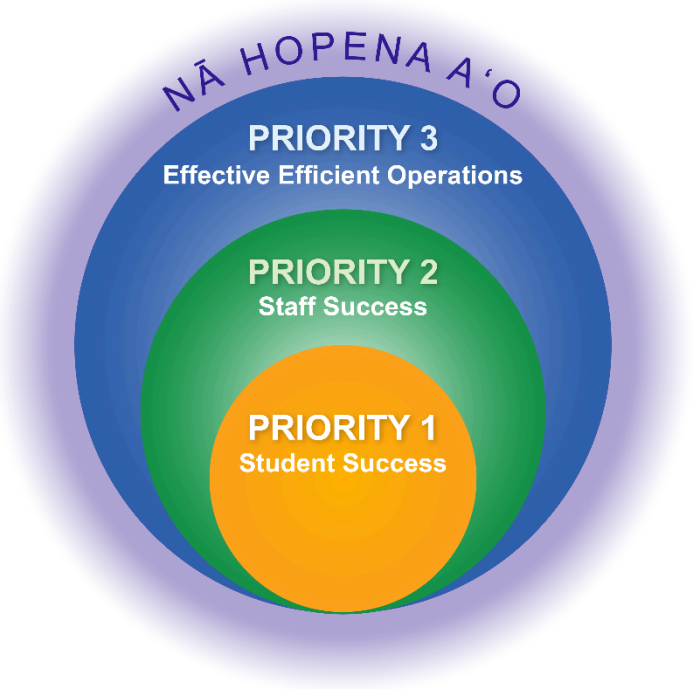


Kuhio Elementary School Academic Plan SY 2024-2025

2759 South King Street
(808)973-0085
www.kuhioschool.k12.hi.us

Video
JbeuN4UU

Submitted by Principal: Lynn M. Kobayashi	
Lynn M Kobayashi	3/11/24

Approved by Complex Area Superintendent [Insert name here]	
[Insert signature here]	[Insert date]

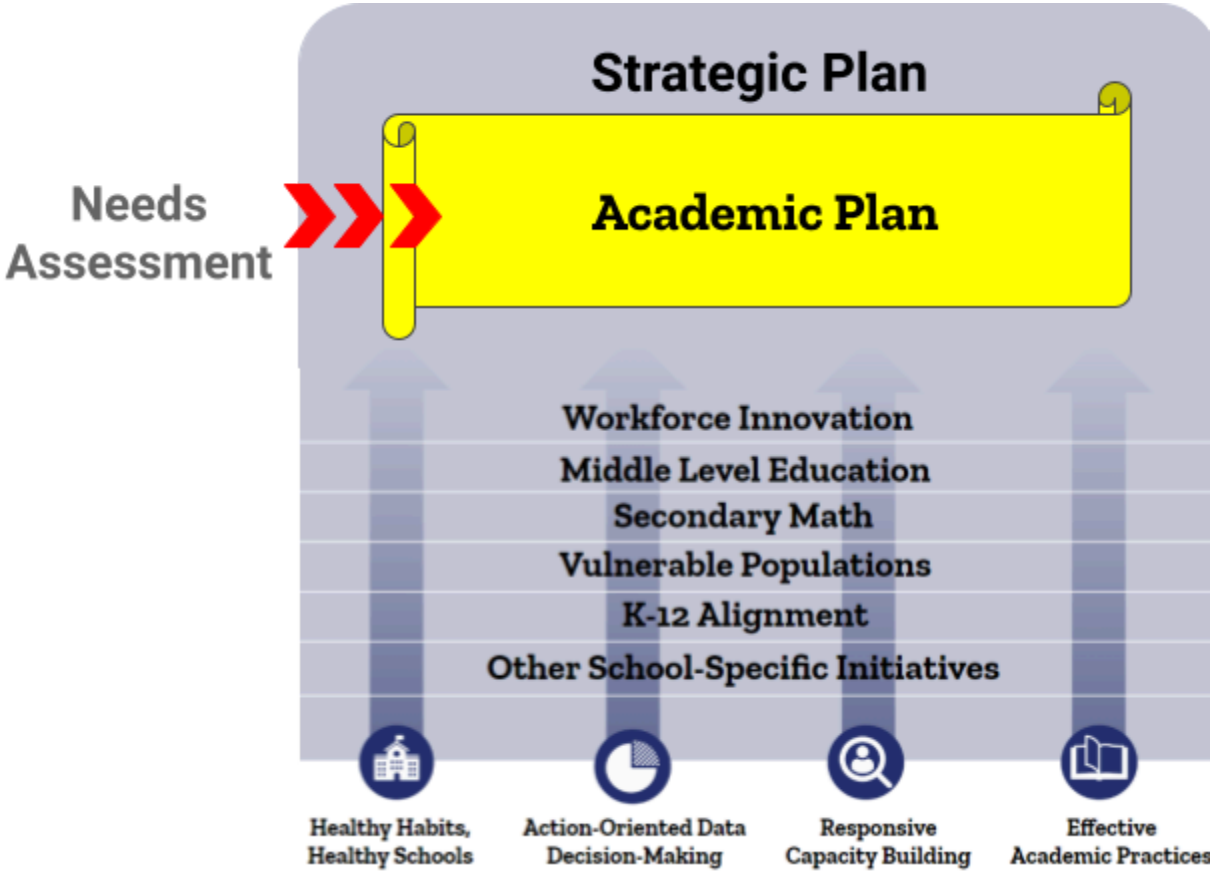
PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive standards-based instructional program(s) used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.*

Please identify the comprehensive standards-based instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.
To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science *Curriculum expected to use in SY 2024-2025* *(may change SY 2025-26)*	Social Studies *Curriculum expected to use in SY 2024-2025* *(may change SY 2025-26)*
Grade K	Wonders, Edition 2020	iReady Mathematics	Stemscopes	Teacher Created
Grade 1	Wonders, Edition 2020	iReady Mathematics	Stemscopes	Teacher Created
Grade 2	Wonders, Edition 2020	iReady Mathematics	Stemscopes	Teacher Created
Grade 3	Wonders, Edition 2020	iReady Mathematics	Stemscopes	Teacher Created
Grade 4	Wonders, Edition 2020	iReady Mathematics	Stemscopes	Teacher Created
Grade 5	Wonders, Edition 2020	iReady Mathematics	Stemscopes	Teacher Created

SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable.
Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.

English Language Arts	Mathematics
Grade Level: K-5, Reading **Select One:** iReady	**Grade Level:** K-5, Mathematics **Select One:** iReady
Grade Level: K-5, Literacy Skills **Select One:** DIBELS	**Grade Level:** K, Math **Select One:** Kindergarten Entry Assessment (KEA)
Grade Level: K-1, Phonemic Awareness **Select One:** Heggerty: Kindergarten and Primary Phonemic Awareness Assessment	
Grade Level: K-5, Phonics **Select One:** Wonders Phonics Assessment	
Grade Level: K, ELA **Select One:** Kindergarten Entry Assessment (KEA)	

IDENTIFIED SCHOOL NEEDS (You will reference specific school needs throughout the plan)

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and rationale/root cause(s) for those needs and gaps, as identified in one or more of the following:

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☐ Current Western Association of Schools and Colleges (WASC) Critical Areas
  - ☐ Last Full Self-Study: 2018; Next Full Self-Study: 2025
- ☐ Other

Identify critical student learning needs and provide a rationale/root 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?"

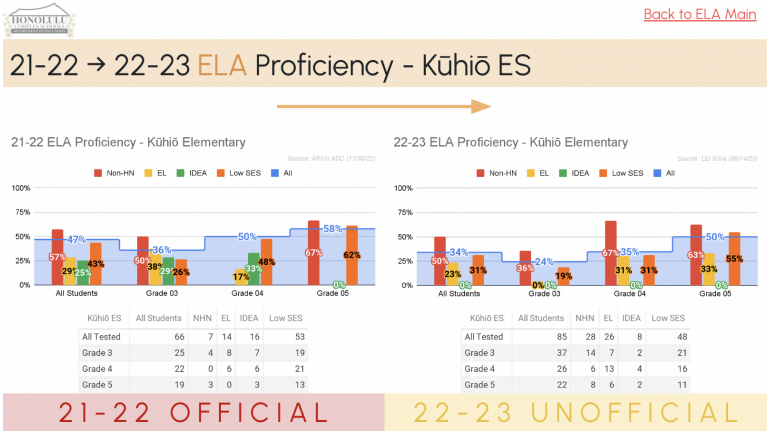
Duplicate "Student Need" text, including "Rationale/Root cause(s)" as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.

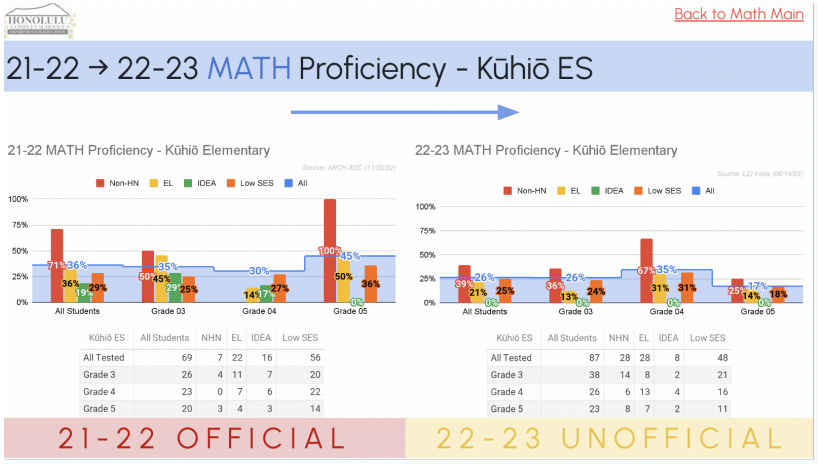
1

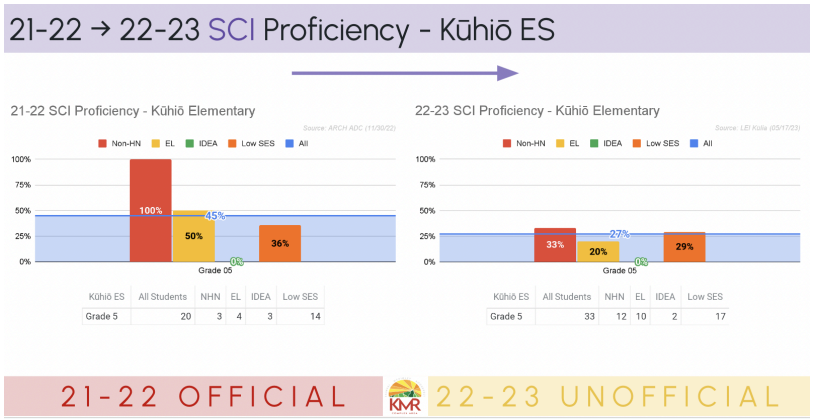
Student Need: Provide quality instruction in MTSS Tiers 1-3 using available resources (viable curriculum, EL Design Strategies, etc).
Coaching with teachers on Tier 1-3 instruction

Student Learning Data
Strive HI Data

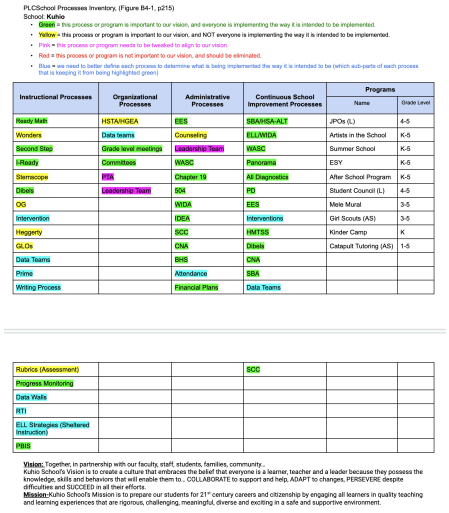
Indicators		18-19	20-21	21-22	22-23
Achievement	Math Proficiency	37%	23%	36%	28%
	Language Arts Proficiency	43%	36%	47%	35%
	Science Proficiency	na%	23%	45%	38%
Growth	Mathematics Median Student Growth Percentile	18	40	49	51
	Reading Median Student Growth Percentile	38	23	51	46







SY 24-25 KUHIO-School Processes Inventory



PLCSchool Processes Inventory, (Figure B4-1, p215)
School: Kuhio

- Green = this process or program is important to our vision, and everyone is implementing the way it is intended to be implemented.
- Yellow = this process or program is important to our vision, and NOT everyone is implementing the way it is intended to be implemented.
- Pink = this process or program needs to be tweaked to align to our vision.
- Red = this process or program is not important to our vision, and should be eliminated.
- Blue = we need to better define each process to determine what is being implemented the way it is intended to be (which sub-parts of each process that is keeping it from being highlighted green).

Instructional Processes	Organizational Processes	Administrative Processes	Continuous School Improvement Processes	Programs	
				Name	Grade Level
Ready Math	HSTA/HGEA	EES	SBA/HSA-ALT	JPOs (L)	4-5
Wonders	Data teams	Counseling	ELL/WIDA	Artists in the School	K-5
Second Step	Grade level meetings	Leadership Team	WASC	Summer School	K-5
i-Ready	Committees	WASC	Panoramic	ESY	K-5
Sternscope	PTA	Chapter 19	All Diagnostics	After School Program	K-5
Obeli	Leadership Team	IEP	PD	Student Council (L)	4-5
OG		WIDA	EES	Mele Mural	3-5
Intervention		IDEA	Interventions	Girl Scouts (AS)	3-5
Heggerty		SCC	HMTSS	Kinder Camp	K
GLOs		CNA	Dibels	Catapult Tutoring (AS)	1-5
Data Teams		BHS	CNA		
Prime		Attendance	SBA		
Writing Process		Financial Plans	Data Teams		

Rubrics (Assessment)			SCC		
Progress Monitoring					
Data Walls					
RTI					
ELL Strategies (Sheltered Instruction)					
PBIS					

Vision: Together, in partnership with our faculty, staff, students, families, community..
Kuhio School's Vision is to create a culture that embraces the belief that everyone is a learner, teacher and a leader because they possess the knowledge, skills and behaviors that will enable them to... COLLABORATE to support and help, ADAPT to changes, PERSEVERE despite difficulties and SUCCEED in all their efforts.
Mission: Kuhio School's Mission is to prepare our students for 21st century careers and citizenship by engaging all learners in quality teaching and learning experiences that are rigorous, challenging, meaningful, diverse and exciting in a safe and supportive environment.

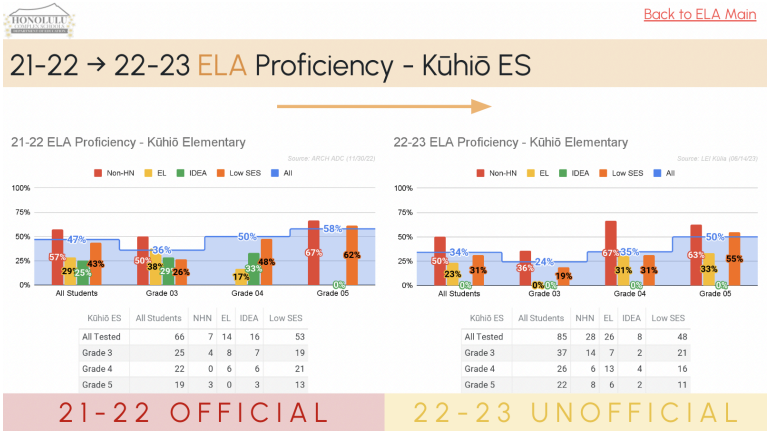
Rationale/Root cause(s):

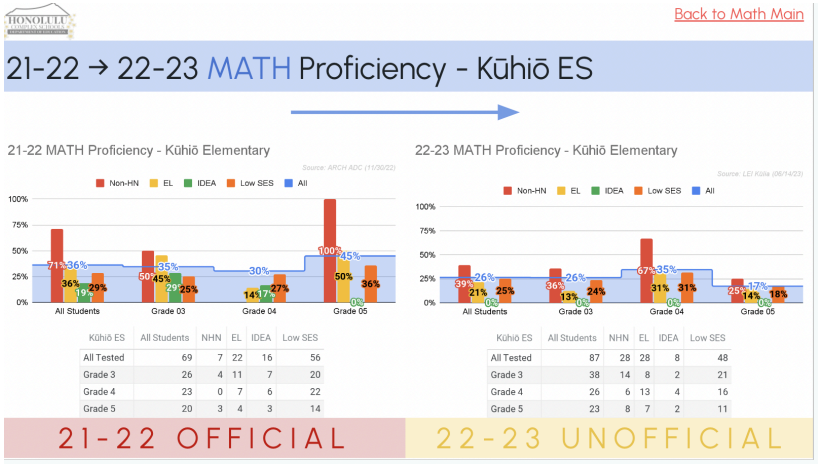
1A) Teachers have the resources to deliver quality instruction in Tier 1-3. Analysis of our school processes shows there is a need to look at implementation (progress monitoring) and the instructional strategies being used.

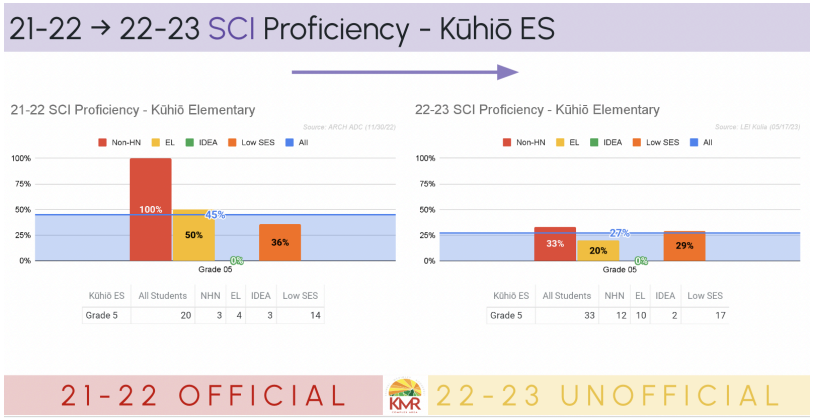
2 **Student Need:** Address student needs through the use of a variety of instructional strategies (BTC, Visible Learning, Thinking Maps, OG, Heggerty)

Student Learning Data
Strive HI Data

Indicators		18-19	20-21	21-22	22-23
Achievement	Math Proficiency	37%	23%	36%	28%
	Language Arts Proficiency	43%	36%	47%	35%
	Science Proficiency	na%	23%	45%	38%
Growth	Mathematics Median Student Growth Percentile	18	40	49	51
	Reading Median Student Growth Percentile	38	23	51	46







Rationale/Root cause(s):
2A) Teachers have the resources to deliver quality instruction in Tier 1-3, need to look at implementation and strategies being used.
2B) Lack of follow through and monitoring of HMTSS.

3 **Student Need:** Use data (SEL survey and perception data, SQS data, chronic absenteeism) to inform, plan and improve our PBIS system

Indicators		18-19	20-21	21-22	22-23
Readiness	Chronic Absenteeism	13%	29% **	45%	35%

Perception Data

Panorama Data:

Source: Panorama Education, 10/24/23

Teacher Perception Data (K-2)

	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023
Emotion Regulation	78%	78%	76%	65%	75%	75%	65%
Grit	57%	66%	65%	48%	58%	68%	44%
Self Efficacy	61%	60%	58%	48%	55%	66%	43%
Self-Management	51%	52%	59%	35%	58%	59%	35%
Social Awareness	78%	78%	78%	57%	74%	75%	64%

Self Management is the lowest indicator reported by the teachers while Emotion Regulation and Social Awareness are the top two.

SEL Data (3-5)

	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023
Emotion Regulation	45%	51%	58%	50%	64%	60%	49%
Grit	59%	56%	63%	59%	71%	75%	58%
Growth Mindset	51%	52%	53%	50%	74%	76	59%
Self Efficacy	51%	45%	53%	51%	60%	61%	45%
Self-Management	62%	63%	64%	66%	68%	73%	62%
Sense of Belonging	74%	77%	74%	75%	83%	78%	75%
Social Awareness	66%	68%	64%	68%	70%	76%	65%

Student Perception Survey (EES)

Student Classroom Survey	SY 19-20	SY 20-21	SY 21-22	SY 22-23
Classroom Teacher-Student Relationships	88%	86%	70%	69%
Pedagogical Effectiveness	88%	84%	78%	77%
Classroom Rigorous Expectations	84%	80%	72%	66%
Classroom Climate	80%	81%	71%	71%
Classroom Engagement	76%	67%	68%	63%

Student School Survey	SY 19-20	SY 20-21	SY 21-22	SY 22-23
Valuing of School	81%	74%	74%	62%
School Belonging	78%	75%	77%	73%
School Quality Survey-Safety Dimension	74%	73%	75%	66%
School Safety	57%	68%	67%	62%

Rationale/Root cause(s):

3A) Lack of follow through and monitoring of HMTSS.

3B) Chronic absenteeism continues to be high. Data is not being used to specifically identify reasons for chronic absenteeism. The attendance plan is not utilized and monitored with fidelity.

4 **Student Need:** Use data to inform instructional needs

Indicators		18-19	20-21	21-22	22-23
Subgroups	Math High Needs	39%	33%	NA	26%
	English Language Arts High Needs	31%	22%	NA	34%

Student Learning Data

Strive HI Data

Indicators		18-19	20-21	21-22	22-23
Achievement	Math Proficiency	37%	23%	36%	28%
	Language Arts Proficiency	43%	36%	47%	35%
	Science Proficiency	na%	23%	45%	38%
Growth	Mathematics Median Student Growth Percentile	18	40	49	51
	Reading Median Student Growth Percentile	38	23	51	46

Rationale/Root cause(s):

4A) Lack of knowledge of prerequisite skills/foundational skills in all content areas including SEL.

5

Student Need: Vertical and horizontal alignment of standards and expectations K-5 (Expectations need to be clearly communicated to students in student friendly language)

SBA and HSA Cohorting of Students

ENGLISH LANGUAGE ARTS				MATHEMATICS				SCIENCE HSA	
	Grade 3	Grade 4	Grade 5		Grade 3	Grade 4	Grade 5		Grade 5
2023	25%	39%	46%	2023	26%	33%	20%	2023	35%
2022	39%	50%	60%	2022	34%	32%	48%	2022	48%
2021	35%	46%	23%	2021	18%	33%	13%	2021	23%
2020	NA	NA	NA	2020	NA	NA	NA	2020	NA
2019	50%	36%	35%	2019	56%	33%	20%	2019	53%
2018	50%	55%	56%	2018	59%	29%	41%	2018	38%

Due to the COVID-19 pandemic, students did not take the SBA in Spring 2020.
Grade 4 was tested, Lei Kula 8/12/22, SSIR 11/14/23, Trend Report 2/15/24

Rationale/Root cause(s):

5A) Teachers need collaboration time to vertically and horizontally articulate to discuss school wide expectations, rubrics and examples to have a common understanding across all grade levels.
5B) Beginning teachers and new teachers to the school must be provided extra monitoring, support and training in school specific resources.

In order to address student equity, list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

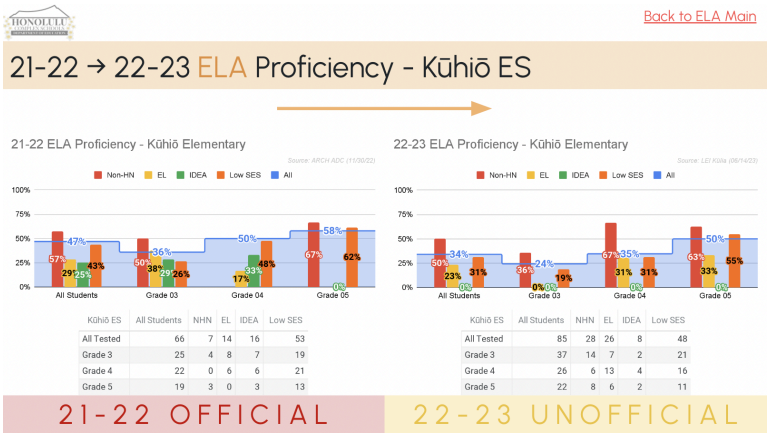
Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.

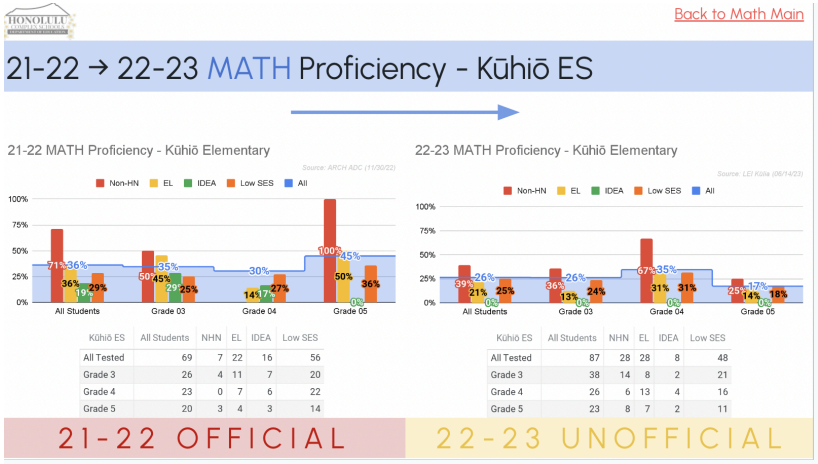
1

Targeted Subgroup: English Learners

Identified Student Need(s): Provide quality instruction in Tier 1 using strategies identified as supportive for ELL student needs (SIQ) to increase the number of students who exit, increase proficiency scores and increase GTT.

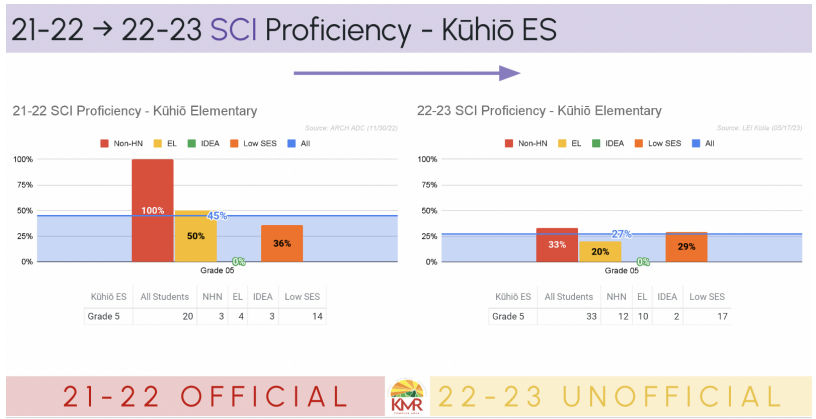
School Year	School On Track (Target)	% On Track
2016-2017	60.00%	60.00%
2017-2018	61.88%	69.39%
2018-2019	63.75%	61.11%
2019-2020	65.63%	60.78%
2020-2021	67.50%	29.55%
2021-2022	69.38%	48.65%
2022-2023	71.25%	46.94%





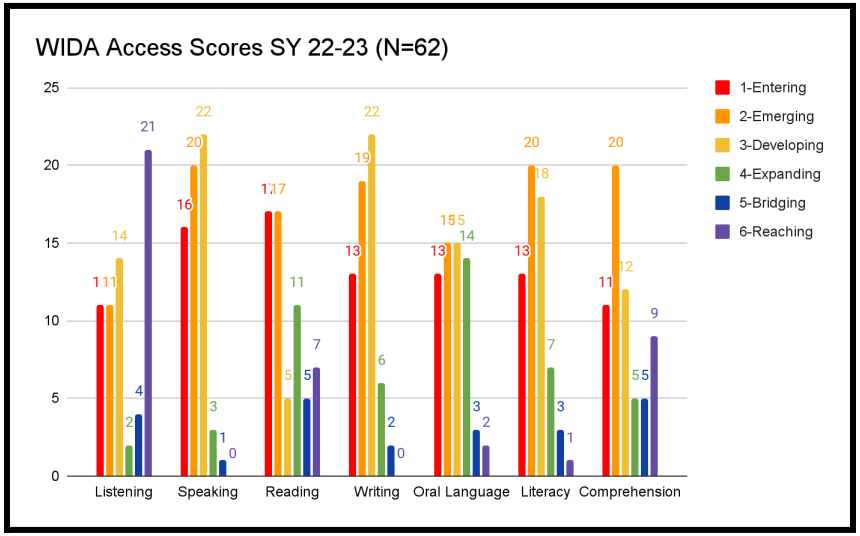
Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	69	7	22	16	56
Grade 3	26	4	11	7	20
Grade 4	23	0	7	6	22
Grade 5	20	3	4	3	14

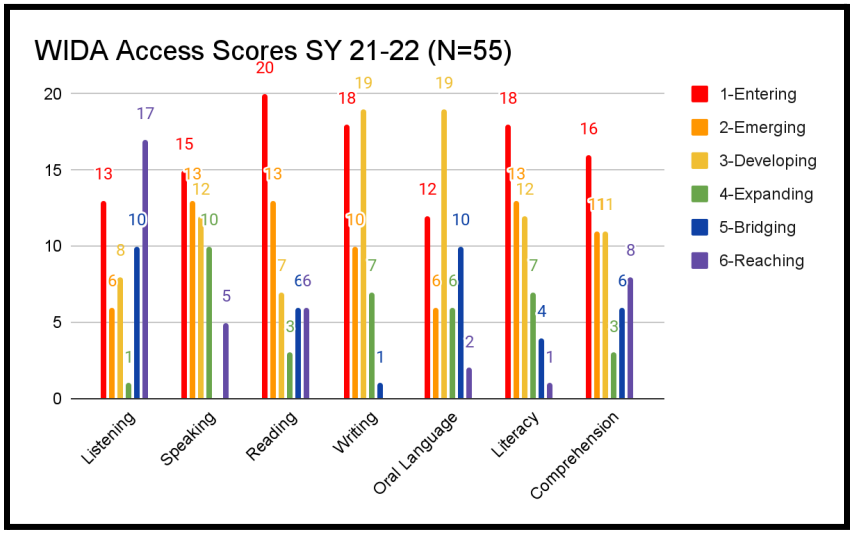
Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	87	28	28	8	48
Grade 3	38	14	8	2	21
Grade 4	26	6	13	4	16
Grade 5	23	8	7	2	11



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
Grade 5	20	3	4	3	14

Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
Grade 5	33	12	10	2	17





Overall Score	SY 21-22	SY 22-23
1: Entering	25.5% (14)	21% (13)
2: Emerging	25.5 % (14)	32 % (20)
3: Developing	27% (15)	27% (17)
4: Expanding	13% (7)	13% (8)
5: Bridging	7% (4)	6% (4)
6: Reaching	2% (1)	0% (0)

WIDA AMS 3/4/24

2

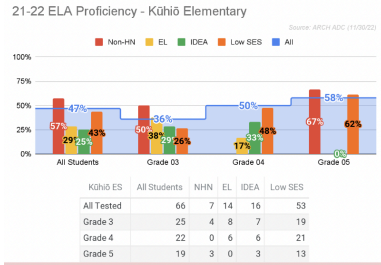
Targeted Subgroup: Low SES

Identified Student Need(s): Use data to inform instruction by identifying areas of deficit in order to decrease the gap percentage in SBA Math and English Language Arts.

Indicators		18-19	20-21	21-22	22-23
Subgroups	Math High Needs	39%	33%	NA	26%
	English Language Arts High Needs	31%	22%	NA	34%

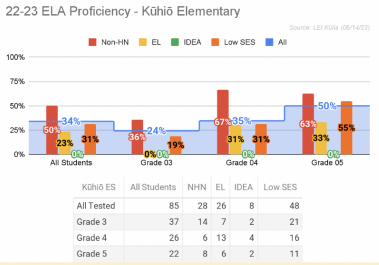
Back to ELA Main

21-22 → 22-23 ELA Proficiency - Kūhiō ES



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	66	7	14	16	53
Grade 3	25	4	8	7	19
Grade 4	22	0	6	6	21
Grade 5	19	3	0	3	13

21-22 OFFICIAL

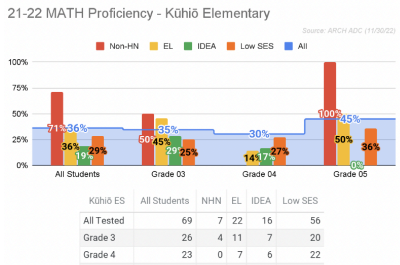


Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	85	28	26	8	48
Grade 3	37	14	7	2	21
Grade 4	26	6	13	4	16
Grade 5	22	8	6	2	11

22-23 UNOFFICIAL

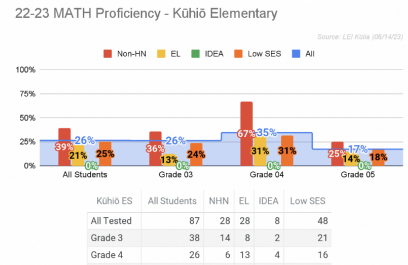
Back to Math Main

21-22 → 22-23 MATH Proficiency - Kūhiō ES



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	69	7	22	16	56
Grade 3	26	4	11	7	20
Grade 4	23	0	7	6	22
Grade 5	20	3	4	3	14

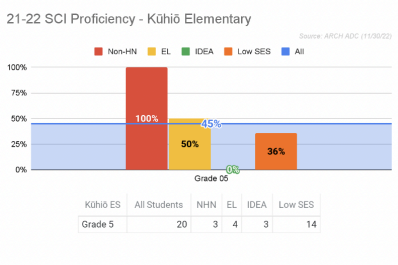
21-22 OFFICIAL



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	87	28	28	8	48
Grade 3	38	14	8	2	21
Grade 4	26	6	13	4	16
Grade 5	23	8	7	2	11

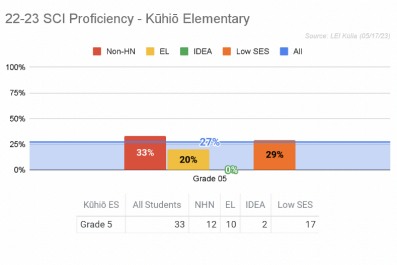
22-23 UNOFFICIAL

21-22 → 22-23 SCI Proficiency - Kūhiō ES



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
Grade 5	20	3	4	3	14

21-22 OFFICIAL



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
Grade 5	33	12	10	2	17

22-23 UNOFFICIAL

3 **Targeted Subgroup:** SPED

Identified Student Need(s): Provide differentiated instruction to address the gap percentage in SBA Math and English Language Arts .

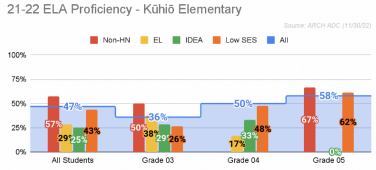
Indicators		18-19	20-21	21-22	22-23

Subgroups	Math High Needs	39%	33%	NA	26%
	English Language Arts High Needs	31%	22%	NA	34%

Back to ELA Main

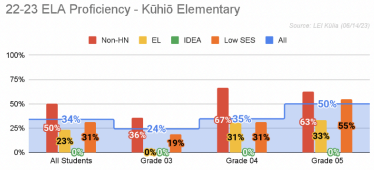
21-22 → 22-23 ELA Proficiency - Kūhiō ES

21-22 ELA Proficiency - Kūhiō Elementary



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	66	7	14	16	53
Grade 3	25	4	8	7	19
Grade 4	22	0	6	6	21
Grade 5	19	3	0	3	13

22-23 ELA Proficiency - Kūhiō Elementary



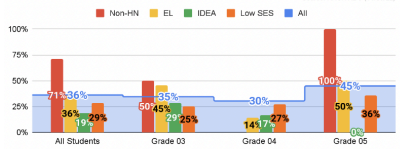
Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	85	28	26	8	48
Grade 3	37	14	7	2	21
Grade 4	26	6	13	4	16
Grade 5	22	8	6	2	11

21-22 OFFICIAL | 22-23 UNOFFICIAL

Back to Math Main

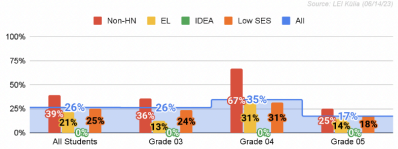
21-22 → 22-23 MATH Proficiency - Kūhiō ES

21-22 MATH Proficiency - Kūhiō Elementary



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	69	7	22	16	56
Grade 3	26	4	11	7	20
Grade 4	23	0	7	6	22
Grade 5	20	3	4	3	14

22-23 MATH Proficiency - Kūhiō Elementary

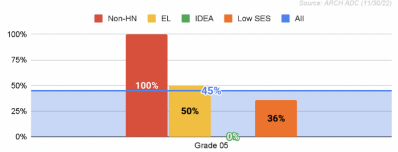


Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
All Tested	87	28	28	8	48
Grade 3	38	14	8	2	21
Grade 4	26	6	13	4	16
Grade 5	23	8	7	2	11

21-22 OFFICIAL | 22-23 UNOFFICIAL

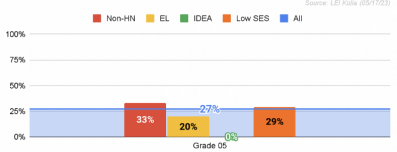
21-22 → 22-23 SCI Proficiency - Kūhiō ES

21-22 SCI Proficiency - Kūhiō Elementary



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
Grade 5	20	3	4	3	14

22-23 SCI Proficiency - Kūhiō Elementary



Kūhiō ES	All Students	NHN	EL	IDEA	Low SES
Grade 5	33	12	10	2	17

21-22 OFFICIAL | 22-23 UNOFFICIAL

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 *"What do we plan to accomplish?"*	**Rationale/ Root Cause** *"Why are we doing this?"* Use current school data and set target	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
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.	2B, 4A 100% of incoming Kindergarteners assessed using the KEA. 68.8% identified as needing additional support.	Tier 1 Early literacy instruction through consistent implementation of OG and Heggerty will be provided for all students. (Jennifer Sato-Academic Coach (AC)) Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. • Heggerty 4x/week • Intervention Block 4x/week • DIfferentiated materials • Small group or 1:1 counseling will be provided (Jennifer Sato-AC)	**<u>From Strat Plan:</u>** 100% of incoming Kindergartners will be assessed using the KEA in a timely manner. 100% of students who are identified as needing additional support will have a plan developed and progress monitored using DIBELS, iReady and/or Teacher Perception Data. Progress monitoring	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

			will continue until no additional support is needed or higher level services will need to be provided.	

Reading Proficiency 1.1.2. All students read proficiently by the **end of third grade**, and those who do not read proficiently receive necessary and timely support to become proficient.	1A, 2B, 4A, 5A 35% of students are proficient in ELA. 75% of students will meet their typical growth target on iready screeners and SBA proficiency rates will increase by 2.5%. 23 % of ELL students are proficient in ELA SBA. There will be a 2.5% increase in proficiency for ELL students in SBA. 6% of ELL students passed the ACCESS WIDA test. There will be 4% increased proficiency levels and 10% of EL students will exit. 31% of Low SES students are proficient in ELA SBA. There will be a 2.5% increase in proficiency for low SES students in SBA.	Tier 1: All teachers will use Wonders (the viable curriculum) with fidelity and create a pacing guide. (Principal Kobayashi) Grades K-2 Teachers will address early literacy needs through a daily dedicated Reading Foundations block using OG, Heggerty and other related curriculums. Coaching will be provided to ensure all components are being implemented effectively. (Jennifer Sato-AC) Vertical (multiple grade levels) and horizontal (grade level) meetings will take place to monitor and assess students' progress toward being on grade level and identify best instructional strategies to address student needs. (Jennifer Sato-AC) Research based strategies and programs, including focus on EL Design strategies (BTC, Visible Learning, Thinking Maps, OG and Heggerty) will be implemented and monitored through coaching, peer observations and walkthroughs. (Jennifer Sato-AC) Tier 2: Grades K-5 will implement a dedicated intervention block to target specific Reading Foundation skills. (Jennifer Sato-AC)	iReady: Diagnostic 2: 50% of students will have met their annual typical growth in Reading. Grade 3 Diagnostic 2 scores will show at least 50% on Tier 1. DIBELS: MID testing will show a decrease by 20% of students who will need Tier 2 support. END testing will show a decrease of 10% of students who will need Tier 2 support. **From Strat Plan:** 75% of third graders will demonstrate grade level proficiency in reading. 25% of students who are not proficient in reading by the end of third grade who receive additional personalized support.	WSF, $ 7,500 Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

	0% of students in SPED are proficient in ELA SBA. There will be a 2.5% increase in proficiency for students in SPED in SBA.			

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the **end of fifth grade,** and those who are not proficient receive necessary and timely support to become proficient.	1A, 2B, 4A, 5A 28% of students are proficient in Math SBA. 75% of students will meet their typical growth target on iready screeners and SBA proficiency rates will increase by 2.5%. 21 % of ELL students are proficient in Math SBA. There will be a 2.5% increase in proficiency for ELL students in SBA. 25% of Low SES students are proficient in Math SBA. There will be a 2.5% increase in proficiency for Low SES students in SBA. 0% of students in SPED are proficient in Math SBA. There will be a 2.5% increase in proficiency for students in SPED in SBA.	All teachers will use Ready Mathematics (the viable curriculum) with fidelity and create a pacing guide. (Principal Kobayashi) Vertical (multiple grade levels) and horizontal (grade level) meetings will take place to monitor and assess students' progress toward being on grade level and identify best instructional strategies to address student needs. (Jennifer Sato-AC) The implementation of research based strategies (Small group instruction, BTC, Visible Learning, Thinking Maps) will be monitored through coaching, peer observations and walkthroughs. (Jennifer Sato-AC)	iReady: Diagnostic 2: 50% of students will have met their annual typical growth in Math. K-5 Diagnostic 2 scores will show at least 30% on Tier 1.	WSF, $ Title I, $ 7,500 Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	1A, 2B, 4A, 5A **ELA** 23 % of ELL students are proficient in ELA SBA. There will be a 2.5% increase in proficiency for ELL students in SBA. 6% of ELL students passed the ACCESS WIDA test. There will be 4% increased proficiency levels and 10% of EL students will exit. 31% of Low SES students are proficient in ELA SBA. There will be a 2.5% increase in proficiency for Low SES students in SBA. 0% of students in SPED are proficient in ELA SBA. There will be a 2.5% increase in proficiency for students in SPED in SBA. **Math**	Progress in Reading (ELA) and Mathematics will be monitored for students in sub groups. • Plan, Do, Check, Act (PDCA) (Jennifer Sato, AC) Tier 2: Grades K-5 will implement a dedicated intervention block to target specific Reading Foundation skills. (Jennifer Sato-AC)	iReady Students who are identified in a sub group will at least have made 50% progress towards their annual typical growth by Diagnostic 2 in both Reading and Mathematics. By Diagnostic 3 students will have met their annual typical growth in both Reading and Mathematics. **From Strat Plan:** WIDA Access GTT will increase from 46.94% to 60%. 28% of ELL students, 36% of Low SES, 5% of students in SPED will be proficient in SBA ELA. 26% of ELL students, 30% of Low SES, 5% of students in SPED will be proficient in SBA Math.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

	21 % of ELL students are proficient in Math SBA. There will be a 2.5% increase in proficiency for ELL students in SBA. 25% of Low SES students are proficient in Math SBA. There will be a 2.5% increase in proficiency for Low SES students in SBA. 0% of students in SPED are proficient in Math SBA. There will be a 2.5% increase in proficiency for students in SPED in SBA.		25% of ELL students, 34% of Low SES, 5% of students in SPED will be proficient in HSA Science.	
1.1.5. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school.	5A 35% of incoming Kindergartners attended Kindercamp in the summer to help with transition. There will be a 10% increase in enrollment. 100% of 5th graders will participate in the middle school transition at WMS.	Kindercamp summer program will be offered to students in the summer before entering Kindergarten. (Jennifer Sato, AC) Each grade level will have a time to visit the next grade level in the last weeks of the school year in preparation to transition to the next grade level. (Jennifer Sato, AC) Communication with WMS to plan for a transition day with fifth graders. (Lynn Kobayashi, Principal)	All PreK students will be on track to meeting the HELDS standard by the EOY. iReady: Diagnostic 2: 50% of students will have met their annual typical growth in Math. K-5 Diagnostic 2 scores will show at least 30% on Tier 1.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	2B, 3A 100% of students will be supported through HMTSS for academics, behavior, social emotional and physical health will be provided.	Staff and teachers will follow the HMTSS blueprint. (Denise Yamashiro, SSC) The multi-tiered system for academics, behavior, social emotional and physical health will be implemented with fidelity to ensure students are given the support they need and their progress will be monitored. (Denise Yamashiro, SSC) Quarterly meetings will be held with the leadership team to discuss progress and next steps. The effectiveness of our program will be monitored using the HMTSS assessment tool. (Denise Yamashiro, SSC)	Completion of HMTSS assessment tool done yearly. Quarterly review and refine the blueprint.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

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

Desired Outcomes *"What do we plan to accomplish?"*	**Rationale/ Root Cause** *"Why are we doing this?"* Use current school data and set target	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly.	3B 35% of students are chronically absent. This will decrease to 15%.	Implement the attendance policy and monitor the student's attendance weekly. (Denise Yamashiro, SSC) Student's who are or were identified as chronically absent will have a SMART goal developed and monitored. (Denise Yamashiro, SSC)	**<u>From Strat Plan:</u>** 80% of the students will attend 90% or more days of instruction. 75% of the students will meet their smart attendance goals.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

1.2.2. All students demonstrate positive behaviors at school.	3A 67% of students feel positively about their school. This will increase by 2.5%.	A dedicated SEL block will be implemented to teach lessons on how to support students. (Denise Yamashiro, SSC) Activities will be planned to create a positive outlook on school (i.e. word of the month, Kuhio Mart, explorations, I'O bucks, etc) (Denise Yamashiro, SSC) All grade levels will implement the PBIS program with fidelity, highlighting our school wide behavior matrix, to encourage positive behaviors. (Denise Yamashiro, SSC)	**From Strat Plan:** 96% of parents, 90% of teachers and 73% of students will agree that the school encourages positive behaviors.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $
1.2.3. All students experience a Nā Hopena A'o environment for learning.	3A 0% of teachers promote and include the Nā Hopena A'o environment for learning.	Provide training for teachers on Nā Hopena A'o (HA). (Principal Kobayashi) Teachers will create an environment that provides an experience of Nā Hopena A'o in their classroom as evident in walkthroughs. (Principal Kobayashi)	**From Strat Plan:** 100% of teachers have completed HA orientation and/or training. Through walkthrough data, it is evident that HA is embedded in our school culture.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

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

Desired Outcomes *"What do we plan to accomplish?"*	**Rationale/ Root Cause** *"Why are we doing this?"* Use current proficiency rates and school targets.	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.	3A Currently, some grade levels participate in career, community, and civic opportunities students. This will increase to provide at least one experience per grade level.	All grade levels will address/teach social studies standards related to careers, community and civics. (Lynn Kobayashi, Principal) (Jennifer Sato, AC) Opportunities in career, community and civic engagement will be provided for students through: • Field trips (fire station, Capitol, etc) • Dental Health presentations • Career Day • Explorations (invite community leaders/partners) • Read aloud by guest readers (Denise Yamashiro, SSC) (Jennifer Sato, CIA) (Lynn Kobayashi, Principal)	100% of students will participate in civic learning and active civic engagement.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

Priority 2
High-Quality Educator Workforce In All Schools

★ **All students are taught by effective teachers.**
★ **All schools are staffed by effective support staff.**
★ **All schools are led by effective school administrators.**

Desired Outcomes *"What do we plan to accomplish?"*	**Rationale/ Root Cause** *"Why are we doing this?"*	**Enabling Activities** *"How will we achieve the desired outcome?"* *BE SPECIFIC* ***and*** **Name of 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?"* *Please estimate the additional amount needed to execute the enabling activity.*
2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	**2A** 65% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 80% of teachers will receive 72 SIQ hours or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. • State/District EL course offerings • University courses (Debra Miyaki, EL Coordinator)	**From Strat Plan:** 80% of teachers with all SIQ hours completed and/or TESOL certification. A plan for teachers without SIQ will be developed.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

2.1.2 All **teachers** are effective or receive the necessary support to become effective.	1A, 5B 0% of teachers on cycle received a marginal rating on EES. By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating.	In order to be effective, all teachers will be provided supports including: ● Coaching from the AC ● Feedback from regular walkthroughs ● Individual supports targeting individual needs ● School level mentors (Jennifer Sato, AC) (Lynn Kobayashi, Principal)	**From Strat Plan:** 100% of first year and second year teachers participating in the state approved induction and mentoring program.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $
2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	100% of support staff are effective and will remain effective.	In order to be effective, all staff will be provided supports including: ● Attending teacher's training during PC Days, faculty meeting, etc ● Offered to attend classes for advanced placements (Lynn Kobayashi, Principal)	**From Strat Plan:** 100% of support staff will be provided professional development opportunities.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes *"What do we plan to accomplish?"*	**Rationale/ Root Cause** *"Why are we doing this?"*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of 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?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	4 out of 6 of SCC positions are currently filled. The remaining positions will be filled by December 2024. Collaborative meetings focused on school culture and school improvement will be held every month.	Principal will emphasize the importance of this advisory group to all stakeholders in October 2024 explaining roles/responsibilities during the community meeting and newsletter. Principal will engage the SCC chairperson and ensure school level plans and issues are agendized.	**From Strat Plan:** All required stakeholders represented in SCC membership. Overall positive ratings on the SCC self-assessment survey.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes *"What do we plan to accomplish?"*	**Rationale/ Root Cause** *"Why are we doing this?"*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of 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?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.3.2 All families are engaged in school events/activities and have regular two way communication.	3A There are 7 school events/activities. (Open House, PTC, Science Fair, Speech Festival, Coast Guard Celebration and Kuhio Day). Grade 1-5 have planners and all teachers communicate with parents in a variety of ways (class dojo, class tag, email, notes, etc).	Parent Square (school communication application) will be implemented as a two way communication between families and school. (Lynn Kobayashi, Principal) More opportunities for families to be engaged in school events/activities. ● Parent volunteers ● Survey to parents on the type of events/activities	Monitoring of the use of parent square will be evaluated quarterly. Surveys at each event/activity will be given.	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ Homeless, $ Grant:___, $ Other:___, $

★ Optional - Other Systems of Support

Desired Outcomes *"What do we plan to accomplish?"*	**Rationale/ Root Cause** *"Why are we doing this?"*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and*** **Name of 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?"* *Please estimate the additional amount needed to execute the enabling activity.*

**CHECK THE INSTRUCTIONAL MINUTES OF THE CURRENT BELL SCHEDULE

Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include one thousand eighty student hours for both elementary and secondary school grades.

APPENDIX: SCHOOL BELL SCHEDULE

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

This section showcases Kuhio'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)*	1098
Did your school submit a SCC Waiver Request Form? Please explain.	[Insert text]
Bell Schedule: Kuhio Elementary Bell Schedule	