Kahului Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Tracy Lui	
Tracy Lui (Mar 31, 2025 12:13 HST)	3/31/2025

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/11/25

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	'23 Wonders	Eureka Math2	Mystery Science	
	Select One	Select One		
	Select One	Select One		

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
Grades K-5 EL	2023 Wonders			
Grades K-5 SpED	2023 Wonders Works			
Grades K-5		Do the Math		
Grade 5	IXL	IXL		
	Amplify Boost?			

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
K-5	STAR Enterprise	STAR Enterprise
K-5	DIBELS	Other: LTL
Kindergarten	HI KRA	HI KRA
K-5 EL	WIDA Screener	

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: April 22-25, 2024 LINK TO SELF-STUDY
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025
Type of Last Visit: Full Self-Study

Year of Next Action: 2026-2027
Type of Next Action: Mid-Cycle Report & Visit

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	**Student Need:** Increase student proficiency achievement in ELA, Math, and Science **Root/Contributing Cause:** **1A**: KES needs to use diagnostic data in Reading and Math to drive differentiated instruction. **1B**: KES needs more integration of cross-curricular content to include subjects such as Math, Reading, Science, and Social Studies **1C**: KES needs to monitor student achievement through standards-based common grade level assessments. **1D**: KES needs to revisit our Essential Standards and revise common grade level assessments and the standards proficiency rubrics. **1E**: KES teachers need to provide timely and effective feedback to students to promote student growth and achievement.
2	**Student Need:** KES needs to improve the quality of Engagement/Involvement, Well Being, and Safety for students, parents, and teachers **Root/Contributing Cause:** **2A**: KES needs to continue to provide students with real world experiences, such as field trips, to apply content to our real world. **2B**: KES needs to continue to provide extra-curricular programs to provide enrichment opportunities. **2C**: KES needs to continue to provide school and community events where families can come and engage in activities with our students. **2D**: KES needs to continue to provide a communication platform that translates to more languages spoken by our families than our current mode of communication (Seesaw). **2E**: KES needs a schoolwide protocol for leadership and well-being that students, parents, and teachers can participate in.

	2F: KES needs to repair/update facilities such as but not limited to peeling paint, termite damage, repair flooring, air conditioning (A/C abatement), drinking water/refill stations, water pipes. **2E:** KES needs a shaded outdoor area for students, parents, and teachers to use for outdoor engagement opportunities.
3	**Student Need:** Improve school wide routines and procedures **Root/Contributing cause(s):** **3A**: KES needs to continue to improve their system for requesting, purchasing, and receiving instructional resources in a timely manner and improve communication to teachers if resources will be delayed or are unavailable. **3B**: KES needs to continue to ensure dedicated time for data teams to disaggregate growth score data.
4	**Student Need:** Improve intervention and specially-designed instruction **Root/Contributing cause(s):** **4A**: KES needs to ensure that students with disabilities receive specially-designed instruction based on their IEPS. **4B**: KES needs to ensure intervention plans are implemented, monitored, and revised if necessary.
5	**Student Need:** Provide Professional Development opportunities for teachers **Root/Contributing cause(s):** **5A**: KES needs to continue differentiating professional development for teachers to ensure all teachers are able to provide authentic student engagement opportunities during instruction. **5B**: KES needs to continue differentiating professional development for teachers to ensure all teachers are able to use diagnostic data to provide targeted, differentiated instruction for all students.

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	**Targeted Subgroup:** Students who qualify for IDEA services. **Identified Student Need(s):** All students eligible for IDEA services need a high-quality, data-driven IEP and need to master all of their annual goals and objectives by the end of the fourth quarter reporting period.
2	**Targeted Subgroup:** Students who are English learners. **Identified Student Need(s):** All students who qualify for English language services and support need to meet or exceed their individual learning targets.
3	**Targeted Subgroup:** Students who are economically disadvantaged, have limited English proficiency and/or disabilities and are classified as "high needs." **Identified Student Need(s):** KES needs to close the achievement gap between students with high needs and their non-high needs peers.

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.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1C 1D 1E	1.1.1A All incoming kindergarten students will be assessed for kindergarten readiness skills prior to the first day of school or within 30 school days if newly enrolled. *Kindergarten GLC* 1.1.1B All incoming kindergarten students will participate in a Kindergarten (slow start) transition period for the first 4 days of the school year in August 2025. *Kindergarten Team, SpEd Grade Level Rep, Counselor(s)* 1.1.1C Kindergarten students who are considered at risk for academic achievement will be assessed on skills taught by the classroom teacher every two weeks to monitor progress and to inform instruction and learning.	KRA Scores Kindergarten Quarterly Assessments PLC Minutes Jumpstart Attendance Records	☐ WSF, $ ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		Kindergarten Data Team (PLC), RTI Coordinator 1.1.1D Incoming kindergarten students who have not attended preschool may participate in a Kindergarten transition program during July 2025. *RTI Coordinator*		

<table>
<tr>
<td>Reading Proficiency
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.</td>
<td>1A
1C
1E
5A
5B</td>
<td>1.1.2.A
All students will read at or above grade level and will demonstrate at least one year of growth in reading every school year as measured by STAR Early Literacy, STAR Reading, and the SBA for ELA.
SW1, SW6
ELA Steering Committee - Grade Level Representative

1.1.2.B
Kahului Elementary School students' SBA ELA proficiency scores will increase by 2.4 percentage points as determined by the School Level KPI Targets.
SW1, SW6
Testing Coordinator
SBA ELA Data:
<table>
<tr><th>21-22 SY</th><th>22-23 SY</th><th>23-24 SY</th><th>Target 25-26</th></tr>
<tr><td>46%</td><td>43%</td><td>40%</td><td>44.8%</td></tr>
</table>
1.1.2.C
By the end of the 26-27 school year, the percentage of students at each tiered instructional level will be as follows:
• Tier 1= 80%
• Tier 2= 15%
• Tier 3= 5%
SW6
RTI Team

1.1.2.D</td>
<td>DIBELS Benchmark and Progress Monitoring Scores

STAR Screening Data

SBA Scores

Grade Level PLC Minutes

Walk Through Data

SBA Interim Data (Gr. 3-5)</td>
<td>☑ WSF, $5,000
☑ Title I, $5,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $</td>
</tr>
</table>

		All students will demonstrate at least one quarter of growth at the end of each quarter as measured by STAR Early Literacy (Aug-May for Gr K) or STAR Reading (Aug-May for Gr 1-5). *ELA Steering Committee - Grade Level Representative* 1.1.2.E All students in Grades K-5 will receive 30 minutes of targeted ELA differentiated instruction 4 days a week during each grade level's Walk to Read block. SW1, SW6 *GLCs* 1.1.2.F All students K-5 will receive small group, highly-effective instruction from their classroom teacher and/or RtI teacher based on their tier level. The group size, frequency, and duration will be determined based on tier level. SW1, SW6 *GLCs* 1.1.2.G All students K-2 will receive ECRI daily instruction with fidelity to the program. *ECRI Coach* 1.1.2.H All teachers K-5 will participate in PD focusing on the newly revised ELA State Standards and will adjust their pacing guides appropriately. *Curriculum Coordinators*		

<table>
<tr>
<td>Mathematics Proficiency
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</td>
<td>1A
1B
1C
1D
3B</td>
<td>1.1.3.A
All students will demonstrate at least one quarter of growth at the end of each quarter as measured by STAR Math (Aug-May for Gr 1-5).
SW1, SW6
Math Steering Committee - Grade Level Representative

1.1.3.B
Kahului Elementary School students' SBA Math proficiency scores will increase by 2.16 percentage points as determined by the School Level KPI Targets.
SW1, SW6
Testing Coordinator
SBA Math Data:
<table>
<tr><th>21-22 SY</th><th>22-23 SY</th><th>23-24 SY</th><th>Target 25-26</th></tr>
<tr><td>34%</td><td>36%</td><td>36%</td><td>40.32%</td></tr>
</table>
1.1.3.C
All classroom and special education teachers will participate in weekly grade level data meetings (PLC) to identify learning and/or instruction needs and collaborate as a team.
GLCs

1.1.3.D
All classroom teachers will participate in the Number Talks Professional Development which will include coaching and support.
Math Coach

1.1.3.E</td>
<td>LTL Data

STAR Screening Data

SBA Scores

Walk Through Data

Do the Math Data

SBA Interim Data (Gr. 3-5)</td>
<td>☑ WSF, $5,000
☑ Title I, $5,000
☐ Title II, $
☐ Title III, $
☑ Title IV-A, $18000
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $</td>
</tr>
</table>

		All students K-5 will receive 15-20 minutes of targeted math fluency practice and language development (number talks) 4 days a week. SW1, SW6 *Math Coach* 1.1.3.F All students K-5 will receive small group, highly-effective instruction/intervention from their classroom teacher based on their tier level as determined by screeners and diagnostic data such as STAR, SBA Interim, LTL, etc. • The group size, frequency, and duration will be determined based on tier level. • Interventions may include but not limited to Do the Math, Eureka Math Squared, and other evidence based programs. SW1, SW6 *Math Steering Committee - Grade Level Representative*		

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	1C 1E 3B 4A 4B	1.1.4.A All Kahului Elementary School student's growth scores are monitored regularly and support given as needed to ensure adequate growth *Testing Coordinator, ELA Steering Committee - Grade Level Representative* 1.1.4.B Establish learning and performance goals with students to increase their understanding of academic standards. • Teachers will utilize the student referral flowchart, procedures, and expectations. SW1, SW6 *Student Services Coordinator* 1.1.4.C Continue Summer and Spring Break Program for students entering Grades 1-5. • Academic Summer Program and Math Spring Break Camp will provide targeted instructional support and enrichment opportunities. SW1, SW6 *Curriculum Coordinator* 1.1.4.D Provide relevant and meaningful learning experiences for all students and sub groups to become globally competitive and locally committed: • Continue Encore Classes (Art, PE, Music, Hawaiian Studies, Computer Science, and Library)	SBA Scores STAR Growth Screening Scores DIBELS Benchmark and Progress Monitoring Growth Scores Grade Level PLC Minutes Student Success Plans EL Team Meeting EL Afterschool Tutoring ELO Attendance Classroom Supply Orders	☑ WSF, $60,000 ☑ Title I, $60,000 ☐ Title II, $ ☑ Title III, $5,000 ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $5,000 ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		• Provide funding to support instructional equipment and associated supplies for electives programs; • Bus and entry fees for academic programs. SW1, SW6 *Curriculum Coordinator* 1.1.4.E EL Team will work with teachers to support with sheltered instruction. EL team will assess and recommend school-wide and individual teacher and support staff needs for professional development in EL. Kahului Elem. BKKM Comprehensive EL Plan 2025-2026 SW1, SW6 *EL Coordinator* 1.1.4.F All students who qualify for English language services will achieve their individual growth-to-target goal, and we will close the achievement gap in ELA and Math. • EL schedule provides adequate support for students to achieve their growth-to-target goals • STAR data indicates appropriate growth every quarter for all EL students • Afterschool Extended Learning Opportunities (ELO) SW1, SW6 *EL Coordinator* 1.1.4.G All students eligible for IDEA services will have high-quality, data-driven IEPs and will show progress in all of their annual goals and objectives by the end of the fourth quarter reporting period. SW1, SW6		

		SpED DH 1.1.4.H Special Education and Gen Ed. will provide specially-designed instruction for students with disabilities in all settings based on their IEPs. SW1, SW6 *SpED DH* 1.1.4.I All students in Grades PK-5 will be provided with classroom supplies necessary for their academic success in school. *GLCs*		

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.*	1E	1.1.5.A Kindergarten Jump Start Program offered during the Summer 2025 SW6 *RtI Coordinator* 1.1.5.B Newly enrolled Kindergarteners will participate in a slow transition into school at the beginning of the school year. SW6 *Kindergarten GLC* 1.1.5.C Principal to principal debrief with MWIS during Quarter 1 SW6 *Principal* 1.1.5.D Partner with Maui Waena Intermediate School during Quarter 4 to ensure our outgoing 5th grade students receive support for the transition to middle school based on individual student needs. Summer exploration school opportunities at Maui Waena Intermediate School. SW6 *5th Grade GLC, 5th Grade Counselor, SpED DH* 1.1.5.E Transition meetings held for all 5th graders with IDEA and 504 Plans with feeder intermediate school. *School Services Coordinator* SW6	Kindergarten Data: KEA, Quarterly Assessments, and Jumpstart SSC Transition Notes 5th Grade Transition Day Notes 5th Grade Proficiency Scores File	☐ WSF, $ ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		5th Grade Counselor		

★ 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.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	2A 2B 2C 2D	1.2.1.A Improve attendance percentages and build bridge between school and home to increase academic growth by: a) increased multilingual written and oral communication with parents; b) parent and/or guardian education; c) parent and/or guardian participation at Eagles Assemblies; SW6 *SEL Committee* StriveHI: Percentage of students attending 90% or more days of instruction (17 or fewer days absent): 1.2.1.B In an effort to increase Panorama Survey results, KES will increase the number of extra-curricular programs for students to provide enrichment opportunities such as	Translated Flyers and Letters Social media posts Eagles Assembly Presentations Field Trip Records Student Voice Minutes Morning Broadcast episodes ELO attendance records	☑ WSF, $5,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

21-22	22-23	23-24	25-26
39%	58%	69%	90%

		after school extended learning opportunities. PTTs will lead a number of Extended Learning Opportunities (ELOs) that will target various student interests such as sports, art, music, and more. SW6 *Curriculum Coordinator* 1.2.1.C Foster a sense of belonging through: a) Student Voice (Student Council, School Broadcast, Reader Leaders) b) Student Council Leadership c) Schoolwide implementation of Leader in Me d) In school activities (Quarterly events/showcases, Kindness Week, Spirit Week.) SW6 *Student Activities Coordinator*		

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	2A 2B 2E	1.2.2.A All students will demonstrate the KES Core Values of Aloha, Kuleana, and 'Imi Na'auao and the 7 habits of highly effective people a. Students will be recognized for demonstrating the three Core Values and the 7 habits during Eagle of the Month ceremonies and luncheons. SW6 *SEL Committee Grade Level Representative* *Counselors* 1.2.2.B Instructional staff will participate in professional development to build their knowledge and skills for managing challenging student behaviors to support students toward success in the classroom. SW6 *SEL Committee*	Core Values Posters Morning Broadcast Episodes Eagle of the Month presentations Book Study Notes/PLC Minutes Leader in Me PD Minutes	☐ WSF, $ ☑ Title I, $15,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.3. All students experience a Nā Hopena A'o environment for learning. *Required for all schools.*	2A 2B 2C	1.2.3.A All students participate in bi-weekly Hawaiian Studies as an 'Aina Aloha School *Science / Social Studies Grade Level Representative* *Hawaiian Studies Kumu* 1.2.3.B All students will participate in community-informed learning experiences (e.g., field trips, events, student showcases and classroom learning) *Science / Social Studies Grade Level Representative* 1.2.3.C A Hawaiian word of the week will be included in the daily morning broadcast. *Hawaiian Studies Kumu* 1.2.3.D Classroom instruction incorporates and connects to Nā Hopena A'o. Hawaiian history and culture are honored, and all six HA outcomes are interdependently embedded in school learning, climate, and culture. *Science / Social Studies Grade Level Representative* 1.2.3.E All staff and students commit to our Core Values: Aloha, Kuleana, and 'Imi Na'auao as being non-negotiable. *SEL Grade Level Representative* 1.2.3.F Encore classes will be centered around Nā Hopena A'o. *Encore Teachers*	Hawaiian Studies Pacing Guide Field trip records Student Showcase flyers and sign-in sheets Morning Broadcast episodes Core Values posters Encore Pacing Guides	☐ WSF, $ ☑ Title I, $10,000 ☐ 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.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	2A 2B 2C	1.3.1.A Provide opportunities for all students to access a variety of after school instruction/enrichment to be globally competitive and locally committed: a) Purchase online subscriptions, resources and materials to support instruction. b) Part-time Teachers to support and lead ELOs SW6 *Curriculum Coordinator* 1.3.1.B Continue to provide relevant and meaningful learning experiences for all students to be globally competitive and locally committed by: a) Bus and entry fees for career, community, and civic field trips; b) Provide Student Council, Career Day, and Broadcast opportunities to all students; c) Community Performances. d) Visits from community leaders such as the Maui Fire Department, Maui Police Department, and UHMC Dental Students *Student Activities Coordinator*	After School Enrichment Records Purchase Records Field Trip/Visitor Records Videos of community performances Student Council Notes Morning Broadcast videos	☑ WSF, $5,000 ☑ Title I, $20,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

K-12 Alignment 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.	5A 5B	1.3.2A Provide all teachers and instructional support personnel with the time, resources, and support needed to ensure students master grade level standards. SW6 *Principal* 1.3.2.B Continue to participate in district articulation days. SW6 *Curriculum, RTI, ECRI, EL Coordinators and SPED DH* 1.3.2.C Provide time for grade level and mixed-grade level/department articulation time. a. Weekly Grade Level PLCs which include all general education teachers and SPED teachers. b. Steering Committees which have a representative from each grade level and department. c. Monitoring of the Academic Plan and its implementation. Revisions made as necessary based on student needs to ensure all students are provided opportunities to meeting challenging State academic standards. SW3, SW6 *Principal*	District Meeting Notes PLC Minutes PD Agendas and Sign-in Sheets Steering Committee Notes SCC Meeting Minutes	☐ 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.*
2.1.1 Effective Instruction *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	5A 5B	2.1.1.A All teachers apply effective instructional practices to engage students in relevant learning tasks aligned to state standards. SW6 *Curriculum Coordinator* 2.1.1.B Ensure all teachers and students have access to online programs, equipment, supplies, and other resources needed to provide relevant and engaging instruction that supports all students in achieving grade-level standards and developing the skills needed to thrive in the 21st century. *Technology Coordinator*	Walkthrough Data PLC Minutes Teacher and Student Work Samples	☑ WSF, $5,000 ☑ Title I, $20,000 ☐ Title II, $ ☐ Title III, $ ☑ Title IV-A, $10,000 ☑ Title IV-B, $5,000 ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

2.1.2 Deliver highly effective professional development to teachers	5A 5B	2.1.2 A Plan and implement professional development to support school goals and target individual teachers' needs to include: a) ECRI Instruction for K-2 teachers, SPED teachers, and support teachers as needed; b) Number Talks c) Building Thinking Classrooms (whiteboards for student engagement) d) Foundational Writing Project e) EL Sheltered Instruction f) Educational Conferences g) TESOL h) Technology Professional Development: Seesaw i) Unpacking Hawaii DOE Subject Standards; j) Differentiated Tier 2 instruction to promote growth and achievement in all students including higher-achieving students; (e.g. small group instruction; k) Formative Assessments l) Specially Designed Instruction m) IEP 101 n) Other areas based on individual teacher needs (e.g., classroom management, student engagement, NGSS, problem-based learning SW6 *RTI, EL, Curriculum, SpEd, SSC and Tech Coordinators*	Agendas Minutes Teacher and Student Work samples Attendance sheets	
2.1.3 Deliver highly effective professional development to Special Education teachers	4A 5A 5B	2.1.3.A All special education teachers will write high-quality, data-driven IEPs. *Admin, SSC, and SpED DH, Vera McCabe-Silva*	Agendas PLC/PD Minutes Attendance sheets	

		2.1.3.B All special education teachers will meet all timelines for IEPs (e.g., scheduling, data collection, meeting, draft review, and closing IEP final drafts, progress monitoring and reports) *SSC* 2.1.3.C Provide professional development and explicit instruction for special education teachers to become effective at developing high-quality, data-driven IEPs and to ensure they are able to provide instruction and support (e.g., modifying curriculum to provide specially-designed instruction.) SW6 *SpED DH*		
2.1.4 All classified staff positions will be fully staffed by effective support staff who are committed to providing quality services to support teachers and students.	3A	2.1.4.A Quarterly meetings between supervisor and staff member to review performance and provide support. Supervisors will clearly communicate and ensure all staff members understand their job expectations and job responsibilities. *Principal* 2.1.4.B Ensure the Performance Appraisal System (PAS) is implemented for all classified staff members. *Principal*	Annual Performance Appraisal (PAS)	
2.1.5	5A 5B	2.1.5 A Increase effectiveness of instruction and improve student learning by providing new teachers the	Agendas	

Support for new teachers		opportunity to observe best practices and debrief with highly-effective teachers. *Curriculum Coordinator* 2.1.5.B Teachers new to the school will receive New Teacher Orientation *Curriculum Coordinators* 2.1.5.C Teachers with 1-2 years of experience will receive a school level mentor or district mentor. *Curriculum Coordinators*	Attendance Records Coaching logs Kiano	
2.1.6	1B 3B	2.1.6 A Review Academic Plan progress and student growth and achievement data to ensure students are achieving at expected levels. The Steering Committee will meet once a quarter to disaggregate data of sub groups, discuss student achievement, and review the progress toward goals on the Academic Plan. SW1, SW3 *GLCs and Curriculum Coordinator*		

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.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	2C 2D	3.3.1.A KES will implement the SCC Activities Checklist and Timeline with fidelity. • KES will hold quarterly SCC meetings in which parents, community members, and local service providers will be invited. • SCC members will be invited to participate in school-decision making and planning. SW2, SW5 *Principal* 3.3.1.B SCC Meeting Announcements, Agendas, and Minutes published on school's website and on SeeSaw *Principal*	End of Year SCC Evaluation SCC Agendas SCC Minutes	☐ WSF, $ ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ 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 *"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.*
3.3.2 Present quarterly family engagement activities during the school year.	2C 2D	3.3.2.A KES will host quarterly family engagement activities during the school year. Events are scheduled on the school calendar and published on the school's website • Quarter 1: Open House • Quarter 2: Winter Showcase • Quarter 3: Spring Showcase • Quarter 4: May Day *Student Activities Coordinator* 3.3.2.B KES will partner with the PTSA and community businesses to help support our family engagement activities. Establish committees for each event at least six weeks prior to the event date. *Student Activities Coordinator*	Event Flyers Sign-in Sheets PTSA minutes	☑ WSF, $5,000 ☑ Title I, $3,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ 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.*
3.3.3 PTSA	3A 3C 4A	3.3.3.A KES will assist in establishing a functioning Parent Teacher Student Association (PTSA) • Monthly PTSA Meetings • Administrator and teacher representatives attend PTSA meetings (when appropriate) • Collaborate with the PTSA to encourage and promote membership. • Encourage all KES staff to participate in PTSA-sponsored activities. *Student Activities Coordinator*	Event Flyers Sign-in Sheets PTSA minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
3.3.4 Continue to identify systems and solutions to translate information into the languages spoken by our families to improve and promote home and school communication.	3D	3.3.4.A Ensure all teachers have training and are using SeeSaw as the primary means of communication with parents and guardians. *Tech Committee* 3.3.4.B Contract with translation services to translate important written school information. *EL Coordinator and SSC*	SeeSaw	

		3.3.4.C Continue providing translators for parent-teacher conferences, special education meetings, etc., and identify more opportunities for translation based on parent feedback. *SSC* 3.3.4.D KES Academic Plan and other important notices will be available to the Hawaii DOE, parents, and the public on our school website. SW4 *Curriculum Coordinator*		

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

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,098
Did your school submit a SCC Waiver Request Form? Please explain. Yes. KES submitted a SCC Waiver Request Form to provide professional development opportunities to our staff to support the goals of our Academic Plan. 25-26 Proposed Calendar	**Staff Professional Development:** August 4, 2025 August 5, 2025 September 19, 2025 January 6, 2026 April 17, 2026
Bell Schedule:	

Kahului
ELEMENTARY SCHOOL

Bell Schedule

	Daily	Wednesdays Only
Prep Period	7:00 am – 7:45 am (Option A)	
Start of School	7:45 am	7:45 am
Homeroom	7:45 – 8:00 am	7:45 – 8:00 am
Students who arrive after 8:00 am are tardy and must report to the office.		
Block 1 (Grades K & 3)	8:00 am – 9:30 am	8:00 – 9:30 am
Recess (Grades K & 3)	9:30 am – 9:45 am	9:30 – 9:45 am
Block 1 (Grades 1 & 4)	8:00 am – 9:45 am	8:00 – 9:45 am
Recess (Grades 1 & 4)	9:45 am – 10:00 am	9:45 – 10:00 am
Block 1 (Grades 2 & 5)	8:00 am – 10:00 am	8:00 – 10:00 am
Recess (Grades 2 & 5)	10:00 am – 10:15 am	10:00 – 10:15 am
Block 2 (Grades K & 3)	9:45 am – 10:45 am	9:45 am – 10:45 am
Lunch & Recess (Grades K & 3)	10:45 am – 11:30 am	10:45 am – 11:30 am
Block 2 (Grades 1 & 4)	10:00 am – 11:15 am	10:00 am – 11:15 am
Lunch & Recess (Grades 1 & 4)	11:15 am – 12:00 pm	11:15 am – 12:00 pm
Block 2 (Grades 2 & 5)	10:15 am – 11:45 am	10:15 am – 11:45 am
Lunch & Recess (Grades 2 & 5)	11:45 am – 12:30 pm	11:45 am – 12:30 pm
Block 3 (Grades K & 3)	11:30 am – 2:00 pm	11:30 am – 1:15 pm
Block 3 (Grades 1 & 4)	12:00 pm – 2:00 pm	12:00 pm – 1:15 pm
Block 3 (Grades 2 & 5)	12:30 pm – 2:00 pm	12:30 pm – 1:15 pm
Prep Period	2:00 pm – 2:45 pm (Option B)	1:15 pm – 2:00 pm
Staff Meeting		2:00 pm – 2:45 pm

	Morning Recess	Lunch/Recess
Grades K & 3	9:30 am – 9:45 am	10:45 am – 11:30 am
Grades 1 & 4	9:45 am – 10:00 am	11:15 am – 12:00 pm
Grades 2 & 5	10:00 am – 10:15 am	11:45 am – 12:30 pm