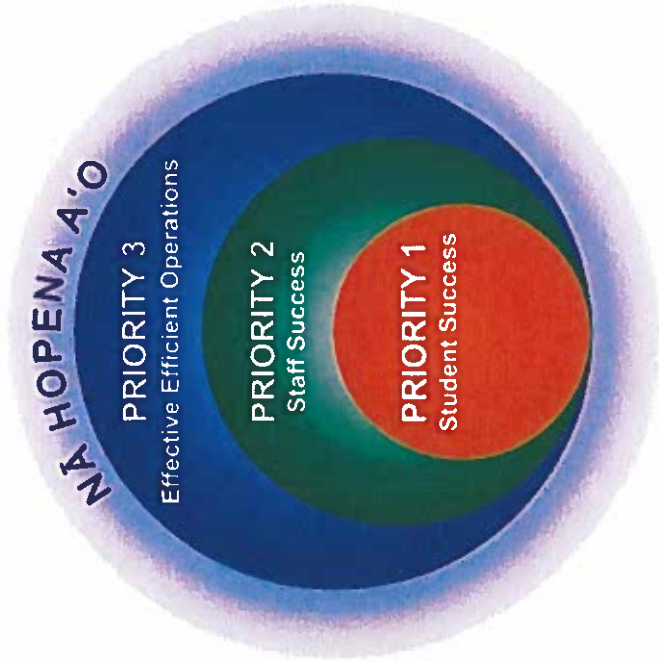




Koko Head Elementary FKK Elementary School Academic Plan SY 2024-2025

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(808) 397-5811
kokoheadschoo.org



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

Submitted by Principal Jeffrey Shitaoka	4/10/2024
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Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	APR 10 2024
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Rochelle Mahoe



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. QR group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Gr. K-5	Wonders 2023 (McGraw-Hill)	iReady Classroom Mathematics (Curriculum Associates)		

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. QR group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics
Gr. K-5	iReady	iReady



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: 2022-23, Next Full Self-Study: 2028-29
- Other current accreditation self-study (International Baccalaureate)

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.

Student Need #1: High needs students (EL, SPED, & Economically Disadvantaged) have an achievement gap rate of 24% when compared to non-high needs students.

DATA:

- high needs proficiency is 87% vs. non high needs proficiency is 67%
- Total Enrollment SY 22-23=310, ELL= 38, IEP= 39 , Economically Disadvantaged = 56

Root/Contributing cause(s): Increase in students with IEPs has led to a higher need to support teacher collaboration and planning for differentiation in instruction and assessment. In addition, a lack of opportunity for vertical articulation impacts teacher clarity on curriculum and student expectations.

- 1.a) Lack of time to coordinate, communicate, and plan with SPED teachers, colleagues, and supports (ie. one to ones)
- 1.b) Lack of school wide training of differentiation strategies for all role groups (GenEd, SPED, EAs, one to ones, specialists)
- 1.c) Lack of clarity of expectations and responsibilities of all role groups and system of accountability. School wide system and procedure for training.
- 1.d) Deeper understanding of student's specific needs to inform differentiation planning
 - d.i) Time to analyze student data
 - d.ii) Lack of in depth understanding of the student's specific disability
- 1.e) Need to prioritize what we need to vertically articulate about.
- 1.f) We needed to horizontally align each new program/initiative before we could address vertical articulation
- 1.g) Lack a convenient, documented system to see the assessments/goals of other grade levels



1.h) Lack of set/scheduled time to vertically articulate on a specific school wide goal

2

Student Need #2: Students lack emotion regulation, self efficacy, and grit which results in “At Risk” externalizing and/or internalizing behaviors.

DATA:

2023 Panorama-Student SEL (gr. 3-5) - Emotion Regulation=59%, Self-Efficacy= 62%, Grit= 63%
2023 BEISY Data = Externalizing = 19 students, Internalizing = 9 students

Root/Contributing cause(s): An increase in externalized behaviors are impacting classroom performance for all.

- 2.a) Lack of parent understanding/education to be able to acknowledge and support their child and school
- 2.b) Lack of school wide behavior strategies, expectations, and agreements on appropriate responses to behavior
- 2.c) Shared responsibility and understanding of the specific needs of our students and how to appropriately respond



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.

Targeted Subgroup: High Needs Students (Students identified with IEPs, ELs, and Economically Disadvantaged)

Identified Student Need(s): Increase reading and math proficiency (Achievement gap rate)

1

Targeted Subgroup: At Risk Behavioral Students (Students identified with social emotional behavioral needs)

Identified Student Need(s): Decrease "At risk" students through appropriate interventions and supports

2

Targeted Subgroup: Chronic Absenteeism Students (Students identified with 15 or more absences in a school year)

Identified Student Need(s): Decrease the number of chronic absenteeism students through appropriate interventions and supports

3



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> 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.		Strengthen Kindergarten instruction, through the exploration of the State's Quality Kindergarten Resources website, https://sites.google.com/k12.hi.us/qualitykindergartenresources/home , and implementing explicit instructional strategies. Use our Tier 2 RTI reading support identification process to identify students that need to be provided necessary learning foundational skill supports. Conduct the following assessments to monitor progress on all entering Kindergarten students: KEA, i-Ready diagnostics, BEISY, and Panorama Survey. [Accountable Lead: Kindergarten Teachers]	100% of Kindergarten students will be administered the Kindergarten Entry Assessment within the first 30 days of starting at our school. BEISY and Panorama Surveys will be	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year ES Academic Plan SY 2024-2025

<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1.c 1.d 1.e 1.f 1.g</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms using Wonders 2023 core instructional materials and supplementing with Heggerty and Orton Gillingham for students in Grades K-2.</p> <p>Grades Pre K-2 will horizontally and vertically align Heggerty. Grades K-2 will horizontally and vertically align Orton-Gillingham.</p> <p>Using data teams, teachers will identify and plan necessary supports and implement research based instructional strategies for students who are not reading proficiently.</p> <p>Increase reading fluency through a schoolwide progress monitoring system to include: assessments, identification process, & tiered intervention.</p> <p>[Accountable Leads: Curriculum Coordinator, Grade Level Chairs]</p>	<p>administered in the fall and the spring during the school year.</p> <p>i-Ready Reading and Math diagnostic screeners will be administered in the winter and spring of the school year.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
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<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the <u>end of fifth grade</u>. All students (K-5) who are not proficient receive necessary and timely support to become proficient.</p>	<p>1.a 1.b 1.d</p>	<p>Grade levels will use common research based instructional strategies to increase math proficiency. (Dr. Yeap Ban Har - Gr. K-3 & Building Thinking Classrooms - Gr. 3-5)</p> <p>Grade level teams analyze ready math assessment data to prioritize needs for identified students and determine common instructional strategies and result indicators as a means to monitor and evaluate effectiveness.</p> <p>[Accountable Leads: Curriculum Coordinator, Grade Level Chairs]</p>	<p>100% of students will be administered i-Ready Math diagnostic scores during the fall, winter, and spring.</p> <p>Classroom learning walks</p> <p>i-Ready Classroom Math Assessments</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>1.a 1.b 1.c 1.d</p>	<p>Analyze all EL and SPED subgroup i-Ready data to monitor progress towards the closing of the achievement gap in EL and SPED groups. Use the data teams process to determine next steps to support students in these subgroups.</p> <p>[Accountable Leads: Curriculum Coordinator, EL Coordinator, Student Services Coordinator]</p>	<p>i-Ready Reading and Math diagnostic scores</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



<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>All fifth grade students will meet with counseling and administrative staff from our feeder Niu Valley Middle School at least two times during the school year including a field trip at Niu Valley Middle School to help students become familiar with the school's vision, staff, programs, expectations and campus.</p> <p>Transition meetings for students with disabilities transferring to another public school will be held to ensure documents and services are discussed to support a smooth transition between school teams.</p> <p>Offer Kinder Start program for incoming Kindergarteners during the summer prior to the start of the Kindergarten school year.</p> <p>Refine our school's system of onboarding new students who enroll at our school after the school year starts.</p> <p>[Accountable Leads: Principal, Counselors, SSC]</p>	<p>Scheduled meetings and visitations</p> <p>Documentation of Transition Meetings will be included in the individual confidential files</p> <p>Teacher surveys</p> <p>Written procedures for onboarding new students by the end of the first quarter</p>	<p><input type="checkbox"/> WSF, \$</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>1.1.6. Continue to build a culture that promotes local and global inquiry and international mindedness.</p>	<p>Engage in dialogue and discussion to embrace a shared understanding of international mindedness and to intentionally implement actions to support international mindedness in our school.</p> <p>Provide PD via training, coaching classroom implementation support, and planning time for classroom teachers to collaborate with teachers around the world.</p> <p>[Accountable Lead: IB Coordinator]</p>	<p>By the end of the first semester, 100% of students will demonstrate their learning as a result of their interactions with students with another school around the world.</p> <p>Learning Walks</p>	<p><input checked="" type="checkbox"/> WSF, \$</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>



One-Year ES Academic Plan SY 2024-2025



★ 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>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Student 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>Continue enforcing the attendance policy and procedures for all students and implement school wide procedures to identify and address students with and/or are at-risk for chronic absenteeism.</p> <p>Engage families and communities in supporting students' regular attendance by:</p> <ol style="list-style-type: none"> 1. Providing resources, information, and 2. Provide opportunities for involvement to reinforce the importance of education and encourage family-school partnerships. 3. Develop or design a Student Attendance Success Plan to help at-risk and/or chronic absenteeism students and parents a tracking system to set appropriate goals for the SY. 	<p>Schoolwide attendance data</p> <p>Student Attendance Success Plans</p>	<p><input checked="" type="checkbox"/> WSF, \$</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>[Accountable Leads: Counselors]</p>				



One-Year ES Academic Plan SY 2024-2025

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Continue to improve the implementation of the schoolwide positive behavior support/award system (Cobra Store) to establish clear expectations for behavior, teaches social-emotional skills, and provides positive reinforcement for students who demonstrate desired behaviors.</p> <p>Provide PD on student behaviors and interventions to build awareness and understanding on effective strategies to improve behaviors.</p> <p>[Accountable Lead: Counselors]</p>	<p>Referral Data</p> <p>Schedule of SEL lessons</p> <p>Student Plans (School level Action Plan, Behavior Support Plans, IEPs, MPs)</p>	<p><input checked="" type="checkbox"/> WSF, \$</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>1.2.3. All students experience a <u>Nā Hopena A'o</u> environment for learning.</p>	<p>The Nā Hopena A'o framework will be embedded into lessons with all students through our Hawaiian Studies program.</p> <p>Crosswalk the framework with the IB Primary Years Programme.</p> <p>[Accountable Lead: Hawaiian Studies Kumu, IB Coordinator]</p>	<p>Curriculum map</p> <p>Create a crosswalk document by the end of the school year.</p>	<p><input type="checkbox"/> WSF, \$</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>



★ 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>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Student 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>Establish partnerships within the community to provide authentic ways to engage students in exploring a variety of career, community, and civic opportunities.</p> <p>[Accountable Leads: Counselors, Teachers]</p>	<p>Documentation of scheduled activities</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



One-Year ES Academic Plan SY 2024-2025

<p>K-12 Alignment</p> <p>1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework.</p>	<p>Start the examination of IB's approaches to learning as a school while engaging in discussions with Kaiser Complex Elementary Schools and with Niu Valley Middle School to prioritize the development of specific approaches to learning needs.</p> <p>[Accountable Leads: Principal, IB Coordinator]</p>	<p>Faculty meeting agendas/minutes</p> <p><input type="checkbox"/> WSF, \$</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>
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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.

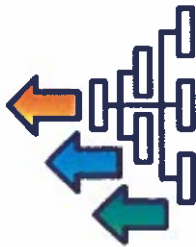
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring 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.		PD Plan to include opportunities to complete SIQ hours paired with scheduled school wide meeting time to: 1) dialogue about highly effective instructional practices for EL students, and 2) schoolwide agreements on specific instructional practices. [Accountable Leads: Principal, EL Coordinator]	Documentation of teachers with complete SIQ hours and/or TESOL certification.	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p>	<p>WASC Critical areas for follow up #1</p>	<p>Increase the instructional staff's ability to adapt and differentiate instruction to meet the needs of all students by providing professional development on small group instruction with follow up coaching to support and monitor implementation fidelity in the following areas:</p> <ol style="list-style-type: none"> 1. Identification of instructional groups 2. Addressing scheduled times to implement it 3. Implementation process within a classroom 4. Instructional planning to include selection of effective intervention strategies 5. Progress monitoring system <p>Train school level personnel to be a School Level Mentor for identified teachers.</p> <p>[Accountable Leads: Curriculum Coordinator, Leadership Team]</p>	<p>PD Training documentation and scheduled coaching meetings</p> <p>A completed Implementation timeline (ie. includes grade level rti schedule)</p> <p>School level personnel to participate in the SLM Training provided by HDO.</p>	<p><input type="checkbox"/> WSF, \$</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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>1.a 1.b</p>	<p>Establish a school level crisis team to develop procedures that are accessible and must include those who are QBS trained and certified to respond on campus.</p> <p>Annual QBS Training & certification for 100% of our educational assistants working with students with disabilities.</p> <p>[Accountable Leads: Principal, SSC]</p>	<p>Document to define the school level crisis team's roles and responsibilities.</p> <p>100% EAs to receive a certificate of completion by the end of SY 2024-25.</p> <p>School level personnel to participate in the SLM Training provided by HDO.</p>	<p><input type="checkbox"/> WSF, \$</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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



One-Year ES Academic Plan SY 2024-2025



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>	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>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Our School Community Council will have full membership by September 2024 and will meet regularly to discuss continuous school improvement efforts. [Accountable Lead: Principal]	SCC agendas and minutes posted on school website School has all required stakeholders represented on SCC. 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>3.3.2 Family and Community Engagement Family and community engagement opportunities will be implemented by all grade levels.</p>	<p>2.a 2.c</p>	<p>Family engagement grade level activities will increase opportunities for families to experience learning processes that are occurring through a unit of inquiry. [Accountable Leads: Principal, IB Coordinator, Grade Level Chairs]</p>	<p>Documentation in IB Unit Planner of scheduled activities - minimum x1 a year per grade level</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



★ Other Systems of Support				
Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
Reboot the schoolwide data team process to systematically monitor and evaluate the effectiveness of instruction and impact on student achievement.	1.a 1.d WASC Critical Areas # 1, 2, 3	Adopt and provide PD on a schoolwide data team process for grade levels to establish a continuous process that analyzes data to inform goals and select instructional strategies that will improve student learning as measured by result indicators. Create regularly scheduled data team meetings within the CAP cycle and additional faculty meetings to establish consistency to support adult learning as it relates to inaugurating new procedures into practice while improving our ability to address student needs with timely and intentional action. [Accountable Lead(s): Principal, Curriculum Coordinator]	Scheduled dates for PD during SY 2024-25. A data team schedule within CAP and through faculty meetings for school year 2024-25.	<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: __, \$



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 Koko Head Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) 1,098 student instructional hours per year

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

Bell Schedule: [Link to Koko Head Elementary's Bell Schedule](#)