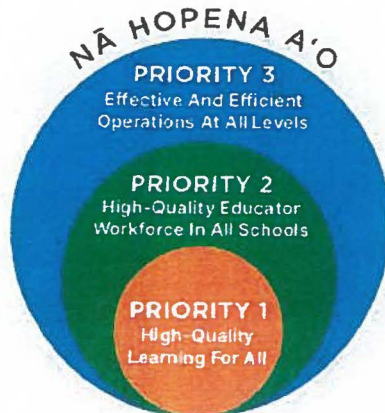




Kihei Elementary School Academic Plan SY 2026-2027

250 E. Lipoa Street
808-707-0789

<https://www.kiheielementary.org>



- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Suzanne Forbes	
	Date 4/1/26

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/7/26

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

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VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name.

If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

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

Please list all **supplementary instructional materials** used to 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-2	Enhanced Core Reading Instruction			
K-5				Scholastic News and Time for Kids
4				Hawaii, The Pacific State, 2nd Edition

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	HI KRA ▾	Teacher Created ▾
K-5	STAR Enterprise ▾	STAR Enterprise ▾
K-2	DIBELS ▾	DIBELS ▾
3-5	Other: ▾ CORE Phonics Assessment & PAST Assessment	Teacher Created ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

Year of Last Visit:
Type of Last Visit:

Year of Next Action:
Type of Next Action:

Year of Next Self-Study:

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	<u>Student Need:</u> Increase proficiency in ELA <u>Root/Contributing Cause:</u> Variability in teacher experience and tenure has impacted consistency in instructional practices, content knowledge, and use of standards-aligned instruction, resulting in uneven implementation of high-quality literacy instruction across classrooms.
2	<u>Student Need:</u> Increase proficiency in Math <u>Root/Contributing Cause:</u> Variability in teacher experience and tenure has led to inconsistent implementation of standards-based math instruction, including the use of effective representations, problem solving, and math discourse, impacting student understanding and proficiency.
3	<u>Student Need:</u> Increase proficiency in Science <u>Root/Contributing Cause:</u> Variability in teacher experience and tenure has led to inconsistent implementation of standards-based science instruction, including the use of effective representations, problem solving, and inquiry discourse, impacting student understanding and proficiency.

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	<u>Targeted Subgroup:</u> Special Education (SPED) <u>Identified Student Need(s):</u> Students require consistent access to standards-aligned Tier 1 instruction, along with targeted, individualized support aligned to IEP goals. There is a need for increased alignment between core instruction and specialized supports, including explicit instruction, progress monitoring, and opportunities to engage with grade-level content.
2	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> Students require consistent access to grade-level content with integrated language supports, including explicit vocabulary instruction, structured opportunities for speaking and writing, and scaffolds that support comprehension and academic language development across all content areas.
3	<u>Targeted Subgroup:</u> Disadvantaged <u>Identified Student Need(s):</u> Students require consistent, high-quality Tier 1 instruction with clear expectations, explicit teaching of essential standards, and timely support when learning gaps are identified. There is a need for strong foundational skills in reading and math, along with structured opportunities for practice, feedback, and engagement in rigorous learning tasks.



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>	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 for enabling activities.</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.	Many incoming kindergarten students enter school without foundational social, emotional, and early academic skills, and early identification and support for these needs has not occurred consistently or early enough to close gaps.	Enabling Activities: - All incoming kindergarten students will engage in structured early learning experiences that develop foundational social, emotional, and academic skills prior to and at the start of kindergarten. - All kindergarten students will participate in readiness assessments and classroom-based learning experiences that allow them to demonstrate current skill levels and identify areas for growth. - Students will receive differentiated learning experiences in the classroom based on individual readiness needs, including targeted support in early literacy, language development, and social-emotional skills. - Students identified as at risk for social, emotional, or behavioral challenges will receive additional support to develop self-regulation, social interaction, and school readiness behaviors. SW1 Accountable Lead: Jessie O'Neill	Progress will be monitored through student demonstration of readiness skills and growth over time. Initial Outcomes % of incoming students demonstrating readiness skills on the KRA (baseline) % of students identified as at risk in social, emotional, or academic domains Intermediate Outcomes	- WSF, \$ - Title I, \$5,000 - Title II, \$ - Title III, \$ - Title IV-A, \$ - Title IV-B, \$ - IDEA, \$ - SPPA, \$ - Homeless, \$ - Grant: __, \$ - Other: __, \$

			• % of students demonstrating growth in readiness skills (social, emotional, and academic) • Reduction in the % of students identified as at risk over time End-of-Year Outcomes • % of kindergarten students demonstrating proficiency in foundational skills on standards-based report cards • % of students meeting expectations for transition into Grade 1	
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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. All students will demonstrate proficiency in reading by mastering essential standards, and students who are not yet proficient will receive the support needed to become proficient.	Not all students are consistently mastering foundational reading skills in the early grades, and gaps are not identified and addressed early enough to ensure reading proficiency by the end of third grade.	• All students will receive daily, standards-aligned reading instruction focused on essential standards, including explicit instruction in foundational skills in grades K–3. • Students will actively engage in reading tasks that require them to think, respond, and demonstrate understanding of text through speaking, writing, and discussion. • Students will regularly demonstrate mastery of essential reading standards through common grade-level assessments and classroom-based tasks. • Students who experience difficulty will receive immediate support within core instruction to address specific skill needs and maintain access to grade-level content. • Students will monitor and demonstrate growth in reading over time, with increasing independence in applying reading skills and strategies. SW1 Accountable Lead: Jessie O'Neill	Progress will be monitored through student performance and growth in reading, with particular attention to movement toward proficiency for students performing below expectations. Initial Outcomes • % of students demonstrating baseline performance on DIBELS (K–2) and STAR Early Literacy/STAR Reading (Grades 1–5) • % of students identified as below benchmark Intermediate Outcomes	☐ WSF, \$ ☒ Title I, \$30,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			• % of students demonstrating mastery of essential reading standards on common grade-level assessments • % of students demonstrating growth on DIBELS and STAR assessments • % of students moving from well below benchmark to below benchmark, and from below benchmark to at/above benchmark End-of-Year Outcomes • % of students demonstrating proficiency in essential reading standards (Target: 100%)	
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			• % of students meeting or exceeding benchmark on DIBELS (K-2) and STAR Reading (Grades 2-5)	
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. All students will demonstrate proficiency in mathematics by mastering essential standards, and students who are not yet proficient will receive the support needed to become proficient.	Students are not consistently mastering essential mathematics standards, and gaps are not identified and addressed early enough to ensure proficiency by the end of eighth grade.	Enabling Activities: • All students will engage in daily, standards-aligned mathematics instruction focused on essential standards. • Students will actively participate in mathematical learning through problem-solving, discussion, and application of concepts to demonstrate understanding. • Students will regularly demonstrate mastery of essential mathematics standards through common grade-level assessments and classroom-based tasks. • Students who experience difficulty will receive immediate support within core instruction to address specific skill needs and maintain access to grade-level content. • Students will demonstrate growth in mathematical understanding over time, with increasing independence in applying mathematical concepts and strategies. SW6 Accountable Lead: Jessie O'Neill	Progress will be monitored through student performance and growth in mathematics, with particular attention to movement toward proficiency for students performing below expectations. Initial Outcomes • % of students demonstrating baseline performance on STAR Math assessments • % of students identified as below benchmark Intermediate Outcomes • % of students demonstrating mastery of essential mathematics standards on common grade-level assessments	☐ WSF, \$ ☒ Title I, \$30,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			• % of students demonstrating growth on STAR Math assessments • % of students moving from below benchmark to at/above benchmark End-of-Year Outcomes • % of students demonstrating proficiency in essential mathematics standards (Target: 100%) • % of students meeting or exceeding benchmark on STAR Math assessments	
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1.1.6 All students will demonstrate proficiency in writing by mastering essential writing standards in informational/explanatory and opinion/argument writing, with increasing independence and clarity across grade levels.	Students are not consistently mastering essential writing standards, and expectations for writing, including foundational skills and a consistent writing process, have not been clearly defined or implemented across grade levels.	Enabling Activities: • All students will engage in regular, standards-aligned writing instruction focused on essential standards in informational/explanatory and opinion/argument writing. • Students will participate in a consistent writing process across grade levels, including planning, drafting, revising, editing, and publishing. • Students will produce writing that clearly communicates ideas, supports claims with evidence, and demonstrates organization appropriate to the writing task. • Students in grades K–2 will receive explicit instruction in foundational writing skills, including handwriting, spelling, and sentence formation. • Students in grades K–5 will receive ongoing instruction in spelling, grammar, and sentence structure to support clear and effective writing. • Students will use anchor papers and models to understand expectations for quality writing and to guide their own work. • Students will receive feedback and opportunities to revise their writing to improve clarity, organization, and quality. • Students who experience difficulty will receive targeted support to develop specific writing skills while continuing to engage in grade-level writing tasks. SW6 Accountable Lead: Jessie O'Neill	Progress will be monitored through student writing performance and growth over time, with particular attention to movement toward proficiency. Initial Outcomes • % of students demonstrating baseline writing performance on common grade-level assessments • % of students identified as below expectations in writing Intermediate Outcomes • % of students demonstrating mastery of essential writing standards on common grade-level assessments	☐ WSF, \$ ☒ Title I, \$30,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			• Evidence of improvement in writing quality using grade-level rubrics and anchor papers • % of students demonstrating growth in foundational writing skills (spelling, grammar, sentence structure) • % of students moving from below expectations to meeting expectations End-of-Year Outcomes • % of students demonstrating proficiency in essential writing standards (Target: 100%)	
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			• % of students meeting grade-level expectations for writing quality and independence	
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1.1.7 All students will demonstrate proficiency in science by mastering essential grade-level standards and applying scientific thinking.	Students have not consistently received standards-aligned science instruction, and opportunities to engage in science learning have been limited.	Enabling Activities: • All students will engage in regular, standards-aligned science instruction focused on essential grade-level standards. • Students will participate in science learning that includes observation, questioning, and explanation of scientific concepts. • Students will read, write, and discuss scientific ideas to support understanding of science content. • Students will demonstrate understanding of science concepts through common grade-level assessments. SW6 Accountable Lead: Jessie O'Neill	Progress will be monitored through student performance and growth in science. Initial Outcomes • % of students demonstrating baseline performance on common grade-level assessments Intermediate Outcomes • % of students demonstrating mastery of essential science standards • Evidence of student ability to explain scientific concepts End-of-Year Outcomes	☐ WSF, \$ ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			• % of students demonstrating proficiency in essential science standards (Target: 100%)	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Differences in student outcomes indicate that not all student groups are consistently accessing and benefiting from core instruction and targeted support.	• Student performance data will be reviewed by subgroup to identify gaps in achievement and growth. • Students will receive targeted support aligned to their individual learning needs to ensure access to grade-level standards. • Students will engage in grade-level instruction with appropriate supports to promote equitable access to learning. • Instructional practices will ensure English learners have equitable access to grade-level content and opportunities to demonstrate proficiency. SW1 Accountable Lead: Erin Kowalick	Progress will be monitored by analyzing student performance and growth data across subgroups. Initial Outcomes • Identification of performance gaps between student groups Intermediate Outcomes • Reduction in gaps between student groups on common grade-level assessments • % of English learners and economically disadvantaged students demonstrating growth toward proficiency	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			• Evidence of subgroup movement from below benchmark to at/above benchmark End-of-Year Outcomes • Reduction in achievement gaps between student groups • % of all student groups demonstrating proficiency in essential standards • Evidence of continued academic growth across all student groups	
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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. <i>Required for all schools.</i>	Students and families are not always consistently prepared for the academic and social expectations of middle school, and transition supports have not been clearly aligned to student needs.	Enabling Activities: • Fifth grade students will engage in transition experiences that build understanding of middle school expectations, routines, and structures. • Students will develop organizational, academic, and self-management skills to support success in middle school. • Students will have opportunities to visit and become familiar with the middle school environment. • Students with identified needs will receive additional transition support to ensure continuity of services and successful adjustment. SW6 Accountable Lead: Nicole McCombs	Progress will be monitored through student readiness and successful transition to middle school. Initial Outcomes • Completion of transition activities for all Grade 5 students • Identification of students requiring additional transition support Intermediate Outcomes • Student understanding of middle school expectations (based on feedback or reflection) • Completion of transition planning for students with identified needs	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			End-of-Year Outcomes ☐ Successful transition of students to middle school ☐ Feedback from middle school indicating student readiness and adjustment	
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1.1.8 All students engage in standards-aligned instruction in special area classes that supports the development of essential skills and contributes to overall academic growth.	Special area classes have often been viewed as enrichment rather than instructional settings, resulting in inconsistent expectations for student learning and alignment to essential skills.	Enabling Activities: - Students will participate in regular, standards-aligned instruction in music, art, physical education, computer science, Hawaiian Studies, and library. - Students will engage in learning experiences that develop essential skills such as communication, creativity, critical thinking, and application of knowledge. - Students will demonstrate learning through tasks and activities aligned to the goals of each special area. - Students will apply skills and knowledge from core academic areas, when appropriate, to support learning in special area classes. SW6 Accountable Lead: Jessie O'Neill	Progress will be monitored through student participation, performance, and growth in special area classes. Initial Outcomes - Evidence of regular, standards-aligned instruction in special area classes Intermediate Outcomes - Evidence of student engagement in learning activities across special area classes - Evidence of student demonstration of skills and understanding through class activities End-of-Year Outcomes	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Aina Aloha __, \$2,000
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			• Evidence of student growth in skills supported by special area instruction • Alignment of special area instruction to schoolwide academic goals	
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1.1.9 All students receiving IDEA services demonstrate measurable progress and achieve their IEP goals through high-quality, standards-aligned instruction.	IEPs and instructional supports have not consistently been aligned to grade-level standards and student needs, resulting in inconsistent progress toward goals.	Enabling Activities: • Students will receive instruction aligned to their IEP goals and grade-level standards. • Students will engage in targeted, individualized instruction based on identified needs. • Students will receive appropriate accommodations and supports to access grade-level content. • Students will demonstrate progress toward IEP goals through ongoing instruction and monitoring. SW1 Accountable Lead: Hillary Watt	Progress will be monitored through student performance and growth toward IEP goals. Initial Outcomes • % of students with clearly defined, measurable IEP goals Intermediate Outcomes • % of students demonstrating progress toward IEP goals • Evidence of alignment between instruction and IEP goals End-of-Year Outcomes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: Aina Aloha __,
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			• % of students meeting or making significant progress toward IEP goals • Improved access to and performance in grade-level standards	
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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>	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 for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	While attendance is monitored and addressed, some students continue to experience barriers and inconsistent engagement that impact regular attendance.	Enabling Activities: - Students will experience intentional efforts by staff to build connection and a sense of belonging, including proactive communication and relationship-building prior to and during the school year. - Students will experience a safe, welcoming, and supportive school environment that promotes a sense of belonging. - Students will build positive relationships with teachers and staff. - Students will engage in meaningful learning experiences that encourage consistent attendance. - Students with attendance concerns will receive timely, targeted support to address barriers to attendance. - The school will provide after-school enrichment opportunities to support student learning and academic development. SW6 Accountable Lead: Nicole McCombs	Progress will be monitored through attendance data and student engagement indicators. Initial Outcomes - Daily attendance rates monitored schoolwide - Identification of students with emerging attendance concerns Intermediate Outcomes - Reduction in chronic absenteeism - Improved attendance	☐ WSF, \$ ☒ Title I, \$30,824 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

			rates for identified students End-of-Year Outcomes ☐ Increased percentage of students attending regularly ☐ Sustained improvement in attendance across student groups	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Students demonstrate varying levels of social, emotional, and behavioral skills, and not all students have the support needed to consistently apply these skills in the school setting.	Enabling Activities: • Students will be taught and supported in developing emotional regulation, problem solving, and interpersonal skills. • Students will experience consistent expectations for behavior across all settings. • Students will receive timely support and intervention when behavioral needs are identified. • Students will build positive relationships with peers and adults to support appropriate behavior. • The school will implement Leader in Me practices to support the development of student leadership, goal setting, and positive behavior aligned to the school's vision. SW6 Accountable Lead: Nikki Martin	Progress will be monitored through behavior data and student outcomes. Initial Outcomes • Schoolwide behavior expectations are clearly defined and communicated • Identification of students needing additional behavioral support Intermediate Outcomes • Reduction in behavioral incidents • Improved use of positive behavior skills by students End-of-Year Outcomes	☐ WSF, \$ ☒ Title I, \$12,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: __, \$20,000 ☐ Other: __, \$
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			☐ Increased percentage of students demonstrating positive behaviors ☐ Sustained improvement in schoolwide behavior data	
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Nā Hopena A'o is a strong and established part of the school culture; continued focus is needed to ensure consistent and meaningful experiences for all students as the school continues to grow and evolve.	Enabling Activities: - Students will experience a school environment grounded in Nā Hopena A'o values, including belonging, responsibility, excellence, aloha, total well-being, and connection to Hawai'i. - Students will engage in place-based learning experiences that connect learning to culture, community, and environment, including through field-based learning opportunities and field trips. - Students will build relationships with peers, staff, and community that reflect Nā Hopena A'o values. - Students will demonstrate Nā Hopena A'o values through their actions, interactions, and contributions to the school community. SW5 Accountable Lead: Jessie O'Neill	Progress will be monitored through student experience and evidence of Nā Hopena A'o in practice across the school. Initial Outcomes - Shared understanding of Nā Hopena A'o values across the school community Intermediate Outcomes - Evidence of Nā Hopena A'o values reflected in student behavior and interactions - Evidence of place-based and field-based learning experiences across classrooms End-of-Year Outcomes	☐ WSF, \$ ☒ Title I, \$3,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: Aina Aloha, \$8,000
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			• Consistent student experience aligned to Nā Hopena A'o • Increased demonstration of Nā Hopena A'o values across the school community	
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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>	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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Opportunities for students to engage in career, community, and civic experiences have varied and have not always been intentionally connected to student learning.	Enabling Activities: - Students will participate in learning experiences that connect to real-world applications, including career awareness, community engagement, and civic responsibility. - Students will engage in place-based and community-connected learning opportunities with bus and entry fees for academic field trips provided for. - Students will interact with community members and participate in activities that build awareness of roles, responsibilities, and contributions within a community. - Students will apply their learning in meaningful ways that extend beyond the classroom. SW6 Accountable Lead: Nicole McCombs	Progress will be monitored through student participation and evidence of engagement in career, community, and civic learning experiences. Initial Outcomes - Opportunities for career, community, and civic learning are identified across grade levels Intermediate Outcomes - Evidence of student participation in connected	☐ WSF, \$ ☒ Title I, \$3,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			learning experiences • Evidence of community-connected or real-world learning opportunities End-of-Year Outcomes ☐ Increased student engagement in career, community, and civic experiences ☐ Consistent opportunities across grade levels	
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.		Enabling Activities: • Continue participating in complex and district articulation days. • Provide time for horizontal and vertical mixed grade level and cross-curricular articulation time. SW6 Accountable Lead: Nikki Martin		☐ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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 for enabling activities.</i>
2.1.1 Kindergarten teachers consistently use readiness assessment data to provide differentiated and targeted instruction that supports the development of foundational social, emotional, and academic skills.	Kindergarten readiness data has not been consistently used to inform differentiated instruction and early intervention, resulting in gaps in foundational social, emotional, and academic skills.	Enabling Activities: - All incoming kindergarten students will have the opportunity to participate in a 5-week kindergarten readiness summer program focused on developing foundational social, emotional, and academic skills. - All incoming kindergarten students will be assessed using the Kindergarten Readiness Assessment (KRA) prior to the first day of school or within 30 days of enrollment. - Kindergarten teachers will analyze KRA data to identify individual student needs and plan differentiated instruction aligned to readiness skills. - Teachers will provide targeted instruction in early literacy, language development, and social-emotional skills based on student readiness data. - Students identified as at risk based on KRA data will receive additional support through the Primary School Adjustment Program (PSAP) for up to 16 weeks.	Progress will be monitored through the implementation of assessment and instructional practices and their impact on student readiness. Initial Outcomes % of incoming students participating in the kindergarten readiness summer program % of students assessed using the KRA within	☐ WSF, \$ ☒ Title I, \$36,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

- Teachers and support staff will monitor student progress and adjust instruction and support as needed to ensure growth in readiness skills. **SW6**

Accountable Lead: Sue Forbes

established timelines

- Evidence of teacher use of KRA data to plan instruction

Intermediate Outcomes

- Evidence of differentiated instruction based on readiness data
- % of identified students receiving targeted support (e.g., PSAP)
- Evidence of instructional adjustments based on student progress

End-of-Year Outcomes

- Consistent implementation of readiness assessment and support



PRIORITY 2: High-Quality Educator Workforce In All Schools

			systems across classrooms • Instructional decisions driven by student readiness data • Improved kindergarten readiness outcomes (aligned to Priority 1)	
2.1.2 K–5 teachers consistently deliver standards-aligned reading instruction and use screening, diagnostic, and progress monitoring data to provide targeted, skill-specific instruction that ensures all students make progress toward reading proficiency.	Instructional practices and systems for using assessment data to inform differentiated and targeted reading instruction have not been implemented consistently across classrooms.	Enabling Activities: <u>Core Instruction & Responsive Teaching</u> • All K–5 teachers will provide standards-aligned reading instruction focused on essential standards, including explicit and systematic instruction in foundational skills in grades K–5. • Teachers will use formative assessment and student responses during instruction to adjust pacing, grouping, and support in real time. • Students who do not demonstrate mastery will receive targeted, skill-specific instruction aligned to diagnostic data until mastery is achieved. • Targeted instruction will be delivered primarily within Tier 1 core instruction, with additional support provided as needed. <u>Professional Learning & Instructional Support</u> • All K–5 teachers will receive targeted professional learning in foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary,	Progress will be monitored through the consistent implementation of assessment and instructional practices and their impact on student learning. Initial Outcomes • % of teachers administering universal screening and diagnostic assessments within established timelines	☐ WSF, \$ ☒ Title I, \$40,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		and comprehension, to support effective Tier 1 and Tier 2 instruction. - Professional learning will focus on: - Understanding the progression of foundational reading skills across grade levels - Using diagnostic assessment data (e.g., PAST, CORE Phonics Survey) to identify specific student needs - Delivering explicit, systematic instruction aligned to identified skill deficits - Providing targeted support within core instruction - Teachers will be supported in applying this learning through ongoing instructional support, including modeling, feedback, and collaborative discussion during PLCs. <u>Universal Screening & Diagnostic Assessment</u> All K–5 students will participate in universal screening assessments to determine reading proficiency levels and identify students who may require additional support. <u>Fall Screening Assessments</u> - All K-2 students will be assessed using DIBELS within the first two weeks of school to establish baseline reading performance.	- Evidence of targeted, skill-specific instruction aligned to diagnostic data - Evidence of standards-aligned reading instruction observed during classroom visits Intermediate Outcomes % of teachers regularly progress monitoring students receiving targeted instruction (every 2–3 weeks) - Evidence of instructional adjustments based on student data (grouping, pacing, support) - PLC documentation	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		• All Grade 1 students will be assessed using the STAR Early Literacy assessment within the first two weeks of school. • All Grade 2-5 students will be assessed using the STAR Reading assessment within the first two weeks of school. • Students performing below benchmark (yellow) or well below benchmark (red) on DIBELS or STAR will be assessed by the classroom teacher using the PAST assessment and/or CORE Phonics Survey within the first three weeks of school to diagnose specific skill needs in phonemic awareness, phonics, and foundational reading skills. <u>Winter Screening Assessments</u> • All K–2 students will be assessed using DIBELS within the last two weeks of Quarter 2 to monitor midyear reading progress. • All Grade 1 students will be assessed using the STAR Early Literacy assessment within the last two weeks of Quarter 2. • All Grade 2–5 students will be assessed using the STAR Reading assessment within the last two weeks of Quarter 2. • Students performing below benchmark (yellow) or well below benchmark (red) will be reassessed using the PAST assessment and/or CORE Phonics Survey to refine instructional focus and adjust targeted support based on student progress. <u>Spring Screening Assessments</u> • All K–2 students will be assessed using DIBELS within the last two weeks of the school year to determine end-of-year reading performance.	reflecting use of data to inform instruction End-of-Year Outcomes • Consistent implementation of screening, diagnostic, and progress monitoring practices across classrooms • Instructional decisions driven by student data • Improved student reading outcomes (aligned to Priority 1)	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		• All Grade 1 students will be assessed using both STAR Early Literacy and STAR Reading within the last two weeks of the school year. • All Grade 2–5 students will be assessed using the STAR Reading assessment within the last two weeks of the school year. • Students performing below benchmark (yellow) or well below benchmark (red) will be assessed using the PAST assessment and/or CORE Phonics Survey to identify remaining skill gaps and inform instructional planning for the following school year. <u>Use of Data to Inform Instruction</u> • Universal screening and diagnostic assessment data will be used to identify student strengths and areas of need, group students for instruction, and plan targeted, skill-specific support. Teachers will use diagnostic results to align instruction to specific foundational skill deficits and ensure that support is responsive to individual student needs. <u>Progress Monitoring & Instructional Adjustment</u> • Students receiving targeted instruction will be progress monitored regularly to evaluate the effectiveness of instruction and ensure continuous growth toward reading proficiency. • Students identified as performing below benchmark (yellow) or well below benchmark (red) will be progress monitored at least every 2–3 weeks using aligned assessments that match the identified area of need (e.g., phonemic awareness, phonics, fluency, or comprehension). • Progress monitoring data will be used by teachers to: ○ Adjust instructional strategies and pacing		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		○ Regroup students based on current performance ○ Modify or intensify targeted support as needed ● Teachers will ensure that progress monitoring is directly aligned to diagnostic data (e.g., PAST, CORE Phonics Survey) so that instruction remains focused on specific skill deficits. ● When students do not demonstrate adequate progress, instructional adjustments will be made promptly, including changes to grouping, instructional approach, or level of support. ● Progress monitoring data will be reviewed during PLCs to support collaborative problem-solving, ensure consistency across classrooms, and maintain shared responsibility for student growth. SW6 Accountable Lead: Sue Forbes		
2.1.3 K–5 teachers consistently deliver standards-aligned mathematics instruction and use assessment data to provide targeted, skill-specific support that ensures all students make progress toward proficiency.	Instructional practices and systems for using data to inform differentiated and targeted mathematics instruction have not been implemented consistently across classrooms.	Enabling Activities: <u>Core Instruction & Responsive Teaching</u> ● All K–5 teachers will provide standards-aligned mathematics instruction focused on essential standards. ● Teachers will engage students in problem-solving, mathematical discussion, and the application of concepts to deepen understanding. ● Teachers will use formative assessment and student responses during instruction to adjust pacing, grouping, and support in real time. ● Students who do not demonstrate mastery will receive targeted, skill-specific instruction aligned to identified needs until mastery is achieved.	Progress will be monitored through the implementation of instructional practices and their impact on student learning. Initial Outcomes ● % of teachers administering STAR Math within established timelines	☐ WSF, \$ ☒ Title I, \$56,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		- Targeted instruction will be delivered primarily within Tier 1 core instruction, with additional support provided as needed. <u>Professional Learning & Instructional Support</u> - All K–5 teachers will receive targeted professional learning in mathematics to strengthen conceptual understanding, procedural fluency, and mathematical problem solving. - Professional learning will focus on: - Using representations, visual models, and instructional routines to support conceptual understanding - Facilitating mathematical discourse that allows students to explain and justify their thinking - Implementing standards-aligned instruction with a balance of conceptual understanding, procedural fluency, and application - Using assessment data and student thinking to inform targeted, skill-specific instruction - Teachers will be supported through schoolwide and grade-level professional learning and instructional support, including collaborative planning, classroom-based learning experiences, and reflective feedback to strengthen instructional practice. <u>Universal Screening & Use of Data</u> - All Grade 2–5 students will be assessed using the STAR Math assessment in the fall, winter, and spring to monitor student performance and growth. - All Grade 1 students will be assessed using the STAR Math assessment in the spring.	- Evidence of standards-aligned mathematics instruction during classroom visits - Evidence of use of assessment data to plan instruction Intermediate Outcomes % of teachers regularly progress monitoring students receiving targeted support - Evidence of instructional adjustments based on student data - PLC documentation reflecting use of data to inform instruction	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		- Teachers will use STAR Math data and common grade-level assessment data to identify student strengths and areas of need and to plan targeted instruction. <u>Progress Monitoring & Instructional Adjustment</u> - Students receiving targeted instruction will be progress monitored regularly to evaluate the effectiveness of instruction and ensure continuous growth. - Teachers will: - Adjust instructional strategies and pacing - Regroup students based on current performance - Modify or intensify targeted support as needed - When students do not demonstrate adequate progress, instructional adjustments will be made promptly to ensure continued growth toward proficiency. - Progress monitoring data will be reviewed during PLCs to support collaborative problem-solving, ensure consistency across classrooms, and maintain shared responsibility for student growth. SW6 Accountable Lead: Sue Forbes	End-of-Year Outcomes - Consistent implementation of assessment and instructional practices across classrooms - Instructional decisions driven by student data - Improved student mathematics outcomes (aligned to Priority 1)	
2.1.4 K–5 teachers consistently implement a shared writing framework, including common expectations,	A consistent, schoolwide system for writing instruction, including	Enabling Activities: <u>Development of Writing System</u>	Progress will be monitored through the development and implementation of	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

instructional practices, and assessment tools, to support student proficiency in writing.	common expectations, instructional practices, and assessment tools, has not yet been developed or implemented.	• A K–5 writing framework will be developed, including: ◦ A consistent writing process (e.g., planning, drafting, revising, editing, publishing) ◦ Common language and expectations across grade levels ◦ Essential standards for informational/explanatory and opinion/argument writing • Common grade-level writing assessments will be developed and implemented across all classrooms. • Grade-level and schoolwide rubrics will be created to define expectations for writing proficiency. • Anchor papers will be developed to model varying levels of writing proficiency for each grade level. <u>Core Instruction & Instructional Practices</u> • Teachers will implement a consistent writing process across all grade levels. • Teachers will provide explicit instruction in writing, including: ◦ Organization and structure of writing ◦ Use of evidence and support for ideas ◦ Clarity and coherence • Teachers in grades K–2 will provide explicit instruction in handwriting, spelling, and sentence formation. • Teachers in grades K–5 will provide ongoing instruction in spelling, grammar, and sentence structure. • Students will engage in regular writing practice with opportunities for feedback and revision.	a consistent writing system and its impact on student learning. Initial Outcomes • Development of writing framework, common assessments, rubrics, and anchor papers • Evidence of implementation of a consistent writing process across classrooms Intermediate Outcomes • Evidence of use of common assessments and rubrics to guide instruction • PLC documentation reflecting analysis of student writing and	☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		<u>Core Instruction & Instructional Practices</u> • Teachers will implement a consistent writing process across all grade levels. • Teachers will provide explicit instruction in writing, including: ◦ Organization and structure of writing ◦ Use of evidence and support for ideas ◦ Clarity and coherence • Teachers in grades K–2 will provide explicit instruction in handwriting, spelling, and sentence formation. • Teachers in grades K–5 will provide ongoing instruction in spelling, grammar, and sentence structure. • Students will engage in regular writing practice with opportunities for feedback and revision. <u>Use of Data & Instructional Response</u> • Teachers will use common writing assessments and student work to identify strengths and areas of need. • Teachers will provide targeted support based on student writing needs while maintaining access to grade-level tasks. • Student work will be analyzed during PLCs to calibrate expectations and ensure consistency across classrooms. <u>Progress Monitoring & Adjustment</u> • Teachers will monitor student writing progress over time using common assessments and classroom-based evidence.	instructional decisions • Increased consistency in writing expectations across classrooms End-of-Year Outcomes • Full implementation of a schoolwide writing system • Instructional decisions informed by student writing data • Improved student writing outcomes (aligned to Priority 1)	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		• Instruction will be adjusted based on student performance, including changes to instruction, grouping, and support. • PLC time will be used to review student writing, refine instructional practices, and ensure alignment across grade levels. SW6 Accountable Lead: Sue Forbes		
2.1.5 K–5 teachers consistently provide standards-aligned science instruction and use common expectations and assessments to support student learning.	Teachers have had limited responsibility for science instruction in recent years, and a consistent approach to teaching science has not been established across classrooms.	Enabling Activities: • Essential science standards will be identified and communicated for each grade level prior to the start of the school year. • Teachers will provide regular science instruction aligned to grade-level essential standards. • Common grade-level science assessments will be developed and used to monitor student understanding. • Teachers will integrate reading, writing, and discussion into science instruction to support student understanding of content. • PLC time will be used to plan science instruction, share resources, and discuss student learning. • Basic materials and resources will be organized and shared to support classroom instruction. SW6 <u>Professional Learning & Instructional Support</u> • All K-5 teachers will receive targeted support to build confidence and consistency in science instruction based on their level of experience and readiness. • Support will focus on: ◦ Understanding grade-level essential standards and expectations	Progress will be monitored through the implementation of science instruction and its impact on student learning. Initial Outcomes • Essential science standards identified and shared • Development of common grade-level assessments • Evidence of science instruction occurring in classrooms	☐ 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

		○ Integrating science with reading, writing, and discussion to support content understanding ○ Designing and implementing hands-on, standards-aligned learning experiences ○ Using common assessments to monitor student understanding ● Teachers will be supported through PLC collaboration, shared resources, and access to modeling or guidance as needed. ● Teachers will receive support in the effective and intentional use of adopted curriculum resources to ensure alignment with essential standards and instructional expectations. Accountable Lead: Nicole McCombs	Intermediate Outcomes ● Evidence of standards-aligned science instruction during classroom visits ● PLC discussions focused on planning and student learning in science ● Use of common assessments to guide instruction End-of-Year Outcomes ● Consistent implementation of science instruction across classrooms ● Instruction informed by student performance ● Improved student science	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

			outcomes (aligned to Priority 1)	
2.1.6 Special education teachers consistently develop and implement high-quality, standards-aligned IEPs and ensure compliance with IDEA requirements, including timelines and documentation.	Systems for developing, implementing, and monitoring IEPs have not been consistently defined or implemented, resulting in variability in instructional quality, compliance, and adherence to timelines.	Enabling Activities: <u>IEP Development & Compliance Systems</u> • Clear standard operating procedures will be established for writing and implementing high-quality, data-driven IEPs. • All IDEA requirements, including timelines for evaluations, meetings, and documentation, will be consistently followed. • IEPs will include measurable, standards-aligned goals based on student data. • IEPs will be reviewed for quality, compliance, and alignment to ensure consistency across teachers. <u>Instructional Practices</u> • Special education teachers will provide targeted, individualized instruction aligned to IEP goals and student data. • Students will receive appropriate accommodations and supports to access grade-level content. • Educational assistants will be trained to support instruction aligned to IEP goals. <u>Professional Development & Coaching</u> • Targeted professional development will be provided on: ◦ Writing measurable, standards-aligned IEP goals	Progress will be monitored through the implementation of IEP systems, compliance with IDEA requirements, and their impact on student learning. Initial Outcomes • Use of standard IEP procedures • Evidence of measurable, standards-aligned IEP goals • Compliance with IDEA timelines Intermediate Outcomes • Evidence of instruction aligned to IEP goals • Regular progress monitoring and	☐ 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

		- Ensuring compliance with IDEA requirements and timelines - Delivering targeted, data-driven instruction <u>Progress Monitoring & Accountability</u> - Student progress toward IEP goals will be monitored regularly and used to adjust instruction. - IEP implementation, compliance with timelines, and documentation will be reviewed to ensure consistency and accountability. SW1 Accountable Lead: Hillary Watt	instructional adjustments - Ongoing coaching and professional development End-of-Year Outcomes - Consistent implementation of IEP systems and compliance requirements - Instruction driven by student data - Improved student progress toward IEP goals (aligned to Priority 1)	
2.1.7 School staff consistently implement behavior expectations and support systems to promote positive student behavior.	Behavior expectations and responses are not always implemented consistently across classrooms and settings.	Enabling Activities: - Students will be taught and supported in developing emotional regulation, problem solving, and interpersonal skills. - Students will experience consistent expectations for behavior across all settings. - Students will receive timely support and intervention when behavioral needs are identified. - Students will build positive relationships with peers and adults to support appropriate behavior.		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Students will receive explicit instruction and reinforcement of social and behavioral skills through counseling supports, including classroom lessons, schoolwide communication, and family outreach. Accountable Lead: Nikki Martin		☐ Other: __, \$
2.1.8 Grade level chairs demonstrate effective instructional leadership by building team capacity through facilitation of collaborative processes that support teacher growth and student learning.	Grade level chairs have not consistently been developed or supported in leading adult learning, resulting in variability in the effectiveness of team collaboration and PLCs.	Enabling Activities: - Grade level chairs will participate in targeted professional development on facilitating PLCs, leading adult learning, and supporting teacher growth. - Grade level chairs will be provided with clear expectations and structures for leading team meetings aligned to school priorities. - Grade level chairs will facilitate PLCs focused on problem-solving, teacher growth, and instructional improvement. - School leadership will provide ongoing support, feedback, and coaching to grade level chairs to strengthen their leadership practice. SW6 Accountable Lead: Sue Forbes	Initial Outcomes - PD and expectations for grade level chairs established Intermediate Outcomes - Evidence of effective PLC facilitation and team collaboration - Increased teacher engagement in PLCs End-of-Year Outcomes - Consistent, high-quality	☐ 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

			PLCs across grade levels Improved teacher practice aligned to school priorities	
2.1.9 All teachers demonstrate growth in instructional practice and achieve HTPD Level 5 or higher through a structured system of self-assessment, goal setting, classroom visits, feedback, and differentiated support.	High staff turnover and varying levels of teacher experience have resulted in inconsistent instructional practices and a need for a structured system to support teacher growth.	Enabling Activities: - Teachers will complete the HTPD self-assessment to identify their current level and professional growth needs. - Teachers will set individual professional goals aligned to their self-identified areas for growth. - A system of regular classroom visits will be implemented, with feedback aligned to each teacher's identified goals. - Teachers will receive timely, specific feedback aligned to their HTPD level and growth goals. - Support will be provided based on teacher need, with increased frequency of visits and support for teachers requiring additional development. - New and developing teachers will receive targeted onboarding and support aligned to HTPD Levels 1–2. SW6 Accountable Lead: Sue Forbes	Progress will be monitored through implementation of the HTPD support system and teacher engagement in professional growth. Initial Outcomes - Teachers complete the HTPD self-assessment and identify areas for growth Intermediate Outcomes - Ongoing classroom visits and feedback aligned to teacher goals	☐ 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

			- Teachers engage in reflection and adjust goals as their practice develops End-of-Year Outcomes - Increased number of teachers demonstrating stronger instructional practices - Increased percentage of teachers at HTPD Level 5 or higher	
2.1.10 All teachers new to the school, regardless of experience or start date, are successfully onboarded through a structured system that builds understanding of school expectations, aligns instructional practices, and supports effective teaching.	Onboarding has primarily occurred at the start of the school year, resulting in inconsistent support for midyear hires and variability in instructional practices and use of	Enabling Activities: - Teachers new to the school will participate in a structured onboarding process that includes an introduction to school expectations, systems, and priorities. - Onboarding will include key components such as a school tour, review of the academic plan, and clear expectations for instruction and professional practice. - Teachers will be introduced to curriculum resources and provided guidance on how to use them to support standards-aligned instruction.	Progress will be monitored through implementation of the onboarding system and new teacher understanding of school expectations and instructional practices.	☐ 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

	curriculum resources.	- Teachers who join midyear will receive a modified onboarding process within their first weeks to ensure timely understanding of expectations and support. - School leadership will provide ongoing support and check-ins to ensure new teachers are able to implement expectations effectively. SW6 Accountable Lead: Nikki Martin	Initial Outcomes - All new teachers participate in onboarding, regardless of start date Intermediate Outcomes - New teachers demonstrate understanding of school expectations and curriculum resources - Evidence of support and check-ins for new teachers End-of-Year Outcomes - New teachers implement instructional practices aligned to school priorities - Increased consistency in instruction	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

			across classrooms	
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	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 for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Membership and engagement have varied over time, and clear structures for consistent participation and communication have not always been established.	Enabling Activities: - The School Community Council will maintain full membership in accordance with requirements. - Meetings will be scheduled regularly and communicated in advance. - The principal will provide updates on school priorities, including the academic plan and student outcomes. - Council members will have opportunities to provide input and engage in discussion related to school improvement. SW4 Accountable Lead: Sue Forbes	Progress will be monitored through participation and engagement in School Community Council meetings. Initial Outcomes - Full membership established - Meeting schedule communicated Intermediate Outcomes - Regularly held meetings with member participation	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

			• Ongoing communication between the council and principal End-of-Year Outcomes • Active engagement of council members in school priorities • Consistent participation throughout the year	
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</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 for enabling activities.</i>
3.3.2 Families and community members actively participate in meaningful opportunities that support student academic achievement and contribute to school improvement.	Opportunities for family and community involvement have not always been consistently connected to student learning or accessible to all families.	Enabling Activities: - Families will be provided with opportunities to engage in activities that support student learning and understanding of academic expectations. - The school will communicate regularly with families about student learning, school priorities, and ways to support students at home. - Family engagement opportunities will be designed to be accessible and relevant to the diverse needs of the school community. - The school will build partnerships with community members and organizations to support student learning and school initiatives. SW5 Accountable Lead: Jessie O'Neill	Progress will be monitored through participation and engagement in family and community opportunities and their connection to student learning. Initial Outcomes - Family engagement opportunities are identified and communicated Intermediate Outcomes - Participation of families and community members in	☐ WSF, \$ ☒ Title I, \$2,210 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

			school opportunities • Evidence of activities connected to student learning and school priorities End-of-Year Outcomes • Increased family and community engagement in meaningful activities • Strengthened partnerships that support student achievement and school performance	
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★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	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 for enabling activities.</i>
3.3.3 The School Improvement Accountability (SIA) team ensures that all enabling activities in the academic plan are implemented with fidelity and on schedule, resulting in measurable progress toward our vision that all students demonstrate proficiency in reading, writing, math, and science.		Enabling Activities: • The SIA team meets weekly to monitor progress toward the academic plan and our vision that all students demonstrate proficiency in reading, writing, math, and science. • Each enabling activity has a clearly identified owner responsible for implementation and reporting. • Progress is reviewed using defined evidence, including student performance data and observable instructional practices. SW3 Accountable Lead: Sue Forbes		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
3.3.4 Technology Plan to include student and teacher access with updated technology equipment		Enabling Activities: • Provide teachers and students access to online programs, subscriptions, equipment, supplies, and other resources needed to provide instruction SW6 Accountable Lead: Nicole McCombs		☐ WSF, \$ ☒ Title I, \$40,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$

				☐ Other: __, \$
3.3.5 All students have academic supplies and materials to increase academic proficiency and growth		Enabling Activities: • Provide academic supplies and instructional equipment, student planners, textbooks, and curriculum requirements for all students to access and meet state academic standards SW6 Accountable Lead: Jessie O'Neill		☐ WSF, \$ ☒ Title I, \$40,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
3.3.6 All students engaged in culturally relevant healthy living habits		Enabling Activities: Support school priority areas of DOE Wellness Guidelines: • instructional content of health education classes includes a focus on knowledge and skills that support healthy eating and is aligned with the Hawaii DOE Standards for health education; (HE1) • nutrition education includes culturally relevant activities that are 'aina-based and hands-on, such as food preparation, taste-testing, farm visits and school gardens; (HE 3) • physical education in grades 5 includes a health-related student fitness assessment. (PE6) • Partnership with Malama I Ka Ola SW5 Accountable Lead: Jessie O'Neill		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant \$ ☒ Other: _Aina Aloha_, \$500

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

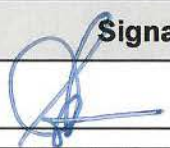
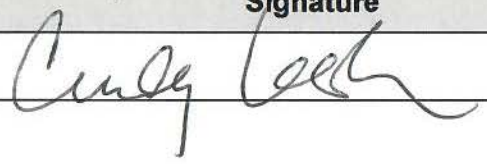
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kihei Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 8, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 31, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 1, 2026**

Attested:

Kihei Elementary School Principal	Signature	Date
Suzanne Forbes		Apr 1, 2026
SCC Chairperson	Signature	Date
Cindy Lester, SCC Chairperson		Apr 1, 2026

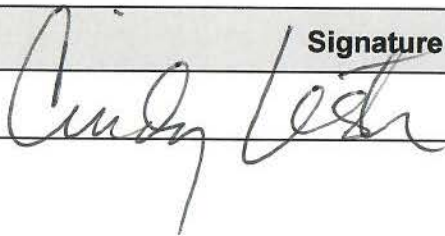
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Cindy Lester, SCC Chairperson		Apr 1, 2026

APPENDIX B: 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.**

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)	1300
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement

Kihei Elementary School Bell Schedule:

 Daily Schedule 		
Kihei Elementary School Bell Schedule SY24-25		
	M, T, Th, F	W
First Bell/Opening	7:40am - 7:45am	7:40am - 7:45am
Homeroom/Morning Broadcast	7:45am - 8:00am	7:45am - 8:00am
1st Block	8:00am - 10:00am	8:00am - 10:00am
Recess	9:25am - 9:40am (K, 1, 2)	9:25am - 9:40am (K, 1, 2)
	9:45am - 10:00am (3, 4, 5)	9:45am - 10:00am (3, 4, 5)
2nd Block	10:00am - 12:30pm	10:00am - 12:30pm
Lunch	10:50am - 11:25am (K, 1)	10:50am - 11:25am (K, 1)
	11:20am - 11:55pm (2, 3)	11:20am - 11:55pm (2, 3)
	11:50am - 12:25pm (4, 5)	11:50am - 12:25pm (4, 5)
3rd Block (End of School)	12:30pm - 2:00pm	12:30pm - 1:15pm
Prep/Meetings for Teachers	2:00pm - 2:45pm	2:00pm - 2:45pm