




Ka'ala Elementary School


Academic Plan

SY 2024-2025

130 California Ave
 808-305-3900
www.kaala.k12.hi.us

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

Submitted by Principal Leighton Nakamoto		
Leighton Nakamoto		4/5/24

Approved by Complex Area Superintendent Robert Davis		
	<small>Robert Davis (Apr 10, 2024 08:40 HST)</small>	Apr 10, 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.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	Wonders	Ready Math		
First Grade	Wonders	Ready Math		
Second Grade	Wonders	Ready Math		
Third Grade	Wonders	Ready Math		
Fourth Grade	Wonders	Ready Math		
Fifth Grade	Wonders	Ready Math		



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
Kindergarten	iReady	iReady
First Grade	iReady	iReady
Second Grade	iReady	iReady
Third Grade	iReady	iReady
Fourth Grade	iReady	iReady
Fifth Grade	iReady	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: 2023, Next Full Self-Study: 2029
- 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:** Although **ELA achievement** on the Hawaii State Assessment has continued to increase over the last 3 years, more than half of our students are not meeting grade level proficiency. (20-21: 37% - 21-22:45% - 22-23: 48%)

Root/Contributing cause(s):

- 1. Inconsistent curriculum program implementation between K-3 and 4-5
- 2. Lack of continuity between training efficacy and fidelity of practice
- 3. Limited guidance to meet diverse learner needs (i.e. teaching materials, instructional approaches, consultative opportunities)

2 **Student Need:** Although **Math achievement** on the Hawaii State Assessment has continued to increase over the last 3 years, more than half of our students are not meeting grade level proficiency. (20-21: 24% - 21-22: 36% - 22-23: 45%)

Root/Contributing cause(s):

- 4. Inconsistent Ready Classroom Math implementation across the grade level and vertically between grade levels
- 5. Classroom implementation of program components professional development has been inconsistent
- 6. Limited resources and instructional know how for diverse learner needs

3 **Student Need:** Students need to feel an increased **sense of belonging**. Based on Panorama data, only 31% of students responded favorably that they **felt respected by others at the school**.

Root/Contributing cause(s):

- 7. Unable to discern if students are feeling this way about adults and/or students
- 8. Outdated school behavioral expectations that are: understood, applied, and reinforced with all school community members

4 **Student Need:** **Chronic Absenteeism** (15 or more absences) remains above the state average (33%) - (20-21: 27% - 21-22: 67% - 22-23: 41%)



Root/Contributing cause(s):

9. Students do not have a strong sense of belonging and responsibility to attend school and follow through with behavior and learning expectations inclusive of grade level transitions
10. Families are not consistently adhering to school attendance policies
11. School systems need to be refined to better support family follow through for student attendance



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><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none"> 12. Adherence to providing instruction in the least restrictive environment promoting student success 13. Instruction being provided by adults that are able to modify instruction to meet diverse learner needs
2	<p><u>Targeted Subgroup:</u> English Learners</p> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none"> 14. Analysis of English Language profile data inclusive of: classroom performance, WIDA Access scores, i-Ready, Imagine Learning, and family dynamics needs to continue to provide direct servicing to promote student growth and learning
3	<p><u>Targeted Subgroup:</u> Low Socioeconomic/Disadvantaged and/or Low Performing Students</p> <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none"> 15. Observed behaviors of students require more attention to provide school supplies, healthcare, meals and nutrition, access to learning activities for equity, access to elevate achievement. 16. Increase opportunities to partner with families in support of their children’s growth and achievement.



Priority 1

High-Quality Learning For All

PRIORITY 1

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

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<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>Enabling Activities:</p> <ul style="list-style-type: none"> ● Kindergarten Readiness Assessment (KRA): 100% of kindergarten teachers will create a schedule to ensure 100% of kindergarten students complete the KRA within the first month of school and/or inclusive of students who transfer into the school. ● Kids Time: Kindergarten teachers will collaborate and use KRA results to make data-informed decisions (instructional and personalized support). ● Kindergarten Orientation: At the beginning of the school year, Kindergarten teachers will organize Kindergarten Orientation to disseminate information to ensure a smooth transition for students and their families. 	<p>Percentage of kindergartens who are assessed for kindergarten readiness</p> <p>Meeting Agendas and Minutes</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>



One-Year Academic Plan SY 2024-2025

		<ul style="list-style-type: none">● Parent-Teacher Relationships: Kindergarten teachers will communicate results with families to nurture a partnership between school and home. Additionally, they will plan and conduct parent involvement activities to actively engage parents in their child’s education. <p>Accountable Lead: Curriculum Coordinator and Vice Principal</p>	Videos, photos, and feedback from parent involvement activities.	
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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p>Targets: 4% increase in 3rd grade literacy 3% increase in SBA reading proficiency 80% typical growth on iReady Reading Diagnostic 35% stretch growth on iReady Reading Diagnostic</p>	<p>1, 2, 3, 16</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● KIDS TIME: 100% of teachers will analyze student work (common assessments, comprehension checks, exit tickets, mid and end of unit assessments), plan upcoming lessons, share strategies, and calibrate pacing and assessments. ● ELA CURRICULUM: KART will select two curriculum options and share with ELA Team, and ELA Team will share and disseminate information to grade levels in order to make an informed decision. 100% of teachers will explore and select the new ELA curriculum. ● ELA CURRICULUM: 100% of teachers will receive curriculum training ● Heggerty and ECRI K-2: 100% of K-2 teachers will utilize daily instructional routines within curriculum/program. ● Bridge the Gap 3-5: 100% of 3-5 teachers will utilize instructional routines within the curriculum/program. ● Parent Involvement: 100% of grade level teams will plan and conduct a reading related parent involvement activity once a year to support student learning. <p>Accountable Leads: Curriculum Coordinator, Grade-Level Chairs, School Administrators</p>	<p>Weekly Kids Time meetings</p> <p>Weekly Ka’ala Academic Review Team (KART) meetings</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>
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<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p>Targets: 3% increase in SBA math proficiency</p> <p>80% typical growth on iReady Math Diagnostic</p> <p>35% stretch growth on iReady Math Diagnostic</p>	<p>4, 5, 6, 16</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● KIDS TIME: 100% of teachers will analyze student work (Ready Classroom Math assessment pieces - comprehension checks, exit tickets, mid and end of unit assessments), plan upcoming lessons, share strategies, and calibrate pacing and assessments. ● Math Curriculum: 100% of teachers will implement Ready Classroom Math curriculum by: <ul style="list-style-type: none"> ○ engaging in explore, develop, and refine sessions ○ utilizing Try-Discuss-Connect routine ○ providing opportunities for discourse and productive struggle ○ utilizing and analyzing formative and summative assessments to guide instruction - daily exit tickets, comprehension checks and quizzes, and mid and end unit assessments. ● Vertical Alignment: 100% of teachers will participate in vertical alignment by: <ul style="list-style-type: none"> ○ Identifying priority standards, essential skills and knowledge, and tools and vocabulary for success ○ Identifying, collaborating, and understanding standards leading to and from grade level priority standards as well as identifying key knowledge and skills necessary for success. ○ Identify lessons within the curriculum that address priority standards, vocabulary, and prerequisites for next grade level as well as where to add to the curriculum to meet the vertical alignment standards/needs. ○ Create pacing guides that reflect intentional planning of priority standards and prerequisites. ● Parent Involvement: 100% of grade level teams will plan and conduct a math related parent involvement activity once a year to support student learning. <p>Accountable Leads: Curriculum Coaches, Grade-Level Chairs, School Administration</p>	<p>Weekly Kids Time meetings</p> <p>Weekly Ka’ala Academic Review Team (KART) meetings</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p> <p>Target: 80% typical growth on iReady Math Diagnostic</p> <p>35% stretch growth on iReady Math Diagnostic</p>	<p>3, 6, 12, 13, 14, 15</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● Student Success Plans: <ul style="list-style-type: none"> ○ 100% of teachers will review, reflect, and monitor typical and stretch growth after each diagnostic assessment individually through SSP conferences with assigned administrator ● Progress Monitoring: <ul style="list-style-type: none"> ○ 100% of teachers will utilize growth monitoring checks to monitor identified students between diagnostic assessments. ● Response to Intervention: <ul style="list-style-type: none"> ○ Establish a RTI program to support our most vulnerable students (Tier 3, EL and SPED) ○ 100% of teachers will participate in RTI professional development training. ○ School staff (Teachers and PTTs) provide small group instruction. ○ Create a schoolwide data tracker to track and monitor 100% of our students. ○ Personalized Instructional Guidance: Green students, 1 lesson; Yellow students, 2 lessons; and Red students, 3 lessons each week for reading and math. ● Ka’ala Academic Review Team (KART): <ul style="list-style-type: none"> ○ Will review personalized instruction data weekly to monitor student usage. ○ Develop a schoolwide data tracker to make data informed decisions to ensure our students are making adequate progress. ● 100% of students will receive explicit instruction in ELA and Math: <ul style="list-style-type: none"> ○ K-2 teachers will utilize daily instructional routines in ECRI and Heggarty. ○ 100 % of teachers (3 - 5) will receive professional development on the Bridge the Gap program to support identified students. 	<p>Student Success Plan Document (Google Classroom)</p> <p>iReady diagnostics and progress monitoring, and Strive HI Report.</p> <p>KART Meeting notes</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>
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One-Year Academic Plan SY 2024-2025

		<ul style="list-style-type: none">○ Teachers will utilize the iReady Math Program (tools for instruction, differentiation, reteach, or additional practice) to support identified students. <p>Accountable Leads: Student Services Coordinator, EL Coordinator, Special Education Grade Level Chair, School Administration</p>		
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<p>1.1.4.a - Special Education Students</p> <p>All Special Education Students will meet IDEA requirements and timelines and demonstrate academic progress as measured by quarterly progress reports.</p> <p>Target: 100% of IEPs will meet IDEA requirements.</p>	<p>3, 6, 12, 13</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● Special Education Collaboration Time: <ul style="list-style-type: none"> ○ 100% of special education teachers will monitor special education referral process requests and data, ensure all IEP students are provided FAPE and LRE, and monitor special education students' academic growth. ○ Special Education teachers will monitor student growth relative to meeting or exceeding grade level proficiency ● Special Education Referral Process: <ul style="list-style-type: none"> ○ KART will review, revise, refine, and/or create new systems for special education referrals and data tracking. ○ 100% of teachers and staff will use Panorama to create and track student success plans and data. ● Free Appropriate Public Education (FAPE): 100% of Individual Education Plans (IEPs) will met the standards for Free Appropriate Public Education (FAPE) by: <ul style="list-style-type: none"> ○ meeting state and federal mandated timelines ○ completing all IEP components and necessary assessments. ○ including current data in PLEP ○ aligning goals and objectives to needs found in the PLEP ○ ensuring the LRE reflects the most appropriate setting ○ holding Special Education Collaborative meetings to discuss timelines with care coordinators ● Least Restrictive Environment (LRE): 100% of students with IEPs will be placed in the LRE <ul style="list-style-type: none"> ○ Ensure continuous service options are available for students to meet LRE. ○ Explore creating a special education model that facilitates multi-year relationships with students and families. ● Individual Education Plans (IEPs): <ul style="list-style-type: none"> ○ Differentiated instruction during Tier 1 to provide all students access to grade level curriculum ○ Personalized Instruction (iReady) 		<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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		<ul style="list-style-type: none"> ■ Personalized Instructional Guidance: Green students, 1 lesson; Yellow students, 2 lessons; and Red students, 3 lessons each week for reading and math. ■ Growth Monitoring Checks once a month (Math and/or Ready, per IEP Goals) ■ Progress Monitoring and data collection for IEP goals. ○ Small group instruction from the special education teacher during intervention times. <p>Accountable Leads: Student Services Coordinator, Special Education Grade Level Chair, School Administration</p>		
<p>1.1.4.b - EL</p> <p>All English Learner students will make progress towards grade level proficiency as measured by WIDA ACCESS Scores</p> <p>A 3% increase in English Language Proficiency GTT from SY 22-23 55% proficiency.</p>	<p>3, 6, 14</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● Targeted EL students will have access to the Lexia and Imagine Learning programs to strengthen/develop speaking skills/proficiency. ● Ka’ala Academic Review Team will review data to ensure student progress using the following assessments: <ul style="list-style-type: none"> ○ iReady (beginning, mid, and end of year) ○ WIDA ○ Growth Monitoring Checks ○ SBA ● EL Coordinator/PTT provide “push in” and/or “pull out” model to support identified EL students ● EL Coordinator will utilize various data points (iReady, WIDA, Growth Monitoring Checks, SBA, Imagine Learning usage & benchmarks) to create support plans for identified ELL students. ● All English Learners will complete the WIDA <p>Accountable Leads: EL Coordinator</p>		<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>



<p>1.1.4.c - Economically Disadvantaged and/or students not performing at grade level</p> <p>All economically disadvantaged and/or students not performing at grade level will demonstrate continued academic growth as measured by</p> <p>Target: 80% typical growth on iReady Math Diagnostic</p> <p>35% stretch growth on iReady Math Diagnostic</p>	<p>3, 6, 15, 16</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● 100% of students will have access to education that promotes self directed learning through innovation, create, collaboration, and communication (IC3) inspiring students’ desire to learn and attend school. ● 100% of students will have access to medical and behavioral health services through Wahiawa Health Center. ● KES will provide identified students with the necessary school supplies. ● PCNC will continue to seek partnerships with community agencies (Food Bank, Churches, Military Partners) for the betterment of our students and their families. ● Identified students will have the opportunity to participate in afterschool tutoring for academic support. <p>Accountable Leads: EL Coordinator, Curriculum Coaches, PCNC</p>		<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>9</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● Teachers and support staff will provide transition information inclusive of academic, attendance, and behavior for identified students to ensure an informed transition to middle school ● 100% of 5th grade students will be supported in their transition to middle school by: <ul style="list-style-type: none"> ○ the opportunity to visit Wahiawa Middle School. ○ the opportunity to complete their registration cards (elective and core classes) to prepare them to transition to middle school. <p>Accountable Leads: 5th Grade Teachers, Counselors, SPED, EL Cord and Office Clerk (Edith)</p>		<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>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?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>7, 8, 9, 10, 11, 16</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● School Staff will establish positive student relationships to increase a sense of belonging. <ul style="list-style-type: none"> ○ Ohana Time - every student on campus will be matched with an adult on campus. The groups will meet monthly to engage in activities, conversations, and relationship building. ● Bimonthly Attendance Meetings: Triage model to identify the root cause of why students are not coming to school and develop Student Intervention Plan to support students and families with attendance. ● Teachers will utilize the school-selected SEL program. ● PCNC will continue to host family events to strengthen students, families, and community sense of belonging. <p>Accountable Leads: Grade Level Teachers, PCNC, and Counselors (M. Toyooka & L. Kim)</p>	<p>Measured by Strive Hi, Panorama, and Bimonthly Attendance Meetings.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>



<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>8, 9, 11</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● Implement a consistent school-wide behavior system and expectations to promote positive behaviors at school <ul style="list-style-type: none"> ○ Redevelop a schoolwide expectations matrix and implement a Positive Behavior Intervention System (Jr. Mules, Perfect Attendance, Monthly Character traits) ○ Teachers will utilize the Panorama Behavior System to document, monitor, and track the number of behavior infractions (Minor/Major) offenses ○ KART team members and teachers will analyze behavior data and school climate surveys to identify action items for school improvement. ○ Teachers will use the Panorama platform to communicate students’ needs and concerns with the Ka’ala counseling team. <p>Accountable Leads: Counselors and Admin.</p>	<p>Panorama School Safety Survey</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ 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>8</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● Provide training on Nā Hopena A’o Framework ● All students will have opportunities to experience learning that aligns with Nā Hopena A’o (BREATH), including but not limited to: <ul style="list-style-type: none"> ○ Field Trips ○ Guest Speakers ○ Agriculture ○ Research Projects ○ Partnerships with Community <p>Accountable Leads: Counselors and Admin.</p>	<p>Strive HI Panorama Student SEL Survey</p> <p>KART Meeting Notes</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>



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

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>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>
<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>9</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> Establish a team to develop a shared vision for the Tech Innovation Center. Provide training for teachers to learn and understand the Engineering Design Process and Ka'ala's expectations for the Engineering Design Process in classrooms. The Innovation Specialist will be the point of contact for the Engineering Design Process implementation throughout the school. Increase opportunities for students to engage in hands-on activities through the Engineering Design Process. Purchase the necessary equipment/supplies to foster IC3 KES will hold an annual Career Day to introduce students to various career options. <p>Accountable Leads: KART Team, Counselors, and Innovation Specialist</p>	<p>Semester 1- SY 24-25</p> <p>Semester 1 - SY 24-25</p> <p>Quarterly</p> <p>Semesterly</p> <p>Yearly</p> <p>Teacher Engineering Design Process Unit Plans</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>



PRIORITY



Priority 3

Effective and Efficient Operations At All Levels

PRIORITY 3

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

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i></p> <p>and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.</p>
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<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>16</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● School Community Council <ul style="list-style-type: none"> ○ Encourage and facilitate increased participation and input by parents, students, community members, and the school staff in KES affairs through monthly SCC meetings. <p>Accountable Leads: School Administration and PCNC</p>	<p>SCC agenda and minutes documented on the school website.</p> <p>Title 1 - Funded Family Engagement Activity (Flyer, Agenda, Evaluations, Presentations, and or Pictures).</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i></p> <p>and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>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>
<p>To increase parent-engagement and strengthen</p>	<p>16</p>	<p>Enabling Activities:</p> <ul style="list-style-type: none"> ● Family and Community Engagement: <ul style="list-style-type: none"> ○ PCNC will continue to coordinate family involvement activities. 	<p>Grade-level activities Newsletters</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$</p>



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<p>(WASC recommendation)</p>		<ul style="list-style-type: none"> ○ Grade level teams will plan and conduct parent involvement activities once a semester to support learning involving curricular topics. ○ Communication will be provided to families through: <ul style="list-style-type: none"> ■ Website ■ Newsletters ■ Assemblies ■ School hosted meetings ■ School Community Council (SCC) ○ The administration team will establish community partnerships to support the vision and mission of KES. <p>Accountable Leads: School Administration and PCNC</p>	<p>SCC minutes</p> <p>PCNC Community Activities</p>	<p>Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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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 Ka’ala 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)	1480
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, Kaala Elementary School submitted a request for three waiver days: 2 for new Reading curriculum training and 1 for Blueline Solutions training.

Bell Schedule:

2023-24 Revised Bell Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50- 8:00	Attendance	Attendance	Attendance	Attendance	Attendance
8:00- 9:00	ELA <ul style="list-style-type: none"> • K-2 Heggerty & ECRI • 3-5 Bridge the Gap 	ELA <ul style="list-style-type: none"> • K-2 Heggerty & ECRI • 3-5 Bridge the Gap 	8:00-8:30 Character Ed	ELA <ul style="list-style-type: none"> • K-2 Heggerty & ECRI • 3-5 Bridge the Gap 	ELA <ul style="list-style-type: none"> • K-2 Heggerty & ECRI • 3-5 Bridge the Gap
9:00- 9:45	Reading Interventions (SGI)	Reading Interventions (SGI)	8:30-9:45 ELA <ul style="list-style-type: none"> • K-2 Heggerty & ECRI 	Reading Interventions (SGI)	Reading Interventions (SGI)



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			<ul style="list-style-type: none"> 3-5 Bridge the Gap <p>Reading Interventions (SGI)</p>		
9:45- 10:00	Recess	Recess	Recess	Recess	Recess
10:00-10:45	Writing	Writing	ABC Office Hours/CAs	Writing	Writing
10:45-12:15	Lunch & Math	Lunch & Math	Lunch & Math	Lunch & Math	Lunch & Math
12:15-1:00	Math Interventions (SGI)	Math Interventions (SGI)	----- Math Interventions (SGI)	Math Interventions (SGI)	Math Interventions (SGI)
1:00- 1:15	Recess	Recess		Recess	Recess
1:15- 2:05	Content Areas	Content Areas		ABC Office Hours/CAs	SpEd Collab

1st Lunch

K 10:40-11:10
 1 10:45-11:15
 2 10:50-11:20

2nd Lunch

3 11:30-12:00
 4 11:35-12:05
 5 11:40-12:10

Weekly Collaboration:

Mon/Tues/Thurs/Fri 12:30-2:05
 Wed 8:30-10:00 & 11:30-1:00

ABC Office Hours:

Wed 10:00-10:45
 Thurs 1:15-2:05