



One-Year Academic Plan SY 2024-2025

Kauluwela Elementary School Academic Plan SY 2024-2025



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Submitted by Principal Sonja Samsonas		Approved by Complex Area Superintendent Linell Dilwith	
	3/25/2024		4/9/24



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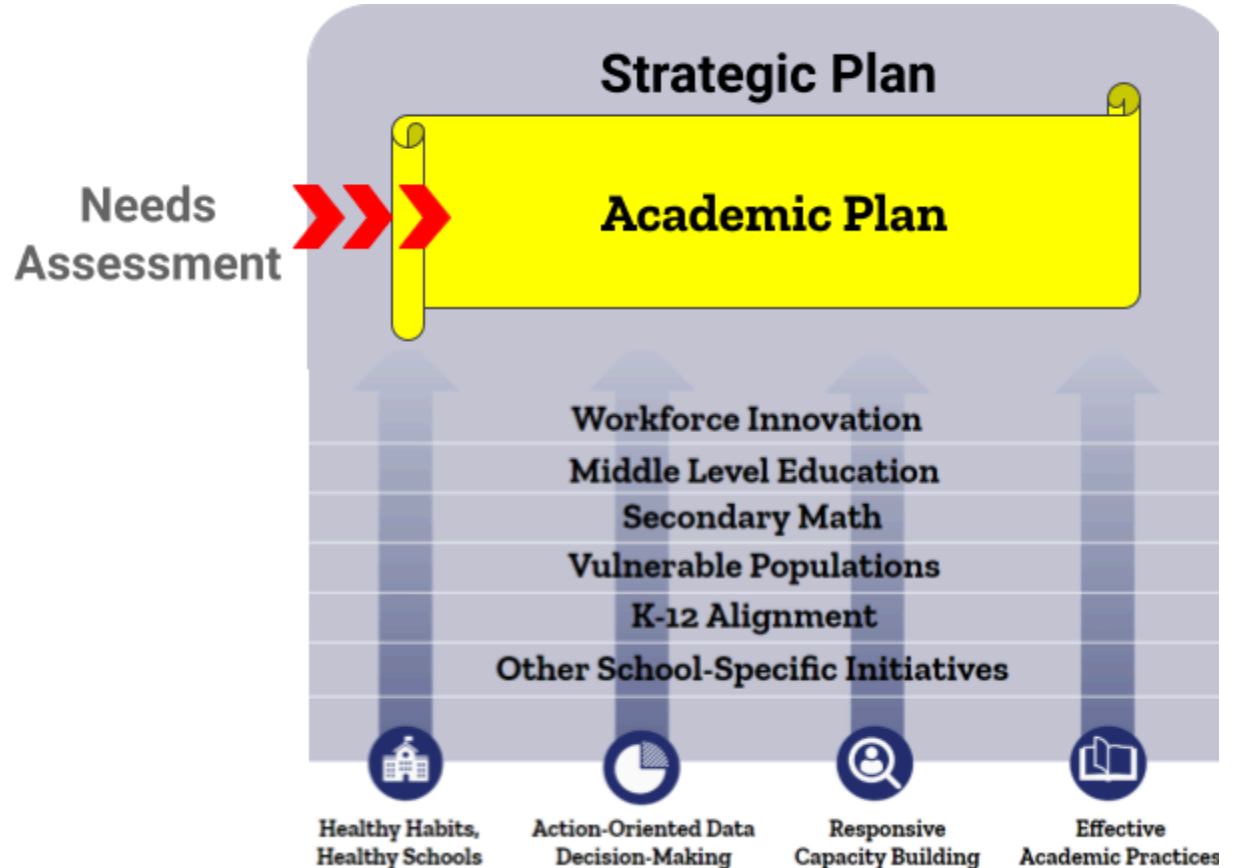
PURPOSE

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 2023	iReady Classroom Mathematics 2023	STEMscopes	
Grade 1	Wonders 2023	iReady Classroom Mathematics 2023	STEMscopes	
Grade 2	Wonders 2023	iReady Classroom Mathematics 2023	STEMscopes	
Grade 3	Wonders 2023	iReady Classroom Mathematics 2023	STEMscopes	
Grade 4	Wonders 2023	iReady Classroom Mathematics 2023	STEMscopes	
Grade 5	Wonders 2023	iReady Classroom Mathematics 2023	STEMscopes	



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: Grade K DIBELS/iReady	Grade Level: Grade K iReady
Grade Level: Grade 1 DIBELS/iReady	Grade Level: Grade 1 iReady
Grade Level: Grade 2 DIBELS/iReady	Grade Level: Grade 2 iReady
Grade Level: Grade 3 DIBELS/iReady	Grade Level: Grade 3 iReady
Grade Level: Grade 4 DIBELS/iReady	Grade Level: Grade 4 iReady
Grade Level: Grade 5 DIBELS/iReady	Grade Level: Grade 5 iReady



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*****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
Last Full Self-Study: 2023; Next Full Self-Study: 2029
- 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	<p><u>Student Need:</u> Increase student achievement in ELA by 2.5%, Math 1.69%, and Science by 1.79%</p> <p><u>Rationale/Root cause(s):</u> 1A Implementation of common Math, Science, ELA, and Reading Foundations curriculum with fidelity (CNA) 1B There is a strong and immediate need for the Leadership Team, faculty, and staff to address the decreasing proficiency levels across all tested content areas, (ELA, Math and Science), as well as, closing the gap between High Needs and Non-High Needs students. (WASC)</p>
2	<p><u>Student Need:</u> Average Daily Attendance will increase by 2%.</p> <p><u>Rationale/Root cause(s):</u> 2A 33% of students are chronically absent. (CNA) 2B Average daily attendance is 88.88% for SY 22-23 (CNA)</p>
3	<p><u>Student Need:</u> Increase student climate and engagement (school safety).</p> <p><u>Rationale/Root cause(s):</u> 3A School safety is trending downwards over 4 years (20% decrease) (CNA)</p>



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3B Student classroom survey shows a decrease in all categories for the last two years (CNA)



***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	<p><u>Targeted Subgroup:</u> English Learners</p> <p><u>Identified Student Need(s):</u> Increase student exits using ACCESS testing and increase student proficiency rates (CNA)</p>
2	<p><u>Targeted Subgroup:</u> Low SES</p> <p><u>Identified Student Need(s):</u> Increase student proficiency rates (CNA)</p>
3	<p><u>Targeted Subgroup:</u> SPED</p> <p><u>Identified Student Need(s):</u> Increase student proficiency rates (CNA)</p>
4	<p><u>Targeted Subgroup:</u> Micronesian Students</p> <p><u>Identified Student Need(s):</u> Increase student proficiency rates (CNA)</p>



Priority 1 High-Quality Learning For All

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

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current school data and set target</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning. SW6(i)</p>	<p>97% of incoming Kindergarteners assessed using the KEA - only 9% of students demonstrated readiness. Universal screeners (iReady, DIBELS) will show 50% proficiency by EOY.</p>	<p>Foundation skill instruction, through consistent implementation of foundational curricula, will be provided for all kindergarteners. (Principal Samsonas) All kindergarten students are assessed using the Kindergarten Entry Assessment. (K-2 Academic Coach) Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. (Jill Higa - SSC)</p>	<p>-iReady Diagnostic Data -DIBELS Data -Panorama Data -Behavior Screener Data -Student Support Log -Percent of kindergarten students assessed as not ready who receive additional personalized support.</p>	<p>WSF, \$ Title I, \$10,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>



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<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. SW6(i)(ii)</p>	<p>1B - There is a strong and immediate need for the Leadership Team, faculty, and staff to address the decreasing proficiency levels across all tested content areas, (ELA, Math and Science), as well as, closing the gap between High Needs and Non-High Needs students. (WASC)</p> <p>31% of students are proficient in ELA. All students will show 5% growth on iready screeners and SBA proficiency rates will increase by 2.5%.</p> <p>8.5% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 5% of EL students will exit.</p>	<p>Strengthen Tier 1 instruction in ELA and by following and using the approved viable curriculum. (Principal Samsonas, Vice Principal Freitas)</p> <p>All students will receive scaffolded instruction to support specific learning needs that address variability through small group instruction and/or intervention. (Principal Samsonas, Vice Principal Freitas)</p> <p>Ongoing professional development & inservice will be provided by curriculum consultants and district personnel on how to effectively use pacing guides and curriculum including components for special sub groups. (K-2 Academic Coach, Dani Hitt - DC)</p> <p>Ongoing professional development on the implementation of EL strategies will be implemented in all classrooms. (Kris Tajima - EL Coordinator)</p> <p>After-school tutoring provided 2x a week to address prioritized student learning needs. (Vice Principal Freitas - Title I Coordinator)</p> <p>Targeted EL/instructional support will be provided for additional assistance with addressing identified language and learning needs. (Kris Tajima - EL Coordinator)</p>	<p>-Percent of students demonstrating grade-level proficiency in reading. -Percent of students who are not proficient in reading who receive additional personalized support. -PD sign-ins</p>	<p>WSF, \$ Title I, \$80,000 Title II, \$ Title III, \$8,000 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. SW6(i)(ii)</p>	<p>31% of students are proficient in math. All students will show 5% growth on iready screeners and SBA proficiency rates will increase by 1.69%.</p>	<p>Strengthen Tier 1 instruction in math by following and using the approved viable curriculum. (Principal Samsonas, Vice Principal Freitas)</p> <p>Ongoing professional development & inservice by curriculum consultants and district personnel on how to effectively use pacing guides and curriculum including components for special sub groups. (K-2 Academic Coach, Dani Hitt - DC)</p> <p>All students will receive scaffolded instruction to support specific learning needs that address variability through small group instruction and/or intervention. (Principal Samsonas, Vice Principal Freitas)</p>	<p>-Percent of students demonstrating grade-level proficiency in mathematics. -Percent of students who are not proficient in mathematics who receive additional personalized support. -PD sign ins</p>	<p>WSF, \$ Title I, \$62,000 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. SW6(iii)</p>	<p>ELA performance gap between high needs and non high needs is 33%. The gap will decrease by 5%.</p> <p>Math performance gap between high needs and non high needs is 26.56%. The gap will decrease by 5%.</p> <p>100% of IDEA students are in the “not met”category for SBA ELA & Math. 25% of students will show growth.</p> <p>8.5% of EL students are proficient in ELA; proficiency rates will increase by 2.5%.</p> <p>11.5% of EL students are proficient in math; proficiency rates will increase by 1.69%.</p>	<p>Strengthen Tier 1 instruction by following and using the approved viable curricula. (Principal Samsonas, Vice Principal Freitas)</p> <p>All students will receive scaffolded instruction to support developmental and specific learning needs that address variability through small group instruction and/or intervention. (Principal Samsonas, Vice Principal Freitas)</p> <p>Targeted EL/instructional support will be provided for additional assistance with addressing identified language and learning needs. (Kris Tajima - EL Coordinator)</p> <p>After-school tutoring provided 2x a week to address prioritized student learning needs. (Vice Principal Freitas - Title I Coordinator)</p>	<p>-SBA ELA Data -SBA Math Data -Science proficiency -iReady Diagnostic Data -Percent of English Learners who are meeting or on track to meet English language proficiency</p>	<p>WSF, \$ Title I, \$100,000 Title II, \$ Title III, \$8,000 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>97% of incoming Kindergarteners assessed using the KEA - only 9% of students demonstrated readiness.</p> <p>Universal screeners (iReady, DIBELS) will show 50% proficiency by EOY.</p> <p>All currently enrolled 5th grade students are provided orientation visits to feeder middle schools.</p>	<p>Offer a general education pre-school (EOEL) in addition to our special education pre-school. (Principal Samsonas).</p> <p>Create systems to ease the transition of students into kindergarten:</p> <ul style="list-style-type: none"> • Offer summer bridge program for incoming kindergarten schools focused on ELA and Math. • Provide families with a checklist of expectations for students entering into kindergarten. • Stagger the start of kindergarten students. • Offer a family orientation for incoming kindergarten students <p>(Principal Samsonas, Vice Principal Freitas)</p> <p>Provide orientation visits to middle schools in which we feed into. (Sienna Ho - Counselor)</p> <p>Partner with middle schools to offer “kid talk” sessions with current middle school students. (Jill Higa - SSC)</p>	<p>-# of students enrolled in EOEL preschool</p> <p>-# of students participating in kindergarten summer bridge</p> <p>-Percent of 5th grade students attending feeder school orientation</p> <p>-Percent of 5th grade students attending “kid talk” sessions</p> <p>-Percent of favorable responses on transition surveys (parents, students)</p> <p>-Kindergarten teacher feedback on implementation systems.</p>	<p>WSF, \$21,000</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: EOEL, \$20,000</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. SW6(iii)</p>	<p>3A - School safety is trending downwards over 4 years (20% decrease) (CNA)</p> <p>ELA performance gap between high needs and non high needs is 33%. The gap will decrease by 5%.</p> <p>Math performance gap between high needs and non high needs is 26.56%. The gap will decrease by 5%.</p>	<p>Tier 1: Social-Emotional-Learning instruction, approved viable core content curricula, and health-wellness curricula will be provided for all students. (Principal Samsonas, Vice Principal Freitas)</p> <p>Students requiring additional support identified in the Student Support meeting will receive Tier 2 and/or Tier 3 support in the areas of academics, behavior, social emotional, and physical health. (Jill Higa - SSC)</p> <p>All students will receive scaffolded instruction to support developmental and specific learning needs that address variability through small group instruction and/or intervention. (Principal Samsonas, Vice Principal Freitas)</p>	<p>-Percentage of students addressed in the Student Support meeting and appropriate follow-up-<i>monthly ; timely response</i></p> <p>-% of Favorable Responses in the Panorama SEL Survey</p> <p>-Universal Behavior screener</p> <p>-SBA ELA Data</p> <p>-SBA Math Data</p> <p>-Science Proficiency Data</p> <p>-iReady Diagnostic Data</p> <p>-Percent of English Learners who are meeting or on track to meet English language proficiency</p>	<p>WSF, \$</p> <p>Title I, \$60,000</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>
<p>Science Proficiency 1.1.7 All students are proficient in science by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient. SW6(i)(ii)</p>	<p>30% of students are proficient in science. HSA proficiency rates will increase by 1.79%.</p> <p>1A Implementation of common Math, Science, ELA, and Reading Foundations curriculum with fidelity (CNA)</p>	<p>Strengthen Tier 1 instruction in science by following and using the approved viable curriculum. (Principal Samsonas, Vice Principal Freitas)</p> <p>Ongoing professional development & inservice will be provided by curriculum consultants and district personnel on how to effectively use pacing guides and curriculum including components for special sub groups. (K-2 Academic Coach, Dani Hitt - DC)</p>	<p>-STEMscopes pre/post data</p> <p>-Science proficiency data</p>	<p>WSF, \$5,000</p> <p>Title I, \$40,000</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>



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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>	Rationale/ Root Cause <i>"Why are we doing this?"</i> Use current school data and set target	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (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. SW6(i)(iii)	2A 33% of students are chronically absent. This will decrease by 5%. 2B Average daily attendance is 88.88% This will increase to 90%. 68.2% of students attend school 90% or more days of instruction.	Outreach will be consistently used to bring students back to school: <ul style="list-style-type: none"> • Attendance Letters • Home visits • Parent meetings • BSHA to translate as appropriate (Val Espania- Counselor, Sienna Ho - Counselor) Encourage regular attendance for students: <ul style="list-style-type: none"> • Quarterly incentives/recognitions (Awards assembly, ROAR) • Weekly Cub Challenge class recognitions (Manawela Boy and Ululani Cubs) • Schoolwide activities (Project Kūlia, assemblies, etc) • After school enrichment/clubs (Val Espania- Counselor, Sienna Ho - Counselor)	-Percent of students attending 90% or more days of instruction -# of students eligible for ROAR days -Percent favorable responses on Panorama surveys	WSF, \$10,000 Title I, \$75,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



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<p>1.2.2. All students demonstrate positive behaviors at school. SW6(i)(iii)</p>	<p>122 recorded behavior incidents/offenses in SY 22-23. This will decrease by 25%.</p> <p>3A School safety is trending downwards over 4 years (20% decrease) (CNA)</p> <p>3B Student classroom survey shows a decrease in all categories for the last two years (CNA)</p>	<p>Provide teachers with training on HMTSS implementation quarterly. (Jill Higa - SSC)</p> <p>Provide teachers with training on SEL curricula implementation and have SEL vertical articulation once a semester. (Val Espania- Counselor, Sienna Ho - Counselor)</p> <p>Implement Hawaii Multi-Tiered Support strategies that explicitly emphasize Safety and Care in the school setting, and includes promoting schoolwide agreement and expectations on PBIS matrix with school wide reward system. (Jill Higa - SSC)</p> <p>Clarify the schoolwide behavior referral policy. Provide Tier 2 counseling support as appropriate. (Val Espania- Counselor, Sienna Ho - Counselor)</p>	<p>-Behavior Screener Data</p> <p>-# of behavior incidents</p> <p>-Percent favorable results on Panorama data</p> <p>-Student support log</p> <p>-Percent of participants in school wide reward system.</p>	<p>WSF, \$10,000 Title I, \$16,000</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>
<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>We have not implemented schoolwide practices related to Nā Hopena A’o</p>	<p>Provide HĀ training and support for all teachers, such as culture-based learning opportunities, to embed the HĀ beliefs and disposition in school curriculum and culture. (Vice Principal Freitas)</p>	<p>-Number of teachers that have completed HA orientation and/or training.</p> <p>-Embedded into school culture.</p>	<p>WSF, \$5,000</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>



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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. SW6(i)(ii)</p>	<p>All students participate in career opportunities. We will increase opportunities for students to participate in community and civic opportunities.</p>	<p>Opportunities in career engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Bimonthly Project Kūlia (career exposure) • Guest Speakers <p>(Dani Hitt - DC)</p> <p>Opportunities in community engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Afterschool enrichment • Grade level field trips • Family engagement events <p>(Vice Principal Freitas - Title I Coordinator)</p> <p>Opportunities in civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Grade level field trips • Guest speakers/teachers <p>(Principal Samsonas)</p>	<p>-Percent of students participating in career exploration and development activities. -Percent of students participating in community learning -Percent of students in active civic engagement. -# of participants for Family Engagements -# of guest speakers per grade level -# of students enrolled in afterschool enrichment programs # of field trips per grade level</p>	<p>WSF, \$25,000 Title I, \$75,000 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> BE SPECIFIC 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> Please estimate the additional amount needed to execute the enabling activity.
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	42% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification.	Share available opportunities for teachers to attend EL PD that supports SIQ hours: <ul style="list-style-type: none"> • State/District EL course offerings • University courses (Kris Tajima - EL Coordinator)	-Percentage of teachers with all SIQ hours completed and/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.	All teachers are currently rated effective or highly effective. 100% of	All on cycle teachers for EES will participate in required meetings/conferences and will be provided additional optional meeting times as needed. (Principal Samsonas, Vice Principal	-Percent of first-year and second-year teachers	WSF, \$ Title I, \$ Title II, \$ Title III, \$



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<p>SW6(ii)</p>	<p>teachers will remain effective or highly effective.</p>	<p>Freitas) All year 1 and 2 teachers are provided mentors through the state-approved induction and mentoring program. (Principal Samsonas) Coaching opportunities will be provided to teachers as needed through data teams, faculty meetings, and/or teacher/principal initiated. (K-2 Academic Coach, Dani Hitt DC)</p>	<p>participating in the state-approved induction and mentoring program. -Percent of teachers' progress as measured through Walkthrough forms -EES ratings</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. SW6(ii)</p>	<p>All support staff are currently rated effective or highly effective. 100% of support staff will remain effective or highly effective.</p>	<p>Facilitate one meeting per semester with support staff to address needs/concerns. (Principal Samsonas, Vice Principal Freitas) Provide professional development as needed for educational assistants. (Principal Samsonas, Vice Principal Freitas) All educational assistants will join and participate in faculty meetings. (Principal Samsonas, Vice Principal Freitas)</p>	<p>-Number of professional development opportunities for classified school support staff. -PAS ratings</p>	<p>WSF, \$2500 Title I, \$2500 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.**



One-Year Academic Plan SY 2024-2025

<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 <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress <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>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p>	<p>5 of 6 SCC positions are currently filled. The remaining position will be filled by May 2024. Collaborative meetings focused on school improvement will be held quarterly.</p>	<p>Principal will message the importance of this advisory group to all stakeholders in May 2024 explaining roles/responsibilities.</p> <p>Elections will be held in Spring 2024 for School Year 2024-2025.</p> <p>SCC members will adhere to the rules and regulations of the SCC committee as outlined in the SCC handbook.</p> <p>Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized.</p> <p>The SCC will convene at least quarterly or as deemed necessary to support the school in monitoring the Academic Plan.</p> <p>(Principal Samsonas)</p>	<p>-All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey.</p>	<p>WSF, \$500 Title I, \$500 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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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. SW6(iii)	We do not currently have a method to measure two way communication with families. We will develop a tracking method.	Expand the school's communication and partnerships to involve families in support of student learning through offering various modes of Parent information & Family-Community involvement opportunities: <ul style="list-style-type: none"> ● Class Dojo ● Meet and Greet ● Parent-Teacher Conferences ● Coffee Hours ● Grade level hosted events ● School wide family activities ● Wellness/ Fitness Events ● Parent Literacy sessions ● Quarterly SCC Meetings (Principal Samsonas, Vice Principal Freitas)	-Number of opportunities school provides for parent/guardian connection -Number of families connected on communication platform -Number of parents/guardians participating in school wide events	WSF, \$5,000 Title I, \$5,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$



****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 Kauluwela 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>	1830
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: Kauluwela Elementary Bell Schedule	