NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Kilohana Elementary Sch9ol 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: Shona Mae Pineda	
Shona Pineda	04/04/2025

Approved by Complex Area Superintendent: Rebecca Winkie	
[*Rebecca Winkie*	04/13/2025

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ⌄	ORIGO Stepping Stones 2.0 ⌄	Amplify	
6	'20 Wonders ⌄	Select One ⌄ Into Math	Amplify	
	Select One ⌄	Select One ⌄		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	Heggerty, Enhanced Core Reading Instruction (ECRI) IXL, Smarty Ants	IXL		
3-6	Systemic Templates to Advance Important Reading Skills (STAIRS) IXL, Achieve 3000	IXL, Reflex Math		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☑ Panorama   ☑ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	STAR Enterprise ⌄	STAR Enterprise ⌄
K-6	DIBELS ⌄	DIBELS ⌄
Kindergarten	HI KRA ⌄	Other: ⌄

IDENTIFIED SCHOOL NEEDS

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

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

Year of <u>Last Visit</u>: SY23-24   Year of <u>Next Action</u>: SY25-26   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ▾   Type of <u>Next Action</u>: Probation ▾   SY27-28

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized.
"*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"**
Please number the student need and root/contributing cause for ease of cross-referencing.

1

Student Need: Increase academic achievement by implementing more consistent and comprehensive core instruction in reading, math, and science.

Content Area	SY 2022-2023 Proficiency	SY 2023-2024 Proficiency
English Language Arts (ELA)	26%	27%
Mathematics	28%	19%
Science	17%	= = =

WASC#3: KES leadership with input from teachers must utilize targeted professional development in the areas of response to intervention (RTI), especially Tier 1 instruction in foundational reading, MTSS implementation, and professional learning community (PLC) practices.
WASC #4: KES leadership with input from teachers must develop systems which support the implementation of curriculum, instructional strategies, and RtI with fidelity.

Root/Contributing Cause:

	1a. Inconsistencies in delivery of Tier 1 core instruction and ELA, Math, and Science 1b. Inconsistencies in recording and reporting Tier 1 progress and analyzing formative assessment data to guide next steps
2	**Student Need:** Increase academic achievement by implementing more consistent and targeted Tier 2 and 3 interventions in reading and math.

SY23-24 School-Wide Reading Data				SY23-24 School-Wide Math Data			
Proficiency	**Beginning**	**Middle**	**End**	**Proficiency**	**Beginning**	**Middle**	**End**
Green (MP)	15%	18%	25%	Green (MP)	14%	22%	22%
Yellow (DP)	23%	29%	25%	Yellow (DP)	34%	31%	27%
Red (WB)	62%	53%	49%	Red (WB)	52%	47%	50%
SY24-25 School-Wide Reading Data				SY24-25 School-Wide Math Data			
Proficiency	**Beginning**	**Middle**	**End**	**Proficiency**	**Beginning**	**Middle**	**End**
Green (MP)	15%	21%		Green (MP)	13%	23%	
Yellow (DP)	42%	33%		Yellow (DP)	49%	36%	
Red (WB)	44%	46%		Red (WB)	39%	41%	

WASC#1: School leadership and staff must continue to find ways to incorporate MTSS to improve student learning and performance which must include developing systems that allow for consistent data reporting and recording of Tier 1, 2, and 3 progress
WASC #4: KES leadership with input from teachers must develop systems which support the implementation of curriculum, instructional strategies, and RtI with fidelity.

Root/Contributing Cause:
2a. Inconsistencies in the delivery of Tier 2 Intervention in ELA and Math
2b. Inconsistencies in recording and reporting of Tier 2 and 3 progress monitoring and analyzing formative assessment data to guide next steps

3	**Student Need:** Increase student attendance (decrease absenteeism rates) by providing clear and coherent expectations and outcomes guided by the Na Hopena A'o values of **B**elonging, **R**esponsibility, **E**xcellence, **A**loha, **T**otal Well-Being, and **H**awai'i. WASC #2. All stakeholders must develop an updated vision for the future they envision for KES students and define the mission for ensuring that all students achieve their potential. **Root/Contributing Cause:** 3a. Current V&M developed 15+ years ago. Continue the process to be able to create a V & M statement that better meets current educational research and the future KES envision for students. Prepare students with skills, mindset, and values to contribute and thrive in changing times locally and globally. 3b. Students and parents need opportunities to engage in and with school to strengthen their sense of belonging, responsibility, and ownership.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.				
1	**Targeted Subgroup:** English Learners, Economically Disadvantaged, and Students Receiving Special Education Services				

Targeted Subgroup: English Learners, Economically Disadvantaged, and Students Receiving Special Education Services

School Year	Content Area	High Needs	Non-High Needs	Achievement Gap
2022 - 2023	ELA	25%	= = =	= = =
	Math	28%	= = =	= = =
2023-2024	ELA	24%	= = =	= = =
	Math	18%	= = =	= = =

Identified Student Need(s): Although Strive HI data shows no achievement gap, there is still a need for increased academic achievement and progress within the Special Education category.

2	**Targeted Subgroup:**
	Identified Student Need(s):

3	**Targeted Subgroup:**
	Identified Student Need(s):

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 <u>provided necessary and timely support</u> to develop foundational skills for learning.	Need to get baseline information on all kindergarten students to determine their strengths and needs to effectively support their foundational learning.
	
	State mandated
	
	1a
	2a
		Provide Kindergarten Summer Transition Program and a Kindergarten parent information session
		
		All incoming Kindergarten students will be given the Kindergarten Readiness Assessment (KRA) as determined by HIDOE.
		
		All Kindergarten students will be given the STAR and DIBELS academic screeners and rated on the Panorama SEL survey for readiness and support needs.
		
		Tier 2 instruction provided for students identified as needing support to develop functional skills for learning.
		  ● Small groups
		
		Tier 3 intervention provided for students identified in need of intensive support.
		  ● Counseling
			KRA
			DIBELS
			STAR
			Panorama SEL
				☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

		● Counseling Name of accountable lead(s): Kindergarten Teacher RTI Team Principal		

| 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. | 1a, 1b 2a, 2b | **Tier 1:**
All K-6 teachers will implement vertically aligned core curriculum and agreed-upon "look fors" and non-negotiable instructional strategies for ELA, which includes consistent implementation of Reading Wonders with fidelity.
Grades K-2 Teachers consistently implement early literacy needs through a daily dedicated Reading Foundations block using ECRI (Enhanced Core Reading Instruction), Heggerty
Grades K-3 teachers engage in each tiered system of support to provide students with necessary interventions.
Grades 3-6 Teachers consistently implement STAIRS into daily core curriculum using STAIRS (Systemic Templates to Advance Important Reading Skills)

All K-6 teachers will create and follow a pacing guide

Tier 2:
Grades K-6 will implement a dedicated intervention block to target specific Reading Foundation Skills.

Tier 3:
Targeted Intervention provided to students K-6 for students identified as in need of intensive support.

Grade band (K-2 and 3-6) and individual grade meetings will take place (PLC, Student-Focused Teams) to monitor and assess students' progress toward being on grade level and identify best instructional practices and strategies to address student needs. | Walkthrough Data

Tier 1, 2, and 3 assessment data logged in agreed-upon space (ie. school google docs, Panorama Dashboard)

DIBELS: BOY, MOY and EOY assessments

Agenda/notes | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other: 21st Century |

		All students will be offered after-school tutoring through the 21st Century Program. Name of accountable lead(s): K-6 Teachers RTI Team HMTSS Team Principal		

| 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. | 1a, 1b 2a, 2b | Tier 1:
All teachers K-6 will implement vertically aligned core curriculum and agreed upon "look fors" and non-negotiable instructional strategies for Math, which includes ORIGO Stepping Stones (K-5) and Into Math (6th) with fidelity.

Tier 2:
Grades K-6 will implement a dedicated intervention block to target specific Math Skills.

Tier 3:
Targeted Intervention provided for students identified as in need of intensive support.

Grade band (K-2 and 3-6) and individual grade meetings will take place (PLC, Student-Focused Teams) to monitor and assess students' progress toward being on grade level and identify best instructional practices and strategies to address student needs.

All teachers K-6 will create and follow a pacing guide.

All students will be offered after-school tutoring through the 21st Century Program.

Name of accountable lead(s):
K-6 Teachers
RTI Team
HMTSS Team
Principal | Walkthrough Data

Tier 1, 2, and 3 assessment data logged in agreed-upon space (ie. school google docs, Panorama Dashboard)

DIBELS:
BOY, MOY and EOY assessments

Agenda/notes | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other: 21st Century |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

(Required for all schools) | 1a, 1b
2a, 2b | All students will be given the STAR and DIBELS academic screeners and take or be rated on the Panorama SEL survey for readiness and support needs. These universal screeners will be given during the beginning, middle, and end of the year.

All students will receive consistent Tier 1, grade-level core instruction in all subject areas.
Students identified as needing additional support will receive Tier 2 interventions in reading and math.
Students identified as needing intensive support in reading and math will receive Tier 3 interventions.

Provide additional tools to support student achievement (i.e. online programs, digital access to core curriculum)

Kilohana will continue to develop and incorporate HMTSS to improve student learning and performance to include developing a system that allows for consistent data reporting and recording of Tier 1, 2, and 3 progress.

State and Complex services and professional training will be used to support improvements in student achievement (i.e. Complex HMTSS PLCs, HMTSS School Lead/Team meetings, PD, LETRS)

Name of accountable lead(s):
K-6 Teachers
RTI Team
HMTSS Teams
Principal | Tier 1, 2, and 3 assessment data logged in agreed upon space (ie school google docs, Panorama Dashboard) | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools. | 1a
2a
3b | All 6th graders will participate in the island-wide 6th grade transition day.

All 6th graders will participate in the Kilohana transition day.
(Molokai Middle School and Molokai High School Student Activities Coordinator, School Counselors, Administrators, Athletic Director, and Football coach)

Transition/communication for students receiving supports (i.e. SPED, 504)

Name of accountable lead(s):
Kindergarten Teacher
Grade 6 Teacher
SPED Team
Counselor
Principal | Survey Data

Transition Meeting Agenda

Survey Data

All PreK students (4 year olds) will be on track to meeting TS Gold standards by the EOY | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.6
All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. | 1b
2b | Staff and teachers will follow the HMTSS Blueprint.

HMTSS School Leads will attend PLC meetings to collaborate and plan for the school's implementation of HMTSS.

Quarterly meetings will be held with the HMTSS School Team to discuss progress and next steps.
(i.e. meetings with complex area HMTSS leads)

Students will receive tiered support as determined by various assessment data guided by the HMTSS process.

Name of accountable lead(s):
PreK-6 Teachers
HMTSS Domain Leads
Principal | Quarterly review and update of the Blueprint

Completion of HMTSS tool.

Tier 1, 2, and 3 assessment data logged in agreed upon space (ie school google docs, Panorama Dashboard)

Meeting/PLC agenda/notes

Referral process/flow chart | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	3a 3b	Consistently implement the Tier 1 attendance policy and monitor student's attendance to lower chronic absenteeism: ● Communicate clear, proactive attendance procedures to teachers, staff and students/parents. (i.e benefits of attending school daily) ● Build and sustain positive teacher/student and school/home relationships. ● Create a safe and welcoming environment ● Administration, teachers, and staff will encourage student attendance and will implement proactive follow-up procedures when students are absent. ● Students will receive recognition for attendance. Tier 2 and Tier 3 - Student's who are or were identified as chronically absent will have a SMART goal developed and monitored. Attendance interventions: ● Provide proactive strategies to support, improve, and motivate (family, teachers, students) ● Quarterly recognition	Attendance Reports and other data Panorama dashboard data	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		● Messaging and engagement (i.e. phone calls home, notes home) ● Collaborate with Social Worker (i.e. home visits, attendance meetings) ● Implement strategies to curb chronic absenteeism (Panorama Playbook, Attendance toolkit) Name of accountable lead(s): Counselor HMTSS Attendance Team PreK-6 Teachers Principal		

| 1.2.2. All students demonstrate positive behaviors at school.

Required for all schools. | 3a
3b | Behavioral RtI, Classroom Management Routines, SEL, and PBIS will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment.

All students will follow the school-wide 3Bs Behavior Expectations Guidelines aligned with Na Hopena ʻAo-HA Framework (behavior matrix) to encourage positive and safe behaviors.

Provide training/professional learning and support to the staff on processes/strategies to support safe and positive behaviors (i.e. referral process, risk/threat assessment, safety care)

Quarterly Peer Review Meetings to address high-need behavior students.

Activities will be planned to create a positive culture and outlook on school (i.e. quarterly awards/recognition, Monthly SEL theme, quarterly spirit week, wellness activities, monthly buddy lunch and birthday lunch)

All teachers will use the Second Step SEL curriculum and SEL Survey results to support the social emotional well being of students. (i.e. effective strategies from SEL survey to provide targeted instruction and support)

Name of accountable lead(s):
Counselor
Principal
Teachers PreK-6 | Behavior Incident Data

Agenda/notes

Agenda/notes

Second Step usage report gathered and reviewed by teachers and/or GLCs. | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		HMTSS Team		
1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	3a 3b Sustain and strengthen activities and events that instill and promote the components of Na Hopena Aʻo (HA) Framework	All students will be given opportunities to learn through well-rounded and relevant instruction, rooted in the Na Hopena ʻAʻo values of Belonging, Responsibility, Excellence, Aloha, Total Well Being, and Hawaii. (i.e. Ka Hale Hoaka, GLOs and HA) ● Ike Hawaii lessons (Kupuna) ● Participation in daily PIKO ● Culturally relevant learning in the community ● Student learning showcases, and others ● School Makahiki ● May Day Name of accountable lead(s): PreK-6 Teachers Counselor Principal	GLO school report	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?" Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	WASC Growth Area (A1) Critical Area for Follow Up (2) Increase opportunity for student engagement and voice	Kilohana School stakeholders will continue to develop an updated vision for the future we envision for our students and define the mission for ensuring all students achieve their potential. School administration and teachers/staff will coordinate and implement activities that promote career, college awareness and exploration will be provided for students through: ● Field Trips/excursions ● Student research ● Career Day (i.e. Touch a Truck, Multicultural activities, community leaders/partners presentations) ● Guest Speakers ● Transition activities ● Community Partnerships (i.e. MPD LEAD Program grades 5-6) ● Student Leadership ● Community Makahiki School administration and teachers/staff will coordinate and implement activities that foster students'	Vision and Mission Event Agendas and Surveys	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		connection with their community and develop a sense of civic responsibility through: ● 'Aina-based learning ● Service-based learning ● Guest Speakers ● Student Research ● Student Learning Showcases ● Field Trips A Student Council to provide opportunities for leadership development, communication skills, and exploration of community engagement. All grade levels will teach Hawaii Core Standards in Social Studies related to careers, community, and civics Name of accountable lead(s): Teachers GLCs Counselor Principal	Teacher plans	
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.	3b	Implement strategies throughout the school year that prepare students for middle/high school (i.e. Na Hopena 'A'o framework, GLO integration, study skills, note-taking, organization, inquiry, research, use of technology, computer science, MHS graduate profile) Name of accountable lead(s): Counselor PreK-6 Teachers Principal	Progress reports	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.3.3. All students graduate high school with a personal plan for their future.	3b	All students (PreK-6) will be exposed to a variety of career and higher education paths, and lessons in life skills and community responsibility. (i.e. Multicultural career activities) Name of accountable lead(s): Counselor PreK-6 Teachers Principal	Events agendas Survey data	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
2.1 All teachers are certificated as highly-qualified and rated effective or highly effective on the EES.	1a 2a	All teachers will be provided support: ● EES (classroom and non-classroom) ● Walkthrough feedback ● Individual supports targeting individual needs All teachers will utilize professional development in: ● Response to Intervention (RtI) ● Tier 1, 2, and 3 in reading and math ● MTSS implementation ● Professional learning community practices (PLC) School Level or Complex Mentors for all new teachers Name of accountable lead:	Walkthrough data PD opportunities Mentor and Mentee meetings, classroom visits	☑ WSF, $ ☐ Title I, $ ☑ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		Shona Pineda, Principal	
2.2 All schools' support staff are effective or receive necessary support to become effective	1a 2a	All support staff will be provided supports including: ● Attending training during PC Days, waiver days, staff meetings, Professional learning (i.e. effective practices and strategies concerning their roles) ● Provided information to attend classes for advanced placement ● Orientation for new staff Name of Accountable lead: Shona Pineda, Principal	Agenda/notes
2.3 All instruction is driven by analyzed data in a collaborative system involving necessary stakeholders to make instructional and operational decisions for our students and school.	1b 2b	All teachers and support staff where applicable, will participate in HMTSS trainings/meetings, data team cycles/meetings, PLCs, Student Focused and Behavior Support Team meetings to analyze student work, plan for appropriate instruction and intervention, monitor progress, and adjust instructional plans if necessary. Name of Accountable lead: Shona Pineda, Principal	Agenda/notes
2.4 There is a system for data reporting and recording of Tier 1, 2, and 3 progress.	1b 2b	All teachers will complete necessary data recording and reporting in the Panorama informational platform and the school's agreed upon Google Data/RTI docs.	Completion of Data forms/Data platform (Panorama, Google docs.)

		Recording and updating data will allow for effective analysis during meetings and collaboration settings to plan for continued instructional improvement. Name of accountable lead(s): Shona Pineda, Principal		

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.*	3b	The Kilohana School Community Council will have full membership with all required stakeholder positions. The Council will meet monthly to review school level plans, other school related activities and initiatives, to give role group reports, and discuss pertinent issues. Name of accountable lead(s): Shona Pineda, Principal School Community Council, Chairperson	SCC Roster Monthly meeting agendas/minutes	☑ WSF, $ ☑ Title I, $ ☐ 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 Increase parent and community engagement and communication	3b	Kilohana School will provide families/community multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being: ● Open House/Welcome Back to School ● KSPTA family events and meetings (roomparents) ● School Community Council ● Student led-conferences ● School activities/events (i.e. Title 1 Family Engagement, Always Dream, Surf Reader, Grandparents Day, Makahiki, Safety Day, May Day and others) ● Book Fair (2-3 times a year) ● Showcase of student learning ● Family volunteers Provide weekly staff bulletins, monthly newsletters, monthly School Messenger call-outs to families and staff, social media, SCC meeting dates and invites, and school website, variety of teacher parent communication, and mobile app communication.	Sign-In sheets and/or Surveys School Messenger School Website Social Media Parent Meetings School Newsletter	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		Name of accountable lead(s): Principal PreK-6 Teachers Counselor Title 1 Family Engagement Coordinator School Community Chairperson		

★ 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.*
(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)			Completion of Data Forms/Data Platform	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Kilohana 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1080 hours - 36 hours (pending approval of 6 waiver days) = 1,044 total hours for SY25-26
Did your school submit a SCC Waiver Request Form? Please explain. An SCC Waiver request for six (6) waiver days was submitted on nJanuary 13, 2025. We are in the process of being notified if we will be granted the six (6) waiver days. If granted by the Hawaii State Board of Education, a total of 36 hours of student time lost is equivalent to the 6 waiver days.	Yes.
Bell Schedule: DRAFT Bell Schedule SY25_26	