

Kapa'a Elementary School Academic Plan SY 2026 -2027

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- ☒ Title I School
☐ Non-Title 1 School

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	4/14/26

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	04.14.26

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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	'23 Wonders ▾	enVision Mathematics C... ▾	STEMScopes	Miscellaneous (e.g., Wonders topics)
Grades K and 1	Other: ▾ Heggerty			

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 through 5	i-Ready Learning Path Lessons Phonics Lesson Library 2.0, and PAIR (95 Percent Group) Accelerated Reader WonderWorks (SPED) TeachTown (FSC) Imagine Learning (EL)	i-Ready Learning Path Lessons enVision MDIS BrainPop	BrainPop	BrainPop
Grades 2 through 5	Heggerty (Bridge the Gap) Achieve 3000			

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: Teachers turn in an "Area of Concern" Form organized by area of concern (Academic, Behavior, Social Emotional, Attendance, and/or Speech/Language). Students are discussed at Cadre meetings once a week, and notes include all interventions and progress on each student.

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.		
Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades K through 5	I-Ready ▾ Screener and Growth Monitoring Other: ▾ - Phonics Screener for Intervention (95 PSI) - Phonemic Awareness Screener for Intervention (95 PASI) - Literacy Intervention System (95 Percent Group)	I-Ready ▾ Screener and Growth Monitoring
SPED	DIBELS ▾	

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 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2026-27

Type of Next Action:

Mid-Cycle Report (No Visit) ▾

Year of Next Self-Study:

SY 2029-30

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	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
31%	43%	44%	39%	37%	23%	30%	22%	22%	24%	33%	65%	49%	51%	43%
Goal >80%					Goal <10%					Goal >60%				

Source: Strive HI Report

i-Ready Diagnostic Screener - Reading									
Growth - Fall to Spring 2024-25					Current Proficiency - Winter 2025-26				
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
54%	26%	105%			19%	22%	39%	12%	8%
>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, especially in reading foundational skills, comprehension, and writing.
 - Reading - All students need to increase their ability to apply foundational reading skills (i.e., phonics, fluency) and comprehension skills (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. Tier 2 scaffolded reading instruction is an area of growth.
 - 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 varying degrees of implementation of our ELA/literacy curriculum, common goals, instructional strategies, rigor/DOK, and use of assessment data when teaching and assessing ELA.

2B. There are a few inconsistencies in following through on PLC agreements related to ELA/literacy.

2C. There are varying levels of understanding of how to identify, plan for, and teach ELA standards to meet the needs of learners with varying abilities.

2D. There are varying degrees of implementation of schoolwide best practices to support ELA/literacy instruction.

2E. Writing instruction is inconsistent and does not provide students with sufficient opportunities or feedback to draft, revise, and edit their writing using standard English conventions (e.g., grammar, capitalization, punctuation, and spelling).

2F. There are varying degrees of implementation of accountable talk (e.g., student discussion, turn-and-talk, pair-share) taking place across classrooms.

2G. There is a need to sustain and strengthen explicit vocabulary instruction (academic and content-specific) and provide exposure to texts across subjects to support vocabulary development.

5A. There are varying degrees of implementation of Tier 2 curriculum resources and instruction to address students' learning needs.

5B. There is inconsistent understanding and use of scaffolding and differentiation to meet the needs of students with varying abilities, prior knowledge, and learning paces in ELA and math instruction.

12A. There are varying levels of understanding and inconsistent implementation of schoolwide high-yield instructional strategies and effective teaching practices.

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

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NUMERACY

SBA Math														
Proficiency					High Needs Achievement Gap					Growth				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
25%	37%	41%	32%	37%	24%	22%	18%	20%	18%	38%	67%	51%	52%	57%
Goal >80%					Goal <10%					Goal >60%				

Source: Strive HI Report

i-Ready Diagnostic Screener - Math									
Growth - Fall to Spring 2024-25					Current Proficiency - Winter 2025-26				
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
57%	29%	111%			14%	19%	52%	10%	6%
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, especially in number sense, problem-solving, 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 scaffolds 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 varying degrees of implementation of our math curriculum, common goals, instructional strategies, rigor/DOK, and use of assessment data when teaching and assessing math.

3B. There are a few inconsistencies in following through on PLC agreements related to math/numeracy.

3C. There are varying levels of understanding of how to identify, plan for, and teach math standards to meet the needs of learners with varying abilities.

3D. There are varying degrees of implementation of schoolwide best practices to support math/numeracy instruction.

3E. Math instruction focuses more on procedures than on helping students understand the math concepts and why they work.

3F. Students are not consistently given opportunities to work through problems independently, try different strategies, or reflect on their solution process.

3G. There is a need to sustain and strengthen explicit instruction in mathematical vocabulary, sentence starters, and organizational structures to help students clearly communicate their thinking and math ideas.

3H. Teachers rely heavily on direct instruction, limiting the frequency of student-led discussions, mathematical arguments, and peer feedback that require students to explain their thinking.

5A. There are varying degrees of implementation of Tier 2 curriculum resources and instruction to address students' learning needs.

5B. There is inconsistent understanding and use of scaffolding and differentiation to meet the needs of students with varying abilities, prior knowledge, and learning paces in ELA and math instruction.

12A. There are varying levels of understanding and inconsistent implementation of schoolwide high-yield instructional strategies and effective teaching practices.

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

SCIENCE

NGSS-HSA Science									
Proficiency					High Needs Achievement Gap				
20-21	21-22	22-23	23-24	24-25	20-21	21-22	22-23	23-24	24-25
23%	32%	34%	30%	35%	17%	32%	22%	11%	18%
Goal >80%					Goal <10%				

Source: Strive HI Report and [ARCH ADC](#) Data Dashboards

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

- All students need to increase their understanding and application of the topics and performance expectations outlined in 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 grounded in a high-quality, vertically aligned curriculum that strengthens 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. This involves the intentional and strategic integration of STEMscopes and NGSS Interim Assessments, used informally (e.g., as guided practice or collaborative lesson activities outside the testing system) and formally as assessments (within the testing system).

Root/Contributing Causes:

4A. There is inconsistent implementation of common goals, prioritized standards, curriculum, pacing, instructional strategies, rigor/DOK and use of assessment results when teaching and assessing science.

4B. There are varying levels of understanding of how to identify, plan for, and teach NGSS to meet the needs of learners with varying abilities.

12A. There are varying levels of understanding and inconsistent implementation of schoolwide high-yield instructional strategies and effective teaching practices.

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

SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning Competencies							
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy	Supportive Relationships
61%	56%	58%	60%	54%	45%	49%	91%
Goal: >80%							

Sources: [Panorama Education](#) Student SEL Survey – Winter 2025-26

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 emotion regulation and growth mindset.

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 a growth mindset.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth.

Root/Contributing Causes:

8A. There are gaps in the implementation of a process to support and address students' academic, social-emotional, and behavioral needs.

8B. There are varying levels of effective strategies/practices being implemented to support productive student behaviors in the classroom.

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

ATTENDANCE

Regular Attendance			
21-22	22-23	23-24	24-25
46%	60%	71%	64%
Goal: >90%			

Source: Strive HI Report

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

- All students need to understand how regular school attendance supports their learning, strengthens relationships at school, and contributes to their future success.

Student LEARNER Needs (What students need us to provide so that they attend school more regularly.)

- All students need clear instruction, and parents/guardians need ongoing guidance and communication, on the importance of regular attendance and its impact on student academic achievement.
- All students need a safe, supportive, and engaging learning environment, consistent communication of attendance expectations, and access to resources and interventions that address barriers to regular attendance.

Root/Contributing Causes:

7A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices.

7B. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices.

7C. Parents and students have limited understanding of how regular attendance impacts student learning.

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

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	23% = 61	33% = 73	38% = 77	31% = 57	24% = 47
Math	17% = 45	29% = 65	33% = 68	25% = 46	30% = 59
Science	16% = 14	21% = 18	24% = 16	27% = 14	29% = 20

Percentage and number of EDS students proficient

Source: [LEI Kulia](#) - School Profile Report***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	24-25	20-21	21-22	22-23	23-24	24-25
ELA	17% = 7	34% = 10	16% = 4	19% = 5	23% = 5	47% (27/57)	52% (26/50)	37% (14/38)	67% (26/39)	58% (22/38)
Math	15% = 6	27% = 8	20% = 5	19% = 5	17% = 4					
Science	8% = 1	0%	0%	0%	25% = 2	Source: LEI Kulia - Growth to Target (WIDA Access)				

Source: [LEI Kulia](#) - School Profile Report; Percentage and # of EL students proficientSource: [LEI Kulia](#) - Growth to Target (WIDA Access)[Kapa'a 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	24-25
ELA	5% = 2	5% = 2	7% = 3	4% = 2	2% = 1
Math	5% = 2	2% = 1	7% = 3	6% = 3	9% = 4
Science	0%	0%	5% = 1	7% = 1	0%
Percentage and number of SPED students proficient (Does not include HSA-Alt)					

Source: [LEL Kulia](#) - School Profile Report

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 can 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 2026-27



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, 6	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 2, 5
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. Using data to determine the strengths and needs of incoming Kindergarten students supports effective planning for foundational learning, resulting in the need to sustain and strengthen these efforts.	EA 1. Kindergarten Readiness (1.1.1) All incoming Kindergarteners 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 teachers and staff are trained to administer the Kindergarten Entry Assessment (KEA). b. Teachers and staff will administer the KEA and school-level assessments and use the data to inform instructional and SEL practices to meet student needs. c. Kindergarten students will be provided the necessary, timely support to develop foundational academic and social-emotional skills. Leads: Principal, VPs, and Kindergarten GLC	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	☒ WSF 42104 B-7104/01 PSAP Consultation \$1,500 ☒ WSF 42106 A1-2769 7 sub days for Kindergarten Assessment @ \$200.80 \$1,406 A1-2769 2 sub days for KEA training for 2 new Kinder teachers @ \$200.80 \$402 ☒ 42101 A1-2744 Summer Kinder KEA Testing = 2 days x 8 teachers x 7 hours per day = 112 hrs x \$42.16 \$4,722 ☐ Title I

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.	2A. There are varying degrees of implementation of our ELA/literacy curriculum, common goals, instructional strategies, rigor/DOK, and use of assessment data when teaching and assessing ELA. 2B. There are a few inconsistencies in following through on PLC agreements related to ELA/literacy. 2C. There are varying levels of understanding of how to identify, plan for, and teach ELA standards to meet the needs of learners with varying abilities. 2D. There are varying degrees of implementation of schoolwide best practices to support ELA/literacy instruction. 2E. Writing instruction is inconsistent and does not provide students with	EA 2. Literacy (1.1.2) Student literacy will increase through the effective implementation of Wonders 2023, a horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned to the HCCSS, supported by daily vocabulary development, Science of Reading pedagogy, and school-identified supplementary instructional programs. Action Steps: a. School administration/Leadership will... i. Utilize PLC to align and calibrate their use of the Wonders 2023 curriculum, instruction, and assessments. (WASC #2) ii. Organize and lead school-wide recognition and rewards for students meeting their i-Ready Typical and Stretch growth goals through newsletters and/or assemblies. b. Teachers will... i. Implement the Wonders 2023 curriculum. (WASC #2) ii. Provide instruction using vocabulary strategies such as DEA on grade-level appropriate vocabulary multiple times each week, including exposure to SBA-Sample Academic Vocabulary and, for Gr. 3-5, the SBA ELA-Literacy Content-Specific Vocabulary. iii. Examine student work and assessment data, and provide descriptive, timely feedback to students on how they can improve. (WASC #1, #3) iv. Utilize common grade-level rubrics for teacher and student use with various types of writing; utilizing CCSS Writing Exemplars and SBA Rubrics/Scoring Guides as guides for grade-level expectations/rigor. (WASC #1) v. Incorporate the use of UFLI and Heggerty to supplement instruction on foundational skills as needed. (WASC #2) vi. Implement Achieve3000, i-Ready Personalized Learning Path, and Accelerated Reader/Star to strengthen reading skills. (WASC #2, #3) vii. Utilize PLC to align and calibrate their use of the Wonders 2023 curriculum, instruction, and assessments. (WASC #2)	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	☐ WSF 42101 B-3006 ☒ Title I 18902 B-3006 Wonders consumable materials \$25,000 95% Decodables & Readables <i>Bought through FY28</i> B-3006 PDX - Magnetic sound wall intervention folders & magnets \$2,000 B-3502 Renaissance Learning/Accelerated Reader/Renaissance STAR Phonics \$13,000 Brainpop Subscription \$4,703 Heggerty Subscription \$4,650 B-3502 Achieve 3000 \$27,518
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	sufficient opportunities or feedback to draft, revise, and edit their writing using standard English conventions (e.g., grammar, capitalization, punctuation, and spelling). 2F. There are varying degrees of implementation of accountable talk (e.g., student discussion, turn-and-talk, pair-share) taking place across classrooms. 2G. There is a need to sustain and strengthen explicit vocabulary instruction (academic and content-specific) and provide exposure to texts across subjects to support vocabulary development.	c. Grades 3-5 teachers will... i. Select and utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) <u>informally for instruction</u> (e.g., as a lesson activity/practice item) multiple times throughout the year to expose students to the types of questions on the SBA 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 three ELA IABs <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. (WASC #3) d. Students will... i. Complete standards-based learning activities to read at grade level and strengthen their literacy development, preparing them for real-world application and success on standardized assessments (e.g., i-Ready Screener, SBA). ii. Pass at least two i-Ready Reading lessons per week. iii. Engage in school-level incentives and grade-level challenges for reading achievement. Leads: Principal, VPs, and Academic Coaches		
Mathematics Proficiency 1.1.3. All students are proficient in	3A. There are varying degrees of implementation of our math curriculum, common goals, instructional	EA 3. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of the horizontally and vertically aligned enVision Math curriculum, supported by embedded instructional strategies, mathematical practices, and vocabulary development.	i-Ready Diagnostic Screener Math Proficiency and Growth Data	☐ WSF ☒ Title I 18902 B-3502 enVision Curriculum

mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	strategies, rigor/DOK, and use of assessment data when teaching and assessing math. 3B. There are a few inconsistencies in following through on PLC agreements related to math/numeracy. 3C. There are varying levels of understanding of how to identify, plan for, and teach math standards to meet the needs of learners with varying abilities. 3D. There are varying degrees of implementation of schoolwide best practices to support math/numeracy instruction. 3E. Math instruction focuses more on procedures than on helping students understand the math concepts and why they work. 3F. Students are not consistently given opportunities to work through	Action Steps: a. School administration/Leadership will... - Provide follow-up support for teachers who need additional assistance implementing the enVision program with fidelity. - Organize and lead school-wide recognition and rewards for students meeting their i-Ready Typical and Stretch growth goals through newsletters and/or assemblies. b. Teachers will... - Implement the enVision curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, using all identified components, including digital resources. (WASC #2, #3) - Collaborate in the TSETS math cohort to share strategies during PLC or grade-level meetings to strengthen understanding of difficult enVision topics. - Utilize "Solve and Share" to have students explain their thinking and share problem-solving strategies with peers, helping them communicate their reasoning and take ownership of their learning. (WASC #1) - Provide instruction on Math vocabulary words, including those on the SBA-Math Vocabulary list. - Encourage and recognize students' use of math vocabulary throughout the day and use quick vocabulary checks such as Kahoot, Quizizz, Four Corners, or exit tickets. - Examine student work and common formative assessment data, and provide descriptive, timely feedback to students on how they can improve. (WASC #4) - Teach students on the use of manipulatives and strategies, such as drawing multiplication charts or base-ten blocks. - Utilize PLC to align and calibrate the use of the enVision curriculum, instruction, and assessments, incorporating the MDIS component to guide instruction and Tier 2 interventions. (WASC #2, #4) - Utilize PLC to analyze student data regularly and share instructional strategies to best support student needs.	Strive HI SBA Math Proficiency and Growth Data	Materials, Digital License and PD \$60,386
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	problems independently, try different strategies, or reflect on their solution process. 3G. There is a need to sustain and strengthen explicit instruction in mathematical vocabulary, sentence starters, and organizational structures to help students clearly communicate their thinking and math ideas. 3H. Teachers rely heavily on direct instruction, limiting the frequency of student-led discussions, mathematical arguments, and peer feedback that require students to explain their thinking.	c. Grades 3-5 teachers will... i. Select and utilize individual questions from the Math SBA Interim Assessment Blocks (IABs) <u>informally for instruction</u> (e.g., as a lesson activity/practice item) multiple times throughout the year to expose students to the types of questions on the SBA 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 three Math IABs <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. (WASC #3, #4) d. Students will... i. Complete standards-based learning activities to strengthen their numeracy development and perform at grade level in mathematics, preparing them for real-world application and success on standardized assessments (e.g., i-Ready Screener, SBA). ii. Pass at least two i-Ready math lessons per week. iii. Engage in school level incentives and grade-level challenges for math achievement. Leads: Principal, VPs, and Academic Coaches		
All grade 5 students are proficient in their understanding of the NGSS concepts.	4A. There is inconsistent implementation of common goals, prioritized standards, curriculum, pacing, instructional	EA 4. Science Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned STEMScopes curriculum with embedded instructional strategies, practices, and assessments aligned with the NGSS. Action Steps: a. School administration/leadership will...	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☐ WSF ☒ Title I 18902 B-3006 STEMscope Print Copy (Accelerated Learning) \$28,600

	strategies, rigor/DOK and use of assessment results when teaching and assessing science. 4B. There are varying levels of understanding of how to identify, plan for, and teach NGSS to meet the needs of learners with varying abilities.	i. Provide guidance and support for teachers on using the STEMScopes Science curriculum. ii. Determine funding for STEMScopes PD, including virtual and in-person coaching at the grade-level specific level. iii. Select Educational Assistants intentionally to provide directed student support during Science blocks. iv. Move the AlohaHSA Test Administrator (TA) certification date to earlier in the school year. v. Monitor Science pacing during PLC meetings to ensure consistent school-wide progress. vi. Investigate the feasibility of a Science IRA teacher to provide weekly instruction and support during PLCs. b. Teachers will... i. Implement common STEMScopes lessons/activities and key components determined for each grade level to teach the NGSS Evidence Statements for Elementary. ii. Adhere to STEMScopes as an inquiry-based program to meet NGSS Evidence Statements for Elementary. iii. Foster a culture of scientific thinking and "productive struggle" by teaching students how to think, ask questions, and work as a team. iv. Develop four NGSS lessons (one per domain/quarter) in collaboration with coaches. v. Incorporate cross-curricular ties to integrate other subjects into Science instruction. vi. Work to ensure that students in pull-out classes do not miss Science exposure or core instruction. vii. Implement Science Common Formative Assessments (CFAs) as identified in the priority bundles. (WASC #4) viii. Bring STEMScopes multiple-choice assessments to PLCs to analyze student progress ahead of the 5th-grade assessment. (WASC #3, #4) ix. Examine student work and assessment data to provide descriptive and timely feedback to students on how they can improve.		B-3502 STEMscopes (Accelerated Learning) Digital Licenses \$10,025 B-7104/07 STEMscopes PD (Accelerated Learning) \$5,591 B-4801 Kokee Discovery Bus for 4th Grade 6 x \$1,000 = \$6,000
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		x. Analyze data from earlier grades to help inform intentional IEP goals regarding Science. xi. Utilize the AlohaHSA practice tests to familiarize students with the state test format. (WASC #3) xii. Collaborate to conduct a school-wide Science Day for students of all grade levels. xiii. Explore the possibility of hosting or visiting a Science Fair to increase student engagement. c. Grades 3-5 teachers will... i. Use individual questions from the NGSS Interim Assessments <i>informally for instruction</i> (e.g., as a lesson activity/practice item) to expose students to the types of questions on the NGSS HSA and reinforce the learning of standards-based content. ii. Align Science IABs to the established STEMScopes priority bundles. iii. Introduce NGSS IAB items and assessments formally beginning in the 2026-27 school year. d. Students will... i. Complete standards-based learning activities to strengthen their understanding of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., STEMScopes Screener, NGSS HSA). ii. Develop independent critical thinking skills and learn to explain their scientific reasoning. iii. Engage in three 45-minute blocks of Science per week (as schedules permit). Leads: Principal, VPs, and Academic Coaches		
1.1.4. All student groups perform equally well academically and show continued academic	5A. There are varying degrees of implementation of Tier 2 curriculum resources and instruction to address students'	EA 5. Inclusive Practices and Academic Student Support (1.1.4) 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. Action Steps:	i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Strive HI SBA ELA and Math	☑ WSF 42101 A-2510 2 Academic Coaches \$151,792 A1-2744/2702 3 RTI PTTA x 17 hrs per wk x 40 wks x \$42.16 =

growth, irrespective of background and circumstances.	learning needs. 5B. There is inconsistent understanding and use of scaffolding and differentiation to meet the needs of students with varying abilities, prior knowledge, and learning paces in ELA and math instruction.	a. School administration/leadership will... i. Engage in data analysis of student achievement in sub-groups to determine school needs (i.e., SPED, EL, Disadvantaged, i-Ready below grade level groups). (WASC #2) ii. Establish criteria for identifying at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD) iii. Define program goals, strategies, and progress monitoring procedures for Tier 2 and 3 interventions. (CLSD) iv. Oversee the schoolwide ELA (Tiers 1–3) and Math (Tiers 1–2) intervention programs, providing guidance on expectations, diagnosing and addressing student needs, and supporting the targeted use of differentiation strategies, resources, and incentives to reinforce effort and recognize academic growth. (WASC #2) v. Streamline the MTSS and RTI processes and LRE placement of students with needs. vi. Conduct quarterly walkthroughs to monitor Tier 1 and Tier 2 implementation in the classroom. vii. Develop a timely, consistent system to notify teachers of student physical/medical needs (including photos) via Infinite Campus or a secure folder. viii. Evaluate the feasibility of a "Walk to Intervention" model in grade-level bands to support Tier 2 needs. ix. Provide guidance and expectations on the schoolwide use of inclusive practices. x. Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD) b. Teachers and the Literacy Coach will: i. Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD) ii. Screen students with Phonological Awareness (PA) or Phonics (PH) deficiencies (based on i-Ready) using the PSI	Proficiency, Growth, and Achievement Gap Data	2,040 hrs = \$86,006 ☒ WSF 42102 A1-2744 2 ELL PTTBs 17 hrs/wk x 40 wks = 1,360 hrs x \$29.59 \$40,242 ELL Interpreter 29 NEP students x 4 hrs per student = 116 hrs x \$29.59 \$3,432 B - 3502 Imagine Learning paid for by State Program Manager for SY2026-2027 ☒ Possible Add'l WSF C-7708 Chromebooks for students \$43,500 ☒ Title I 18902 B-3502 i-Ready Universal Screener & Toolbox \$16,423 ESGI Kinder data monitoring data program \$1,911 ☒ Title I 18902 B-3010
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		and PASI to determine 95% Group or Heggerty intervention lessons. iii. Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD) iv. Participate in 95 Percent Group (Cox Campus) Professional Development trainings to address reading deficiencies. v. Collaborate on PD regarding small group routines and effective student grouping. c. Teachers will... i. Implement the 95 Percent Group intervention programs (Literacy Intervention System, Phonics Lesson Library 2.0, and PAIR) to deliver teacher-led literacy instruction for Tier 2 and 3, EL, and SPED students. (CLSD) (WASC #2) ii. Analyze data during PLC meetings to identify student needs and determine targeted instructional strategies and resources to address them. (WASC #2) iii. Implement a dedicated small group block in all classes using resources such as 95%, Wonders, and Heggerty. iv. Provide accommodations for all CFAs, diagnostic screeners, and classroom assessments for students who need them. v. Implement the Reading Achievement Program (RAP) from 95% for Tier 3 instruction. vi. Implement the schoolwide Tier 2 reading intervention plan as outlined in the flowchart. vii. Utilize independent practice time to pull small groups for Math RTI (Tier 2 and Tier 3). viii. Incorporate the Math Diagnosis and Intervention System (MDIS) intentionally into Small Group Instruction (SGI) for any struggling students. d. All students will reflect on their learning, set goals, and self-monitor their progress towards ongoing academic growth through i-Ready data chats (e.g., ELA/Math diagnostic data, GLOs) and receive recognition/rewards for reaching their target growth/progress.		Headphone Adapters for iPads \$2,356 B-3502 Otus Data Management Subscription \$9,300
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		e. The EL Coordinator/Teacher will... i. Conduct beginning and end-of-the-year WIDA data checks with teachers ii. Continue to track every diagnostic, monitor growth, and share progress with parents. Leads: Principal, VPs, RTI/Academic Coaches, and Student Services Coordinator (SSC)		
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 (1.1.4) Multiple activities and events will support students' transitions into, through, and out of Kapa'a Elementary School. Action Steps: a. School administration will... i. Coordinate activities and events that support student transitions, including preschool and Kindergarten, and the transition from 5th grade to middle school. ii. Collaborate with the EL Committee to design and lead a process to support newcomer EL students. (EL Success Plan) b. Students will participate in activities and events that successfully transition them to the next grade level/middle school. Leads: Principal, VPs, and Counselors	Panorama Student Perception/SEL Survey Results	☒ Possible Add'l WSF B-4801 Bus for 5th grade transition to Kapa'a Middle & other bus trips with Counselors \$2,500 ☒ Title I 18935 B-3301 Kinder Exploration (Transition) Event Refreshments & Paper Goods \$300 ☒ Title I 18902 B-3006 Kinder Exploration (transition) Event Supplies/Books \$500

★ **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 8, 9	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 8
1.2.1. All students desire to and attend school regularly.	7A. Established practices for encouraging and promoting student attendance support student engagement and participation, resulting in the need to sustain and strengthen these practices. 7B. Established practices for clear, proactive follow-up procedures when students are absent support consistent monitoring of attendance, resulting in the need to sustain and strengthen these practices. 7C. Parents and students have limited understanding of how regular attendance impacts student learning.	EA 7. Student Attendance (1.2.1) Student attendance will be encouraged, and clear, proactive follow-up procedures will be implemented to address absences. Action Steps: a. School administration and counselors will... i. Communicate clear, proactive attendance procedures to teachers, staff, and students/parents. ii. Conduct quarterly Probation Officer meetings to communicate the importance of attendance with families that have severe absences. iii. Recognize/reward students for regular attendance during quarterly assemblies. b. The school administration, counselors, and the social worker will perform home visits for chronically absent students and families who are hard to contact. added to monitoring tool c. The EL teacher will conduct targeted outreach for EL families by providing resources and communication in their home language. d. Counselors will... i. Promote attendance in guidance classes and quarterly assemblies. ii. Recognize students with a quarterly Counselor recognition Award to celebrate those who demonstrated improved attendance or made significant efforts to overcome attendance barriers. e. Administration, teachers, and staff will... i. Encourage regular attendance by implementing classroom-level incentives and proactive follow-up	Attendance Data (LEI Kūlia and Strive HI)	☐ WSF ☐ Title I

		procedures for student absences and tardiness, including submitting timely attendance concern forms. ii. Display “Every Day You Show Up, You Grow” posters on campus and share with students and parents. iii. Implement classroom-level incentives for regular attendance and daily on-time arrival. f. Students will receive recognition/rewards for attendance. Leads: Principal, VPs, and Counselors		
1.2.2. All students demonstrate positive behaviors at school.	8A. There are gaps in the implementation of a process to support and address students’ academic, social-emotional, and behavioral needs. 8B. There are varying levels of effective strategies/practices being implemented to support productive student behaviors in the classroom.	EA 8. Positive Student Behavior (1.2.2) Proactive 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 will... i. Provide an overview of the schoolwide positive student behavior system to strengthen the implementation and teaching of routines, procedures, and transitions as a Tier 1 approach to managing student behavior. ii. Clarify and define Tier 1, Tier 2, and Tier 3 behavior interventions. iii. Review the behavioral/SEL Flow Chart to clarify and communicate processes and procedures for student support. iv. Develop a matrix of classroom management resources and strategies to support all tiers of behavior intervention. v. Establish a system to review, discuss, and act upon SEL survey data, ensuring communication of next steps back to the teacher. b. School Counselors will... i. Address student social-emotional needs using SEL survey results to provide timely, targeted interventions. ii. Provide support via individual or small group counseling and guidance lessons, utilizing Choose Aloha (Choose Love) as the primary curriculum.	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☒ Possible Add'l WSF A1-2721 PPT Hale Pono Room 19 hr/wk x 40 weeks = 760 hrs x \$18.97 \$14,417 ☒ Title I 18902 B-3006 Growth Mindset Journals \$4,500

		iii. Provide an overview of key values and characteristics of Choose Love so teachers can reinforce them in the classroom, and promote a monthly Choose Love theme schoolwide. iv. Coordinate PSAP services for identified students. v. Share the Panorama slideshow with students during guidance classes to review specific wording and language of the survey questions. c. Leadership, teachers, and staff will implement SEL, PBIS, individual student behavior plans, and proactive classroom management processes. d. Students will... i. Receive recognition/rewards for positive/productive behaviors. ii. Utilize Growth Mindset Journals for self-reflection. iii. Engage in emotional regulation through counseling services and the Choose Love curriculum. Leads: Principal, VPs, SSC, and Counselors		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	9A. There are varying levels of understanding of how the components of the HĀ framework are embedded within our school initiatives and culture. 9B. 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.	EA 9. Nā Hopena A'o (1.2.3) Proactive 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 will... i. Provide an overview of the schoolwide positive student behavior system to strengthen the implementation and teaching of routines, procedures, and transitions as a Tier 1 approach to managing student behavior. ii. Clarify and define Tier 1, Tier 2, and Tier 3 behavior interventions. iii. Review the behavioral/SEL Flow Chart to clarify and communicate processes and procedures for student support.	Panorama Student Perception/SEL Survey Results	☐ WSF ☒ Title I 18902 B-3006 Aloha Books \$6,915 ☒ Haw'n Studies 16807 A1-2744 PTTB Ike Hawaii Kumu 17 hrs/wk x 40 wks = 680 hrs x \$29.59 \$20,121 (based on SY26-27 Allocation) PTTC Ike Hawaii Kumu 17 hrs/wk x 40 wks = 680 hrs x \$26.39

		iv. Develop a matrix of classroom management resources and strategies to support all tiers of behavior intervention. v. Establish a system to review, discuss, and act upon SEL survey data, ensuring communication of next steps back to the teacher. b. School Counselors will... i. Address student social-emotional needs using SEL survey results to provide timely, targeted interventions. ii. Provide support via individual or small group counseling and guidance lessons, utilizing Choose Aloha (Choose Love) as the primary curriculum. iii. Provide an overview of key values and characteristics of Choose Love so teachers can reinforce them in the classroom, and promote a monthly Choose Love theme schoolwide. iv. Coordinate PSAP services for identified students. v. Share the Panorama slideshow with students during guidance classes to review specific wording and language of the survey questions. c. Leadership, teachers, and staff will implement SEL, PBIS, individual student behavior plans, and proactive classroom management processes. d. Students will... i. Receive recognition/rewards for positive/productive behaviors. ii. Utilize Growth Mindset Journals for self-reflection. iii. Engage in emotional regulation through counseling services and the Choose Love curriculum. Leads: Principal, VPs, and Kumus		\$17,945 (based on SY26-27 Allocation)
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★ **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 and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 10, 11	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. Strategies and methods that increase students' awareness of college and career options, connect them with their community, and develop a sense of civic responsibility contribute to student readiness and engagement, resulting in the need to further develop, sustain, and strengthen these efforts.	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... i. Coordinate and implement activities that promote college and career awareness, such as guest speakers, career days, and student research. ii. Connect classroom lessons to real-world applications by highlighting how adults use specific skills in various job fields and CTE pathways. iii. Organize field trips and excursions that allow students to explore different career options first-hand. iv. Foster a deep connection with the community through 'āina-based and service-based learning opportunities. v. Facilitate engagement with community guest speakers to help students develop a sense of civic responsibility. b. Students will... i. Participate in age-appropriate activities and research projects designed to increase their awareness of college and career opportunities. ii. Engage in learning experiences that strengthen their connection to their community and their understanding of what it means to be a responsible citizen. Leads: Principal, VPs, Academic Coaches, and Counselors	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	☐ WSF ☐ Title I

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	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 middle school prepared for success in progressively rigorous academic work. 11B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.	EA 11. K-12 Alignment of Academic Background and Skills (1.3.2) Students will acquire the knowledge and skills needed to enter middle school prepared for success in progressively rigorous academic work. Action Steps: a. School administration and teachers/staff will... i. Identify and implement specific strategies throughout the school year to prepare students for middle school, including GLO integration, organization skills, study skills, and note-taking. (WASC #3) ii. Provide instruction on inquiry and research skills to build a strong academic foundation. iii. Focus on test-taking strategies and the effective use of technology while delivering instruction aligned to computer science standards. b. School administration will collaborate and coordinate with other schools within the Kapa'a Complex to strengthen K-12 articulation and ensure academic alignment across the complex. c. Students will participate in learning activities designed to build the academic background and practical skills needed for success in middle school and beyond. Leads: Principal, VPs, and Academic Coaches	GLO Quarterly Report Card Grades	☐ WSF ☒ Title I 18902 C-7705 Digital Interactive Presentation Screens (e.g. Smart Boards) \$50,000
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.
- ★ GOAL 2.2 All schools are staffed by effective support staff who are committed to providing quality services to support students.
- ★ GOAL 2.3 All schools are led by effective school administrators who are committed to supporting all staff and students.

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 12, 13, 14	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 12
2.1.2. All teachers are effective or receive the necessary support to become effective.	12A. There are varying levels of understanding and inconsistent implementation of schoolwide high-yield instructional strategies and effective teaching practices. 12B. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting in the need to sustain and strengthen these supports.	EA 12. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth. Action Steps: a. School administration/leadership will... i. Facilitate out-of-state, state, district, and school-level PD sessions and PLC time to strengthen a common understanding and use of effective teaching practices and high-yield instructional strategies, such as teacher clarity, active participation, close reading, accountable talk and turn and talk protocols, effective questioning, use of technology. (WASC #1, #3) ii. Provide PD/guidance on the use of curriculum, such as Wonders 2023, enVision Math, STEMScopes, 95% Group, Heggerty, i-Ready, Interim Assessment Portal, Achieve 3000, Accelerated Reader/STAR. (WASC #2, #3, #4, CLSD) iii. Coordinate school-wide participation in the Corwin Visible Learning Institute (October 21, 2026), and conduct follow-up	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	☒ WSF 42106 A1-2769/2802 67 sub/summer stipend days @ \$200.80 \$13,454 <i>(note: sub & stipend same daily rate. Budgeting on FinPlan as 2769 but school to use as either sub or summer stipend days)</i> ☒ Possible Add'l WSF A1 - 2769 Sub days for ELL teacher to attend KCA meetings/workshop 3 days x \$200.80 \$602 ☒ Possible Add'l WSF B-7104/07

		activities to reinforce/expand effective practices and strategies learned. iv. Deliver whole-school QBS Training Day 1 on De-escalation. v. Embed peer learning and coaching within a cycle of professional learning to calibrate understanding of the Science of Reading pedagogy using Cox Campus. (WASC #2, CLSD) vi. Provide PD on Classroom Routines and Procedures to foster productive student behavior. vii. Monitor and provide implementation support: • Support teachers' use of differentiated resources to address essential skills and deficits through PLCs, additional PD, and coaching cycles. (WASC #2) • Regularly collect and analyze Tier I student performance data to identify trends and align coaching/PD accordingly. (CLSD) • Conduct quarterly walkthroughs to monitor the implementation of PD-learned curriculum, practices, and strategies. viii. Provide PD on the Reading Achievement Program (RAP) from 95% for Tier 3 instruction. ix. Conduct quarterly walkthroughs to support the implementation of Tier 1 and Tier 2 instruction in the classroom. x. Schedule and implement Writing Rope professional development. xi. Organize and conduct data chats with teachers to foster professional growth. b. Coaches will... i. Facilitate 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 (Literacy Coach). (CLSD)		Reading Horizons - Discovery PD & Coaching \$10,500 ☐ Title I 18902
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		ii. Provide orientation, curriculum/instruction training, and ongoing induction and mentoring support to new teachers. c. Teachers will... i. Participate in PD and PLCs to strengthen their understanding and implementation of curriculum, best practices, and effective instructional strategies. ii. Participate in orientation, curriculum training, and ongoing induction/mentoring when new to the school. iii. Engage in opportunities for peer learning walks and to observe effective practices within and outside of the school. (WASC #1) iv. Implement high-yield instructional strategies and effective teaching practices to teach the standards and GLOs, as evidenced in classroom walkthroughs and observations. (WASC #1, #3) v. Review and discuss KES GLO Indicators and how they are used to report student grades. vi. Participate in ongoing, job-embedded PD for the 95 Percent Group literacy intervention programs stated above, including modeling, observation, coaching, and feedback. (CLSD) (WASC #2) vii. Use diagnostic data (i-Ready, 95% PSI, and IABs) to its fullest potential. viii. Incorporate student voice by reflecting on grades 3–5 Panorama Perception Survey results. ix. Analyze the schoolwide Panorama Survey to identify ways to improve each domain. x. Implement active participation strategies, including Accountable Talk and "Turn and Talk" protocols. (WASC #1) d. Students will increase their learning and well-being through the consistent use of best practices and strategies by teachers. Leads: Principal, VPs, and Academic Coaches		
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2.2.2. All school support staff are effective or receive the necessary support to become effective.	13A. Professional development and training for support staff builds their understanding and implementation of best practices, supporting continuous improvement of their work, resulting in the need to sustain and strengthen these efforts.	EA 13. Support Staff Training and Professional Development (2.2.2) Support staff (i.e., Educational Assistants and Part-Time Teachers) will be provided with training and support in the implementation of effective practices and strategies that foster student well-being and academic growth. Action Steps: a. School administration/leadership will... i. Coordinate training/PD for EAs and PTTs to strengthen understanding of expectations and use of effective practices and strategies relevant to their role. b. Support staff will... i. Receive 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. iii. Participate in specialized training, such as QBS, to support student safety and de-escalation. c. Students will benefit from the consistent use of best practices and strategies by support staff. Leads: Principal and VPs	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	☐ WSF ☐ Title I
2.3.2 All school administrators are effective or receive the necessary support to become effective	14A. Providing school administrators with PD/training supports continuous improvement of leadership, resulting in the need to sustain and strengthen these supports.	EA 14. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will... i. Participate in professional development to continuously improve their professional practice, including operational and management training, instructional leadership PD, and state or national conferences such as NAESP. ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from colleagues, mentors, supervisors, and peers.	PD/Training Log	☒ Possible Add'l WSF Funds B-4804 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 x 3 (Principal & VPs) \$12,000

		iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking. Lead: Principal		
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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 17
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 HIDEOE 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 HIDEOE tri-level system. Action Steps: a. School administration will... i. Implement processes and procedures to ensure that all HIDEOE rules, regulations, guidelines, and expectations are followed at Kapa'a Elementary School. ii. Provide ongoing communication with faculty and staff to ensure everyone understands the roles of the HIDEOE tri-level leadership. iii. Ensure all staff are knowledgeable about our mission and vision, and role in meeting our goals and outcomes. iv. Ensure that the Academic Plan remains aligned with the BOE/DOE Strategic Plan, and that the Salaried Plan and Comprehensive Financial Plan support the initiatives and priorities of our Academic Plan. Leads: Principal, VPs, and SASA	Academic and Financial Plan Documents	☐ WSF ☐ Title I

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. School administration and the SCC Chair will... i. Collaborate to schedule and plan regular meetings for SCC members. ii. Organize and lead two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. iii. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. b. SCC members will... i. Ensure all stakeholder role groups (such as parents, teachers, staff, and community members) are represented on the council. ii. Engage with the school principal to contribute to collaborative planning and decision-making processes. Leads: Principal, VPs, and SCC	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF ☐ Title I
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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. 17B. There is a need to sustain and strengthen the successful practice of providing families with engagement activities.	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 and teachers/staff will... i. Provide parents/guardians with multiple opportunities to support their child's development through training/information sessions integrated into a variety of activities, programs, and events such as • Open House • Family Engagement Nights for Literacy, Math, Science, and SEL • Parent-Teacher Conferences • EL Parent/Family Night b. The PSAP/PCNC will maintain a community closet (clothing, hygiene, supplies) and a community food pantry to support student needs. c. Students and parents/guardians will... i. Participate in activities, programs, and events that foster academic growth, social development, and family engagement. ii. Engage with school-home communication platforms including Class Dojo. iii. Attend and participate in Family Nights to showcase learning and bridge the gap between school and home. Leads Principal, VPs, and Title I/PIC	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42104 A1-2741 PPE (NID) Parent Involvement Coordinator 10 hr/wk x 40 wks = 400 hrs x \$23.52 \$9,408 ☒ Title I 18935 B-3301 Parent/Community Classes & Activities - Refreshments & snacks. \$1,550 B-3006 Parent/Community Classes & Activities - Make & take resources for parent events, and paper goods \$1,138
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APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Kapa'a 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)

1,068 instructional hours per year

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

We requested three waiver days for PD/collaboration in SY26-27.

Bell Schedule: [Bell Schedule SY 26-27](#)

APPENDIX B: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

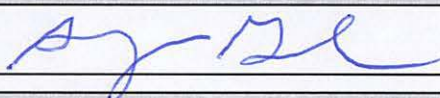
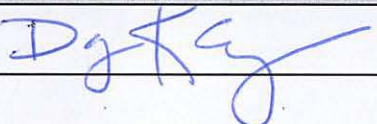
[Signed SCC Assurances Form SY2026-27](#)

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kapa`a Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Oct 27, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 9, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team, Instructional Leadership Team, Academic Review Team, Faculty Meeting
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 9, 2026**

Attested:

Kapa`a Elementary Principal	Signature	Date
Salynn Gonsalves		Mar 24, 2026
SCC Chairperson	Signature	Date
Dayson Souza		Mar 24, 2026

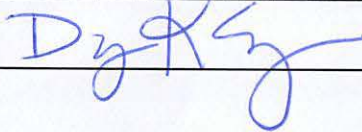
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations or comments were made, please write "None" in the tables below. **The SCC Chairperson's signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
None

Attested:

SCC Chairperson	Signature	Date
Dayson Souza		Mar 24, 2026