

Hokulani Elementary School

Academic Plan

SY 2024-2025



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www.hokulani-elementary.com

Submitted by Principal: Ervin Pasalo		Approved by Complex Area Superintendent: Linell Dilwith	
	03/25/2024		4/5/24

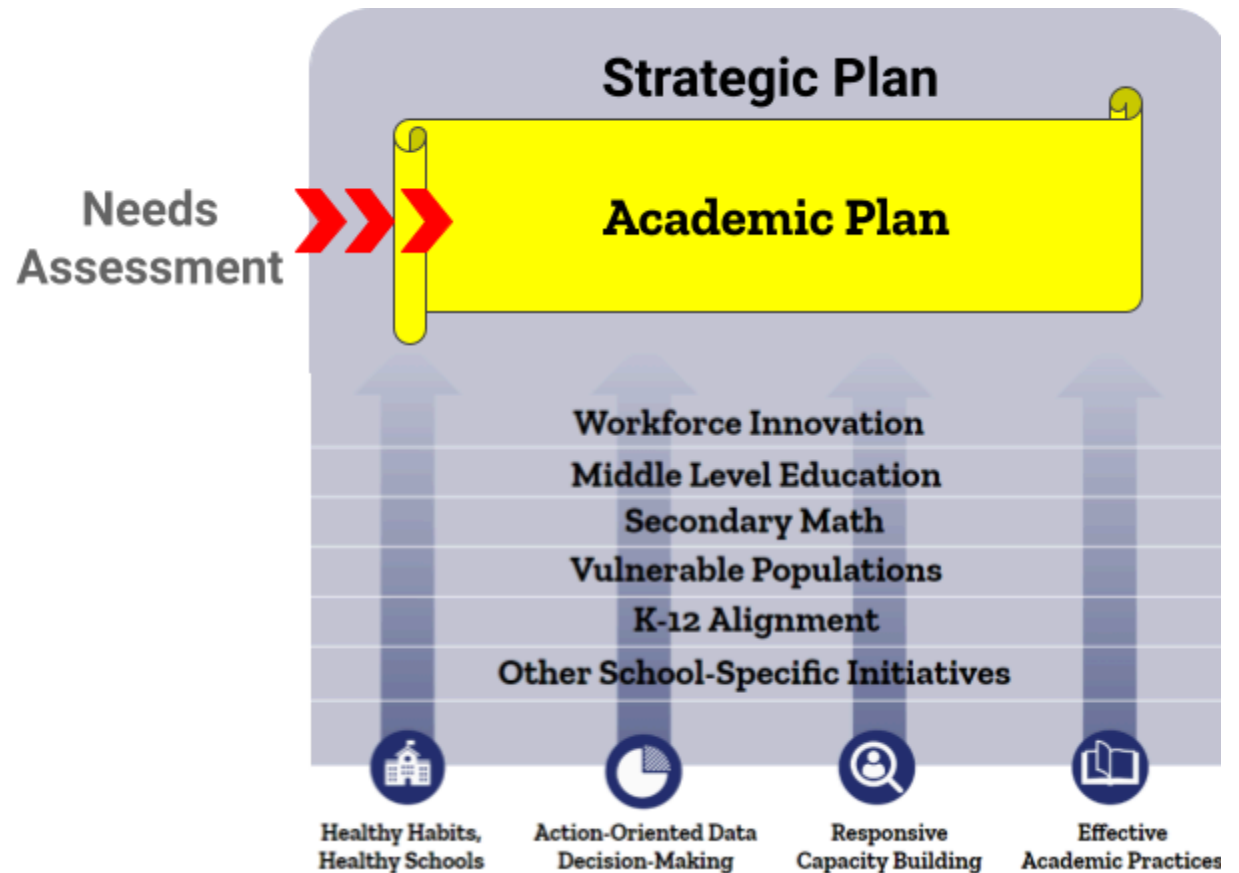
PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

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



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive standards-based instructional program(s) used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.*

Please identify the comprehensive standards-based 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 <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i>	Social Studies <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i>
Grade K	Wonders Heggerty	Ready Math		
Grade 1	Wonders Heggerty	Ready Math		
Grade 2	Wonders	Ready Math		
Grade 3	Wonders	Ready Math		
Grade 4	Wonders	Ready Math		
Grade 5	Wonders	Ready Math		

SCREENING ASSESSMENTS

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable.
Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.

English Language Arts	Mathematics
Grade Level: Kindergarten iReady	Grade Level: Kindergarten iReady
Grade Level: Grade 1 iReady	Grade Level: Grade 1 iReady
Grade Level: Grade 2 iReady	Grade Level: Grade 2 iReady
Grade Level: Grade 3 iReady	Grade Level: Grade 3 iReady
Grade Level: Grade 4 iReady	Grade Level: Grade 4 iReady
Grade Level: Grade 5 iReady	Grade Level: Grade 5 iReady

IDENTIFIED SCHOOL NEEDS (You will reference specific school needs throughout the plan)

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and rationale/root 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) Critical Areas
Last Full Self-Study: 2024; Next Full Self-Study: 2030
- Other

Identify critical student learning needs and provide a rationale/root 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?"

Duplicate "Student Need" text, including "Rationale/Root cause(s)" as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.

1 **Student Need:** Increase student achievement in Math.. (show data)

Rationale/Root cause(s):

SY 2022-23 Achievement Gap (Strive HI)

SBA Subject Area	Non-High Needs	High Needs	Achievement Gap
ELA	80%	73%	7.3%
MATH	88%	62%	26%

SY 2022-23 SBA Subgroup Proficiency

SBA Subject Area	SpEd	Low SES	EL
ELA	17%	76%	76%
MATH	33%	64%	58%

1A Large Achievement Gap in Math

2 **Student Need:** Increase student achievement in Science

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Rationale/Root cause(s):

	SY 17-18	SY 18-19	SY 20-21	SY 21-22	SY 22-23
Science Scores	73%	83%	74%	76%	73%

2A Student achievement scores have been decreasing over the years.

3 **Student Need:** Increase classroom engagement from our student perception data.

Student Perception Data	Percent Favorable		
Category	Fall 2021	Fall 2022	Fall 2023
Classroom Climate	83%	83%	83%
Classroom Engagement	71%	70%	71%
Classroom Rigorous Expectations	83%	82%	83%
Classroom Teacher-Student Relationships	85%	83%	85%
Pedagogical Effectiveness	87%	85%	87%

Rationale/Root cause(s):

3A We scored the lowest in Classroom Engagement on the Student Perception Survey. Teachers need new and innovative ways to increase student engagement.

*Enter your detailed data here. This data should connect to your desired outcomes and enabling activities in the plan.

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

Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.

1

Targeted Subgroup: English Learners

Identified Student Need(s): Increase student exits using ACCESS testing and increase student proficiency rates

SY 22-23 WIDA/Access Overall # of students in each level

Grade	PL1	PL2	PL3	PL4	PL5	PL6
1st	5	0	2	0	0	0
2nd	0	1	3	0	0	0
3rd	1	1	1	2	0	0
4th	0	0	1	2	0	0
5th	0	0	1	2	2	0

2

Targeted Subgroup: Low SES

Identified Student Need(s): Increase ELA and Math proficiency scores to close the achievement gap.

SY 2022-23 SBA Subgroup Proficiency

SBA Subject Area	SpEd	Low SES	EL
ELA	17%	76%	76%
MATH	33%	64%	58%

3

Targeted Subgroup: SPED

Identified Student Need(s): Increase ELA and Math proficiency scores to close the achievement gap.

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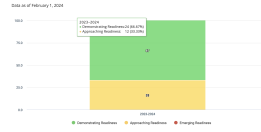
SY 2022-23 SBA Subgroup Proficiency

SBA Subject Area	SpEd	Low SES	EL
ELA	17%	76%	76%
MATH	33%	64%	58%



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>	Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current school data and set target	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> Please estimate the additional amount needed to execute the enabling activity.
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	100% of incoming Kindergarteners assessed using the KEA.	<p>Early literacy instruction through consistent implementation of OG will be provided for all students. (Principal)</p> <p>Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning.</p> <ul style="list-style-type: none"> • Heggerty 3x/week • Small group instruction • Differentiated materials <p>(Kindergarten Teachers)</p>	<p>From the Strat plan:</p> <p>-Percent of kindergarteners who are assessed for kindergarten readiness.</p> <p>-Percent of kindergarten students assessed as not ready who receive additional personalized support.</p> <p>67% are demonstrating readiness and 33% are approaching readiness.</p> 	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$

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			-Heggerty progress checks -iReady diagnostics	
<p>Reading Proficiency 1.1.2. All students read proficiently by the <u>end of third grade</u>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>The average for the past 3 years of Hokulani third graders reading on grade level was 95%. The school will show 100% growth in ELA using the iReady Diagnostic.</p> <p>76% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (Principal)</p> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</p> <ul style="list-style-type: none"> Weekly PLC meetings with the CC. Agendas and minutes taken. Heggerty implemented in grades K-1 and OG from K-2 <p>(Curriculum Coordinator)</p> <p>EL strategies will be implemented in all classrooms. (Principal)</p> <p>Students performing 2 grade-levels or below will receive Tier 3 instruction from our Reading Specialist. (Principal)</p>	<p><i>From the Strat plan:</i> <i>-Percent of third-graders demonstrating grade-level proficiency in reading.</i></p> <p><i>-Percent of students who are not proficient in reading by the end of third grade who receive additional personalized support.</i></p> <p>Based on MOY iReady diagnostic for SY 23-24 84% of the 3rd graders are reading at grade level. 16% are reading at below grade level.</p> <p>Reading specialist support given for students based on iReady results and teacher input.</p> <p>iReady diagnostic tests</p> <p>iReady growth reports</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>

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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the <u>end of fifth grade</u>, and those who are not proficient receive the necessary and timely support to become proficient.</p>	<p>80% of our students are proficient in math. However, there is a 26% achievement gap between our non-high needs and high needs students. By the end of the year, the achievement gap will decrease by 10%.</p> <p>The school will show 100% growth in math in iReady.</p>	<p>Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. (Principal)</p> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special subgroups.</p> <ul style="list-style-type: none"> Weekly PLC meetings with the CC. Agendas and minutes taken. <p>(Curriculum Coordinator)</p> <p>Students performing 2 grade-levels or below will receive Tier 3 instruction from our Math Specialist. (Principal)</p>	<p><i>From the Strat plan:</i> <i>-Percent of eighth-graders demonstrating grade-level proficiency in mathematics.</i></p> <p><i>-Percent of students who are not proficient in mathematics by the end of fifth grade who receive additional personalized Support.</i></p> <p>76% of the 5th graders are on grade level and above for math. 24% of the students are one grade level below. iReady diagnostic, comprehension checks and personalized instruction are given.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ 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>There is a 7.3% achievement gap between our non-high needs and high needs students in ELA.</p> <p>There is a 26% achievement gap between our non-high needs and high needs students for math.</p>	<p>Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. (Principal)</p> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</p> <ul style="list-style-type: none"> Weekly PLC meetings with the CC. Agendas and minutes taken. <p>(Curriculum Coordinator)</p>	<p>From Strat Plan: <i>-Language arts proficiency</i> <i>-Mathematics proficiency</i> <i>-Science proficiency</i> <i>-Growth in academic proficiency</i> <i>-Regular attendance</i> <i>-On-time high school graduation</i> <i>-Extended high school completion</i> <i>-Percent of English Learners who are meeting or on track to meet English language proficiency.</i></p> <p>Progress monitoring will be done using the iReady Diagnostic and SBA Proficiency Scores.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>
<p>1.1.5. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school.</p>	<p>95% of incoming kindergarten students participate in our summer testing and information day.</p> <p>95% of our Grade 5 students participate in a middle school site visit.</p>	<p>Incoming kindergarten students will participate in a summer testing and information day. (Kindergarten Teachers)</p> <p>Work with the middle schools to plan a middle school site visit. (Grade 5 Teachers)</p>	<p>From the Strat plan: <i>-Percent of elementary schools with transition activities for newly entering students.</i></p> <p><i>-Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade.</i></p> <p>Grade K and 5 attendance data for these events.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>

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<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p>Currently, all students receive Tier 1 support for academic, behavior, social emotional and physical health. In addition, all students have access to Tier 2 and 3 support. By the end of SY 24-25, all students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p>Weekly PLC and NCT meetings to discuss student concerns</p> <p>HMTSS committee regularly meets and share information</p> <p>Weekly guidance lessons for students by counselor</p> <p>(Principal, Counselor, CC, HMTSS leads)</p>	<p><i>From the Strat plan:</i> <i>-Completion of school blueprint that defines the schools system of support</i></p> <p><i>-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</i></p> <p>HMTSS Assessment Tool</p> <p>HMTSS Blue Print</p> <p>PLC Agendas and Meeting Notes</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>
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One-Year Academic Plan SY 2024-2025

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current school data and set target	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>
1.2.1. All students desire to and attend school regularly.	The daily attendance rate for SY 21-23 was about 95%. Our chronic absenteeism rate peaked at 14% during SY 22-23. This will decrease by half by the end of the SY 24-25.	<p>Outreach by school level counselor(s) will be consistently used to bring students back to school.</p> <ul style="list-style-type: none"> • Home visits • Parent meetings <p>(Counselor, Principal)</p> <p>Protocol regarding attendance policies maintained and upheld (Principal)</p> <p>Weekly guidance lessons (Counselor)</p> <p>Teacher -student check-ins (Teachers)</p> <p>Weekly articulation among stakeholders to ensure student needs are addressed (HMTSS Group, Principal)</p>	<p>From the Strat plan: <i>-Percent of students attending 90% or more days of instruction</i></p> <p>Infinite Campus Reports</p> <p>Lei Kulia</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>

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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>In SY 23-24 there have been zero Serious Incidents and six behavior referrals. Behavior referrals will decrease by the end of SY 24-25.</p>	<p>Weekly Guidance Lessons using the Choose Love/Aloha materials. (Counselor)</p>	<p><i>From the Strat plan:</i> -Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.</p> <p>Lei Kulia data on Behavioral Referrals</p> <p>Infinite Campus data on Behavioral Incidents</p> <p>Student Perception Data</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>All students will be familiar with the HA framework that reflects the DOE's core values and beliefs</p>	<p>The HA framework is embedded in our Hawaiian Studies curriculum which is taught schoolwide by our Cultural Personnel Resource (CPR) teacher. (Principal)</p>	<p>-Number of students that have completed HA orientation and/or training.</p> <p>-Embedded into school culture.</p> <p>Student Perception Data</p> <p>Panorama SEL Data</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root 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>
1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.	<p>Currently, all students participate in a career day. This will continue in SY 24-25.</p> <p>Currently only three grade-levels participate in civic opportunities. This will increase to all grade-levels by the end of the 24-25 SY.</p>	<p>Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Weekly classes exposing students to various careers • Community cleanup activities • Grade-level service learning projects <p>(Grade Level Chairs)</p> <p>Career Day (Counselor)</p> <p>Market Day (Grade 3)</p> <p>Kanewai Stream Clean-up / Lo'i clean up (Grades 4 & 5)</p> <p>Cultural Day (EL Coordinator)</p>	<p><i>-Percent of students participating in career exploration and development activities.</i></p> <p><i>-Percent of students participating in civic learning and active civic engagement.</i></p> <p>Attendance and/or participation record of various career, community, and civic opportunities</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>Homeless, \$</p> <p>Grant:____, \$</p> <p>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>	Rationale/ Root Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <i>BE SPECIFIC</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>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	Currently, 50% of teachers have received their SIQ and/or TESOL certification. By the end of the 24-25 SY, 75% of teachers will receive SIQ or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> State/District EL course offerings University courses (Principal, EL Coordinator)	<i>-Percentage of teachers with all SIQ hours completed and/or TESOL certification.</i> <i>-Plan for teachers without SIQ hours/TESOL certification.</i>	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating.	In order to be effective, all teachers will be provided supports including: <ul style="list-style-type: none"> EL PD NGSS inservice- Boseman 	Educator Effectiveness System From Strat Plan: <i>-Percent of first-year and second-year teachers</i>	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$

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		<ul style="list-style-type: none"> Feedback from regular walkthroughs Individual supports targeting individual needs (Principal)	<i>participating in the state-approved induction and mentoring program.</i> <i>-Number of teachers participating in professional development beyond the 21 hours</i>	Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	By the end of the 24-25 SY, all support staff will receive an effective rating.	In order to be effective, all support staff will be trained and receive professional development and/or supports including: <ul style="list-style-type: none"> SASA In-service SHA In-service SSC In-service Weekly Check-ins with Principal (Principal)]	PEP-SL Ratings <i>From Strat Plan:</i> <i>-Number of professional development opportunities for classified school support staff.</i> <i>-Number of designated entry-level classes of work with available career ladders for advancement.</i>	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



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>	Rationale/ Root 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>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	100% of SCC positions are currently filled. Collaborative meetings focused on school culture and school improvement will be held every month.	Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. (Principal) Monthly meetings to include a review of the school's Academic Plan, Finances, and other administrative tasks. (Principal)	SCC Agenda & Minutes From Strat Plan: -All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

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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.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Rationale/ Root 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>
3.3.2 All families are engaged in school events/activities and have regular two way communication.	<p>Currently, ClassDojo is used as the main communication tool between families and the school. 100% of all parents/guardians will set up their ClassDojo accounts.</p> <p>Currently, the school works with the parent group, Aikane o Hokulani, to plan events and activities for all families. In SY 24-25, the school will continue to work with Aikane o Hokulani to engage all families in events/activities.</p>	<p>Back to School Parent Nights (Principal)</p> <p>Monthly Aikane O Hokulani Board Meetings (Principal)</p> <p>SCC Meetings (Principal)</p> <p>ClassDojo (Principal and teachers)</p> <p>Quarterly Aikane O Hokulani sponsored events (Parents, Parent Community Network Committee)</p>	<p>ClassDojo usage data</p> <p>100% of the teachers use Class Dojo as their primary communication tool with parents.</p> <p>Attendance records at various events</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>

****CHECK THE INSTRUCTIONAL MINUTES OF THE CURRENT BELL SCHEDULE**

*Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include **one thousand eighty student hours for both elementary and secondary school grades.***

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 Hokulani 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](#).

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) 1089

Did your school submit a SCC Waiver Request Form? Please explain. No

Bell Schedule:

Summary	M, T, TH, F	W
Student Start Time	8:00 AM	8:00 AM
Recess	9:45 AM-10:00 AM	9:45 AM-10:00 AM
Lunch 1 (30 mins) & Lunch Recess (15 mins)	11:00 AM-11:45 AM	11:00 AM-11:45 AM
Lunch 2 (30 mins) & Lunch Recess(15 mins)	11:45 AM-12:30 PM	11:45 AM-12:30 PM
Student End Time	2:15 PM	1:15 PM