

# Kapa'a Elementary School Academic Plan SY 2024 -2025

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Approved by Complex Area Superintendent: <b>Daniel S. Hamada</b>	
<i>Daniel S. Hamada</i>	04/11/2024



### 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.*

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K through 5	Wonders 2023	enVision	STEMScopes	Miscellaneous

### 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.

Grade Level / Course Name	English Language Arts	Mathematics
Grades 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: Spring 2024, Next Full Self-Study: SY 2029-30
- Other current accreditation self-study



**Identified 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?”*

**LITERACY**

1

SBA ELA-Literacy											
Proficiency				High Needs Achievement Gap				Growth			
18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23
39%	31%	43%	44%	23%	23%	30%	22%	45 MGP	41 MGP	48 MGP	40 MGP
Goal >80%				Goal <10%				Goal >50 MGP / >60% SGP 40-50			
								SGP 40		SGP 50	

i-Ready Diagnostic Screener - Reading				
Growth - Fall to Spring 2022-23			Current Proficiency - Winter 2023-24	
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL
53%	27%	105%	21%	24%
>80%	>30%	>100%	One GL Below	Two GLs Below
			39%	10%
			Three or More GL Below	7%

**Student LEARNING Needs (What students need to learn in regards to literacy.)**

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
  - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
  - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e. grammar, capitalization, punctuation, and spelling).
  - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
  - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

**Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)**

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
  - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
  - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.



- Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade level peers.

**Root/Contributing Causes:**

- 2A. There is inconsistent implementation of common goals, instructional strategies, rigor/DOK, and use of assessment data when teaching and assessing ELA.
- 2B. There are varying degrees of follow-through/ implementation of the agreements made during PLCs.
- 2C. There are varying degrees of understanding of how to identify, plan for, and teach the ELA standards to meet the specific needs of a wide range of student abilities.
- 2D. There is insufficient explicit curriculum and instruction to address foundational reading skills in grades K-2 and phonics deficits in grades 3-5.
- 5A. There are varying degrees of implementation of the core curriculum and Tier 1 and Tier 2 instruction.
- 5B. There are varying degrees of understanding of how to identify, plan for, and teach to the specific needs of a wide range of student abilities.
- 5C. The use of differentiated materials and resources to address students’ learning needs occurs to varying degrees from classroom to classroom.

**2 NUMERACY**

SBA Math													
Proficiency				High Needs Achievement Gap				Growth					
18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23		
35%	25%	37%	41%	23%	24%	22%	18%	47 MGP	54 MGP	42 MGP	36 MGP	51%	44%
Goal >80%				Goal <10%				Goal >50 MGP / >60% SGP 40-50				SGP 40	SGP 50

i-Ready Diagnostic Screener - Math							
Growth - Fall to Spring 2022-23			Current Proficiency - Winter 2023-24				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
45%	18%	92%	10%	17%	57%	9%	7%
Goal >80%	>30%	>100%					

**Student LEARNING Needs (What students need to learn in regards to numeracy.)**

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
  - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
  - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.



- Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
- Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

**Student LEARNER Needs** (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.
- All students need Tier 1 instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students’ ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need flexible grouping for Tier 2 instruction (and Tier 3 as needed) that scaffold the mathematical concepts and skills necessary to achieve the grade level standards, including their ability to problem solve, create models, interpret/analyze data, and communicate their reasoning.

**Root/Contributing Causes:**

- 3A. There is inconsistent implementation of common goals, prioritized standards, curriculum, pacing, instructional strategies, rigor/DOK and use of assessment data when teaching and assessing math.
- 3B. There are inconsistencies in the use of curriculum and SBA resources.
- 3C. There is a lack of understanding of how to identify, plan for, and teach the math standards to meet the specific needs of a wide range of student abilities.
- 5A. There are varying degrees of implementation of the core curriculum and Tier 1 and Tier 2 instruction.
- 5B. There are varying degrees of understanding of how to identify, plan for, and teach to the specific needs of a wide range of student abilities.
- 5C. The use of differentiated materials and resources to address students’ learning needs occurs to varying degrees from classroom to classroom.

**3** **SCIENCE**

NGSS-HSA Science						
Proficiency				High Needs Achievement Gap		
18-19	20-21	21-22	22-23	20-21	21-22	22-23
42%	23%	32%	34%	20%	35%	30%
Goal >80%				Goal <10%		

**Student LEARNING Needs** (What students need to learn in regards to science.)

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

**Student LEARNER Needs** (What students need us to provide so that they can strengthen their understanding and application of science.)



- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the grade level topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas.

**Root/Contributing Causes:**

4A. There is inconsistent implementation of common goals, prioritized standards, curriculum, pacing, instructional strategies, rigor/DOK and use of assessment results when teaching and assessing science.

4B. There is a lack of understanding of how to identify, plan for, and teach the science standards to meet the specific needs of a wide range of student abilities.

4C. There is a lack of shared vision regarding methods and resources for teaching the science standards (NGSS) and a lack of consistent expectations and accountability regarding implementation.

**4 SOCIAL-EMOTIONAL LEARNING**

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Grit	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
65%	64%	60%	67%	56%	47%	51%
Panorama Fall 2023-24						

Regular Attendance			
	20-21	21-22	22-23
All	76%	42%	55%
FSY	81%	46%	60%
Goal: >90% (FSY = Full School Year)			

**Student LEARNING Needs (What students need to learn in regards to SEL.)**

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially in regards to strengthening their emotion regulation and growth mindset.
- All students need an understanding of how regular attendance in school helps them to learn to their fullest potential.

**Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)**

- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing attributes aligned with emotion regulation and growth mindset.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

**Root/Contributing Causes:**

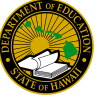
7A. There is a need to sustain and strengthen our activities that encourage student attendance.

7B. There is a need to sustain and strengthen our implementation of clear, proactive, follow-up procedures when students are absent.

8A. There are gaps in the implementation of a process to support and address students' academic, social-emotional, and behavioral needs.

8B. There are varying levels of effective strategies/practices being implemented to support productive student behaviors in the classroom.

8C. There is a lack of a fully functioning PBIS system.



## One-Year Academic Plan SY 2024-2025

- 9A. There are varying levels of understanding of how the components of the HĀ framework are embedded within our school initiatives and culture.
- 9B. There is a need to sustain and strengthen activities and events that instill and promote the components of the Nā Hopena A'o (HĀ) Framework.



1 **Targeted Subgroup: Economically Disadvantaged**

Economically Disadvantaged Subgroup			
	SBA/HSA Proficiency		
	20-21	21-22	22-23
<b>ELA</b>	23% = 61	33% = 73	38% = 77
<b>Math</b>	17% = 45	29% = 65	33% = 68
<b>Science</b>	16% = 14	21% = 18	24% = 16
Percentage and number of EDS students proficient			

**Student LEARNING Needs** (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem solving.

**Student LEARNER Needs** (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support in order to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2 **Targeted Subgroup: English Learners**

English Learners Subgroup								
	SBA/HSA Proficiency			Language Acquisition				
	20-21	21-22	22-23	18-19	19-20	20-21	21-22	22-23
<b>ELA</b>	17% = 7	34% = 10	16% = 4	67%	58%	47%	52%	37%
<b>Math</b>	15% = 6	27% = 8	20% = 5	Growth to Target (WIDA Access)				
<b>Science</b>	8% = 1	0%	0%					
Percentage and number of EL students proficient								

**Student LEARNING Needs** (What students who are English Learners need to learn.)

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

**Student LEARNER Needs** (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals in order to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.





**3 Targeted Subgroup: *Special Education***

Special Education Subgroup			
	SBA/HSA Proficiency		
	20-21	21-22	22-23
<b>ELA</b>	5% = 2	5% = 2	7% = 3
<b>Math</b>	5% = 2	2% = 1	7% = 3
<b>Science</b>	0%	0%	5% = 1
Percentage and number of SPED students proficient			

**Student LEARNING Needs** (*What students who require Special Education need to learn.*)

- Students who receive special education need to strengthen their understanding of grade level concepts including the application of literacy/numeracy skills.

**Student LEARNER Needs** (*What students who require Special Education need us to provide so that they increase their learning.*)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade level concepts and application of literacy/numeracy skills in order to support their learning of grade level academic content.

**Academic Plan Summary 2024-25**



## 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.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Causes</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <b>Initial &amp; Intermediate Outcomes</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</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. Determining the strengths and needs of incoming Kindergarten students is essential to maximize their strengths and provide appropriate support to effectively address their needs.	<b>EA 1. Kindergarten Readiness (1.1.1)</b> All incoming Kindergarteners will be assessed to determine their readiness, and the data/results will be used to inform practices that will address their academic and social-emotional learning needs. Action Steps: a. School administration will ensure that Kindergarten teachers/staff have been trained to conduct the Kindergarten Entry Assessment (KEA). b. Teachers/staff will conduct the KEA and school-level assessments and will access and use data/results, when it becomes available to inform instructional and SEL practices to meet student needs c. All Kindergarten students will be provided the necessary and timely support needed to develop foundational skills for learning and social-emotional needs.  Leads: Principal, VPs, and Kindergarten GLC	Kindergarten Assessment Data  Kindergarten i-Ready Diagnostic Screener Reading and Math Data	<input checked="" type="checkbox"/> <b>WSF 42104 B-7104/01</b> PSAP Consultation <b>\$1,500</b>  <input checked="" type="checkbox"/> <b>WSF 42106 A1-2769</b> 7 sub days for Kindergarten Assessment @ \$194.01 <b>\$1,358</b>  <input type="checkbox"/> <b>Title I</b>
<b>Reading Proficiency</b> 1.1.2. All students read proficiently by	2A. There is inconsistent implementation of common goals, instructional strategies,	<b>EA 2. Literacy (1.1.2)</b> Student literacy will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the CCSS, includes daily	i-Ready Diagnostic Screener Reading Proficiency and Growth Data	<input type="checkbox"/> <b>WSF</b>  <input checked="" type="checkbox"/> <b>Title I 18902 B-3006</b> Wonders consumable



<p>the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>rigor/DOK, and use of assessment data when teaching and assessing ELA.</p> <p>2B. There are varying degrees of follow-through/ implementation of the agreements made during PLCs.</p> <p>2C. There are varying degrees of understanding of how to identify, plan for, and teach the ELA standards to meet the specific needs of a wide range of student abilities.</p> <p>2D. There is insufficient explicit curriculum and instruction to address foundational reading skills in grades K-2 and phonics deficits in grades 3-5.</p>	<p>vocabulary development, and incorporates the use of Achieve3000 and i-Ready personalized learning path.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration/leadership will continue to coordinate PD/training for teachers on the use of curriculum and supplemental programs (i.e., Wonders 2023, i-Ready Personalized Learning Path, Achieve3000 program, Heggerty, Accelerated Reader/Star, UFLI, online/technology-based resources and tools) and will monitor the impact of PD based on curriculum implementation and program usage. (WASC #2, #3)</li> <li>School administration/district staff will coordinate peer learning and coaching that is embedded within a cycle of professional learning to calibrate understanding of the Science of Reading (Scarborough's Reading Rope) and strengthen instruction and assessment of word recognition/decoding and language comprehension. (WASC #2)</li> <li>The administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the Wonders 2023 curriculum, instruction, and assessments, incorporating UFLI and Heggerty for foundational skills and/or for tier 2 interventions. (WASC #2)</li> <li>All teachers will implement the vertically aligned standards-based industry-vetted curriculum and supplemental programs as designated by administration/leadership to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments (i.e., Wonders 2023, WonderWorks, Heggerty, Achieve3000, i-Ready Personalized Learning Path, Accelerated Reader/Star, UFLI). (WASC #2)</li> <li>All teachers will provide instruction on grade-level appropriate vocabulary words multiple times a week, including exposure to the <a href="#">SBA-Sample Academic Vocabulary</a> and Gr. 3-5 teachers' use of the <a href="#">SBA ELA-Literacy Content Specific Vocabulary</a>.</li> <li>All grade levels will identify/create common rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing <a href="#">CCSS Writing Exemplars</a> and</li> </ol>	<p>Strive HI SBA ELA Proficiency and Growth Data</p>	<p><a href="#">materials</a> <b>\$16,905</b></p> <p><a href="#">Scholastic Take home books for summer reading</a> <b>\$47,937</b></p> <p><a href="#">B-3502 Achieve 3000</a> <b>\$28,674</b></p> <p><a href="#">Renaissance Learning/Accelerated Reader/Renaissance STAR Phonics</a> <b>\$12,652</b></p> <p><a href="#">Amplify/Dibels Reading site License, Intervention Kit, Intervention License</a> <b>\$12,200</b></p>
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		<p><a href="#">SBA Rubrics/Scoring Guides</a> as guides for grade level expectations/rigor.</p> <ul style="list-style-type: none"> <li>g. All grades 3-5 teachers will select and utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times throughout quarters 2-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</li> <li>h. All grades 3-5 teachers will utilize at least three ELA IABs <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</li> <li>i. All teachers will examine student work and assessment data, and will provide all students with descriptive and timely feedback and ongoing interventions/support as needed within the classroom.</li> <li>j. All students will complete standards-based learning activities/tasks and assessments to read at grade level and strengthen their literacy development, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready Screener, SBA).</li> </ul> <p>Leads: Principal, VPs, and Academic Coaches</p>		
<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive</p>	<p>3A. There is inconsistent implementation of common goals, prioritized standards, curriculum, pacing, instructional strategies, rigor/DOK and use of assessment data when teaching and</p>	<p><b>EA 3. Numeracy (1.1.3)</b></p> <p>Student numeracy will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the CCSS and includes daily vocabulary development.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration will coordinate PD on the enVision math curriculum for aligned schoolwide implementation to teach the math standards and GLOs utilizing all identified components of the curriculum, including online/technology-based teaching and</li> </ul>	<p>i-Ready Diagnostic Screener Math Proficiency and Growth Data</p> <p>Strive HI SBA Math Proficiency and Growth Data</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b></p> <p><b>B-3006</b></p> <p>enVision</p> <p><b>\$70,148</b></p>



<p>necessary and timely support to become proficient.</p>	<p>assessing math.</p> <p>3B. There are inconsistencies in the use of curriculum and SBA resources.</p> <p>3C. There is a lack of understanding of how to identify, plan for, and teach the math standards to meet the specific needs of a wide range of student abilities.</p>	<p>learning resources and tools. (WASC #2, #3, #4)</p> <ul style="list-style-type: none"> <li>b. Coaches and Teachers will utilize PLC to align and calibrate their use of the enVision curriculum, instruction, and assessments, incorporating the MDIS component to guide instruction and Tier 2 interventions. (WASC #2, #4)</li> <li>c. All teachers will implement the vertically aligned standards-based industry-vetted enVision curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOS, including the use of curriculum-embedded high-yield instructional strategies and assessments.</li> <li>d. All teachers will provide instruction on Math vocabulary words, including those on the <a href="#">SBA-Math Vocabulary</a> list.</li> <li>e. All grades 3-5 teachers will select and utilize individual items (questions) from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times throughout quarters 2-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</li> <li>f. All grades 3-5 teachers will utilize at least three Math IABs <i>formally within the testing system</i> as formative assessments to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students.</li> <li>g. All teachers will examine student work and common formative assessment data, and will provide all students with descriptive and timely feedback and ongoing interventions/support as needed within the classroom. (WASC #4)</li> <li>h. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and perform at grade level in mathematics, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready Screener, SBA).</li> </ul> <p>Leads: Principal, VPs, and Academic Coaches</p>		
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<p>All grade 5 students are proficient in their understanding of the NGSS concepts.</p>	<p>4A. There is inconsistent implementation of common goals, prioritized standards, curriculum, pacing, instructional strategies, rigor/DOK and use of assessment results when teaching and assessing science.</p> <p>4B. There is a lack of understanding of how to identify, plan for, and teach the science standards to meet the specific needs of a wide range of student abilities.</p> <p>4C. There is a lack of shared vision regarding methods and resources for teaching the science standards (NGSS) and a lack of consistent expectations and accountability regarding implementation.</p>	<p><b>EA 4. Science</b></p> <p>Students' understanding of Science concepts will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the NGSS.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration/leadership will coordinate PD and continue to provide support for teachers on the use of the STEMScopes Science curriculum.</li> <li>All teachers will implement STEMScopes for each grade level to teach the NGSS and GLOs and meet the <a href="#">NGSS Evidence Statements for Elementary</a>.</li> <li>All grades 3-5 teachers will select and utilize individual items (questions) from the NGSS Interim Assessments <i>informally for instruction</i> (e.g., as a lesson activity/practice item) to expose students to the types of questions on the SBA and reinforce the learning of standards-based content.</li> <li>All teachers will examine student work and assessment data, and will provide all students with descriptive and timely feedback and ongoing interventions/support as needed within the classroom.</li> <li>All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application, as well as success on standardized assessments (e.g., STEMScopes Screener, NGSS HSA).</li> </ol> <p>Leads: Principal, VPs, and Academic Coaches</p>	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b>  <b>B-3006</b>  STEMscope print copy  <b>\$29,332</b></p> <p><b>B-3502</b>  STEMscopes  <b>\$25,372</b></p> <p><b>B-7104/07</b>  STEMscopes PD  <b>\$5,225</b></p>
<p>1.1.4. All student groups perform equally well</p>	<p>5A. There are varying degrees of implementation of the core curriculum</p>	<p><b>EA 5. Inclusive Practices and Academic Student Support (1.1.4)</b></p> <p>Inclusive practices and tiered interventions will be implemented to ensure all students have access to rigorous standards-based</p>	<p>i-Ready Diagnostic Screener Reading and Math</p>	<p><input checked="" type="checkbox"/> <b>WSF 42101</b>  <b>A-2510</b>  2 Academic Coaches  <b>\$131,958</b></p>



One-Year Academic Plan SY 2024-2025

<p>academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>and Tier 1 and Tier 2 instruction.</p> <p>5B. There are varying degrees of understanding of how to identify, plan for, and teach to the specific needs of a wide range of student abilities.</p> <p>5C. The use of differentiated materials and resources to address students' learning needs occurs to varying degrees from classroom to classroom.</p>	<p>instruction that strengthens their learning of the key concepts and skills for that grade level</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration/leadership will oversee the schoolwide ELA (Tiers 1, 2, and 3) and Math (Tiers 1 and 2) intervention program and provide PD/guidance on the schoolwide programs and expectations to diagnose and address students' academic needs and support the targeted use of differentiation methods/strategies and resources, as well as incentives to reinforce effort and recognize/reward student academic growth.</li> <li>The administration/leadership will provide PD/training, guidance, and expectations on the schoolwide use of inclusive practices and will continue to support teachers' use of differentiated resources and materials to address essential skills and deficits through PLC meetings, additional training/PD, and coaching cycles.</li> <li>School administration and the leadership team will engage in data analysis of student achievement in sub-groups to determine school needs (i.e., SPED, EL, Disadvantaged, i-Ready below grade level groups).</li> <li>Teachers will continue to identify and improve implementation of research-based best practices for instruction and RtI to address the academic needs of individuals, as well as the various sub-groups (i.e., SPED, EL, Disadvantaged, i-Ready below grade level groups) by engaging in data analysis to support Tier 1, 2, and 3 learners during PLC meetings.</li> <li>Teachers will implement the academic intervention programs/systems with fidelity, will incorporate the use of inclusive practices in all classrooms, and will reinforce effort and recognize/reward student progress.</li> <li>All students will reflect on their learning, set goals, and self-monitor their progress towards ongoing academic growth through i-Ready data chats (e.g., ELA/Math diagnostic data, GLOs).</li> </ol> <p>Leads: Principal, VPs, RTI/Academic Coaches, and Student Services Coordinator (SSC)</p>	<p>Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p><b>A1-2744/2702</b>  3 RTI PTTA x 17 hrs per wk x 40 wks x \$42.16 =  2,040 hrs =  <b>\$86,006</b></p> <p><input checked="" type="checkbox"/> <b>WSF 42102</b></p> <p><b>A1-2744</b>  2 ELL PTTBs  17 hrs/wk x 40 wks =  1,360 hrs x \$29.59  <b>\$40,242</b></p> <p>ELL Interpreter  17 NEP students x 4 hrs per student = 68 hrs x \$29.59  <b>\$2,012</b></p> <p><b>A1 - 2769</b>  Sub days for ELL teacher to attend KCA meetings/ workshop  3 days x \$194.01  <b>\$582</b></p> <p><input checked="" type="checkbox"/> <b>WSF 42102</b></p> <p><b>B - 3502</b>  Imagine Learning  <b>\$15,623</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b>  <b>B-3502</b>  i-Ready &amp; Toolbox  <b>\$27,844</b></p>
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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>6A. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p>	<p><b>EA 6. Student Transitions (1.1.4)</b>            A variety of activities and events will support students' transitions into, through, and out of Kapa'a Elementary School.            Action Steps:            a. Administration and teachers/staff will coordinate activities that support student transitions, including pre-school and Kindergarten transition and the transition to middle school.            b. Students will participate in a variety of learning activities that prepare them for the successful transition to the next grade level/middle school.            Leads: Principal, VPs, and Counselors</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input checked="" type="checkbox"/> <b>WSF 42101 B-4801</b>            Bus for 5th grade transition to Kapa'a Middle &amp; other bus trips with Counselors  <b>\$2,500</b></p> <p><input type="checkbox"/> <b>Title I</b></p>
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**★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/Contributing Causes</b>  <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities and Accountable Lead(s)</b>  <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress</b>  <b>Initial &amp; Intermediate Outcomes</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i></p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>7A. There is a need to sustain and strengthen our activities that encourage student attendance.             7B. There is a need to sustain and strengthen our implementation of clear, proactive, follow-up procedures when students are absent.</p>	<p><b>EA 7. Student Attendance (1.2.1)</b>            Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented when students are absent.            Action Steps:            a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents.            b. School administration, teachers, staff, and students/parents will adhere to attendance procedures/guidelines.            c. Administration, teachers, and staff will encourage student attendance and will implement proactive follow-up procedures when students are absent.            d. Students will receive recognition/rewards for attendance.            Leads: Principal, VPs, and Counselors</p>	<p>Attendance Data (LEI Kūlia and Strive HI)</p>	<p><input type="checkbox"/> <b>WSF</b>  <input type="checkbox"/> <b>Title I</b></p>





<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>8A. There are gaps in the implementation of a process to support and address students' academic, social-emotional, and behavioral needs.</p> <p>8B. There are varying levels of effective strategies/practices being implemented to support productive student behaviors in the classroom.</p> <p>8C. There is a lack of a fully functioning PBIS system.</p>	<p><b>EA 8. Positive Student Behavior (1.2.2)</b></p> <p>Behavioral RtI, Classroom Management Routines, SEL, and PBIS will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration will provide an overview of the schoolwide positive student behavior system to strengthen the implementation and teaching of routines, procedures, and transitions as a Tier 1 approach to managing student behavior, as well as clarify/define Tier 1, Tier 2, and Tier 3 behavior interventions.</li> <li>Leadership will provide PD on productive student behavior in relation to transitions within and out of the classroom.</li> <li>School counselors will clearly define a school-wide process for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions, supports via individual or small group counseling, and guidance lessons in all classrooms.</li> <li>Leadership will provide an overview and/or training on the key values and characteristics addressed within the Choose Love curriculum and Aloha books will be provided to teachers and staff so that they are aware and able to reinforce them in the classroom.</li> <li>Leadership will provide teachers with a slide presentation and overview of how it is to be used with students to prepare them to take the Panorama surveys.</li> <li>The administration, teachers, and staff will implement the behavioral RTI, SEL, PBIS, individual student behavior plans, and classroom management processes/strategies that define, teach, and reward positive/productive behavior.</li> <li>Students will receive recognition/rewards for positive/productive behaviors.</li> </ol> <p>Leads: Principal, VPs, SSC, and Counselors</p>	<p>Behavior Incident Referral Data</p> <p>Panorama Student Perception/SEL Survey Results</p>	<p><input checked="" type="checkbox"/> <b>WSF 42104</b></p> <p><b>A1-2721</b>  PPT Hale Pono Room  19 hr/wk x 40 weeks =  760 hrs x \$18.97  <b>\$14,417</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b></p> <p><b>B-3006</b>  Growth Mindset journals  <b>\$4,556</b></p>
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<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>9A. There are varying levels of understanding of how the components of the HĀ framework are embedded within our school initiatives and culture.</p> <p>9B. There is a need to sustain and strengthen activities and events that instill and promote the components of the Nā Hopena A’o (HĀ) Framework.</p>	<p><b>EA 9. Nā Hopena A’o (1.2.3)</b></p> <p>The <a href="#">Nā Hopena A’o (HĀ) Framework</a> (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration, teachers, and staff will coordinate and implement a variety of activities/events that instill and promote the components of the (HĀ) Framework and Hawaiian values within and outside of classrooms (e.g., Aloha Book, Choose Love, place-based field trips).</li> <li>Leadership will provide opportunities for all stakeholders to review, discuss, and reflect on their understanding of the school’s Vision and Mission, including the belief that all students can achieve to their highest potential.</li> <li>All students will be provided with a positive school environment.</li> </ol> <p>Leads: Principal, VPs, and Kumus</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b>  <b>B-3006</b>          Aloha books  <b>\$7,280</b></p> <p><input checked="" type="checkbox"/> <b>Possible Add’l WSF</b>  <b>A1-2744</b>          PTTB Ike Hawaii Kumu          17 hrs/wk x 40 wks x          \$29.59  <b>\$20,121</b></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><b>Desired Outcomes</b>  <i>“What do we plan to accomplish?”</i></p>	<p><b>Root/Contributing Causes</b>  <i>“Why are we doing this?”</i></p>	<p><b>Enabling Activities and Accountable Lead(s)</b>  <i>“How will we achieve the desired outcome?”</i>  <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p><b>Monitoring of Progress</b>  <b>Initial &amp; Intermediate Outcomes</b>  <i>“How will we know progress is being made?”</i></p>	<p><b>Anticipated Source of Funds</b>  <i>“What funding source(s) should be utilized?”</i></p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>10A. There is a need to sustain and strengthen our implementation of strategies/methods that increase students’ awareness of college/career options, connect them with their community, and</p>	<p><b>EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</b></p> <p>Students’ awareness of college/career options, connection with their community, and sense of civic responsibility will be strengthened through a variety of age-appropriate activities/events.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration and teachers/staff will coordinate and implement activities that promote college/career awareness and exploration throughout the school year (e.g., guest</li> </ol>	<p>Community Partners and Volunteers List</p> <p>Field Trip Log</p> <p>GLO #2 Community Contributor Quarterly Report Card Grades</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>



	<p>develop a sense of civic responsibility.</p>	<p>speakers, field trips/excursions, Career Day, student research, making a connection to how adults use a particular skill in a job field and/or to CTE pathways, etc.).</p> <p>b. School administration and teachers/staff will coordinate and implement activities that foster students' connection with their community and develop a sense of civic responsibility (e.g., aina-based learning, service-based learning, guest speakers, student research).</p> <p>c. All students will participate in a variety of learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility.</p> <p>Leads: Principal, VPs, Academic Coaches, and Counselors</p>		
<p><b>K-12 Alignment</b></p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>11A. There is a need to sustain and strengthen K-12 alignment and school level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>11B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.</p>	<p><b>EA 11. K-12 Alignment of Academic Background and Skills (1.3.2)</b></p> <p>Students' will obtain the academic background and skills necessary to enter, engage in, and complete future academic and Career and Technical Education (CTE) programs successfully.</p> <p>Action Steps:</p> <p>a. School administration and teachers/staff will identify and implement strategies throughout the school year that prepare students for middle/high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology for learning and assessment, and computer science). (WASC #3)</p> <p>b. The administration will provide resources, guidance, and support to implement the Computer Science (CSTA) standards schoolwide (e.g., a STEM resource teacher to create and teach lessons to all students in grades K-5 that incorporate the standards from the CSTA and NGSS)</p> <p>c. School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kapa'a Complex (East/North Kauai).</p> <p>d. All students will participate in a variety of learning activities for success in middle school, high school, and beyond.</p>	<p>GLO Quarterly Report Card Grades</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>



	Leads: Principal, VPs, and Academic Coaches		
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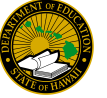
## Priority 2 High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers.
- ★ GOAL 2.2 All schools are staffed by effective support staff.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Causes</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>
2.1.2. All teachers are effective or receive the necessary support to become effective.	12A. There are varying levels of understanding and inconsistent implementation of schoolwide high-yield instructional strategies and effective teaching practices.  12B. There is a need to sustain and strengthen the successful practice of providing teachers with PD/training to increase their understanding and implementation of high-yield	<b>EA 12. Teacher Professional Development and Growth (2.1.2)</b> All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student wellbeing and academic growth. Action Steps: a. School administration/leadership will coordinate out of state, state, district and/or school level approved PD sessions/activities that strengthen a common understanding and use of effective teaching practices and high-yield instructional strategies (e.g., teaching to an objective/teacher clarity, active participation, close reading, cooperative learning, effective questioning, checking for understanding, providing feedback, Carnegie Learning strategies, use of technology) in all classrooms. (WASC #1) b. All new teachers will be provided with an orientation, curriculum training, and ongoing induction and mentoring support. c. Teachers will review and discuss the KES GLO Indicators in PLC meetings including how they are used to measure/report	PD/Training Log  Walkthrough Data  i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data  SBA ELA and Math Proficiency and Growth Data  NGSS-HSA Science Proficiency Data	<input checked="" type="checkbox"/> <b>WSF 42106</b> <b>A1-2769</b> 63 sub days @ <b>\$194.01</b> <b>\$12,223</b>  <input type="checkbox"/> <b>Title I</b>



	<p>instructional strategies and effective teaching practices.</p>	<p>student grades.</p> <ul style="list-style-type: none"> <li>d. All teachers will be provided opportunities to participate in peer learning walks to see other teachers implementing high-yield instructional strategies and best practices, as well as opportunities to observe teachers in other schools. (WASC #1)</li> <li>e. All teachers will implement effective teaching practices and high-yield instructional strategies to teach the standards and GLOs, including teachers' use of technology for instruction and assessment, and will provide evidence of their implementation as identified by the administration/leadership (e.g., sample student work). (WASC #1, #3)</li> <li>f. All grades 3-5 teachers will use student voice through an activity in which they reflect on their Panorama Perception Survey results.</li> <li>g. The academic coaches will share strategies/methods to implement student voice into instruction during PLC meetings, and teachers will select options to try in their classrooms.</li> <li>h. All students will increase their learning through teachers' use of best practices/strategies.</li> </ul> <p>Leads: Principal, VPs, and Academic Coaches</p>		
<p>2.2.2. All school support staff are effective or receive the necessary support to become effective.</p>	<p>13A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of effective practices.</p>	<p><b>EA 13. Support Staff Training and Professional Development (2.2.2)</b></p> <p>Support staff (i.e., Educational Assistants and Part-Time Teachers) will be provided with training and support in the implementation of effective practices and strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies that foster student wellbeing and academic growth.</li> <li>b. All new support staff will be provided with an orientation, initial training, and ongoing guidance/support.</li> </ul>	<p>PD/Training Log</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Panorama Student Perception and SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>



		<p>c. All support staff will implement effective practices and strategies as identified by the administration/leadership or supervisor and in relation to their roles.</p> <p>d. All students will increase their learning through support staff's use of best practices/strategies.</p> <p>Leads: Principal and VPs</p>		
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## Priority 3 Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2 All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.**
- ★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**
- ★ **Other Systems of Support**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Causes</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	14A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	<b>EA 14. Aligned Operational and Management Processes (3.2.2)</b> School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. Administration implements processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Kapa'a Elementary School. b. Administration provides ongoing communication with faculty and staff to ensure everyone understands the roles of the HIDOE tri-level leadership and is knowledgeable of and involved in meeting our goals and outcomes. c. Administration ensures that our Academic Plan is aligned with the BOE/DOE Strategic Plan, and the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Leads: Principal, VPs, and SASA	Academic and Financial Plan Documents	<input type="checkbox"/> WSF <input type="checkbox"/> Title I



<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p>	<p>15A. There is a need to sustain the successful practice of involving the School Community Council (SCC) in collaborative planning and decision-making.</p>	<p><b>EA 15. Collaborative Planning and Decision-Making (3.3.1)</b>          The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school’s collaborative planning and decision-making processes.          Action Steps:          a. The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan.          b. All stakeholder role groups will have respective members on the SCC.          Leads: Principal, VPs, and SCC</p>	<p>SCC Meeting Minutes Posted on School Website           SCC Academic Plan Assurances Form</p>	<p><input type="checkbox"/> WSF  <input type="checkbox"/> Title I</p>
<p>All parents feel welcome, involved, and engaged in their child’s school.</p>	<p>16A. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child’s learning and overall wellbeing at school.           16B. There is a need to sustain and strengthen the successful practice of providing families with engagement activities.</p>	<p><b>EA 16. Parent/Family Involvement and Engagement</b>          Parents/Families will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well being.          Action Steps:          a. School administration and teachers/staff will provide parents with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events (e.g., Back to School Night, STEM Night, Family Engagement Nights-Math,Literacy, Parent-Teacher Conferences).          b. Students will participate in a variety of activities, programs, and events that support their academic and social development.          Leads Principal, VPs, and Title I/PIC</p>	<p>Parent School Quality Survey (SQS) Involvement and Engagement Results           Parent/Family Involvement and Engagement Log</p>	<p><input checked="" type="checkbox"/> WSF 42104  <b>A1-2741</b>          PPE (NID)          Parent Involvement Coordinator          10 hr/wk x 40 wks = 400 hrs x \$23.52  <b>\$9,408</b>   <b>B-3401</b>          Water &amp; snacks for family &amp; community activities &amp; events  <b>\$500</b>   <input checked="" type="checkbox"/> Title I 18935  <b>B-3401</b>          Parent/Community Classes &amp; Activities - Refreshments, snacks &amp; paper goods  <b>\$1,500</b>   <b>B-3006</b>          Parent/Community Classes &amp; Activities - Make &amp; take resources for parent events  <b>\$1,819</b></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 Kapa'a 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)* 1,068 instructional hours per year

**Did your school submit a SCC Waiver Request Form? Please explain.** Yes, we had two waiver days for PD/collaboration in SY23-24 and submitted a request for two days in SY24-25, also for PD/collaboration.

**Bell Schedule:** [Kapa'a Elementary School Bell Schedule](#)