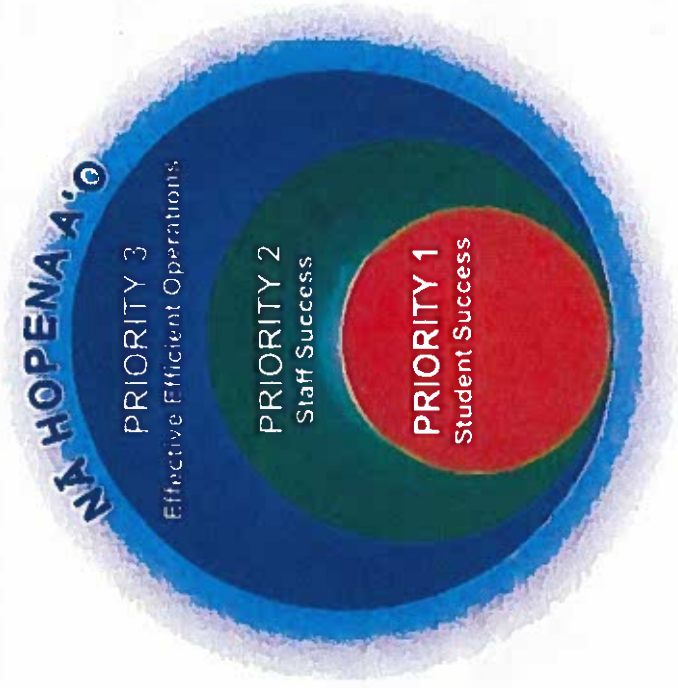




Kahala Elementary School FKK Elementary School Academic Plan SY 2024-2025

4559 Kilauea Avenue
(808)307-8900
kes.k12.hi.us



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

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	4/14/2024
<i>Rochelle Mahoe</i>	

Submitted by Principal Sarene Oda	March 25, 2024
<i>Sarene Oda</i>	



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. OR group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Wonders	Stepping Stones	StemScopes	

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. OR group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics
Kindergarten	DIBELS	
1-5	DIBELS	
1-5	STAR	STAR



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)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement Last Full Self-Study: 2019, Next Full Self-Study: 2025
- 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.

Student Need: Closing the gap for Reading

1

Root/Contributing cause(s):

- Inconsistent use and implementation of viable ELA curriculum
- No vertical alignment: gaps between grade levels
- Inconsistent implementation of effective strategies to teach and support all learners to succeed: high performing and our struggling learners such as SPED and EL

Student Need: Closing the gap for Math

2

Root/Contributing cause(s):

- Inconsistent use and implementation of viable Math curriculum due to the limited exposure where students are required to communicate reasoning, problem solve, model, explain concepts and procedures, and analyze data.
- No vertical alignment: gaps between grade levels
- Inconsistent implementation of effective strategies to teach and support all learners to succeed: high performing and our struggling learners such as SPED and EL



3 Student Need: Chronic Absenteeism

Root/Contributing cause(s):

- Students are taking trips during the school year
- Lack of understanding (parents and students) of the impacts absenteeism has on learning
- Lack of awareness of absent rates at our school



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.

Targeted Subgroup: Special Education Students

1

Identified Student Need(s):

- ELA Achievement: 0%
- Math Achievement: 25%

Targeted Subgroup: English Learners

2

Identified Student Need(s):

- ELA Achievement: 58%
- Math Achievement: 53%
- Growth to Target: 34.5%

Targeted Subgroup: SES

3

Identified Student Need(s):

- ELA Achievement: 59%
- Math Achievement: 47%



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>	Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>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.</p>	<p>Executive Summary: At Kindergarten Entry, students' prior development across these skills, especially oral language, is highly predictive of later academic and social functioning. Without quality supports and</p>	<p>Each kindergarten student will engage and participate in the Kindergarten Entry Assessment within the first 30 days of enrollment. Individual student reports will be printed for each student within the first 30 days of enrollment and shared with parents/guardians at Parent Teacher Conferences. Once a month, grade level teachers as well as counselor, SSC, and/or Admin will meet to discuss students and identify any classroom/school level supports needed.</p>	<p>Monitor the KReady dashboard where all student data is inputted.</p> <p>WIN groupings</p> <p>KidTalk Minutes</p> <p>SSP Minutes</p> <p>BEISY results (3x/Year)</p> <p>DIBELS (3x/Year)</p>	<p><input checked="" type="checkbox"/> WSF, \$1,000</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"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



One-Year ES Academic Plan SY 2024-2025

STAR Early Literacy (4x/year)

If needed, once a month, individual teachers will meet with the counselor, SSC, and/or Admin to discuss if a student needs higher level support beyond classroom/school level.

timely interventions, students who enter kindergarten with fewer developmental milestones met are likely to underachieve throughout their later school experiences

Accountable Lead(s):

Kindergarten Teacher, Kindergarten SPED Teacher, Principal, Counselor, SSC



One-Year ES Academic Plan SY 2024-2025

<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.</p> <ul style="list-style-type: none"> Inconsistent use and implementation of viable ELA curriculum No vertical alignment: gaps between grade levels Inconsistent implementation of effective strategies to teach and support all learners to succeed: high performing and our struggling learners such as SPED and EL 	<p>Each student will engage and participate in strong Tier 1 instruction by utilizing the approved viable curriculum (Wonders/WonderWorks).</p> <p>Student data will be analyzed to determine appropriate differentiated instruction to be implemented in the classroom. (ie: small group, Daily 5)</p> <p>Student data will be analyzed to determine small group intervention to support each student. (WIN)</p> <p>Each student will be provided multiple opportunities to respond in order to check for understanding and inform instruction.</p> <p>Accountable Lead(s): Classroom Teachers, WIN Teachers, SSC, Counselor, Principal</p>	<p>Dibels (3x/year)</p> <p>STAR reading (4x/year)</p> <p>STAR Early Literacy (4x/year)</p> <p>KidBiz (3x/year)</p> <p>Classroom Assessments</p> <p>WIN groupings</p> <p>KidTalk Minutes</p> <p>Articulation/Data Team minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</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 checked="" type="checkbox"/> SPPA, \$2,000</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: ___ \$</p> <p><input type="checkbox"/> Other: ___ \$</p>
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STAR math (4x/year)	<input checked="" type="checkbox"/> WSF, \$5,000
Classroom Assessments	<input type="checkbox"/> Title I, \$
WIN groupings	<input type="checkbox"/> Title II, \$
KidTalk Minutes	<input type="checkbox"/> Title III, \$
Articulation/Data Team minutes	<input type="checkbox"/> Title IV-A, \$
	<input type="checkbox"/> Title IV-B, \$
	<input checked="" type="checkbox"/> SPPA, \$2,000
	<input type="checkbox"/> Homeless, \$
	<input type="checkbox"/> Grant: ___ \$
	<input type="checkbox"/> Other: ___ \$

Each student will engage and participate in strong Tier 1 instruction by utilizing the approved viable curriculum (Stepping Stones).

Student data will be analyzed to determine appropriate differentiated instruction to be implemented in the classroom. (ie: Building Thinking Classrooms, small group, Daily 5)

Student data will be analyzed to determine small group intervention to support all students. (WIN)

Each student will engage in problem-solving activities using the Mathematical Practices which develops a more advanced mathematical understanding and creates more complex and absorbing learning experience.

Each student will be provided multiple opportunities to respond in order to check for understanding and inform instruction.

Accountable Lead(s):
Classroom Teachers, WIN Teachers, SSC, Counselor, Principal

- Mathematics Proficiency**

1.1.3. All students are proficient in mathematics by the end of fifth grade. All students (K-5) who are not proficient receive necessary and timely support to become proficient.
- Inconsistent use and implementation of viable Math curriculum due to the limited exposure where students are required to communicate reasoning, problem solve, model, explain concepts and procedures, and analyze data.
 - No vertical alignment: gaps between grade levels
 - Inconsistent implementation of effective strategies to teach and support all learners to succeed: high performing and our struggling learners such as SPED and EL



1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

- Inconsistent use and implementation of viable ELA and Math curriculum
- No vertical alignment: gaps between grade levels
- Inconsistent implementation of effective strategies to teach and support all learners to succeed: high performing and our struggling learners such as SPED and EL

Students will receive support in all instructional settings/sessions with the implementation of Wonders (Gen Ed), WonderWorks (SPED), and/or the EL kits (EL).

Accountable Lead(s):
Classroom Teachers, EL Teacher

- | | |
|-------------------|--|
| WIN groupings | <input type="checkbox"/> WSF, \$ |
| STAR Reading | <input type="checkbox"/> Title I, \$ |
| | <input type="checkbox"/> Title II, \$ |
| Dibels | <input type="checkbox"/> Title III, \$ |
| | <input type="checkbox"/> Title IV-A, \$ |
| WIDA Data | <input type="checkbox"/> Title IV-B, \$ |
| | <input type="checkbox"/> SPPA, \$ |
| Articulation/Data | <input type="checkbox"/> Homeless, \$ |
| Team minutes | <input type="checkbox"/> Grant: _____ \$ |
| | <input type="checkbox"/> Other: _____ \$ |



1.1.5. All students transition successfully at critical points, from preschool to elementary, **AND** from elementary to middle school, **AND** during non-traditional times (e.g., new students mid quarter).

Each incoming Kindergarten student will be provided the opportunity to participate in a 3 week summer program to assist students with transitioning to school.

Kindergarten Rosters and participation

- WSF, \$6,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$

Each new student will be oriented to their classroom and be familiarized with their new learning environment by being paired with a friend(s) from the class.

Middle school visitations for projected students

Coordinate with middle schools to schedule a transition day for our fifth grade students. (Kaimuki Middle, Niu Valley Middle)

Accountable Lead(s):

Summer Program Teachers, Classroom Teachers, Counselor



<p>Each Student will use school-wide writing criteria when creating a writing piece (narrative and informational)</p>	<ul style="list-style-type: none"> • Inconsistent use and implementation of viable ELA curriculum • No vertical alignment: gaps between grade levels • Inconsistent implementation of effective strategies to teach and support all learners to succeed: high performing and our struggling learners such as SPED and EL 	<p>Each student will meet grade level writing criteria.</p> <p>Accountable Lead(s): Principal, Classroom Teachers</p>
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School wide writing Continuum with student work samples and rubrics

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- SPPA, \$
- 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?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Student 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.	<ul style="list-style-type: none"> Students are taking trips during the school year Lack of understanding (parents and students) of the impacts absenteeism has on learning COVID protocols/fears 	<p>Each classroom who has 100% attendance for the day will receive a letter each time to spell KAHALA. Once KAHALA is spelled out, classes get a classroom reward.</p> <p>When each classroom completely spells out KAHALA, that class will be recognized with a school wide shoutout.</p> <p>Each student/family will be informed of our Daily Attendance and Chronic Absenteeism rate each quarter via the school newsletter</p> <p>Letters will be sent home to all students and families who have absences of 4, 8, 12, and/or 17.</p> <p>Each student/family who are chronically absent will meet with the counselor and/or principal to discuss the impacts of absences and create a plan of support if necessary.</p>	<p>Chronic absenteeism tracker (Lei Kulia)</p> <p>Daily average attendance</p> <p>Newsletter (monthly)</p> <p>Letters sent home (tracking system)</p>	<input checked="" type="checkbox"/> WSF, \$2,000 <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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ___ \$ <input type="checkbox"/> Other: ___ \$
<p>Accountable Lead(s): Principal, Counselor, Classroom Teachers</p>				



1.2.2. All students demonstrate positive behaviors at school.

Each student will review the PBIS behavior matrix each year. Posters of expected behaviors will be posted in the specific school locations.

Posters/Signage UP around campus

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- SPPA, \$
- Homeless, \$
- Grant: ___ \$
- Other: ___ \$

Accountable Lead(s): SEL Team, Classroom Teachers, Counselor

Each classroom will have a behavior matrix posted in classrooms.

- WSF, \$2,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- SPPA, \$
- Homeless, \$
- Grant: ___ \$
- Other: ___ \$

1.2.3. All students experience a **Nā Hopena A'o** environment for learning.

Each student will have the opportunity to participate in an interdisciplinary curriculum which will provide a culturally rich and dynamic learning environment to ensure excellence in the Hawaiian language, culture, and develop stewardship.

Accountable Lead(s): Classroom Teachers

Each grade level identifies one field trip/activity which embeds the Na Hopena A'o and Aloha Aina competencies

- WSF, \$2,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- SPPA, \$
- Homeless, \$
- Grant: ___ \$
- Other: Aloha Aina, \$10,000



One-Year ES Academic Plan SY 2024-2025

Students will practice SEL strategies of self-management and self-awareness to better prepare them when facing difficult or challenging situations.

The counselor will provide quarterly lessons focussed on self-monitoring and self-awareness.

Quarterly scheduled SEL lessons

- WSF, \$2,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- Other: __, \$

Students will practice SEL strategies of self-monitoring and self-awareness to better prepare them when facing difficult or challenging situations.

- Self-Management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations.
- Self-Awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.

Accountable Lead(s):

Counselor, Classroom Teachers



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>	Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
<p>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.</p>		<p>and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p> <p>Students will engage in a Career Fair each year while at Kahala Elementary school and learn about the knowledge and skills necessary to be successful in various careers.</p> <p>Students will engage and participate in civic learning which connects them to their school and community while developing the love of learning and contributing to a vibrant civic life.</p> <p>Students in grades 3-5 will engage and participate in the electoral process for student council each year (campaigning, speeches, and voting)</p>	<p>Calendarated Career Fair (typically in March)</p> <p>Student council elections (yearly)</p>	<p><input checked="" type="checkbox"/> WSF, \$1,000</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"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: _____ \$</p> <p><input type="checkbox"/> Other: _____ \$</p>

Accountable Lead(s):
Career Fair Team, Classroom Teachers, Student Council



K-12 Alignment

1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways/academics/IB programs.

Each student will be provided the opportunity to participate in the following:

- Out-of-school time, programs, activities/Clubs
- Extra- or co-curricular activities (e.g. Science Fair (May, Gr K-5), Speech Festival (April, Gr 3-5),)
- Math Camps during intercession (1-3)
- Summer Learning Opportunities (K-4)
- In school Steam Lab

Accountable Lead(s):

Science Fair Team, Speech Festival Team, Summer Learning Director, Math Camp Director, Teachers

- Calendar Opportunities for students to participate in.
- Teacher leads/directors for each activity.
- WSF, \$5,000
 - Title I, \$
 - Title II, \$
 - Title III, \$
 - Title IV-A, \$
 - Title IV-B, \$
 - SPPA, \$
 - 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?"

Root/Contributing Cause

Enabling Activities
"How will we achieve the desired outcome?"

Monitoring of Progress

Anticipated Source of Funds



"Why are we doing this?"

and Position of Accountable Lead(s)
"Who is responsible to oversee and monitor implementation and progress?"

"How will we know progress is being made?"

"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.

The **ESSA law** requires all teachers to meet state licensing or certification requirements in the subject area of their assignment. This expands the requirement from teachers of core subjects to all teachers in all subject

For SY 24-25, 80% of teacher positions will be filled with highly qualified teachers, which include SIQ hours and/or TESOL certification. (3/2024: 48%)

Accountable Lead(s):
Principal

- Quarterly checks of the eHR for HQ site - SIQ reports
- WSF, \$5,000
 - Title I, \$
 - Title II, \$
 - Title III, \$
 - Title IV-A, \$
 - Title IV-B, \$
 - SPPA, \$
 - Homeless, \$
 - Grant: ___ \$
 - Other: ___ \$

2.1.2 All teachers are effective or receive the necessary support to become effective.

Each teacher will be included in collaboration and conversation around curriculum, instruction, assessment, and behavior in order to support all students. (Kid talk, Horizontal/Vertical Articulation, Grade Level Meeting, Faculty Meeting, Team Meeting)

Each teacher will receive PD to develop and strengthen skills and understand how to teach students to learn in the areas of ELA, Math, and EL. (PD may include, but not limited to a focus on Early

- WSF, \$10,000
 - Title I, \$
 - Title II, \$10,000
 - Title III, \$
 - Title IV-A, \$
 - Title IV-B, \$
 - SPPA, \$
 - Homeless, \$
 - Grant: ___ \$
 - Other: ___ \$
- KidTalk Agenda/Minutes
Team/GL/GLC /Faculty Agenda/Minutes
PD Agenda/Sign-In



Learning, Math: Gr K-3: Yap Ban Har (Singapore Math), Gr 4-5: Peter Lijedahl (BTC), and Inclusive Practices)

Accountable Lead(s):

Principal, Classroom teachers

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

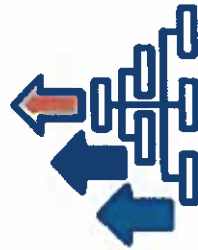
Each support staff (office (3), custodial (3), cafeteria (3), SHA (1) and EAs (7)) will be informed and will attend at least one professional learning/training this school year.

Accountable Lead(s):

Principal

- WSF, \$2,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- SPPA, \$
- Homeless, \$
- Grant: _____ \$
- Other: _____ \$

PD
Agenda/Sign-in



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?"	Root/Contributing Cause	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?"



Why are we doing this?

Who is responsible to oversee and monitor implementation and progress?

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.

School Community Council will meet regularly to ensure ongoing discussions, updates, and collaborative decision-making, with representation from all required stakeholders.

School has all required stakeholders represented on SCC.

Accountable Lead(s):
 SCC chair, Principal, Certificated members, Classified members, Community Members, Parent Members, Student Members

Overall rating on SCC self-assessment survey

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- SPPA, \$
- 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?"	Root/ Contributing 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.
Family and Community Engagement (required) Kahala Elementary will host family events which support and promote student learning.	Family and community engagement contributes to a positive school environment, promotes parent-teacher-student relationships, and increases positive attitude toward school and learning.	<p>Family and community will have the opportunity to participate in the school wide events such as:</p> <ul style="list-style-type: none"> - Career Fair - Library Read Aloud (Grade 2) - Meet and Greet Night - Parent-Teacher Conference - Wax Museum (Grade 4) - Spring Festival - Turkey Trot - Science Fair - Sweetheart Lunch - Ohana Night - Book Fair - Gingerbread (Grade K) - Moving Up Events - Halloween Parade - Winter Concert - Garden Party - Stone Soup (Grade 2) 	Parent SQS results	<input checked="" type="checkbox"/> WSF, \$2,000 <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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



Accountable Lead(s):
Principal, Career Fair Team Leads, Classroom Teachers,



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 Kahala 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) 1,095 hours/year

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

Yes. A waiver was submitted requesting two full days of parent teacher conferences which would result in a total of two instructional hours being impacted/lost.

Bell Schedule: [SY 2023-2024 Bell Schedule](#)

