

Kaiulani Elementary School

Academic Plan

SY 2024-2025

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<https://bit.ly/pvkelementary>

Submitted by Principal Jill Texeira		Approved by Complex Area Superintendent Linell Dilwith	
[Insert signature here] <i>Jill Texeira</i>	[Insert date] 3/25/24	[Insert signature here] <i>L. Dilwith</i>	[Insert date] 4/9/24



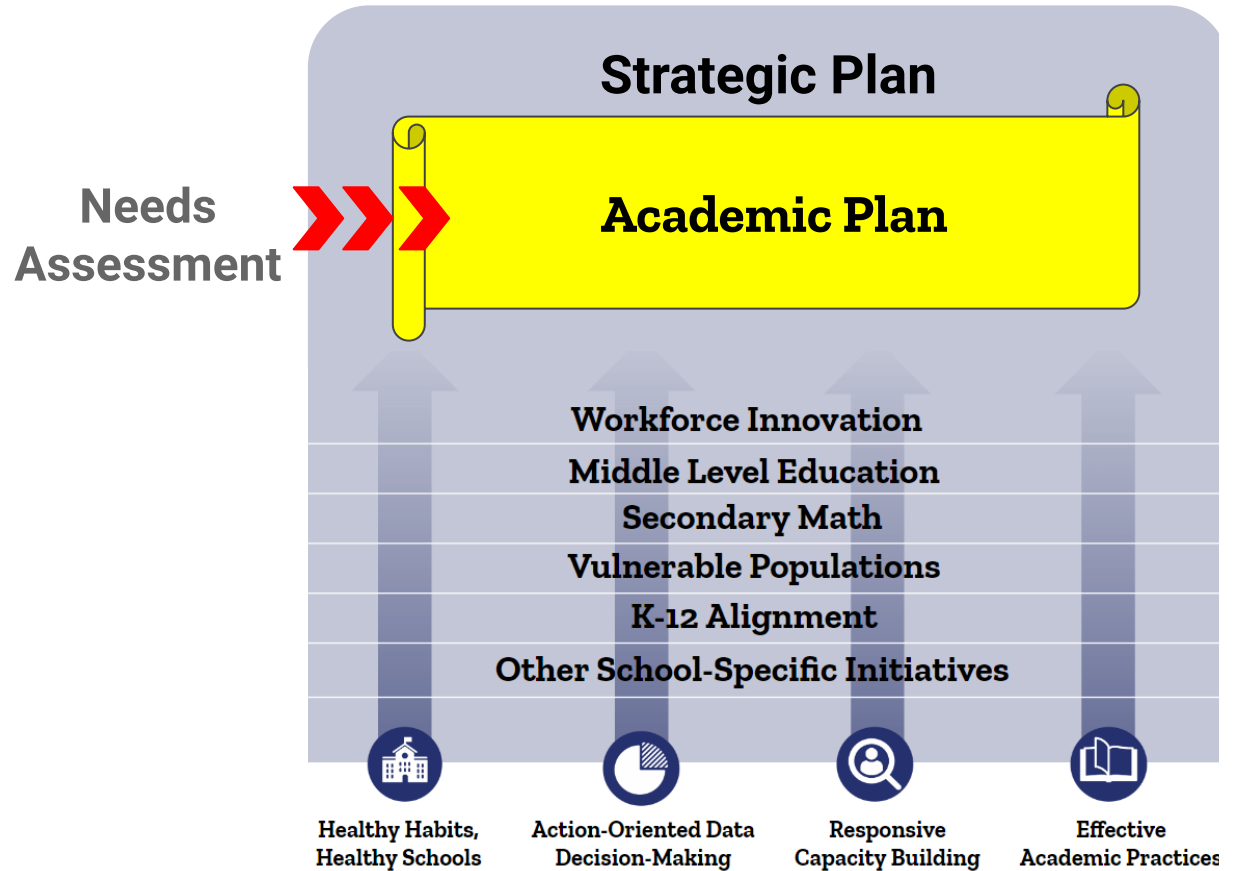
PURPOSE

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.





One-Year Academic Plan SY 2024-2025

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.

Table with 5 columns: Grade Level / Course Name, English Language Arts, Mathematics, Science, and Social Studies. Rows include Grade K through Grade 5 with corresponding curriculum details.



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: K Select One STAR	Grade Level: K Select One STAR
Grade Level: 1 Select One STAR	Grade Level: 1 Select One STAR
Grade Level: 2 Select One STAR	Grade Level: 2 Select One STAR
Grade Level: 3 Select One STAR	Grade Level: 3 Select One STAR
Grade Level: 4 Select One STAR	Grade Level: 4 Select One STAR
Grade Level: 5 Select One STAR	Grade Level: 5 Select One STAR



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

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 of Focus, Last Full Self-Study: March 2023; Next Full Self-Study: 2029

English Learners- Provide EL Professional Development opportunities for all teachers and ensure that EL strategies are implemented in all grade level classrooms.

Vertical Articulation- Define what vertical articulation means for Kaiulani Elementary School, determine the academic and GLO goals of vertical articulation and execute a plan to achieve those goals.

Data Analysis Practices to Actionable Steps- Develop and implement streamlined data analysis practices for all teachers that includes determination of actionable steps to improve student learning, supports needed to implement those actionable steps (ie. PD, peer observations, coaching, etc.) and measurable goals that indicate successful outcomes of those actionable steps.

Data Collection and Analysis- Implement processes where data collected and analyzed is utilized to evaluate effectiveness of the school's instructional programs.

School-wide Interventions- Determine school-wide interventions and ways to monitor implementation and effectiveness of these interventions.

- 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 (SN): Increase student academic achievement in ELA



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Rationale/Root cause(s): Although our SBA and HSA achievement scores have increased, the amount of proficiency scores continue to be below 37%.

1A SY22-23 StriveHi Overall ELA Proficiency 34.96%

1B SY22-23 StriveHi 65% 3rd graders read on grade level

2 **Student Need (SN):** Increase student academic achievement in math

Rationale/Root cause(s): Although our SBA and HSA achievement scores have increased, the amount of proficiency scores continue to be below 37%.

2A SY22-23 StriveHi Overall Math Proficiency 32.8%

2B Universal Screener; STAR SY23-24 Middle of the Year Math Proficiency K-5 25%

3 **Student Need (SN):** Increase Student attendance: Regular attendance

Rationale/Root cause(s): Although our regular attendance rate has increased over the past three school years, we are far below the 90% Key Performance Indicator Target

3A SY22-23 Regular Attendance for grades K-5 was 61.3%

3B SY22-23 Chronic absenteeism rate for grades K-5 was 41%



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 (TS): English Learners

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

Rationale/Root Cause:

1A SY22-23 Percentage of Students Learning English Who Are On-track to English Language Proficiency 34%

English Language Proficiency Levels					
1.0 - 1.9 Entering	2.0 - 2.9 Emerging	3.0 - 3.9 Developing	4.0 - 4.9 Expanding	5.0 - 5.9 Bridging	6.0 Reaching
ACCESS Scores - Average English Language Proficiency Levels for Grades K-5 School Year 2022-2023					
Domain	Listening	Speaking	Reading	Writing	
Average K-5	4.4 - Expanding	3.1 - Developing	3.1 - Developing	2.9 - Emerging	

ACCESS for ELLs 2.0 Student Roster Report - May 2023

1B SY22-23 Percentage of Students exiting the EL program as FEP 5 or FEP 6

School Year	2021	2022	2023
Number of Students that attained FEP 5/6	2	5	5
Total number of EL students	169	153	131

ACCESS for ELLs 2.0 Student Roster Report - May 2023



2 **Targeted Subgroup (TS):** Micronesia (Ex. Marshallese, Pohnpeian, Chuukese)

Identified Student Need(s): Increase attendance and academic proficiency

Rationale/Root Cause:

2A SY22-23 Chronic Absenteeism rate this subgroup- *64.44%

2B SY22-23 SBA Proficiency Scores for Pacific Islander Subgroup:

ELA **14.7%

Math **11.1%

Science **0%

*Data from Lei Kulia

**Data from ARCH ADC

3 **Targeted Subgroup (TS):** Low SES

Identified Student Need(s): Increase the Social-Emotional Well-Being of our low SES students.

Rationale/Root Cause:

3A Panorama SEL Fall 2023 Survey (Grades 3-5), percent indicates number of students in this subgroup that answered favorably:

Self-Management: 61%

Growth Mindset: 59%

Self-Efficacy: 51%

Emotion Regulation: 45%

3B Panorama SEL Fall 2023 Teacher Perception of Students (Grade K-2):

Social Awareness: 43%

Grit: 27%

Self-Management: 26%

Self-Efficacy: 25%



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.	SN- 1A SN- 2A	1.1.1 (1) Early literacy instruction through consistent implementation of ECRI will be provided for all K-2 students. (Principal Texeira) 1.1.1 (2) Tier 2 and Tier 3 instruction provided for students identified as needing support to develop foundational skills for learning. <ul style="list-style-type: none"> ● Intervention ● Small group instruction ● Differentiated materials (Georgia Blas- Curriculum Coordinator)	STAR Intervention Progress Monitoring Tool 87.5% of incoming Kindergarteners assessed using the KEA. <i>From the Strat plan:</i>	WSF, \$ Title I, \$11,200 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$

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			<p><i>-Percent of kindergarteners who are assessed for kindergarten readiness.</i></p> <p>All were identified as needing additional support.</p> <p>From the Strat plan: <i>-Percent of kindergarten students assessed as not ready who receive additional personalized support.</i></p>	
<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>SN- 1A SN- 1B</p> <p>ELA Proficiency Target 36.58% (+1.62%)</p> <p>Science Proficiency Target 29.79% (+2.71%)</p>	<p>1.1.2 (1) Implement ECRI consistently during ELA for grades K-2 and as needed for grades 3-5. (Principal Texeira)</p> <p>1.1.2 (2) Continue to implement Intervention. (Georgia Blas- Curriculum Coordinator)</p> <p>1.1.2 (3) Consistently use Online literacy programs - Smarty Ants, Imagine Literacy. (Georgia Blas- Curriculum Coordinator)</p> <p>1.1.2 (4) Use Vertical Articulation to support consistent implementation of curriculum. (Georgia Blas- Curriculum Coordinator)</p>	<p>STAR</p> <p>Progress monitoring tool</p> <p>STAR universal screener and CBM</p> <p>Imagine Literacy reports (use and lesson progress) -Smarty Ants Reports- use and lesson progress</p> <p>Agendas and Minutes of Vertical Articulation</p>	<p>WSF, \$6,420 Title I, \$5,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>



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<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>SN- 2A SN-2B Math Proficiency Target 33.79% (+0.99%)</p>	<p>1.1.3 (1) Continue using CPA, Math Talk/Number Talk, and Building Thinking Classroom/PRIME framework. (Georgia Blas- Curriculum Coordinator)</p> <p>1.1.3 (2) Use Imagine Math regularly. (Georgia Blas- Curriculum Coordinator)</p> <p>1.1.3 (3) Implement a Math Intervention block. (Georgia Blas- Curriculum Coordinator)</p>	<p>STAR Math Evaluate Math Data Teams (CFAs)</p> <p>Imagine Math reports (Five reports: usage, activities, mastery, student progress, activity)</p> <p>Intervention monitoring tool</p>	<p>WSF, \$ Title I, \$9500 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>TS 2B</p>	<p>1.1.4 (1) Consistently use National Geographic curriculum and identify science priority standards and grade level standards. (Georgia Blas - Curriculum Coordinator)</p> <p>1.1.4 (2) Implement Extended Learning Opportunities. (Leighton Kuwaye - Title I Coordinator)</p> <p>1.1.4 (3) Use Vertical Articulation to support consistent implementation of curriculum and support strategies for targeted subgroups. (Georgia Blas- Curriculum Coordinator)</p>	<p>Science pacing guide Agendas/minutes</p> <p>Registration/Student attendance Pre/post test (summer and intersessions)</p> <p>Agendas/Minutes</p> <p><i>From Strat Plan:</i> <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>WSF, \$ Title I, \$ 17,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school.</p>	<p>- 43% of our Demographic have Preschool Experience</p> <p>High Transient Population: - From 08/07/23 to 03/14/24, per LEI Kulia, 63 students have withdrawn from the school - From 08/07/23 to 03/14/24, per LEI Kulia, not including our Kindergarteners that entered at the start of school or preschoolers, we have a total of 92 new students enrolled at our school.</p>	<p>1.1.5 (1) Prepare our students with school-success skills such as use of a planner, note-taking, goal setting and organization. (Georgia Blas- Curriculum Coordinator)</p> <p>1.1.5 (2) Create a system that will support students who enter the school for the first time after the first month. (Kristen Kashima- EL Coordinator, Leighton Kuwaye- Title I Coordinator)</p>	<p>Walkthrough Data</p> <p>Agendas and Minutes</p> <p><i>From the Strat plan: -Percent of elementary schools with transition activities for newly entering students.</i></p>	<p>WSF, \$ Title I, \$3503 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>SN 1A SN 2A TS 2B TS 3A TS 3B</p>	<p>1.1.6 (1) Continue with Intervention for academics. (Georgia Blas- Curriculum Coordinator)</p> <p>1.1.6 (2) Panorama SEL data is regularly entered into a data management system using a systems approach. Data is shared and reviewed regularly across all settings (e.g. schoolwide, grade, classroom, individual student). (Georgia Blas- Curriculum Coordinator)</p> <p>1.1.6 (3) Implement monthly counseling lessons taught to all classes. (Georgia Blas- Curriculum Coordinator)</p>	<p>Progress Monitoring Tool</p> <p>Agendas/Minutes, Panorama</p> <p>Agendas/Minutes, Panorama</p> <p><i>From the Strat plan:</i> -Completion of school blueprint that defines the schools system of support -Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</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 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?" Use current school data and set target</p>	<p>Enabling Activities and Name of Accountable Lead(s) "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>SN 3A SN 3B TS 2A</p>	<p>1.2.1(1) Monitor the attendance status and progress of all students through regular Kaiulani Attendance Matters meetings. (Cathy Coulter- Counselor)</p> <p>1.2.1(2) Outreach by school level BSHAS and counselors will be consistently used to bring students back to school.</p> <ul style="list-style-type: none"> • Home visits • Parent meetings/coffee hours <p>(Cathy Coulter- Counselor, Principal Texeira, BSHA TBD, Brandie Kaohoano- PCNC)</p>	<p>Kaiulani Attendance Matters Minutes</p> <p>Parent Hour Flyers and Sign In Sheets</p> <p><i>From the Strat plan: -Percent of students attending 90% or more days of instruction</i></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>TS 3A TS 3B</p>	<p>1.2.2 (1) Use strategies from Panorama Playbook to support social and emotional well being. (Georgia Blas- Curriculum Coordinator)</p>	<p>Agendas/Minutes <i>From the Strat plan:</i> <i>-Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.</i></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>SN 3A TS 3A</p>	<p>1.2.3 (1) Look for ways to include culture-based learning opportunities within school curriculum and culture. (Georgia Blas- Curriculum Coordinator)</p> <p>1.2.3 (2) Focus on one value of Nā Hopena A’o for each grade level. (Principal Texeira)</p>	<p>Faculty Meeting Agendas/Minutes <i>From the Strat plan:</i> <i>-Embedded into school culture.</i></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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?" Use current proficiency rates and school targets.</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>SN 3A</p>	<p>1.3.1(1) Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> Science and/or Social Studies lessons exposing students to various careers <p>(Georgia Blas- Curriculum Coordinator)</p>	<p>Meeting Agendas and Minutes</p> <p><i>From the Strat plan:</i> -Percent of students participating in career exploration and development activities.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ 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.	TS 1A TS 1B SY23-24, 88% have SIQ hours or TESOL certification.	2.1.1(1) 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 (EL Coordinator, Kristen Kashima)	By the end of the 24-25 SY, 100% of teachers will receive 72 SIQ hours or TESOL certification.	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.	SN 1A SN 2A	2.1.2 (1) In order to be effective, all teachers will be provided supports including: <ul style="list-style-type: none"> • EL PD 	Meeting Agendas and Minutes	WSF, \$ Title I, \$20,700 Title II, \$ Title III, \$



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		<ul style="list-style-type: none"> • ECRI Coaching • Prime Math PD- collaborative coaching • Feedback from regular walkthroughs • Individual supports targeting individual needs <p>(Georgia Blas- Curriculum Coordinator, Principal Texeira, Vice Principal Toyama)</p>	<p>Meeting Sign-In Sheets</p> <p><i>From Strat Plan:</i> -Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program. -Number of teachers participating in professional development beyond the 21 hours</p>	<p>Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>SN 1A SN 2A SN 3A</p>	<p>2.2.2(1) In order to be effective, all support staff will be provided supports including:</p> <ul style="list-style-type: none"> • Training opportunities during non-instructional days. <p>(Principal Texeira, Vice Principal Toyama)</p>	<p>Meeting Agendas Meeting Sign-In Sheets</p> <p><i>From Strat Plan:</i> -Number of professional development opportunities for classified school support staff.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ 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>	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.	SN 3A TS 2A	3.3.1(1) Principal will message the importance of this advisory group to all stakeholders in the first quarter of school explaining roles/responsibilities. (Principal Teixeira) 3.3.1(2) Principal will engage the SCC chairperson and ensure school level plans and issues are agendized. (Principal Teixeira)	Meeting Agendas and Minutes <i>From Strat Plan:</i> -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: __, \$



★ 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.	SN 1A SN 2A SN 3A	3.3.2(1) Review school website to ensure up-to-date information about SCC roles and meeting schedules. (Principal Texeira) 3.3.2(2) All students (gr 1-5) will use a student planner based on the College and Career expectations; communication folder (Kindergarten). (Principal Texeira)	Quarterly review of School website Student Planner checks	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



★ **Optional - Other Systems of Support**

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Rationale/ Root Cause <i>"Why are we doing this?"</i></p>	<p>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></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.</p>



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****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 Kaiulani Elementary School 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
Did your school submit a SCC Waiver Request Form? Please explain.	NA
Bell Schedule: <input checked="" type="checkbox"/> Kaiulani Elementary Bell Schedule	