



Kohala 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 Hannah Loyola	
<i>Hannah Loyola</i>	04-05-2024

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette Snelling</i>	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.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten to Grade Five	Success for All: KinderCorner Reading Roots Reading Wings Reading Edge	Eureka Math Squared		



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
Kindergarten to Grade Five	iReady -	iReady -
Kindergarten to Grade One	Other: Quarterly Roots Assessment -	Select One -



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: 2020, Next Full Self-Study: 2026 (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?"

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:** Increase student achievement through rigorous learning activities that offer complex thinking & higher levels of DOK and accelerate student learning. (WASC CA #6)
- o Provide relevant PD and design a system to determine the impact of the PD on teacher practice & student performance. (WASC CA #1)

Root/Contributing cause(s): A root cause has been prior lack of instructional coherence within and across grade levels; the school is in initial stages of becoming a Professional Learning Community; utilizing the PLC at Work process to ensure high levels of learning for all students

- 2 **Student Need:** Strengthen & systematize school Multi Tiered Systems of Support to address the needs of more than half of the students in grades who scored below proficiency in ELA and Math
- a. Design and implement Rtl system to better monitor student progress and ensure adequate support for all students (WASC CA#7)
 - b. Improve the process for addressing Chronic Absenteeism (WASC CA #9)
 - c. Strengthen instruction in core subjects (Tier 1)
 - i. Professional Learning Teams
 - ii. Implement the Professional Learning Team process with fidelity. (WASC CA #5)
 - 1. System to measure the effects of implementation of PD and design of the system to align formative &



- summative data with grading policies and procedures. (WASC CA #2 & #8)
- iii. Enhance our system to review the impact of curricula and other programs to develop consistency with implementation (WASC CA #4)
 - iv. Provide relevant PD and design a system to determine the impact of the PD on teacher practice & student performance. (WASC CA #1)

Root/Contributing cause(s): One root cause has been a lack of and need to strengthen foundational reading skills. Many of our upper elementary students missed instruction in foundational reading while in lower grades and for particular students, their expected growth throughout the year has been inconsistent indicating a need for more targeted and timely interventions. Another root cause has been inconsistent implementation of Tier 2 resulting in low growth.



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 Learners</p> <p><u>Identified Student Need(s):</u> Proficiency of identified English Learners are below the overall proficiency on SBA Math (25%) and ELA (37.5%).</p>
2	<p><u>Targeted Subgroup:</u> IDEA</p> <p><u>Identified Student Need(s):</u> Proficiency of identified IDEA students are below the overall proficiency on SBA Math (5.5%) and ELA (5.5%).</p>
3	<p><u>Targeted Subgroup:</u> Disadvantaged</p> <p><u>Identified Student Need(s):</u> Proficiency of identified Disadvantaged students are below the overall proficiency on SBA Math (30.7%) and ELA (33.3%).</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.	Many students entering kindergarten lacking readiness skills and require targeted supports to transition to kindergarten.	Following the administration of the KEA (Kindergarten Entry Assessment) and Teacher Created Assessment, teachers will use data to identify students in need of additional support. All entering kindergarten students will: <ul style="list-style-type: none"> • receive explicit instruction to support their transition to kindergarten (Welcome to School; Getting Along Together) • receive support through transition activities (Meet & Greet, Parent Meeting.) • receive developmentally appropriate learning experiences to address the whole child Kindergarten Teachers	KEA data and teacher-created assessment data % of students who participate in transition activities	<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: __, \$



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<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>More than half of the students in grade three are still in need of reading support as measured by SBA ELA</p>	<p>Students will receive explicit, systematic and intentional instruction focused on:</p> <ul style="list-style-type: none"> • phonological awareness, phonics/decoding, vocabulary, comprehension, and writing (grades K - 2) • vocabulary, language structure, fluency, comprehension, and writing (grade 3); • writing strategies (grades K-5) <p>Eddeille Thomas, Instructional Specialist; Hannah Loyola, Principal; Vice Principal</p>	<p>Reading: 75% of third grade students will be at, near, or above grade level as measured by Third Grade Literacy on Strive Hi.</p> <p>Writing: 75% Students will make expected progress in grade level writing PLT focus areas.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$74929</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>
<p>Mathematics Proficiency</p> <p>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>More than half of the students in grade three are still in need of reading support as measured by SBA Math</p>	<p>Students will receive instruction in grade level standards through the use of highly effective research affirmed strategies, to improve students' math skills, which includes both conceptual understanding and procedural fluency.</p> <ul style="list-style-type: none"> • W.I.N. time addresses students who haven't met proficiency • Additional support for students who are well below proficiency in grade level standards <p>Eddeille Thomas, Instructional Specialist; Hannah Loyola, Principal; Vice Principal</p>	<p>65% Students will show growth on i-Ready Spring diagnostic assessment.</p> <p>75% Students will make expected progress in grade level math PLT focus areas (GL data sheets)</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$74929</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>



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<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>The achievement gap decreased, however, the disadvantaged subgroup still lagging behind overall (6%-7% on SBA)</p>	<p>Students will receive targeted support in What I Need (WIN) groups based on performance levels to strengthen:</p> <ul style="list-style-type: none"> ● Recommended: <ul style="list-style-type: none"> ○ Grade level skill (10-15 mins) ○ Remediation or enrichment skills (at least 10-15 mins) <p>English Learners: Ss in need of language support will receive instruction targeted to develop students' oral language development including: T-P-S, Cooperative Learning, content vocabulary, instruction in structured writing activities.</p> <p>IDEA: All identified IDEA students will receive explicit, systematic reading instruction and systematic math instruction in the Least Restrictive Environment appropriate.</p> <p>Students in need of Tier 2 support will be scheduled for tutoring during and after the school day.</p> <p>GLC; Hannah Loyola, Principal; Vice Principal</p>	<p>80% of the Students will make expected progress in grade level PLT focus areas (GL data sheets)</p> <p>80% of English Learners will meet GTT goals.</p> <p>Achievement Gap will decrease by 5% points the SBA ELA and Math</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$39748 <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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<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>Focused effort to prepare students will support a successful transition.</p> <p>Our mission is for our students to be career and college ready citizens who contribute and care for self, others, and place.</p>	<p>Fifth grade students will participate in a transition activity to the middle school to learn about the school's programs, become familiar with the school and staff, and prepare for the transition to middle school in the fall;</p> <p>Parents of IDEA/504 students have the option of attending an individual transition meeting with elementary teachers/staff and middle school teachers/staff. 5th Grade teachers and 6th grade teachers meet to discuss students academics and behavioral needs</p> <p>Fifth grade teachers; Hannah Loyola, Principal; Vice Principal</p>	<p>80% student participation at the transition event.</p> <p>80% grade five IDEA parent participation in the individual transition meetings.</p>	<p><input 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>
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★ 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 <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>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Although the Average Daily Attendance remained steady at 83%, Chronic Absenteeism continued to be more than 50%	The staff will implement a school-wide attendance campaign with incentive activities to promote school attendance; Students at risk of chronic absenteeism will be provided with higher level interventions. <ul style="list-style-type: none"> • Class Incentives - Spelling C.O.L.T.S. for a raffle ticket Dojo points • Disseminate information to parents about the correlation of regular attendance and student success and learning loss Allison Tinnin, Counselor; Hannah Loyola, Principal; Vice Principal	Average daily attendance will increase from 88% - 90% 90% of the students on attendance plans will show improved attendance	<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:__, \$



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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>A focus on Tier 1 Behavior Instruction will promote successful student learning behaviors.</p>	<p>Staff will implement a school-wide focus on behavior utilizing the COLTS matrix to communicate school-wide expectations in all settings and incorporate strategies to recognize and motivate students demonstrating desired behaviors.</p> <ul style="list-style-type: none"> • Modifications for IDEA and 504 students • Reinforce positive behaviors with COLT Cash and Dojo points. • Getting Along Together SFA Program • Acknowledging students when caught doing positive behaviors depending on how they feel comfortable with things like high fives, whispers, or shout outs. • Dojo Store <p>Allison Tinnin, Counselor; Hannah Loyola, Principal; Vice Principal</p>	<p>More than half of the students will demonstrate expected behaviors (GLO report card data LEI Kulia)</p> <p>There will be a 5%point increase in the % of students, parents, staff agreeing that the school encourages a safe learning environment conducive to learning (SQS Safety Dimension)</p>	<ul style="list-style-type: none"> <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:__, \$
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<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>Our mission is for our students to be career and college ready citizens who contribute and care for self, others, and place.</p> <p>Nā Hopena A'o environment for learning will support a strengthened sense of place and increase students' sense of kuleana.</p>	<p>Students will engage in a variety of Hawaiian culture based activities:</p> <ul style="list-style-type: none"> ● Daily Morning Piko ● Resource Class: Hawaiian Culture with Aunty Amoo ● Weekly Hawaiiana with [Kumu] Aunty Renee ● May Day ● Field Trips/Hawaiian Cultural Activities <ul style="list-style-type: none"> ○ Lapakahi - Gr. 4 ○ Makahiki Games- January ○ Kawaihae - Na Kalai Waa ○ Pu'ukohola - Gr. 4 ○ Hawi - Gr. 4 ● Family Engagement Cultural Literacy Event <p>Hannah Loyola, Principal; Vice Principal</p>	<p>100% will have the opportunity to engage in Hawaiian culture based activities.</p> <p>90% of the students will engage in cultural activities</p>	<ul style="list-style-type: none"> <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:__, \$
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<p>1.2.4 All students will participate in experiential (hands-on) learning to increase student engagement and develop leadership skills.</p>	<p>Our mission is for our students to be career and college ready citizens who contribute and care for self, others, and place.</p> <p>More experiences will build leadership skills and equip students' life skills.</p>	<p>Master Schedule will include Resource Classes:</p> <ul style="list-style-type: none"> ● Computer ● Hawaiian Studies ● Physical Education ● Health ● Garden ● Guidance ● La'iohua 2020 - Wa'a Project (gr.4) <p>Students will be provided with enrichment/leadership opportunities:</p> <ul style="list-style-type: none"> ● Student Council ● Alaka'i - cultural leadership ● Unupa'a - cultural leadership ● Yearbook ● Broadcast ● Cool Kid ● Peer Coaching ● Reading Buddies ● Upper EI students coaching lower EI students <p>Hannah Loyola, Principal; Vice Principal</p>	<p>90% of the students will have resource classes</p> <p>75% of the students will be provided with enrichment or leadership opportunities as measured by Class Reporting form by class to track students' participate in enrichment opportunities</p>	<ul style="list-style-type: none"> <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:__, \$
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★ 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 <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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Our mission is for our students to be career and college ready citizens who contribute and care for self, others, and place.</p> <p>These experiences enable us to live our mission.</p>	<p>All students will be engaged in a variety of career, community, and civic opportunities.</p> <ul style="list-style-type: none"> • Grade level Social Studies standards - C3 • Broadcast - community segment (parent careers), also students learning to plan, record and produce monthly broadcast video • Grade 5 - Career Expo Event • Grades 3-5 Student Council • School service projects <p>GLC; Hannah Loyola, Principal; Vice Principal</p>	<p>Report cards for 80% of students in grades 1-5 will include Pol Sci/Civics year grades posted.</p> <p>100% of classes will watch the Broadcast videos (community segment)</p> <p>More than half of grade five students will participate in Career Expo</p> <p>100% of upper elementary</p>	<ul style="list-style-type: none"> <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:__, \$



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			classes will select a class representative	
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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>
2.1.1 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>	Highly effective Teachers collaborate around student learning.	[Academic]; All teacher teams will develop: <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 [Behavior]: All teachers will implement Tier 1 behavioral strategies	[Academic] 100% of the grade level teams will complete a Unit Plan and Team Analysis of Common Assessments (TACA) documenting teacher	<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: __, \$



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		<p>[Academic] Eddeille Thomas, Instructional Specialist; Hannah Loyola, Principal; Vice Principal</p> <p>[Behavior] Allison Tinnin, Counselor; Hannah Loyola, Principal; Vice Principal</p>	<p>collaboration focused on the four questions.</p> <p>[Behavior]: 100% of the homeroom classes in grades 1-5 will completed initial GAT lessons</p>	
<p>2.1.2 Instructional staff will be equipped with content knowledge and knowledge of research affirmed effective instructional practices to accelerate student learning.</p>	<p>Vision: Kohala Elementary School will promote high levels of teaching and learning through effective practices while collaborating with family and community resources.</p> <p>When teachers are provided with relevant and</p>	<p>Teachers and instructional staff will be provided with targeted Professional Development in: content, effective practices, PLC at Work;</p> <p>Teachers will collaborate around the four questions in Professional Learning Teams</p> <p>GLC; Eddeille Thomas, Instructional Specialist; Allison Tinnin, Counselor; Hannah Loyola, Principal; Vice Principal</p>	<p>All school PD will be documented on the WASC annual PD tracker.</p> <p>All teacher teams will post PLT Meeting Notes.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$8234</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>



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	timely professional development, teacher effectiveness will improve and result in improved academic growth for students.			
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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 <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>	Vision: Kohala Elementary School will promote high levels of teaching and learning through effective practices while collaborating with family	SCC will meet regularly to discuss, plan, and provide input on the Academic Plan. Hannah Loyola, Principal; Vice Principal	90% of the SCC Minutes will document full meeting participation from various role groups.	<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: __, \$



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

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>
3.3.2 Families will be partners in their child's learning.	More than half of the students not meeting proficiency in reading and math; need to strengthen foundational reading skills; equipping families with activities will extend the learning day for students.	Families will be provided with engagement activities to support learning from home]; GLC; Eddeille Thomas, Instructional Specialist; Allison Tinnin, Counselor; Hannah Loyola, Principal; Vice Principal	50% of the parents will participate in at least one Parent event.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1210 <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: __, \$



★ Other Systems of Support

<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 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></p>	<p>Monitoring of Progress <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> Please estimate the additional amount needed to execute the enabling activity.</p>
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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 Kohala 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, Kohala Elementary School has requested two full days for Parent Conferences and two full days for Planning and Collaboration in SY 24-25

Bell Schedule: [24-25 Bell Schedule](#)