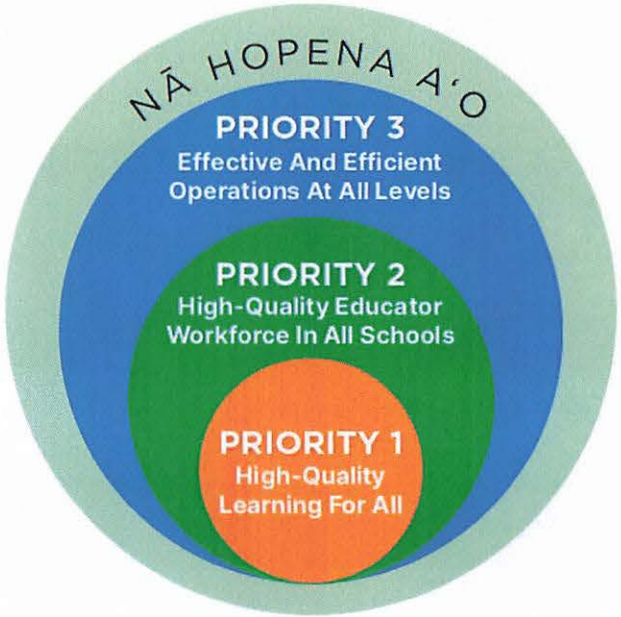


# Kilauea Elementary School Academic Plan SY 2026 -2027

2440 Kolo Road
Kilauea, Hawaii 96754
(808) 828-1212
kilaueaschool.com

- ☐ Title I School
- ☑ Non-Title 1 School

| Submitted by Principal: Fig Mitchell | |
|---|---|
| Fig Mitchell (Apr 14, 2026 18:25:48 HST) | |

| Approved by Complex Area Superintendent: Leila Maeda-Kobayashi | |
|---|---|
| Leila Kobayashi (Apr 14, 2026 21:29:11 HST) | |

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 | enVision Mathematics ... | Mystery Science | Miscellaneous (e.g., Hawaiians of Old, Teacher Created 'Aina-based Lessons) |
| Grade 6 | '19 Amplify ELA | enVision Mathematics ... | OpenSciEd | Gr. 6. Discovering Our Past: A History of the World (McGraw Hill) |

**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 6 | i-Ready Reading Lessons<br>UFLI (University of Florida Literacy Institute) | i-Ready Math Lessons<br>KP Ten Frame Tiles<br>Reflex Math (Gr. 2-5) | | |
| Grades K and 1 | Handwriting Without Tears | | | |
| Grades 5 and 6 | Flocabulary | | | |

## 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 templates: A digital form is used by classroom teachers to document Tier 2 academic and behavioral interventions when they are referred to Tier 3. An additional form is used if/when the student receives Tier 3 academic interventions, in which the Tier 2 interventions are transferred into a comprehensive record. We use a separate digital data form to track a student's Tier 3 behavioral interventions.
- ☑ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics |
|---|---|---|
| Grades K through 6 | I-Ready i-Ready Inform<br>DIBELS Diagnostic and Progress Monitoring<br>WIDA Screener English Learners<br>Other:<br>• Kindergarten Entry Assessment (KEA)<br>• LETRS (Language Essentials for Teachers of Reading and Spelling)<br>• Spelling Inventory<br>• PAST (Phonological Awareness Screening Test) for Tier 3 students | I-Ready i-Ready Inform<br>Other:<br>• MDIS (Math Diagnosis and Interventions System) for Tier 3 students<br>• Kindergarten Entry Assessment (KEA) |

## 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:

- [x] Current Comprehensive Needs Assessment (CNA)
- [ ] Other current assessment/self-study report: N/A
- [x] 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 |
| 53% | 48% | 62% | 63% | 64% | 41% | 35% | 35% | 37% | 33% | 46% | 56% | 68% | 60% | 62% |
| 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 |
| 67% | 41% | 143% | 36% | 22% | 30% | 7% | 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.
  - 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. Implementation of the ELA curriculum, including embedded strategies and routines, is inconsistent across classrooms.

2B. Implementation of effective instructional strategies for teaching and assessing reading foundational skills varies across classrooms.

2C. Use of the ELA IABs for instruction and SBA practice varies across classrooms.

2D. Writing instruction is inconsistent in providing all students with sufficient opportunities or feedback to draft, revise, and edit their writing using standard English conventions (e.g., grammar, capitalization, punctuation, and spelling), and to engage in research/inquiry.

5A. Understanding of how to scaffold and differentiate content, product, process, and learning environment to increase student proficiency and close the achievement gap varies among teachers.

5B. Use of curriculum resources and materials to plan small group instruction that addresses students' specific learning needs varies among teachers.

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

*Additional contributing causes: 5C, 11B, 12B, 13A, 14A, 17A

**2**

## 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 |
| 42% | 33% | 49% | 54% | 61% | 40% | 33% | 29% | 29% | 39% | 42% | 54% | 72% | 59% | 62% |
| 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 |
| 66% | 37% | 121% | 23% | 27% | 40% | 8% | 2% |
| Goal >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.
  - 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. Implementation of the enVision curriculum, including its embedded strategies and routines for math instruction and assessment, varies across classrooms.

3B. The effective use of the 8 Effective Math Teaching Practices (NCTM) varies across classrooms.

3C. The use of Math IABs for instruction and SBA practice varies across classrooms.

3D. Instruction is inconsistent in helping students to understand the math concepts and why they make sense.

3E. Opportunities for students to work through problems independently and reflect on their solution process are inconsistent.

3F. Opportunities for students to engage in student-led discussions and discourse that require students to explain their thinking are infrequent.

3G. Instruction and structured practice are not sufficiently embedded within the curriculum to consistently support the development of students' math fact fluency.

5A. Understanding of how to scaffold and differentiate content, product, process, and learning environment to increase student proficiency and close the achievement gap varies among teachers.

5B. Use of curriculum resources and materials to plan small group instruction that addresses students' specific learning needs varies among teachers.

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

*Additional contributing causes: 5C, 11B, 12B, 13A, 14A, 17A

**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 |
| 46% | 32% | 67% | 70% | 69% | 13% | 18% | 41% | 52% | 24% |
| 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 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. Implementation of the Mystery Science (K–5) and OpenSciEd (Grade 6) curricula to teach and assess the NGSS varies across classrooms.

4B. Use of NGSS Interim Assessments for instruction and HSA practice in grades 3–5 varies across classrooms.

4C. Implementation of NGSS inquiry and ʻāina/place-based units varies across classrooms.

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

*Additional contributing causes: 5C, 11B, 12B, 13A, 14A, 17A

**4**

## SOCIAL-EMOTIONAL LEARNING

| Social-Emotional Learning Competencies | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Self Management | Social Awareness | Perseverance | Sense of Belonging | Growth Mindset | Emotion Regulation | Self-Efficacy | Supportive Relationships |
| Gr. 3-5 / Gr. 6 | 76% / 63% | 64% / 53% | 58% / 55% | 66% / 52% | 46% / 41% | 57% / 46% | 56% / 38% | 91% / 79% |
| 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 responsibility, respect, cooperation/unity, and safety as outlined in our Kūleana O Kīlauea.

***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 responsibility, respect, cooperation/unity, and safety.
- All students need a positive learning environment that embeds *Nā Hopena Aʻo* and fosters academic and social growth.

**Root/Contributing Causes:**

8A. There are varying levels of understanding, cohesiveness, and implementation of our schoolwide SEL programs/systems that align to strengthen SEL.

8B. There are inconsistencies in the implementation and reinforcement of schoolwide behavior expectations that foster appropriate student behavior.

8C. There is a lack of a process for using SEL survey results to support individual students.

*Additional contributing causes: 6A, 9A, 12A, 12B, 13A, 14A, 17A

| 5 | **ATTENDANCE** |
|---|---|

| Regular Attendance | | | |
|---|---|---|---|
| **21-22** | **22-23** | **23-24** | **24-25** |
| 53% | 70% | 74% | 72% |
| 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, 12A, 12B, 13A, 14A, 17A

**1**

**Targeted Subgroup:** ***Economically Disadvantaged***

| Economically Disadvantaged Subgroup | | | | | |
|---|---|---|---|---|---|
| | SBA/HSA Proficiency | | | | |
| | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
| **ELA** | 42% = 36 | 36% = 33 | 46% = 29 | 40% = 17 | 54% - 37 |
| **Math** | 31% = 27 | 22% = 20 | 36% = 23 | 36% = 16 | 43% = 30 |
| **Science** | 50% = 12 | 29% = 8 | 33% = 3 | 41% = 7 | 59% = 10 |
| 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 and emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

**2**

**Targeted Subgroup:** ***English Learners***

| English Learners Subgroup | | | | | |
|---|---|---|---|---|---|
| | SBA/HSA Proficiency | | | | |
| | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
| **ELA** | 20% = 3 | 15% = 2 | 31% = 4 | 50% = 5 | 10% = 1 |
| **Math** | 12% = 2 | 23% = 3 | 27% = 4 | 29% = 4 | 0% |
| **Science** | 25% = 1 | 17% = 1 | 100% = 1 | 33% = 1 | 20% = 1 |

Source: LEI Kulia - School Profile Report; Percentage and # of EL students proficient

| Language Acquisition | | | |
|---|---|---|---|
| 21-22 | 22-23 | 23-24 | 24-25 |
| 50% (1/2 ) | 75% (3/4 ) | 100% (3/3) | 50% (1/2 ) |

Source: LEI Kulia - Growth to Target (WIDA Access)

Kilauea School 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 incorporates cooperative learning and vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

| 3 | **Targeted Subgroup:** ***Special Education*** |
|---|---|

| Special Education Subgroup | | | | | |
|---|---|---|---|---|---|
| | SBA/HSA Proficiency | | | | |
| | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
| **ELA** | 11% = 2 | 10% = 2 | 11% = 2 | 16% = 3 | 17% = 4 |
| **Math** | 6% = 1 | 5% = 1 | 6% = 1 | 16% = 3 | 13% = 3 |
| **Science** | 0% = 0 | 0% = 0 | 25% = 1 | 17% = 1 | 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**<br>*"What do we plan to accomplish?"* | **Root/Contributing Causes**<br>*"Why are we doing this?"* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br>***and* Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>**Initial & Intermediate Outcomes**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"* |
| 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)**<br>All incoming Kindergarteners will be assessed for readiness, and the results will guide practices to support their academic and social-emotional needs.<br>Action Steps:<br>a. School administration will ensure that teachers and staff are trained to administer the Kindergarten Entry Assessment (KEA).<br>b. Teachers/staff will conduct the KEA and school-level assessments and access, using the data to inform instructional and SEL practices to meet student needs.<br>c. All Kindergarten students will be provided the necessary, timely support to develop foundational academic and social-emotional skills.<br>Leads: Principal, SSC, and ART | Kindergarten Assessment Data<br><br>Kindergarten i-Ready Diagnostic Screener Reading and Math Data | ☑ **WSF 42106**<br>**A1- 2769**<br>2 teachers x 1 sub day $200.80 for Kindergarten Entry Assessment Inputting<br>**$402**<br><br>☑ **Possible 2026 Summer Learning 16729**<br>**A1-2744**<br>Kindergarten Entry Assessment = 2 days x 3 teachers x 8 hours per day = 48 hrs x $42.16<br>**$2,024** |
| **Reading Proficiency**<br>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently | 2A. Implementation of the ELA curriculum, including embedded strategies and routines, is inconsistent across classrooms.<br>2B. Implementation of effective | **EA 2. Literacy (1.1.2)**<br>Student literacy will increase through the effective implementation of Wonders 2023 (K–5) and Amplify (Grade 6), supported by embedded instructional strategies, vocabulary development, Science of Reading pedagogy, and UFLI.<br>Action Steps:<br>a. School administration/ART will…<br>i. Clearly communicate expectations on the use of | i-Ready Diagnostic Screener Reading Proficiency and Growth Data<br><br>Strive HI SBA ELA Proficiency and Growth Data | ☑ **WSF 42101**<br>**B - 3006**<br>McGraw Hill Wonders student journal workbooks *(paid thru SY2027-2028)*<br>**B - 3502**<br>Amplify ELA<br>**$6,000**<br>Flocabulary |

| | | | | |
|---|---|---|---|---|
| receive necessary and timely support to become proficient. | instructional strategies for teaching and assessing reading foundational skills varies across classrooms.<br><br>2C. Use of the ELA IABs for instruction and SBA practice varies across classrooms.<br><br>2D. Writing instruction is inconsistent in providing all students with sufficient opportunities or feedback to draft, revise, and edit their writing using standard English conventions (e.g., grammar, capitalization, punctuation, and spelling), and to engage in research/inquiry. | curriculum-embedded instruction and assessments and monitor consistent implementation. (WASC #1, #2)<br>ii. Provide time for teachers to participate in meetings to horizontally and vertically align their writing instruction and assessment. (WASC #1)<br>iii. Conduct curriculum mapping with teachers to ensure all writing genres are covered. (WASC #1)<br>iv. Lead the adoption of a universal framework for the research/inquiry process across all subject areas.<br>b. The ART Focus Team will…<br>i. Evaluate current resources for writing to determine next steps for schoolwide strategies or curriculum, and adopt or develop a schoolwide writing program to include common grade-level vertically aligned rubrics for teacher and student use utilizing the CCSS Writing Exemplars as guides for grade-level expectations/rigor. (WASC #2)<br>c. All teachers will…<br>i. Implement the vertically aligned curricula, including Wonders (Gr. K-5), Amplify (Gr. 6), UFLI (Gr. K-6), along with specialized curriculum for SPED (PreK-6) and EOEL. (WASC #1)<br>ii. Provide instruction on grade-level appropriate vocabulary words within Wonders and Amplify and the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary.<br>iii. Utilize the adopted/developed writing curriculum or program established for our school.<br>iv. Examine student work and assessment data to place students into appropriate instructional tiers in order to target their specific needs and learning gaps. (WASC #3)<br>v. Provide timely, specific verbal feedback during instruction and work time to guide students in improving the quality and depth of their work. (WASC #2)<br>d. All grades 3-6 teachers will…<br>i. Select and utilize individual questions from the ELA SBA Interim Assessment Blocks (IABs) *informally for instruction* (e.g., as a lesson activity/practice item, outside of the | | **$3,709**<br><br>Wonders students & teachers online *(paid thru SY2027-2028)* |

| | | | | |
|---|---|---|---|---|
| | | testing system, with teacher guidance/support, collaboratively with a partner) throughout quarters 2, 3, and 4. (WASC #2)<br>ii. Utilize 5 ELA IABs formally within the testing system (1 from each domain) to provide students with practice in the online testing system, including using the SBA online tools and provide feedback to students. (WASC #2)<br>e. All students will complete standards-based learning activities to read proficiently, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).<br>Leads: Principal, Academic Coach, and ART | | |
| **Mathematics Proficiency**<br>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. | 3A. Implementation of the enVision curriculum, including its embedded strategies and routines for math instruction and assessment, varies across classrooms.<br>3B. The effective use of the 8 Effective Math Teaching Practices (NCTM) varies across classrooms.<br>3C. The use of Math IABs for instruction and SBA practice varies across classrooms.<br>3D. Instruction is inconsistent in helping students to understand the math | **EA 3. Numeracy (1.1.3)**<br>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.<br>Action Steps:<br>a. School administration/ART will clearly communicate expectations on the use of curriculum-embedded instruction and assessments and monitor consistent implementation. (WASC #1, #2)<br>b. All teachers will…<br>i. Implement enVision Math (Gr. K-6) and specialized curriculum for SPED (PreK-6) and EOEL. (WASC #2)<br>ii. Utilize at least one PLC per quarter to focus on implementation of the Effective Mathematical Teaching Practices (EMTP) within the enVision curriculum to increase conceptual understanding and productive struggle (i.e., foster mathematical discourse, math tasks, and effective teacher questioning). (WASC #1)<br>iii. Provide instruction on Math vocabulary words within the enVision curriculum and those on the SBA-Math Vocabulary list.<br>iv. Utilize the vertically aligned, common grade-level scoring methods, embedded within the enVision Math curriculum. | i-Ready Diagnostic Screener Math Proficiency and Growth Data<br><br>Strive HI SBA Math Proficiency and Growth Data | ☑ **WSF 42101**<br>**B-3502**<br>Reflex Math<br>**$3,444**<br><br>enVision Math subscription *(paid through SY2026-2027)* |

| | | | | |
|---|---|---|---|---|
| | concepts and why they make sense.<br><br>3E. Opportunities for students to work through problems independently and reflect on their solution process are inconsistent.<br><br>3F. Opportunities for students to engage in student-led discussions and discourse that require students to explain their thinking are infrequent.<br><br>3G. Instruction and structured practice are not sufficiently embedded within the curriculum to consistently support the development of students' math fact fluency. | (WASC #2)<br>v. Teachers will provide timely, specific verbal feedback during instruction and work time to guide students in improving the quality and depth of their work. (WASC #2)<br>vi. Examine student work and assessment data to place students into appropriate instructional tiers in order to target their specific needs and learning gaps. (WASC #3)<br>c. All grades 2-6 teachers will use Reflex Math to provide students with personalized instruction and practice in math fact fluency.<br>d. All grades 3-6 teachers will…<br>i. Select and utilize individual questions from the math SBA Interim Assessment Blocks (IABs) *informally for instruction* (e.g., as a lesson activity/practice item, outside of the testing system, with teacher guidance/support, collaboratively with a partner) throughout quarters 2, 3, and 4. (WASC #2)<br>ii. Utilize 5 math IABs formally within the testing system (1 from each domain) to provide students with practice in the online testing system, including using the SBA online tools and provide feedback to students. (WASC #2)<br>e. All students will…<br>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.<br>ii. Complete standards-based learning activities to strengthen their numeracy development, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).<br><br>Leads: Principal, Academic Coach, and ART | | |
| All grade 5 students are proficient in their understanding of the NGSS concepts. | 4A. Implementation of the Mystery Science (K–5) and OpenSciEd (Grade 6) curricula to teach and assess the NGSS | **EA 4. Science**<br>Students' understanding of Science concepts will increase through the effective implementation of Mystery Science (Gr K-5) and OpenSciEd (Gr 6), horizontally and vertically aligned curriculum, instructional strategies, practices, and assessments aligned with the NGSS. | Classroom Science Assessment Results<br><br>Strive HI NGSS-HSA Proficiency Data | ☑ **WSF 42101**<br>**B - 3502**<br>Mystery Science License<br>**$1,795**<br><br>**B - 3006**<br>Mystery Science- |

| | | | | |
|---|---|---|---|---|
| | varies across classrooms.<br><br>4B. Use of NGSS Interim Assessments for instruction and HSA practice in grades 3–5 varies across classrooms.<br><br>4C. Implementation of NGSS inquiry and ʻāina/place-based units varies across classrooms. | Action Steps:<br>a. School administration will provide time for teachers to horizontally and vertically align and calibrate their use of Mystery Science/OpenSciEd curriculum to teach the NGSS Evidence Statements for Elementary. (WASC #1)<br>b. All teachers will…<br>i. Implement the Mystery Science (Gr K-5) and OpenSciEd (Gr 6) curriculum to teach the NGSS as indicated in the grade level pacing guide.<br>ii. Utilize common vertically aligned assessments and scoring guides (e.g., rubrics, criteria checklist) to measure student achievement of the NGSS standards. (WASC #2)<br>iii. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #3)<br>c. All grades 3-5 teachers will…<br>i. Select and utilize individual questions from the NGSS Interim Assessments *informally for instruction* (e.g., as a lesson activity/practice item, outside of the testing system, with teacher guidance/support, collaboratively with a partner) throughout quarters 2, 3, and 4. (WASC #2)<br>ii. Utilize at least one NGSS Interim Assessment during quarters 2, 3, and 4 *formally within the testing system* to provide students with practice in the online testing system, including using the SBA online tools and provide feedback to students. (WASC #2)<br>d. All students will complete learning activities to strengthen their understanding of scientific concepts and prepare them for real-world application (i.e., NGSS Units, ʻĀina-based units with excursions) and success on standardized assessments (e.g., NGSS HSA).<br>Leads: Principal and Academic Coach | | Mystery Packs<br>**$9,200**<br><br>☑ **Possible Add'l WSF**<br>**B-3006**<br>Activate Learning Open SciEd Consumables to be purchased by school<br>**$10,000** |
| 1.1.4. All student groups perform equally well academically | 5A. Understanding of how to scaffold and differentiate content, product, process, and learning environment | **EA 5. Inclusive Practices and Academic Student Support (1.1.4)**<br>Inclusive practices and tiered interventions will be strategically implemented to ensure all students can access rigorous | i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data | ☑ **WSF 42101**<br>**A1- 2744**<br>PTT - RTI Class Support 17 hrs /week x 38 weeks = 646 hrs x $42.16 x 1 |

| | | | | |
|---|---|---|---|---|
| and show continued academic growth, irrespective of background and circumstances. | to increase student proficiency and close the achievement gap varies among teachers.<br><br>5B. Use of curriculum resources and materials to plan small group instruction that addresses students' specific learning needs varies among teachers.<br><br>5C. Understanding of strategies to support English Learner (EL) students within the general education classroom varies among teachers. | standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. (WASC #3)<br>Action Steps:<br>a. School administration will…<br>i. Maintain monthly meetings between the principal and SPED teachers to discuss systems and practices supporting student growth.<br>ii. Provide support to EAs, general education, special education teachers, and part-time teachers to strengthen specialized instruction and inclusive practices in general education classrooms with guidance from district staff.<br>b. School administration/ART Focus will…<br>i. Establish and communicate schoolwide expectations for inclusive practices.<br>ii. Coordinate and guide a schoolwide, data-driven MTSS/RTI system utilizing core resources (Wonders 2023, Amplify, enVision Math, i-Ready, and UFLI) to identify learning gaps, facilitate student goal-setting, and deliver targeted, differentiated instruction. (WASC #3)<br>iii. Engage in subgroup data analysis (IDEA, EL, SES) to determine schoolwide needs and adjust supports accordingly.<br>iv. Maintain and refine Tier 2 and Tier 3 systems through clear criteria, progress monitoring, data team collaboration, subgroup analysis, and ongoing adjustments to improve student outcomes. (WASC #3)<br>v. Implement a specific support plan for students exiting Tier 3 RTI, SPED, and EL services after meeting WIDA criteria.<br>vi. Conduct focused walkthroughs to monitor schoolwide differentiated instruction implementation for Tier 2, Tier 3, SPED, and EL instruction.<br>vii. Facilitate quarterly sharing sessions (staff meetings/PLCs) focused on Tier 2 instruction, data collection, and timely Tier 3 referrals.<br>viii. Provide guidance and support to SPED, EL, and EOEL teachers aligned to their roles, including sharing relevant school information, PD/training opportunities, and | Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data | **$27,235**<br><br>1 ELA/Math RTI PTTB 17 hrs /week x 40 weeks = 680 hrs x $29.59<br>**$20,121**<br><br>**B - 3502**<br>i-Ready (Funded through SY27-28)<br><br>ESGI assessment tool<br>**$1,800**<br><br>☑ **WSF 42102**<br>**A1 - 2744**<br>ELL Interpreters 7 NEP x 4 hrs = 28 hrs x $29.59<br>**$829**<br><br>☑ **WSF 42107**<br>**A1 - 2744**<br>PTTB Computer Tech 17 hr/wk x 42 wk = 714 hrs x $29.59 =<br>**$21,127**<br><br>☑ **Possible Add'l WSF**<br>**A1 - 2744**<br>1 ELA/Math RTI PTTs 17 hrs /week x 40 weeks = 680 hrs x $29.59<br>**$20,121**<br><br>**A1 - 2741**<br>Art PPE: 19 hrs /week for 40 weeks = 760 hr x $25.45<br>**$19,342** *(currently funded by PTSA)* |

| | | | | |
|---|---|---|---|---|
| | | instructional resources and best practices to support student learning.<br>c. The SSC, Counselor, and the RTI teacher will be provided dedicated time every quarter to collaborate with classroom teachers regarding the MTSS process, intervention planning, and progress monitoring.<br>d. Teachers will…<br>i. Use PLC/GLP time to identify instructional groups and plan targeted instruction and progress monitoring for Tier 2 small group intervention. (WASC #3)<br>ii. Use multiple data sources (including i-Ready and enVision diagnostics) to identify prerequisite skill gaps and implement appropriate Tier 2 small group instruction.<br>iii. Use multiple data sources (including i-Ready and enVision diagnostics) to identify prerequisite skill gaps and implement appropriate Tier 3 interventions to address intensive skill deficits.<br>iv. Utilize EL resources and strategies embedded in Wonders 2023 to support EL students in their classrooms. (EL Success Plan)<br>v. Implement collaborative group activities that promote peer-to-peer discussions. (EL Success Plan)<br>vi. Incorporate differentiated instructional strategies that address diverse learning styles (i.e., visuals, manipulatives, hands-on learning, kinesthetic and verbal instruction).<br>vii. Reinforce effort, recognize progress, and support student goal-setting and self-monitoring toward i-Ready growth targets and GLOs.<br>e. Grades 3-6 teachers will implement UFLI as a Tier 2 supplement to the Wonders curriculum.<br>f. All students will thrive in an inclusive learning environment and reflect on their learning, set goals, and self-monitor their progress toward meeting i-Ready growth targets and GLOs.<br>Leads: Principal, RTI/EL Coordinator, and ART | | |

| | | | | |
|---|---|---|---|---|
| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. | 6A. Established student transition practices contribute to smoother adjustment and continuity in learning, resulting in the need to sustain and strengthen these practices. | **EA 6. Student Transitions (1.1.5)**<br>Multiple activities and events will support student transitions into, through, and out of Kīlauea School.<br>Action Steps:<br>a. School administration and teachers/staff will…<br>i. Coordinate activities that support student transitions into and within the school (e.g., into Kindergarten from EOEL, SPED PreK, etc.), from grade level to grade level, new students entering the school.<br>ii. Collaborate with our feeder middle school administration and teachers/staff to coordinate and implement a series of activities that prepare grade 6 students for the successful transition to middle school emotionally, mentally, and academically.<br>b. All students will participate in learning activities that prepare them for the successful transition to the next grade level/middle school.<br>Leads: Principal, Counselor, and ART | Panorama Student Perception/SEL Survey Results | ☐ **WSF** |

| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment. | | | | |
|---|---|---|---|---|
| **Desired Outcomes**<br>*"What do we plan to accomplish?"* | **Root/Contributing Causes**<br>*"Why are we doing this?"* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br>***and* Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>**Initial & Intermediate Outcomes**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"* |
| 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.<br><br>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.<br><br>7C. Parents and students have limited understanding of how regular attendance impacts student learning. | **EA 7. Student Attendance (1.2.1)**<br>Student attendance will be encouraged, and clear, proactive follow-up procedures will be implemented to address absences.<br>Action Steps:<br>a. School administration and the counselor will…<br>i. Communicate clear, proactive attendance procedures to teachers, staff, and students/parents.<br>ii. Consistently implement the follow-up procedures when students are absent.<br>iii. Coordinate and conduct school assemblies to recognize and reward student attendance, as well as other student achievements, such as Choose Love.<br>b. The counselor will…<br>i. Establish an intervention support plan system for chronically absent students (i.e., life skills, morning routines, time management) providing positive reinforcement for improving attendance.<br>ii. Provide regular updates at CORE meetings regarding students with poor attendance and their intervention supports.<br>c. Administration, teachers, and the counselor will…<br>i. Encourage student attendance and implement proactive follow-up procedures when students are absent.<br>ii. Emphasize how attendance affects learning by distributing handouts at parent meetings such as "Attendance Impacts Achievement: "What Every Student Should Know" and "Every Day You Show Up, You Grow!" | Attendance Data (LEI Kūlia and Strive HI) | ☐ **WSF** |

| | | | | |
|---|---|---|---|---|
| | | iii. Identify students who have both poor attendance and a low sense of belonging on the SEL survey, and will monitor those students to cultivate positive relationships.<br>d. All students will attend school regularly and receive recognition for perfect quarterly attendance.<br>Leads: Principal and Counselor | | |
| 1.2.2. All students demonstrate positive behaviors at school. | 8A. There are varying levels of understanding, cohesiveness, and implementation of our schoolwide SEL programs/systems that align to strengthen SEL.<br>8B. There are inconsistencies in the implementation and reinforcement of schoolwide behavior expectations that foster appropriate student behavior.<br>8C. There is a lack of a process for using SEL survey results to support individual students. | **EA 8. Positive Student Behavior (1.2.2)**<br>Behavioral RtI, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have access to rigorous, standards-based instruction in a positive and productive learning environment.<br>Action Steps:<br>a. School administration will share clear processes and procedures for disciplinary practices with all staff and reinstate the use of follow-up referral slips to close the communication loop regarding student consequences.<br>b. Administration/ART Focus/counselor will…<br>i. Clarify/define and provide guidance to strengthen behavioral RTI strategies and interventions, including effective methods for addressing high-intensity behaviors.<br>ii. Monitor the consistent implementation of at least two SEL Choose Love lessons per quarter across all grade levels.<br>iii. Provide guidance to strengthen the implementation and teaching of routines, procedures, and transitions as a Tier 1 approach to managing student behavior.<br>iv. Conduct an activity with staff centered on strengthening a classroom culture of growth mindset in which students are empowered to ask (themselves, their teacher, their peers), “What can I do to improve my work,” and/or “How can I do better next time?”<br>b. The Kīlauea School CORE team will…<br>i. Systematically monitor the needs of students with low SEL scores and use a school-level Student Support Plan based on Panorama SEL data.<br>ii. Establish and monitor a rollover plan for students with previous ILI/BSPs, utilizing a "living document" that tracks | Behavior Incident Referral Data<br><br>Panorama Student Perception/SEL Survey Results | ☐ **WSF** |

| | | | | |
|---|---|---|---|---|
| | | student history and support needs as they progress through each grade level.<br>iii. Review and discuss behavior incident referral data regularly to drive behavior interventions.<br>c. The school counselor will collaborate with the CORE team to address students' social-emotional needs using the SEL survey results to provide timely, targeted student interventions.<br>d. The administration, teachers, and staff will implement behavioral RTI and PBIS, teaching and rewarding positive behavior as outlined in the Kūleana O Kīlauea (Responsibility, Respect, Cooperative/Unity, Safety), and proactive and progressive disciplinary practices.<br>e. Teachers will…<br>i. Teach/reinforce the lessons and values from the SEL Choose Love curriculum.<br>ii. Provide students with descriptive, specific feedback and dedicated time to improve their work as part of the growth mindset initiative.<br>c. Students will exhibit positive/productive behavior in all settings and receive recognition/rewards as reinforcement.<br>Leads: Principal, Counselor, and ART | | |

| | | | | |
|---|---|---|---|---|
| 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)**<br>The Nā Hopena A‘o (HĀ) Framework of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii (BREATH) will continue to be embedded within our school culture.<br>Action Steps:<br>a. School administration, teachers, and staff will…<br>i. Review the HA Framework and highlight connections to current school practices.<br>ii. Coordinate and implement activities/events that align with HĀ Framework, such as morning `oli, Choose Love, ‘Āina-based field trips, and May Day.<br>iii. Revitalize the Kīlauea School Nature Center as a central hub for environmental stewardship and hands-on learning, and implement the Kīlauea Native Hawaiian Plant Curriculum.<br>b. All teachers will update their existing ‘Āina-based units to ensure they are current, relevant, and vertically aligned, and integrate local cultural knowledge with scientific inquiry and stewardship.<br>c. All students will engage in Nā Hopena A‘o-aligned activities/events that strengthen a sense of Hawaii.<br>Leads: Principal, Counselor, and Academic Coach | Panorama Student Perception/SEL Survey Results | ☑ **Possible Add’l WSF**<br>**B - 3006**<br>Aloha Books - Building Character through the Aloha Program Student Workbooks (Grades K and 4)<br>**$1,209** |

| ★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement | | | | |
|---|---|---|---|---|
| **Desired Outcomes**<br>*"What do we plan to accomplish?"* | **Root/Contributing Causes**<br>*"Why are we doing this?"* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br>***and* Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>**Initial & Intermediate Outcomes**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"* |
| 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)**<br>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.<br>Action Steps:<br>a. School administration and teachers/staff will…<br>i. Coordinate and implement activities that promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, internships, Career Day, student research, and connections to real-world skills and CTE pathways).<br>ii. Maintain the grades 5-6 partnership with the 'Anaina Hou representative to continue the growth and development of the Kīlauea School CTE/Entrepreneurial program.<br>iii. Foster students' connection with their community and develop a sense of civic responsibility through activities such as 'aina-based learning, service-based learning, guest speakers, and student research.<br>b. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility.<br>Leads: Principal, Counselor, and PIC (a.k.a. PCNC) | Community Partners and Volunteers List<br><br>Field Trip Log<br><br>GLO #2 Community Contributor Quarterly Report Card Grades | ☐ **WSF** |

| | | | | |
|---|---|---|---|---|
| **K-12 Alignment**<br><br>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. K–12 alignment and school-level initiatives support students in developing the academic background and skills needed for transition to middle school and beyond, resulting in the need to sustain and strengthen these efforts.<br><br>11B. Integration of technology into instruction supports teaching and learning through a balanced approach that includes technology, paper-and-pencil, and hands-on learning, resulting in the need to sustain and strengthen these practices.<br><br>11C. There is insufficient understanding and implementation of the Computer Science standards (CSTA). | **EA 11. K-12 Alignment of Academic Background and Skills (1.3.2)**<br>Kīlauea Elementary School students will acquire the knowledge and skills needed to enter middle school prepared for success in progressively rigorous academic work.<br>Action Steps:<br>a. School administration and teachers/staff will…<br>i. Implement strategies throughout the school year that prepare students for middle~~/high~~ school, such as GLO integration, study skills, note-taking, test-taking, organization, and use of technology.<br>ii. Create and implement student GLO grade-level checklists with specific criteria indicators to serve as a resource for determining grades and helping students self-assess their progress.<br>b. School administration will…<br>i. Designate time for teachers/PTT to review the Computer Science (CSTA) standards, understand how they are taught in the computer class, and identify opportunities for reinforcement in grade-level classrooms.<br>ii. Maintain, replace, or reallocate technology devices for each grade level as needed to ensure all students have equitable access to digital learning tools.<br>iii. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kapa'a Complex.<br>c. All students will participate in learning activities that prepare them for success in middle school and beyond.<br>Leads: Principal and Academic Coach | GLO Quarterly Report Card Grades | ☑ **WSF 42101**<br>**B-3502**<br>Go Guardian<br>**$4,304**<br><br>**B - 3006**<br>School Planners<br>**$2,493** |

# 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**<br>*"What do we plan to accomplish?"* | **Root/Contributing Causes**<br>*"Why are we doing this?"* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br>***and* Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"* |
|---|---|---|---|---|
| 2.1.2. All teachers are effective or receive the necessary support to become effective. | 12A. There are varying levels of understanding and implementation of high-yield instructional strategies/practices.<br><br>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.<br><br>12C. Analysing and reflecting on data and evidence supports continuous improvement of | **EA 12. Teacher Professional Development and Growth (2.1.2)**<br>All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning Communities (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.<br>Action Steps:<br>a. School administration/ART will…<br>i. Regularly collect and analyze Tier I student performance data (e.g., i-Ready, SBA/HSA) and walkthrough/observation data to identify trends and areas of strength and need, resulting in appropriate PD and/or coaching cycles.<br>ii. Continue to define, document, communicate, support, and monitor our PLC and Data Team processes.<br>iii. Plan content-specific objectives for vertical articulation sessions (1x/semester), with a focus on writing and other specific areas of need. (WASC #1)<br>iv. Provide PD/guidance on the use of core curriculum and supplemental programs, such as Wonders 2023 (including Wonders EL resources), Amplify, UFLI, enVision Math, Reflex Math, Mystery Science, OpenSciEd, i-Ready, Interim Assessment Portal. (WASC #1) | PD/Training Log<br><br>Walkthrough Data<br><br>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data<br><br>SBA ELA and Math Proficiency and Growth Data<br><br>NGSS-HSA Science Proficiency Data | ☑ **WSF 42102**<br>**A1 - 2769**<br>ELL Substitutes 3 Days x $200.80<br>**$602**<br><br>☑ **WSF 42106**<br>**A1 - 2769**<br>ART (Qtrly and CNA) ART Members = 24 subs x $200.80 =<br>**$4,819**<br><br>**A1 - 2769**<br>28 Subs for Planning (1 sub per semester x 14 teachers)<br>$200.80<br>**$5,622** |

| | | | | |
|---|---|---|---|---|
| | school practices, resulting in the need to sustain and strengthen these supports.<br><br>12D. There are inconsistent assessment methods and grading practices across all grade levels. | v. Provide PD/guidance to strengthen a common understanding and use of effective practices and high-yield instructional strategies, such as the following:<br>• Active Participation<br>• Teaching to an Objective<br>• Productive Behaviors<br>• Inclusive practices<br>• Quality Student Interactions,<br>• QBS training (SPED and EAs)<br>vi. Provide PLC, coaching, and support on the following:<br>• Targeted Small Group Instruction (WASC #3)<br>• Science of Reading (Scarborough's Reading Rope)<br>• The 8 Effective Math Teaching Practices (NCTM), incorporated in KP 10 Frame PD<br>• Steps 1, 2, and 3 in the enVision Mathematics curriculum<br>• Instructional strategies for RTI Tiers 1 and 2, and students transitioning from Tier 3<br>• Calibrated grading processes (WASC #2)<br>• Common formative and summative assessments (WASC #2)<br>vii. Develop, adopt, and support content-driven, standards-aligned Social Studies curriculum for each grade level, allowing planning time for HCSSS units in PLC and GLP.<br>viii. Coordinate school-wide participation in the Corwin Visible Learning Institute (October 21, 2026), and conduct follow-up activities to reinforce/expand effective practices and strategies learned.<br>b. All teachers will implement the school-identified curriculum and effective instructional practices and strategies as communicated or outlined by school administration/ART. (WASC #1)<br>c. All new teachers will participate in an orientation, including a review of the school matrix, curriculum, instruction, and | | ☑ **Possible Add'l WSF**<br>**B-2720** (Recall)<br>Call back pay for Coach to do curriculum planning with admin<br>**$1,000** |

| | | | | |
|---|---|---|---|---|
| | | assessment PD/training, and ongoing induction and mentoring support.<br>d. All students will engage in rigorous, standards-based learning activities that incorporate effective instructional practices and promote mastery of grade-level concepts, application of skills, and consistent demonstration of the GLOs.<br>Leads: Principal, Academic Coach, and ART | | |
| 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)**<br>Educational Assistants (EAs) and Casual Teachers (PTTs/Specials Teachers) will be provided with training and PD to support the implementation of effective practices and strategies that foster student well-being and academic growth.<br>Action Steps:<br>a. School administration/ART Focus will…<br>i. Coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies relevant to their roles.<br>ii. Schedule and facilitate quarterly meetings for all EAs to address operational needs and professional growth, with a focus on strategies and best practices for supporting SPED students in the general education classroom.<br>b. All support staff will…<br>i. Be provided with an orientation, initial training, and ongoing guidance/support when new to the school.<br>ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor.<br>c. All students will participate in learning activities, including those led by EAs and PTT/PPEs that use effective practices to strengthen conceptual understanding, skill application, and demonstration of GLOs and SEL competencies.<br>Leads: Principal, Academic Coach, and ART | PD/Training Log<br><br>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data<br><br>Panorama Student Perception and SEL Survey Results | ☐ **WSF** |

| | | | | |
|---|---|---|---|---|
| 2.3.2<br>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)**<br>Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators.<br>Action Steps:<br>a. School administrators will…<br>i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NAESP).<br>ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers.<br>iii. Facilitate a learning environment that benefits from the insights gained through peer-to-peer professional networking.<br><br>Lead: Principal | PD/Training Log | ☑ **Possible Add'l WSF Funds**<br>**B - 4804**<br>PD Opportunity for Principal when available (instate or out of state)<br>**$1,000** per administrator |

# 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** *"What do we plan to accomplish?"* | **Root/Contributing Causes** *"Why are we doing this?"* | **Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress** *"How will we know progress is being made?"* | **Anticipated Source of Funds** *"What funding source(s) should be utilized?"* |
|---|---|---|---|---|
| 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. 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.<br>15B. The use of data and evidence to conduct the CNA, develop the Academic Plan, and monitor its implementation and impact supports continuous improvement of school practices, resulting in the need | **EA 15. Aligned Operational and Management Processes (3.2.2)**<br>School processes and procedures align with all levels of the HIDOE tri-level system.<br>Action Steps:<br>a. School administration will…<br>i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Kīlauea School.<br>ii. Provide ongoing communication with faculty and staff to ensure everyone is knowledgeable about our Mission and Vision, and understands their role in meeting our goals and outcomes.<br>iii. The ART will meet throughout the school year to engage in the CNA and Academic Plan Progress Monitoring processes, and to engage in timely discussions on operational school topics.<br>iv. Ensure that our 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.<br>Leads: Principal | Academic and Financial Plan Documents | ☐ **WSF** |

| | | | | |
|---|---|---|---|---|
| | to sustain and strengthen these efforts. | | | |
| 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)**<br>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.<br>Action Steps:<br>a. The school principal and SCC Chair will…<br>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.<br>ii. Ensure SCC meeting agendas and minutes are posted on the school website in a timely manner.<br>b. All stakeholder role groups will have respective members on the SCC.<br>Leads: Principal and SCC Chair | SCC Meeting Minutes Posted on School Website<br><br>SCC Academic Plan Assurances Form | ☐ **WSF** |
| All parents feel welcome, involved, and engaged in their child's school. | 17A. Engaging parents in their child's learning supports stronger family involvement and student outcomes, resulting in the need to sustain and expand the variety of methods used to support this engagement. | **EA 17. Parent/Family Involvement and Engagement**<br>Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being.<br>Action Steps:<br>a. School administration and teachers/staff will…<br>i. Provide parents/guardians with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events.<br>ii. Conduct two EL Family Nights with engaging activities designed for our EL population. (EL Success Plan)<br>b. The Family Focus Team will plan and schedule specific events designed to support numeracy and literacy.<br>c. Teachers will… | Parent School Quality Survey (SQS) Involvement and Engagement Results<br><br>Parent/Family Involvement and Engagement Log | ☑ **WSF 42104**<br>**A1 - 2741**<br>PCNC (PPE): 19 hrs/wk for 42 weeks = 798 hours @ $25.45/hr = **$20,309**<br><br>**B-3006**<br>Supplies for family engagement (literature books/math manipulatives, etc.)<br>**$1,000** |

| | | | | |
|---|---|---|---|---|
| | | i. Create and distribute documents that share quarterly academic expectations for each grade level, including GLO expectations and resources for home support. (WASC #4)<br>ii. Communicate regularly with parents by sharing updates, photos, and snapshots of learning on ClassDojo to highlight what students are learning and the positive activities happening in class.<br>d. Students will participate in activities, programs, and events that foster academic growth, social development, and parent/family engagement.<br>Leads: Principal, Counselor, and PCNC | | |

## 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 Kapaʻa 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)* | 1,104 instructional hours per year |
| **Did your school submit an SCC Waiver Request Form? Please explain.** | We submitted one waiver request for two full days dedicated to parent-teacher conferences. |
| **Bell Schedule:** Kilauea School 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**

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

The **Kilauea 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 09/11/2025 to share the school data and gather input on student priorities.
   - ☑ A School Community Meeting was conducted on 0**3/05/2026**to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
   - ☑ Other (list):The staff participated in an academic/financial plan protocol.
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: 3/5/2026

**Attested:**

| Kilauea Elementary Principal | Signature | Date |
|---|---|---|
| Fig Mitchell | | 3/5/2026 |

| SCC Chairperson | Signature | Date |
|---|---|---|
| Heather Devin | | 3/5/2026 |

**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: |
|---|---|---|
| No recommendations | — | |
| | | |
| | | |

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

**Attested:**

| SCC Chairperson | Signature | Date |
|---|---|---|
| Heather Devin | Heather D | 3/5/2026 |