



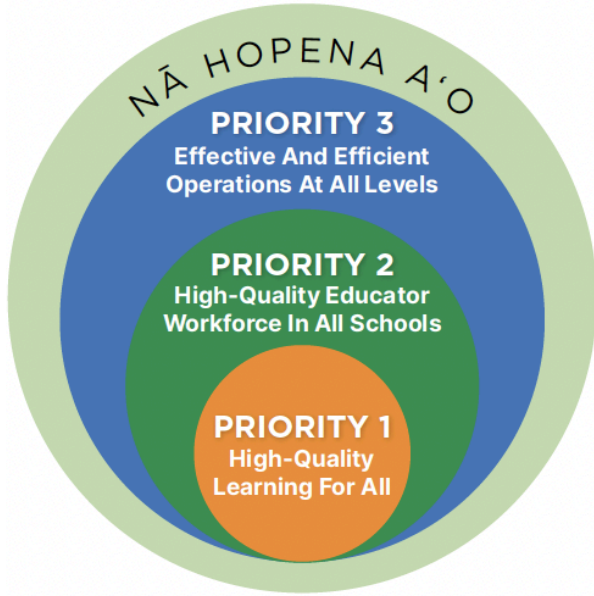
Ka'elepulu Elementary School Academic Plan SY 2024-2025

530 Keolu Drive
808-807-0800
www.kaelepulu.k12.hi.us

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

Submitted by Principal Cherilyn Inouye	
	4/5/24

Approved by Complex Area Superintendent Lanelle Hibbs	
	04/11/2024



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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	Science	Social Studies
K-6	Reading Wonders	Ready Classroom		

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
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: SY 2020-2021, Next Full Self-Study: SY 2026-2027
- 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	<p><u>Student Need: Achievement Gap:</u> <i>Gap between non-high needs and high needs students is closing, but still exists in math and ELA.</i></p> <p><u>Root/Contributing cause(s):</u> 1a. MTSS/RTI Processes need to be refined and staff need to be provided with ongoing training and technical support. 1b. We need PD and vertical articulation in our new school wide ELA curriculum. 1c. Our staff needs support in developing a consistent schoolwide positive behavior management system and PD in behavior management strategies.</p>
2	<p><u>Student Need: Student Perception - Engagement:</u> <i>While our engagement scores are improving, this is still the lowest score on our student perception survey.</i></p> <p><u>Root/Contributing cause(s):</u> 2a. We need to examine other ways/tools to measure student engagement. 2b. We need to evaluate the effectiveness of PBL and its impact on engagement.</p>
3	<p><u>Student Need: Social Emotional Learning:</u> <i>SEL needs were different depending on grade level band, but 6th grade scores are significantly lower across the board than K-5. Self-efficacy and grit are low in all the grades. Emotion regulation is low in 3-6, K-2 (teacher reported) is higher in emotion regulation than other grades but that score also dropped this year.</i></p>



Root/Contributing cause(s):

- 3a. We have not prioritized consistent and daily implementation of Choose Love/SEL strategies schoolwide, so teacher and student use of the strategies is not as strong as it was when we first adopted Choose Love.
- 3b. Our staff needs refresher PD in Choose Love and additional SEL resources.

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.

1	<p>Targeted Subgroup: IDEA</p> <p>Identified Student Need(s): Only 36.36% of students with IEPs were proficient on the SBA in SY 2022-23 in ELA compared with 86.46% of non-high needs students. Only 45.45% of students with IEPs were proficient on the SBA in SY 2022-23 in Math compared with 79.17% of non-high needs students.</p>
2	<p>Targeted Subgroup: Low SES</p> <p>Identified Student Need(s): Only 73.68% of students who qualify for free or reduced lunch were proficient on the SBA in SY 2022-23 in ELA compared with 86.46% of non-high needs students. Only 68.42% of students who qualify for free or reduced lunch were proficient on the SBA in SY 2022-23 in Math compared with 79.17% of non-high needs students.</p>
3	<p>Targeted Subgroup: Native Hawaiian and Filipino</p> <p>Identified Student Need(s): Only 66.67% of Native Hawaiian and Filipino students were proficient on the SBA in SY 2022-23 in ELA. Only 60% of Native Hawaiian and 66.67% of Filipino students were proficient on the SBA in SY 2022-23 in Math. These two subgroups are the 3rd and 5th largest ethnic groups and have consistently scored lower than the other ethnic groups on the SBA over the past 4 years.</p>



Priority 1 High-Quality Learning For All

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

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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1a	EA 1.1.1a. All kindergarten students are invited to attend the Summer Transition Program prior to starting kindergarten. [Lower GLC] EA 1.1.1b. All kindergarten students will be assessed with the Kindergarten Entry Assessment (KEA) within the first 30 days of the school year, or within the first 30 days of enrollment for students who enroll after the start of the school year. [Lower GLC] EA 1.1.1c. KEA data will be considered in determining academic and SEL interventions for all kindergarten students. [Lower GLC]	-Kinder Transition Program Plan -Kinder Transition Parent Letters -Kinder Transition Teacher Data -KEA Data -Panorama SEL Data	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: ESSER __, \$10,000



One-Year Academic Plan SY 2024-25

<p>Reading Proficiency</p> <p>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.</p>	<p>1a, 1b</p>	<p>EA 1.1.2a. All classroom teachers (K-6) will implement the Reading Wonders curriculum for ELA which is aligned to Common Core State Standards. [Stephanie Taira, Academic Coach]</p> <p>EA 1.1.2b. All teachers will participate in professional learning in Reading Wonders Tier 1 practices at least two times during the school year. [Stephanie Taira, Academic Coach]</p> <p>EA 1.1.2c. Classroom teachers will analyze academic and other relevant student data to identify students needing Tier 2 interventions/supports in reading. The classroom teacher will implement Tier 2 interventions and progress monitor students in Panorama. [Laurie Ines, Student Services Coordinator]</p> <p>EA 1.1.2d. The classroom teacher and the MTSS team will analyze academic and other relevant student data to identify students needing Tier 3 supports in reading. RTI staff will implement Tier 3 interventions/supports and progress monitor students in Panorama. [Laurie Ines, Student Services Coordinator]</p>	<p>-iReady Data -PD Calendar -PD Agendas -Pacing Guides -RTI Referral & Exit Forms -RTI Minutes -RTI Assessments -Panorama Data</p>	<p><input checked="" type="checkbox"/> WSF, \$3500 for PD <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
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<p>Mathematics Proficiency</p> <p>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.</p>	<p>1a</p>	<p>EA 1.1.3a. All classroom teachers (K-6) will implement the Ready Classroom curriculum for Math which is aligned to Common Core State Standards. Training and technical support for teachers will be provided as needed. [Stephanie Taira, Academic Coach]</p> <p>EA 1.1.3b. Classroom teachers will analyze academic and other relevant student data to identify students needing Tier 2 interventions/supports in math. The classroom teacher will implement Tier 2 interventions and progress monitor students in Panorama. [Laurie Ines, Student Services Coordinator]</p> <p>EA 1.1.3c. The classroom teacher and the MTSS team will analyze academic and other relevant student data to identify students needing Tier 3 supports in math. RTI staff will implement Tier 3 interventions/supports and progress monitor students in Panorama. [Laurie Ines, Student Services Coordinator]</p>	<p>-iReady Data -PD Calendar -PD Agendas -Pacing Guides -RTI Referral & Exit Forms -RTI Minutes -RTI Assessments -Panorama Data</p>	<p><input checked="" type="checkbox"/> WSF, \$5000 for consumables <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:, \$</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1a, 1c</p>	<p>EA 1.1.4a. All students will be provided with differentiated supports to meet their needs, including IDEA, EL, RTI, and GT students. MTSS, Core Teams and SPED Dept. will review demographic, academic, behavioral, GLO, attendance, and SEL data, and student intervention plans and progress monitor during weekly meetings. [Laurie Ines, Student Services Coordinator]</p> <p>EA 1.1.4b. Interventions/supports for identified students will be provided and monitored in Panorama by the student's "champion" depending on the type of intervention needed (academic, behavior, attendance, etc.). [Laurie Ines, Student Services Coordinator]</p>	<p>-iReady Data -PD Calendar -PD Agendas -Pacing Guides -RTI Referral & Exit Forms -RTI Minutes -RTI Assessments -Panorama Data</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>



One-Year Academic Plan SY 2024-25

<p>1.1.5. All students transition successfully at critical points, from grade to grade, from elementary to middle school, new students, including kindergarteners. <i>Required for all schools.</i></p>	<p>1a</p>	<p>EA 1.1.5a. The MTSS Team will develop and implement written transition plans by the end of the school year by for the following grades:</p> <ul style="list-style-type: none"> • Kindergarten • 6th grade for those moving on to Kailua Intermediate School • Support for SpEd, 504, EL and GT students • Grade to grade end of the year • New students <p>[Alder Olive, SPED Department Head]</p>	<p>-MTSS Minutes -Transition Plans -School Calendar -SPED Meeting Calendar & Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$500 for bus <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, \$360 for SPED sub days <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/ Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>N/A</p>	<p>EA 1.2.1a. The MTSS Team will evaluate and make adjustments to the Attendance Matrix by the end of Quarter 1. [Laurie Ines, Student Services Coordinator]</p> <p>EA 1.2.1b. The MTSS Team will monitor students using the Attendance Matrix and determine intervention strategies with the Classroom Teacher, Counselor, and School Social Worker (if</p>	<p>-MTSS Meeting Minutes -Attendance Matrix -Attendance Letters</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$</p>



One-Year Academic Plan SY 2024-25

<p><i>Required for all schools.</i></p>		<p>needed) during Core Team meetings. [Laurie Ines, Student Services Coordinator]</p> <p>EA 1.2.1c. The Counselor will monitor Tier 3 students at risk of or identified as Chronically Absent in Panorama. [Laurie Ines, Student Services Coordinator]</p>	<p>-Attendance Contracts</p>	<p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1c</p>	<p>EA 1.2.2a. The MTSS team will explore and select research-based PBIS programs/resources aligned with Choose Love that include Tier 1, Tier 2 and Tier 3 supports for identified students, and develop a PD plan for staff. [Alder Olive, SPED DH]</p> <p>EA 1.2.2b. By the end of 1st quarter, the MTSS team will develop a written plan to support all students (Tier 1) and students with Tier 2 and Tier 3 behavior and SEL needs.[Alder Olive, SPED DH]</p> <p>EA 1.2.2c. The MTSS team will determine a system to evaluate our PBIS and Ladybucks program to determine how Ladybucks can best be implemented for a positive impact. [Alder Olive, SPED DH]</p> <p>EA 1.2.2d. All teachers and support staff will participate in Choose Love PD to strengthen their understanding and ability to utilize Choose Love strategies in the classroom. [Alder Olive, SPED DH]</p>	<p>-MTSS Minutes</p> <p>-PD Calendar</p> <p>-Ladybucks Plan</p> <p>-PBIS Documents</p> <p>-Choose Love Schoolwide Pacing Guide</p>	<p><input checked="" type="checkbox"/> WSF, \$5000 for Choose Love PD</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



One-Year Academic Plan SY 2024-25

<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>2b, 3a</p>	<p>EA 1.2.3a. All teachers will participate in at least two (2) HĀ-aligned professional development activities throughout the year to increase their knowledge and understanding of Nā Hopena A’o and culture-based instruction. [Lower GLC]</p> <p>EA 1.2.3b. All students will participate in at least one (1) classroom visit and a least one (1) field trip with community partner Kauluakalana as part of our ‘Āina Aloha Pathway to strengthen HĀ and PBL implementation. [Lower GLC]</p> <p>EA 1.2.3c. All teachers will include Nā Hopena A’o (HĀ) connections as part of their project-based learning unit. [Lower GLC]</p>	<p>-PD Calendar -Pacing Guides -Kauluakalana Contract -Kauluakalana Tracking Sheet -‘Āina Aloha Pathway Intake Form -PBL Unit Plans</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: OHE, \$10,000</p>
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career,</p>	<p>2b</p>	<p>EA 1.3.1a. All students will experience at least one Project-Based Learning (PBL) project that incorporates career, community, and/or civic opportunities by the end of the school year. [Upper GLC]</p> <p>EA 1.3.1b. All students will participate in Career Week which provides students with the opportunity to learn about different careers from guest speakers. [Upper GLC]</p>	<p>-PBL Unit Plans -Career Week Schedule -Career Week Student & Teacher Evaluations</p>	<p><input checked="" type="checkbox"/> WSF, \$7500 for buses <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, \$</p>



One-Year Academic Plan SY 2024-25

<p>community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>		<p>EA E1.3.1c. By the end of quarter 2, teachers will collaborate and develop a plan to increase student awareness and readiness for college, career, and/or post-secondary options. [Upper GLC]</p> <p>EA 1.3.1d. All students will go on at least one field trip to engage in a college, career, community, and/or civic opportunity. [Upper GLC]</p>	<p>-College & Career Readiness Curriculum Map -Field Trip Documents</p>	<p><input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: SAF, \$400 for Career Week</p>
<p>K-12 Alignment</p> <p>1.3.2. All students have the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>2b</p>	<p>EA 1.3.2a. Schoolwide PBL implementation: All students will experience at least one high quality project (Gold Standard Project Design) by the end of the school year. [Upper GLC]</p> <p>EA 1.3.2b. All teachers will be provided with professional development and technical support as needed in PBL. [Upper GLC]</p>	<p>-Schoolwide PBL Calendar -PBL Unit Plans -PD Calendar</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



Priority 2 High-Quality Educator Workforce In All Schools

★ GOAL 2.1 All students are taught by effective teachers.

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>
2.1.1. All teachers will participate in relevant professional learning to support student achievement.	1a	<p>EA 2.1.1a. Using the Instructional Leadership Team (ILT) process, all teachers will participate in at least 3 Cycles of Professional Learning (CoPL) in the Powerful Instructional Practice (PIP) in the critical area of need as determined by the ILT's analysis of student data and the CNA. [Stephanie Taira, Academic Coach]</p> <p>EA 2.1.1b. All teachers will be provided training and technical support in the Response to Intervention (RTI) process, targeted instructional strategies, and the Panorama Student Success platform. [Stephanie Taira, Academic Coach]</p>	-ILT Minutes -ILT Continuums -PD Calendar -PD Agendas -Panorama Data	<input checked="" type="checkbox"/> WSF, \$500 for anchor texts for ILT <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: __, \$



★ GOAL 2.2 All schools are staffed by effective support staff.

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>
2.2.1. Classified and support staff are provided with opportunities to maintain and grow their skills and knowledge to be effective in their positions.	N/A	EA 2.2.1a. All staff will participate in relevant professional development opportunities on administration and waiver days. [Stephanie Taira, Academic Coach]	-PD Calendar -Administration & Waiver Day Agendas -PAS Documents	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

★ GOAL 2.3 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</i>
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One-Year Academic Plan SY 2024-25

				<i>needed to execute the enabling activity.</i>
2.3.1 All staff utilize Adaptive Schools collaborative strategies in meetings.	N/A	EA 2.3.1a. Administration and Steering Committee will continue to model, use and refine collaborative processes and structures from Adaptive Schools in all staff meetings. [Stephanie Taira, Academic Coach]	-Meeting Minutes -Norms & Working Agreements	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



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 <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	N/A	EA 3.3.1a. The School Community Council will meet with the Principal at least quarterly and include representatives from each stakeholder group: Students, Certificated Staff, Classified Staff, Parents, and Community. [Stephanie Taira, Academic Coach]	-SCC Agendas -SCC Minutes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ **GOAL 3.4. 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>
3.4.1. Families are provided with multiple opportunities to participate in activities focused on the curriculum and/or instructional programs.	N/A	EA 3.4.1a. The PCNC will collaborate with administration, staff, and the PTSA to support communication with and engagement of families in school activities. [Stephanie Taira, Academic Coach] EA 3.4.1b. By the end of SY 2024-25, staff will plan and implement at least two (2) family learning events to strengthen parent/guardian awareness and knowledge of school programs, the academic standards, General Learner Outcomes, curriculum, instruction, and/or initiatives based on pre-survey data. [Stephanie Taira, Academic Coach]	-PCNC Meeting Minutes -PTSA Meeting Minutes -Family Event Agendas & Flyers -Sign in sheets	<input checked="" type="checkbox"/> WSF, \$20,121 for PCNC position <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that



meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases the Ka‘elepulu 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)	1,089
Did your school submit a SCC Waiver Request Form? Please explain.	Our school submitted SCC waiver requests for 2 additional waiver days (Nov. 4, 2024, April 21, 2025), PTC days on 2 school days instead of for a full week (Oct. 31, 2024, Nov. 1, 2024), and to have our GLC differentials distributed to GLCs that represent grade level bands instead of each grade level.

Bell Schedule:

Monday, Tuesday, Thursday, Friday

- School Hours: 7:45 AM to 2:00 PM
- 7:15-7:45 - Breakfast Service
- 7:45 - Starting Bell/Morning Mana‘o
- 7:50 - Tardy Bell/Block 1
- 9:30 - Morning Recess begins
- 9:45 - Morning Recess ends/ Block 2
- 11:30 - K-3 Lunch
- 11:45 - 4-6 Recess
- 12:00 - K-3 Recess / 4-6 Lunch

Wednesday

- School Hours: 7:45 AM to 1:00 PM
- 7:15-7:45 - Breakfast Service
- 7:45 - Starting Bell/Morning Mana‘o
- 7:50 - Tardy Bell/Block 1
- 9:30 - Morning Recess begins
- 9:45 - Morning Recess ends / Block 2
- 11:30 - K-3 Lunch
- 11:45 - 4-6 Recess
- 12:00 - K-3 Recess / 4-6 Lunch



One-Year Academic Plan SY 2024-25

12:15 - K-3 Recess ends / Block 3

12:30 - 4-6 Lunch ends / Block 3

2:00 - School Day ends

12:15 - K-3 Recess ends / Block 3

12:30 - 4-6 Lunch ends / Block 3

1:00 - School Day ends