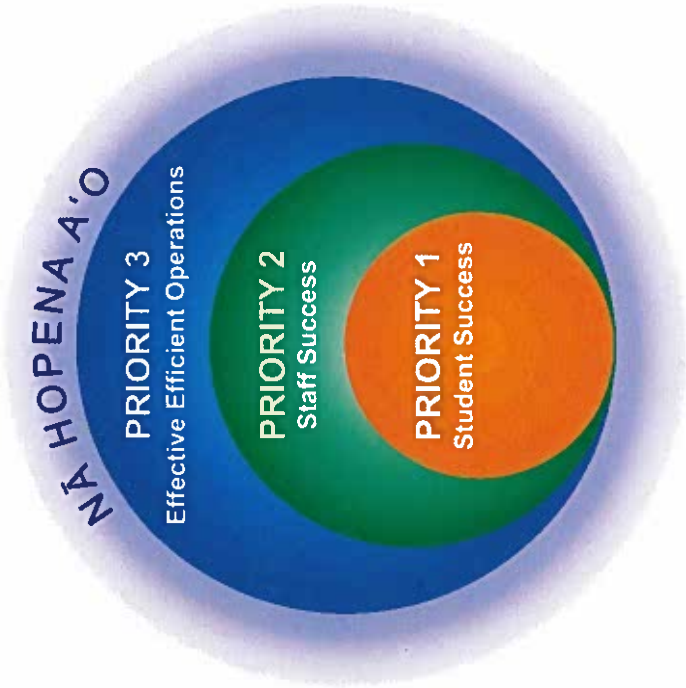




# Kalihi Waena Elementary FKK Elementary School Academic Plan SY 2024-2025

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www.kwes.org



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

|                                      |         |
|--------------------------------------|---------|
| Submitted by Principal Daniel Larkin |         |
| <i>Daniel Larkin</i>                 | 3/22/24 |

|  |             |
|--|-------------|
| Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D. |             |
| <i>Rochelle Mahoe</i>  | APR 08 2024 |



**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  |
|--------------------------------|--|--|---|-----------------|
| Kindergarten through 5th Grade | Wonders (2023)   | Stepping Stones 2.0<br>Transitioning to Ready Math for start of SY 25-26 | STEMscopes  | Teacher Created |
| Supplemental Grades K-2        | <ul style="list-style-type: none"> <li>Orton Gillingham (OG)</li> <li>Hegerty</li> <li>UFLL (Possible replacement for OG)</li> </ul> |  |   |                 |
| Supplemental Grades K-5        | <ul style="list-style-type: none"> <li>Units of Study</li> </ul>   |  | <ul style="list-style-type: none"> <li>Mystery Science</li> </ul> |                 |
| Supplemental for SpEd Students | <ul style="list-style-type: none"> <li>WonderWorks</li> <li>Wilson Reading Program</li> <li>Braidy Early Literacy Program</li> </ul> |  |   |                 |
| Supplemental for EL students   | <ul style="list-style-type: none"> <li>WonderWorks</li> </ul>  |  |   |                 |

**SCREENING ASSESSMENTS**



One-Year ES Academic Plan SY 2024-2025

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- Grade 5     | iReady ▾ DIBELS ▾     | iReady ▾    |



## 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: 2021, Next Full Self-Study: 2027
- 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.*

**1** **Student Need:** All students need to improve basic mathematical computation skills in numbers and operations, and algebraic thinking. CNA 2024-25, iReady diagnostic data:

### Placement by Domain



Source: iReady Winter Diagnostic SY 2023-24

### Root/Contributing cause(s):

- 3A) Post-COVID emphasis on literacy instruction left math instruction deemphasized as part of the recovery process. Long term learning loss has not been addressed in mathematics.
- 3B) Grade 5 general mathematics scores continue to stagnate below the target and State average.
- 3C) Although improving, post-COVID attendance recovery is still far behind desired levels.



2

**Student Need:** Improve literacy for all, specifically focusing on the decoding, fluency, and other critical reading skills of our learners, Student Learner Need #2, FOL Self-Study, October 2021

iReady diagnostic data-phonics:

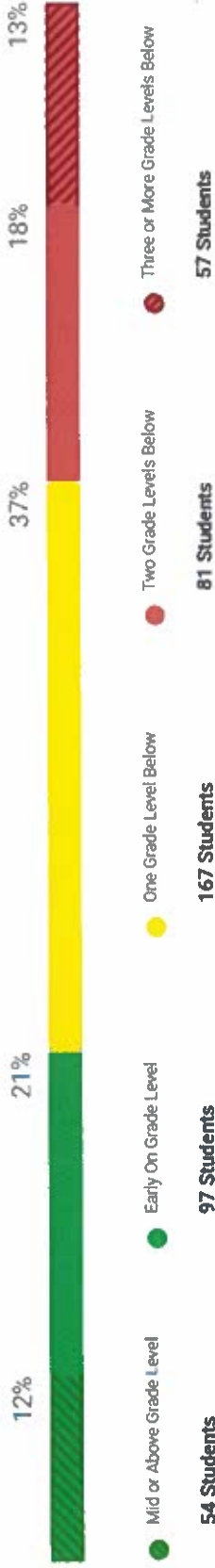
SY 20-21: 16% one grade level below/ 21% 2 ≥ below;

SY 21-22: 16% one grade level below/ 25% 2 ≥ below;

SY 22-23: 10% one grade level below; 20% 2 ≥ below

**Overall Placement**

Students Assessed/Total: 456/457



Source: iReady Winter Diagnostic SY 2023-24

**Root/Contributing cause(s):**

- 2A) Newly adopted high leverage instruction techniques are not universally utilized to address decoding, fluency, and reading skills, especially in grades 3-5. High EL population. Moderate student population turnover.
- 2B) Only about 12% of students starting Kindergarten at KWES are on grade-level.
- 2C) Grade 3 literacy has continued to stagnate below the target and state average.
- 2D) Students transitioning from Linapuni into grade 2 and students transitioning out of grade 5 show difficulty keeping pace with their peers' performance.
- 2E) Although improving, post-COVID attendance recovery is still far behind desired levels.



**3 Student Need:** *Addressing the needs of the EL learner regarding cultural sensitivity, closing the achievement gap, Student Learner Need*

**#1, FOL Self-Study, October 2021**

**SBA Reading data:**

**SY 20-21: 9%;**

**SY 21-22: 15%;**

**SY 22-23: 10%**

**GTT (EL Data)**

**SY 20-21: 30.23% on track to State goal of 75%**

**SY 21-22: 44.14% on track to State goal of 75%**

**SY 22-23: 40.91% on track to State goal of 75%**

**Root/Contributing cause(s):**

**1A) EL Learners generally are starting with skills under the grade level standard when initially registering**

**1B) ARCH ADC data shows that SpEd, EL, Disadvantaged, and Pacific Islanders are underperforming on state assessments**





**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.*

|          |  |
|----------|--|
| <b>1</b> | <b><u>Targeted Subgroup:</u></b> English Learners<br><b><u>Identified Student Need(s):</u></b> Speaking and Writing, Phonics, Phonemic Awareness, Vocabulary, Numbers and Operations, and Algebraic Thinking |
| <b>2</b> | <b><u>Targeted Subgroup:</u></b> Special Education<br><b><u>Identified Student Need(s):</u></b> Phonics, Phonemic Awareness, Vocabulary, Numbers and Operations, and Algebraic Thinking                      |
| <b>3</b> | <b><u>Targeted Subgroup:</u></b> Pacific Islanders<br><b><u>Identified Student Need(s):</u></b> Attendance, General Academics  |



# 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><br><i>"What do we plan to accomplish?"</i>  | <b>Root/Contributing Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities and Position of Accountable Lead(s)</b><br><i>"How will we achieve the desired outcome?"</i><br><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>  | <b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b><br><i>"How will we know progress is being made?"</i>  | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><br>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  | 1.1.1 (A): All Entering Kindergarten students will be assessed using the Kindergarten Entry Assessment within the first month of entering school for academics. They will also participate in the iReady assessment three times per year and the BEISY assessment for behavior twice annually.<br><br>These assessments, the analysis of data, and interventions utilized from the data will show that all Kindergarten students will show growth on all assessments and that 80% of the students will be on grade level by the end of the year according to iReady data on ELA and Math. | KEA EOY proficiency >80%<br><br>BEISY remain below 15% of students scoring 4 or more.<br><br>iREADY increase % of students meeting proficiency by 5% compared year to year. | <input type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$ 10,000<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |





**One-Year ES Academic Plan SY 2024-2025**

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p><b>1.1.1 (B): All kindergarten students receive high quality Tier 1 instruction and Tier 2 interventions to ensure they close the gap towards proficiency.</b></p> |  |  |
|--|--|---|--|--|



One-Year ES 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. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.</p> | <p>2C</p> | <p>1.1.2 (A): Continue to increase the utilization and implementation with fidelity of instructional techniques taught by Dr. Anita Archer and the new Wonders 2023 curriculum. Ensure all staff are properly trained to deliver high-quality instruction and are held accountable through weekly walkthroughs with feedback.</p> <p>Professional development (PD) targeted to continue our dedication to explicit instruction, literacy and fluency for new or untrained staff, for SY 2024-25 may include but is not limited to:</p> <ul style="list-style-type: none"> <li>- Safe and Civil Schools: Explicit Instruction</li> <li>- NCTE/NCTM: ELA and Math Literacy</li> <li>- Plain Talk: Literacy continuity</li> <li>- ICLE: Literacy fluency</li> </ul>  | <p>SBA ELA increase by 2.5% (1.61% state min)</p> <p>Weekly Admin Walkthrough Data</p> <p>Quarterly Leadership Team Walkthrough Data.</p>  | <p><input checked="" type="checkbox"/> WSF, \$40,000</p> <p><input checked="" type="checkbox"/> Title I, \$20,000</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 checked="" type="checkbox"/> SPPA, \$3,000</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: _____, \$</p> <p><input type="checkbox"/> Other: _____, \$</p> |
|  |           | <p>1.1.2 (B): Utilize support personnel to target individual students for intervention (Rtl) as well as in classroom small group learning models to address specific individual student literacy needs, primarily focused on Phonics, Phonemic Awareness, and Vocabulary. Rtl supported groups are; bubble target students just below proficiency, students who are moderately behind, and students who are far behind their peers. All 3 groups receive in class small group instruction with the teacher and, depending on the individual student, may receive pull out support from Rtl support staff (RSS) to target specific needs with peers from other classrooms with the same needs. Additionally, EL students receive targeted ELA support through pull out small group or individual support based on level of need.</p> | <p>KEA EOY proficiency &gt;80%</p> <p>BEISY remains below 15% of students scoring 4 or more.</p> <p>iREADY increase % of students meeting proficiency by 5% compared year to year.</p> | <p>WIDA ACCESS scores close overall GTT by 5%</p>   |
|  |           | <p>Professional development lead for the Wonders curriculum is Curriculum Coordinator. Walkthrough's lead is Principal Larkin.</p>  |  |   |



One-Year ES Academic Plan SY 2024-2025

|   |               |   |   |   |
|---|---------------|---|---|---|
| <p><b>Mathematics Proficiency</b><br/> 1.1.3. All students are proficient in mathematics by the <u>end of fifth grade</u>. All students (K-5) who are not proficient receive necessary and timely support to become proficient.</p> | <p>3A, 3B</p> | <p>1.1.3 (A): Increase overall Tier 1 instructional practices through quality PD and preparations to bring on board the new curriculum, Ready Math. Begin planning, pacing, and professional development of Ready math in preparation for adoption with fidelity in SY 2025-26. Ensure all staff are properly trained to deliver high-quality instruction and are held accountable through weekly walkthroughs with feedback.</p> <p>Professional development targeted for SY 2024-25 may include but is not limited to:</p> <ul style="list-style-type: none"> <li>- Safe and Civil Schools: Explicit Instruction</li> <li>- NCTE/NCTM/NCSM: Math Fluency</li> <li>- ICLE: Math Fluency</li> <li>- Methodology (Dr. Yeap Ban Har)- Complex Area Lead</li> <li>- Thinking Classrooms (Dr. Liljedahl)- Complex Area Lead</li> <li>- Ready Math</li> </ul> <p>Professional development lead for the Wonders curriculum is Curriculum Coordinator. Walkthrough's lead is Principal Larkin.</p> | <p>SBA Math increase by 2.5% (0.52% state min)</p> <p>KEA EOY proficiency &gt;80%</p> <p>iREADY increase % of students meeting proficiency by 5% compared year to year.</p> <p>WIDA ACCESS scores close overall GTT by 5%</p> <p>Weekly Admin Walkthrough Data</p> <p>Quarterly Leadership Team Walkthrough Data.</p> | <p><input checked="" type="checkbox"/> WSF, \$40,000</p> <p><input checked="" type="checkbox"/> Title I, \$20,000</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 checked="" type="checkbox"/> SPPA, \$3,000</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |
|---|---------------|---|---|---|



|   |   |   |   |   |
|---|---|---|---|---|
| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>  | <p>1B</p>   | <p>1.1.4 (A): Retain and hire high-quality teachers and support staff to provide Tier 1, 2, and 3 supports through the HMTSS to target individual student needs. Systems in place to continue getting support are: RtI, Newcomers, EL pull-out and push in, after-school tutoring, SPed support services, and behavioral pull-out or push in support.</p> | <p>SBA ELA increase by 2.5% (1.61% state min)</p>   | <p><input checked="" type="checkbox"/> WSF \$130,000<br/> <input checked="" type="checkbox"/> Title I, \$90,000 (PPE/PTT)<br/> <input type="checkbox"/> Title II, \$<br/> <input checked="" type="checkbox"/> Title III, \$27,000<br/> <input type="checkbox"/> Title IV-A, \$<br/> <input type="checkbox"/> Title IV-B, \$</p> |
| <p>Provide continued School level PD on the following support needs:</p>  | <ul style="list-style-type: none"> <li>- Heggerty, OG, and Vocabulary PD for RtI support staff</li> <li>- Behavioral supports for all staff</li> <li>- Health and Wellness supports for all staff</li> <li>- Learning Intentions and Success Criteria</li> <li>- Power Standards</li> <li>- Small Group Instruction</li> <li>- Centers Instruction</li> <li>- Quality Behavior Solutions (QBS)</li> </ul> | <p>KEA EOY proficiency &gt;80%</p>  | <p><input checked="" type="checkbox"/> IDEA, \$<br/> <input checked="" type="checkbox"/> SPPA, \$5,000<br/> <input type="checkbox"/> Homeless, \$<br/> <input type="checkbox"/> Grant: _____, \$<br/> <input type="checkbox"/> Other: _____, \$</p> |   |
| <p>Provide initial District Led PD on the following:</p>  | <ul style="list-style-type: none"> <li>- Methodology (Dr. Yeap Ban Har)- Complex Area Lead</li> <li>- Thinking Classrooms (Dr. Liljedahl)- Complex Area Lead</li> <li>- Ready Math</li> <li>- Wonders 2023</li> </ul>   | <p>BEISY remain below 15% of students scoring 4 or more.</p>  | <p>iREADY increase % of students meeting proficiency by 5% compared year to year.</p>   |   |
| <p>1.1.4 (B) Provide Tier 2 and 3 instruction for ELs including the Newcomers program for newly arrived students, PPE supports, pull out instruction and after school instruction to close the achievement gap for ELs.</p> | <p>Weekly Admin Walkthrough Data</p>  | <p>Quarterly Leadership Team Walkthrough Data.</p>  |   |   |



One-Year ES Academic Plan SY 2024-2025

|   |           |   |   |   |
|---|-----------|---|---|---|
| <p>1.1.5. All students transition successfully at critical points, from preschool to elementary, <b>AND</b> from elementary to middle school, <b>AND</b> during non-traditional times (e.g., new students mid-quarter).</p> | <p>2D</p> | <p>1.1.5 (A) All PreK students have the opportunity for transition programs either through internal SpEd PreK transition days or through incoming Kindergarten students participation in the Jump Start program over the summer.</p> <p>1.1.5 (B): Conduct quarterly Tri-School meetings with Linapuni Elementary and Fern Elementary, transition meetings with KMS and DMS, and SpEd/504 transition meetings with receiving schools to ensure all students have opportunities to familiarize themselves with the receiving school. Additionally, the Tri-School meetings increase alignment of all school's curriculum, instructional practices, and overall processes to minimize structural changes for the students upon transition.</p> <p>1.1.5 (C): For incoming students mid-year, we will continue our Choose Love Ambassador program, which identifies positive role model students to meet new students, provides new student tours, and is a point of contact for them as they adapt to their new school.</p> | <p>KEA EOY proficiency &gt;80%<br/>BEISY remain below 15% of students scoring 4 or more.<br/>iREADY increase % of students meeting proficiency by 5% compared year to year.<br/><br/>Panorama reports show a 2% increase in school belonging from transition aged students, Grades K and 2.</p> | <p><input type="checkbox"/> WSF, \$<br/><input checked="" type="checkbox"/> Title I, \$3,000<br/><input type="checkbox"/> Title II, \$<br/><input type="checkbox"/> Title III, \$<br/><input type="checkbox"/> Title IV-A, \$<br/><input type="checkbox"/> Title IV-B, \$<br/><input type="checkbox"/> IDEA, \$<br/><input checked="" type="checkbox"/> SPPA, \$500<br/><input type="checkbox"/> Homeless, \$<br/><input type="checkbox"/> Grant: __, \$<br/><input type="checkbox"/> Other: __, \$</p> |
|---|-----------|---|---|---|



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

| <b>Desired Outcomes</b><br><i>"What do we plan to accomplish?"</i> | <b>Root/Contributing Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities and Position of Accountable Lead(s)</b><br><i>"How will we achieve the desired outcome?"</i><br><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>   | <b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b><br><i>"How will we know progress is being made?"</i>  | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><br><i>Please estimate the additional amount needed to execute the enabling activity.</i>  |
|--|---|--|---|---|
| <p>1.2.1. All students desire to and attend school regularly.</p>  | <p>2E, 3C</p>   | <p>1.2.1 (A): Training leadership, staff, and families on how to address attendance and engagement. Continue monthly good attendance rewards, quarterly perfect attendance awards, parent meetings about attendance, communication via Talking Points, and monthly physical bulletins.</p> <p>Training includes but is not limited to:</p> <ul style="list-style-type: none"> <li>- Safe and Civil Schools: Creating a Comprehensive Continuum of Support for Behavior or CHAMPS</li> <li>- PBIS</li> <li>- Social Emotional Learning: Choose Love</li> </ul> <p>Counselor <u>Jennifer Fukuda</u> is lead.</p> | <p>Increase daily attendance from 90% to 93% by EOY.</p> <p>Improve regular attendance via direct daily monitoring of at risk of being chronically absent via LEI Kulia</p> | <p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$4,000</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: <u>  </u> \$</p> <p><input type="checkbox"/> Other: <u>  </u> \$</p> |





One-Year ES Academic Plan SY 2024-2025

|   |  |   |  |
|---|--|---|--|
| <p>1.2.2. All students demonstrate positive behaviors at school.</p>                            | <p>1.2.2 (A): Training leadership, staff, and families on addressing individual and prosocial behavior. Develop alternative methods of addressing tier-2 behavior issues and repeated tier-3 behavior issues that normally result in Class A or B incidences. Identify and implement an alternative to suspension for vaping.</p> <p>Training includes but is not limited to:</p> <ul style="list-style-type: none"> <li>- Safe and Civil Schools: Creating a Comprehensive Continuum of Support for Behavior or Champs PBIS</li> <li>- Social Emotional Learning: Choose Love</li> <li>- Quality Behavior Solutions (QBS)</li> </ul> <p>Vice Principal Debra Heyler and Counselor Jennifer Fukuda are leads.</p>  | <p>Decrease of behavioral incidences by 15%.</p> <p>Decrease incidences of students vaping by 25%</p>   | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$1,000</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>1.2.3. All students experience a <a href="#">Nā Hopena A'o</a> environment for learning.</p> | <p>1.2.3 (A): Provide opportunities for all students to experience the core tenets of the Nā Hopena A'o, including 'ōlelo Hawai'i, Kuana'ike, and Honua through the 'Aina Aloha program. In addition, all students will continue to have the following experiences:</p> <ul style="list-style-type: none"> <li>- Weekly Oli</li> <li>- Weekly singing of our alma mater, Kalihi Waena Aloha</li> <li>- Weekly 'ōlelo o ka pule / Hawaiian word of the week</li> <li>- 4th grade weekly trips to Hō'oulu Aina</li> <li>- 2x per year field trips focused on Hawaiiiana</li> <li>- Grade level appropriate Hawaiian education</li> <li>- Place-based learning opportunities</li> </ul> <p>Principal Daniel Larkin and Curriculum Coordinator Kekoa Carvalho are leads.</p> | <p>All grade levels to experience at least two field trips per year that are focused on Hawaiiiana.</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 checked="" type="checkbox"/> Other: Hawaiian Studies, \$10,000</p> |



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

| <b>Desired Outcomes</b><br><i>"What do we plan to accomplish?"</i>  | <b>Root/Contributing Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities and Position of Accountable Lead(s)</b><br><i>"How will we achieve the desired outcome?"</i><br><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>  | <b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b><br><i>"How will we know progress is being made?"</i> | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><br><i>Please estimate the additional amount needed to execute the enabling activity.</i>  |
|---|---|---|--|---|
| <p>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.</p> |   | <p>1.3.1 (A): Each Grade Level schedules a field trip, at minimum, to provide students with community and civic opportunities. Opportunities include but are not limited to:</p> <ul style="list-style-type: none"> <li>- Student creation of annual holiday cards for service members who are deployed</li> <li>- Participation in Kids Heart Challenge</li> <li>- Participation in Kids Vote</li> <li>- Participate in school wide voting for things like event ideas and or chosen food</li> <li>- Selected students participate in our Choose Love Ambassadors program to welcome people to the school and participate in civic events.</li> </ul> <p>-Grade Level Chair and PCNC Leila Bajarin are lead</p> <p>1.3.1 (B): Our annual Read Across America provides students with the opportunity to hear from two career speakers.</p> <p>-PCNC Leila Bajarin is lead</p> | <p>All students are given at least two opportunities per year to participate in one of the listed events.</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> |



One-Year ES Academic Plan SY 2024-2025

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| <p><b>K-12 Alignment</b></p> <p>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/academically/IB programs.</p> | <p>1.3.2 (A): Continue to seek opportunities for students to expand the number of after school offerings for students. Current opportunities</p> <ul style="list-style-type: none"> <li>- Out-of-school time tutoring, programs, activities</li> <li>- Extra- or co-curricular activities             <ul style="list-style-type: none"> <li>- HONSEF</li> <li>- Speech Festival</li> <li>- Basketball</li> <li>- Volleyball</li> <li>- Malama Mentors</li> <li>- eSports</li> <li>- Piano</li> <li>- Cheerleading</li> <li>- Track and Field</li> </ul> </li> <li>- Summer Learning Opportunities</li> <li>- EL after school learning opportunities</li> <li>- Choose Love Ambassador</li> <li>- GATE</li> </ul> | <p>Increase the number of available programs for students by two.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input checked="" type="checkbox"/> Title III, \$4,000</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input checked="" type="checkbox"/> Other PTA, \$2,000</li> </ul> |
| <p>PCNC Leila Bajarin and Vice Principal Debra Heyler are leads.</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><br><i>"What do we plan to accomplish?"</i>   | <b>Root/ Contributing Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Position of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>  | <b>Monitoring of Progress</b><br><i>"How will we know progress is being made?"</i> | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><br>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. |  | 2.1.1 (A) Continue to offer EL credit courses to all non-SIQ or TESOL certified teachers. Continue partnership with University of Hawaii's TESOL certification program with student teachers in order to maximize recruitment potential for the best available, already TESOL-qualified teachers. Participate in NASUP/ATE conference in partnership with UH-M as part of the ongoing supporting grant.<br><br>EL Coordinator Debbie Shimabukuro is lead. | Reduction of non-qualified teachers by 25% by EOY.                                 | <input checked="" type="checkbox"/> WSF, \$2,900,000<br><input checked="" type="checkbox"/> Title I, \$3,000<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$ |



|  |               |  |  |   |
|--|---------------|--|--|---|
| <p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p>  | <p>2A, 3A</p> | <p>2.1.2 (A) Teachers receive professional development to target areas of need, specifically in the areas of direct instruction for literacy, math, and science. Teachers in general education shall receive the following PD's in SY 2024-25 to include but not limited to:</p> <ul style="list-style-type: none"> <li>- Safe and Civil Schools             <ul style="list-style-type: none"> <li>- Explicit Instruction</li> <li>- Creating a Comprehensive Continuum of Support for Behavior or CHAMPS</li> </ul> </li> <li>- NCTE/NCTM: ELA and Math literacy and fluency</li> <li>- Plain Talk: Literacy</li> <li>- Diana Browning Wright</li> <li>- Social Emotional Learning: Choose Love</li> <li>- Learning Intentions and Success Criteria</li> <li>- Power Standards</li> <li>- Ready math</li> <li>- Methodology</li> <li>- Thinking Classrooms</li> <li>- Small Group Instruction</li> <li>- Centers Instruction</li> </ul> <p>Curriculum Coordinator Kekoa Carvalho and Instructional Coach Jennifer Lau are leads.</p> | <p>Classroom Observation Data from the following groups show all teachers are implementing core and advanced techniques from PD provided</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Coach</li> <li>• Admin.</li> </ul> | <p><input type="checkbox"/> Other: __, \$</p> <p><input checked="" type="checkbox"/> WSF, \$40,000</p> <p><input checked="" type="checkbox"/> Title I, \$20,000</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 checked="" type="checkbox"/> SPPA, \$3,000</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |
| <p>2.2.1 (B) All teachers receive weekly walkthroughs with feedback from administration, quarterly walkthroughs with feedback from the leadership team, and all non-tenured, emergency hire, or limited performance teachers receive individual coaching from the Instructional Coach.</p> |               | <p>Curriculum Coordinator Kekoa Carvalho and Instructional Coach Jennifer Lau are leads.</p>   |  |   |



|   |           |   |   |
|---|-----------|---|---|
|   |           | <p>2.2.1 (C) Teachers also receive weekly articulation time to perform data analysis and planning for implementation of PD.</p> <p>Instructional Coach Jennifer Lau and Principal Daniel Larkin are leads.</p>  |   |
| <p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p> | <p>2A</p> | <p>2.2.2 (A) Conduct training for all RtI support staff (RSS) throughout the school year on current and upcoming systems they are to utilize to support students. Include them in the PD teachers receive for literacy as much as possible.</p> <ul style="list-style-type: none"> <li>- iReady, Hegerty, OG, and Vocabulary PD for RtI support staff</li> <li>- Curriculum Coordinator Kekoa Carvalho is lead.</li> </ul> <p>2.2.2 (B) All support staff sub groups receive supportive training in their respective jobs as needed in order to succeed in their jobs and advance if so desired.</p> <ul style="list-style-type: none"> <li>• Office Staff: SASA courses, direct training on TAT, Aukahi FMS, etc.</li> <li>• Cafeteria Staff: Safety, cleanliness, etc.</li> <li>• Custodian: OSHA compliance, Hazard safety, etc.</li> <li>• Health and Wellness supports for all staff</li> <li>• Behavioral supports for all staff</li> </ul> | <p>RtI support post-assessments show a 10% improvement.</p> <p>Panorama/SQS results see an overall increase in staff satisfaction and school safety from these stakeholders.</p> <p> <input checked="" type="checkbox"/> WSF, \$5,000<br/> <input checked="" type="checkbox"/> Title I, \$5,000<br/> <input type="checkbox"/> Title II, \$<br/> <input type="checkbox"/> Title III, \$<br/> <input type="checkbox"/> Title IV-A, \$<br/> <input type="checkbox"/> Title IV-B, \$<br/> <input type="checkbox"/> IDEA, \$<br/> <input type="checkbox"/> Homeless, \$<br/> <input type="checkbox"/> Grant: ____, \$<br/> <input type="checkbox"/> Other: ____, \$                 </p> |





## 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<br>"What do we plan to accomplish?"   | Root/<br>Contributing Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Position of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"  | Monitoring of Progress<br>"How will we know progress is being made?"   | Anticipated Source of Funds<br>"What funding source(s) should be utilized?"<br><br>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. |   | 3.3.1 (A) Continue all SCC meetings no less than quarterly to provide input into the school's CNA, AcPlan, general and specific events, and to evaluate the Principal. Principal Larkin is the lead in identifying members and ensuring all meetings are held in a timely manner. | <ul style="list-style-type: none"> <li>Agenda and Minutes are Posted on kwes.org</li> <li>Adhere to the SCC checklist</li> </ul> | <input type="checkbox"/> WSF, \$<br><input type="checkbox"/> Title I, \$<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><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><br><i>"What do we plan to accomplish?"</i>   | <b>Root/Contributing Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>   | <b>Monitoring of Progress</b><br><i>"How will we know progress is being made?"</i>                                      | <b>Anticipated Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><br><i>Please estimate the additional amount needed to execute the enabling activity.</i>  |
|--|---|--|---|---|
| <p><b>Family and Community Engagement</b></p> <p>Increase attendance at all school family functions by 15%</p> |   | <p><b>FCE (A):</b> Conduct bi-monthly parent workshops and Principal's Coffee Hour to educate parents on how to support their students. Continue partnership with PACT to conduct Sunday's Workshops to train newly arrived parents to the United States about education requirements. At a minimum, provide quarterly parent evening events such as movie night, bingo night, karaoke night, open house, etc. to engage parents and the community in a greater sense of the school as a welcoming environment.</p> <p><b>FCE (B):</b> Continue community engagement activities sponsored by the Parent Teacher Association such as Breakfast with Santa, Movie Night, Fundraisers, and other smaller events.</p> <p><b>FCE (C):</b> Expand the number of academic focused family engagement programs to include but not limit to ELA Night, EL Night, Math Night and STEM Night.</p> <p><b>FCE (D):</b> Lastly, conduct parent-teacher conferences in the fall with a follow-on parent communication day in January to ensure</p> | <p>Increase parent attendance at school family functions by 15%</p> <p>Increase available evening activities by 50%</p> | <p><input checked="" type="checkbox"/> WSF, \$500</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</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 ES Academic Plan SY 2024-2025**

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | communication about the student's progress is communicated to them to partner together to improve student outcome. |  |  |
|  |  |  | PCNC Leila Bajarin is Lead   |  |  |



## 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 Kailhi Waena Elementary 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) 1080

**Did your school submit a SCC Waiver Request Form? Please explain.** Yes. We requested 4 waiver days and Parent Teacher Conference Days.

**Bell Schedule:**  KWES Bell Schedule