



# Ke Kula Kaiapuni 'O Ānuenuue Academic Plan SY 2024-2025

2528 10th Ave. Hon. HI. 96816  
(808) 307-3000  
www.anuenue.org



Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal: C. Babā Yim	
<i>Christopher D. Yim</i>	03.25.2024

Approved by Complex Area Superintendent: Linell Dilwith	
[Insert signature] <i>L. Dilwith</i>	[Insert date] 4/9/24



**VIABLE QUALITY CURRICULUM**

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

**Please identify the comprehensive 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	Social Studies
PM-4	N/A- (English instruction begins in Papa 5)	Ready Math, Teacher created		
Papa 5-8	iReady, Achieve 3000, Teacher created	Ready Math (5&8), Go Math (6&7), iReady, IXL, Teacher created		
Papa 9-12	iReady, Achieve 3000, Teacher created/Springboard	HIDOE (Alg1&2 & Geom), IXL, Teacher created		

## SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

**Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.**

*To add additional information, please insert a new row and/or duplicate the dropdown list as needed.*

Grade Level / Course Name	English Language Arts	Mathematics
Papa M-4	Other: ▾ *No English assessments for PM-4	iXL ▾
Papa M-4	Other: ▾ *No English assessments for PM-4	Teacher Created ▾
Papa 5-12	iReady ▾	iReady ▾
Papa 5-12	Achieve 3000 ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾



## 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(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
  1. Improve Hawaiian language proficiency for all students.
  2. Increase student reading proficiency (Hawaiian and English), math and science.
  3. Strengthen HMTSS.
  4. Improve student attendance.
  
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement  
Last Full Self-Study: 2019, Next Full Self-Study: 2024
  1. Increase use of Data Teams process to analyze student work, classroom assessments, and other data to identify instructional areas of need.
  2. Through continued PD, identify and employ common instructional strategies and refine teaching practices.
  3. Improve Math, aligning a standards based, vertical curriculum analyzing assessment results and strengthening instructional practices.
  4. Explore the realignment of resources to better meet critical growth needs.
  
- Other current accreditation self-study



Please identify **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?”*

*To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.*

<b>1</b>	<p><b><u>Student Need:</u></b> Improve Hawaiian language proficiency for all students.</p> <p><b><u>Root/Contributing cause(s):</u></b></p> <p>1A. Lack of instructional strategies to support language acquisition. 1B. Students new to the language need additional support to accelerate learning. 1C. Haumāna need to be surrounded by examples of high-level language proficiency.</p>
<b>2</b>	<p><b><u>Student Need:</u></b> Improve reading proficiency for all students (Hawaiian and English).</p> <p><b><u>Root/Contributing cause(s):</u></b></p> <p>2A. Lack of instructional strategies to support reading proficiency. 2B. Not targeting individual student reading needs (tutoring, instructional strategies). 2C. Students not used to reading long text passages.</p>
<b>3</b>	<p><b><u>Student Need:</u></b> Improve math proficiency for all students.</p> <p><b><u>Root/Contributing cause(s):</u></b></p> <p>3A. Students are weak at foundational math skills (facts, fractions, ...). 3B. Students don't have strong math conceptual understanding. 3C. Lack of time to articulate math curriculum K-12</p>



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p><b>Targeted Subgroup:</b> Students "new" to Hawaiian Language</p> <p><b>Identified Student Need(s):</b> Students new to the Hawaiian language (students entering the school at 1st grade or higher) need HLL support to help their transition into the immersion classroom setting and to help them be successful in learning new content in an unfamiliar language.</p>
2	<p><b>Targeted Subgroup:</b> IDEA Students</p> <p><b>Identified Student Need(s):</b> IDEA students need support in both reading and math. Achievement gaps on the 2023 KAE0/SBA assessment were 52% in reading, 23% in math.</p>
3	<p><b>Targeted Subgroup:</b> Disadvantaged Students</p> <p><b>Identified Student Need(s):</b> Disadvantaged students need support in both reading and math. Achievement gaps on the 2023 KAE0/SBA assessment were 9% in reading and 6% in math.</p>



## 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.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	N/A	1.1.1 (1) Papa M start 10 days earlier to improve the timing of the transition. During this time students will be assessed for readiness to enter school.  Lead(s): Papa M-1 Team, Counselors, Po'okumu Yim	-Papa M assessment data	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



One-Year Academic Plan SY 2024-2025

<p><b>Reading Proficiency</b></p> <p>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.</p>	<p>2A, 2B, 2C</p>	<p>1.1.2. (1) Strengthen <b>READING</b> instruction including Tier 1 supports in class as identified by screeners including <b>targeted sub-groups</b> in order to raise SBA/KAEO scores 5% in one year from 52% to 57%. (PPEs/PPTs, iReady, Achieve 3000)</p> <p>1.1.2. (2) Administer reading screeners 3x/yr (K-4 Loiloi Heluhelu, 5-12 iReady Diagnostics)</p> <p>Lead(s): Kumu Leilani, Po'okumu Yim</p>	<p>-Assessment Data (iReady, Achieve 3000, Loiloi Heluhelu)</p> <p>-KAEO/SBA Scores</p> <p>-Student grades</p> <p>-Summative/Formative classroom assessments</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p><b>Mathematics Proficiency</b></p> <p>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.</p>	<p>3A, 3B</p>	<p>1.1.3. (1) Strengthen <b>MATH</b> instruction including Tier 1 supports in class as identified by screeners including <b>targeted sub-groups</b> in order to raise SBA/KAEO scores 5% in one year from 34% to 39%. (PPEs/PPTs, iReady, Achieve 3000)</p> <p>1.1.3 (2) Administer reading screeners 3x/yr (K-4 Loiloi Heluhelu, 5-12 iReady Diagnostics)</p> <p>Lead(s): Kumu Leilani, Po'okumu Yim</p>	<p>-Assessment Data (iReady, iXL, Teacher created math assessments)</p> <p>-KAEO/SBA Scores</p> <p>-Student grades</p> <p>-Summative/Formative classroom assessments</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>





One-Year Academic Plan SY 2024-2025

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i></p>	<p>1A, 1B</p>	<p>1.1.4. (1) Implementation of instructional strategies that support the growth of Hawaiian Language acquisition in all grade levels in order to increase the Hawaiian Language proficiency of 100% of students as measured by the Loiloi 'Ōlelo or AVANT language assessment tools. (PD, GLAD Strategies) 1.1.4. (2) All classes will administer Hawaiian Language assessments at least 2x/yr and use the data to inform instruction and to target students for extra support including <b>students who are new to the Hawaiian Language.</b> (PPE's/PTT's)  Lead(s): Po'okumu Yim, HLA Teachers</p>	<p>-Loiloi 'Ōlelo /Avant language assessment data  -Grades in Mākau 'Ōlelo Hawai'i (HLA)</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$10,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i></p>	<p>N/A</p>	<p>1.1.5. (1) Plan and execute student &amp; parent orientation days/meetings for students moving from grade 5 to the grade 6/7 team. 1.1.5. (2) Plan and execute student and parent orientation days/meetings for students moving from grade 6/7 team to 8-12 team.  Lead(s): Papa 6/7 Team, Papa 8-12 Team, Counselors</p>	<p>-Agendas for the orientation meetings  -Student/Parent surveys from events</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$</p>
<p><b>Science Proficiency</b> 1.1.6. All students are proficient in science by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>N/A</p>	<p>1.1.6. (1) Strengthen <b>SCIENCE</b> instruction in order to raise SBA/KAEO scores 5% in one year from 30% to 35%. Focus on aligning science curriculum with standards and providing time for teacher articulation.  Lead(s): Kumu Leilani, Science Teachers</p>	<p>-KAEO/SBA Scores  -Student grades  -Summative/For mative classroom assessments</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1,000</p>



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.  <i>Required for all schools.</i>	N/A	1.2.1. (1) Continue and expand the current attendance incentive program K-12 in order to have the % of chronic absentee students decrease from 29% to 20%.  Lead(s): Counselors, Students Services Coordinator, Po'okumu Yim	-Daily and weekly attendance data.  - Chronic absenteeism data	<input checked="" type="checkbox"/> WSF, \$5,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



One-Year Academic Plan SY 2024-2025

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p>	<p>1.2.2 (1) Administer the Panorama SEL (fall, winter) and Classroom/School (fall) surveys to assess students' attitudes and perceptions of themselves, peers, staff, administration, and the school.</p> <p>1.2.2, (2): Implement Positive Behavioral Interventions and Supports System (PBIS) and Give Thanks (SEL) Program.</p> <p>1.2.2, (3) Recognize students monthly who exhibit positive behaviors that align with the school values and to the Nā Hopena A'o framework.</p>	<p>-Panorama SEL surveys and Classroom/School survey</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p>	<p>1.2.3. (1) Provide support to teachers to embed the HĀ attributes in the curriculum and school culture.</p> <ul style="list-style-type: none"> <li>• Students will be recognized monthly for different HĀ attributes.</li> <li>• Exposing students weekly to HĀ attributes at school gatherings at the beginning of the school day.</li> </ul> <p>Lead(s): Counselors, SSC, Po'okumu Yim</p>	<p>-Awardees names and pictures posted in Hale 'Aina monthly.</p> <p>-Awardees announced monthly through school newsletters</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



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

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/ Contributing Cause</b>  <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities  <i>"How will we achieve the desired outcome?"</i></b>  <b>and Name of Accountable Lead(s)</b>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p>	<p>1.3.1. (1) Provide teachers with training, materials, and information to increase their understanding of civic engagement and how activities can be implemented that would cause their students to become more civic minded.</p> <p>1.3.1. (2) All students will learn about and participate in school-wide activities related to: Lā Ho‘iho‘i Ea, Lā Kū‘oko‘a, Makahiki, Mauna‘ala and Lā Kūpuna as a means to engage their civic kuleana to the broader community.</p> <p>1.3.1. (3) The school will support community sponsored events (Ola ka ‘I, Pai Ka Leo, Ho‘omau) and tie in-school activities for all students that will increase civic engagement.</p> <p>Lead(s): Po‘okumu Yim, Grade Level Leads</p>	<p>-Participation in School-Wide cultural events listed.</p> <p>-Attendance rosters for community sponsored events</p>	<p><input checked="" type="checkbox"/> WSF, \$20,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

<p><b>K-12 Alignment</b> 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>3C</p>	<p>1.3.2. (1) Grade level bands will work on developing skills assessments worksheets to aid in monitoring the transition of students from elementary to middle to high school and identifying students who may need more help in certain areas.</p> <p>1.3.2. (2) Transition assessment sheets will be created and shared in Student-Parent-Teacher conferences for 5th, and 8th grade students as they move into middle and high school.</p> <p>1.3.2. (3) Teachers will work to curriculum maps and scope and sequence guides for Hawaiian Language Arts, English Language arts, Math, Science, Social Studies and Ho‘okanaka that span PM-12 for Kaiapuni students at Ānuenuē</p> <p>Lead(s): Counselors, Grade Level Leads, Po‘okumu Yim</p>	<p>-Skills assessment sheets/portfolio</p> <p>-Transition sheets</p> <p>-Curriculum maps/Scope and sequence</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>N/A</p>	<p>1.3.3. (1) Papa 11-12 guidance courses include the completion of PTP (Personal Transition Plan) that includes post secondary, and career goals.</p> <p>Lead(s): High School Counselor, Papa 11-12 Kumu</p>	<p>-Physical as well as digital copy of students PTP</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



## 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1. Hawaiian Language proficiency of 100% of students and teachers will increase  Student proficiency on the SBA/KAEO in math, reading and science will increase by 5%	1A, 1C, 2A, 2B, 3A, 3B, 3C	2.1.1. (1) Provide professional development that improves Hawaiian language proficiency and increases instructional skills and strategies in targeted areas (Hawaiian language, Math, Reading & Science) <ul style="list-style-type: none"> <li>● PD to include i-Ready Classroom Math, Achieve3000, i-Ready</li> </ul> Lead(s): Kumu Leilani, Po'okumu Yim	PD attendance records  School-wide Hawaiian language oral fluency assessment data  KAEO/SBA scores	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$16,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <i>Required for all schools.</i>	N/A	3.3.1. (1) Provide support to the School Community Council to ensure that monthly meetings are being held and that SCC timelines are met and duties are being fulfilled.  Lead(s): Kumu Leilani, Po'okumu Yim	Monthly SCC meeting agendas and minutes posted on school website	<input checked="" type="checkbox"/> WSF, \$0 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2. Parent satisfaction and parent involvement ratings on the SQS will increase by 5%.	1C	3.3.2. (1) Plan and execute an increased number of events that allow for increased parent engagement around student achievement. (PPE/PTT - parent involvement coordinator, parent communication & education coordinator, parent Hawaiian language class teachers) <ul style="list-style-type: none"> <li>● 'Ohana Open House</li> <li>● "Coffee Hour" talk story sessions</li> <li>● Student Award Ceremonies</li> </ul> Lead(s): Kumu Leilani, Kumu Kauai, Po'okumu Yim	Event records (fliers, sign-in sheets)	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$10,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$





★ Other Systems of Support

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/ Contributing Cause</b>  <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities  <i>"How will we achieve the desired outcome?"</i></b>  <b>and Name of Accountable Lead(s)</b>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>3.3.3. 100% of teachers and students will have access to educational technology to support teaching, learning and assessment needs throughout the school year.</p>	<p>2B, 3A, 3B</p>	<p>3.3.3. (1) Provide all teachers and students with access to computers, programs, and other devices to support teaching and learning.</p> <p>Lead(s): Stephanie Medina, Po'okumu Yim</p>	<p>Tech inventory and sign-out records</p> <p>Program reports (Achieve3000, i-Ready, IXL, ...)</p>	<p><input checked="" type="checkbox"/> WSF, \$ 20,000  <input checked="" type="checkbox"/> Title I, \$70,000  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$</p>



**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 **Ke Kula Kaiapuni ‘O Ānuenue’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)

-Elementary: 1,110  
-Secondary: 1,110

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

Yes. We requested a waiver to change the PTC schedule from half days for a week to 2 full days of conferences.

**Bell Schedule:**

[Elementary Bell Schedule](#)

[Secondary Bell Schedule](#)