



Chiefess Kamakahelei Middle School Academic Plan SY 2025 -2026

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

Submitted by TA Principal: **Wendy Schwarze**

Wendy Schwarze 4/14/2025

Approved by Complex Area Superintendent: **Daniel S. Hamada**

[Signature] 4/16/25

VIALE QUALITY CURRICULUM SCREENING ASSESSMENTS IDENTIFIED SCHOOL NEEDS PRIORITY 1 PRIORITY 2 PRIORITY 3 BELL SCHEDULE

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 6 through 8	'19 EL Education 6-8 Lang... ▾	Desmos Math 6-8 ▾ HMH Into Math ▾	Amplify OpenSciEd	Gr. 6 Mcgraw Hill - Discovering Our Past: A History of the World, Early Ages Gr. 7 Hawaiian History (Teacher Created) Gr. 8 Mcgraw Hill - Discovering Our Past: A History of the United States, Early Years

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 6 through 8	Language Live! (Intervention)	iReady Tool Box (Intervention)	N/A	N/A

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: Grade-level teams record student academic and behavioral interventions in their student support documents. The school cadre meets bimonthly to determine interventions, which are compiled in a running document. The RTI Committee tracks Tier 2 and 3 academic interventions in an RTI spreadsheet.

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
Grades 6 through 8	I-Ready ▾	I-Ready ▾
Grades 6 through 8	Other: ▾ Language Live! (Intervention)	

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: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Spring 2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2025-26

Type of Next Action:

Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

SY 2028-29

Identified critical student learning needs and the root/contributing cause(s) 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?"

1

LITERACY

SBA ELA-Literacy											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
52%	48%	53%	55%	30%	34%	34%	30%	56%	53%	56%	50%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Reading									
Growth - Fall to Spring 2023-24					Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
47%	18%	75%			26%	17%	21%	11%	25%
>80%	>30%	>100%							

Student LEARNING Needs (What students need to learn regarding literacy.)

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.
 - Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

1A. There are varying levels of implementation of the ELA Expeditionary Learning curriculum, instruction, assessment, and grading practices.

1B. The levels of instruction and use of Achieve 3000 vary from classroom to classroom.

1C. The levels of instruction within reading workshops vary from classroom to classroom.

4A. There are varying levels of understanding and implementation of academic RtI strategies and supports within regular classes and Reading/Math workshops.

*Additional contributing causes: [5B](#), [5C](#), [10B](#), [11A](#), [11B](#), [12A](#), [13A](#), [16A](#)

2

NUMERACY

SBA Math											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
29%	37%	44%	46%	26%	30%	32%	36%	41%	66%	68%	62%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Math							
Growth - Fall to Spring 2023-24			Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
48%	14%	85%	14%	26%	33%	11%	16%
Goal >80%	>30%	>100%					

Student LEARNING Needs (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.

- All students need quality Tier 1 instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold the mathematical concepts and skills necessary to achieve the grade-level standards, including their ability to problem-solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need strategic Tier 3 math instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

2A. There are varying levels of implementation of math standards-based curriculum, instruction, assessment, and grading practices.

2B. The levels of instruction within math workshops vary from classroom to classroom.

4A. There are varying levels of understanding and implementation of academic RtI strategies and supports within regular classes and Reading/Math workshops.

*Additional contributing causes: [5B](#), [5C](#), [10B](#), [11A](#), [11B](#), [12A](#), [13A](#), [16A](#)

3

SCIENCE

NGSS-HSA Science							
Proficiency				High Needs Achievement Gap			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
30%	25%	33%	34%	30%	27%	26%	32%
Goal >80%				Goal <10%			

Student LEARNING Needs (What students need to learn regarding science.)

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

Student LEARNER Needs (What students need us to provide so that they can strengthen their understanding and application of science.)

- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

3A. There are varying levels of implementation of Science standards-based curriculum, instruction, assessment, and grading practices.

*Additional contributing causes: [5B](#), [5C](#), [10B](#), [11A](#), [11B](#), [12A](#), [13A](#), [16A](#)

SOCIAL-EMOTIONAL LEARNING and ATTENDANCE

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
70%	58%	57%	58%	51%	49%	45%
Panorama Winter 2024-25						

Regular Attendance			
20-21	21-22	22-23	23-24
*92%	75%	79%	76%
Goal: >90%			

Student LEARNING Needs *(What students need to learn regarding SEL.)*

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey.

Student LEARNER Needs *(What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)*

- All students need explicit instruction and positive reinforcement in the SEL competencies.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

Root/Contributing Causes:

5A. There is a need to sustain and strengthen the successful practice of providing students with transitions.

6A. There is a need to sustain and strengthen our implementation of clear, proactive follow-up procedures when students are absent.

7A. There are varying levels of understanding and implementation of new and existing SEL programs and strategies (i.e., Panorama lessons, Choose Aloha, Hawaiian Values lessons).

7B. There are varying levels of understanding and implementation of behavioral RtI strategies and supports within regular classes.

8A. There are limited activities and events that instill and promote the components of the *Nā Hopena A'o* (HĀ) Framework within and outside of classrooms.

*Additional contributing causes: [11A](#), [11B](#), [12A](#), [13A](#), [16A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	41% = 181	35% = 139	39% = 152	42% = 165
Math	19% = 85	26% = 105	30% = 118	32% = 127
Science	17% = 27	13% = 19	22% = 26	20% = 24
Percentage and number of EDS students proficient				

Student LEARNING Needs (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

Targeted Subgroup: *English Learners*

English Learners Subgroup									
	SBA/HSA Proficiency					Language Acquisition			
	20-21	21-22	22-23	23-24		20-21	21-22	22-23	23-24
ELA	16% = 12	12% = 9	14% = 10	19% = 14		11%	5%	6%	20%
Math	7% = 5	6% = 5	9% = 7	14% = 11		Growth to Target (WIDA Access)			
Science	4% = 1	4% = 1	7% = 2	0%					
Percentage and number of EL students proficient						Chieffess Kamakahelei EL Success Plan			

[Chiefess Kamakahahei EL Success Plan](#)

Student LEARNING Needs (What students who are English Learners need to learn.)

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

3

Targeted Subgroup: *Special Education*

Special Education Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	1% = 1	5% = 4	13% = 10	11% = 8
Math	2% = 2	4% = 3	14% = 10	6% = 4
Science	4% = 1	0%	3% = 1	11% = 3
Percentage and number of SPED students proficient				

Student LEARNING Needs *(What students who require Special Education need to learn.)*

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

Student LEARNER Needs *(What students who require Special Education need us to provide so that they increase their learning.)*

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

Academic Plan Summary 2025-26



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 1, 2, 3, 4, 5	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> SW5 - EA 4
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	1A. There are varying levels of implementation of the ELA Expeditionary Learning curriculum, instruction, assessment, and grading practices. 1B. The levels of instruction and use of Achieve 3000 vary from classroom to classroom. 1C. The levels of instruction within reading workshops vary from classroom to classroom.	EA 1. Literacy (1.1.2) Student literacy will increase through the effective implementation of Achieve3000 in all classrooms, the instruction of cross-content vocabulary, and the integration of reading and writing activities into content instruction. Additionally, all ELA teachers will implement a horizontally and vertically aligned curriculum, instruction, and assessments that are congruent with the HCCSS and relevant to real-world applications. (WASC #1, #4) Action Steps: ➤ Schoolwide Literacy a. Teachers of all content areas will... i. Implement Achieve3000 with fidelity as scheduled, including strategies that support student success. ii. Provide instruction that includes cross-content vocabulary words identified from the SBA-Sample Academic Vocabulary and SBA-ELA and Literacy Vocabulary lists. b. All students are expected to complete a minimum of four monthly Achieve3000 articles/activities, aiming for 75% or higher on the first try for each activity and the average overall. ➤ English Language Arts Department d. All ELA teachers will... i. Implement Expeditionary Learning as the core curriculum to teach the CCSS and GLOs.	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	<input checked="" type="checkbox"/> Title I 18902 B-3006 Boy Who Harnessed the Wind novels \$6,139 B - 3502 Achieve3000 \$38,278 B-3502 No Red Ink \$11,302

		<ul style="list-style-type: none"> ii. Examine the core curriculum to determine common high-yield instructional strategies for department-wide implementation. iii. Identify/create common rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for expectations/rigor, and share the common rubrics with other departments. iv. Select and utilize IAB items for informal (as a whole group lesson or partner/group activity) and formal application (as an individual practice assessment in Edulastic or alohaHSA) to prepare students for the rigor of the SBA questions and test-setting. e. All students will complete standards-based learning activities/tasks and assessments to work towards reading proficiency and strengthen their literacy development. <p>Leads: ART, Literacy Committee, and ELA Department</p>		
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>2A. There are varying levels of implementation of math standards-based curriculum, instruction, assessment, and grading practices.</p> <p>2B. The levels of instruction within math workshops vary from classroom to classroom.</p>	<p>EA 2. Numeracy (1.1.3)</p> <p>Student numeracy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the CCSS and relevant to real-world application. (WASC #1, #4)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration and teachers/staff will design and implement a numeracy initiative for our school. b. All Math teachers will... <ul style="list-style-type: none"> i. implement Desmos as the core curriculum to teach the CCSS and GLOs. ii. Provide instruction on the content-specific vocabulary words included on the SBA-Math Vocabulary list. iii. Examine the core curriculum and determine common high-yield instructional strategies for department-wide implementation. iv. Identify/create common scoring methods for teacher and student use. 	<p>i-Ready Diagnostic Screener Math Proficiency and Growth Data</p> <p>Strive HI SBA Math Proficiency and Growth Data</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006 DESMOS consumables (Math Grade 6, 7 & SY25-26) \$5,926</p> <p>B - 3502 DESMOS subscription (Math Grade 6, 7 & SY25-26) \$10,669</p> <p>IntoMath (Grade 7) \$2,532</p> <p>B-3901 Algebra Grade 8 booklets from Reprographics \$1,894</p>

		<p>v. Select and utilize IAB items in Edulastic for informal (as a whole lesson/practice/partner/group activity) and formal application (as an individual practice assessment) to prepare students for the rigor of the SBA questions and test-setting.</p> <p>c. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics.</p> <p>Leads: ART and Math Department</p>		
All grade 8 students are proficient in their understanding of the NGSS concepts.	3A. There are varying levels of implementation of Science standards-based curriculum, instruction, assessment, and grading practices.	<p>EA 3. Science</p> <p>Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the NGSS and relevant to real-world applications. (WASC #1, #4)</p> <p>Action Steps:</p> <p>a. All Science teachers will...</p> <ol style="list-style-type: none"> Collaborate as a department to examine their core curriculum and determine common high-yield instructional strategies for department-wide implementation. Implement a common vertically aligned curriculum to teach the NGSS and GLOs. Select and utilize NGSS Interim Assessment (Testlet items for informal (as a whole lesson/practice/partner/group activity) and formal application (as an individual practice assessment) to prepare students for the rigor of the SBA questions and test-setting. <p>b. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts.</p> <p>Leads: ART and Science Department</p>	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input checked="" type="checkbox"/> Title I 18902 B-3502 Amplify Subscription \$21,684</p> <p>C-7705 Nasco Science Equipment Gr. 6, 7 & 8 \$4,691</p>
1.1.4. All student groups perform equally well academically and show	4A. There are varying levels of understanding and implementation of academic RtI	<p>EA 4. Inclusive Practices and Academic Student Support (1.1.4)</p> <p>Inclusive practices and interventions will be strategically implemented to ensure all students have access to rigorous</p>	i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data	<p><input checked="" type="checkbox"/> WSF 42104 A - 2744 4 teachers per grade level x 3 grade levels x 1 hrs per day x 2 times per</p>

continued academic growth, irrespective of background and circumstances.	strategies and supports within regular classes and Reading/Math workshops.	<p>standards-based instruction that strengthens their learning of the key concepts and skills for that grade level.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration/leadership will... <ol style="list-style-type: none"> Coordinate the schoolwide ELA and Math intervention program and guide the schoolwide programs and expectations to diagnose and address students' academic needs, and incentives to reinforce effort and recognize/reward student academic growth. Provide guidance and expectations on the schoolwide use of inclusive practices to strengthen the learning of all students and subgroups. Establish criteria for identifying at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD) Define program goals, strategies, and progress monitoring procedures for Tier 2 and 3 interventions. (CLSD) Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD) ELA Teachers and the Literacy Coach will administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD) The RTI Committee will use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD) School administration and teachers/staff will provide students with tutoring opportunities. School administration and the EL Committee will design and lead the implementation of a process to support newcomer English Learner students. (EL Success Plan) ELA Workshop teachers will implement the Language Live! intervention program to deliver a combination of online instruction for foundational skills and teacher-led instruction for language comprehension (vocabulary, writing, reasoning, literary elements, comprehension) to address Tier 2 and 3, EL, and SPED students' literacy needs. (CLSD) 	<p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p>wk x 36 wks = 864 x \$42.16 = \$36,426</p> <p><input checked="" type="checkbox"/> WSF 42101 B - 3502 PBIS Rewards App \$2,430</p> <p><input checked="" type="checkbox"/> WSF 42102 A1 - 2744 2 ELL PTTAs x 17 hrs x 40 wks = 1,360 hrs x \$42.16 per hr = \$57,338</p> <p>2 ELL PTTBs x 17 hrs x 40 wks = 1,360hrs x \$29.59 per hr = \$40,242</p> <p>A1 - 2744 ELL Interpreter for 22 NEP students x 4 hrs per student = 88 hrs x \$29.59 = \$2,604</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 i-Ready/Toolbox Subscriptions \$41,164</p>
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		<p>g. Math Workshop teachers will implement the academic intervention programs/systems (e.g., Ready lessons).</p> <p>h. All teachers will incorporate the use of inclusive practices, reinforce effort, and recognize/reward student progress.</p> <p>i. Students will reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth (e.g., ELA/Math diagnostic data, GLOs).</p> <p>Leads: ART, RTI Committee, and SPED Department</p>		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	<p>5A. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p> <p>5B. There are varying degrees of understanding and implementation of interdisciplinary instruction.</p> <p>5C. There is a need to provide opportunities for teachers to collaborate and plan interdisciplinary instruction in teams.</p>	<p>EA 5. Student Transitions and Structures for Middle-Level Learners (1.1.5)</p> <p>Multiple activities will support student transitions into, through, and out of Chiefess Kamakahalei Middle School, along with the implementation of research-based structures and practices (e.g., advisory and teaming) designed for middle-level learners.</p> <p>Action Steps:</p> <p>a. School staff will coordinate activities that support student transitions into, within, and out of CKMS, including the transition to high school.</p> <p>b. School administration and/or other staff will provide guidance to teachers on strategies/practices, lessons/activities, and programs/resources to make the use of advisory time beneficial for students and a place to build relationships.</p> <p>c. School administration, teachers, and staff will continue to implement and strengthen the use of teaming to support students both academically and social-emotionally, including the planning and implementation of interdisciplinary instruction. (WASC #2)</p> <p>d. All students will be supported academically and social-emotionally and engage in standards-based interdisciplinary learning.</p> <p>Leads: ART, Counselors, Registrar, SSC, and SAC</p>	Panorama Student Perception/SEL Survey Results	<p>☑ WSF 42101</p> <p>B-4801</p> <p>Transition from middle to high school</p> <p>\$1,051</p> <p>C-7708</p> <p>Chromebooks</p> <p>\$80,983</p>

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 7, 8	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>
1.2.1. All students desire to and attend school regularly.	6A. There is a need to sustain and strengthen our implementation of clear, proactive follow-up procedures when students are absent.	EA 6. Student Attendance (1.2.1) Regular attendance is expected and clear, proactive follow-up procedures are implemented to address absences. Action Steps: a. School administration will communicate clear, proactive attendance procedures to students and parents included in the student planner and on our school website. b. Administration, Counselors, and the SSC Clerk will implement follow-up procedures when students have 5 or more absences. c. Teachers will implement the Taking Attendance Procedures as outlined in the Infinite Campus User Guide pp. 24-29 . d. Students will receive recognition/rewards for attendance. Leads: Counselors, Registrar, SSC, VPs, and Principal	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
1.2.2. All students demonstrate positive behaviors at school.	7A. There are varying levels of understanding and implementation of new and existing SEL programs and strategies (i.e., Panorama lessons, Choose Aloha, Hawaiian Values lessons). 7B. There are varying levels of understanding and implementation of behavioral RtI strategies and	EA 7. Positive Student Behavior (1.2.2) Behavioral RtI, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have access to rigorous, standards-based instruction in a positive and productive learning environment. Action Steps: a. School administration and support staff will guide behavioral RTI strategies and interventions, including effective methods for addressing high-intensity behaviors. b. School administration, teachers, and staff will implement behavioral RTI, which includes PBIS and classroom management strategies that define, teach, and recognize/reward positive behavior. c. Teachers will implement SEL lessons during Advisory and at other times during the school year.	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

	supports within regular classes.	d. Students will exhibit positive/productive behaviors in all settings and receive recognition/rewards. Leads: ART, PBIS Committee, and SEL Committee		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	8A. There are limited activities and events that instill and promote the components of the Nā Hopena A'o (HĀ) Framework within and outside of classrooms.	EA 8. Nā Hopena A'o (1.2.3) The Nā Hopena A'o (HĀ) Framework (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture. Action Steps: a. School administration, teachers, and staff will review the HA Framework and coordinate and implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms, including activities that strengthen students' sense of Hawai'i. b. All students will engage in a Nā Hopena A'o aligned activity. Lead: ART	Panorama Student Perception/SEL Survey Results	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 9, 10	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> SW5 - EA 9
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	9A. There is a need to sustain and strengthen activities and events that develop students' awareness of college/career options, connection with their community, and sense of civic responsibility.	<p>EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</p> <p>Students' awareness of college and career options, connection to their community, and sense of civic responsibility will be strengthened through age-appropriate activities and events. (WASC #1, #3)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration and the College Career Exploration, Committee (CCE) will coordinate and implement activities that promote college/career awareness and <u>exploration</u> and develop a sense of civic responsibility throughout the school year (e.g., guest speakers, field trips/excursions, student research, Career Day, KCC campus tour, etc.). All 8th-grade students will take interest/ability inventories and reflect on their results during their time at CKMS. School administration and staff will conduct elective showcases to inform current and incoming students of their options (e.g., Elective Fair, Elective Night). School administration will expand classes that emphasize career path skills (e.g., computer literacy, money management/finance) and offer a mandatory career exploration class for 8th graders. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility. <p>Leads: ART and College and Career Committee</p>	Community Partners and Volunteers List Field Trip Log	<p>☑ WSF 42101</p> <p>C - 7705 Pitsco STEM Equipment \$2,226</p> <p>B - 3006 3D Printing Supplies \$789</p> <p>B-3502 GoGuardian \$8,159</p> <p>B - 3006 CTE Culinary Supplies \$3,000</p> <p>CTE Woodshop Supplies \$3,000</p> <p>B - 3006 CTE Agriculture Supplies \$2,000</p> <p>C - 7705 CTE Equipment - Agriculture \$3,000</p> <p>C - 7705 CTE Equipment - LEGO Education - SpikeTM \$5,000</p>

				<p>C - 7701 Audio Visual Equipment Media Equipment \$5,000</p> <p>C - 7705 Robotics equipment - Sphero \$4,000</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Music First \$4,500</p> <p>ICEV Multimedia CTE courses \$25,131</p>
<p>K-12 Alignment</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>10A. There is a need to sustain and strengthen activities/courses that develop students' academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>10B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.</p>	<p>EA 10. K-12 Alignment of Academic Background and Skills (1.3.2)</p> <p>Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration and teachers/staff will identify and implement strategies that strengthen high school <u>preparation</u> throughout the school year (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and digital citizenship). School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kauai Complex (Central Kauai) (e.g., Professional Collaboration Days, etc.) All students will participate in learning activities that prepare them for success in high school and beyond. <p>Leads: ART and CTE Department</p>	<p>Quarterly and End-of-Year/Course Report Card Grades</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 BrainPop \$5,343</p> <p>Pear Deck \$5,258</p> <p>EdPuzzle \$2,940</p> <p>Kami \$4,094</p> <p>Flocabulary \$3,990</p> <p>WeVideo \$3,200</p> <p>EduLastic \$5,047</p>



Priority 2

High-Quality Educator Workforce In All Schools

- ★ **GOAL 2.1** All students are taught by effective teachers.
- ★ **GOAL 2.2** All schools are staffed by effective support staff.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 11, 12, 13	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> SW5 - EA 11
2.1.2. All teachers are effective or receive the necessary support to become effective.	11A. There are varying levels of understanding and implementation of high-yield instructional strategies. 11B. There is a need to sustain and strengthen the successful practice of providing teachers with PD/training to support them in their understanding and implementation of curriculum and best practices.	EA 11. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth while teaching the standards and GLOs. Action Steps: a. School administration and coaches/committees will... i. regularly collect and analyze Tier I student performance data to identify trends and areas of strength and needs, resulting in appropriate PD and/or coaching cycles. (CLSP) Provide PD/training that strengthens understanding and use of the following: <ul style="list-style-type: none"> Effective teaching practice(s) and high-yield instructional strategies in all classrooms (e.g., teacher clarity, Avid Academic Vocabulary-SIQ seat hours, differentiated instruction). Standards-based curriculum, including the curriculum-embedded instructional strategies and assessments (e.g., Amplify Desmos-Math, McGraw Hill-Social Studies, NGSS-Science, NCAS-Art) Digital tools and resources (e.g., Achieve3000, Parent 	PD/Training Log Walkthrough Data i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data SBA ELA and Math Proficiency and Growth Data NGSS-HSA Science Proficiency Data	<input checked="" type="checkbox"/> WSF 42102 A1 - 2769 3 Sub days for ELL teacher to attend district workshops x \$194.01 = \$582 <input checked="" type="checkbox"/> WSF 42106 A1-2769 Non-core 36 Teachers x 2 per yr sub teacher = 72 X \$194.01 \$13,969 12 ELA Teachers x 8 per yr sub teacher = 96 X \$194.01 \$18,625 13 Math Teachers x 8 per yr sub teacher = 104 X \$194.01 \$20,177 6 Science Teachers x 8 per yr sub teacher = 48 X \$194.01 \$9,312

		<p>Square, digital citizenship, use of AI in education).</p> <ul style="list-style-type: none"> ○ ELA and Math Interim Assessment Blocks (IABs) items in Edulastic for informal (as a whole group lesson or partner/group activity) and formal application (as an individual practice assessment) to prepare students for the rigor of the SBA questions and test-setting. ○ NGSS Interim Assessments (Testlets items for informal (as a whole lesson/practice/partner/group activity) and formal application (as an individual practice assessment) to prepare students for the rigor of the HSA questions and test-setting. <p>b. The Literacy Coach will lead continuous improvement in literacy by facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, supporting professional development, guiding the implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles with teachers. (CLSD)</p> <p>c. All teachers will...</p> <ul style="list-style-type: none"> i. Have dedicated time within the school schedule to engage in collaborative work with colleagues through Professional Learning Communities (PLCs), Interdisciplinary Teams, vertical articulation sessions, and designated planning days (e.g., by grade level/department). ii. Be provided opportunities to visit other classrooms to see other teachers implementing effective teaching practice(s) and high-yield instructional strategy(ies) (e.g., "learning walks" during PLC). iii. Implement standards-based curriculum, effective teaching practices, and high-yield instructional strategies to teach the standards and GLOs, and provide evidence of their implementation as identified by the administration/leadership (e.g., sample student work). <p>d. ELA Workshop teachers will receive initial training to implement the Language Live! Intervention program and participate in ongoing, job-embedded PD for the Language Live! intervention program, including modeling, observation, coaching, and feedback. (CLSD)</p>		<p>A1 - 2802 Stipends for 14 ART team members teachers x 10 months =140 @ \$48.50 (¼ day) \$6,790</p> <p>Summer stipend for 12 ART team members teachers x 1 days = 12 x \$194.01 \$2,328</p> <p><input checked="" type="checkbox"/> Possible Add'l WSF Funds B-7104/07 AVID PD (CATERS) \$25,000</p> <p><input type="checkbox"/> Title I</p>
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		<p>e. All new teachers will be provided with an orientation, curriculum PD (e.g., Expeditionary Learning, Desmos), and program training (e.g., Infinite Campus, Achieve3000, i-Ready), with ongoing induction and mentoring support.</p> <p>Lead: ART</p>		
2.2.2. All school support staff are effective or receive the necessary support to become effective.	12A. There is a need to sustain and strengthen training and PD for support staff.	<p>EA 12. Support Staff Training and Professional Development (2.2.2)</p> <p>All support staff will be provided with training and PD to support the implementation of effective practices and strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration will coordinate training sessions for support staff on best practices pertaining to their roles. b. New support staff will be provided with an orientation, initial training, and ongoing guidance/support as applicable to their roles and responsibilities. c. All support staff will implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. <p>Leads: Principal, VPs, Coaches, SPED Department, and EL Coordinator</p>	<p>PD/Training Log</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Panorama Student Perception and SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>
2.3.2 All school administrators are effective or receive the necessary support to become effective	13A. There is a need to sustain and strengthen the successful practice of providing school administrators with PD/training to support them in their development as school leaders and in their implementation of best practices.	<p>EA 13. Leadership Development for School Administrators (2.3.2)</p> <p>Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administrators will... <ul style="list-style-type: none"> i. participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NASSP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. <p>Lead: Principal</p>	<p>PD/Training Log</p>	<p><input checked="" type="checkbox"/> Possible Add'l WSF Funds</p> <p>B-4804</p> <p>UNITED 2026: The National Conference on School Leadership for Principals - joint National Association of Secondary Principals (NASSP) & National Association of Elementary School Principals (NAESP) conference (air, per diem, excess lodging, registration, ground transportation, parking) \$14,000</p>



Priority 3

Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 16
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	14A. There is a need to sustain and strengthen school processes and procedures.	EA 14. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HDOE rules, regulations, guidelines, and expectations are followed at our school. ii. Engage in ongoing communication to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. iii. Ensure that our Academic Plan is aligned with the BOE/DOE Strategic Plan and that the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Leads: Principal and VPs	Academic and Financial Plan Documents	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	15A. There is a need to sustain and strengthen the involvement of the School Community Council (SCC) in collaborative planning and decision-making.	EA 15. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. b. All stakeholder role groups will have respective members on the SCC. Leads: Principal, VPs, and SCC Chair	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
All parents feel welcome, involved, and engaged in their child's school.	16A. There are varying levels of parent involvement in their child's education to support their learning and overall well-being.	EA 16. Parent/Family Involvement and Engagement Parents/guardians will be offered opportunities to participate in activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration, counselors, and teachers will continue to provide parents/guardians with a variety of opportunities, activities, and events throughout the school year that enable them to support their child's learning and overall well-being at school. Leads: ART and Counselors	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	<input checked="" type="checkbox"/> WSF 42112 A1 - 2741 PCNC (NID) x 19 hrs x 42 wks = 798 hrs x \$23.52 per hr = \$18,769 <input checked="" type="checkbox"/> Title I 18902 B - 3006 Student Planners SY25-26 \$13,000 B - 3502 ParentSquare \$6,500 Edlio Website \$4,900 <input checked="" type="checkbox"/> Title I 18935 B - 3301 Food/refreshments for parent/ community night (STEM, Math, Literacy, etc.) \$1,500 B - 3006 Supplies for parent/ community night (STEM, Math, Literacy, etc.) \$1,026

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Chiefess Kamakahelei Middle School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (<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>)	1,083 instructional hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, we requested two waiver days for SY25-26 for professional development and collaboration.
Bell Schedule: CKMS Bell Schedule 2025-26	