





Ka'ewai Elementary School FKK Complex Academic Plan SY 2024-2025

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

Submitted by Principal Cody Kikuta	
	3/19/2024

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
 <small>Rochelle Mahoe (Apr 10, 2024 09:41 HST)</small>	 04/10/24



VIABLE QUALITY CURRICULUM

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

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed. OR, group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Reading Wonder’s 2020 (McGraw Hill)	Ready Math	STEMscopes	
K-2 Supplemental	Heggerty (Phonemic Awareness) Foundations (Phonics)			
K-5 SpEd	Reading WonderWorks	Ready Math Touch Math Made for Me Math (PreK) Enchanted Learning & Education.com (FSC)		

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. OR, group as grade bands if appropriate.



One-Year ES Academic Plan SY 2024-2025

Grade Level / Course Name	English Language Arts	Mathematics
K - 5	iReady -	iReady -
K - 5	DIBELS -	Select One -



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: 2022, Next Full Self-Study: 2028
- 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> All students are placed in the least restrictive environment throughout the school day</p> <p><u>Root/Contributing cause(s):</u> Inclusive Practices are not school-wide practices</p>
2	<p><u>Student Need:</u> 67% of students are below grade level in reading. 68% of students are below grade level in math</p> <p><u>Root/Contributing cause(s):</u> Lack of Tiered System of support for our students with a focus on Strong Tier 1 curriculum, instruction and assessment that another 52% of our students could benefit from. Lack of clear student criteria for placing students in tiers. Lack of common clarity regarding specific interventions for each tier and a system of monitoring to evaluate interventions.</p>
3	<p><u>Student Need:</u> School attendance needs to improve in all grade levels. Chronic absenteeism was at 50% last school year. Currently chronic absenteeism 29.14% of students are chronically absent (LEI Kulia; 2-27-24)</p> <p><u>Root/Contributing cause(s):</u> Students are not coming to school when the weather is bad, ill, or on family trips. There is a lack of a schoolwide system to track and monitor effectiveness of interventions as well as schoolwide Tier 1 Proactive Attendance Strategies. There is a lack of appropriate tiered strategies for Tier 2 & 3 students.Lack of common protocol for root cause analysis to identify appropriate levels of intervention. Lack of common clarity regarding specific interventions for each tier.</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 **Targeted Subgroup:** Special Needs Students
Identified Student Need(s): All students are in appropriate settings throughout the majority of the day.
- 2 **Targeted Subgroup:** EL
Identified Student Need(s): All EL students should have access to and benefit from a Tiered System of support where teachers implement evidence based practices in support of our EL Students. [Implement strategies based on social-cultural learning theory such as quality interactions and temporary scaffolds to meet identified student needs](#)

Proficiency By Subgroup & Year									
ELA Proficiency By Subgroup & Year				Math Proficiency By Subgroup & Year			Science Proficiency By Subgroup & Year		
School Year	All Students	Disabled (SPED)	Limited English (ELL)	All Students	Disabled (SPED)	Limited English (ELL)	All Students	Disabled (SPED)	Limited English (ELL)
2017-18	43.2%	36.3%	21.4%	33.9%	24.2%	11.9%	71.6%	n/a	n/a
2018-19	40.5%	6.6%	13.3%	34.7%	3.3%	6.5%	31%	n/a	n/a
2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2020-21	25%	4.3%	5%	17.4%	0%	5.1%	18%*	n/a	n/a
2021-22	26.2%	0%	18%	18.3%	0%	6.5%	31.8%	n/a	15.3%
2022-23	32.8%	3.8%	14.5%	32.1%	0%	17.2%	23.8%	n/a	9.5%

Source: ARCH ADC



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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student 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>
<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>Kindergarten teachers need the KEA data to inform effective supports for Kindergarten students</p>	<p>All Kindergarten teachers will be KEA trained in SY 23-24 and all students shall be administered in the first 30 days of each child's entry into kindergarten.</p> <p><i>Kindergarten teachers will utilize data to drive data teams as a starting point to inform Tiered Supports to provide early effective interventions to close gaps.</i></p> <p>All Kindergarten teachers will utilize KEA data to inform tiered supports for Kindergarteners in order to support student achievement. <i>Aggregate GL data will be analyzed quarterly by GLC leadership team to evaluate effectiveness of data teams and RTI.</i>(4 sub days)</p> <p>Lead: Kindergarten GLC</p>	<p>100% of K will be administered the KEA</p> <p>75-80% of Kindergarteners will be on GL in iReady Math & ELA.</p> <p>75-80% of Kindergarteners will be on GL Benchmark based on DIBELS screener</p>	<p><input checked="" type="checkbox"/> WSF, (\$2,000)</p> <p><input checked="" type="checkbox"/> Title I, \$1,600</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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<p>Reading Proficiency 1.1.2. All students read proficiently by the <u>end of third grade</u>. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Lack of Strong ELA Tier 1 curriculum, instruction and assessment</p> <p>Lack of ELA Tiered instructional support system for all students</p>	<ul style="list-style-type: none"> ● Enhance teacher proficiency in Tier 1 ELA instruction through the advancement of their knowledge, comprehension, and application of high-yield instructional strategies. ● Develop and implement robust systems, structures, and daily routines that reinforce high-impact teaching practices across all ELA classrooms, including adhering to the approved curriculum and incorporating explicit instructional strategies to strengthen Tier 1 instruction comprehensively. ● Conduct regular learning walks, utilizing a detailed set of look-fors, based on explicit instruction criteria to evaluate and provide targeted support where necessary. ● The Literacy Team will convene quarterly to refine the Ka’ewai Literacy Plan, leveraging analyses of both teacher and student data to guide updates. ● Identify and integrate a supplementary phonics program compatible with the Wonders curriculum for grades K-2, such as the ECRI Phonics Program, complemented by professional development opportunities (\$20,000) ● Facilitate monthly in-person and mid-month virtual meetings between the ELA elementary resource teacher, Principal, and teachers to review progress and ensure the effectiveness of the instructional strategies. ● Implement targeted Extended Learning Opportunities for each grade level, (\$36,000), coupled with weekly learning walks to monitor the integration of instructional strategies. ● Data Team meetings will be organized regularly to assess student progress and adapt intervention strategies accordingly. ● Literacy Committee will formulate an action plan and monitoring metrics to evaluate effectiveness of instruction. <p>Lead: Curriculum Coordinator</p>	<p>80-85% of learning walks will indicate teachers are implementing the viable curriculum and utilizing explicit instruction.</p> <p>80-85% of Grades K-3 students will be on GL based on iReady ELA</p> <p>100% of students who are not on GL will receive in school intervention, after school ELO or both.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$64,400 <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 ES Academic Plan SY 2024-2025

<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the <u>end of each grade</u>.(strategic plan). All students (K-5) who are not proficient receive necessary and timely support to become proficient.</p>	<p>Lack of Strong Math Tier 1 curriculum, instruction and assessment</p> <p>Lack of Math Tiered instructional support system for all students</p>	<p>Grades 3-5 participate in professional development and planning to deepen understandings and implementation of Tier 1 math instruction (Building Thinking Classrooms, Liljedahl)</p> <ul style="list-style-type: none"> - District Funded PD - Sub days/qtr for PD & planning for each GL - NCTM Conference (\$20,000) <p>Targeted ELOs (1 per GL) (\$36,000)</p> <p>Learning walks will be conducted using the identified mathematical practices and identified viable curriculum.</p> <p>Differentiated Teacher support to be provided based on LW data.</p> <p>Grades K-3 will participate in professional development and planning to deepen understandings and implementation of Tier 1 math instruction (Yeap Ban Har) - Collaboration GL all day meetings</p> <p>Math Committee will formulate an action plan and monitoring metrics to evaluate effectiveness of instruction.</p> <p>Lead: Curriculum Coordinator</p>	<p>80-85% of learning walks will indicate teachers are implementing the viable curriculum and utilizing instructional methodologies as trained by Liljedahl & Ban Har</p> <p>80-85% of Grades K-5 students will be on GL based on iReady Math</p> <p>Team (4)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,400 <input checked="" type="checkbox"/> Title I, \$20,000 <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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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>All EL students do not have access to and benefit from a Tiered System of support where teachers implement evidence based practices in support of our EL Students</p> <p>Inclusive Practices are not school-wide practices</p>	<p>Increase teacher knowledge, understanding, and use of Inclusive Practices</p> <p>Develop the systems, structures, and routines to support Inclusive Practices</p> <p>Teachers will participate in PD around evidence based practices and implement strategies and interventions that support EL learners (such as Quality Interactions,, scaffolds/rigorous expectations, 3 moment lessons, vocabulary development).</p> <p>Implement Tiered system of support for EL and SPED students within the gen ed classroom.</p> <p>Implement Inclusive Practices Implementation Plan</p> <ul style="list-style-type: none"> - Sub days (1/qtr) for IP Team - Protected time during arctic time for SPED and Gen Ed teachers to collaborate and plan inclusive services - Continued school-wide PD in Inclusive Practices with support from District Team - Align iReady Screener goals to annual goal (12-20%) <p>IP team will develop a plan to implement and monitor systems, structures, and routines to support inclusive practices be monitored on a continual basis</p> <p>EL strategies (such as Quality Interactions) will be implemented in all classrooms. (~\$4,500/teacher)</p> <p>Lead: EL Coordinator</p>	<p>75-80% of EL students will meet their GTT</p> <p>70% of teachers will be SIQ (current, 41.67%)</p> <p>12%-20% (3-5 Students/Approx 24) will meet proficiency as measured by SBA (SY 22-23 Baseline 0%)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$20,000 <input checked="" type="checkbox"/> Title I, \$36,000 <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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<p>1.1.5. All students transition successfully at critical points, from preschool to elementary, AND from elementary to middle school, AND during non-traditional times (e.g., new students mid quarter).</p>	<p>Lack of documented and clear transition plan</p>	<p>Implement Transition Plan developed in 2023-24 for PreK to Kindergarten to support a successful transition for incoming Kindergarteners.</p> <p>Lead: Principal</p> <p>Review transition plan for Grade 5 to 6 and evaluate effectiveness. Identify polish points and implement in SY 24-25. Collaborate with DMS on plan.</p> <p>Continue Implementation of Transition Day (revised)</p> <p>Design a process for welcoming new students throughout the year (e.g. newcomer buddies, ambassador program)</p> <p>Lead: Testing Coordinator & Grade 5 GLC</p>	<p>100% of EOEL & SPED PreK will participate in transition activities.</p>	<p><input checked="" type="checkbox"/> WSF, \$ 5,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>Increase in students Science Proficiency as measured by HSA</p>	<p>Lack of consistent implementation of Stemscores</p>	<p>All Teachers will implement Stemscores consistently following pacing guides.</p> <ul style="list-style-type: none"> - Planning Days (Subs 1/qtr, see above) - Utilize Data team protocols to analyze student work and plan and implement intervention, - Purchase updated curriculum materials as needed. <p>Learning walks will be conducted using the identified scientific practices and identified viable curriculum.</p> <p>Participate in Elementary Science Showcase</p> <p>Lead: Curriculum Coordinator</p>	<p>32%-42% of 5th grade students will meet proficiency as measured by SBA (SY 22-23 Baseline 24%)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$20,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input 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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Standardize implementation of Soc St. Curriculum	Lack of consistent implementation of Soc St Curriculum	<ul style="list-style-type: none"> - Establish Committee to review, evaluate and purchase a soc. St. curriculum aligned to HCSSS by EOY - Committee will compile a list of each GLs civic education activities <p>Lead: Curriculum Coordinator</p>		<input checked="" type="checkbox"/> WSF, \$20,000 <input checked="" type="checkbox"/> Title I, \$20,000 <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

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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student 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>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Students are not coming to school when the weather is bad, ill, or on family trips. There is a lack of a schoolwide system to track and monitor effectiveness of interventions as well as schoolwide Tier 1 Proactive Attendance Strategies.</p>	<p>Implement PD so teams can design support plans for identified Tier 2 & 3 students to be documented in Panorama Student Success Dashboard and monitored for effectiveness.</p> <p><i>Attendance committee will meet in May 2024 to determine an opening of the year plan to be implemented SY 24-25</i></p> <p>Committee members will meet at least 2x year to evaluate implementation and student outcomes</p> <p>Walking school bus the Monday after breaks</p> <p>After School Clubs to connect students to campus - (Passion Projects) (PTT & supplies)</p> <p>Increase opportunities for the students to participate in the Arts (i.e. Visual, Drama, Music) (PTT) (either Afterschool or during school depending on personnel availability)</p>	<p>No more than 15% of students will be identified as chronically absent.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,000 <input checked="" type="checkbox"/> Title I, \$20,000 <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>There is a lack of appropriate tiered strategies for Tier 2 & 3 students.</p>	<p>Attendance committee will meet monthly to review data and recommend next steps</p> <p>Lead: Principal & Attendance Committee Leader</p>		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Lack of consistency of implementation of PBIS and schoolwide Tier 1 Proactive Behavior Strategies</p>	<p>Re-Establish MTSS/PBIS committee to look at consistent implementation of PBIS as well as identified Tier 1 proactive behavior management Strategies</p> <p>Review and update PBIS matrix as needed.</p> <p>Create a schedule and a process to have regular Student Centered Team meetings to address Tier 2 behavior/attendance concerns</p> <p>Identify opportunities to communicate with students and parents that school is a safe place to learn</p> <p>Identify and agree on ways to increase students perception of being respected in school to address the question: "How often are people disrespectful to others at your school?" (Winter = 27%)</p> <p>Recommit to the implementation of our SEL program "Choose Love" to go schoolwide and in every classroom. Order Choose Love resources (e.g. Banners, posters, etc.)</p> <p>Recommit to GLOs & PBIS(WASC Critical Area)</p> <p>Parent/Child Workshops (intersessions)</p> <p>Monthly PBIS meetings will held to evaluate effectiveness and make necessary adjustments to our systems for PBIS and RTI-B</p> <p>Lead: HMTSS Lead & Panorama Lead</p>	<p>80-85% of students benefit from Tier 1 supports</p> <p>10-15% of students benefit from Tier 2 supports</p> <p>No more than 5% of students will need Tier 3 supports</p> <p>60%-70% of students will indicate feeling safe in school as measured by SQS Panorama</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$2,000, \$2000 (18935)</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:__, \$</p>
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<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>Lack of depth of understanding of how to embed Nā Hopena A’o elements within existing events, systems and routines</p>	<p>Identify ways to embed Nā Hopena A’o elements with existing events, systems and routines such as:</p> <ul style="list-style-type: none"> ● Liholiho Day ● Makahiki ● Aina Aloha ● Stream Team <p>Conduct SY Ha Training for teachers around the embedding of Nā Hopena A’o in the work we do(Fall and Winter)</p> <p>Identify community partners to support opportunities to deepen our implementation of Nā Hopena A’o</p> <p>Lead: Nā Hopena A’o lead & Principal</p>	<p>40-50% of events, systems and routines will embed and be aligned to Nā Hopena A’o elements</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 8,000 <input checked="" type="checkbox"/> Title I, \$2,000 (18935) <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: ‘Āina Aloha, \$ 5,000 (WSF if no funds are available)
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★ 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></p> <p>and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Student 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-5 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Lack of awareness and schoolwide systems to plan, implement and evaluate opportunities to engage in college and career success as well as engage with their community.</p>	<p>Develop a schoolwide framework for creating experiences to engage in a variety of career, community, and civic opportunities</p> <p>Intentionally align current activities such as CFES, Career Fair, Kaewai Stream Project, Halloween costumes (College/career theme) etc to college and career success and community and civic engagement</p> <p>CFES - Field Trips to college campus</p> <p>Design new opportunities for students to engage in activities that align to college and career success and community and civic engagement.</p> <p>Leads: GLC's & Principal</p>	<p>100% of GLs will align and/or design at least 2 activities to implement for students to experience.</p> <p>95% - 100% of students will engage in at least 2 activities that are intentionally designed to align to College and Career Pathways</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



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<p>K-12 Alignment 1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways/academies/IB programs.</p>	<p>Lack of intentionally designed opportunities that align to our Farrington Complexes K-12 alignment</p>	<ul style="list-style-type: none"> ● Implement after school tutoring to close achievement gaps ● Implement extra curricular clubs that expose student to experience that align to their passions and focus on service learning (PTT) ● Establish intramural teams (volleyball & basketball) ● Establish eSports ● All Extra/Intra curricular groups/teams will establish outcomes aligned to our vision and mission and evaluate effectiveness of activities aligned to outcomes ● Identify and/or design and implement co/extra curricular opportunities that align to FHS career academies (Business, Creative Arts & Technology, Engineering, Health, Public Service) <p>Lead: Principal, extra/intra curricular leads</p>	<p>80-90% of students will be engaged with extra or co-curricular activities</p> <p>100% of identified students needing intervention (2+ GL behind) will be enrolled in after school tutoring.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$8,000 <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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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 Position 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.	The need for schoolwide identified Tier 1 instruction	Teachers participate in PD aligned to Wested QTEL strategies including: <ul style="list-style-type: none"> - Quality Interactions (Wed) (2) - Scaffolding & rigorous expectations (Wed) (2) - 3 moment lessons (??) - QTEL PD Design and implement a media campaign to inform the public of the great things going on at Ka'ewai Lead: Curriculum & EL Coordinator	60-70% of teachers will be SIQ (current, 41.67%)	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$10,000 <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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<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p>	<p>The need for increased collaboration within and between grade levels regarding successful practices.</p> <p>The need for ongoing PD around strategies that can support Tier 1,2,3 students that extend schoolwide</p>	<p>Attend PD that align to evidence based practices and monitor via learning walks and data teams including but not limited to:</p> <ul style="list-style-type: none"> - ELA explicit Instruction - ELA fluency K-2 - ELA Comprehension K-5 - ELA Vocabulary K-5 - Math BTC 3-5 - Math Yeap Ban Har K-2 - QTEL Aligned PD - Inclusive Practices PD - GLC Leadership PD - PLC PD - Plain Talk: Feb. 4-13, 2025 New Orleans - Reading League: Oct. 15-27, 2024 Charlotte,NC <p>2 Sub days for each tchr for PD Tier 1 ELA (\$4,400)</p> <p>Attend PD to support strengthening the Data Team/PLC</p> <p>Evaluate impact via Learning Walks & Teacher Feedback from classroom visits</p> <p>Lead: Principal & GLCs</p>	<p>All teachers will engage in PD and implement learning from PDs that the attend as evidenced by Meeting minutes and Teacher Surveys</p> <p>95%-100% of teachers will receive a rating of effective or better in EES</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Title I, \$44,400 <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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: District, \$4,400
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>Lack of PD support for support staff</p>	<p>Attend PD that align to evidence based practices and monitor via learning walks and data teams. (PC Days) (contracted Provider: Wested, Stetson, etc) such as:</p> <ul style="list-style-type: none"> - ELA explicit Instruction - ELA fluency K-2 - ELA Comprehension K-5 - ELA Vocabulary K-5 	<p>All support staff will participate in PD around content area instruction and support.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$5,000 <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, \$



		<ul style="list-style-type: none"> - Math BTC 3-5 - Math Yeap Ban Har K-2 - QTEL Aligned PD - Inclusive Practices PD - Data collection PD - Collaboration PD <p>SASA & OA (as appropriate) will attend support and PD sessions, hosted by state or complex level</p> <p>Custodians will attend support and PD for Health and Safety as appropriate.</p> <p>Classified will attend job embedded training as appropriate.</p> <p>Lead: Principal Co-Leads: Head Custodian, SPED GLC, SASA</p>	<p>All support staff will participate in PD for Data Collection and effective collaboration/teaming.</p>	<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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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 Position 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>



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				<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>Establish SCC meeting schedule and confirm board members. <insert link to 24-25 meeting schedule with pre-populated meeting items, include board members></p> <p>PCNC to identify micromoments to build & strengthen school/home/community relationships</p> <p>Host (2) community Meeting w/activity</p> <p>Lead: Principal, PCNC, Counselor</p>	<ul style="list-style-type: none"> • School has all required stakeholders represented on SCC. • Percent of meetings with all required stakeholders represented. • Overall rating on SCC self-assessment survey 	<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: __, \$



★ 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 "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 "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>Family and Community Engagement (required) Increase family engagement and strengthen home and school partnerships</p>	<p>Need to increase stakeholder (eg. parent/caregiver) involvement to increase academic motivation and success.</p>	<p>Beginning of the Year Welcoming Assembly and Open House Parent Teacher Conference (fall) Fall Assembly Winter Assembly Family Nights (eg. Science, Reading) Alexander Liholiho Day Grade 5 Promotion Ceremony Career Day Lead: Principal, Teacher Focus Group Committees, Hawaiian Studies Teacher</p> <p>Align one home/school activity to provide families an opportunity to complete SQS to increase parent participation to provide a more accurate perception profile of the school Lead: Principal, Counselor, GLCs</p> <p>Purchasing of individual student planners (~\$10 ea)</p>	<p>30-40% of families will engage in at least 1 family event</p> <p>60-70% of families who participate will indicate that the event was useful and enjoyable.</p> <p>Event Registration and/or Sign In sheets</p> <p>School Quality Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Title I, \$16,500 <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>



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		<p>Family Coffee Hours (Reading, attendance, How to help with homework, computer night)</p> <p>Talking Points (Short Message/Messaging Service (SMS) ~\$3,000)</p> <p>Lead: Title I Coordinator/PCNC</p>	<p>Improve the current 28.0% parent return rate for the School Quality Survey (SQS).</p> <p>Maintain or boost parent involvement/engagement on SQS with an 80.7% positive rate.</p> <p>Usage notes (planner, SMS)</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’ewai’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. [Waiver Forms](#)

Bell Schedule: [Kaewai 24-25 Bell Schedule](#)