

2024

One-Year Academic Plan SY 2024-2025



Kahakai Elementary School

Academic Plan SY 2024-2025



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

Submitted by Principal Kori Takaki	
	04/07/2024

Approved by Complex Area Superintendent Janette Snelling	
	APR 12 2024



Comprehensive Instructional RESOURCES/MATERIALS to support your Guaranteed and Viable Curriculum (GVC)

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.

Grade Level	English Language Arts	Mathematics	Science	Social Studies
Prek - 5	Success For All (Curiosity Corner for Prek; Kindercorner for Kindergarten; Roots and Wings for grades 1-5)	Success For All (Curiosity Corner for Prek; Kindercorner for Kindergarten). ORIGO Stepping Stones for grades 1-5 is used as the main curricular resource while teams develop pacing to address priority standards.	Success For All (Curiosity Corner for Prek; Kindercorner for Kindergarten). Mystery Science for 1-5	Success For All (Curiosity Corner for Prek; Kindercorner for Kindergarten). Scholastic News for 1-5: digital.scholastic.com and Teacher Created Units/Lessons
EL Learners grades K-5	Imagine learning is used to support language development for all EL learners. Pull out and Push in support is also provided to EL Learners based on their need and level of english proficiency (NEP, LEP, FEP) to help them acquire the English language to support their learning grade level content.			



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.

Grade Level / Course Name	English Language Arts	Mathematics
Preschool SPED	Other: ▾ Teaching Strategies GOLD	Other: ▾ Teaching Strategies GOLD
K-5	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)**
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2017, Next Full Self-Study: 2024 (Can check this box only if WASC completed SY 2022-2023)

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?”

1	<p><u>Student Need:</u> A priority and focus on Reading, Writing and Math Core instruction; and a secondary focus on science, social studies core instruction.</p> <p><u>Root/Contributing cause(s):</u></p> <ul style="list-style-type: none"> ● Strive HI Reports sy22-23 ● (SBA) State Wide Testing sy22-23: 42% proficiency in ELA and Science and 40% proficiency in Math. ● iReady Universal Screener - end of year 22-23 READING ● iReady Universal Screener - end of year 22-23 MATH ● The root cause lies in the ongoing necessity to prioritize fidelity in implementing the reading program, ensuring students make progress towards grade-level standards, and achieve proficiency in reading by grade 3. Additionally, the need for more reading tutors underscores the importance of providing adequate support to address the diverse needs of students and facilitate their academic success in literacy. ● There is a continued need to provide teachers with Mystery science kits in order for them to implement high quality science lessons. There is a continued need for common planning around Science to ensure STEM is in place at Kahakai.
2	<p><u>Student Need:</u> A priority and focus on strong HMTSS, PBIS, and counseling support for students.</p> <p><u>Root/Contributing cause(s):</u></p> <p>There is a continued need for two counselors; one to serve K-2 and one to serve 3-5. There is a continued need for a vibrant PBIS system including the WOW tickets, WOW assemblies, WOW store, WOW pa’ina and WOW Carnivals. There is a need for tiered supports for students using current HMTSS structures in place. There is also a need to employ a clerk to support behavior, PBIS and attendance in order to systematize the efforts being put forth to see improvement in daily average attendance and a reduction in chronic absenteeism.</p>



3 **Student Need:** A priority and focus on High Quality Teacher Collaboration (PLC) to address core instruction, the use of high yield strategies, RTI and to analyze student data to inform instruction in order to improve student achievement.

Root/Contributing cause(s):

There is a continued need to focus our collaboration and instructional planning on CORE instruction to see differentiated supports embedded within the core program. There is a need to collaborate around and provide RTI in math at all tiers. There is a need for a Math Coach who can also support the Professional Learning Community process and support the Professional Learning Teams with this work. There is also a continued need for resource classes to support student enrichment while teachers are in common planning. There is a need to embed computer science and AVID into the Library Resource class. There is a need to find a music resource teacher (PTT). There is a need to find a PTT to teach high quality stem based garden lessons and maintain vibrant garden spaces on campus.

4 **Student Need:** A priority and focus on high quality and targeted Professional Development, technical assistance and support for core instruction, RTI, Behavior and the PLC process.

Root/Contributing cause(s):

There is a need for ongoing professional development to ensure teachers can implement all programs with fidelity and effectively. There is a continued need for common planning and pacing for Social Studies. There is a need for teams to focus on identifying priority standards for social studies and planning CFAs each quarter to ensure all students are working toward proficiency in grade level standards. There is a continued need for ongoing PD and technical assistance/support for Teacher Teams in order for them to work effectively. We need to ensure systems and support continue to be place to allow for high quality collaboration (PLC). There is a need for a coach to support the PLC process. There is a need for ongoing professional development and support in Homeroom writing classes to ensure a K-5 continuum is in place and that all students from K-5 are able to achieve grade level standards for writing.

5 **Student Need:** A priority and focus on using a universal screener and intervention support tool to support student achievement, inform instruction and RTI planning.

Root/Contributing cause(s):

There is a need to provide RTI in math and ELA at all tiers in order to close achievement gaps. The use of a universal screener to provide diagnostic information to teachers supports the development of intervention groups and areas of focus. The iReady screener that Kahakai is using also comes with a student skill practice program for students to use independently during the WIN block where teachers are meeting with rotating groups. This practice is based on their latest diagnostic assessment and helps them to accelerate through missing skills with the goal of achieving grade level standards.



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><u>Targeted Subgroup:</u> English Language Learners (EL)</p> <p><u>Identified Student Need(s):</u> Acquire English Language Proficiency</p>
2	<p><u>Targeted Subgroup:</u> Students with an Individual Education Plan (IEP)</p> <p><u>Identified Student Need(s):</u> Master Goals set forth in the IEP by the end of the reporting period</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 <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.	To best prepare Kindergarten teachers to address the needs of their students CNA: #5	1. 100% of all Kindergarten teachers will be trained to administer the Kindergarten entry assessment. 2. 100% of students will be assessed in their first month of Kindergarten attendance. Lead: Kindergarten GLC: Elissa Fiedler	State issued tracking sheet and any other required reporting documentation	<input checked="" type="checkbox"/> WSF, \$TBD <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: __, \$



<p>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.</p>	<p>iReady Universal Screener - end of year 22-23 READING 42% proficiency in ELA sy22-23 Science and. CNA: #1,2,3,5</p>	<p>1. 100% of students will be exposed to the Success For All (SFA) program to be used in Preschool through Grade 5.</p> <ol style="list-style-type: none"> a. Curiosity Corner - Prek b. Kindercorner - Kindergarten c. Roots & Wings for 1st - 5th grade d. SFA Tutoring Program will be utilized for grade 1 (and possibly grade 2) students in need of reading intervention. <p>Lead: SFA Facilitator, Jennifer Ilaban</p>	<p>Member Center data Roots Assessment iReady diagnostic data</p>	<p><input type="checkbox"/> WSF, \$TBD <input checked="" type="checkbox"/> Title I, \$ 100,00 <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>Mathematics Proficiency (aligned to 1.1.3) All students are proficient in mathematics and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>iReady Universal Screener - end of year 22-23 MATH 40% proficiency in Math sy22-23 CNA: #1,2,3,5</p>	<p>1. 100% of classroom teachers will continue to utilize the PLC structure to address Math instruction, assessment and student achievement.</p> <ol style="list-style-type: none"> a. Create pacing documents based on priority standards and that utilize Stepping Stones as the main resource for math instruction in grades 1-5. b. Create Unit Plans, Common Formative Assessments (CFAs) and complete TACA form analysis for all priority standards being addressed. c. Collaboratively plan for timely interventions to address students who are not proficient. <p>Lead: Math/PLC Coach TBD</p>	<p>iReady diagnostic data CFA data TACA form data</p>	<p><input checked="" type="checkbox"/> WSF, \$TBD <input checked="" type="checkbox"/> Title I, \$ 25,000 <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>25% of our student population is made up of students identified as english language learners</p> <p>CNA: #1,2</p>	<p>English Language (EL) Students:</p> <ol style="list-style-type: none"> 1. 100% of EL students will have access to EL services and support. <ol style="list-style-type: none"> a. EL Language Club Program provided by an EL teacher; based on EL proficiency and needs. b. Afterschool EL Enrichment Opportunities. c. Ongoing PD and technical assistance to classroom teachers to provide quality sheltered instruction by using GLAD strategies. 2. 100% of EL families will be invited to participate in at least two family engagement events during the school year. <p>Lead: Vice Principal Joy Personius</p> <p>Students with an Individual Education Plan (IEP):</p> <ol style="list-style-type: none"> 1. 100% of Students with IEPs will have access to high quality instruction and support in their least restrictive environment. <ol style="list-style-type: none"> a. Individualized Education Plans provided by Special Education Teachers/Care Coordinators. b. Ongoing PD and technical support provided by district support personnel. c. Teacher access to and use of Goalbook to create high quality learning targets for each IEP. <p>Lead: Student Services Coordinator, Susana Damazo</p>	<p>iReady Diagnostic data</p> <p>Member Center data (reading)</p> <p>CFA/TACA data (math)</p> <p>WIDA</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$TBD <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ 200,00 <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$600,000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p><i>Required for all schools.</i></p> <p>CNA: #3</p>	<p>1. 100% of students transitioning to middle school will be provided with a variety of transition experiences, opportunities and supports.</p> <ul style="list-style-type: none"> a. Creation of an administrative Transition plan housing all planned activities for transition to middle school. b. On site visit by Middle school staff c. Field Trip to visit the middle school students will be advancing to the following year d. Ongoing collaboration with both middle schools to ensure parents are receiving information about transition and summer activities to prepare their child for the move to middle school <p>Lead: Counselor Jessica Young</p>	<p>Administrative Transition Plan for 5th graders moving on to Konawaena Middle and Kealakehe Intermediate school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$TBD <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: __, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment**

Desired Outcomes	Root/ Contributing Cause	Enabling Activities <i>and</i> Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Our school YTD current daily average attendance is 91.20%</p> <p>We currently have 125 students out of 551 (22.48%) that are considered Chronically absent. We also have 99 students who are close to becoming “chronically absent” with absences of 10-14.</p> <p>CNA: #2</p>	<p>1. 100% of students will be monitored for Daily Attendance</p> <ul style="list-style-type: none"> a. Weekly attendance follow up with students of concern. b. Utilize the Solutions Attendance Team structure to plan and facilitate motivational activities, programs and efforts to encourage school attendance. c. Utilize PBIS structures to support, encourage and reward/celebrate school attendance. <p>Lead: Solutions Coordinator Jessica Young</p>	<p>Infinite Campus</p> <p>Lei Kulia</p> <p>Solution Team Meeting Minutes</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$TBD <input checked="" type="checkbox"/> Title I, \$ 10,000 <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$TBD <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: migrant, \$
<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>We have higher than usual offenses of disorderly conduct and physical contact; especially in classrooms this</p>	<p>1. 100% of students will receive instruction on the behavior standards as outlined on our Behavior matrix.</p> <ul style="list-style-type: none"> a. Provide tiered supports to those who are not showing expected behavior. b. Utilize the Solutions Cooperative Culture Team structure to plan and facilitate motivational 	<p>School Created Google Referral Form data (per qtr)</p> <p>Infinite Campus</p> <p>Lei Kulia</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$TBD <input checked="" type="checkbox"/> Title I, \$5,000 <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, \$



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	<p>school year.</p> <p>To date we have 22 offenses for Disorderly conduct and 29 for physical contact.</p> <p>CNA: #2</p>	<p>activities, programs and efforts to encourage safe, appropriate and positive behavior at school.</p> <p>c. Utilize PBIS structures to support, encourage and reward/celebrate expected behavior.</p> <p>2. 100% of Teachers will receive Professional Development in Classroom Management and receive technical assistance for addressing and preventing behaviors in the classroom when needed.</p> <p>a. Provide All staff that supervise students with Behavior Management strategies to prevent and address behavior to ensure a safe environment.</p> <p>Lead: Vice Principal: TBD</p>		<p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p><i>Required for all schools.</i></p> <p>CNA: #2, 4</p>	<p>1. 100% of classroom teachers will teach the Getting Along Together curriculum that includes using class council structures to embed Nā Hopena A’o.</p> <p>2. 100% of teachers will utilize the schools three pillars: Safety, ALOHA, High quality teaching and learning to continually support Nā Hopena A’o.</p> <p>3. 100% of teachers and school support staff will utilize PBIS structures to support, encourage and reward/celebrate Nā Hopena A’o. (WOW tickets)</p> <p>4. 100% of teachers will be provided with training on Nā Hopena A’o.</p> <p>Lead: All Classroom Teachers</p>	<p>WOW assembly agendas</p> <p>GAT Walkthrough data</p> <p>Class Council Walkthrough data</p>	<p><input checked="" type="checkbox"/> WSF, \$TBD</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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

Desired Outcomes	Root/ Contributing Cause	Enabling Activities <i>and</i> Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Our goal is to instill a sense of responsibility, empathy, and active citizenship in young learners, laying the foundation for their future engagement in civic life.</p> <p>CNA: #1,2</p>	<p>1. 100% of classroom teachers in grades K-5 will implement Social Studies or Project based learning that introduces students to the concepts of citizenship, democracy, and community involvement.</p> <p style="padding-left: 20px;">a. Multiple Opportunities will also be provided for students to engage in concepts of citizenship that may include:</p> <ol style="list-style-type: none"> 1. K-5 participation in Student Council Elections. And ongoing opportunities for students to voice their opinions and ideas on matters that affect them and their school community. 2. Grade 5 student involvement in school governance through elected student council positions. 3. School Wide participation in community events or volunteer projects. 4. School Wide Career Day <p style="text-align: right;">Lead: Principal Kori Takaki</p>	<p>Social Studies Pacing Documents</p> <p>Student Council Timeline, Agendas and Minutes</p> <p>School Community and Volunteer Service Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$TBD</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$TBD</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: migrant, \$</p>



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<p>4th Grade Hawaiian Studies Place Based Engagement</p>	<p>There is a desire to support the convergence of Culture and Civic Engagement in 4th grade</p> <p>CNA: #1</p>	<ol style="list-style-type: none"> 1. 100% of 4th grade classes will participate and partner with La’iopua for a 4th grade Wa’a experience. <ol style="list-style-type: none"> a. Engage students with Wa’a education on site b. Engage students with Wa’a education through field trips to La’iopua. <p>Lead: Yuki Lyons-Yglesias</p>	<p>Wa’a Experience Plan and Calendar</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$TBD <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: La’iopua, \$TBD
<p>K-12 Alignment</p> <p>1.3.2.</p> <p>All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p><i>Required for all schools.</i></p> <p>CNA: #1,2,3,5</p>	<ol style="list-style-type: none"> 1. 100% of classroom teachers will utilize AVID elementary to support student skills for learning and organization. <ol style="list-style-type: none"> a. Provide opportunities for students to explore career pathways through career days. b. Work collaboratively with feeder middle schools on quality transition opportunities <p>Lead: Principal Kori Takaki</p>	<p>AVID K-5 pacing document</p> <p>Planning Calendars</p> <p>Transition Collaboration Meeting Minutes and/or emails</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$TBD <input checked="" type="checkbox"/> Title I, \$5,000 <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 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	Root/ Contributing Cause	Enabling Activities <i>and</i> Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
<p>All staff will engage in the PLC process to ensure high quality instruction using the four critical questions as the road map for student success. <i>Complex Required for all schools.</i></p>	<p>Highly effective Teachers collaborate around student learning</p> <p>CNA: #1, 2, 3</p>	<p>Academic:</p> <p>100% of teacher teams will develop:</p> <ul style="list-style-type: none"> • Quarterly Unit plans, • Identifying and agreements of priority standards • proficiency scales • Pacing of Priority Standards • success criteria • learning targets <p>Behavior:</p> <p>100% of teachers will implement Tier 1 behavioral strategies.</p> <ul style="list-style-type: none"> • All teachers will implement Tier 2 and Tier 3 behavioral strategies as needed; and work with a counselor when the need arises. <p>Lead: Principal Kori Takaki</p>	<p>Academic: Unit Plans</p> <p>Pacing Documents with Priority standards addressed</p> <p>Walkthrough data on posted success criteria and learning targets</p> <p>Behavior: Classroom Behavior Mgt. Plans</p> <p>Student intervention plans</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$TBD <input checked="" type="checkbox"/> Title I, \$20,000 <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:____, \$



Desired Outcomes	Root/ Contributing Cause	Enabling Activities <i>and</i> Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
<p>All support staff will engage high quality training for behavior management and engagement techniques to assist students in classrooms and around campus.</p>	<p>Highly effective support staff help students learn and keep students safe</p> <p>CNA: # 2, 3, 4</p>	<p>Academic: 100% of Support Staff will:</p> <ul style="list-style-type: none"> Participate in PD for student engagement and behavior management techniques for the classroom setting. Participate in PD around students with special needs and/or english language learners in order to support those student groups effectively. Work closely with teachers, coaches and administrators to learn the academic programs, structures and systems in order to support students <p>Recess/Lunch: 100% of Support Staff will:</p> <ul style="list-style-type: none"> Participate in training for supervision safety to include preventing injuries and playground rules. Work closely with the PE/Health Lead and Administrators to resolve issues in a timely manner when they arise. Enforce all playground rules and expectations in order to keep students safe while at play or in transition to and from play. <p>Lead: All Vice Principals</p>	<p>Support Staff Training Plan/Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$TBD <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>
Desired Outcomes	Root/ Contributing Cause	Enabling Activities <i>and</i> Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
<p>All Administrators will engage in high quality training and professional</p>	<p>Highly effective Administrators empower and</p>	<p>Principal:</p>	<p>Administrative Training and PD Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$TBD <input checked="" type="checkbox"/> Title I, \$ 20,000 <input type="checkbox"/> Title II, \$</p>



<p>development to effectively lead the school.</p>	<p>uplift all stakeholders in order to see continual student achievement and school performance</p> <p>CNA: #4</p>	<ul style="list-style-type: none">• Participate in the Model Schools Professional Learning Network and attend the Model School's Conference in conjunction with the PLN.• Participate in ongoing training and professional development to improve their knowledge, skills and experience in the areas of PLC, SFA and Instructional Leadership. <p>Vice Principals:</p> <ul style="list-style-type: none">• 100% of Vice Principals will participate in ongoing training and professional development to improve their knowledge, skills and experience in the areas of PLC, SFA and Instructional Leadership. <p>Lead: Principal Kori Takaki</p>	<ul style="list-style-type: none"><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:____, \$
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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	Root/ Contributing Cause	Enabling Activities <i>and</i> Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
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> CNA: #1	<ol style="list-style-type: none"> 1. Plan and Post all SCC Meetings and Agendas as per the SCC Manual and Timeline 2. Schedule SCC Meetings as per the SCC Manual and Timeline <p>Lead: Principal Kori Takaki</p>	SCC Roster SCC Meeting Calendar SCC Agendas and Minutes	<input checked="" type="checkbox"/> WSF, \$TBD <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

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

Desired Outcomes	Root/	Enabling Activities <i>and</i> Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
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	Contributing Cause			
<p>All families are engaged through participation in meaningful activities focused on improving student academic achievement and school performance</p>	<p>We are continually trying to connect with families to ensure we are partnering with them on improving student academic achievement and school performance</p> <p>CNA: #1</p>	<p>The school will plan and host various meaningful activities focused on improving student academic achievement and school performance.</p> <ol style="list-style-type: none"> 1. (Qtr. 1) Open House in August 2. (Qtr. 2) Parent-Teacher Conferences after Qtr. 1 Report Cards are issued 3. Quarterly Family Events sponsored by Title 1: <ol style="list-style-type: none"> a. Qtr. 1 - Raising Readers Workshop b. Qtr. 2 - Social Emotional Learning c. Qtr. 3 - Math d. Qtr. 4 Science/STEM 4. (Qtr. 3) Second Cup of Coffee with the Principal Events to discuss student learning initiatives and programs and to gather family input on improving student achievement and school performance. 5. (Qtr. 4) Parent Pupu Hour (with the School Administration), to review the academic plan for sy25-26 and gather input on how to improve student academic achievement and school performance. <p>Leads: Blacie Elvenia and Rikki Grace (PCNCs)</p>	<p>School Planning and Event Calendar</p> <p>Open House Sign in</p> <p>Parent Teacher Conference Sign in</p> <p>PCNC Calendar of events</p>	<p><input checked="" type="checkbox"/> WSF, \$TBD</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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>



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

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

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

YES -
Kahakai Submitted a waiver for late start Mondays again; so we would have 60 minutes less of instruction per week for the first waiver. Waivers were also submitted for quarterly planning days (4), and two for beginning of year Professional Development for teachers (2). We also requested to continue the 2 days of parent teacher conference waiver (2).

Bell Schedule: PROPOSED(no change)Kahakai Elementary Bell Schedule 2024-25.xlsx