




# Kamali'i Elementary School


## Academic Plan

### SY 2025-2026

**180 Alanui Kealii**  
**808-875-6840**  
**[www.kamaliischool.org](http://www.kamaliischool.org)**

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

Submitted by Principal <b>Cynthia Rothdeutsch</b>	
<div>Insert signature</div> 	<div>4/1/25</div>

Approved by Complex Area Superintendent <b>Lori Yatsushiro</b>	
	<div>4/14/25</div>

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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		
	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-2	Magnetic Reading			
K-5	i-Ready lesson path	i-Ready lesson path		

### 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: RTI program, Student Data sheets for ELA and Math to guide small group instruction, L2L

### UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	I-Ready ▾	I-Ready ▾
K-5	Select One ▾	Other: ▾ Listening to Learn
K	KEA ▾	Select One ▾

## 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: [Last Full Self-Study: Spring 2021, Next Full Self-Study: Spring 2027]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023-2024

Year of Next Action: [Insert year]

Year of Next Self-Study:

Type of Last Visit: Progress Report (No Visit) -

Type of Next Action: Select One -

[Insert year]

**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	<p><b><u>Student Need:</u></b> Increase student achievement and growth in math and ELA. Increase student instruction in science and social studies standards.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <ul style="list-style-type: none"> <li>1 a. Varying use and understanding of RCM curriculum and math standards and practices (fluency &amp; strategies)</li> <li>1 b. Varying time during the school day devoted to RCM (45 minutes x 4 days per week minimum)</li> <li>1 c. Varying knowledge of how to examine math data regularly and accurately to inform next steps for all learners</li> <li>1 d. Varying use and understanding of updated Wonders Curriculum and new ELA Hawaii Common Core Standards (2025)</li> <li>1 f. Varying use and understanding of NGSS and HCSSS standards.</li> </ul>
2	<p><b><u>Student Need:</u></b> Differentiated instruction in ELA and Math is provided to provide maximum student achievement and growth for all students</p> <p><b><u>Root/Contributing Cause:</u></b></p> <ul style="list-style-type: none"> <li>2 a. Small group instruction structures are in place, but insufficient implementation to address students identified by data</li> <li>2 b. Varying knowledge of how to implement multi-tiered support for students at identified levels</li> <li>2 c. Varying knowledge of how to examine math and ELA data regularly and accurately to inform next steps for all learners</li> </ul>

3	<p><b><u>Student Need:</u></b> Provide real-world, integrated, authentic learning experiences through PBL Units in order to gain skills necessary for our students to be college and career ready</p> <p><b><u>Root/Contributing Cause:</u></b></p> <ul style="list-style-type: none"> <li>3 a. Varying ways of integrating and implementing NGSS (Science) and HCCSSS (Social Studies) and maximizing daily schedule</li> <li>3 b. Varying degrees of student voice and choice throughout all curricular areas</li> <li>3 c. Varying degrees of classroom rigor and classroom engagement</li> <li>3. d. Varying use of common assessments within the PBL Units to determine student proficiency on standards</li> </ul>
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In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<p><b><u>Targeted Subgroup:</u></b> English Learners (EL)</p> <p><b><u>Identified Student Need(s):</u></b> 1a. Increase academic language support in the classroom in all curricular areas (GLAD, SEI)</p>
2	<p><b><u>Targeted Subgroup:</u></b> IDEA</p> <p><b><u>Identified Student Need(s):</u></b> 2a. Provide supports needed for IDEA students to access the curriculum and instruction for academic goals</p>
3	<p><b><u>Targeted Subgroup:</u></b> Low Socio-Economic Status (SES)</p> <p><b><u>Identified Student Need(s):</u></b> 3a. Provide resources and support to improve access to help ensure that students have the opportunity to learn and succeed</p>



## Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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.	2 c	<p>All students will be screened with KEA screening assessment within 30 days of entering kindergarten</p> <p>Kindergarten teachers will monitor students progress throughout the year and report it on Kindergarten student report card</p> <p>Accountable Leads: Erin Nuese, RTI CC Kindergarten GLC</p>	KEA Assessment is baseline data	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p><b>Reading Proficiency</b>  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.</p>	1d 2 a 2 b 2 c	<p>Reading differentiation will be provided for 100% of students within their homeroom. Data will be used to identify students who need additional support. This will be demonstrated by 80% of students achieving “Typical Growth” on the iReady Reading end-of-year diagnostic. (WASC 1, 3, 5, 7, 8, 9)</p> <p>Wonders 2023 curriculum will be implemented within 100% of classrooms. Including small group instructional materials and strategies in ELA.</p> <p>Begin the process of adopting the 2025 ELA Hawaii CCSS standards to prepare full implementation 2026-2027 through PD and PLC support in grade levels.</p> <p>Accountable leads:  Kacie Seitz, CC  Erin Nuese, RTI CC</p>	iReady Universal Screener - increased growth and proficiency	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p><b>Mathematics Proficiency</b></p> <p>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.</p>	<p>1 a 1 b 1 c  2 a 2 b 2 c</p>	<p>By the end of school year 2024-2025, our students' math proficiency rate will increase from 23% (baseline 2022) to 75% (EOY 2025) as measured by i-Ready data. (WASC 2, 3, 7, 8, 9)</p> <p>Math differentiation will be provided for 100% of students within their homeroom. Data will be used to identify students who need additional support. This will be demonstrated by 80% of students achieving "Typical Growth" on the iReady Math and Reading end-of-year diagnostic. (WASC 1, 3, 5, 7, 8, 9)</p> <p>Math consultant Judy Keeny to provide differentiated grade level PD in line with RCM, identified math practices (including SMPs) &amp; fluency quarterly</p> <p>PD monthly on math strategies and fluency, such as Counting Collections, Mathematizing Literature, Number Talks will be provided with follow up with Math Coach/ CC</p> <p>1:1 Interviews (Counting Objects Assessment, Listening to Learn Assessment) will be conducted for 100% of our students 2x per school year to support differentiated instruction and student learning needs</p> <p>School-wide focus on Number Talks and Building Thinking Classroom structures as supported by district</p> <p>Math Coach will meet with identified teachers to model lessons with curricula and strategy</p> <p>Math data to be examined during monthly data team meetings and quarterly PLC meetings</p>	<p>Listening to Learn individualized assessment, iReady Universal screener, Counting objects individualized assessment (beginning of kinder)</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$</p>
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		<p>All students receive instruction in computer science with an emphasis on computational thinking.</p> <p>Accountable leads:  Merarie Carrasquilla, Math Coach  Kacie Seitz, CC  Gretchen Romerdahl, CSCE Instructor</p>		
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>2 a  2 b  2 c</p>	<p>Math and Reading differentiation will be provided for 100% of students within their homeroom. Data will be used to identify students who need additional support. This will be demonstrated by 80% of students achieving “Typical Growth” on the iReady Math and Reading end-of-year diagnostic. (WASC 1, 3, 5, 7, 8, 9)</p> <p><a href="#">Link to EL COMP PLAN</a> (update this in Spring)</p> <p>Accountable leads:  Cynthia Rothdeutsch, Principal  Kacie Seitz, CC  Merarie Carrasquilla, Math Coach</p>	<p>iReady Universal Screener</p>	<p><input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$</p>

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>3 a 3 b 3 c</p>	<p>100% of students will participate in at least 2 authentic Project Based Learning (PBL) units per school year. (WASC 6, 9, 7)</p> <p>Use various science resources to address all of the NGSS and social studies resources to address Hawaii Core Social Studies Standards (HCSSS).</p> <p>Implement Project Based Learning units taught throughout the school year.</p> <p>Whole-school PBL participation on Wednesday mornings.</p> <p>Staff will participate in professional development in PBL and incorporate PBL instructional practices routinely.</p> <p>PBL Coaching in quarterly PLC days by CC and administration</p> <p>PBL Discovery Day Annually - both virtual and in-person</p> <p>PBL Pulse Survey will given to staff 5x per year (baseline B.O.Y. and quarterly)</p> <p>Differentiated PD provided by admin support team and PBL Works as indicated by PBL Pulse Survey</p> <p>100% of students will participate in and have data for two math interviews (L2L and/or Counting Objects). Data will be shared with middle school.</p>	<p>Panorama School Survey Results</p> <p>Listening to Learn</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		<p>Accountable leads: Cynthia Rothdeutsch, Principal Kacie Seitz, CC</p>		
<p>School will develop common writing instructional practices and expectations aligned with CCSS. All students will have access to high-quality, integrated writing instruction.</p>		<p>All teachers will engage in ELA PD with Wonders and CCSS writing practices specifically aligned with the 2025 Hawaii CCSS changes.</p> <p>Teachers will develop common grade-level instructional practices and summative assessments.</p> <p>Integrate writing instructional practices within PBL units to provide integrated learning opportunities.</p> <p>Accountable leads: Cynthia Rothdeutsch, Principal Kacie Seitz, CC Erin Nuese - RTI Coordinator</p>	<p>i-Ready ELA data - growth and achievement</p> <p>Wonders summative assessments</p> <p>SBA Performance task Writing Proficiency</p>	<p><input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$</p>

★ 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.  <i>Required for all schools.</i>	3 a 3 b 3 c	<p>100% of students will participate in at least 2 authentic Project Based Learning (PBL) units per school year. (WASC 6, 9, 7)</p> <p>Use various science resources to address all of the NGSS and social studies resources to address Hawaii Core Social Studies Standards (HCSSS).</p> <p>Implement Project Based Learning units taught throughout the school year.</p> <p>Whole-school PBL participation on Wednesday mornings.</p> <p>Staff will participate in professional development in PBL and incorporate PBL instructional practices routinely.</p> <p>PBL Coaching in quarterly PLC days by CC and administration</p>	Panorama School Survey Results  Report Card GLC Data	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

		<p>PBL Discovery Day Annually - both virtual and in-person</p> <p>PBL Pulse Survey will given to staff 5x per year (baseline B.O.Y. and quarterly)</p> <p>Differentiated PD provided by the admin support team and PBL Works as indicated by the PBL Pulse Survey</p> <p>High interest classes provided K-5 in CSCE, Hawaiian Studies, and Library</p> <p>Accountable Leads: Kacie Seitz, CC Cynthia Rothdeutsch, Principal</p>		
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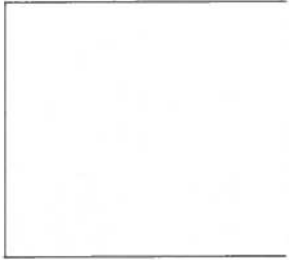
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>2b</p>	<p>Implement SEL program (Choose Love), integration of health standards throughout curriculum. Include HĀ.</p> <p>100% of students will participate in at least 2 authentic Project Based Learning (PBL) units per school year. (WASC 6, 9, 7)</p> <p>Use various science resources to address all of the NGSS and social studies resources to address Hawaii Core Social Studies Standards (HCSST) and increase student engagement and interest.</p> <p>Implement Project Based Learning units taught throughout the school year.</p> <p>Whole-school PBL participation on Wednesday mornings.</p> <p>Staff will participate in professional development in PBL and incorporate PBL instructional practices routinely.</p> <p>PBL Discovery Day Annually - both virtual and in-person</p> <p>All teachers will share and implement the state-wide GLO rubric with students and families.</p> <p>Accountable Leads: Elizabeth Esguerra, Counselor Kacie Seitz, CC Cynthia Rothdeutsch, Principal</p>	<p>ECSS</p> <p>Report Card GLO Panorama Data</p>	<p><input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	2 b	<p>Implement SEL program (Choose Love), integration of health standards throughout the curriculum. Include HĀ.</p> <p>Staff will be given continuous PD on the tenants of HĀ and will focus on implementing the SEL program to meet the needs of 100% of students. (WASC 4)</p> <p>All students participate in 2 PBL Units yearly that integrate subject areas which include place-based focus</p> <p>Students will learn the Kamali'i oli</p> <p>Accountable Leads: Elizabeth Esguerra, Counselor Kacie Seitz, CC Kumu Haiku, Hawaiian Studies</p>	<p>ECSS</p> <p>Report Card GLO Panorama Data</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>3 a 3 b 3 c</p>	<p>100% of students will participate in at least 2 authentic Project Based Learning (PBL) units per school year. (WASC 6, 9, 7)</p> <p>Use various science resources to address all of the NGSS and social studies resources to address Hawaii Core Social Studies Standards (HCSSS).</p> <p>Implement Project Based Learning units taught throughout the school year.</p> <p>Whole-school PBL participation on Wednesday mornings.</p> <p>Staff will participate in professional development in PBL and incorporate PBL instructional practices routinely.</p> <p>PBL Coaching in quarterly PLC days by CC and administration</p> <p>PBL Discovery Day Annually - both virtual and in-person</p>	<p>Panorama School Survey Results</p> <p>Report Card GLC Data</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



Accountable Leads:  
Kacie Seitz, CC  
Cynthia Rothdeutsch, Principal



<p><b>K-12 Alignment</b></p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>2 a 2 b 2 c 3 a 3 b 3 c</p>	<p>100% of students will participate in at least 2 authentic Project Based Learning (PBL) units per school year. (WASC 6, 9, 7)</p> <p>Use various science resources to address all of the NGSS and social studies resources to address Hawaii Core Social Studies Standards (HCSSS).</p> <p>Implement Project Based Learning units taught throughout the school year.</p> <p>Whole-school PBL participation on Wednesday mornings.</p> <p>Staff will participate in professional development in PBL and incorporate PBL instructional practices routinely.</p> <p>PBL Coaching in quarterly PLC days by CC and administration</p> <p>PBL Discovery Day Annually - both virtual and in-person</p> <p>Accountable Leads: Kacie Seitz, CC Cynthia Rothdeutsch, Principal</p>	<p>iReady Universal Screener</p> <p>Report Card GLO Data</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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1.3.3. All students graduate high school with a personal plan for their future.	High Schools Only	High Schools Only	High Schools Only	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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## Priority 2 High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Sustained, consistent PD will be provided to all staff to align with identified critical student learning needs and follow-up coaching provided throughout implementation	ALL	<p>Wonders 2023 implementation in SY 2025-2026 with PD provided throughout the year with a focus on the 2025 ELA standards (kinder-grade 5), including common writing strategies and assessments</p> <p>Guided reading alignment/ reading fluency and PD will be provided for all teachers</p> <p>Math Coach will meet with identified teachers to model lessons with curricula and strategy</p> <p>Math consultant Judy Keeny to provide differentiated grade level PD in line with RCM, identified math practices (including SMPs) &amp; fluency quarterly</p>	<p>PBL Pulse Survey Quarterly Data</p> <p>i-Ready growth and proficiency</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____ \$</p> <p><input type="checkbox"/> Other:____ \$</p>

		<p>PD on math strategies and fluency such as Counting Collections, Mathematizing Literature, Number Talks with follow up with Math Coach</p> <p>Math and ELA data to be examined during monthly data team meetings and quarterly PLC meetings</p> <p>Staff will participate in professional development in PBL and incorporate PBL instructional practices routinely.</p> <p>Add accountable leads</p>		
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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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <i>Required for all schools.</i>		Continue to build school partnerships with parent and community stakeholders.  Involve families through school-based events, At least one school event per quarter: <ul style="list-style-type: none"> <li>• Open House</li> <li>• Hour of Code</li> <li>• STEAM Night</li> <li>• Mathematizing Literature Night</li> <li>• PBL Discovery Day</li> <li>• Ho'olaule'a</li> </ul> <u>Transition plan for preschool or non-preschool students to kindergarten:</u> Kindergarten parent orientation meeting	SCC Roster & Minutes - found on our school website  Event fliers	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

		Kindergarten transition plan during first week of school Kindergarten Jumpstart (2 weeks)  Kacie Seitz, CC Kindergarten GLC Erin Nuese, RTI CC		
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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.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>School climate rate will increase 3% annually as measured by Panorama Survey and parent satisfaction will increase 3% annually as measured by SQS Survey.</p>		<p>Continue to build school partnerships with parent and community stakeholders.</p> <p>Involve families through school-based events, At least one school event per quarter:</p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Hour of Code</li> <li>• STEAM Night</li> <li>• Mathematizing Literature Night</li> <li>• PBL Discovery Day</li> <li>• Ho'olaule'a</li> <li>• Parent/Teacher Conference</li> </ul> <p><u>Transition plan for preschool or non-preschool students to kindergarten:</u></p> <p>Kindergarten parent orientation meeting</p> <p>Kindergarten transition plan during first week of school</p> <p>Offer Kindergarten Jumpstart week to all incoming students over the summer</p>	<p>Panorama Survey</p> <p>Weekly Parent Message / Fliers sent home</p> <p>Sign-in sheets for the events</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

		<p><u>Parent Communication</u></p> <p>The school will communicate by newsletter, Sunday message, social media, PTA, and School Community Council meetings.</p> <p>Consistent and timely teacher dialogue with parents including parent teacher conference week in October</p>	<p>Weekly Parent Message via voice message and email. Fliers sent home.</p>	
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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>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Estimate the additional amount needed to execute the enabling activity.</i>
100% of teachers will use common data collection sources and practices to track student achievement and plan instruction. Teachers will participate in cross-articulation regarding needs based on data. (WASC 9, 8, 7,1,2)		<p>Teachers will use common curriculum resources across grade levels for; ELA, math, writing, social studies, and science.</p> <p>Teachers will use common supplemental programs as data sources across the grade level for ELA and math.</p> <p>All students will be tested using a common universal screener in reading and mathematics; as well as common interview assessments in math.</p> <p>Common standards-based assessments will be used to ensure mastery of concepts and skills. Grade level teams will review assessment data to track student progress and improve instruction.</p> <p>Continue data days monthly for cross articulation between RTI, EL, SPED, and General ED</p> <p>Accountable Leads: Kacie Seitz, CC</p>	<p>Assessments reflected in GL pacing guides</p> <p>Listening to Learn</p> <p>Counting objects</p> <p>iReady</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

		Cynthia Rothdeutsch, Principal		
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## 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 Kamali'i 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](#).

<b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	
Did your school submit a SCC Waiver Request Form? Please explain.	Yes - requested 4 days
Bell Schedule: <a href="#">Kamali'i School Bell Schedule SY 24 / 25</a> - we anticipate the same bell schedule for SY 25 / 26	

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<b>Total student instructional hours per year</b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Yes - requested 4 days
<b>Bell Schedule:</b> <a href="#">Kamali'i School Bell Schedule SY 24 / 25</a> - we anticipate the same bell schedule for SY 25 / 26	