NĀ HOPENA A'O

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

Maunaloa Elementary School Academic Plan SY 2025-2026

128 Maunaloa Road
Maunaloa HI 96770
(808) 774-8300
https://maunaloa-elementary-school.weebly.com/

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

Submitted by Principal: Kimberly Ka'ai		Approved by Complex Area Superintendent: Rebecca Winkie	
Kely Kaai	02.21.2025	*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 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
	'23 Wonders ▾	Ready ▾	Amplify Science	
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	IXL	IXL		
3		Struggly		
K-2	Enhanced Core Reading Instruction (ECRI)			
3-6	Systematic Templates to Advance Important Reading Skills (STAIRS)			

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: eCSSS

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 <u>screening and/or progress monitoring assessments</u> 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	I-Ready ▾	I-Ready ▾
K-6	DIBELS ▾	Teacher Created ▾

IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: 2023   Year of Next Action: 2026   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ⌄   Type of Next Action: Progress Report (No Visit) ⌄   2029

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

1

Student Need: [Increase student achievement in English Language Arts, Math, and Science.]

Content Area	2021-2022	2022-2023	2023-2024
ELA	22%	11%	32%
MATH	11%	6%	32%
SCIENCE	50%	33%	17%

WASC #4: Examine current Tier 1 instructional practices to ensure that all students can "productively struggle" and demonstrate learning independently.

Root/Contributing Cause: [The root cause of many of our school's challenges is rooted in the need for a strengthened Tier 1 instruction through using a guaranteed and viable curriculum, which allows for a rigorous instructional framework rooted in student-centered pedagogical practices, aligned and connected standards, and a purpose-driven learning structure. While our school is particularly strong in developing students' social-emotional needs and is well-resourced, these assets are not being used to their full potential to drive rigorous instructional practices.]

2	**Student Need:** [Ensure a strong HMTSS system is in place where Tier 1 instructional practices are implemented, allowing students to demonstrate learning independently, as well as timely and appropriate interventions for Tiers 2 and 3.]
	WASC #2: Develop systems to utilize screening results to move students through tiers with appropriate interventions.
	Root/Contributing Cause: [Establishing school-wide practices through our Instructional Leadership Team is critical in strengthening tier 1, as well as allowing students to persevere through difficulties to demonstrate learning independently. Ensuring that our HMTSS system is consistently implemented with frequent analysis of student data and progress monitoring is key to sustaining a strong HMTSS system.]

3   **Student Need:** [Maintain daily attendance rates]

	Daily Attendance Percentage	Chronic Absenteeism
SY 2021-2022	87.64%	63%
SY 2022-2023	88.96%	42%
SY 2023-2024	93%	6%

Root/Contributing Cause: [The root cause of the school's attendance challenges within previous years has been rooted in students having to stay home when displaying Covid-like symptoms. After returning to school from the pandemic, families were unclear about the changes to Covid guidelines as well as the importance of regular attendance. In SY 23-24, Maunaloa School reinstated our MAP and increased our communication with families, which has significantly increased daily attendance. We would like to maintain this in the upcoming years.]

	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:** [Special Education]			
	Identified Student Need(s): [Increase student achievement in ELA and Math within the Disabled category]			
		2021-2022 SPED	2022-2023 SPED	2023-2024 SPED
	ELA Gap	0/3= 0%	⅓= 33%	0/4= 0%
	Math Gap	0/3= 0%	0/3= 0%	¼= 25%
2	**Targeted Subgroup:** [Insert text]			
	Identified Student Need(s): [Insert text and/or image]			
3	**Targeted Subgroup:** [Insert text]			
	Identified Student Need(s): [Insert text and/or image]			

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.	[2a]	- All students will be assessed using the schools Universal Screener (iReady Reading and Math, DIBELS, and Panorama. KEA Assessment will be completed for Kindergarteners.) - All students will be provided academic support during school-wide RTI Tier 2 blocks. - Identified students not responding to Tier 2 interventions will be provided Tier 3 support. - All students' progress will be monitored using DIBELS and/or iReady assessments. Accountable Leads: - Data Coach/Curriculum Coordinator, Principal	[Maunaloa School Data Matrix]	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 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] | - All students will have access to high-quality instruction through a Guaranteed and Viable Curriculum. (Reading Wonders)

- All students will receive high-quality instruction through the lens of Core 4 of Personalized Learning. (Targeted Instruction, Reflection & Goal Setting, Collaboration & Creativity, and Flexible Path and Pace.)

- All students will receive school-wide Powerful Instructional Practices as identified through our ILT.

- All students will be monitored through our school-wide Response to Intervention System. (see 1.1.1)

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

Accountable Leads:
- Data Coach/Curriculum Coordinator, Principal | [Principal and ILT walkthroughs, Data Matrix, School-wide Data Sheet.] | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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]	- All students will have access to high-quality instruction through a Guaranteed and Viable Curriculum. (Ready Mathematics) - All students will receive high-quality instruction through the lens of Core 4 of Personalized Learning. (Targeted Instruction, Reflection & Goal Setting, Collaboration & Creativity, and Flexible Path and Pace.) - All students will be monitored through our school-wide Response to Intervention System. (see 1.1.1) - All students will be offered after-school tutoring through the 21st Century Program. Accountable Lead: - Principal	[Principal walkthroughs, Data Matrix, School-wide Data Sheet.]	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	[3a]	- All students will receive high-quality, standards-based instruction connected to rigorous, project-based learning opportunities rooted in ʻāina-based education. - All students will participate in the quarterly showcase of learning hōʻike. - All teachers will participate in Data-Driven Instructional Cycles throughout the school year. - All teachers will participate in Student-Focused Team Meetings (held 5x a year). Accountable Leads: - Data Coach/Curriculum Coordinator, Principal	[Principal walkthroughs, Data Matrix, School-wide Data Sheet.]	☑ 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. | | - All 6th graders will participate in our island-wide 6th grade transition day at least once a year.

Accountable Leads:
- 6th grade Teacher, Principal | [Transition meeting notes and/or correspondence between Complex, MMS, and MES] | ☑ 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.
	[2a]	- Implement the Molokai Attendance Program (MAP) throughout the school year.
		   - Monitor the attendance status and progress of all students through our MES Daily Attendance Tracker and MAP expectations.
		   - Implement attendance interventions through MAP.
		   - Implement attendance incentive strategies through PBI.S
		
		- Utilize Complex support to assist in messaging the importance of regular attendance.
		
		- Utilize the Community School Coordinator to be a part of our Attendance Team.
		
		Accountable Leads:
		- Community School Coordinator, Office Assistant, Principal
			[Attendance Data in Lei Kulia]	☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	[3a]	- All students will receive Social-Emotional Learning lessons through the school-wide Second Step Curriculum through classroom lessons as well as morning PIKO. - Consistently implement Maunaloa School Expectations. - Maunaloa Faculty and staff will continue to implement school-wide Gotchas and PBIS initiatives. Accountable Leads: - PBIS Committee, Teachers	[Discipline data on LEI Kulia]	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*		- All students will receive high-quality, standards-based instruction connected to rigorous, project-based learning opportunities rooted in ʻāina-based education. - All students will participate in the quarterly showcase of learning hōʻike. - All students will experience Nā Hopena Aʻo through Hawaiian Studies as well as morning PIKO. Accountable Leads: - Teachers, Hawaiian Studies PTT	[Quarterly Hōʻike Projects, PIKO slides]	☑ 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.*		- All students will receive high-quality, standards-based instruction connected to rigorous, project-based learning opportunities rooted in ʻāina-based education. - The annual Touch a Truck Career Night will be offered to our students and families. - The annual ʻAha ʻŌpio Community Event will be offered to all teachers to participate and showcase student work. Accountable Leads: - Community School Coordinator, F&C Support Team	[Ohana Night Sign In and Flyer, Quarterly Hōʻike Projects]	☑ 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.*
2.1.2. All teachers are effective or receive the necessary support to become effective.		- Administration will provide all teachers with a clear understanding of what constitutes successful teaching/system improvement through EES. - Administration will provide regular feedback to teachers that is essential to learning and/or improvement. Accountable Lead: - Principal	[EES, Weekly Announcements]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.2.2. All school support staff are effective or receive the		- Administration will provide all support staff with a clear understanding of what constitutes meeting expectations through the PAS.	[PAS, Weekly Announcements]	☑ WSF, $ ☐ Title I, $ ☐ Title II, $

necessary support to become effective.		Accountable Lead: - Principal		☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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.*		- Ensure full membership of the School Community Council. - Ensure regular meetings with the School Community Council. Accountable Leads: - Principal	School website, SCC agenda/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- Bridge the gap between home and school by creating a robust support network to intentionally connect families to classroom learning and underscore the importance of regular attendance.	MES needs to increase community support to make Maunaloa a hub for community resources for our students and families. (CSI-MRI)	- Engage the Family & Community Support Team with our Community School Coordinator to provide a variety of Ohana Nights each quarter. - Work with the Complex Area Support Team to support attendance messaging at Quarter 1 Ohana Night. Accountable Leads: - Community School Coordinator, F&C Support Team	Parent Sign-In Sheets, Flyers, etc.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
3.3.3- Continue to focus on SEL to meet a broad, holistic set of student needs to support their academic success.	To create a positive climate and culture.	- Hire a dedicated school-level counselor to monitor and respond to students' social-emotional needs. - Embed social-emotional learning into core academic course material. Accountable Leads: - Teachers, Data Coach/Curriculum Coordinator	Panorama Survey, LEI Kulia: Discipline Referrals	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
Create a more responsive school data culture by improving data collection practices, and implementation around academics & behavior.	3a	- Conduct Student Focused Team Meetings at least 5x a year. - All students will participate in our school's Response to Intervention System, under HMTSS. - All teachers will participate in quarterly Data Teams around writing genres. Accountable Leads: - Data Coach/Curriculum Coordinator, Principal	Panorama Survey, LEI Kulia: Discipline Referrals	☑ 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 Maunaloa Elementary Schools 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*)	1170 instructional hours per year (including Waiver Days)
Did your school submit a SCC Waiver Request Form? Please explain. Maunaloa School requests six (6) waiver days for SY 2025-2026. All waiver days will be utilized to provide/participate in Professional Development and Teacher Collaboration that would not be available during the school year. With a shortage of substitute teachers, requesting Waiver Days is a viable alternative to allow for all faculty and staff to participate in quality PD and collaboration and instructional planning/modifications, as well as school safety protocols. This request directly aligns with our WASC critical areas of need within our Academic Plan, and the allotted non-student days do not provide enough collaboration time required to implement quality systems and instructional practices.	Yes
Bell Schedule: [Maunaloa School Bell Schedule](#)	