



Kealakehe Elementary Academic Plan SY 2025-2026

74-5118 Kealaka'a St. Kailua Kona, HI 96740
808-313-7900
<http://kealakehe.k12.hi.us/>

Non-Title 1
School

Title 1
School

Kaipuni School
(Self Contained)

Kaipuni School
(Shared School Site)

| Submitted by Principal Wendy Daniel | |
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| <u>Wendy Daniel</u> Wendy Daniel (Apr 15, 2025 08:28 HST) | 04/15/2025 |

| Approved by Complex Area Superintendent Janette Snelling | |
|--|------------|
| <u>Janette Snelling</u> Janette Snelling (Apr 15, 2025 11:39 HST) | 04/15/2025 |

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

VIABLE QUALITY CURRICULUM

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

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|---------------------------------------|-----------------------------|-----------------|-----------------|
| K-5 | Success for All ▾ | ORIGO Stepping Stones 2.0 ▾ | Mystery Science | Teacher Created |
| Pre K | Other: ▾ Curiosity Corner | Other: ▾ Curiosity Corner | Teacher Created | Teacher Create |
| FSC | Other: ▾ Teach Town | Other: ▾ Teach Town | Teacher Create | Teacher Create |

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|-----------------------|------------------------------|---------|----------------|
| K-5 | Sonday | Building Thinking Classrooms | | |
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HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics |
|----------------------------|---------------------------|------------------------------|
| Kinder | DIBELS ▾ | Other: ▾ SFA Math for Kinder |
| 1-5 | I-Ready ▾ SFA assessments | I-Ready ▾ GL CFAs |
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IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Fall 2022

Type of Last Visit: Full Self-Study -

Year of Next Action: Fall 2025

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

2028

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.

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| 1 | <p><u>Student Need:</u> Strengthen and systemize our school Response to Intervention (RTI) to address the needs of students who are below grade level and not proficient in ELA and math. (WASC CA #3)</p> <ul style="list-style-type: none"> • Provide appropriate orientation, resources, and support to teachers new to our school to ensure the students will have appropriate instruction. (WASC CA #1) • Provide relevant PD to all teachers around our academic and instructional practices and initiatives. |
| | <p><u>Root/Contributing Cause:</u> We have a large ELL and low income population and students at all grade levels that have never been to school, and/or are chronically absent, resulting in a majority of our students below grade level. We also have a significant turnover of teachers and need to ensure they are equipped to instruct effectively.</p> |
| 2 | <p><u>Student Need:</u> The school is committed to analyzing rigor vertically and horizontally to ensure all students are receiving a rigorous and coherent standards-based curriculum tied to the General Learner Outcomes particularly for English Language Learners and students with special needs. (WASC #2)</p> <ul style="list-style-type: none"> • Integrating Social Studies and science throughout the curriculum is a needed area of focus and discussion. (WASC #2) <p><u>Root/Contributing Cause:</u> We do not spend enough time on SS and science and need to integrate ELA and math into those more often. Our screener scores do not align with our SBA scores so there is a need to increase rigor in the classroom to ensure all students can grow and more can be more on grade level.</p> |

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| 3 | <p><u>Student Need:</u> Continue to improve our assessment process (collect, disaggregate, analyze, and report) for monitoring all students academic progress towards meeting the academic standards in all content areas. (WASC #4)</p> <p><u>Root/Contributing Cause:</u> Our PLC process is moving forward in math but we are moving to Literacy this year for the longest PLT. We need to be able to continue our math work while starting to focus time on Literacy.</p> |
| 4 | <p><u>Student Need:</u> Ensure all students are coming to school 95% or more school days and are on time. In addition, students are behaving accordingly at school, including demonstrating GLOs.</p> <p><u>Root/Contributing Cause:</u> Students/families do not feel a sense of belonging to our school community. Community outreach and support are vital to help families understand the importance of coming to school, behaving appropriately, and learning. Consistency in teaching and practicing GLOs and HA framework need to be integrated throughout the school day.</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.

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| 1 | <p><u>Targeted Subgroup:</u> English Language Learners (WASC CA #5)</p> <p><u>Identified Student Need(s):</u> Proficiency of identified English Language Learners (35%) are below the overall proficiency on SBA math and ELA. We have a low number of students testing out on the WIDA assessment.</p> |
| 2 | <p><u>Targeted Subgroup:</u> IDEA Students (WASC CA #5)</p> <p><u>Identified Student Need(s):</u> Proficiency of identified Special Education (10%) Learners are below the overall proficiency on SBA math and ELA. We have a big number of our identified students with very high needs.</p> |
| 3 | <p><u>Targeted Subgroup:</u> Disadvantaged</p> <p><u>Identified Student Need(s):</u> Proficiency of identified Disadvantaged (60%) Learners are below the overall proficiency on SBA math and ELA. Our actual % of disadvantaged is suspected to be higher as we do not get forms back from a lot of families.</p> |
| 4 | <p><u>Targeted Subgroup:</u> Chronically Absent</p> <p><u>Identified Student Need(s):</u> Reading on Grade Level continues to be lower than it should due to missing SFA consistently. When students miss a large number of days then return to school, they are already behind and have a hard time following along, let alone catch up.</p> |



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
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| 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. | A large number of our students have no experience outside of their home when they start Kinder with us. We have a high % of low income families that will need support. | <p>All registering Kindergarten families will be encouraged to sign up and attend kinder camp. (Registrar and office OAs) These are half days of school to help students know what to expect and learn rituals and routines. Daily parent meetings will also be held to help parents understand and ask questions.</p> <p>The KEA (Kindergarten Entry Assessment) will be given to all students who attend Kinder Camp and to all others as soon as possible. The data will be used to identify students who are in need of additional support and those who are above the curve.</p> <p>Kindergarten students will receive targeted instruction via Success For All (SFA) Kinder Corner curriculum, including Getting Along Together (GAT) which addresses the whole child.</p> | <p>Over 50% of Kinder students attend Kinder camp</p> <p>80% of students achieve 80% or higher on math priority standards</p> <p>80% of Kinders ready for 1st grade using SFA roots assessment</p> | <p><input checked="" type="checkbox"/> WSF, \$20,000</p> <p><input checked="" type="checkbox"/> Title I, \$20,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |

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| | | Kindergarten teachers, Admin, Academic coaches, EL teachers | | |
| 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. | Over 50% of our 3rd grade students are not on GL as measured by SBA ELA and iReady scores. | <p>All students will receive 90 minutes of targeted reading instruction during SFA.</p> <p>Tier 2 support for reading will be implemented using Lightening Squad, Sonday, and Read Naturally.</p> <p>ELL teachers will each have a 90 minute reading (SFA) class targeting our EL students who are newcomers or below grade level.</p> <p>Tier 3 instruction for reading will happen based on need in a small group or one to one setting.</p> <p>Teachers, Academic coaches, reading interventionists</p> | <p>80% of students in make at least one year of growth in reading</p> <p>Of all 3rd graders in Roots, total decreases to under 10% based on SFA Roots Assessment</p> <p>60% of 3rd graders will be on grade level in reading using iReady</p> <p>50% of ELL students score a 4 or higher on Literacy on the WIDA</p> | <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$30,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ |

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| <p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of third grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> | <p>Over 50% of our 3rd grade students are not on GL as measured by SBA math and iReady scores</p> | <p>The PLC process will be used for math, meeting weekly for 35 minutes.. Teachers will use this time to give CFAs, analyze data to drive instruction, and respond with interventions.</p> <p>We will be doing Response To Intervention 3 days a week based on CFA data using our Priority standards.</p> <p>Teachers, Academic coaches</p> | <p>80% of students in make at least one year of growth in math</p> <p>60% of 3rd graders will be on grade level in math using iReady</p> <p>80% of 3rd graders will score 80% or higher on CFAs for priority standards</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> | <p>We have an increasing ELL population, around 30%.</p> <p>Our disadvantage population is also increasing, currently around 70%</p> <p>Students are not performing as high on SBA as compared to iReady.</p> | <p>ELL teachers will work with ELL students during RTI times based on data to close the achievement gap.</p> <p>Daily ELL newcomer services for 90 minute SFA to close the achievement gap and Pull-out services provided to all students weekly using WIDA data and goals.</p> <p>SPED students will be in differentiated groups for 90 minute ELA block to close the achievement gap in a classroom at their level and throughout the day in an inclusion classroom to access the general education curriculum.</p> <p>ELL teachers, SPED teachers, Inclusion gen ed teachers, Admin</p> | <p>2% of ELL students will exit based on WIDA scores</p> <p>40% of students score meets or approaches on SBA</p> <p>90% of ELL/Sped students attend school 90% or more days</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$30,000</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 checked="" type="checkbox"/> SPPA, \$10,000</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |

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| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. | Strengthen and systemize our school Response to Intervention (RTI) to address the needs of students who are below grade level and not proficient in ELA and math | <p>Transition meetings are held between the intermediate and elementary school to communicate the needs of our students with 504s and IEPs.</p> <p>Fifth graders visit the intermediate school and representatives from the intermediate visit the fifth graders to share what student expectations are in sixth grade and allow the students to become more comfortable with entering sixth grade.</p> <p>Fifth grade teachers focus on priority standards to ensure students possess the most critical knowledge.</p> <p>Articulation with 6th grade teachers.</p> <p>5th grade teachers, 5th grade counselor, Admin</p> | <p>100% of our special education and 504 students attend transition meetings with intermediate.</p> <p>90% of 5th grade students participate in transition activities.</p> <p>50% of 5th graders on GL in math using math data for CFAs on priority standards via PLTs.</p> <p>70% of 5th graders grow one year or more in math and ELA using iReady</p> | <input checked="" type="checkbox"/> WSF, \$10,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ |
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

| <p>Desired Outcome <i>"What do we plan to accomplish?"</i></p> | <p>Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i></p> | <p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p> | <p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p> | <p>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> |
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| <p>1.2.1. All students desire to and attend school regularly.</p> | <p>Ensure all students are coming to school on 95% or more school days and are on time</p> | <p>Daily phone calls made home for absences, sharing with parents impacts and strategies for getting their students to school.</p> <p>The Attendance Committee put back in place to work to address chronic absenteeism as well as help provide support to parents who are having difficulty getting their children to school.</p> <p>Small counseling groups based on attendance data to help provide solutions for students and create a sense of belonging to KES.</p> <p>Teachers will use the GAT program to help increase students' sense of belonging.</p> <p>Conduct quarterly attendance celebrations to honor and celebrate students who have 95% or higher attendance rate.</p> <p>Parent meetings during Kinder camp to inform parents of policies, expectations, and support.</p> <p>Once a week we will have a "walking school bus" to gather students from the surrounding neighborhoods.</p> <p>Office Clerks, Committee members, teachers, Admin</p> | <p>95% of students attending 90% or more days of instruction</p> <p>Under 10% of students are chronically absent</p> <p>80% of students will be on time to school daily</p> <p>Sense of Belonging will go up 10% in our Panorama survey</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> | <p>Ensure students are behaving accordingly at school, including demonstrating KOA and GLOs.</p> | <p>GAT (Getting Along Together) lessons done weekly and class council meetings held weekly to address behaviors specific to classrooms.</p> <p>School Counselors push into classrooms for guidance lessons, do targeted small groups, and one to one counseling when needed.</p> <p>Consistent communication to parents/families via class dojo, phone calls, parent teacher conferences to maintain relationships and communication with the families</p> <p>Teachers, Counselors, Admin, Complex social worker</p> | <p>SEL survey data three times a year</p> <p>90% of parents attending conferences</p> <p>A 20% decrease in Office Referrals</p> <p>100% of teachers using class dojo to communicate with parents</p> | <p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input type="checkbox"/> Title I, \$20,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
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| <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> | <p>To strengthen weakened relationships</p> <p>Increase HA framework and GLO Standards implementation in specials classes, and in all grade levels</p> | <p>All staff provided with Nā Hopena A'o PD to increase staff capacity to build strong foundations in relationships through unique place-based days of learning and bonding with one another to implement the same strong relationships within our classroom communities.</p> <p>Students will engage in a variety of Hawaiian culture based activities throughout the year, including:</p> <ul style="list-style-type: none"> • Morning Oli • 2 Specials classes around Hawaiian studies • End of year Cultural celebration • Field Trips to culturally relevant places on our island. <p>HA coordinator, Admin, Specials Teachers</p> | <p>95% of staff to HA PD</p> <p>75% of Sense of Belonging on SEL student surveys</p> <p>100% of students have Hawaiian Studies class.</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$25,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
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| <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> | <p>We have a large MLL population and students at all grade levels that have never been to school</p> <p>Community outreach and support are vital to help families understand the importance of coming to school, behaving appropriately, and learning.</p> | <p>All students will participate in specials classes during teacher PLC time, including:</p> <ul style="list-style-type: none"> • PE • Hawaiian Studies • Art • Garden • Music/Dance <p>Students will have an opportunity to do other activities that will enrich their education culturally, such as student council, peer mediators, JPO, Cool kid, upper EL reading to lower EL students, exploring the library, etc.</p> <p>Partnership with the high school where students read and mentor our students.</p> <p>Utilize our Community School Coordinator to engage our community to support our school and our families.</p> <p>Admin, Community School Coor</p> | <p>100%of students will participate in all specials classes</p> <p>Over 50% of 5th graders will participate in the district career fair.</p> <p>At least 8 classrooms will participate with high school students and reading</p> <p>90% of our students will participate in at least on of the the other activities</p> | <p><input checked="" type="checkbox"/> WSF, \$20,000</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |

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| <p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> | | <p>Continue to level students in reading via SFA so they are getting what skills they need to succeed.</p> <p>Continue to work with the Intermediate to help foster the academies there and the high school.</p> | <p>100% of students will grow at least one grade level in reading</p> <p>100% of 5th graders will participate in activities at the intermediate</p> | <p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
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Priority 2

High-Quality Educator Workforce In All Schools

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

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
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| <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>To increase math and ELA scores for all students</p> | <p>All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data.</p> <p>All teacher teams will continue to develop and improve in math:</p> <ul style="list-style-type: none"> ● Quarterly plans ● Identifying and agreements of priority standards ● proficiency scales ● Pacing of Priority Standards ● success criteria ● learning targets <p>GLs will focus on writing during additional PLT time.</p> | <p>100% of GLs will have PLT running notes</p> <p>80% of students will show growth based on Priority standard CFA data in math.</p> <p>80% of students will show growth in the writing process.</p> | <p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: ___, \$10,000</p> <p><input type="checkbox"/> Other: ___, \$</p> |

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| | | <p>Behavior: All teachers will familiarize themselves with and implement Tier 1 behavioral strategies.</p> <p>Teachers, admin, academic coaches</p> | | |
| 2.1.2 All teachers are effective or receive the necessary support to become effective. | <p>Provide appropriate orientation, resources, and support to teachers new to our school to ensure the students will have appropriate instruction.</p> <p>Provide relevant PD to all teachers around our academic and instructional practices and initiatives</p> | <p>All staff will participate in professional development provided through the CLSD grant</p> <ul style="list-style-type: none"> • All teachers: Science of Reading • GC/Leadership: HMTSS-R • Literacy Coach: HDOE coaching sessions <p>PD day at the beginning of the year to ensure all teachers are caught up to begin the school year ready for students, including the PLT process, RTI, and SFA.</p> <p>Increase PD opportunities throughout the year in our school initiatives (PLT, RTI, SFA, BTC, and HA).</p> <p>Ongoing PD throughout the year to meet each teacher's specific opportunities for growth that is teacher directed based on individual (or groups) needs.</p> <p>Academic Coaches, Admin, MLL teacher, Sped teacher</p> | <p>95% of teachers present on PD days</p> <p>75% of teachers will have time with SFA coach during her school visits</p> <p>100% returned Teacher surveys to personalize PD</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:____, \$20,000</p> <p><input type="checkbox"/> Other:____, \$</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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|--|--|--|--|--|
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. | Vision: We maintain high expectations in the areas of relationships, learning, and collaboration. Students/families do not feel a sense of belonging to our school community | KES SCC will meet monthly to discuss, plan, and provide feedback on our academic and financial plans and other school wide initiatives ensuring all parties have a voice including: teachers, classified staff, parents, community members) Admin | 8 meetings with required stakeholders 95% of SCC notes will show required members participation | <input checked="" type="checkbox"/> WSF, \$2,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$ |

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

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|---|---|---|---|--|
| <p>3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school.</p> <p>[</p> | <p>Vision: We maintain high expectations in the areas of relationships, learning, and collaboration</p> <p>Students/families do not feel a sense of belonging to our school community</p> | <p>Families will be invited and encouraged to participate in family nights and activities on campus including family fun nights, Academic focused evening events, and parent teacher conferences.</p> <p>Surveys will be sent home for feedback form families</p> <p>We will ensure that families are provided with tools and activities to support learning at home.</p> <p>SCC meets monthly</p> <p>Admin, Committees</p> | <p>50% of parents/families will participate in at least one family engagement event.</p> <p>20% of families will respond to our survey</p> <p>75% of students do the Read and Respond homework.</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$20,000</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> |

| ★ Other Systems of Support | | | | |
|---|---|--|--|---|
| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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> |

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 Kealakehe Elementary 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i> | |
| Did your school submit a SCC Waiver Request Form? Please explain. | Yes. One for PD before students come to school and 4 for fall and spring Parent/teacher conferences |
| Bell Schedule: Bell Schedule | |