



King Kamehameha III Elementary School Academic Plan SY 2024-2025

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

Submitted by Principal Ian Haskins	
<i>Ian Haskins</i>	4/15/2024

Approved by Complex Area Superintendent Dr. Rebecca Winkie	
<i>Rebecca Winkie</i>	04/15/2024



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
Pre-K	Creative Curriculum	Creative Curriculum	Creative Curriculum	Creative Curriculum
Kindergarten - Grade 2	WONDERS 2020	Ready Math	Amplify Science	
Grade 3-4	WONDERS 2020	Ready Math	Amplify Science	
Grade 5	WONDERS 2020	Ready Math	Amplify Science	
FSC	WONDERS/WONDERWORKS	Supplemental Materials, or Modified Eureka 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
K	iReady ▾	iReady ▾
K-5	iReady ▾	iReady ▾
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IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges ([WASC](#)) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2019-2020, Next Full Self-Study: *Not given yet due to Lahaina fire*
- 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	<p><u>Student Need:</u> Students need a seamless educational journey with consistent practices and learning that builds upon itself year after year.</p> <p><u>Root/Contributing cause(s):</u> 1A - Per WASC: Teachers, administrators, and support staff should continue the discussion on embedding the GLOs in the instructional process and explore ways to assess the GLOs so that students understand and can utilize them in real-life situations. 1B - Per WASC: As identified in the Self Study and discussed in Leadership Team and Focus Area meetings, the school administration and teaching staff should continue the discussion regarding instructional coherence across grade levels, which would also include a discussion of schoolwide rubrics. 1C - Per WASC: KKIII teachers, with assistance from school leaders, should continue to develop additional strategies to ensure the implementation of RTI agreements with fidelity.</p>
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2 **Student Need:**
Students need high quality instruction.....

Root/Contributing cause(s):

2A - Per WASC: The school should explore ways to ensure that all teachers are facilitating the effective use of technology.

2B - Per WASC: The school’s leadership, teachers, staff, and stakeholders should continue implement the cycle of inquiry process that began with the Self Study as standard resource to sharpen the school’s focus on student learning.

2C - All stakeholders should continue to reach out to the community for support in the visual and performing arts.

3 **Student Need:**
Increase proficiency levels on State assessments in the areas of ELA, Math, and Science

Root/Contributing cause(s):

3A - Test scores have grown past pre-pandemic levels (besides ELA) and will continue to increase as we continue to address student needs

3B - There is still a significant achievement gap between students on or above grade level and students one or two grade levels below.

3C - All teachers can support testing grade levels by preparing students for the vocabulary and rigor for exposure

	Language Arts			Math			Science		
Subgroup	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
All Students	51%	52%	45%	41%	41%	46%	39%	40%	44%



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>Targeted Subgroup: Disadvantaged Students</p> <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> • The percentage of chronically absent students who are disadvantaged students is 37% compared to all students which is 32% • The percentage of language arts proficiency of KKIII disadvantaged students is 21% compared to all students which is 45% • The percentage of math proficiency of KKIII disadvantaged students is 21% compared to all students which is 46% • The percentage of science proficiency of KKIII disadvantaged students is N/A compared to all students which is 44%
2	<p>Targeted Subgroup: Special Education Students</p> <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> • The percentage of chronically absent students who are Special Education students is 42% compared to all students which is 32% • The percentage of language arts proficiency of KKIII Special Education students is 16% compared to all students which is 45% • The percentage of math proficiency of KKIII Special Education students is 21% compared to all students which is 46% • The percentage of science proficiency of KKIII Special Education students is N/A compared to all students which is 44%
3	<p>Targeted Subgroup: Native Hawaiian Students</p> <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> • The percentage of chronically absent students who are Native Hawaiian is 23% compared to all students which is 32% • The percentage of language arts proficiency of KKIII Native Hawaiian students is 40% compared to all students which is 45% • The percentage of math proficiency of KKIII Native Hawaiian students is 40% compared to all students which is 46% • The percentage of science proficiency of KKIII Native Hawaiian students is N/A compared to all students which is 44%



Priority 1 High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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.	1A 1B	(1) All incoming Kindergarten students will be administered the Kindergarten Entry Assessment (KEA) within their first 30 days of school. (2) i-Ready Diagnostic assessments [Charlotte Patao, Renee Vachow, Ian Haskins]	KEA Assessment i-Ready Data	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1A 2A 2B 1C</p>	<p>(1) School based teams will engage in collegial conversations into a deeper analysis of student achievement data / evidence, where they will identify best practices and adjust instruction to meet the needs of all students.</p> <p>(2) Students will receive Response to Intervention (RTI) support in reading.</p> <p>(3) Teachers will implement small group instruction/RTI/Differentiation to improve student growth and reach students in Tier 1 and Tier 2.</p> <p>[Charlotte Patao, Ian Haskins]</p>	<p>SBA Data</p> <p>iReady Data</p> <p>PLC Agendas / Minutes</p> <p>Student Work Samples</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>
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One-Year Academic Plan SY 2024-2025

<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A 2A 2B 1C</p>	<p>(1) School based teams will engage in collegial conversations into a deeper analysis of student achievement data / evidence, where they will identify best practices and adjust instruction to meet the needs of all students.</p> <p>(2) Students will receive Response to Intervention (RTI) support in reading.</p> <p>(3) Small Group Instruction: 3 times weekly for math/reading. Instructional Coherence: Implement curriculum with fidelity. Differentiation: Tier 1, 2, and 3 Instruction/Intervention</p> <p>(4) Teachers in grades K - 5 will use the schoolwide common strategies to improve math procedural fluency, comprehension, and critical thinking skills. Number Talks will be implemented in the classroom to support math fluency and build proficiency.</p> <p>[Charlotte Patao, Ian Haskins]</p>	<p>SBA Data</p> <p>iReady Data</p> <p>PLC Agendas / Minutes</p> <p>Student Work Samples</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>
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One-Year Academic Plan SY 2024-2025

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A 1B 2A 2C</p>	<p>All students will be supported through equitable opportunities and interventions.</p> <p>All grade levels will:</p> <ul style="list-style-type: none"> • Adjust instructional strategies and / or materials based upon data and student needs • Utilize resources for instruction and learning beyond the manual/textbook/workbook such as the use of technology, library/media resources and programming, collaborative activities, and community resources • Use vertical alignment to ensure expectations and rigor are consistent for each grade level • Daily SEL lessons • Daily SEL lessons School Wide common language 	<p>SBA Data</p> <p>iReady Data</p> <p>PLC Agendas / Minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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One-Year Academic Plan SY 2024-2025

<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>All Students</p> <ul style="list-style-type: none"> ● Meet and Greet ● Parent/Teacher Conferences to communicate with families about students' progress towards meeting grade level expectations <p>Kindergarten Students</p> <ul style="list-style-type: none"> ● Kindergarten Orientation ● Kindergarten half-day starting transition schedule <p>Grade 5 Students</p> <ul style="list-style-type: none"> ● Lahaina Intermediate School (LIS) tour ● Exposed to LIS expectations, roles, clubs, activities ● Invitation to LIS parent nights <p>Special Education</p> <ul style="list-style-type: none"> ● Preschool transition meetings ● Intermediate school transition meetings <p>[Charlotte Patao, Renee Vachow, Ian Haskins]</p>	<p>PLC Agendas / Minutes</p> <p>Attendance Sheets</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<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>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>The school needs to decrease the chronic absenteeism rate (currently at 41%)</p> <p>School environment needs to be a positive and inviting space.</p>	<p>Administration</p> <ul style="list-style-type: none"> Support efforts to create a school climate that is welcoming and supportive of all students Review established school wide attendance procedures with all staff and ensure a common understanding of the attendance procedures Continue to meet and incentivize students who are close to or at the chronic absenteeism threshold Continue use of Attendance Team procedures. <p>Teachers</p> <ul style="list-style-type: none"> Support efforts to create a school climate that is welcoming and supportive of all students Communicate with the counselor after 5 absences. Continue working with the counselor and admin on all students. <p>Counselors:</p> <ul style="list-style-type: none"> Start tracking students who are absent more than 5 days. Complete home visit when appropriate and applicable 	<p>- Start of School year activities and events. - Family engagement activities - Attendance Team - Attendance records/logs</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input checked="" type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>



		<ul style="list-style-type: none"> • Work with social worker (i.e. home visit, attendance meetings) • Continue with student check-ins, mentoring, and counseling. • Follow state rules and systems pertaining to attendance. <p>[Lisa Kuramata, Lynda Shimodoi, Charlotte Patao, Renee Vachow, Ian Haskins,]</p>		
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Unclear and inconsistent grade level and school wide behavior expectations</p>	<p>Implement school-wide PBIS supports through:</p> <ul style="list-style-type: none"> • Daily SEL lessons • Schoolwide common language • Na Ali'i Pledge • Support from counselors in PLCs • Continued Star Student of the Month program • Continued use of Na Alii bucks Dollars/Store <p>[Lisa Kuramata, Lynda Shimodoi, Charlotte Patao, Renee Vachow, Ian Haskins,]</p>	<p>- HMTSS Committee Minutes/Agenda - Attendance Team - Attendance records/logs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<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>Enhances our already strong Hawaiian culture in Lahaina, Maui, to create a stronger sense of place</p>	<p>Implement school-wide Hā Framework through: Practice Core Beliefs:</p> <ul style="list-style-type: none"> • Core Beliefs: • Kuleana: a right, a responsibility • Kūpono: integrity, honesty, fair • Aloha: treat with love and respect • Mālama: to take care of <p>[Lisa Kuramata, Lynda Shimodoi, Charlotte Patao, Renee Vachow, Ian Haskins,]</p>	<p>- Staff meeting Minutes/Agenda</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$





★ 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>Students need to be exposed and engaged to career, community, and civic opportunities</p>	<p>Career Fair (new via Lahainaluna High School) Student voice opportunities</p> <p>[Lisa Kuramata, Lynda Shimodoi, Charlotte Patao, Renee Vachow, Ian Haskins,]</p>	<p>- Career fair Minutes/Agenda</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</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.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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>	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>
All teachers are provided with Effective Professional Development (PD)	1A 1B 1C 2A 2B	Professional Development will focus on: <ul style="list-style-type: none"> ● Curriculum ● New teacher mentoring ● Technology ● Other (Suicide awareness, Trauma Informed, differentiation strategies, PLC+) *Professional development local and/or out of state [Lisa Kuramata, Lynda Shimodoi, Charlotte Patao, Renee Vachow, Ian Haskins,]	PD Agendas	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

<p>Professional Learning Communities (PLCs) address the learning needs of the faculty and staff</p>	<p>1A 1B 1C 2A 2B 2C 3A 3B 3C</p>	<p>Grade level Articulation and PLCs will focus on:</p> <ul style="list-style-type: none"> ● Curriculum ● Content Knowledge ● Alignment ● Common Instructional Practices ● Behavior concerns and counseling needs ● Horizontal/Vertical alignment ● RTI <p>[Lisa Kuramata, Lynda Shimodoi, Charlotte Patao, Renee Vachow, Ian Haskins,]</p>	<p>- PLC agendas/notes - data sheets</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
<p>Instructional/academic leaders are provided with PD to improve capacity to lead others</p>	<p>Instructional/academic leaders need continuous skill development to assist others.</p>	<p>Professional Development for instructional leaders will focus on planning, implementing, and measuring high-quality professional coaching for staff success.</p> <p>*Professional development local and/or out of state</p>	<p>PD Agendas</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <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>	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>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>Improve communication and collaboration from school stakeholders</p>	<p>PNE School Community Council will:</p> <ul style="list-style-type: none"> ● Have representation from all role groups (Admin, Certificated, Classified, Student, Parent, Community). ● Meet no less than quarterly. ● Be presented and provide feedback on: <ul style="list-style-type: none"> ○ Financial Plan ○ Academic Plan ○ Waiver Request <p>[Ian Haskins, Charlotte Patao]</p>	<p>- SCC Agendas - SCC Sign-ins - SCC Principal survey</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



★ 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>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	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>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Increase parent/family engagement opportunities and participation	The school needs to continue to engage with and invite families and the community.	Families and community members participate in: <ul style="list-style-type: none"> ● Open House / Meet & Greet ● Parent-Teacher Conferences ● Family engagement nights/events ● Hoike ● SCC Meetings ● PTA [Ian Haskins, PTO, Aloha Club]	- Family Engagement Agendas - SCC Agendas - Attendee Event Sign-in - Parent surveys and results	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>	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>
Promote continuous improvement and ongoing student success through the monitoring of school data.	1A 2A 1B 2B	The Leadership Team, program leaders and staff will use multiple data sources to monitor and measure the effectiveness of school programs, initiatives and curricula across and within grade levels to ensure they are effective and leading to student success. [Leadership Team, Teachers]	RTI Data Sheets PLC Agendas GLL Agendas	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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 Princess Nāhi'ena'ena 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)

1236

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

Yes, 4 days were requested in addition to the Complex Waiver days. They were requested to enhance professional development, articulation, and community engagement.

Bell Schedule:

School Starts (Bell Rings)	7:45
Instruction Begins	8:00
Morning Recess (K-2)	9:30 - 9:45
Morning Recess (3-5)	10:00 -10:15
Lunch (K - 2)	11:00 - 11:30
Lunch Recess (K-2)	11:30 - 11:45



Lunch (3-5)	11:45-12:15
Lunch Recess (3-5)	12:15-12:30
School Ends	2:00 *Wednesday 1:15