



Kalaheo Elementary School Academic Plan SY 2025 -2026

4400 Maka Road
Kalaheo, Hawaii 96741
(808) 332-6801
kalaheoschool.com

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

Submitted by Principal: Brian Godsill	
	4/14/25

Approved by Complex Area Superintendent: Daniel S. Hamada	
	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 drop-down 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 K through 5	Other: ▾ Ready Magnetic Reading	i-Ready Classroom Mathematics ▾	Miscellaneous	Miscellaneous

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 K-5	i-Ready Personalized Instruction/Learning Path	i-Ready Personalized Instruction/Learning 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:

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 K-5	I-Ready ▾	I-Ready ▾
Grades K-1	Other: ▾ Phonological Awareness Screening Test (PAST)	I-Ready ▾

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 2022

Type of Last Visit: Full Self-Study -

Year of Next Action: SY 2024-25

Type of Next Action:

Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

SY 2027-28

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
54%	64%	61%	63%	28%	19%	26%	32%	62%	75%	58%	53%
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
69%	42%	135%			33%	30%	26%	6%	5%
>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:

2A. There are inconsistencies in the implementation of the ELA curriculum with integrity and fidelity, including pacing, instructional routines, and use of assessment data.

5A. There are varying degrees of implementation of differentiated and inclusive practices.

5B. There are varying degrees of effective implementation of tiered academic interventions (e.g., scaffolding, differentiation).

12A. There are varying levels of understanding and implementation of high-yield instructional strategies (powerful practices).

*Additional contributing causes: 11B, 12B, 13A, 14A, 7A

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
52%	64%	55%	65%	25 pts.	27 pts.	27 pts.	34%	62%	74%	55%	66%
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	
64%	34%	113%	27%	24%	40%	7%	3%	
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 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 for Tier 2 instruction (and Tier 3 as needed) that 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.

Root/Contributing Causes:

3A. There are inconsistencies in the implementation of the math curriculum with integrity and fidelity, including pacing, instructional routines, and use of assessment data.

5A. There are varying degrees of implementation of differentiated and inclusive practices.

5B. There are varying degrees of effective implementation of tiered academic interventions (e.g., scaffolding, differentiation).

12A. There are varying levels of understanding and implementation of high-yield instructional strategies (powerful practices).

*Additional contributing causes: [11B](#), [12B](#), [13A](#), [14A](#), [17A](#)

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
41%	36%	44%	70%	16%	30%	26%	29%
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 topics, 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 grade-level topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

4A. There are inconsistencies in the use of identified/ selected grade-level Cognia assessments for each NGSS topic/standard aligned with the grade-level teacher-created curriculum.

4B. There are varying degrees of understanding of how to teach the NGSS.

12A. There are varying levels of understanding and implementation of high-yield instructional strategies (powerful practices).

*Additional contributing causes: [11B](#), [12B](#), [13A](#), [14A](#), [17A](#)

SOCIAL-EMOTIONAL LEARNING and ATTENDANCE

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
79%	67%	64%	71%	55%	53%	63%
Panorama Winter 2024-25						

Regular Attendance			
20-21	21-22	22-23	23-24
*85%	65%	65%	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, especially regarding strengthening their ability to regulate their emotions and perseverance.
- All students need an understanding of how regular attendance in school helps them to learn to their fullest potential.

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, with an ongoing emphasis on developing attributes aligned with emotion regulation and grit.
- 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:

7A. There is a need to sustain and strengthen our activities that encourage student attendance and the implementation of clear, proactive follow-up procedures when students are absent.

8A. There is a need to sustain and strengthen the implementation of schoolwide behavior expectations, classroom management routines, our SEL program (Second Step), and follow-up actions based on the SEL Panorama Student Survey results.

*Additional contributing causes: [6A](#), [9A](#), [12B](#), [13A](#), [14A](#), [17A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	43% = 44	52% = 49	48% = 41	49% = 35
Math	41% = 42	48% = 45	41% = 35	52% = 37
Science	32% = 10	26% = 5	32% = 12	53% = 8
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 and 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	14% = 1	67% = 2	25% = 1	0%		22%	50%	30%	33%
Math	29% = 2	60% = 3	40% = 2	50% = 1		Growth to Target (WIDA Access)			
Science	0%	0%	33% = 1	-					
Percentage and number of EL students proficient						Kalaheo Elementary EL Success Plan			

[Kalaheo Elementary 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.

Targeted Subgroup: *Special Education*

Special Education Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	0%	0%	0%	0%
Math	0%	9% = 1	0%	0%
Science	0%	0%	0%	-
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>	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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1A. There is a need to get baseline information on all Kindergarten students to determine their strengths and needs and effectively support their foundational learning.	EA 1. Kindergarten Readiness (1.1.1) All incoming Kindergarten students will be assessed for readiness, and the results will guide practices to support their academic and social-emotional needs. Action Steps: a. School administration will ensure that Kindergarten teachers/staff have been trained to conduct the Kindergarten Entry Assessment (KEA). b. Teachers/staff will conduct the KEA and school-level assessments and access and use data/results to inform instructional and SEL practices to meet student needs. c. All Kindergarten students will be provided necessary, timely support to develop foundational skills for learning and social-emotional needs. Leads: Principal and Kindergarten Teachers	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	<input checked="" type="checkbox"/> WSF 42101 A1-2744 Summer Kindergarten Readiness Assessment = 1 days x 3 teachers x 8 hours per day = 24 hrs x \$42.16 \$1,012
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	2A. There are inconsistencies in the implementation of the ELA curriculum with integrity and fidelity, including pacing, instructional routines, and use of assessment data.	EA 2. Literacy (1.1.2) Student literacy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that are congruent with the HCCSS and includes daily vocabulary development and the use of Ready Magnetic Reading, UFLI, and Heggerty. Action Steps: a. School administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the K-2 Magnetic Reading Foundations and 3-5 Magnetic Reading	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	<input checked="" type="checkbox"/> WSF 42101 B-3006 i-Ready Magnetic Reading \$13,000 B - 7104/07 i-Ready PD (included in P1.EA5 amount) <input checked="" type="checkbox"/> WSF 42103 A1-2741

timely support to become proficient.		<p>curriculum, instruction, and assessments.</p> <p>b. All teachers will...</p> <ol style="list-style-type: none"> Implement the vertically aligned standards-based industry-vetted curriculum to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including using curriculum-embedded high-yield instructional strategies and assessments. Implement Magnetic Reading (Gr. K-5), UFLI, and Heggerty (K-3) with fidelity as scheduled by administration/leadership, including strategies identified to support student success. Provide daily instruction on grade-level appropriate vocabulary words, including the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary. Utilize common grade-level exemplars, rubrics, and scoring guides such as those provided through the Ready Magnetic Reading curriculum. Examine student work and assessment data, providing timely feedback to students on how they can improve . <p>c. All grades 3-5 teachers will utilize at least one Interim Comprehensive Assessment (ICA) <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students.</p> <p>d. A Library Assistant will provide services that enable students to visit the library and check in and check out books.</p> <p>e. All students will complete standards-based activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).</p> <p>Leads: Principal, Academic Coaches, and GLCs</p>		<p>Library PPE 19 hrs per wk x 40 wks = 760 hrs x \$25.45 \$19,342</p> <p><input checked="" type="checkbox"/> Private Donation B - 3502 Lexia Core5 \$1,760</p>
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by</p>	3A. There are inconsistencies in the implementation of the math curriculum with integrity and fidelity,	<p>EA 3. Numeracy (1.1.3)</p> <p>Student numeracy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that are congruent with the CCSS and include daily vocabulary development.</p>	i-Ready Diagnostic Screener Math Proficiency and Growth Data	<p><input checked="" type="checkbox"/> WSF 42101 B-3006 i-Ready Math \$14,000</p>

the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	including pacing, instructional routines, and use of assessment data.	<p>Action Steps:</p> <ul style="list-style-type: none"> a. The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the Ready Math curriculum, instruction, and assessments. b. All teachers will... <ul style="list-style-type: none"> i. Implement the vertically aligned standards-based industry-vetted curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments. ii. Provide instruction on Math vocabulary words, including those on the SBA-Math Vocabulary list. iii. Examine student work and assessment data, providing timely feedback to students on how they can improve . c. All grades 3-5 teachers will utilize at least one Interim Comprehensive Assessment (ICA) <u>formally within the testing system</u> as formative assessments to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students. d. All students will... <ul style="list-style-type: none"> i. Demonstrate the Ready Mathematics desired student actions (as outlined in the 'Look Fors' form) while engaging in the Try-Discuss-Connect Routine. ii. Complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA). <p>Leads: Principal, Academic Coaches, and GLCs</p>	Strive HI SBA Math Proficiency and Growth Data	
All grade 5 students are proficient in their understanding of the NGSS concepts.	4A. There are inconsistencies in the use of identified/selected grade-level Cognia assessments for each NGSS topic/standard aligned with the	<p>EA 4. Science</p> <p>Students' understanding of science concepts will increase through the effective implementation of a horizontally and vertically aligned curriculum, instruction, and assessment that are congruent with the NGSS.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. The administration will continue to provide time for teachers to 	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input type="checkbox"/> WSF 42101</p> <p><input checked="" type="checkbox"/> Possible Add'l WSF</p> <p>B - 3502</p> <p>Mystery Science \$1,495</p>

	<p>grade-level teacher-created curriculum.</p> <p>4B. There are varying degrees of understanding of how to teach the NGSS.</p>	<p>align and calibrate their use of the school-created place-based lessons, Generation Genius, and Mystery Science curriculum, instruction, and assessments.</p> <ul style="list-style-type: none"> b. All teachers will... <ul style="list-style-type: none"> i. Implement a vertically aligned curriculum to teach the NGSS and GLOs that meets the NGSS Evidence Statements for Elementary, and indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment if other than Amplify, and/or will state if components of the curriculum are teacher-created. (WASC #5) ii. Examine student work and assessment data, providing timely feedback to students on how they can improve . (WASC #3) c. All grades 3-5 teachers will... <ul style="list-style-type: none"> i. Select and utilize individual items (questions) from the NGSS Interim Assessments <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times throughout quarters 1-3 to expose students to the types of questions on the HSA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. (WASC #3) ii. Utilize at least one NGSS Interim Assessment per semester <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including using the HSA online tools and conducting feedback sessions with students. (WASC #3) iii. Use the Cognia Assessment that correlates with their grade level as a means of ongoing formative assessment (at least one per semester) to identify areas that need to be reviewed. (WASC #3) d. All grades K-2 will give at least one Cognia question/activity (for K) per semester that includes a Formative Data Sheet this year. (WASC #3) e. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., NGSS HSA). 		<p>Generation Genius \$1,795</p>
--	--	--	--	--------------------------------------

		Leads: Principal, Academic Coaches, and GLCs		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	<p>5A. There are varying degrees of implementation of differentiated and inclusive practices.</p> <p>5B. There are varying degrees of effective implementation of tiered academic interventions (e.g., scaffolding, differentiation).</p>	<p>EA 5. Inclusive Practices and Academic Student Support (1.1.4)</p> <p>Inclusive practices and tiered interventions will be strategically implemented to ensure all students can access rigorous 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 tiered intervention programs/systems (including Ulu Mau Tier III) and provide guidance on the schoolwide programs and expectations to diagnose and address students' academic needs (e.g., i-Ready diagnostic and resources) and incentives to reinforce effort and recognize/reward student academic growth. Provide guidance and expectations on the schoolwide use of inclusive practices and strategies to strengthen the learning of all students and subgroups. Administration and teachers/staff will... <ol style="list-style-type: none"> Restructure our RTI schedules (not pull out students from core instruction) and start using more Ready curriculum/align with core instruction Use prerequisite reports/ resources to target student needs during small group instruction. Provide multiple delivery models for ESL/ELD programs (pull-out, push-in, or hybrid) to meet the diverse needs of students and schools. Implement a SPED inclusion model to ensure all students learn in their least restrictive environment. Teachers will implement the academic intervention programs/systems with fidelity, incorporate the use of inclusive practices in all classrooms, reinforce effort, and recognize/reward student progress. All students will reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth (e.g., ELA/Math diagnostic data, GLOs). (WASC #1) <p>Leads: Principal, SSC, and GLCs</p>	<p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p><input checked="" type="checkbox"/> WSF 42101 A - 2510 Rtl teacher .50 FTE \$37,948</p> <p>A1 - 2744 RTI PTT 17 hrs per wk x 40 wks = 680 hrs x \$42.16 = \$28,669</p> <p><input checked="" type="checkbox"/> WSF 42101 B - 7104/07 i-Ready PD (includes ELA) \$11,000</p> <p>B-3502 i-Ready Screener (includes ELA) \$17,500</p> <p><input checked="" type="checkbox"/> Migrant Ed 17790 A1 - 2744/2702 Migrant Ed PTTA 14 x 2 hrs per wk x 38 wks 1,064 hrs x \$42.16 \$44,858 + \$1,346 (3.0% fringe) = \$46,204</p>

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	6A. There is a need to sustain and strengthen the successful practice of providing students with transitions.	EA 6. Student Transitions (1.1.5) Multiple activities and events will support students' transitions into, through, and out of Kalaheo Elementary School. Action Steps: a. School administration and teachers/staff will... i. Coordinate and implement transition activities for incoming kindergarteners and Transition Day (K-4) to support student transitions from grade level to grade level within our school. ii. Collaborate with our feeder middle school(s) to coordinate and implement a series of activities that prepare grade 5 students for the successful transition to middle school emotionally, mentally, and academically. b. All students will participate in learning activities that prepare them for the successful transition to the next grade level/middle school. Leads: Principal, SSC, Counselors, and GLCs	Panorama Student Perception/SEL Survey Results	<input checked="" type="checkbox"/> WSF 42101 B-4801 Bus for transitions to CKMS and WCMS \$850
--	---	---	--	---

★ 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>	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.	7A. There is a need to sustain and strengthen our activities that encourage student attendance and the implementation of clear, proactive follow-up procedures when students are absent.	EA 7. Student Attendance (1.2.1) Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented when students are absent. Action Steps: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. Administration, teachers, and staff will... i. Encourage student attendance and implement proactive follow-up procedures when students are absent. ii. Implement an attendance contest where students compete against their grade level. The winning class with the highest	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF

		<p>attendance rate per grade level wins a prize/event.</p> <p>iii. Make parents more aware of our attendance goals (e.g., Quarterly dojo messages that include a Health Aide tip).</p> <p>c. Students will receive recognition for attendance.</p> <p>Leads: Principal and Counselors</p>		
1.2.2. All students demonstrate positive behaviors at school.	8A. There is a need to sustain and strengthen the implementation of schoolwide behavior expectations, classroom management routines, our SEL program (Second Step), and follow-up actions based on the SEL Panorama Student Survey results.	<p>EA 8. Positive Student Behavior (1.2.2)</p> <p>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.</p> <p>Action Steps:</p> <p>a. School administration will provide guidance to strengthen behavioral RtI, social-emotional learning (SEL), proactive classroom management routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors. (WASC #7)</p> <p>b. School counselors will clearly define a school-wide process for addressing student social-emotional needs using teacher input to provide timely, targeted student interventions, support via individual or small group counseling, and guidance lessons in all classrooms. (WASC #7)</p> <p>c. Teachers will use the SEL Survey results to select effective strategies to provide targeted interventions and support. (WASC #7)</p> <p>d. The administration, teachers, and staff will implement...</p> <p>i. RtI, SEL, PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors resulting in a positive classroom/school climate. (WASC #7)</p> <p>ii. A school-wide behavior reward system using tickets and rewards/recognition events culminating in a carnival.</p> <p>e. Students will exhibit positive behaviors in all settings and receive recognition (PRIDE/Haumana Ha'aheo).</p> <p>Leads: Principal, Counselors, and PBIS Committee</p>	<p>Behavior Incident Referral Data</p> <p>Panorama Student Perception/SEL Survey Results</p>	<p>☑ WSF 42101</p> <p>B-3401</p> <p>PBIS incentives/ awards/ curriculum</p> <p>\$2,000</p>

1.2.3. All students experience a Nā Hopena A'o environment for learning.	9A. There is a need to sustain and strengthen activities and events that instill and promote the components of the Nā Hopena A'o (HĀ) Framework, with an emphasis on a sense of Hawaii.	EA 9. 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 coordinate and implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms (e.g., morning oli, Second Step, place-based field trips), many of which are embedded in other school initiatives. b. All students will experience a Nā Hopena A'o environment for learning, with an emphasis on strengthening a sense of Hawaii at our school. Leads: Principal, Counselors, and GLCs	Panorama Student Perception/SEL Survey Results	<input checked="" type="checkbox"/> Possible Add'l WSF B-3006 HĀ supplies & incentives - posters, incentives, showcases \$1,000
--	---	--	--	---

★ 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>	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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	10A. There is a need to sustain and strengthen our implementation of activities and events that increase students' awareness of college/career options, connect them with their community, and develop a sense of civic responsibility.	EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1) 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. Action Steps: a. School administration and teachers/staff will coordinate and implement activities that... i. Promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, career day, Kids Voting, student research, connecting to how adults use a particular skill in a job field). ii. Foster students' connection with their community and develop a sense of civic responsibility (e.g., aina-based	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	<input checked="" type="checkbox"/> WSF 42101 A1 - 2741 Computer Tech PPE @ 10 hrs per wk x 42 wks = 420 hr x \$25.45 \$10,689

		<p>learning, service-based learning, guest speakers, student research).</p> <p>b. 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> <p>Leads: Principal, Counselors, and GLCs</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>11A. There is a need to sustain and strengthen K-12 alignment and school-level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>11B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.</p>	<p>EA 11. 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> <p>a. School administration and teachers/staff will identify and implement strategies throughout the school year that prepare students for middle/high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science).</p> <p>b. School administration will...</p> <p>i. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Waimea Complex (West Kauai).</p> <p>ii. Designate time for teachers to review the Computer Science (CSTA) standards and coordinate training on resources and instructional practices that will enable designated teachers to design and deliver coherent, scaffolded computer science learning experiences for students.</p> <p>c. All students will participate in learning activities that prepare them for success in middle school, high school, and beyond.</p> <p>Leads: Principal, Computer Science Teacher, STEM/Science Teacher, and GLCs</p>	GLO Quarterly Report Card Grades	<p><input checked="" type="checkbox"/> WSF 42101</p> <p>A1 - 2744 2 PTTB (Computer and Art) 17 hrs per wk x 40 wks = 1,360 hr x \$29.59 = \$40,242</p> <p>B - 3502 GoGuardian \$6,205</p> <p>Kami \$2,340</p> <p>B - 3006 Student Planners \$1,700</p> <p>Student Headsets (200) <i>Purchased in FY24</i></p> <p><input checked="" type="checkbox"/> Possible Add'l WSF</p> <p>B - 3502 BrainPOP \$3,988</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>	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>
2.1.2. All teachers are effective or receive the necessary support to become effective.	<p>12A. There are varying levels of understanding and implementation of high-yield instructional strategies (powerful practices).</p> <p>12B. 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 best practices.</p>	<p>EA 12. Teacher Professional Development and Growth (2.1.2)</p> <p>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.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration/leadership will provide professional development and coaching and monitor the implementation of practices/strategies learned. <ol style="list-style-type: none"> Effective teaching practices (Powerful Practices) and high-yield instructional strategies (e.g., cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding, vocabulary, active participation, teaching to an objective/teacher clarity, student voice/choice) in all classrooms. (WASC #2, #8) Ready Magnetic Reading curriculum, UFLI, and Heggerty, and they will monitor the impact of PD based on curriculum implementation and program usage. Science of Reading PD embedded within a cycle of professional learning to calibrate understanding of Scarborough's Reading Rope and strengthen instruction and assessment of word recognition/decoding and language comprehension. Math PD and coaching that is embedded within a cycle of 	<p>PD/Training Log</p> <p>Walkthrough Data</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>SBA ELA and Math Proficiency and Growth Data</p> <p>NGSS-HSA Science Proficiency Data</p>	<p><input checked="" type="checkbox"/> WSF 42102 A1-2769 ELL sub for KCA workshops 3 days x \$194.01 \$582</p> <p><input checked="" type="checkbox"/> WSF 42106 A1-2769 Subs for 6 Inclusion Teacher Articulation Days x 1 per qtr = 24 days x \$194.01 \$4,656</p> <p>A1-2769/2802 20 Sub/Stipend days for teacher PD including new teacher Orientation x \$194.01 \$3,880</p> <p><input checked="" type="checkbox"/> Possible Add'l WSF B-4804 Schools of the Future \$1,800</p> <p>Counselor Conference \$500</p>

		<p>professional learning to calibrate understanding of Steps 1-3 in the Ready curriculum to systematically deliver core math instruction to all students and monitor the impact of the PD based on curriculum implementation.</p> <p>v. 8-Effective Math Teaching Practices (NCTM) PD and coaching embedded within a cycle of professional learning to deepen understanding and strengthen the consistent implementation of these instructional practices while delivering math instruction to all students.</p> <p>vi. Effective and consistent use of Science curricula.</p> <p>b. All teachers will...</p> <p>i. Be provided with an orientation, curriculum/instruction training, and ongoing induction and mentoring support when new to the school.</p> <p>ii. Implement 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). (WASC #2, #8)</p> <p>iii. Be provided opportunities to visit other classrooms to see other teachers implementing effective teaching practices and high-yield instructional strategies (e.g., "learning walks" during PLC). (WASC #8)</p> <p>c. All students will increase their learning through teachers' use of best practices/strategies.</p> <p>Leads: Principal, Academic Coaches, Instructional Leadership Team, and GLCs</p>		
2.2.2. All school support staff are effective or receive the necessary support to become effective.	13A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.	<p>EA 13. 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> <p>a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies that foster student well-being and academic growth.</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>	<input type="checkbox"/> WSF

		<p>b. All support staff will...</p> <ul style="list-style-type: none"> i. Be provided with an orientation, initial training, and ongoing guidance/support when new to the school. ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. <p>c. All students will increase their learning through the support staff's use of best practices/strategies.</p> <p>Leads: Principal and Academic Coaches</p>		
<p>2.3.2 All school administrators are effective or receive the necessary support to become effective</p>	<p>14A. 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>	<p>EA 14. 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, NAESP). 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>	PD/Training Log	<p><input checked="" type="checkbox"/> Possible Add'l WSF Funds</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. \$4,000 per administrator</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>
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	15A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Wilcox Elementary School. ii. Provide ongoing communication with faculty and staff to ensure everyone is knowledgeable of and involved in meeting our school's goals and outcomes. (Self-Study) iii. Ensure that our Academic Plan is aligned with the BOE/DOE Strategic Plan, and the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Lead: Principal	Academic and Financial Plan Documents	<input type="checkbox"/> WSF

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	16A. There is a need to sustain the successful practice of involving the School Community Council (SCC) in collaborative planning and decision-making.	EA 16. 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. (WASC #4) b. All stakeholder role groups will have respective members on the SCC. Leads: Principal and SCC Chairperson	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	<input type="checkbox"/> WSF
All parents feel welcome, involved, and engaged in their child's school.	17A. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child's learning and overall well-being at school.	EA 17. Parent/Family Involvement and Engagement Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration, along with teachers/staff, will provide parents/guardians with opportunities and guidance to support their child's growth. (WASC #4) b. All students will participate in activities, programs, and events that support their academic and social development. Leads: Principal, PCNC Coordinator, and GLCs	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	<input checked="" type="checkbox"/> WSF 42101 A1 - 2741 PCNC @ 10 hrs per wk x 40 wks = 400 hrs x \$25.45 \$10,180 B - 3006 Purple folders - Parent Communicators \$547 <input checked="" type="checkbox"/> WSF 42112 B - 3502 Educational Networks school website \$3,600

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 Kalaheo Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1,059 instructional hours per year

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, we applied for three waiver days for SY 25-26 to use for PD/training and data analysis.

Bell Schedule: [Kalaheo Elementary School 2025-26 Bell Schedule](#)