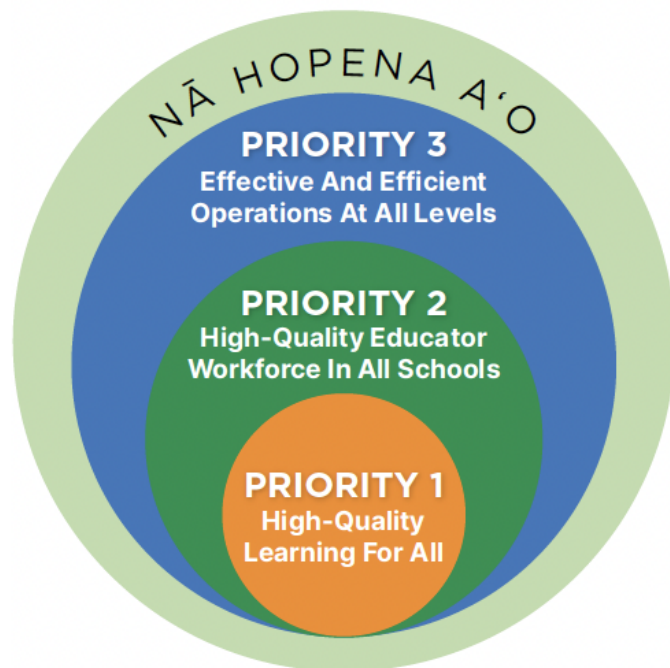
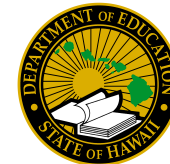




Kekaha Elementary School

Academic Plan

SY 2026 -2027

8140 Kekaha Road, PO Box 580
Kekaha, Hawaii 96752
(808) 337-7655
kekahaschool.k12.hi.us

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal: Joseph Hicks	
<i>Joseph Hicks</i>	4/14/26

Approved by Complex Area Superintendent: Leila Maeda-Kobayashi	
<i>Leila Maeda-Kobayashi</i>	4/14/26

[VIABLE QUALITY CURRICULUM](#) [UNIVERSAL SCREENING & PROGRESS MONITORING ASSESSMENTS](#) [HAWAII MULTI-TIERED SYSTEM OF SUPPORT \(HMTSS\)](#)

[IDENTIFIED SCHOOL NEEDS](#) [PRIORITY 1](#) [PRIORITY 2](#) [PRIORITY 3](#) [BELL SCHEDULE](#) [SCHOOL COMMUNITY COUNCIL \(SCC\) ASSURANCES](#)

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 ▾ Other: ▾ Sonday Essentials	enVision Mathematics Common... ▾	Mystery Science	Miscellaneous (Teacher-created and/or collected resources)

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 Intervention	Phonics Lesson Library 2.0 and PAIR (95 Percent Group)			
	Sonday			

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: Interventions are documented in grade-level data team notes. The Cadre meets to compile the information into a master spreadsheet.

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades K through 5	I-Ready ▾	I-Ready ▾
Pre-K	Other: ▾ TS Gold	Other: ▾ TS Gold
Grades K-5, Intervention	Other: ▾ Literacy Intervention System (95 Percent Group)	

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: Fall 2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2026-27

Type of Next Action:
Mid-Cycle Report & 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
26%	39%	41%	45%	45%	13%	23%	15%	27%	20%	29%	61%	72%	55%	52%
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
60%	32%	123%			15%	20%	46%	14%	5%
>80%	>30%	>100%							

Source: [i-Ready](#)

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 comprehension, vocabulary, and writing conventions.
 - 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 ELA curriculum, instruction, and assessment, including the [schoolwide expectations of best practices](#).

2B. There are varying degrees of implementation and application of strategies related to the Science of Reading.

2C. There are varying degrees of use of the SBA ELA IAB items informally for instruction, as well as formally as formative assessments, resulting in varying levels of understanding in the expectations and rigor of the ELA standards as measured by SBA.

2D. There are varying degrees of implementation of scaffolding, differentiation, and high-yield instructional strategies to teach diverse learners.

2E. There are varying degrees of implementation of phonics, fluency, and comprehension strategies as intended by the curriculum.

2F. Conventions of standard English (grammar, spelling, etc.) are not explicitly taught or regularly reinforced within the writing process.

2G. Insufficient use of Accountable Talk protocols and Collaborative Strategic Reading (CSR) to support structured academic discussions.

2H. There is limited instruction on academic and content-specific vocabulary.

5A. There are inconsistencies in the implementation of [schoolwide expectations of best practices](#) in regards to Tier 1, 2, and 3 interventions, including the implementation of small group instruction as outlined within the [daily schedule](#).

5B. There are varying levels of understanding and implementation of the targeted use of differentiation methods/strategies and resources to address students' identified learning needs/gaps.

12A. High-yield instructional strategies to be implemented schoolwide are not clearly identified within our [schoolwide expectations of best practices](#), resulting in varying degrees of understanding and implementation.

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.

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

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
19%	23%	36%	47%	48%	17%	21%	21%	37%	22%	4%	56%	74%	66%	44%
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
52%	26%	100%			11%	19%	49%	17%	4%
>80%	>30%	>100%							

Source: [i-Ready](#)**Student LEARNING Needs** (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills, including mathematical concepts and procedures, especially in 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, including mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs. The greatest areas of need include the consistent use of schoolwide best practices, engaging all types and levels of learners, and implementing flexible grouping for Tier 2 and Tier 3 instruction.
 - 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 inconsistencies in the implementation of the math curriculum, instruction, and assessment, including the [schoolwide expectations of best practices](#).

3B. There are varying levels of implementation and application of enVision math components and strategies, including student engagement in Solve & Share and Explain activities.

3C. There are varying degrees of use of the SBA Math IAB items informally for instruction, as well as formally as formative assessments, resulting in varying levels of understanding in relation to the expectations/rigor of the Math standards as measured by SBA.

3D. There is limited focus and practice opportunities in foundational number sense and math fact fluency.

5A. There are inconsistencies in the implementation of [schoolwide expectations of best practices](#) in regards to Tier 1, 2, and 3 interventions, including the implementation of small group instruction as outlined within the [daily schedule](#).

5B. There are varying levels of understanding and implementation of the targeted use of differentiation methods/strategies and resources to address students' identified learning needs/gaps.

12A. High-yield instructional strategies to be implemented schoolwide are not clearly identified within our [schoolwide expectations of best practices](#), resulting in varying degrees of understanding and implementation.

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.

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

3 **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
14%	21%	35%	28%	26%	2%	32%	*6%	30%	13%
Goal >80%					Goal <10%				

Source: Strive HI Report, [ARCH ADC](#) Data Dashboards, and *LEI Kulia)

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 Mystery Science 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 are inconsistencies in the implementation of the science curriculum, instruction, and assessment, including the [schoolwide expectations of best practices](#).

4B. Inconsistent implementation and integration of Mystery Science with NGSS Interim Assessments, both informally (e.g., as lesson activities) and formally as assessments to fully address NGSS performance expectations.

12A. High-yield instructional strategies to be implemented schoolwide are not clearly identified within our [schoolwide expectations of best practices](#), resulting in varying degrees of understanding and implementation.

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.

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

4 **SOCIAL-EMOTIONAL LEARNING**

Social-Emotional Learning Competencies							
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy	Supportive Relationships
73%	62%	63%	63%	59%	57%	58%	94%
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, including traits that foster compassion in action, courage, forgiveness, and gratitude.

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, especially relating to compassion in action, courage, forgiveness, and gratitude.
- 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 varying levels of student application of the social-emotional competencies.

8B. There are varying levels of implementation of behavior management strategies and classroom management routines.

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

5 **ATTENDANCE**

Regular Attendance			
21-22	22-23	23-24	24-25
45%	69%	72%	71%
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](#), [17A](#), [17B](#)

1

Targeted Subgroup: Economically Disadvantaged

Economically Disadvantaged Subgroup					
	SBA/HSA Proficiency				
	20-21	21-22	22-23	23-24	24-25
ELA	21% = 16	34% = 24	34% = 29	35% = 29	36% = 27
Math	11% = 8	15% = 11	26% = 22	39% = 33	36% = 27
Science	14% = 4	15% = 4	27% = 4	17% = 5	28% = 5
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	7% = 1	0%	9% = 1	11% = 1	25% = 2	13% (2/15)	37% (7/19)	40% (8/20)	46% (6/13)	57% (8/14)
Math	7% = 1	0%	8% = 1	22% = 2	20% = 2					
Science	0%	0%	0%	0%	0%					

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)[Kekaha 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	0%	7% = 1	0%	22% = 4	0%
Math	0%	0%	6% = 1	11% = 2	17% = 2
Science	0%	0%	-	0%	0%
Percentage and number of SPED students proficient (Does not include HSA-Alt)					

Source: [LEI 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 4, 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. The school administration will ensure that teachers and staff have been trained to administer the Kindergarten Entry Assessment (KEA). (WASC #1) 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. (WASC #5, #7) c. All Kindergarten students will be provided with the necessary, timely support to develop foundational skills for learning and social-emotional needs. (WASC #5) Leads: Principal, SSC, and Kindergarten Teachers	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	☒ WSF 42101 A1-2744 Kinder KAMP/ Readiness Assessment =2 days x 3 teachers x 8 hours per day = 48 hrs x \$42.16 \$2,024 B-3502 Scholastic News Magazines \$2,475
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade,	2A. There are inconsistencies in the implementation of ELA curriculum, instruction, and assessment, including the	EA 2. Literacy (1.1.2) Student literacy will increase through the effective implementation of curriculum, instruction, and assessment that is congruent with the CCSS, is horizontally and vertically aligned, includes vocabulary development, and incorporates the use of i-Ready. Action Steps:	i-Ready Diagnostic Screener Reading Proficiency and Growth Data	☐ WSF ☒ Title I 18902 B - 3502 Kami For grades 3-5 \$2,028

and those who do not read proficiently receive necessary and timely support to become proficient.	schoolwide expectations of best practices. 2B. There are varying degrees of implementation and application of strategies related to the Science of Reading. 2C. There are varying degrees of use of the SBA ELA IAB items informally for instruction, as well as formally as formative assessments, resulting in varying levels of understanding in the expectations and rigor of the ELA standards as measured by SBA. 2D. There are varying degrees of implementation of scaffolding, differentiation, and high-yield instructional strategies to teach diverse learners. 2E. There are varying degrees of implementation of phonics, fluency,	a. School administration/leadership will... i. Provide time for teachers to participate in PLC to align and calibrate their use of the Wonders curriculum, instruction, and assessments, additional writing instruction and assessment, and the use of the i-Ready program. (WASC #3, #4) ii. Share the SBA Interim Assessment Block (IAB) items with faculty and the community to help everyone become familiar with grade-level learning targets and increase the frequency and consistency of using the IABs. (WASC #3, #7) iii. Vertical articulation between grade levels. (WASC #3) b. All teachers will... i. Implement the vertically aligned standards-based industry-vetted curriculum (i.e., Wonders 2023, i-Ready program, Sonday) to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments. (WASC #3) ii. Strengthen comprehension by using Accountable Talk routines to give students clear steps and structure for academic discussions. (WASC #5) iii. Require students to synthesize and present information orally after reading complex texts to ensure they can explain their thinking clearly. (WASC #3, #5) iv. use common grade-level rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as a reference for grade-level expectations/rigor. (WASC #3) v. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #5, #6) c. All grades 3-5 teachers will... i. Provide instruction on Tier Two high-utility academic words and Wonders vocabulary, including integration of SBA-Sample Academic Vocabulary and the SBA-ELA Vocabulary. (WASC #3)	Strive HI SBA ELA Proficiency and Growth Data	B - 3006 McGraw Hill Wonders Student Workbooks consumables \$10,000 EPS Operations Explode the Code Workbooks (Kindergarten) \$2,100 B-3502 Windsor Learning Imagine Learning Sonday Essentials System subscription \$13,300 ☒ Possible Add'l Federal Funds from KCA (Literacy Grant 52068) B-3502 McGraw Hill Teacher and Student Workspaces \$10,000
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	and comprehension strategies as intended by the curriculum. 2F. Conventions of standard English (grammar, spelling, etc.) are not explicitly taught or regularly reinforced within the writing process. 2G. Insufficient use of Accountable Talk protocols and Collaborative Strategic Reading (CSR) to support structured academic discussions. 2H. There is limited instruction on academic and content-specific vocabulary.	ii. Embed individual questions and/or full ELA SBA Interim Assessment Blocks (IABs) into pacing guides to align with current instruction, and use them both informally (e.g., as guided practice or collaborative lesson activities outside the testing system) and formally (within the testing system) multiple times throughout quarters 1, 2, and 3. (WASC #3, #4) d. All students will complete standards-based learning activities/tasks 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). Leads: Principal and Leadership Team/GLCs		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and	3A. There are inconsistencies in the implementation of the math curriculum, instruction, and assessment, including the schoolwide expectations of best practices.	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. Action Steps: a. School administration will... i. Continue to provide time for teachers to participate in PLCs to align and calibrate their use of the enVision Math curriculum, instruction, and assessments, as well as the	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	☐ WSF ☐ Title I ☒ Other General Funds B - 3502 enVision (curriculum resources/subscription) (SY26-27 & SY27-28 paid by KCA in FY2026 General funds from AS Armstong)

timely support to become proficient.	3B. There are varying levels of implementation and application of enVision math components and strategies, including student engagement in Solve & Share and Explain activities. 3C. There are varying degrees of use of the SBA Math IAB items informally for instruction, as well as formally as formative assessments, resulting in varying levels of understanding in relation to the expectations/rigor of the Math standards as measured by SBA. 3D. There is limited focus and practice opportunities in foundational number sense and math fact fluency.	i-Ready program; time for vertical articulation will also be provided. (WASC #3, #4) ii. Increase the frequency and consistency of using Math IAB items; utilize these with faculty and the community to build familiarity with specific grade-level learning targets. (WASC #3, #7) b. All teachers will... i. Implement the vertically aligned standards-based industry-vetted core curriculum (i.e., enVision Math) and supplemental curriculum (i.e., SuccessMaker, i-Ready program) to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments aligned with the 8-Effective Math Teaching Practices (NCTM). (WASC #3, #5) ii. Ensure "Solve and Share" is always completed without initial teacher support to encourage "productive struggle." (WASC #5) iii. Allow students consistent opportunities to share their mathematical thinking, emphasizing that there is more than one way to solve a problem and providing room for student choice. (WASC #5, #6) iv. Teach students to explain their thinking and require them to complete the "explain" portion of enVision in order to deepen their conceptual understanding. (WASC #3, #5) v. Maintain a strong focus on building basic facts fluency by embedding it into daily math routines and homework, ensuring students have the mental capacity for higher-level problem-solving. (WASC #5) vi. Proactively allow the use of manipulatives to help students move from concrete to abstract understanding. (WASC #5, #6) vii. Provide daily instruction on grade-level enVision Math vocabulary, including the SBA-Math Vocabulary in grades 3-5. (WASC #3) viii. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #5,		
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		#6) ix. Use common grade-level scoring methods incorporated within the enVision Math curriculum, with the SBA-Mathematics General Scoring Rubric available as a reference. (WASC #3) c. All grades 3-5 teachers will embed individual questions and/or full Math SBA Interim Assessment Blocks (IABs) into pacing guides to align with current instruction, and use them both informally (e.g., as guided practice or collaborative lesson activities outside the testing system) and formally (within the testing system) multiple times throughout quarters 1, 2, and 3. (WASC #3, #4) d. All students will... i. Demonstrate the enVision Mathematics desired student actions (as outlined in the 'Look Fors' form) while engaging in the Solve and Share, Visual Learning Bridge, and Assess and Differentiate components. ii. Complete standards-based learning activities/tasks 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). Leads: Principal and Leadership Team/GLCs		
All grade 5 students are proficient in their understanding of the NGSS concepts.	4A. There are inconsistencies in the implementation of the science curriculum, instruction, and assessment, including the schoolwide expectations of best practices. 4B. Inconsistent implementation and integration of	EA 4. Science Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that are congruent with the NGSS. Action Steps: a. School administration/leadership will... i. Provide at least one articulation session per semester for teachers to align and calibrate their use of the identified science curriculum, instruction, and assessments, and monitor the impact of the articulation sessions based on curriculum implementation and program usage.) (WASC #1, #3)	Classroom Science Assessment Results Strive HI NGSS-HSA Proficiency Data	☑ WSF 42106 A1-2769 Articulation Days per year for teachers to align and calibrate Mystery Science 18 subs x \$200.80 = \$3,614 ☑ Title I 18902 B - 3502 Mystery Science \$1,695 B - 3006 Mystery Science

	Mystery Science with NGSS Interim Assessments, both informally (e.g., as lesson activities) and formally as assessments to fully address NGSS performance expectations.	ii. Guide the use of the Mystery Science / Interim Assessment Alignment tool to fully address NGSS performance expectations in grades 3-5. (WASC #3, #4) iii. Increase the frequency and consistency of using NGSS Interim Assessment items; share these targets with faculty and the community to clarify what students are expected to know and do. (WASC #3, #7) iv. Integrate the Wonders Literacy Curriculum with Mystery Science to provide a cohesive approach that combines standards-aligned reading with hands-on scientific activities. (WASC #3) b. All teachers will... i. Implement Mystery Science curriculum to teach the NGSS and GLOs that meet the NGSS Elementary Evidence Statements; supplemental resources may be used <i>in addition</i> to the schoolwide core curriculum. (WASC #3) ii. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #5, #6) c. All grades 3-5 teachers will utilize the Mystery Science / Interim Assessment Alignment tool to consistently implement and integrate Mystery Science with NGSS Interim Assessments, both informally (e.g., as guided practice or collaborative lesson activities outside the testing system) and formally (within the testing system) to fully address NGSS performance expectations. (WASC #3, #4) d. Grade 4 teachers will explore opportunities to integrate Hawaiian culture into the science curriculum. (WASC #3, #5) e. All students will complete standards-based learning activities/tasks to strengthen their understanding/application of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., NGSS HSA). Leads: Principal and Leadership Team/GLCs		\$4,220
1.1.4. All student groups perform equally well academically	5A. There are inconsistencies in the implementation of schoolwide	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	i-Ready Diagnostic Screener Reading and Math	☒ WSF 42101 A1 - 2741 Rtl PPEs

and show continued academic growth, irrespective of background and circumstances.	expectations of best practices in regards to Tier 1, 2, and 3 interventions, including the implementation of small group instruction as outlined within the daily schedule. 5B. There are varying levels of understanding and implementation of the targeted use of differentiation methods/strategies and resources to address students' identified learning needs/gaps.	standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. Action Steps: a. School administration/leadership will... - Guide the faculty on the schoolwide expectations, programs, and processes for ELA and math interventions (Tiers 1-3) to identify and address students' academic needs, including targeted small group instruction as outlined in our daily schedule and the targeted use of differentiation methods/strategies and resources. (WASC #4, #5, #6) - Develop and implement more targeted interventions specifically designed to close identified learning gaps at each grade level. (WASC #5, #6) - Engage in data analysis of student achievement in sub-groups to determine school needs (i.e., IDEA, EL, SES), actions, and goals. (WASC #5, #7) - Regularly collect and analyze Tier I student performance data to identify trends and areas of strength and need, resulting in appropriate PD. (WASC #1, #4, #7) - Establish criteria for identifying at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD) (WASC #4, #7) - Define program goals, strategies, and progress monitoring procedures for Tier 2 and 3 interventions, and clear steps when transitioning out of Tier 3. (CLSD) (WASC #5, #7) - Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD) (WASC #1, #5) b. Teachers and the Literacy Coach will: - Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD) (WASC #5, #6) - Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD) (WASC #6)	Proficiency and Growth Data Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data	5 x 19 hrs/wk x 38 wks = 3,610 hrs x \$25.45 \$91,875 ☒ WSF 42102 A1 - 2741 1 ELL PPEs 19 hrs/wk x 38 wks = 722 hrs x \$25.45 \$18,375 <i>Interpreters for NEP students (school will use district BSHA & EL PTT)</i> ☒ Title I 18902 B-3502 i-Ready School Site License (SY27-28) \$11,225 A1 - 2744/2702 6 PTTs for afterschool homework center /tutoring (6 x 5 hrs x x 16 weeks = 480 hrs x \$42.16 = \$20,237 + \$603 (2.98% fringe) \$20,840
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		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 #3, #5, #6) ii. Continue strengthening research-based instruction and RtI practices by using student data during PLC meetings to support Tier 1, 2, & 3 learners, including identified subgroups (IDEA, EL, SES). (WASC #4, #5, #6) iii. Use diagnostic and classroom assessment data to plan targeted small group instruction, primarily using enVision and i-Ready for Tier 2 math, and 95% and i-Ready for Tier 2 and 3 ELA. (WASC #6) d. All students will reflect on their progress toward meeting individual i-Ready reading and math growth targets through data chats. (WASC #5, #7) Leads: Principal and Leadership Team		
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 Kekaha Elementary School. Action Steps: a. School administration and teachers/staff will... i. Conduct Kinder Camp for incoming kindergarteners. ii. Coordinate and implement Jump Up Day (PreK-4) activities to support student transitions from grade level to grade level within our school. iii. Collaborate with our feeder middle school administration and teachers/staff 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 and SSC	Panorama Student Perception/SEL Survey Results	☐ WSF ☒ Title I 18902 B-3006 Kindergarten Camp Take Home Books SY26-27 (Spring) \$6,790

★ **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>
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	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 will... i. Communicate clear, proactive attendance procedures to teachers, staff, and students/parents. ii. Clarify the PUEOs Incentive Chart with students, staff, and parents to ensure everyone understands how students are recognized for coming to school. iii. Reinstate weekly cadre meetings (8:30–9:30 am) to identify students with 5 absences and coordinate teacher outreach via email to those families. iv. Send a letter home when a student has excessive tardies. b. Administration, teachers, and staff will... i. Encourage student attendance and implement proactive follow-up procedures when students are absent. ii. Distribute attendance brochures to keep information accessible to the school community. iii. Share sample morning checklists or visual schedules with parents of students who have attendance or tardy issues to help them establish consistent morning and evening routines. iv. Follow the tiered School Attendance Procedure: • 5 Absences: Phone call or Class Dojo message from the teacher. • 10 Absences: Official Letter A sent home. • 15 Absences: Official Letter B sent home.	Attendance Data (LEI Kūlia and Strive HI)	☐ WSF ☐ Title I

	impacts student learning.	20 Absences: Official Letter C/Court referral. - When appropriate, the attendance brochure and/or sample morning checklist will be enclosed with the letter. c. Students will receive recognition/rewards for attendance. Leads: Principal and Counselor		
1.2.2. All students demonstrate positive behaviors at school.	8A. There are varying levels of student application of the social-emotional competencies. 8B. There are varying levels of implementation of behavior management strategies and classroom management routines.	EA 8. Positive Student Behavior (1.2.2) Behavioral Rtl, Classroom Management Routines, SEL, and PBIS will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment. Action Steps: a. School administration/leadership will... - Guide the faculty to strengthen behavioral Rtl, social-emotional learning (SEL), proactive classroom management routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors, including compassion in action, courage, forgiveness, and gratitude. - Designate a specific time during a faculty meeting to review Panorama SEL survey questions and results to identify the most significant areas of student need. - Review the SEL survey questions as a team to determine which specific instructional strategies will best support students in those identified areas. - Identify a lead resource person at the school to assist teachers in implementing SEL initiatives and follow-up strategies. - Develop a formal action plan to address student SEL needs using the available screening tools. b. School administration, teachers, and staff will implement the Rtl, SEL (Choose Love), PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors, resulting in a positive classroom/school climate. c. All grades 3-5 teachers and the counselor will review the Panorama SEL survey results and follow up on any concerns.	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	☒ WSF 42104 B - 3006 Choose Love supplies and posters - \$250 B-7104/07 Choose Love SEL Program 2 visits x \$200 \$400 B-3006 Supplies for PBIS Certificates \$100 ☐ Title I

		d. Students will receive recognition/rewards for positive/productive behavior. Leads: Principal, Counselor, and Leadership Team		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	9A. Established activities, events, and practices that align with the components of the Nā Hopena A'o (HĀ) Framework support student connection to school culture and community values, resulting in the need to sustain and strengthen these efforts.	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... i. Coordinate and implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms, such as morning piko, Choose Love, 'aina-based field trips. ii. Refer to the quarterly HĀ component daily, and incorporate Hawaiian words and language whenever possible. b. All students will engage in Nā Hopena A'o aligned activities/events that strengthen a sense of Hawaii at Kekaha Elementary School. Leads: Principal, Counselor, and Leadership Team	Panorama Student Perception/SEL Survey Results	☒ 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> 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> SW5 - EA 11
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 activities and events that develop students' awareness of college/career options, connection with their community, and 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/Career Day, field trips, student research, connecting to how adults use a particular skill in a job field, wheel enrichment classes, college shirts), including collaborations with community/business partners. ii. Foster students' connection with their community and develop a sense of civic responsibility (e.g., 'aina-based learning, service-based learning, guest speakers, student research). b. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and develop a sense of civic responsibility. Leads: Principal, Counselor, and Leadership Team	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	☒ WSF 42101 A1-2741 PPE (DIS) Wheel Teachers M,W,F @19hr/wk x 1 x 38 wks = 722 x \$25.45 \$18,375 ☒ Title I 18902 B-4801 2 Buses per grade level x \$625 per bus for academic-related field trips \$7,500

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 that prepare students to enter middle school prepared for progressively rigorous academic work. 11B. There is a need to sustain and strengthen the successful practice of integrating technology into instruction.	EA 11. K-12 Alignment of Academic Background and Skills (1.3.2) Students at Kekaha Elementary School 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 identify and implement strategies throughout the school year that prepare students for middle school, including integration of scaffolded schoolwide GLO indicators, study skills, note-taking, test-taking, organization, student planners, use of technology, and computer science. b. School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Waimea Complex. c. All students will participate in learning activities that prepare them for success in middle school and beyond. Leads: Principal and Leadership Team	GLO Quarterly Report Card Grades	☐ WSF ☒ Title I 18902 B-3502 GoGuardian \$3,517 Screencastify \$3,452 C-7708 (30) Replacement Student Chromebooks \$17,149 ☒ Possible Add'l WSF C-7708 Student Chromebooks, software, warranty \$5,000
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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. High-yield instructional strategies to be implemented schoolwide are not clearly identified within our schoolwide expectations of best practices , resulting in varying degrees of understanding and implementation. 12B. Ongoing professional development for teachers supports continuous improvement of instruction and alignment with best practices, resulting	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. Provide professional development, coaching, planning sessions, and PLC time to strengthen the understanding and use of: - Core curriculum (Wonders 2023, Sonday Essentials, enVision Mathematics, and Mystery Science) (WASC #1, #2, #3) - i-Ready program (diagnostic screener and lessons) (WASC #1, #2, #3) - ELA, Math and Science Interim Assessment Blocks (IABs) (WASC #1, #2, #3) 95 Percent Group intervention programs (Literacy	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 - 2802 KES New Teacher Onboarding \$200.80 x 3 (New Teacher & Mentors) = \$602 A1 - 2769 Data/Learning Walks for the ILT process \$200.80 x 6 subs (2 subs per day x 3 cycles) = \$1,205 A1-2769 Planning Days per semester for ART/Leadership to review & progress monitor AcPlan 7 subs x 2 semesters = 14 x \$200.80 = \$2,811 A1-2802

	in the need to sustain and strengthen these supports. 12C. Induction and mentoring support new teachers in acclimating to the school and the teaching profession, resulting in the need to sustain and strengthen these supports.	Intervention System, Phonics Lesson Library 2.0, and PAIR) to address students' literacy needs. (CLSD) (WASC #1, #2, #3) • Instructional practices and high-yield instructional strategies (e.g., cooperative learning, effective questioning, checking for understanding, differentiation, scaffolding/gradual release, vocabulary, active student engagement, teacher clarity, explicit teaching strategies, success criteria, quality interactions). (WASC #1, #6) • Coordinate school-wide participation in the Corwin Visible Learning Institute to be held on Kauai, October 21, 2026, and conduct follow-up activities to reinforce/expand effective practices and strategies learned. (WASC #1, #5) ii. Coordinate targeted ILT professional learning cycles to calibrate understanding of: • The Science of Reading (Scarborough's Reading Rope) and strengthen instruction and assessment of word recognition/decoding and language comprehension. (WASC #1, #2, #3) • Steps 1, 2, and 3 in the enVision Mathematics curriculum systematically deliver core math instruction to all students and monitor the impact of the PD based on curriculum implementation. (WASC #1, #2, #3) iii. Regularly collect and analyze Tier I student performance data to identify trends and areas of strength and need, resulting in appropriate PD and/or coaching cycles. (CLSD) (WASC #1, #2, #7) iv. Monitor the impact of PD/guidance based on curriculum implementation and program usage. (WASC #1, #4) v. Onboard new teachers will be provided with onboarding, curriculum PD/training (e.g., Wonders, enVision, i-Ready, Sonday Essentials, 95 Percent Group Interventions), and ongoing induction and mentoring support, including opportunities to observe/learn from peers. (WASC #1, #2, #3) b. The Literacy Coach will lead continuous improvement in literacy		Summer Training stipend for Leadership on the CSI/ART process. 10 stipends x 2 days = 20 x \$200.80 \$4,016 A1-2769 Grade Level Planning/Training 2nd semester 22 subs x \$200.80 = \$4,418 A1-2802 Grade Level Stipend for 1st semester training 18 teachers x \$200.80 = \$3,614 ☒ Possible Add'l WSF B - 3006 Supplies to support walkthroughs (bulletin boards, posters, presentation materials) \$300 B-7104/07 Contracted Services for PD training \$10,000 B-4804 9 x \$1,000 per person (registration; air/transportation, per diem) \$9,000 ☐ Title I
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		by facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, supporting professional development, guiding the implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles with teachers. (CLSD) (WASC #2, #5, #6) c. The Leadership Team will examine evidence and data to monitor the impact of PD/guidance on teacher practice and student learning, including the targeted use of differentiation, and to monitor the implementation of the school-identified best practices as related to RtI. (WASC #1, #5, #6) d. All teachers will... i. Participate in ongoing, job-embedded PD for the 95 Percent Group literacy intervention programs, including modeling, observation, and coaching feedback. (CLSD) (WASC #1, #5) ii. Implement high-yield instructional strategies to teach the standards, as evidenced and GLOs by classroom walkthroughs. (WASC #5, #6) iii. Be provided opportunities to visit other classrooms to see other teachers implementing high-yield instructional strategies through peer observations. (WASC #5, #6) e. All students will participate in learning activities that incorporate the use of effective teaching practices and high-yield instructional strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs. Leads: Principal and Leadership Team		
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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) All support staff will be provided with PD/training and ongoing guidance and support to strengthen the implementation of effective practices and strategies that foster student well-being and academic growth. Action Steps: a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies relevant to their roles. b. All support staff will... 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. c. All students will participate in learning activities that incorporate effective practices and strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs and SEL competencies. Leads: Principal and SSC	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 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.	PD/Training Log	☒ Possible Add'l WSF Funds B - 4804 UNITED 2027: 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

		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 structured to accomplish the strategic plan goals and outcomes.	15A. Communication and adherence to HIDOE rules, regulations, guidelines, and expectations supports consistent and compliant school operations, resulting in the need to sustain and strengthen these practices.	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 Kekaha Elementary School. ii. Engage in ongoing communication to ensure everyone is knowledgeable about our vision, mission, and role in meeting our goals and outcomes. iii. Ensure that our Academic Plan remains aligned with the BOE/DOE Strategic Plan and that the Salary Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Lead: Principal	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. Involving the School Community Council (SCC) in collaborative planning and decision-making supports school improvement efforts, resulting in the need to sustain and strengthen this practice.	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... i. 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. ii. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner. b. All stakeholder role groups will have respective members on the SCC. Lead: Principal	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	☐ WSF ☐ Title I
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 implementing family/community engagement activities.	EA 17. Parent/Family Involvement and Engagement Parents/Families 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 provide parents/families with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events, including student-led conferences. b. Students will participate in activities, programs, and events that support their academic growth, social development, and parent/family engagement Leads: Principal and Leadership Team	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	☒ WSF 42104 A1-2741 PCNC (PPE NID) 10 hours per wk x 42 wks = 420 hours x \$23.52 \$9,878 ☒ Title I 18902 B-3006 Student Planners (SY27-28) \$4,096 B-3006 Student Folders \$1,188 B-3502 School Website - Educational Website SY27-28 \$3,100 ☒ Title I 18935 B - 3301

				Light Refreshments for Parent & Community Engagement \$500 B-3006 Supplies for Parent & Community Engagement \$700 ☒ Possible Add'l Federal Funds from KCA (Title IV Prog ID 20760) B-3006 Summer Scholastic book packs (distributed at Parent Night) \$11,301 B-7104/04 Math Consultant for family night \$3,000 ELA Consultant for family night \$3,000 SEL Consultant for family night \$3,000
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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)

1,086 instructional hours per year

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

We submitted a Waiver Request for three additional days of PD/collaboration.

Bell Schedule: [Kekaha Elementary Bell Schedule 2026-27](#)

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](#)