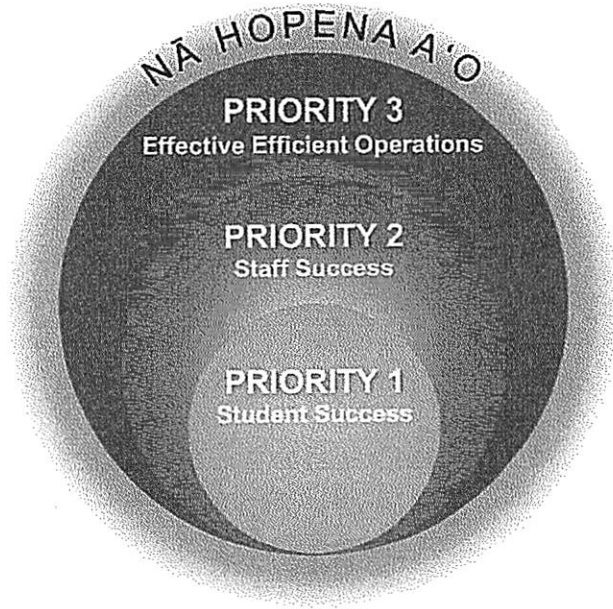




PWCA Elem Academic Plan Template Kanoelani Elementary School Academic Plan SY 2024-2025



94-1091 Oli Loop
808-307-3800
kanoelani.org

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

Submitted by Principal Neil Blomberg	
<i>Neil Blomberg</i>	02/14/24

Approved by Complex Area Superintendent Richard Fajardo	
<i>[Signature]</i>	4/15/24



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.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6	Wonders	Go Math!

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.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6	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: [Insert year], Next Full Self-Study: [Insert year]
- Other current accreditation self-study

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.

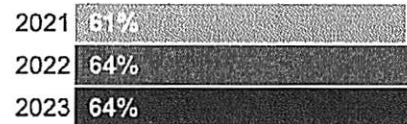
1 Student Need 1: Increase Students proficiency in ELA, Math, and Science while working to close the achievement gap.



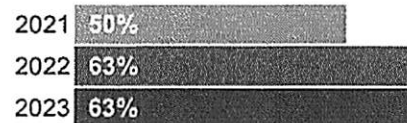
ACADEMIC ACHIEVEMENT

Percent of students meeting proficiency on state assessments in Language Arts, Math, and Science.

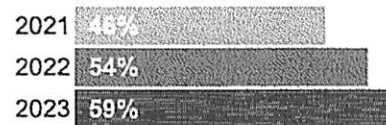
Language Arts



Math



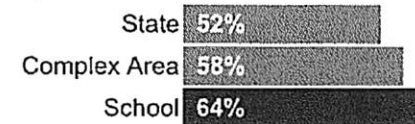
Science



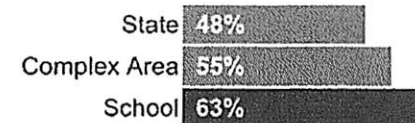
COMPARISON

Compares the percent of students meeting the standard/who are proficient on state assessments.

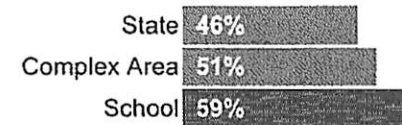
Language Arts



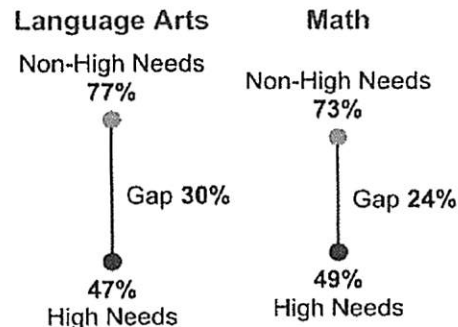
Math



Science



Achievement Gap: Difference in proficiency rates for Non-High Needs and High Needs.



Root/Contributing cause(s): Student achievement growth has plateaued in the 2022-2023 school year in terms of proficiency on state wide assessments in ELA and math.. Schools need to continue to support all learners with strong whole class instruction techniques and support so that all students have the opportunity to meet proficiency targets. School needs to continue to strengthen and support RTI tier 2 and 3 supports so that all learners gain in proficiency

- 2 **Student Need 2:** One area of need that KES staff and leaders need to continue to provide meaningful opportunities for students and parents to participate in school decisions and goal setting, and increase meaningful community partnerships and events to enable the family to participate in career connections and ensure that school/community values align.



Root/Contributing cause(s): Maintaining choices for enrichment and student interest after school, and creating multiple family/community learning opportunities and programs throughout the school year help build the home/school partnership to support our students academic and learning needs. Meaningful connections with community partners helps us to support career exposure activities for all grade levels, to ensure that students have meaningful experiences with and in the community.

3 Student Need: Increase percentage of Students who attend school for 90% or more of scheduled school days.

Root/Contributing cause(s): Students and families are still absent at a high rate post pandemic. Communicating and supporting families to bring students to school can increase student engagement and success with academic achievement. The numbers are highest among our K and 1st grade students, suggesting that parent engagement and education could improve this outcome as well.

Chronic Absenteeism Data (15 or more absences during a school year)

	2021-2022	2022-2023
Kanoelani	30%	27%
Complex	35%	27%
State	42%	33%



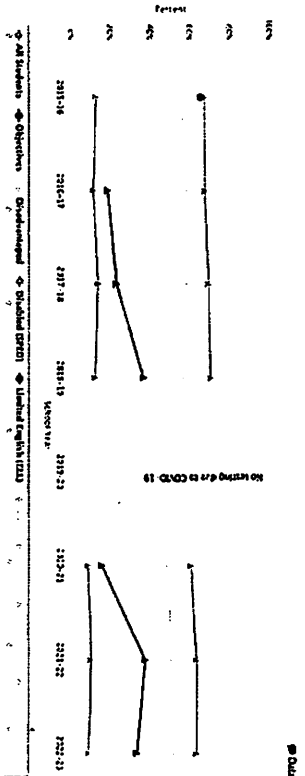
In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

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

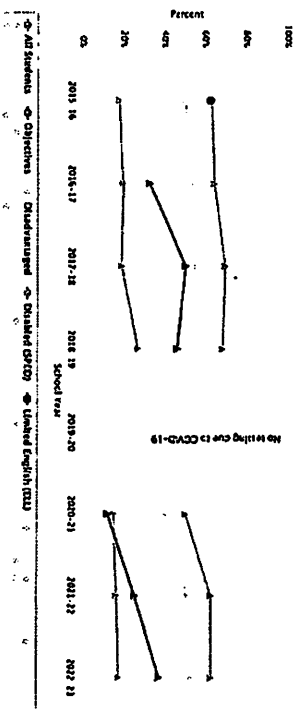
Targeted Subgroup: Special Education Students

Identified Student Need(s): Students need targeted support from staff to support their proficiency growth in ELA and Math achievement. Students lag far behind their peers in meeting grade level standards.

ELA Meeting Standard
By Subgroup & Year for FSY
Kanoelani EI

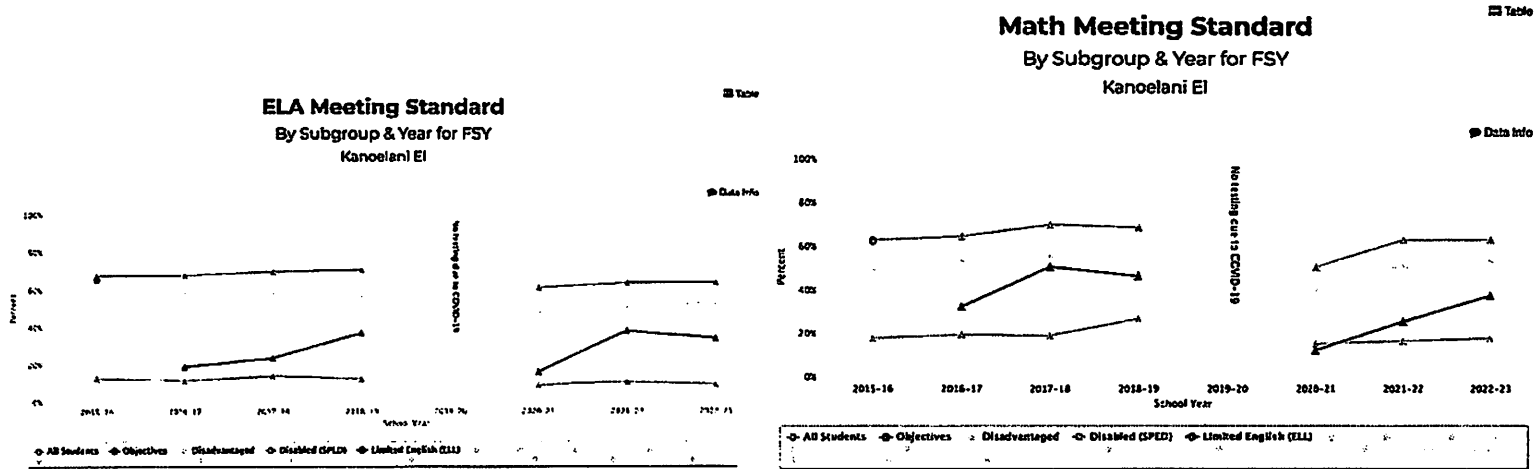


Math Meeting Standard
By Subgroup & Year for FSY
Kanoelani EI



2 Targeted Subgroup: English Language Learners

Identified Student Need(s): English Language Learners need additional classroom support due to language barriers, particularly around academic vocabulary. Students need support during the academic day, as well as opportunities to work on skills after school and to support them with their classroom learning. Families need access and comfort with the school and its communications so that they can access all programs and supports for their child. Student proficiency on the WIDA test, the measurement for learning the English language, has been improving. Students still need support in meeting ELA and math standards.

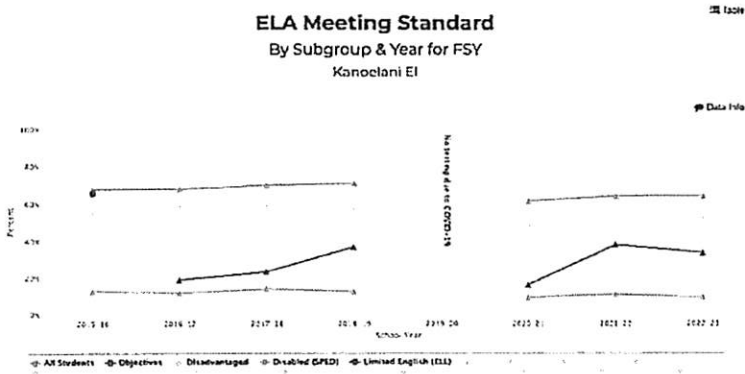


3 **Targeted Subgroup:** High need Socio Economic Students

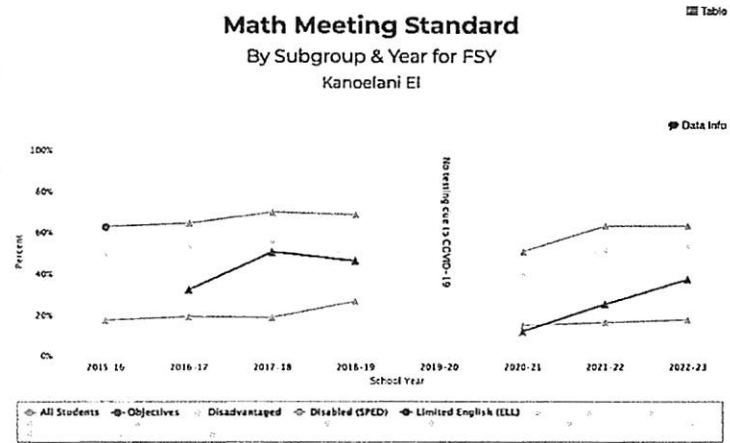
Identified Student Need(s): Students need support with attending school, due to a higher average of chronic attendance among this population. Students also need meaningful academic support so that their proficiency growth can mirror the student population as a whole.



ELA Meeting Standard
By Subgroup & Year for FSY
Kanoelani EI



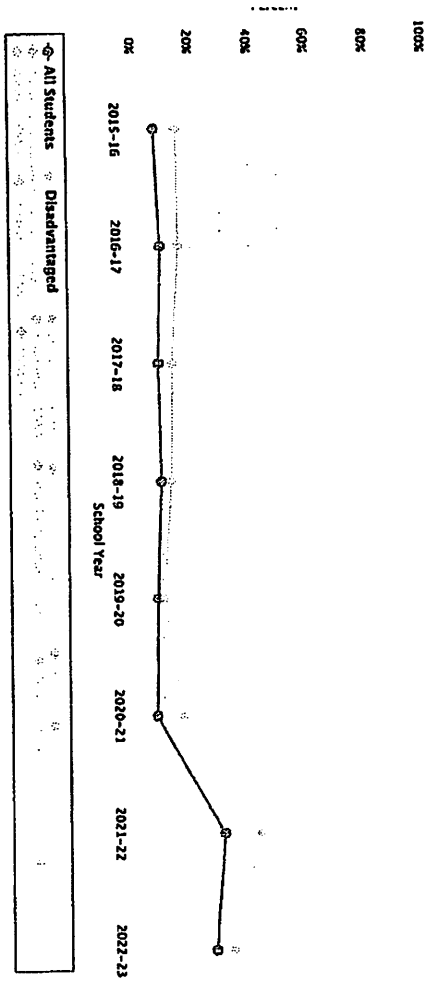
Math Meeting Standard
By Subgroup & Year for FSY
Kanoelani EI





Chronic Absenteeism By Subgroup & Year for FSY Kanoelani EI

Table





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 Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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.	New data about entering kindergarten students will inform instruction, planning and advocacy for K-3 classrooms.	Schools will administer KEA and school diagnostic assessment to students entering Kindergarten. Assessment will be completed and results shared with faculty and families before the end of first quarter of the school year. Results will be used to inform instruction and support for students. Accountable Lead(s): Tracy Takazono, Matt Fujikawa School will use KEA results and teacher collected data to support students in transitioning to kindergarten classrooms. Social emotional and school readiness skills will be assessed as part of our school wide RTI program,	KPI- 100% of Kindergartners will be assessed All students who show concerns with their readiness will be reviewed/supported by our school wide RTI program	<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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



Accountable Lead(s): Lily Miyamoto, Elaine Shibuya, Jan Salinbone



One-Year Academic Plan SY 2024-2025

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

School environments that value and enhance the connection between all learners and their families and the school, support learning for student groups who are underperforming on traditional, summative measures.

School will use Go Math curriculum and Wonders ELA curriculum to support student achievement and proficiency for math and ELA standards

School will use OG training techniques and practices to support building reading skills for students, particularly younger students learning to read

What I Need (W.I.N.) will be provided for all students to help support acquisition of academic skills for tier 1 instruction, and to support students who need help with tier 2 and 3 skill acquisition

Monitor and support vertical and horizontal implementation of prioritized standards to support key student skills.

Use and maintain Write Tools practices in ELA instruction across all grade levels

School will continue to implement Stephanie Harvey Reading Strategies to support ELA proficiency in all grade levels

School will use the I ready diagnostic and skill building program to help track student success through formative assessment checkpoints throughout the year. RTI efforts, including tutoring and pull out support, will be provided.

(Tracy Takazono and Lisa Kurasaki, Coaches)

SBA scores in ELA and Math

I-Ready Diagnostic Results in ELA and Math

5th grade Science Proficiency

W.I.N. time and Data Team cycle results

Summer Learning Hub Data Results

WIDA Results

SPED student proficiency and inclusion rate

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



School will use Know Show Tell Check method and Automaticity Practices to build on solid Tier 1 instructional practices in Mathematics.

School will implement training and observations in Building Thinking Classroom Models to increase mathematical discourse and build mathematics skills in all students.

School will implement lessons and units that support HCSS standards in Social Studies in grades K-6. Teachers will work to align and support grade level expectations with PBL and standards based tier 1 social studies units and lessons

(Sheri Duldulao)

EL program will use push in support services, after school tutoring, and coaching support for teachers with EL students to differentiate and support EL students needs in the classroom

(Elsa Ichiki, EL Coordinator)

Special Education program will use RTI system to identify and support student learning needs, including eligibility for special education services.

SPED Articulation time to support collaboration with care coordinators and classroom teachers of SPED students



(Lily Miyamoto, SSC)

School will implement summer learning hub to support student skill acquisition.

(Lisa Kurasaki, coach)

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

Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.

Carry out a continuum of experiences at Kanoelani Elementary to prepare students for transition. Share future program opportunities in K-6 career articulation for all students.

(Matt Fujikawa, Vice Principal)

Transition to sixth grade classroom model where students have multiple teachers in core subjects to prepare them for middle school schedule and expectations.

Partner with Intermediate and High School academies for mentoring opportunities for students (Career Fair, student presentations)

Visit to intermediate school by sixth grade students to learn and build connections to intermediate school transition. Have intermediate school clubs and activities (band, etc.) share programs with sixth grade students.

(Lisa Tominaga, Vice Principal)]

Implement buddy class activities for students to interact and see role modeling from older students

(Matt Fujikawa, Vice Principal)

Panorama Survey

Articulation Student Review

RTI data review for new kindergartners and students who are helped during transition

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



One-Year Academic Plan SY 2024-2025

Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.

Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.

Actively engage all Kanoelani students through the use of evidence based instructional practices in relevant, real-world PBL projects.

Support improvement and implementation of projects through invitation of community partners and mentors so students can learn with real world experiences and audiences.

(Tiffany Uchida and Andrew Joyce, Coach)

PWCA Teacher and student survey feedback

Reviewing PBL projects against PBL Works Rubrics to ensure quality and consistency

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

TOTAL = \$



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.	Implementation of Choose Love SEL curriculum for all students at all grade levels to build positive behaviors and interactions among students. RTI-Behavior System to monitor, intervene, and support students who are showing behavior concerns that affect attendance, or who are consistently absent during the school year. Attendance Letters and follow through with family meetings for attendance concerns (Elaine Shibuya and Jan Salinthon, Counselors)	SQS and Panorama Data on student safety and satisfaction Data on number of parents/families contacted when student attendance becomes a concern. KPI-% of students attending 90% or more days	<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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.

Implementation of Choose Love SEL curriculum for all students at all grade levels to build positive behaviors and interactions among students.

RTI-Behavior System to monitor, intervene, and support students who are showing behavior concerns that affect attendance, or who are consistently absent during the school year.

Use of Bucket Filling, Choose Love Themes, Student of the week, Rainbow Awards, School Store, Grade Level Newsletter to recognize and reward positive school behaviors and environments

Rainbow Fun Day as a PBIS reward for consistently positive behavior by students.

[Elaine Shibuya and Jan Salinthone]

SQS and Panarama Data on student safety and satisfaction

Records of students identified who need support and intervention plan for their support

KPI- % of parents agreeing school supports positive behaviors

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



1.2.3. All students experience a Nā Hopena A'o environment for learning.

Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.

implementation of Choose Love SEL curriculum for all students at all grade levels to build positive behaviors and interactions among students.

RTI-Behavior System to monitor, intervene, and support students who are showing behavior concerns that affect attendance, or who are consistently absent during the school year.

Attendance Letters and follow through with family meetings for attendance concerns

(Elaine Shibuya and Jan Salinthon, Counselors)

Hawaiian Studies Articulation classes provided to all students, K-6 throughout the school year

Fourth grade curriculum supports teaching of native Hawaiian history, vocabulary, and cultural practices through social studies standards.

(Matt Fujikawa, Vice Principal)

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



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities.</p>	<p>Carry out a continuum of experiences at Kanoelani Elementary to prepare students for transition. Share future program opportunities in K-6 career articulation for all students.</p> <p>Field Trips, Guest Speakers, Rotary Club support, and outside audience members for PBL projects expose students to adults and professionals from outside the school.</p> <p>Partner with Intermediate and High School academies for mentoring opportunities for students (Career Fair, student presentations)</p> <p>Continue 15+ after school clubs promote school service, learning opportunities, and growth in exposure to potential future career and civic opportunities</p> <p>Student opportunities to participate, support and run STEAMFEST night.</p> <p>Student work at center of curriculum fair</p> <p>(Lisa Tominaga, Vice Principal)]</p> <p>Implement buddy class activities for students to interact and see role modeling from older students</p> <p>(Matt Fujikawa, Vice Principal)</p>	<p>% of students participating in CCE</p> <p>Description and participation in civics engagement</p> <p>Club/Tutoring Rosters</p> <p>Attendance Sheets</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>



Student Ambassador Program and Student Council to build student leadership and communication skills
(Lisa Kurasaki, Tracy Takazono,

K-12 Alignment

1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

Promoting additional programs and activities for students will supplement quality instruction and support to increase students' academic readiness for high school.

Actively engage all Kanoelani students through the use of evidence based instructional practices in relevant, real-world PBL projects.
Support improvement and implementation of projects through invitation of community partners and mentors so students can learn with real world experiences and audiences.
(Tiffany Uchida and Andrew Joyce, Coach)

PBL 2x/Yr for each student

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



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 Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school	Mentoring program provide help for new probationary teachers, and support meetings are in place for faculty who are new to the school (Lisa Kurasaki) Twenty one PD hours are utilized for training, review of grade level data collection for supporting students, and alignment of standards and objectives for student learning EES evaluates and supports faculty in key duties and responsibilities for students	KPI #/% of first and second year teachers participating in state I&M programs Staff PD agendas and sign in sheets	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



priorities will increase their effectiveness

Schoolwide support and summer stipends are provided for grade level planning and implementation of core academic curriculum

Thinking Classroom Training Provided to teachers

Professional Development Opportunities through NCTM conference and followup allow teachers to grow professionally.

Grade Level time and Summer Stipends provided for teachers to align and work with new versions of ELA and Math Curriculum

Peer to Peer System to observe each other's teaching

Teacher's Leading Learners (TLL) allows teachers to share best practice with colleagues.

EA's participate in all faculty and committee training and decision making

Supports for teachers new to school in addition to induction and mentoring supports

(Neil Blomberg Principal)

EES
recordkeeping
Attendance
Sheets
Master
Schedules

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

Supporting teachers with opportunities, such as differentiated training and

Support Staff attend all faculty and after school meetings and trainings, duplicating training from teachers

PAS system allows evaluation and support of job performance

Staff PD
agendas and
sign in sheets

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$



One-Year Academic Plan SY 2024-2025

incentives, (Lisa Tominaga VP)
that are
aligned with
state,
complex area
and school
priorities will
increase their
effectiveness

- PAS evaluations and recordkeeping
- IDEA, \$
 - SPPA, \$
 - Homeless, \$
 - Grant: __, \$
 - Other: __, \$

All staff receive training in school wide safety through Blue Line Solutions

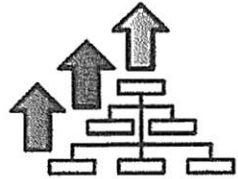
School wide safety and emergency preparedness

All staff participate in faculty training to learn basics of safety during emergency/lock down drills and scenarios

(Lisa Tominaga VP)

Faculty/ Staff PD survey review

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: __, \$
- 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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.	Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more stakeholders in shared	School reaches out via school messenger, chronicle and seesaw to invite people to SCC. All stakeholder roles are represented on SCC meeting. Stakeholders weigh in on School Data, share opinions on new initiatives, and approve School Academic Financial Plan (Neil Blomberg Principal)	Meeting Minutes	<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: __, \$



decision-making
to improve
student
achievement.



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
All parents and community Members feel like active and vibrant members of the school community	<i>Families have opportunities throughout the school year to learn about and support students in their academics.</i>	<p>Parents will have multiple opportunities to attend community events to learn about school programs and to work on academic and growth opportunities with their children. (e.g.PTSA events like Read A louds, book fair, pumpkin carving)</p> <p>Students and parents will have multiple opportunities to review academic concepts and see products of student work. STEAMfest, Curriculum Fair, Choose Love Learning Night</p> <p>Parents will have opportunities to volunteer and support student and school initiatives (e.g. Rainbow Run, Rainbow Fun Day, Career Day)</p> <p>Curriculum Fair, STEAMFEST, 6th grade end of year ceremony and other monthly events are open to community</p> <p>Parents and families will share and support students who meet academic and behavioral goals through recognition and award ceremonies. (Talent Show, Rainbow of the Quarter, etc.) (Neil Blomberg, Principal)</p>	<p>Attendance Sheets</p> <p>Parent and Community Feedback Forms</p> <p>Student feedback forms</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 checked="" type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>





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 [Insert School Name] 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) 1098 hours

Did your school submit a SCC Waiver Request Form? Please explain. N/A

Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]

Monday					Tuesday					Wednesday				
Student Start Time 7:45 AM					Student Start Time 7:45 AM					Student Start Time 7:45 AM				
Teacher Start Time 7:45 AM					Teacher Start Time 7:45 AM					Teacher Start Time 7:45 AM				
Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	Other	7:45 AM	7:50 AM	5	Passing	Other	7:45 AM	7:50 AM	5	Passing	Other
7:50 AM	8:10 AM	20	Homeroom	Other	7:50 AM	8:10 AM	20	Homeroom	Other	7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1	8:10 AM	9:40 AM	90	Instruction	Block 1	8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other	9:40 AM	9:55 AM	15	Recess	Other	9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:30 AM	95	Instruction	Block 2	9:55 AM	11:30 AM	95	Instruction	Block 2	9:55 AM	11:30 AM	95	Instruction	Block 2
11:30 AM	12:00 PM	30	Lunch		11:30 AM	12:00 PM	30	Lunch		11:30 AM	12:00 PM	30	Lunch	
12:00 PM	12:10 PM	10	Recess	Other	12:00 PM	12:10 PM	10	Recess	Other	12:00 PM	12:10 PM	10	Recess	Other
12:10 PM	2:00 PM	110	Instruction	Block 3	12:10 PM	2:00 PM	110	Instruction	Block 3	12:10 PM	1:15 PM	65	Instruction	Block 3
2:00 PM	2:45 PM	45	Teacher Prep	Prep	2:00 PM	2:45 PM	45	Teacher Prep	Prep	1:15 PM	2:00 PM	45	Teacher Prep	Prep
2:45 PM					2:45 PM					2:00 PM	2:45 PM	45	Meetings	Other
										2:45 PM				



Thursday				
Student Start Time 7:45 AM				
Teacher Start Time 7:45 AM				
Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	Other
7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:30 AM	95	Instruction	Block 2
11:30 AM	12:00 PM	30	Lunch	
12:00 PM	12:10 PM	10	Recess	Other
12:10 PM	2:00 PM	110	Instruction	Block 3
2:00 PM	2:45 PM	45	Teacher Prep	Prep
2:45 PM				

Friday				
Student Start Time 7:45 AM				
Teacher Start Time 7:45 AM				
Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Passing	Other
7:50 AM	8:10 AM	20	Homeroom	Other
8:10 AM	9:40 AM	90	Instruction	Block 1
9:40 AM	9:55 AM	15	Recess	Other
9:55 AM	11:30 AM	95	Instruction	Block 2
11:30 AM	12:00 PM	30	Lunch	
12:00 PM	12:10 PM	10	Recess	Other
12:10 PM	2:00 PM	110	Instruction	Block 3
2:00 PM	2:45 PM	45	Teacher Prep	Prep
2:45 PM				

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The Kanoelani Elementary School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board or Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 11/20/23

A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

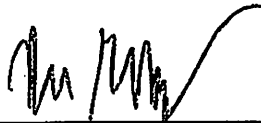
Date of School Community Meeting: 3/124

Other (list) Examples: School Leadership Team, Curriculum Committee
School Safety Committee, School CSSS Cadre

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date 03/01/24.


Attested:

Neil Blomberg
Typed name of school principal


Signature

4/10/24
Date

Lisa Kurasaki
Typed name of SCC chairperson


Signature

4/10/24
Date

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Continue to create more clubs/whole child opportunities	Important and its what kids remember from elementary school	Able to confirm that addition of music teacher should help with that area.
Question about classrooms---how do we limit incoming students	Concerned that with a portable being cancelled, would we have enough classrooms for students	Were able to share that principal can and does limit GE acceptance until they are sure that no grade level is too full, and that overflow in preschool classes go to another school.

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Group stated they were glad that music teacher was being added, felt like that was a need that had to be addressed.