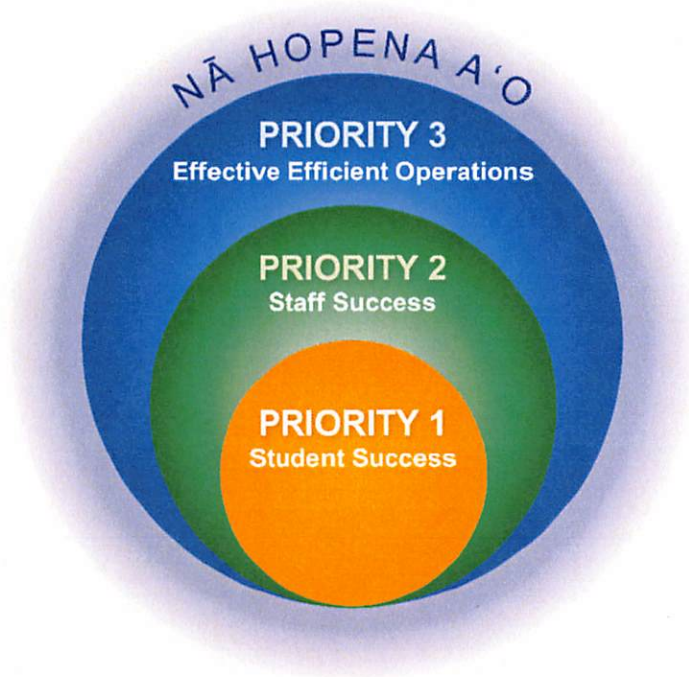




# Royal School Academic Plan SY 2024-2025

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Submitted by Principal: Eleanor Gonsalves		Approved by Complex Area Superintendent Linell Dilwith	
<i>Eleanor Gonsalves</i>	3/25/2024	<i>L. Dilwith</i>	4/9/24



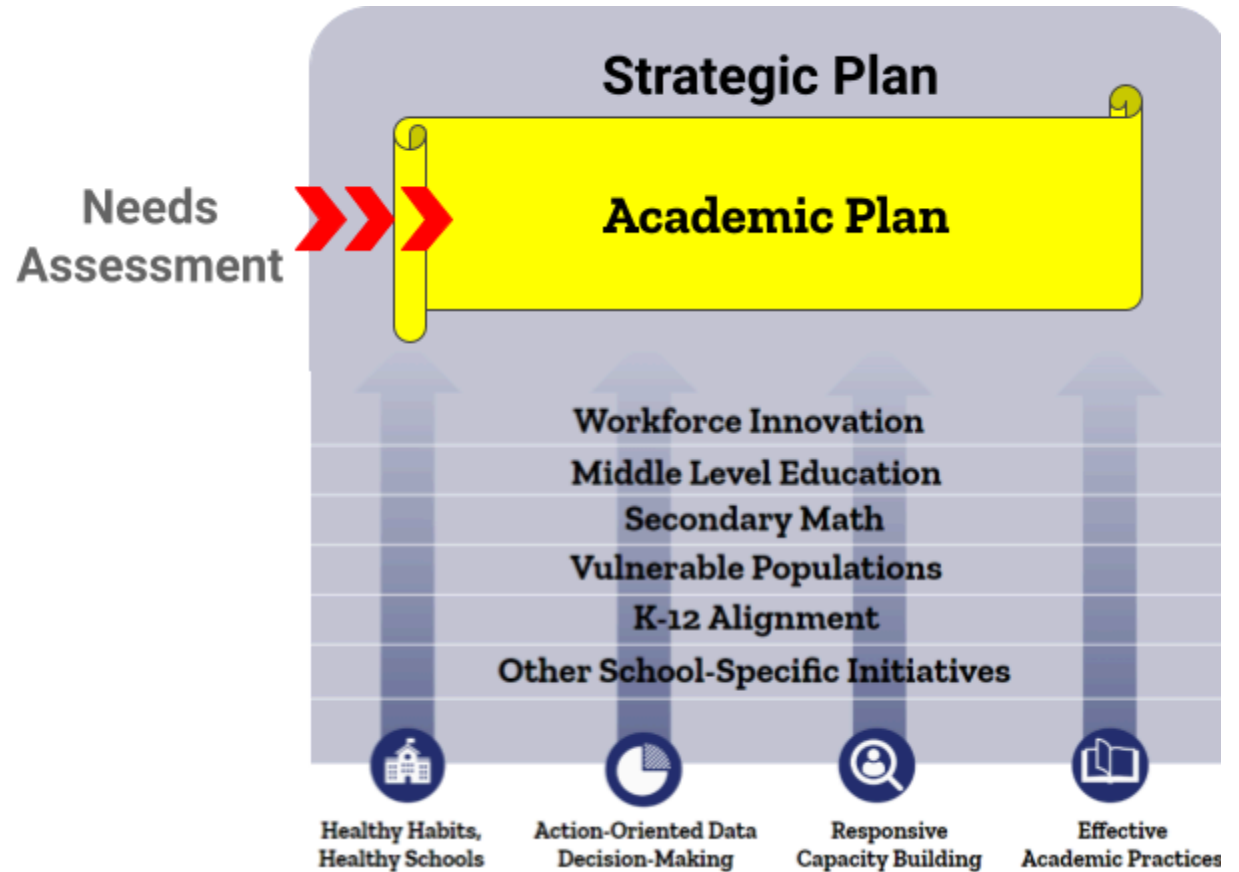
## PURPOSE

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.*

<b>Grade Level / Course Name</b>	<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b> <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i>	<b>Social Studies</b> <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i>
Grade K	Mcgraw Hill Wonders 2023	Origo Stepping Stones	Mystery Science	Studies Weekly
Grade 1	Mcgraw Hill Wonders 2023	Origo Stepping Stones	Mystery Science	Studies Weekly
Grade 2	Mcgraw Hill Wonders 2023	Origo Stepping Stones	Mystery Science	Studies Weekly
Grade 3	Mcgraw Hill Wonders 2023	Origo Stepping Stones	Mystery Science	Studies Weekly
Grade 4	Mcgraw Hill Wonders 2023	Origo Stepping Stones	Mystery Science	Studies Weekly
Grade 5	Mcgraw Hill Wonders 2023	Origo Stepping Stones	Mystery Science	Studies Weekly



## 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
<b>Grade Level:</b> Grades K-5 <b>Select One</b> iReady	<b>Grade Level:</b> Grades K-5 <b>Select One</b> iReady
<b>Grade Level:</b> <b>Select One</b>	<b>Grade Level:</b> <b>Select One</b>
<b>Grade Level:</b> <b>Select One</b>	<b>Grade Level:</b> <b>Select One</b>
<b>Grade Level:</b> <b>Select One</b>	<b>Grade Level:</b> <b>Select One</b>
<b>Grade Level:</b> <b>Select One</b>	<b>Grade Level:</b> <b>Select One</b>
<b>Grade Level:</b> <b>Select One</b>	<b>Grade Level:</b> <b>Select One</b>



One-Year Academic Plan SY 2024-2025

**\*\*\*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: 2021-2022; Next Full Self-Study: 2027-2028
- 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><b>Student Need:</b> Increase student achievement in ELA          56% of our students Met or Exceeded Expectations on the 2023 ELA SBA which was a decrease of 6% from last year. We need to increase 4% to 60% in 2024-25 in order to make proficient growth-to-target by 2029</p> <ul style="list-style-type: none"> <li>• We need to review current practices in ELA instruction to identify and duplicate successful teaching practices.</li> <li>• We need to expand/strengthen intervention supports for non proficient ELA students</li> </ul> <p><b>Rationale/Root cause(s):</b>          1A Need for coaching/PD in instructional strategies for teaching ELA across diverse student levels for effective tier 1 teaching          1B Need coaching/follow up for best practices for dynamic small grouping. Teachers have been inconsistent in developing, maintaining, and modifying small groups for reading instruction, leading to growth stagnation.          1C Students need to take ownership of their own learning</p>
2	<p><b>Student Need:</b> Improve overall math proficiency in all grade levels          44.6% of our students Met or Exceeded Expectations on the 2023 Math SBA which was a decrease of % from the last SY. We need to increase 4% to 48.6% in 2024-25 in order to make proficient GTT goal by 2029.</p>



## One-Year Academic Plan SY 2024-2025

### 2 **Student Need: Improve overall math proficiency in all grade levels continued...**

#### **Cont. Rationale/Root cause(s):**

2A Need for coaching/in-service and follow-up on effective instructional strategies for teaching math across diverse student levels for effective tier 1 teaching

2B Need for coaching/follow up for best practices for dynamic small grouping. Lack of follow up for PDs has led teachers to be inconsistent in developing, maintaining, and modifying small groups for reading instruction, leading to growth stagnation.

2C Students need to take ownership of their own learning

### 3 **Student Need: Improve overall science proficiency in all grade levels**

38% of our students Met or Exceeded Expectations on the 2023 ELA SBA. Although this was an increase of 6% from last year, we are below the state (46%) and Complex area (45%)

#### **Rationale/Root cause(s):**

3A Teachers are not consistent in developing coherent storylines built around relevant phenomena and integrating the science and engineering practices and crosscutting concepts into each lesson

3B Students need to take ownership of their own learning

3C Science curriculum needs to be thoroughly analyzed to be sure we have strong base for teaching the 3-dimensions of NGSS

### 4 **Student Need: Improve our HMTSS for all students**

#### **Rationale/Root cause(s):**

Achievement gap rate for disadvantaged students:

- 32 - ELA
- 39 - Math

Disadvantaged SBA proficiency:

- 48.8% - ELA
- 35.1% - Math

EL proficiency:

- 26.9% - ELA
- 14.8% - Math

SpEd proficiency:

- 25% - ELA
- 0% Math



## One-Year Academic Plan SY 2024-2025

### 4 **Student Need:** *Improve our HMTSS for all students Continued...*

#### **Cont. Rationale/Root cause(s):**

- 4A Need for in-service/follow up for best practices for dynamic small grouping has led teachers to be inconsistent in developing, maintaining, and modifying intervention groups for reading/math instruction
- 4B Need for in-service/follow up for best practices for behavior interventions
- 4C Need for consistent school-wide data analysis with follow up for both Academic and behavior interventions
- 4D Need for a consistent attendance program that is understood and implemented school-wide
- 4E Need to strengthen family/school relationships
- 4F Students need to take ownership in their own learning/behaviors

### 5 **Student Need:** Improve proficiency for English Learners

#### **Rationale/Root cause(s):**

**Targeted Subgroup:** English Learners

SBA ELA - 27% proficient

SBA Math - 14% proficient

HSA Science - 10% proficient

GTT WIDA - 48% on target

- 5A Need for PD on Quality talk for all students with a focus on all teachers being teachers of language
- 5B Need for effective in-service/follow up for best practices
- 5C Students need to take ownership in their own learning
- 5D Need to strengthen family/school relationships



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

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

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

**1** **Targeted Subgroup:** English Learners  
SBA ELA - 27% proficient  
SBA Math - 14% proficient  
HSA Science - 10% proficient  
GTT WIDA - 48% on target

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

**2** **Targeted Subgroup:** Low SES  
SBA ELA - 48%  
SBA Math - 35% proficient  
HSA Science - 24% proficient

**Identified Student Need(s):** increase student proficiency rates

**3** **Targeted Subgroup:** SPED  
SBA ELA - 25% proficient  
SBA Math - 16% proficient  
HSA Science - 0% proficient

**Identified Student Need(s):** increase student proficiency rates





# 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.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i> Use current school data and set target	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	100% of incoming Kindergarteners assessed using the KEA. 90% identified as needing additional support.	<ul style="list-style-type: none"> <li>- Implement a Royal School Kindergarten Summer program offered to all incoming Kindergarten students (Wendy Luis - Kindergarten GLC)</li> <li>- All Kindergarten teachers will implement foundational skills strategies from CCSS aligned sources (e.g. OG, Reading Mastery) with continual support (A. Hisatake CC)</li> <li>- Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning (both academic and behavior)                             <ul style="list-style-type: none"> <li>● Small group instruction</li> <li>● Differentiated materials (A. Hisatake, CC)</li> </ul> </li> </ul>	<p><b>From the Strategic plan:</b></p> <ul style="list-style-type: none"> <li>-Percent of kindergarteners who are assessed for kindergarten readiness.</li> <li>-Percent of kindergarten students assessed as not ready who receive additional personalized support.</li> <li>-Percent of kindergarten students assessed as not ready, will meet their growth to target goals and/or meet proficiency for the Reading iReady diagnostic tests (given 1s per quarter)</li> </ul>	WSF, \$10,000 Title I, \$40,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$



**One-Year Academic Plan SY 2024-2025**

- Students will participate in SEL lessons and have opportunities to build positive rapport with peers and adults (Eric Malina-Counselor)
- Students will track their own progress in i-Ready and we will celebrate their growth with quarterly iReady Growth Celebrations (A. Hisatake, CC)

Accountable Leads:

Wendy Luis - Kinder GLC

April Hisatake - Curriculum Coordinator

Eric Malina - Counselor

**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.

1A, 1B, 1C  
5A, 5B, 5C

46% of third grade students were proficient in SBA-ELA. By the end of the year, all students will reach their typical growth goals on ELA iReady.

26 % of EL students are proficient in SBA, ELA.

ELA SBA proficiency rates will increase to 62%

The ELs who meet their GTT for WIDA will increase from 48% to 53%

- Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (Principal Gonsalves)
- Inservice/coaching/follow-up will be provided on how to effectively use the curriculum to strengthen Tier 1 & 2 instruction - including components for special sub groups. (April Hisatake- CC)
- Provide PD and follow-up support to implement effective instructional practices (Principal Gonsalves)
- Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning.
  - Small group instruction
  - Differentiated materials
  - Peer groups (A. Hisatake, CC)
- EL strategies will be implemented in all classrooms. (Heather Nishimura-EL Coor)
- Teachers will use data from writing data teams to drive instruction(Grade Level GLCs)

*All students will show at least 25% growth (towards their annual typical growth) in their quarterly iReady Reading diagnostics*

*By the end of the school year, students K-5 will meet their annual typical growth and/or reach mid-grade level in iReady Reading*

*-By the end of the school year, students in grades 3 will increase ELA SBA proficiency to 62%*

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WSF, \$30,000  
Title I, \$40,000  
Title II, \$  
Title III, \$  
Title IV-A, \$  
Title IV-B, \$  
IDEA, \$  
Homeless, \$  
Grant:\_\_\_, \$  
Other:\_\_\_, \$



**One-Year Academic Plan SY 2024-2025**

		<ul style="list-style-type: none"> <li>- Fourth and Fifth Grade departmentalized instruction so teachers can better focus and assess student learning (Grade Level GLCs)</li> <li>- Students will track their own progress in i-Ready and we will celebrate their growth with quarterly iReady Growth Celebrations (A. Hisatake, CC)</li> </ul> <p>Accountable Leads: Principal Gonsalves April Hisatake - Curriculum Coordinator Heather Nishimura - EL Coordinator Leadership Team - GLCs Grade Level Chairs</p>		
<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the <b>end of fifth grade</b>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>2A, 2B, 2C</p> <p>45% of students were proficient in MATH SBA.</p> <p>14% of EL students were proficient in MATH SBA</p> <p>All students will meet their typical yearly growth target on their iReady Math EOY diagnostic.</p> <p>SBA-ELA proficiency rates will increase to 62%</p>	<ul style="list-style-type: none"> <li>- Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (Principal Gonsalves)</li> <li>- Inservice/coaching/follow-up will be provided on how to effectively use the curriculum to strengthen Tier 1 &amp; 2 instruction - including components for special sub groups. (April Hisatake- CC)</li> <li>- Provide PD and follow-up support to implement effective instructional practices (Principal Gonsalves)</li> <li>- Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning.             <ul style="list-style-type: none"> <li>- Small group instruction</li> <li>- Differentiated materials</li> <li>- Peer groups (A. Hisatake, CC)</li> </ul> </li> </ul>	<p><i>All students will show at least 25% growth (towards their annual typical growth) in their quarterly iReady Math diagnostics</i></p> <p><i>By the end of the school year, students in grades 3-5 will increase MATH SBA proficiency to 49%</i></p> <p><b>From the Strat plan:</b> <i>Percent of 3rd through 5th graders demonstrating grade-level proficiency in mathematics.</i> <i>Percent of students who are not proficient in mathematics by the end of fifth grade who receive additional personalized support.</i></p>	<p>WSF, \$30,000 Title I, \$50,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>



### One-Year Academic Plan SY 2024-2025

	<p>The ELs who meet their GTT for WIDA will increase from 48% to 53%</p>	<ul style="list-style-type: none"><li>- EL strategies will be implemented in all classrooms. (Heather Nishimura-EL Coor)</li><li>- Fourth and Fifth Grade departmentalized instruction so teachers can better focus and assess student learning (Grade Level GLCs)</li><li>- Students will track their own progress in i-Ready and we will celebrate their growth with quarterly iReady Growth Celebrations (A. Hisatake, CC)</li></ul> <p>Accountable Leads: Principal Gonsalves April Hisatake - Curriculum Coordinator Heather Nishimura - EL Coordinator Leadership Team - GLCs Grade Level Chairs</p>		
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**One-Year Academic Plan SY 2024-2025**

<p><b>Science Proficiency</b></p> <p>1.1.4. All students are proficient in science by the <b>end of 5th grade</b>, and those who are not proficient receive necessary and timely support to become proficient</p>	<p>3A, 3B</p> <p>38% of 5th students were proficient in SBA-ELA which was 8% below the state and 7% below the Complex area</p> <p>HSA Science will increase to 42% proficient</p>	<ul style="list-style-type: none"> <li>Analyze current science curriculum as a faculty to ensure viability (Principal Gonsalves)</li> <li>Strengthen Tier 1 instruction in all Science classrooms by following and using the approved viable curriculum. (Principal Gonsalves)</li> <li>Royal School Science Fair (M. Nihi, STEM Coordinator)</li> </ul> <p>Accountable Leads: Principal Gonsalves M. Nini - STEM Coordinator</p>	<p><i>-HSA Science proficiency will increase to 42%</i></p>	<p>WSF, \$15,000 Title I, \$30,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>
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**One-Year Academic Plan SY 2024-2025**

<p><b>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</b></p>	<p>1A, 1B, 1C, 2A, 2B, 2C, 5A, 5B, 5C, 5D, Subgroup performance listed above in "Identified School Needs"</p>	<ul style="list-style-type: none"> <li>• Inservice will be provided on how to effectively use the curriculum to strengthen Tier 1 instruction - including components for special sub groups. (April Hisatake-CC)</li> <li>• Provide PD on effective EL strategies with implementation and follow-up systems (H. Nishimura, EL Coor)</li> <li>• Provide professional learning and inservice on how to effectively use intervention strategies to strengthen tier 2 and 3 instruction (including components for special sub groups) (A. Hisatake, CC)</li> <li>• Tier 2 and 3 instruction provided for students identified as needing support to develop foundational skills for learning.             <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Differentiated materials</li> <li>• Provide follow-up support to implement effective intervention practices (HMTSS Team)</li> </ul> </li> <li>• Students will track their own progress in i-Ready and we will celebrate their growth with quarterly iReady Growth Celebrations (A. Hisatake, CC)</li> </ul>	<p><b>From Strat Plan:</b>  <i>-Language arts proficiency will increase to 61%</i>  <i>-Mathematics proficiency will increase to 54%</i>  <i>-Science proficiency will increase to ____%</i>  <i>-All students will reach their GTT annual growth in iReady diagnostic</i>  <i>-Regular attendance</i>  <i>-Percent of English Learners who are meeting or on track to meet English language proficiency</i></p>	<p>WSF, \$15,000          Title I, \$ 30,000          Title II, \$          Title III, \$          Title IV-A, \$          Title IV-B, \$          IDEA, \$          Homeless, \$          Grant:____, \$          Other:____, \$</p>
<p><b>1.1.5. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school.</b></p>	<p>4F          100% of incoming Kindergarteners assessed using the KEA. 90% identified as needing additional support.</p>	<ul style="list-style-type: none"> <li>• Implement a Royal School Kindergarten Summer program offered to all incoming Kindergarten students (W. Luis, Kinder GLC)</li> <li>• For 4th &amp; 5th grade, continue departmentalizing our reading and math instruction to help our students become familiar with changing rooms and receiving specialized instruction from different teachers (4th and 5th grade GLCs)</li> <li>• Continue to collaborate with our feeder middle schools to promote a more streamlined middle school transition for our 5th graders (5th grade GLC)</li> </ul>	<p><b>From the Strat plan:</b>  <i>-Percent of K students attending K summer Program for newly entering students.</i>  <i>-Number of middle/intermediate schools with transition activities for students entering from elementary school</i></p>	<p>WSF, \$5000          Title I, \$          Title II, \$          Title III, \$          Title IV-A, \$          Title IV-B, \$          IDEA, \$          Homeless, \$          Grant:____, \$          Other:____, \$</p>



**One-Year Academic Plan SY 2024-2025**

<p><b>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</b></p>	<p>4A, 4B, 4C, 4D, 4E, 4F</p>	<ul style="list-style-type: none"> <li>• Teachers/support will be hired to support smaller class sizes and provide support to classroom teachers (Principal Gonsalves)</li> <li>• Provide teachers training/support for our HMTSS process, both academic and behavioral(VP Morikone)</li> <li>• Complete and use school blueprint to consistently meet student needs (academic and behavioral) (VP Morikone)</li> <li>• Provide coaching/support/follow-up for targeted and intense interventions (A. Hisatake, CC &amp; E. Malna, Counselor)</li> <li>• All teachers K-5 will use data from i-Ready &amp; their data teams to create flexible/tiered intervention groups and implement Intervention during their scheduled times to meet identified needs of students (GLCs)</li> <li>• Improve ALARM program to give students ownership in our culture of attendance (VP Morikone &amp; E. Malina, Counselor)</li> </ul>	<p><i>-Completion of school blueprint that defines the schools system of support</i>  <i>-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</i></p>	<p>WSF, \$          Title I, \$95,000          Title II, \$          Title III, \$          Title IV-A, \$          Title IV-B, \$          IDEA, \$          Homeless, \$          Grant:___, \$          Other:___, \$</p>
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One-Year Academic Plan SY 2024-2025

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

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Rationale/ Root Cause</b> "Why are we doing this?" Use current school data and set target</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>1.2.1. All students desire to and attend school regularly.</b></p>	<p>4D 40% of students were chronically absent in SY 2022-23. This will decrease to 25% by the end of the 24-25 SY.</p>	<ul style="list-style-type: none"> <li>● Outreach will be consistently used to bring students back to school.               <ul style="list-style-type: none"> <li>○ Home visits</li> <li>○ Parent meetings</li> <li>○ (E. Malina- Counselor, VP Morikone)</li> </ul> </li> <li>● Create a culture of care throughout our school by continuing our Pono lessons, SEL lessons and our PBIS incentive program (E. Malina, Counselor)</li> <li>● Extend A.L.A.R.M Attendance Program to include more consistent school-wide incentives for students/classes with perfect attendance (e.g., pizza party, E-Sports room time, etc...)(E. Malina, Counselor &amp; VP Morikone)</li> <li>● Celebrate student growth with quarterly iReady Growth Celebrations (A. Hisatake, CC)</li> </ul>	<p><i>From the Strat plan:</i> -Percent of students attending 90% or more days of instruction -Weekly attendance data analysis and follow-up</p>	<p>WSF, \$10,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>





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<p><b>1.2.2. All students demonstrate positive behaviors at school.</b></p>	<p>4A, 4B, 4C, 4D, 4E, 4F</p>	<ul style="list-style-type: none"> <li>Continue Pono Lessons school-wide (Leadership Team GLCs)</li> <li>Continue to promote positive behaviors through our PBIS program and SEL lessons (Counselor, E. Malina)</li> <li>Set up behavior expectations/plans in every classroom (Leadership Team GLCs)</li> <li>Promote school pride by reinstating Red Shirt Fridays (make an announcement of the class with the highest percentage of students wearing red shirts) (Leadership Team GLCs)</li> <li>Ensure a culture of care with our Red Ticket Incentive Program to encourage 5Rs and GLOs (Leadership Team GLCs)</li> <li>Celebrate student growth with quarterly iReady Growth Celebrations (A. Hisatake, CC)</li> </ul>	<p><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, \$10,000          Title I, \$          Title II, \$          Title III, \$          Title IV-A, \$          Title IV-B, \$          IDEA, \$          Homeless, \$          Grant: __, \$          Other: __, \$</p>
<p><b>1.2.3. All students experience a Nā Hopena A’o environment for learning.</b></p>	<p>4A, 4B, 4C, 4D, 4E, 4F</p>	<ul style="list-style-type: none"> <li>Continue Pono Lessons school-wide (Leadership Team GLCs)</li> <li>Continue to promote positive behaviors through our PBIS program and SEL lessons (Counselor, E. Malina)</li> <li>Set up behavior expectations/plans in every classroom (Leadership Team GLCs)</li> <li>Promote school pride by reinstating Red Shirt Fridays (make an announcement of the class with the highest percentage of students wearing red shirts) (Leadership Team GLCs)</li> <li>Ensure a culture of care with our Red Ticket Incentive Program to encourage 5Rs and GLOs (Leadership Team GLCs)</li> <li>Celebrate student growth with quarterly iReady Growth Celebrations (A. Hisatake, CC)</li> </ul>	<p><i>From the Strat plan:</i>  <i>-Percent of students agreeing that the school has a good learning environment (as per Panorama surveys)</i>  <i>-Embedded into school culture.</i></p>	<p>WSF, \$10,000          Title I, \$          Title II, \$          Title III, \$          Title IV-A, \$          Title IV-B, \$          IDEA, \$          Homeless, \$          Grant: __, \$          Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

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

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Rationale/ Root Cause</b> "Why are we doing this?" Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"  <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.</b></p>	<p>4F 100% student participation in Royal School's Pathway Program.  Pathways has been an essential part of our school vision to provide students with an introduction to a variety of career, community and civic opportunities</p>	<p>Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> <li>• Weekly classes exposing students to various careers</li> <li>• Expand to include more active civic engagement (M. Vadman, Pathways Coordinator)</li> </ul> <p>All students participate in our Career Day Event (E. Malina, Counselor)</p>	<p>-Percent of students participating in career exploration and development activities. -Percent of students participating in civic learning and active civic engagement.</p>	<p>WSF, \$10,000 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> BE SPECIFIC <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.
2.1.1 All <b>teacher</b> positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	70% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 85% of teachers will receive 72 SIQ hours or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> <li>• State/District EL course offerings</li> <li>• University courses</li> </ul> Teachers who do not have SIQ/TESOL status will create a plan to meet this qualification by the 26-27 SY (Heather Nishimura, EL Coordinator)	-Percentage of teachers with all SIQ hours completed and/or TESOL certification. -Plan for teachers without SIQ hours/TESOL certification.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



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<p>2.1.2 All <b>teachers</b> are effective or receive the necessary support to become effective.</p>	<p>None of our teachers on cycle received a marginal rating on EES. By the end of the 24-25 SY, all teachers on cycle will continue to receive an effective or highly effective rating.</p>	<p>In order to be effective, all teachers will be provided supports including:</p> <ul style="list-style-type: none"> <li>• EL PD</li> <li>• Math PD- collaborative coaching</li> <li>• NGSS inservice- Boseman</li> <li>• Feedback from regular walkthroughs</li> <li>• Individual supports targeting individual needs (Principal Gonsalves, A. Hisatake, CC)</li> </ul>	<p><i>-Number of teachers participating in professional development beyond the 21 hours</i></p>	<p>WSF, \$ Title I, \$94,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>
<p>2.2.2 All schools' <b>support staff</b> are effective or receive the necessary support to become effective.</p>	<p>None of our support staff on cycle received a marginal rating. By the end of the 24-25 SY, all support staff will continue to be effective or highly effective</p>	<p>In order to be effective, all support staff will be provided supports which will include:</p> <ul style="list-style-type: none"> <li>• Regular Feedback</li> <li>• Individual supports targeting individual needs (Principal Gonsalves, VP Morikone)</li> </ul>	<p><b>From Strat Plan:</b> <i>-Number of professional development opportunities for classified school support staff.</i> <i>-Number of designated entry-level classes of work with available career ladders for advancement.</i></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.

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Rationale/ Root Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</b></p>	<p>4E 100% of SCC positions are currently filled.  Collaborative meetings focused on school culture and school improvement will be held every quarter.</p>	<p>Principal will message the importance of this advisory group to all stakeholders in October 2023 explaining roles/responsibilities..  Elections will be held on Nov 1, 2023.  Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized.  (Principal Gonsalves)</p>	<p><i>From Strat Plan:</i> -All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey.</p>	<p>WSF, \$ Title I, \$ 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <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.	4E, 5D	<ul style="list-style-type: none"> <li>● Grade level Pono Parent Activities (GLCs)</li> <li>● EL Parent Quarterly Meetings (H. Nishimura- EL Coordinator)</li> <li>● Reading Week Family Activities (A. Hisatake- Curriculum Coordinator)</li> <li>● Book Blast School-Wide Event (A. Hisatake - Curriculum Coordinator)</li> <li>● Science Fair (M. Nihi, Science Stem Coordinator)</li> </ul>	-Panorama survey results  -Parent participation percentages for all family activities	WSF, \$10,000 Title I, \$2600 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 ROYAL 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](#).

<b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1095
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	N/A

**Bell Schedule: Royal School**

<b>Warning Bell</b>	<b>7:55</b>
<b>School Begins</b>	<b>8:00</b>
<b>Morning Business</b>	<b>8:00-8:15</b>

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<b>Instructional Block 1</b>	<b>8:15-9:50</b>
<b>Recess</b>	<b>9:50-10:05</b>
<b>Instructional Block 2</b>	<b>10:05-11:30</b>
<b>Lunch</b>	<b>11:30-12:10</b>
<b>Instructional Block 3</b>	<b>12:10-2:15</b>
<b>End of School for Students</b>	<b>2:15</b> <b>1:00</b> <b>(Wednesdays)</b>
<b>Teacher Prep – Outside Student Hours</b>	<b>2:15-3:00</b>
<b>Wednesdays:</b> <b>Teacher Prep - Outside Student Hours</b> <b>Faculty Meetings</b>	<b>Wednesdays:</b> <b>1:00-1:45</b> <b>1:45-3:00</b>