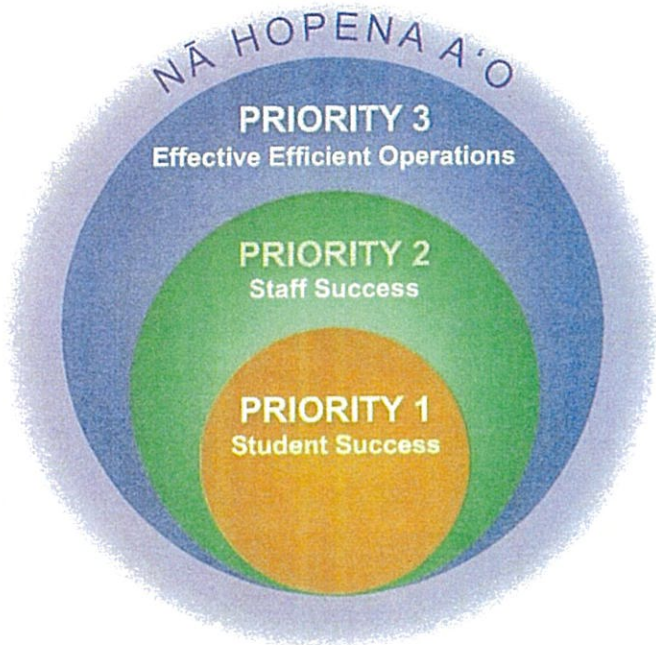Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

LEEWARD DISTRICT OFFICE
APR 12 2024

281

NĀ HOPENA A'O

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

Ka'imiloa Elementary School Academic Plan SY 2024-2025

91-1028 Kaunolu Street
(808)307-9300
www.kaimiloa.k12.hi.us

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

Submitted by Principal Anela Pia	Approved by Complex Area Superintendent Sean Tajima

Ka'imiloa Elementary School Academic Plan, Version 1, March 12, 2024

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	4/12/24		APR 1 5 2024

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

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 <u>comprehensive instructional program(s)</u> 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	Social Studies
K-6	ELA Units of Study	Math Units of Study		

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 <u>universal screener(s)</u> 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.

Grade Level /	English Language Arts	Mathematics

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

One-Year Academic Plan SY 2024-2025

Course Name

K-6   **iReady**   **iReady**

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Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

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: 2024, Next Full Self-Study: 2030
- Other current accreditation self-study

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1

<u>Student Need:</u> Students need to know, understand, and apply the strategies of a good reader to comprehend text.

<u>Root/Contributing cause(s):</u>
1. WASC Chapter II (Profile Data)
   a. SBA: ELA proficiency is improving, however it remains low at 47%.
   b. Even though the school has been focusing on reading over the last three years, there is still a need to address comprehension and vocabulary as measured by iReady:
      i. Vocabulary proficiency - 49% to 53%
      ii. Comprehension: Literature proficiency - 54% to 60%
      iii. Comprehension: Informational proficiency - 51% to 54%
2. Chapter III (FG Findings)
   a. The Advisory Team and teachers need to tighten and/or develop systems to monitor specific instructional practices (specifically in reading comprehension) and its impact on learning.

2   **<u>Student Need:</u>** Students need to learn, understand, and use Visible Learning Dispositions and the Three Questions to become effective learners.

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

Root/Contributing cause(s):
1. Chapter II (Profile Data)
   a. SBA: ELA proficiency is improving, however it remains low at 47%. Math proficiency data is improving; however, it remains low at 52%.
   b. GLO data shows minimal improvement of students "Consistently" (38% average across all GLOs) demonstrating the following learner outcomes over the last three years:
      i. GLO#1: Self-Directed Learner - 5% gain
      ii. GLO#2: Community Contributor - 1% gain
      iii. GLO#3: Complex Thinker - 5% gain
      iv. GLO#4: Quality Producer - 6% gain
      v. GLO#5: Effective Communicator - 3% gain
      vi. GLO#6: Effective and Ethical Use of Technology - decrease by 3%
   c. Based on the SCA Report; when asked:
      i. 15% of students were able to articulate characteristics that may be associated with a good learner;
      ii. 20% of students demonstrated an authentic response to knowing what to do when confronted with challenges when learning or "What do you do when you get stuck"
   d. SEL Panorama Data over the last three years; lowest percentages:
      i. Grades K-2: Significant growth in Grit - 48% to 72%
      ii. Grades K-2: Self-Efficacy and Self-Management - 46% to 64%
      iii. Grades 3-5: Self-Efficacy - avg. 55%; Emotional Regulation - avg. 48%
      iv. Grade 6: Emotional Regulation - avg. 42%
      v. Grade 6: Growth Mindset - avg. 46%
2. Chapter III (FG Findings)
   a. The Advisory Team and teaching staff will ensure the school curriculum consistently addresses the General Learner Outcomes, via VL dispositions at each grade level, subject area, course, and/or program.
   b. The Advisory Team and teachers will ensure that students interact with LTSC during and after instruction for reflection and/or self-assessment for learning.
   c. Ka`imiloa should continue to work on VL student feedback & self- assessments.

3 **Student Need:** Students need to consistently meet school wide behavior expectations.

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

Root/Contributing cause(s):
1. Chapter II (Profile Data)
    a. Office Referral Data:
        i. Class A, B, C, and D offenses: baseline data - 423 in SY 2022-23
        ii. Class D offenses = 256

Schoolwide Growth Areas:
1. The Advisory Team and teachers will develop systems to monitor the specific instructional practices and their impact on learning.
2. The Advisory Team and teachers will develop systems to evaluate our curriculum and its implementation.
3. Teachers and students will engage and interact with Learning Targets and Success Criteria to reflect, self-assess, and give feedback.
4. The Advisory Team and teachers will increase the type, frequency, and level of engagement with parent involvement, especially in the teaching/ learning process.

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1

<u>Targeted Subgroup:</u> EL

<u>Identified Student Need(s):</u>
Our EL population needs to have access to quality teaching and learning experiences that will increase their language acquisition and close the gap in their achievement levels.
- Continue EL structure and delivery of services.
- Continue to utilize the Sonday System program.

2

<u>Targeted Subgroup:</u> SPED

<u>Identified Student Need(s):</u>
Our SPED students need focused teaching and learning experiences that will address their specific learning needs and close the gap in their achievement levels.
- SPED department is using Form 1 and Form 2 to guide instructional planning
- Revisions are being made to our Request For Assistance process
- Afterschool Safety Net Tutoring Program will continue to be provided for K-3 students in reading.

3

<u>Targeted Subgroup:</u> SES

<u>Identified Student Need(s):</u>
Our SES student population needs an enhanced teaching and learning environment providing additional resources and/or experiences that they may lack because of their socio-economic status.
- Provide differentiated instruction in Tier 1.
- Provide interventions

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

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 "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 (Initial & Intermediate Outcomes) "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.
1.1.1 All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop	26% of kindergarten students demonstrate readiness for kindergarten on KEA.	Incoming Kindergarten students will be offered Kickstart for readiness skills. Teachers will use the KEA data to provide tier II and/or tier III academic support. Accountable Lead: Tamra Yamamoto, Gr K-2 Instructional Coach	KEA Data and Kindergarten skills monitoring sheet. Intervention team monitoring sheet. % of Kinder students who participate in kickstart.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:ESSER, $88,794

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

foundational skills for learning.

| **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.

50.01% | iReady: 60%
BAS: 50%
SBA: 48%

SCA:
• 15% of students describing a good learner

• 35% of students articulating LT and SC

WASC SLN 1
WASC SLN 2
WASC GA 3 | Students will:
• participate in UoS for ELA.
• be able to describe what it means to be a good learner (disposition terms and definitions), discuss how to apply those skills, and begin to apply them.
• learn and understand the three questions.
• participate in tier II and/or tier III reading support as needed
• meet iReady reading goals (receive quarterly incentives).

Teachers will:
• revise and refine UoS for ELA.
• monitor students' reading proficiency from each unit
   ○ begin to embed good reader strategies
• teach and utilize dispositions throughout the lesson/day to build an effective learner mindset.
• teach the purpose of LTSC and how it relates to the three questions.

Accountable Lead: Tamra Yamamoto, Gr K-2 Instructional Coach Kathy Makimoto, Gr 3-6 Instructional Coach, & Tamie Richardson, MTSS lead | UoS Data

Walk-through and Student interview

GL survey on Unit of Study

iReady & BAS (Fall, Winter, Spring)

Intervention data
• RISE
• RtI - ELA
• EL
• ASSN
• IR | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

Math Proficiency	iReady: 60% SBA: 53%	Students will:	UoS Data	☑ WSF, $

Math Proficiency

1.1.3
All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient

54.20%

iReady: 60%
SBA: 53%

SCA:
- 15% of students describing a good learner

- 35% of students articulating LT and SC

WASC SLN 1
WASC SLN 2
WASC GA 3

Students will:
- participate in UoS for math.
  - strengthen number sense and problem solving skills
- participate in tier II and/or tier III math support as needed.
- be able to describe what it means to be a good learner (terms and definitions) and discuss how to apply those skills.
- learn and understand the three questions.
- meet iReady math goals (receive quarterly incentives).

Teachers will:
- revise and refine the UoS for math.
  - embed MTPs / SMPs and 100% student engagement
  - include number sense and problem solving
- monitor students' math proficiency for each unit
- teach and utilize dispositions throughout the lesson/day to build an effective learner mindset.
- teach the purpose of LTSC and how it relates to the three questions.

Accountable Lead: Tamra Yamamoto, Gr K-2 Instructional Coach
Kathy Makimoto, Gr 3-6 Instructional Coach, & Tamie Richardson, MTSS lead

UoS Data

Walk-through and Student interview

iReady (Fall, Winter, Spring)

Intervention data
- RTI - Math
- IR

☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

1.1.4

All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

SBA
High Needs: 40%

SBA
Non-High Needs: 64%

WASC SLN 1
WASC SLN 2

Accountable Lead: VPs 1 and 2

UoS Data

Walk-through and Student interview

iReady & BAS (Fall, Winter, Spring)

Intervention data
- RISE
- EL
- ASSN
- IR

Data House Dashboard

- ☑ WSF, $
- ☑ Title I, $
- ☐ Title II, $
- ☐ Title III, $
- ☐ Title IV-A, $
- ☐ Title IV-B, $
- ☐ IDEA, $
- ☑ SPPA, $
- ☐ Homeless, $
- ☐ Grant:__, $
- ☐ Other:__, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

1.1.5

All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

To help prepare our students to transition from 6th grade to intermediate school.

Transition 6th grade field trip to Ilima.

Counselors send behavior/counseling information to Ilima.

SPED teachers meet and discuss with Ilima incoming students.

Classroom teachers send academic (algebra and Rdg and Math RtI) info to Ilima.

AVID screening

Accountable Lead: Kathy Makimoto, Gr 3-6 Instructional Coach, Kris Osumi, SSC, 6th Grade GLC, and 6th Grade Counselor

% of students attended FT

Gr 6 articulation with Ilima meeting notes

Behavior / counseling spreadsheet

SPED Transition spreadsheet

Algebra, Reading and Math RTI spreadsheet

☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

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

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 (Initial & Intermediate Outcomes) *"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.*
1.2.1 All students desire to and attend school regularly. *Required for all schools.*	Attendance 91.13% Chronic Absenteeism 44%	The school staff will MTSS Team and teachers will inform parents and students of MTSS expectations. The Counseling Team and teachers will communicate regularly with parents regarding attendance and continue the SART program. Parent events - Promote the importance of daily school attendance. Accountable Lead: Kayla Chung, Counselor	Attendance Data SART Minutes	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

| 1.2.2

All students demonstrate positive behaviors at school.

Required for all schools. | Tier 1 - SRSS-IE
• external behavior Spring 77.87%

• Internal Behavior Spring 79.94%

• 423 total offenses (ODR)

WASC SLN 3 | Students will:
• follow the academic, behavior, and social responsibilities as stated in the MTSS plan.
• receive Cougar & Class Paws for appropriate behaviors.

Teachers will implement the MTSS Plan.

Teachers and Counselors will identify students at-risk of falling behind academically due to behavior problems.

Counselors will:
• deliver tier 1 guidance lessons, as needed.
• prevent and reduce behavior problems by providing small groups and/or one-to-one support based on student need.
• be provided support and PD (ASCA National Conference).
   ○ PD may occur locally or nationally

Accountable Lead: Tamie Richardson, MTSS lead, Kayla Chung, Counselor | SRSS-IE

ODR

PIRS

TFI

Counselors' schedule

School Counseling Program Council Meeting minutes | ☑ WSF
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

1.2.3 All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	To help the school understand the connections with Nā Hopena Aʻo	Create crosswalk Na Hopena Aʻo to Kaʻimiloa's Mission, Vision, and Core Values, and Beliefs Accountable Lead: Anela Pia, Principal	Cross walk sheet Staff Minutes	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

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

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 (Initial & Intermediate Outcomes)** *"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.*
1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	To provide opportunities for students to participate in career, community and civic activities.	Students will participate in • our annual career day activities • a variety of civic opportunities (i.e., JPOs, student council, NHES, follow PBIS matrix, cafeteria monitors, etc.). ○ PBL grade levels- food drive, recycling/senior home donation Accountable Lead: VP, Kayla Chung, Counselor	Increased opportunities for students to participate in various activities.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:LSA, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

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 *"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.*
2.2.1 All teachers will be supported to become effective teachers.	(See 1.1.2, 1.1.3, and 1.1.4) WASC SLN 1 WASC SLN 2 WASC GA 3	Teachers will receive PD (locally or nationally) on: ● Reading strategies ● Visible Learning LTSC ● Effective math instruction - MTP ● School safety ● Health and Wellness ● *Special Education ● Leadership *Inclusion Teachers or Interested Staff	Staff Development Minutes Teacher Survey Walk-through data	☐ WSF, $ ☑ Title I ☑ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

Accountable Lead: Anela Pia, Principal

☑ Grant: CDC
☐ Other:__, $

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 *"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.*
3.3.1 All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	To increase involvement of all stakeholders.	Ka'imiloa School Community Council will meet regularly to collaborate and provide feedback from all stakeholders on the school's academic and financial plan. Accountable Lead: Anela Pia, Principal & Tamie Richardson, SCC Chairperson	Agenda and Meeting Notes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

Required for all schools.

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

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.*
FC.1 Provide opportunities for all parents to engage in the teaching and learning process.	WASC GA 4	The Advisory Team and teachers will increase the type, frequency, and level of engagement with parent involvement, especially in the teaching/ learning process. • GL standards activities • PT conference • Lending library • Parent nights Accountable Lead: Admin, Librarian	Parent sign in sheets Teacher survey (on dojo) Lending library usage	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ **Other Systems of Support**

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

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.*
O.1 AT and teachers will develop a system to monitor instructional practices and evaluate curriculum and its implementation	WASC GA 1 WASC GA 2	Grade level teams will ensure reading and math units of study meet criteria. Advisory and grade level teams will utilize the EAA Protocol / Data Teams Process to monitor instructional practices, implementation of the curriculum, and impact on student learning. The ART will meet quarterly to monitor programs and processes related to instruction and curriculum. Accountable Lead: Tamra Yamamoto, Gr K-2 Instructional Coach Kathy Makimoto, Gr 3-6 Instructional Coach, & Tamie Richardson, MTSS lead	UoS criteria Checklist Unit of Study Data ART	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
O.2 All students and staff will utilize technology to augment	To provide tools and knowledge for students and teachers	• Purchase new and replenish old iPads for student and teacher use. • Update teaching and learning tools • Increase understanding and skill of technology devices and programming through training opportunities (SOTF, ISTE)	Inventory SD minutes and agenda	☑ WSF, $ ☑ Title I, $ ☑ Title II, $ ☐ Title III, $ ☐ Title IV-A, $

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

| instruction and learning. | to integrate technology to enhance learning. | Accountable Lead: Liane Miura, Technology Coordinator, Sirenna Hanohano-Medieros, DPU | Program usage data | ☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Identified at risk students meeting entry criteria will participate in tier II and/or tier III academic supports as needed to increase student success in mastering grade-level expectations.

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section 302A-251, as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Ka'imiloa Elementary School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*   1,095

Did your school submit a SCC Waiver Request Form? Please explain.   Yes. SCC turned in a waiver form for 5 waiver days.

Bell Schedule: Ka'imiloa Bell Schedule