




**Ka'a'awa  
Ocean Warriors**

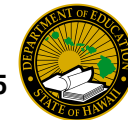
# Ka'a'awa Elementary Academic Plan SY 2024-2025

51-296 Kamehameha Hwy Ka'a'awa, HI 96730  
(808) 305-6650  
<https://www.kaaawaschool.k12.hi.us/>

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

Submitted by Principal Jennifer Luke-Payne	
	

Approved by Interim Complex Area Superintendent Matt Ho	
	



### 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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K-6/ELA K-5 Math	Success For All	Stepping Stones		

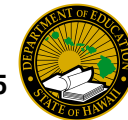
### SCREENING ASSESSMENTS

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
Grades K-6 English	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 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: 2018, Next Full Self-Study: 2024

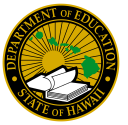
**Please identify critical student learning needs and the contributing cause(s) why these needs have been prioritized.**

*“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 contributing cause(s) for ease of cross-referencing.*

**Problem-Solving Cycle Evidence: [WASC 2024](#) (You will need to ask for access)**

<b>1</b>	<p><b><u>Student Need:</u></b> Some students are not proficient in some or all core academic areas.</p> <p><b><u>Contributing cause(s):</u></b> Some of the non proficiency is due to the fallout of COVID, some from homeschooling, and other students came in from other schools.</p>
<b>2</b>	<p><b><u>Student Need:</u></b> Students lack emotional coping skills and or maturity.</p> <p><b><u>Contributing cause(s):</u></b> COVID caused a lack of exposure for students. They didn’t get the exposure they needed to give them coping skills and to build maturity.</p>
<b>3</b>	<p><b><u>Student Need:</u></b> Students have lost touch with the culture, history, land and community we live in.</p> <p><b><u>Contributing cause(s):</u></b> The overthrow of the Hawaiian Kingdom has caused a lot of social emotional damage to multiple generations. In addition, the COVID shutdown had exacerbated that trauma to a whole new level by cutting off students from the community.</p>



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

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

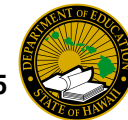
1	<p><b><u>Targeted Subgroup:</u></b> Reduce and Free Lunch students gaps in learning</p> <p><b><u>Identified Student Need(s):</u></b> Students enter school with no preschool and little to no educational support at home.</p>
2	<p><b><u>Targeted Subgroup:</u></b></p> <p><b><u>Identified Student Need(s):</u></b></p>
3	<p><b><u>Targeted Subgroup:</u></b></p> <p><b><u>Identified Student Need(s):</u></b></p>



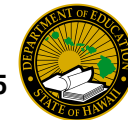
## Priority 1 High-Quality Learning For All

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

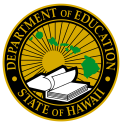
<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	State of Hawai'i Act 210	All kindergarten students are assessed for social, emotional, and academic readiness.  Principal Academic Coach Kindergarten Teacher	<ul style="list-style-type: none"> <li>• KEA assessment data (LEI Kūlia)</li> </ul>	No additional cost



<p><b>Reading Proficiency</b></p> <p>1.1.2. All students read proficiently by the end of <u>third grade</u>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Some students are not proficient in some or all core academic areas.</p>	<p>Continue to implement, and review academic RtI Tier 1 and 2. Continue to refine and implement whole school RtI system and review, that include:</p> <ul style="list-style-type: none"> <li>■ peer walkthrough and feedback,</li> <li>■ Small group instruction</li> <li>■ articulation meetings,</li> <li>■ set collaboration time for whole school PLC to review whole school and grade level data,</li> <li>■ data driven Professional Development,</li> <li>■ tutors to decrease gap areas,</li> <li>■ Leadership Binders for each student (4DX student voice in RtI),</li> <li>■ Focus on math and writing strategies to improve student proficiency.</li> </ul> <p>Principal Faculty and Staff</p>	<ul style="list-style-type: none"> <li>● Articulation data</li> <li>● Agenda &amp; meeting notes</li> <li>● Universal screener</li> <li>● Daily work data</li> <li>● Teacher input</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF; \$79,900</li> <li><input checked="" type="checkbox"/> Title I, \$10,000</li> <li><input checked="" type="checkbox"/> ESSER, \$32,132</li> </ul>
--	---	--	---	---

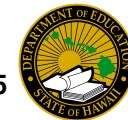


<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of <u>5th grade</u>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Some students are not proficient in some or all core academic areas.</p>	<p>Continue to implement, and review academic RtI Tier 1 and 2. Continue to refine and implement whole school RtI system and review, that include:</p> <ul style="list-style-type: none"> <li>■ peer walkthrough and feedback,</li> <li>■ Small group instruction</li> <li>■ data team meetings,</li> <li>■ set collaboration time for whole school PLC to review whole school and grade level data,</li> <li>■ data driven Professional Development,</li> <li>■ tutors to decrease gap areas,</li> <li>■ Leadership Binders for each student (4DX student voice in RtI),</li> <li>■ Focus on math and writing strategies to improve student proficiency.</li> </ul> <p>Principal Faculty and Staff</p>	<ul style="list-style-type: none"> <li>● Articulation data</li> <li>● Agenda &amp; meeting notes</li> <li>● Universal screener</li> <li>● Daily work data</li> <li>● Teacher input</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF; \$79,900</li> <li><input checked="" type="checkbox"/> Title I, \$10,000</li> <li><input checked="" type="checkbox"/> ESSER, \$32,132</li> </ul>
--	---	---	---	---

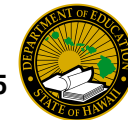


<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Some students are not proficient in some or all core academic areas.</p>	<p>Continue to implement, and review academic RtI Tier 1 and 2. Continue to refine and implement whole school RtI system and review, that include:</p> <ul style="list-style-type: none"> <li>■ peer walkthrough and feedback,</li> <li>■ Small group instruction</li> <li>■ data team meetings,</li> <li>■ set collaboration time for whole school PLC to review whole school and grade level data,</li> <li>■ data driven Professional Development,</li> <li>■ tutors to decrease gap areas,</li> <li>■ Leadership Binders for each student (4DX student voice in RtI),</li> <li>■ Focus on math and writing strategies to improve student proficiency.</li> </ul> <p>Principal Faculty and Staff</p>	<ul style="list-style-type: none"> <li>● Articulation data</li> <li>● Agenda &amp; meeting notes</li> <li>● Universal screener</li> <li>● Daily work data</li> <li>● Teacher input</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF; \$79,900</li> <li><input checked="" type="checkbox"/> Title I, \$10,000</li> <li><input checked="" type="checkbox"/> ESSER, \$32,132</li> </ul>
--	---	---	---	---

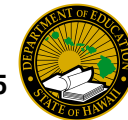




<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>	<p>There is a need for clear transitions between and across schools.</p>	<p>Every new faculty and staff member will receive the 7 Habits training. All students receive 7 habits focused instructions on the first two weeks at the start of the new school year.</p> <ul style="list-style-type: none"> <li>● Faculty, staff, and or students to do one or more explicit instruction SEL lessons a week.</li> <li>● To help staff support each other, do ticklers and boost lessons to keep the end in mind. Also, to synergize on ways to increase student voice.</li> <li>● All events are run by students (except Aloha Ceremony) and every student has a Leadership Binder to keep personal/academic WIGs and track their progress.</li> <li>● Community/family activity to help them better understand LIM and to give more opportunity for students to share their voices outside of the normal</li> </ul>	<ul style="list-style-type: none"> <li>● 7 Habits PD for new staff</li> <li>● agenda</li> <li>● meeting notes</li> <li>● student surveys are within the green zone for panorama and MRA show positive results</li> <li>● teacher schedules show regularly planned SEL lessons</li> <li>● students have a working and well-used Leadership Binder</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF \$ 10,000</li> <li><input checked="" type="checkbox"/> ESSER LIM \$5,000</li> <li><input checked="" type="checkbox"/> Title 1 PCNC \$16,500</li> </ul>
---	--	--	---	---

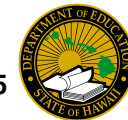


		school personnel.  Principal Faculty and Staff		
--	--	---	--	--

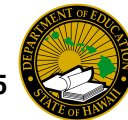


★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

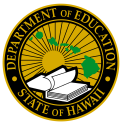
<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>More students lack emotional coping skills and maturity to deal with the stress that life brings compared to pre-pandemic emotional states.</p>	<p>Every new faculty and staff member will receive the 7 Habits training. All students receive 7 habits focused instructions on the first two weeks at the start of the new school year,</p> <ul style="list-style-type: none"> <li>• Faculty, staff, and or students to do one or more explicit instruction SEL lessons a week (LIM, Getting Along Together, Po`hai),</li> <li>• To help staff support each other, do ticklers and boost lessons to keep the end in mind. Also, to synergize on ways to increase student voice,</li> <li>• All events are run by</li> </ul>	<ul style="list-style-type: none"> <li>• 7 Habits PD for new staff,</li> <li>• agenda</li> <li>• meeting notes</li> <li>• student surveys are within the green zone for panorama and MRA show positive results</li> <li>• teacher schedules show regularly planned SEL lessons</li> <li>• students have a working and well-used Leadership Binder</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF \$ 10,000</li> <li><input checked="" type="checkbox"/> ESSER LIM \$5,000</li> <li><input checked="" type="checkbox"/> Title 1 PCNC \$16,500</li> </ul>



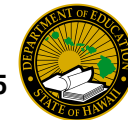
		<p>students (except for Aloha Ceremony) and every student has a Leadership Binder to keep personal/academic WIGs and track their progress,</p> <ul style="list-style-type: none"> <li>● Community/family activity to help them better understand LIM and to give more opportunity for students to share their voices outside of the normal school personnel. And to give families support to have their children attend school regularly.</li> </ul> <p>Principal Faculty and Staff</p>		
--	--	---	--	--



<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Students lack emotional coping skills and or maturity.</p>	<p>Every new faculty and staff member will receive the 7 Habits training. All students receive 7 habits focused instructions on the first two weeks at the start of the new school year.</p> <ul style="list-style-type: none"> <li>● Faculty, staff, and or students to do one or more explicit instruction SEL lessons a week,</li> <li>● To help staff support each other, do ticklers and boost lessons to keep the end in mind. Also, to synergize on ways to increase student voice,</li> <li>● All events are run by students (except Aloha Ceremony) and every student has a Leadership Binder to keep personal/academic WIGs and track their progress,</li> <li>● Community/family activity to help them better understand LIM and to give more opportunity for students to share their voices outside of the normal</li> </ul>	<ul style="list-style-type: none"> <li>● 7 Habits PD for new staff,</li> <li>● agenda</li> <li>● meeting notes</li> <li>● student surveys are within the green zone for panorama and MRA show positive results</li> <li>● teacher schedules show regularly planned SEL lessons</li> <li>● students have a working and well-used Leadership Binder</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF \$ 10,000</li> <li><input checked="" type="checkbox"/> ESSER LIM \$5,000</li> <li><input checked="" type="checkbox"/> Title 1 PCNC \$16,500</li> </ul>
--	---	--	--	---

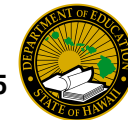


		<p>school personnel. And to give families support to have their children attend school regularly.</p> <p>Principal Faculty and Staff</p>		
<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>Students have lost touch with the culture, history, and land we live in.</p>	<p>Students, faculty, and staff build Nā Hopena A’o in the LIM. Morning assemblies, school events, and classrooms should reference Nā Hopena A’o principals regularly.</p> <p>Principal Student Council Faculty Staff</p>	<p>Observation Agendas/Notes</p>	<p><input checked="" type="checkbox"/> WSF, \$ 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> <i>"What do we plan to accomplish?"</i>	<b>Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Students have lost touch with the culture, history, and land we live in.</p> <p>CA Plan: There is a need for clear transitions of complex area processes</p>	<p>Work with community organizations to increase student exposure to extend their understanding of the ahupua`a (Mauka to Makai) that we live in and by and what resources, occupations, and community needs that surround us. All of these experiences will increase students' sense of place.</p> <ul style="list-style-type: none"> <li>● PCNC to plan and implement ohana engagement activities that promote family partnerships and increase students' sense of place.</li> </ul>	<ul style="list-style-type: none"> <li>● Agendas</li> <li>● sign-in sheets</li> <li>● assemblies</li> <li>● flyers</li> <li>● observable student voice in all whole school activities.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$ 5,000</li> <li><input checked="" type="checkbox"/> Title I, \$ 10,000</li> <li><input checked="" type="checkbox"/> Title IV-A, \$ 25,000</li> </ul>



		Principal PCNC Faculty and Staff		
<p><b>K-12 Alignment</b></p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>There is an absence of a developed and implemented K-12 academic and vision alignment in the Kahuku Complex.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> <li>● Kahuku Graduate Portrait <ul style="list-style-type: none"> <li>■ Productive Communicator</li> <li>■ Critical Thinker</li> <li>■ Intentional Collaborator</li> <li>■ Civic and Cultural Responder</li> <li>■ Socially and Emotionally Adaptive</li> </ul> </li> </ul> <p>Principals develop agreements on the graduate profile/portrait in their respective complex principal meetings.</p> <p>Leads: Principals</p>	<p>Castle Complex schools will identify common and specific activities at each level to support the graduate profile by Summer 2025</p>	<p>No additional cost</p>

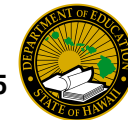




## Priority 2 High-Quality Educator Workforce In All Schools

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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>The whole school focuses on student needs, teacher skill building, and best practices so students show growth academically.</p>	<p>Students are not proficient in some or all core academic areas.</p>	<p>Continue to implement, and review academic RtI Tier 1 and 2. Continue to refine and implement whole school RtI system and review, that include:</p> <ul style="list-style-type: none"> <li>■ peer walkthrough and feedback,</li> <li>■ Small group instruction,</li> <li>■ data team meetings,</li> <li>■ set collaboration time for whole school PLC to</li> </ul>	<ul style="list-style-type: none"> <li>● Articulation data</li> <li>● Agenda &amp; meeting notes</li> <li>● Universal screener</li> <li>● Daily work data</li> <li>● Teacher input</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF; \$79,900</li> <li><input checked="" type="checkbox"/> Title I, \$10,000</li> <li><input checked="" type="checkbox"/> ESSER, \$32,132</li> </ul>



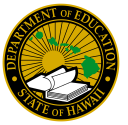
		<p>review whole school and grade level data,</p> <ul style="list-style-type: none"> <li>■ data driven Professional Development,</li> <li>■ tutors to decrease gap areas,</li> <li>■ Leadership Binders for each student (4DX student voice in RtI),</li> <li>■ Focus on math and writing strategies to improve student proficiency.</li> </ul> <p>Principal Faculty and Staff</p>		
--	--	---	--	--



## Priority 3 Effective and Efficient Operations At All Levels

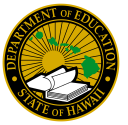
★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	There is a need for K-12 alignment of community partnerships	SCC will meet once a quarter, agenda and meeting notes to be posted on the school website.  Principal SCC Chair	School Website Meeting Agenda and Notes	No additional cost



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
Kaaawa Elementary School to connect with community stakeholders, kupuna, and community members to increase our students' sense of place and an understanding of who we are. And, to better utilize our resources by working with Waiahole Elementary to create a Mauka to Makai school system.	Students have lost touch with the culture, history, and land we live in.	Work with community organizations to increase student exposure to extend their understanding of the ahupua`a (Mauka to Makai) that we live in and by and what resources, occupations, and community needs that surround us. All of these experiences will increase students' sense of place, <ul style="list-style-type: none"> <li>● PCNC to plan and implement ohana engagement activities that promote family partnerships and increase students' sense</li> </ul>	<ul style="list-style-type: none"> <li>● Agendas</li> <li>● sign-in sheets</li> <li>● assemblies</li> <li>● flyers</li> <li>● observable student voice in all whole school activities.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$10,000</li> <li><input checked="" type="checkbox"/> Title I, \$16,500</li> <li><input checked="" type="checkbox"/> Title IV-A, \$25,000</li> </ul>



		of place.		
		Principal		
		PCNC		
		Faculty and Staff		

**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'a'awa Elementary'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](#).

<b>Total student instructional hours per year</b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1089
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Yes, 5 waiver days and 2 consecutive parent-teacher conference days
<b>Bell Schedule:</b> <a href="#">Ka`a`awa Elementary School bell schedule</a>	