready Classroom Mathematics ▾		
5-6	'17 Wonders	i-Ready Classroom Mathematics ▾		
7-8	'23 CommonLit 360 6-8	i-Ready Classroom Mathematics ▾		
9-12	'20 Odell Education High School L... ▾	Reveal Math ▾		

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

**How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.**

☐ Panorama    ☒ School-created template    ☐ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	Mākau 'Ōlelo Hawai'i	English Language Arts	Mathematics
Papa M-4	He Lawai'a ▾	N/A	Acadience
Papa 5	He Lawai'a ▾	I-Ready ▾	I-Ready ▾
Papa 6-8	He Lawai'a ▾	Other: ▾ CommonLit	I-Ready ▾
Papa 9-12	He Lawai'a ▾	CommonLit	Other: ▾ ALEKS

## 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)
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022

Type of Last Visit: Progress Report & Visit ▾

Year of Next Action: 2025

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

TBD

**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><b><u>Student Need:</u></b> Increase proficiency rates in HLA, ELA, &amp; Math.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <ul style="list-style-type: none"> <li>● KĀ'EO (gr. 3-8) <ul style="list-style-type: none"> <li>○ All students demonstrated significant progress in Pili Helu, with proficiency increasing from 16.8% in SY 2021-22 to 31% in SY 2023-24.</li> <li>○ Mākau 'Ōlelo Hawaii proficiency for all students also saw an increase from 27% in SY 2021-22 to 30% in SY 2023-24.</li> <li>○ Akeakamae saw the most dramatic improvement, jumping from 7% in SY 2021-22 to 27% in SY 2023-24.</li> <li>○ The achievement gap, measured by the difference between non-high and high-needs students, widened in SY 2023-24. <ul style="list-style-type: none"> <li>■ In Mākau 'Ōlelo Hawaii, the achievement gap increased to 32.5%, Pili Helu to 37.8%, and Akeakamae to 36.4%.</li> </ul> </li> <li>○ The KĀ'EO data highlights the importance of tackling the academic gaps between non-high needs and high needs subgroups.</li> </ul> </li> <li>● SBA (gr.11) <ul style="list-style-type: none"> <li>○ In the latest year, SY 2023-24, the proficiency rate for ELA for grade 11 students was 43%, a significant jump from 20% in SY 2021-22. In Math, an improvement was made to 14.2% proficiency for grade 11 students, up from 0% in SY 2021-22 and SY 2022-23.</li> <li>○ Continued efforts are necessary to further enhance proficiency in both subjects.</li> </ul> </li> </ul>
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- He Lawai'a (gr. K-12)
  - In the SY 2021-22, the school-wide proficiency rate was 43%, with ha'aha'a students at 51% and the kualua at 26%.
  - SY 2023-24, the overall school-wide proficiency rate increased to 64%, with haumāna ha'aha at 76% and haumāna kualua at 31%.
  - Overall progress is encouraging, focused interventions and targeted support for kualua students are essential to improving school-wide performance.

2

**Student Need:** Increase Student Engagement & Attendance

**Root/Contributing Cause:**

Attendance

- SY 2023-24, overall attendance rates reached 62.6%, up from 57.8% in SY 2022-23 and 31.5% in 2021-22.
- Encouragingly, the trend is observed across most subgroups.

Maintaining and building upon this momentum will be crucial to achieving higher attendance rates, particularly in addressing gaps within specific subgroups.

- Student Perception Data The positive student deception data rate has fluctuated across the reported school years.
  - Classroom Engagement
    - Grades 3-5: Increase from 71% SY 2021-22 to 90% SY 2023-24, dropped to 55% SY 2024-25.
    - Grades 6-12: Stable between SY 2021-22 and SY 2022-23 at 54%, sharply declining to 41% SY 2024-25.
  - Teacher-Student Relationships:
    - Grades 3-5: Increase from 77% SY 2021-22 to 90% SY 2023-24, declined to 63% in SY 2024-25.
    - Grades 6-12: Peaked at 75% in SY 2021-22, dropped to 64% in SY 2024-25.
  - Pedagogical Effectiveness:
    - Grades 3-5: Increased from 85% in SY 2021-22 to 93% in SY 2023-24, dropped to 69% in SY 2024-25.
    - Grades 6-12: Peaked at 81% SY 2022-23, declined to 70% SY 2024-25.

After a few years of improved student perception data, there is a noticeable decline in SY 2024-25. This data suggests a need to investigate further factors impacting the recent decline in several areas and focus on strategies to improve these areas in the future.

- Post Secondary Plans
  - Incomplete student data regarding post-secondary plans.

Suggests a lack of formalized counseling at the secondary level.

Students without clear post-high school plans will benefit from targeted school programming designed to explore career options, build employable skills, enhance personal development, and increase engagement at school.

3	<p><b><u>Student Need:</u></b> Increase School-Wide 'Ōlelo Hawaii Proficiency and use</p> <p><b><u>Root/Contributing Cause:</u></b> There is a need for formalized programming, including an assessment plan and progress monitoring, to track 'Ōlelo Hawaii oral language proficiency. Without this data, targeted instruction is challenging, making it difficult to effectively address students' specific needs and support their language development.</p>
4	<p><b><u>Student Need:</u></b> Enhance overall student outcomes and resiliency by developing and implementing school-specific Maui Ola/KK'o'E-based learner outcomes.</p> <p><b><u>Root/Contributing Cause:</u></b> [Insert text and/or image]</p>

In order to address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<p><b><u>Targeted Subgroup:</u></b> [Insert text]</p> <p><b><u>Identified Student Need(s):</u></b> [Insert text and/or image]</p>
2	<p><b><u>Targeted Subgroup:</u></b> [Insert text]</p> <p><b><u>Identified Student Need(s):</u></b> [Insert text and/or image]</p>
3	<p><b><u>Targeted Subgroup:</u></b> [Insert text]</p> <p><b><u>Identified Student Need(s):</u></b> [Insert text and/or image]</p>

## Review of Strengths and Challenges of School Programming, as noticed in Chapter 4 of the 2025 WASC Self-Study

Location	Strengths	Challenges
Chapter 1	<ol style="list-style-type: none"> <li>1. Continued and improving RTI System</li> <li>2. Ko'o Haumāna meetings and system</li> <li>3. Newly created HLL program for late enrollment students</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of clear plan on school wide 'ōlelo Hawaii oral proficiency assessment</li> <li>2. Continued need for a clear attendance policy and follow-through plan</li> <li>3. Lack of high school counseling programs further weakens student engagement</li> </ol>
Chapter 2	<ol style="list-style-type: none"> <li>1. Improving student performance data in multiple categories</li> <li>2. Full and stable staff</li> <li>3. Increase of student activity programming</li> <li>4. Many strong community partnerships</li> </ol>	<ol style="list-style-type: none"> <li>1. Decrease in overall student and staff perception data</li> <li>2. High administrative turnover rate</li> <li>3. Lack of high school counseling programs further weakens student engagement</li> </ol>
Chapter 3: Category A  Organization	<ol style="list-style-type: none"> <li>1. KK'o'E has a clear vision and mission statement</li> <li>2. Increased tri-level collaboration as evidenced by school-level PLC process</li> <li>3. KK'o'E has a stable, experienced, &amp; full teaching staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Continued improvement of operational efficiency.</li> <li>2. A need for proper school facilities for a growing student population</li> <li>3. Improved PD planning for K-12 programming, including a plan for improving PLC efficacy in secondary school</li> </ol>
Chapter 3: Category B  Curriculum	<ol style="list-style-type: none"> <li>1. Improvement of vertical articulation processes through the PLC progress.</li> <li>2. Several robust individual curricular components across the school.</li> <li>3. Cross-curricular &amp; culture-based Curricular Programming in K-5</li> <li>4. Cohesive math curriculum implementation 2-8</li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of clear and coherent vertically aligned HLA curriculum</li> <li>2. Need for Mākau 'ōlelo Hawai'i Curriculum Gr. 6-12</li> <li>3. Need for increased access to culturally relevant curriculum</li> <li>4. Lack of a consistent and comprehensive high school counseling program.</li> </ol>
Chapter 3: Category C  Instruction	<ol style="list-style-type: none"> <li>1. Significant strides in the utilization of formative assessments to analyze student data.</li> <li>2. Multiple and diverse opportunities to showcase learning.</li> <li>3. Diverse programs centered around student voice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expansion of MTSS to all grades from K-12.</li> <li>2. Refine goals and objectives for PLCs.</li> <li>3. Increase student engagement and overall student-learner outcomes.</li> </ol>

Chapter 3: Category D  Assessment & Accountability	<ol style="list-style-type: none"> <li>1. Quarterly Ko'o Haumāna meetings</li> <li>2. Expanded databases</li> <li>3. Improved use of assessment results to enhance school programs, such as targeted tutoring, study halls, RTI support staff, and increased PLC and SOC meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Need for assessments (formative and summative) for 'ōlelo Hawai'i at each grade level.</li> <li>2. Focus on self-evaluation to foster active learning and student ownership.</li> <li>3. Development of unique General Learner Outcomes tailored to K.K.'o'E haumāna.</li> </ol>
Chapter 3: Category E  School Culture	<ol style="list-style-type: none"> <li>1. Foundation of 'ōlelo Hawai'i/ 'Ike Hawai'i</li> <li>2. Community Partnerships</li> <li>3. 1-5 RTI Reading and HLL Program</li> </ol>	<ol style="list-style-type: none"> <li>1. KK'o'E must create an environment characterized by trust, respect, and high expectations for all students.</li> <li>2. KK'o'E needs to implement and maintain school systems</li> <li>3. Increase student attendance rate and school retention rate</li> <li>4. Additional support for the secondary students (RTI, tutoring, enrichment, etc.)</li> </ol>
<ol style="list-style-type: none"> <li>1. Increase proficiency rates in HLA, ELA, &amp; Math.</li> <li>2. Increase Student Engagement &amp; Attendance</li> <li>3. Increase School-Wide 'Ōlelo Hawaii Proficiency and use</li> <li>4. Enhance overall student outcomes and resiliency by developing and implementing school-specific Maui Ola/KK'o'E-based learner outcomes.</li> </ol>		





## 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>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	#1, #3	1. Continue implementation of the Kindergarten assessment system <ol style="list-style-type: none"> <li>Papa Malaa'o students are assessed by the kumu during the summer and in the first week of school for basic academic and social-emotional readiness.</li> <li>Data metrics collected in literacy and math as a baseline to drive instruction.</li> </ol>	Data collected weekly PLC meetings/Data Meetings agenda/minutes  100% of incoming Kindergarten Students will be administered, and scores will be uploaded to the data base	<input checked="" type="checkbox"/> WSF, \$5000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p><b>Reading Proficiency</b></p> <p>1.1.2 All students read proficiently and those who do not, receive necessary support to become proficient.</p>	<p>#1, #3</p>	<ol style="list-style-type: none"> <li>1. School-wide implementation of Strong Tier 1 Instruction <ol style="list-style-type: none"> <li>a. Students in all grades are exposed to rigorous content, aligned to essential standards (monitored through the PLC process).</li> <li>b. Literacy skills are assessed at least 2x per year (BOY and EOY) <ol style="list-style-type: none"> <li>i. Growth of 1 grade level</li> </ol> </li> <li>c. Elementary students are supported with strong Tier 1 interventions (Hui Heluhelu) in the classroom</li> <li>d. Increase the level of differentiated support in the kualua (See goal 2, PD)</li> </ol> </li> <li>2. Elementary students more than 2 years below grade level are identified and given intensive pull-out RTI with individualized learning targets to address deficiencies.</li> </ol>	<p>Ko'o Meetings</p> <p>He Lawai'a Longitudinal (K-12)</p> <p>i-Ready Diagnostic ELA, 3x per year (5th)</p> <p>Common Lit (Papa 6-12)</p> <p>The percentage of students in all grades 3-12 reaching the proficient or higher level will increase by 5% over baseline data</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$10000</li> <li><input checked="" type="checkbox"/> Title I, \$20000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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<p><b>Mathematics Proficiency</b></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>	#1, #3	<ol style="list-style-type: none"> <li>1. Quality Tier 1 Instruction <ol style="list-style-type: none"> <li>a. All students are exposed to rigorous content aligned to essential standards.</li> <li>b. Mathematics skills are assessed three times a year via Acadience (Elem), iReady (Middle), ALEKS (Highschool)</li> </ol> </li> <li>2. Development of a Math support system and programming for math that includes kua'ua students. Work on answering the following questions: <ol style="list-style-type: none"> <li>a. How are we supporting differentiation in kua'ua for math?</li> <li>b. How are we supporting students that need tier 2 math support K-12?</li> </ol> </li> <li>3. Development of K-5 collective agreements regarding Math fluency <ol style="list-style-type: none"> <li>a. (i.e.EOY @ 2nd grade all students subtract and add through 100 with automaticity).</li> </ol> </li> </ol>	<p>Data for Mathematics skills assessed by Acadience (Elem), iReady (Middle), ALEKS (Highschool)</p> <p>PLC process</p> <p>The percentage of students in all grades 3-12 reaching the proficient or higher level will increase by 5% over baseline data</p>	<input checked="" type="checkbox"/> WSF, \$10000 <input checked="" type="checkbox"/> Title I, \$20000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	#1, #2, #3	<ol style="list-style-type: none"> <li>Continue Implementation of MTSS Processes: <ol style="list-style-type: none"> <li>Through data analysis, teachers identify students performing below grade level and design a plan for the students to acquire the needed skills</li> <li>Elementary students more than 2 years below grade level will receive targeted reading literacy support in a pull-out setting.</li> <li>Ko'o Meetings occur quarterly to monitor students not making adequate progress</li> </ol> </li> <li>Provide PD for K-12 on small group instruction and differentiation</li> <li>Continue to strengthen PLC practice of leveling students by current academic progress (e.g. identifying red, yellow, green, blue students for reading)</li> </ol>	<p>Ko'o Meetings</p> <p>PLC Process</p> <p>Data from Reading and Math Assessments</p> <p>The percentage of students in all grades who are proficient or higher level will increase by 5% over baseline data</p>	<input checked="" type="checkbox"/> WSF, \$10000 <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 checked="" type="checkbox"/> SPPA, \$1000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	#1,#3	<ol style="list-style-type: none"> <li>Continue school-wide K-12 vertical articulation process <ol style="list-style-type: none"> <li>Special emphasis on formalized EOY expectations for Papa 5 &amp; 8.</li> <li>Develop EOY project expectations for Papa 5 &amp; 8 as vertically aligned with Pahana Puka <ol style="list-style-type: none"> <li>Include both academic standards and student-learner outcomes</li> </ol> </li> </ol> </li> </ol>	<p>PLC and vertical articulation data</p> <p>100% of students in transition from grade 5 to 6 and grade 8 to 9 will participate in transition project /or activities.</p> <p>100% of seniors will complete pahana puka</p>	<input checked="" type="checkbox"/> WSF, \$5000 <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:__, \$

1.1.6 Hawaiian Language Oral Proficiency	#3	1. Establish a system to improve Hawaiian Oral Language proficiency. Including the establishment of a..... <ul style="list-style-type: none"> <li>a. School-wide 'Ōlelo Hawai'i Oral Proficiency screener tool</li> <li>b. School-wide 'Ōlelo Hawai'i use expectations</li> </ul>	School-wide 'Ōlelo Hawai'i Oral Proficiency screener tool	<input checked="" type="checkbox"/> WSF, \$10000 <input checked="" type="checkbox"/> Title I, \$10000 <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 checked="" type="checkbox"/> Grant:CSLD, \$ <input type="checkbox"/> Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	#2	1. Continue and maintain implementation of the new attendance monitoring system a. Strengthen communication between school and home on policies and procedures b. Track non-attendance c. Clarify teacher and ke'ena communication procedures	Attendance rates	<input checked="" type="checkbox"/> WSF, \$5000 <input checked="" type="checkbox"/> Title I, \$5000 <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:__, \$

1.2.2. All students demonstrate positive behaviors at school.	#2, #4	<p>1. Develop and implement the school-specific Maui Ola/KK'o'E-based learner outcomes</p> <ul style="list-style-type: none"> <li>a. Continue to refine the KK'o'E student learner outcomes drafted in Jan/Feb '25</li> <li>b. Develop the student-learner outcomes into a differentiated framework</li> <li>c. Start to implement SY 25-26</li> </ul> <p>(Nā Hopena A'o framework will be embedded into the new school-based framework)</p> <p>2. Establish a PBIS system that incorporates the pending KK'o'E student learner outcomes</p>	<p>Successful development of KK'o'E-based learner outcomes</p> <p>Successful development of PBIS system</p> <p>Attendance rates</p> <p>Panorama</p>	<input checked="" type="checkbox"/> WSF, \$2500 <input checked="" type="checkbox"/> Title I, \$2500 <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:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning.	#4	<p>1. Develop and implement the school-specific Maui Ola/KK'o'E-based learner outcomes</p> <ul style="list-style-type: none"> <li>d. Continue to refine the KK'o'E student learner outcomes drafted in Jan/Feb '25</li> <li>e. Develop the student-learner outcomes into a differentiated framework</li> <li>f. Start to implement SY 25-26</li> </ul> <p>(Nā Hopena A'o framework will be embedded into the new school-based framework)</p> <p>2. Establish a PBIS system that incorporates the pending KK'o'E student learner outcomes</p>	<p>Successful development of KK'o'E-based learner outcomes</p> <p>Successful development of PBIS system</p> <p>Attendance rates</p> <p>Panorama</p>	<input checked="" type="checkbox"/> WSF, \$10000 <input checked="" type="checkbox"/> Title I, \$5000 <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:__, \$

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	#2	Continue to provide College and Career Opportunities: 1. All students can learn and experience different college and/or career opportunities a. dual credit and internship opportunities (i.e. Aloha Maps, CNA program, PATCH, etc.) b. CTE pathways, which use PBL assessments. Continue to refine student selection and counseling around career opportunities. 2. Students are encouraged to participate in field trips and electives to enhance their Post-graduation experience.	100% of K-12 students will be provided or participate CTE opportunities or activities.	<input checked="" type="checkbox"/> WSF, \$5000 <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:__, \$



<b>K-12 Alignment</b> 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	#2,#4	1. Continue school-wide K-12 vertical articulation process <ol style="list-style-type: none"> <li>Special emphasis on formalized EOY expectations for Papa 5 &amp; 8.</li> <li>Develop EOY project expectations for Papa 5 &amp; 8 as vertically aligned with Pahana Puka <ol style="list-style-type: none"> <li>Include both academic standards and student-learner outcomes</li> </ol> </li> </ol>	100% of students in transition from grade 5 to 6 and grade 8 to 9 will participate in transition project /or activities.  100% of seniors will complete pahana puka  100% of K-12 students will receive Career pathway coursework as provided by teacher aligned standard base instruction	<input checked="" type="checkbox"/> WSF, \$5000 <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:__, \$
1.3.3. All students graduate high school with a personal plan for their future.	#2,#4	1. Establish a counseling program that effectively ... <ol style="list-style-type: none"> <li>Addressed post-secondary programs and options</li> <li>Supports students in goal setting and future planning</li> <li>Tracks student interests to better support HS engagement</li> <li>Provide opportunity for guest speakers, with a special focus on alumni as speakers to provide diverse perspectives for post-secondary endeavours <ol style="list-style-type: none"> <li>Explore the possibility of a job fair highlighting alumni experiences.</li> </ol> </li> </ol>	100% of seniors will complete PTP, as shown by credit received	<input checked="" type="checkbox"/> WSF, \$2500 <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:__, \$



## 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>  <b>and Name of Accountable Lead(s)</b> <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>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p>All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.</p>		<p>[Academic]; All teacher teams will develop:</p> <ul style="list-style-type: none"> <li>Quarterly Unit plans,</li> <li>Identifying and agreements of priority standards</li> <li>proficiency scales</li> <li>Pacing of Priority Standards</li> <li>success criteria</li> <li>learning targets</li> </ul> <p>[Behavior] All teachers will implement Tier 1 behavioral strategies:</p> <p>Continue to align priority standards (learning targets, success criteria, and unit plans) and participate in Vertical Articulation for seamless scope and sequence of skills.</p>	<p>100% of teachers will participate in a PLT as measured by minutes</p> <p>100% of teachers will be provided PD/support as needed in accordance to enabling activities</p>	<p><input checked="" type="checkbox"/> WSF, \$20000</p> <p><input checked="" type="checkbox"/> Title I, \$20000</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>

2.1.2 All teachers are effective or receive the necessary support to become effective.	1,2	<ol style="list-style-type: none"> <li>1. All staff will participate in professional development provided through the CLSD grant All teachers: Science of Reading <ul style="list-style-type: none"> <li>• GC/Leadership: HMTSS-R</li> <li>• Literacy Coach: HDOE coaching sessions</li> </ul> </li> <li>2. Improve access to PD and curricular resources that improve teacher-differentiated teaching strategies.</li> </ol>	<p>100% of teachers will have Literacy coaching through CLSD grant</p> <p>100% of teachers will be provided PD/support as needed in accordance to enabling activities</p>	



## Priority 3

### Effective and Efficient Operations At All Levels

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

Desired Outcome <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>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.		Continue to Increase Parent/Community Involvement: 1. The school has designated a Community representative to recruit and inventory the community services available to the school, to provide a more cohesive bridge to involvement. 2. Regular meeting times and clear agendas make meetings efficient and productive. 3. Strong leadership and relationships, with regular reminders, ensure meetings are well-attended and scheduled productively];	SCC Mtg Agenda SCC Mtg Minutes	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$20000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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.  [For schools with Community School Coordinators only]		N/A		<input type="checkbox"/> WSF, \$ 2500 <input type="checkbox"/> Title I, \$2000 <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:____, \$

## ★ Other Systems of Support

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.3 Assessment Plan	1,3	1. Creation of a comprehensive assessment plan that includes room # numbers and dates to complete assessments.	Plan Calendar	<input checked="" type="checkbox"/> WSF, \$3000 <input checked="" type="checkbox"/> Title I, \$2000 <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 Ke Kula 'o 'Ehunuikaimalino 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)*

[Insert value; refer to cell D58 in the bell schedule tool]

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

[Insert text]

**Bell Schedule:** Ke Kula 'o 'Ehunuikaimalino Bell Schedule