

Queen Kaahumanu Elementary School

Academic Plan

SY 2025-2026

1141 Kinau St. Hon., HI 96814
(808) 587-4414

<https://www.kaahumanu.k12.hi.us>

- ☐ Non-Title 1 School
 ☒ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Tanya Leinā'ala Hall	
Tanya L.N. Hall	04/08/2025

Approved by Complex Area Superintendent Linell Dilwith	
	4/14/25

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the **grade level(s)** or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Gr. K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Combination of Mystery Science, Generation Genius, & STEM Scopes online programs	QKS grade level/teacher-designed curriculum
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all **supplementary instructional materials** used to enrich or extend the comprehensive instructional programs identified above, and specify the **grade level(s)** or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Gr. K-5 SPED	'23 Wonder Works			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Gr. K-5	I-Ready ▾	I-Ready ▾
Gr. K-5	DIBELS ▾	Select One ▾
	Select One ▾	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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
 - ☐ CNA 1: Increase student achievement in ELA.
 - ☐ CNA 2: Increase student achievement in math.
 - ☐ CNA 3: Increase student achievement in science.
 - ☐ CNA 4: Provide additional interventions and supports for SPED and EL students.
 - ☐ CNA 5: Increase student regular attendance and reduce chronic absenteeism
 - ☐ CNA 6: Provide social and emotional learning (SEL) support for students.
 - ☐ CNA 7: Increase parent engagement through strengthening family event opportunities to increase parent involvement in schoolwide and grade-level activities to support student learning and student engagement.

- ☒ Current Western Association of Schools and Colleges (WASC) report
 - ☐ WASC 1: Reduce the Achievement Gap
 - ☐ WASC 2: Improve average daily attendance (regular attendance) and reduce chronic absenteeism
 - ☐ WASC 3: Facilitate vertical articulation between grade levels to improve the effectiveness and consistency in curriculum, instruction, and assessment
 - ☐ WASC 4: Include classified staff in the FOL and self-study process.

Year of Last Visit: SY 22-23

Type of Last Visit: Full Self-Study -

Year of Next Action: SY 25-26

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

SY 28-29

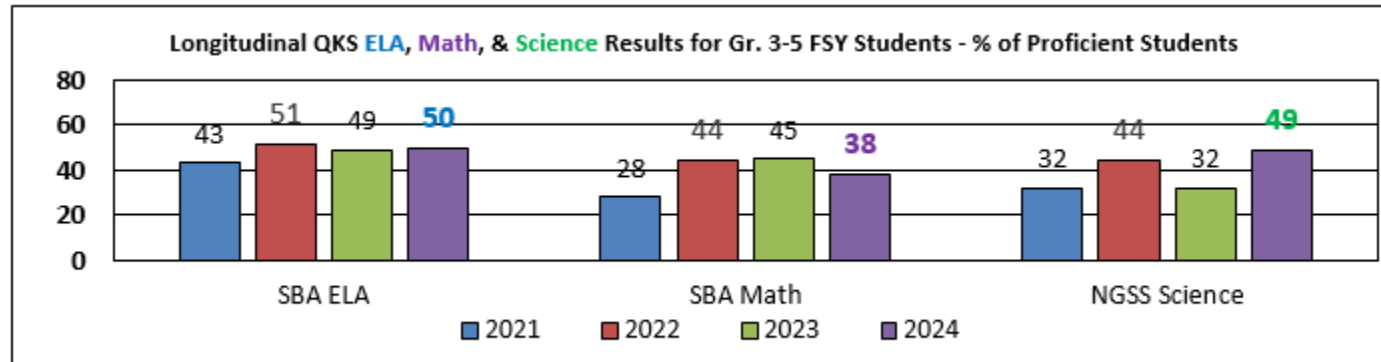
Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1

Student Need: Increase student achievement in ELA, Math, and Science. SY 23-24 SBA ELA scores have plateaued over the past three years. SY 23-24 SBA Math scores decreased and are below 40% proficiency. Although the SY 23-24 science score increased significantly, it is below 50% proficiency.



Source: ARCH 11/24

Root/Contributing Cause:

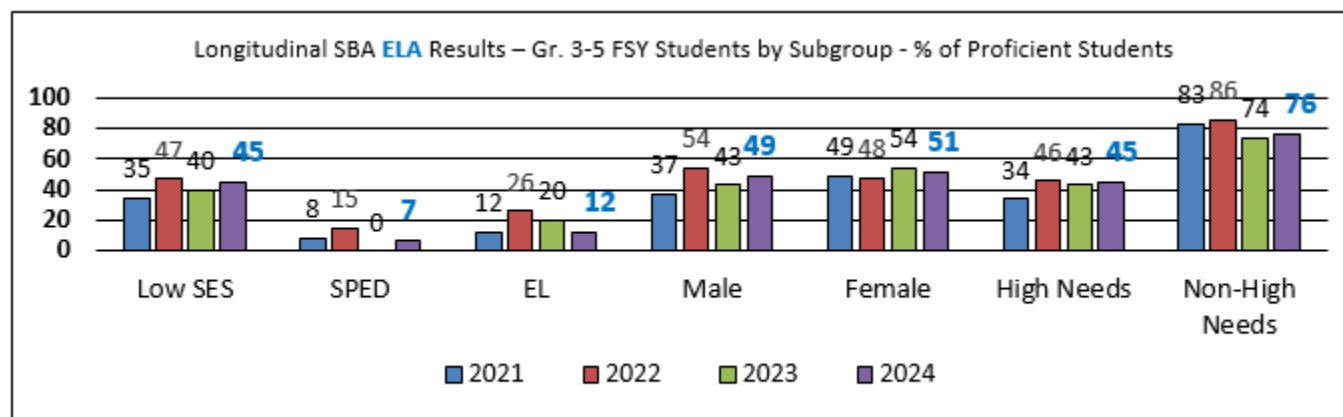
1A: The diverse needs (academic, social, emotional, and behavioral) of all students are not being met by teachers' current Tier 1 and differentiated instruction. Teachers need to increase their focus and frequency in the use of small group instruction in order to meet the diverse needs of their students.

1B: For SY 23-24, math (Stepping Stones - Origo) and ELA (Reading Wonders v. 2014 - McGraw Hill) programs were not meeting the needs of our diverse learners. As such, for SY 24-25, teachers implemented the i-Ready Classroom Math program and in SY 25-26, teachers will implement the 2023 Reading Wonders program.

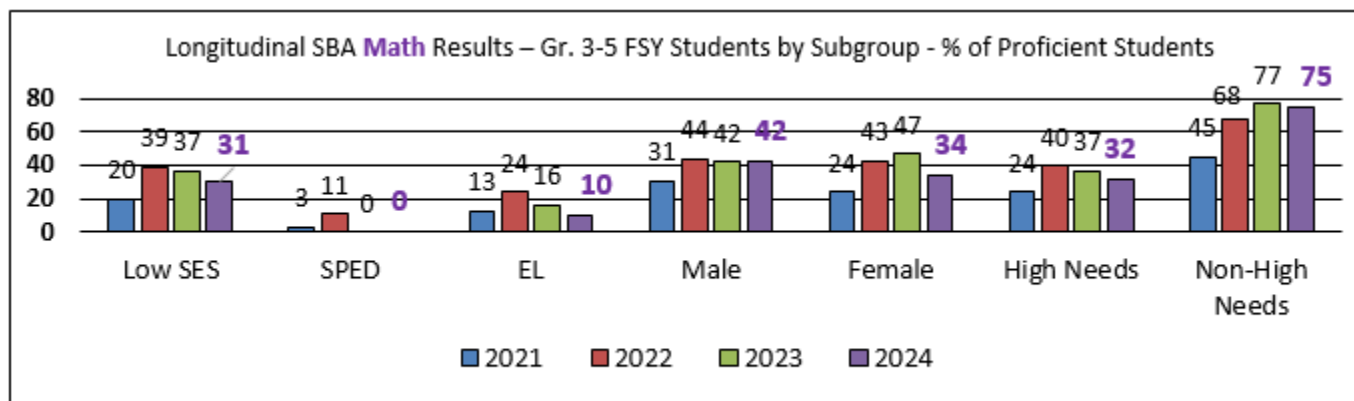
1C: QKS does not have a school-wide science curriculum. Although in SY 24-25, QKS purchased the STEM Scopes program and received an initial orientation to the program, it has not been implemented schoolwide. If the STEM Scopes program is adopted schoolwide, teachers will need additional training.

2

Student Need: Provide additional interventions and supports for SPED and EL Students. SY 23-24 SBA ELA and math scores reveal gaps between EL and SPED students and Non-High Needs students.



Source: ARCH 11/24



Source: ARCH 11/24

Root/Contributing Cause:

2A: The diverse needs (academic, social, emotional, and behavioral) of our SPED and EL students are not being met by teachers' current Tier 1, Tier 2, Tier 3, and differentiated instruction. **Teachers need to increase their focus and frequency in the use of small group instruction in order to meet the diverse needs of their students.**

2B: For SY 23-24, math (Stepping Stones - Origo) and ELA (Reading Wonders v. 2014 - McGraw Hill) programs were not meeting the needs of our diverse learners. As such, for SY 24-25, teachers implemented the i-Ready Classroom Math program and in SY 25-26, teachers will implement the 2023 Reading Wonders program. SPED teachers need training in how to use the new programs and how to integrate the programs with their current efforts in instructing their students to reach their IEP goals.

3

Student Need: Provide behavioral and social and emotional learning (SEL) support for students. Panorama Grades 3-5 SEL survey results comparison between Fall 2023 and Fall 2024 show that in all seven topics assessed, scores decreased by an average of eight (8) percentage points.

Panorama Gr. 3-5 SEL 23-24 Fall & Spring, 24 Fall Results Comparison					
Topic	Fall '23	Spring '24	Fall '24	Fall '23 / Fall '25 Change	Spring '24 / Fall '24 Change
Emotion Regulation	44%	45%	41%	-3	-4
Self Efficacy	50%	49%	42%	-8	-7
Growth Mindset	52%	51%	38%	-14	-13
Grit/Perseverance	54%	56%	48%	-6	-8
Self-Management	60%	62%	55%	-5	-7
Social Awareness	63%	63%	53%	-10	-10
Sense of Belonging	63%	66%	51%	-12	-15
Supportive Relationships	--	--	84%		

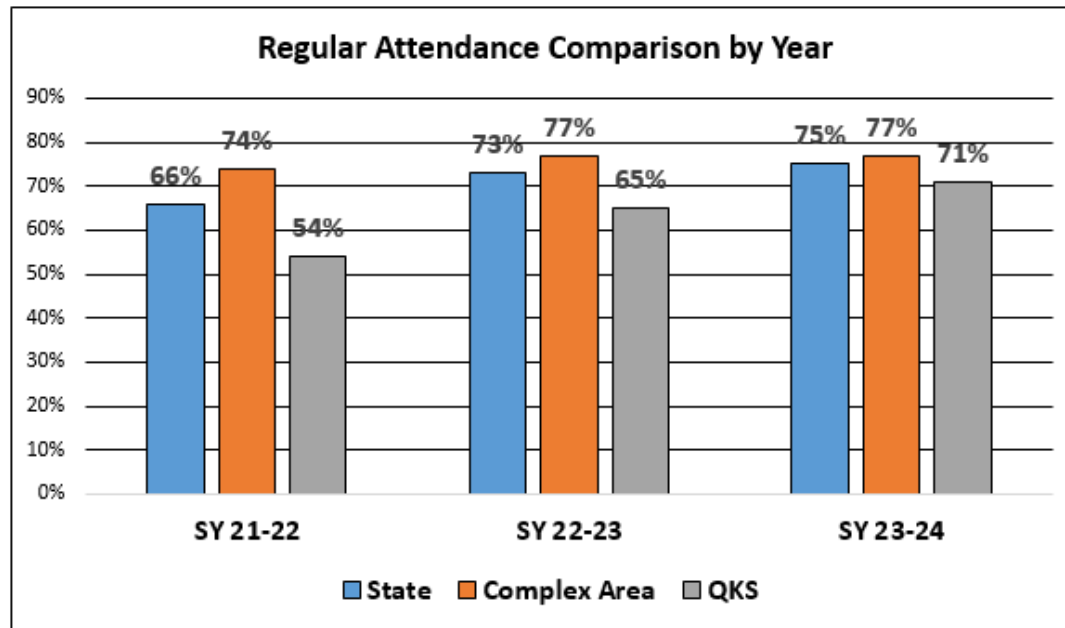
Root/Contributing Cause:

3A: Although QKS has adopted the Choose Love SEL Program, all teachers have not been consistent in implementing the program weekly. As a result of the staff's analysis of the decreasing Panorama SEL Survey scores, a survey was administered to all teachers in March, 2025 to determine the frequency in which the Choose Love program was being implemented. After analyzing the survey responses, it was determined that QKS will re-examine whether to keep using the Choose Love program or to look for an alternative program.

3B: QKS teachers and staff need an expanded understanding of what the Hawaii Multi-Tiered System of Support (HMTSS) is and review and update the QKS Hawaii Multi-Tiered System of Support Assessment Tool (HAT) on a regular basis

4

Student Need: Improve student regular attendance and decrease chronic absenteeism. QKS Regular Attendance has been lower than the state and complex area percentages for the past three years. For SY 23-24, chronic absenteeism was 34%, considerably higher than pre pandemic levels.



Root/Contributing Cause:

4A: Panorama Classroom and School Survey results have been decreasing for the past three years. Decreases in the Panorama Survey Topics Classroom Engagement, and School Safety may indicate that students are not engaged in the classroom or feel safe at school. Their feelings toward school may be contributing to QKS's lower percentage in regular attendance.

Longitudinal Panorama Classroom Survey Results

Panorama Classroom Survey Topic	2022	2023	2024
Pedagogical Effectiveness	82%	80%	79%
Classroom Teacher – Student Relationships	81%	80%	73%
Classroom Engagement	69%	64%	50%

Longitudinal Panorama School Survey Results

Panorama Classroom Survey Topic	2022	2023	2024
Valuing School	75%	68%	66%
School Quality Survey – Safety Dimension	71%	68%	63%
School Safety	62%	52%	38%

4B: In SY 23-24, Micronesians, our largest ethnic group (24.58%) had the second to the lowest average daily attendance percentage (85.30%). There may be cultural attitudes toward school and education (in general) as well as language barriers that may be negatively affecting student attendance for our Micronesian subgroup.

Attendance by Ethnicity

Ethnicity	2020-2021 Average Daily Attendance	2021-2022 Average Daily Attendance	2022-2023 Average Daily Attendance	2023-2024 Average Daily Attendance	2023-2024 % of Student Enrollment by Race
Micronesian (Ex. Marshallese, Pohnpeian, Chuukese)	87.86%	78.10%	84.85%	85.30%	24.58%
Filipino	97.80%	91.44%	92.03%	91.32%	11.23%
Native Hawaiian	87.12%	83.34%	86.81%	86.96%	9.53%
Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	96.04%	92.58%	92.18%	94.27%	8.90%
Japanese	97.67%	92.11%	89.53%	93.50%	7.84%
White	95.13%	90.47%	90.78%	91.73%	7.84%
Chinese	99.02%	95.81%	96.65%	96.98%	6.57%
Korean	94.46%	88.36%	91.58%	88.94%	4.66%
Samoan	80.38%	75.06%	87.47%	85.60%	3.81%
Other Asian	95.53%	88.23%	95.33%	92.99%	3.39%
Hispanic	94.59%	92.41%	91.02%	92.88%	3.18%
Black	92.06%	92.85%	94.29%	93.21%	2.54%
Multiple	95.80%	92.83%	95.90%	92.82%	1.69%
Guamanian/Chamorro	91.62%	90.86%	90.28%	90.77%	1.06%
Other Pacific Islander	84.83%	84.68%	92.87%	90.18%	1.06%
American Indian or Alaska Native	99.54%	85.71%	76.91%	89.17%	0.85%
Asian two or more	98.15%	95.97%	95.30%	94.81%	0.64%
Tongan	91.99%	84.53%	91.11%	89.01%	0.42%
Pacific Islander two or more	64.29%	93.55%	87.38%	89.08%	0.21%
Portuguese	n/a	n/a	93.33%	13.51%	0

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

1	<p><u>Targeted Subgroup:</u> English Learners</p> <p><u>Identified Student Need(s):</u> Increase student exits using ACCESS testing Increase student proficiency rates on the Hawaii State Assessments</p>
2	<p><u>Targeted Subgroup:</u> Low SES</p> <p><u>Identified Student Need(s):</u> Increase student proficiency rates on the Hawaii State Assessments</p>
3	<p><u>Targeted Subgroup:</u> SPED</p> <p><u>Identified Student Need(s):</u> Increase student proficiency rates on the Hawaii State Assessments</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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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 <u>provided necessary and timely support</u> to develop foundational skills for learning.	Needs: 1, 2, 3 Root Causes: 1A, 1B, 2A, 2B, 3C 19% of Gr. K students scored at the Tier 1 level (on grade level) on the Fall i-Ready Benchmark Assessment for ELA in SY 24-25. <i>Target - As a grade level, 70% or more Gr. K students will score at the Tier</i>	1.1.1, (1) All Gr. K students will be assessed with the Kindergarten Readiness Assessment at the beginning of the school year to establish a baseline for Gr. K teachers to use. (Gr. K Teachers) 1.1.1, (2): Administer the i-Ready (ELA and math) and DIBELS universal screeners, three times a year (fall, spring, winter) to monitor student progress, identify students who need additional Tier 1 ELA support in the classroom, and determine candidates for the Tier 2 QKS Academic Support program. (Darlene Matsumoto, ASP Coordinator) 1.1.1 (3): All Gr. K teachers will implement the ECRI reading program to improve students' foundational reading skills. (Gr. K Teachers, Barry Nakamura, Curriculum Coordinator) SW6 1.1.1 (4): All Gr. K teachers will provide small group or individualized instruction and appropriate interventions	i-Ready Benchmark Assessments for ELA and math (fall, winter, spring) DIBELS, 8th Edition Benchmark Assessments (fall, winter, spring) Panorama SEL Surveys (fall, winter, spring) Kindergarten Readiness Assessment	<input type="checkbox"/> WSF, \$ <input checked="" 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><i>1 level on the SY 25-26 Spring i-Ready Benchmark Assessment in ELA.</i></p> <p>30% of Gr. K students scored at the Core Support level (on grade level) on the Fall DIBELS Benchmark Assessment in SY 24-25.</p> <p><i>Target - As a grade level, 70% or more Gr. K students will score at the Core Support level on the SY 25-26 Spring DIBELS Benchmark Assessment</i></p> <p>14% of Gr. K students scored at the Core Support level (on grade level) on the Fall i-Ready Benchmark Assessment for math in SY</p>	<p>for students performing below grade level in reading and math. (Gr. K Teachers) SW6</p> <p>1.1.1 (5): All Gr. K teachers will have their students use the i-Ready instructional program where students complete a designated number of lessons per week based on the level that they scored at on their i-Ready Benchmark Assessment(s). (Gr. K Teachers) SW6</p> <p>1.1.1 (6): All Gr. K teachers will complete the Panorama SEL surveys (fall, spring), analyze the results, and complete an action plan to address their students' social and emotional needs. (Gr. K Teachers, Barry Nakamura, Curriculum Coordinator) SW6</p> <p>1.1.1 (7): All Gr. K teachers will implement the Choose Love SEL Program on a weekly basis. (Gr. K Teachers) SW6</p>		
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	<p>24-25.</p> <p><i>Target - As a grade level, 50% or more Gr. K students will score at the Tier 1 level on the SY 25-26 Spring i-Ready Benchmark Assessment in math</i></p>			
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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 <u>receive necessary and timely support</u> to become proficient.</p>	<p>Needs: 1, 2 Root Causes: 1A, 1B, 2A, 2B</p> <p><i>Target - As a school, 60% or more Gr. K-5 students will score at the Tier 1 level on the SY 25-26 Spring i-Ready Benchmark Assessment in ELA</i></p> <p><i>Target - As a school, 70% or more Gr. K-5 students will score at the Core Support level on the SY 25-26 Spring DIBELS Benchmark Assessment.</i></p> <p>KPI Target - Overall SBA ELA percentage to be at least 51% (a 2.09% point increase from 49%)</p>	<p>1.1.2, 1A (1): All grade levels will update their ELA curriculum map as needed. (K-5 GLCs, Barry Nakamura, Curriculum Coordinator)</p> <ul style="list-style-type: none"> Teachers will receive planning days, articulation time, training, resources, support, and sub/stipend days, as needed. Teachers will include supplemental strategies, instructional materials, and assessments in their curriculum maps in order to provide differentiated lessons to address the diverse needs of their EL and SPED students. Teachers will identify opportunities in their curriculum maps to allow for student voice and choice and include them when appropriate. <p>1.1.2, 1A (2): All teachers will strengthen their Tier I instructional practices in ELA which will include: (Tanya Leinaala Hall, Principal, K-5 GLCs, Barry Nakamura, Curriculum Coordinator) SW6</p> <ul style="list-style-type: none"> Teachers will post their learning intentions and success criteria for ELA on their front boards to inform students what they will be learning and incorporate into their daily instructional practices. Teachers will implement the ECRI routines and strategies in whole class and/or small group settings to help improve their students' foundational reading skills, phonological awareness, and oral reading fluency. Teachers will use the Write Tools Program and/or the Reading Wonders Writing Program to help students effectively communicate their ideas when writing in the different writing genres: fictional narrative, real narrative, informational, opinion. 	<p>i-Ready Benchmark Assessments for ELA (fall, winter, spring)</p> <p>DIBELS, 8th Edition Benchmark Assessments (fall, winter, spring)</p> <p>Updated grade level ELA curriculum maps Grade level planning day agendas</p> <p>Walk through data</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" type="checkbox"/> Other:__, \$</p>
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		<ul style="list-style-type: none"> • Teachers will implement Thinking Maps in all content areas to help students to organize their thought processes in order to foster critical thinking. • Teachers will use small group instruction and researched-based strategies and interventions when differentiating their Tier 1 instruction. <p>1.1.2, 1A (3): Administer the i-Ready and DIBELS universal screeners, three times a year (fall, spring, winter) to monitor student progress schoolwide in ELA, identify students who need additional Tier 1 ELA support in classrooms, and determine candidates for the Tier 2 QKS Academic Support program in ELA (K-5) and math (3-5). (Darlene Matsumoto, ASP Coordinator)</p> <p>1.1.2, 1A (4): Implement a Tier 2 Academic Support program which provides instructional support to students, identified through the universal screeners, that is delivered via small group instruction, using research-based interventions, strategies, and resources. (Darlene Matsumoto, ASP Coordinator) SW6</p> <p>1.1.2, 1B: Teachers will implement the 2023 version of Reading Wonders Program (McGraw Hill) and update their ELA curriculum map to reflect any changes in the updated program. (K-5 GLCs, Barry Nakamura, Curriculum Coordinator)</p> <p>1.1.2, 1A & 1B: Teachers will receive training to enhance their teaching practices and further their professional growth to meet the diverse learning needs of their students. Possible areas of training may include: ECRI, Thinking Maps, Write Tools, Reading Wonders v. 2023, Tier 1 instruction, differentiation, and small group instruction. (Tanya Leinaala Hall, Principal) SW6</p>		
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>Needs: 1, 2 Root Causes: 1A, 1B, 1C, 2A, 2B</p> <p><i>Target - As a school, 50% or more Gr. K-5 students will score at the Tier 1 level on the SY 25-26 Spring i-Ready Benchmark Assessment in math</i></p> <p>KPI Target - Overall SBA Math percentage to be at least 47% (a 1.53% point increase from 45%)</p> <p>KPI Target - Overall HSA Science percentage to be at least 44% (a 1.79% point increase from 42%)</p>	<p>1.1.3, 1A (1): All grade levels will update their math curriculum map as needed: (K-5 GLCs, Barry Nakamura, Curriculum Coordinator)</p> <ul style="list-style-type: none"> Teachers will receive planning days, articulation time, training, resources, support, and sub/stipend days, as needed. Teachers will include supplemental strategies, instructional materials, and assessments in their curriculum maps in order to provide differentiated lessons to address the diverse needs of their EL and SPED students. Teachers will identify opportunities in their curriculum maps to allow for student voice and choice and include them when appropriate. <p>1.1.3, 1A (2): All teachers will strengthen their Tier I instructional practices in math which will include the following: (Tanya Leinaala Hall, Principal, K-5 GLCs, Barry Nakamura, Curriculum Coordinator). SW6</p> <ul style="list-style-type: none"> Teachers will post their learning intentions and success criteria for math on their front boards to inform students what they will be learning and incorporate into their daily instructional practices. All teachers will implement effective math strategies and games to improve students' number fluency including: Number Talks, math games, choral counting, counting collections. All teachers will implement the Building Thinking Classroom (BTC) Framework and have students solve BTC curricular tasks on a regular basis 	<p>i-Ready Benchmark Assessments for ELA (fall, winter, spring)</p> <p>Updated grade level math and science curriculum maps</p> <p>Grade level planning day agendas</p> <p>Walk through data</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" 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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		<p>1.1.3, 1A (3): Administer the i-Ready screener, three times a year (fall, spring, winter) to monitor student progress schoolwide in math, identify students who need additional Tier 1 math support in classrooms, and determine candidates for the Tier 2 QKS Academic Support program in math. (Darlene Matsumoto, ASP Coordinator)</p> <p>1.1.3, 1A (4): Implement a Tier 2 Academic Support program which provides instructional support to students, identified through the universal screeners, that is delivered via small group instruction, using research-based interventions, strategies, and resources. (Darlene Matsumoto, ASP Coordinator) SW6</p> <p>1.1.3., 1A (4) & 1.1.3, 1B (1): All grade levels will update their science curriculum and social studies maps as needed: (K-5 GLCs, Barry Nakamura, Curriculum Coordinator)</p> <ul style="list-style-type: none"> • Teachers will receive planning days, articulation time, training, resources, support, and sub/stipend days, as needed. • Teachers will include supplemental strategies, instructional materials, and assessments in their curriculum maps in order to provide differentiated lessons to address the diverse needs of their EL and SPED students. • Teachers will identify opportunities in their curriculum maps to allow for student voice and choice and include them when appropriate. 		
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		<p>1.1.3., 1A (5): All Gr. K-5 teachers will implement NGSS and instruct students in the scientific process and/or the engineering design process in order to participate (as an individual, small group, whole class) in the QKS Science Fair. (K-5 GLCs, Barry Nakamura, Curriculum Coordinator) SW6</p> <p>1.1.3, 1B (2): All teachers will implement the i-Ready Classroom Math Program v. 2023. (K-5 GLCs) SW6</p> <p>1.1.3., 1B (3): Teachers will begin to review science programs in order to adopt a schoolwide science program to be formally implemented in SY 28-29. (Tanya Leinaala Hall, Principal, K-5 GLCs, Barry Nakamura, Curriculum Coordinator)</p> <p>1.1.3, 1A & 1B: Teachers will receive training to enhance their teaching practices and further their professional growth to meet the diverse learning needs of their students. Possible areas of training may include (Tanya Leinaala Hall, Principal): i-Ready Classroom Math Program v. 2023, Judy Keeney Math (number fluency, math procedural fluency, math games etc.), Building Thinking Classroom (BTC) Framework with Dr. Peter Liljedahl, differentiation, small group instruction, STEM, STEMscopes Program, NGSS, engineering design, and the scientific process. SW6</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>Need 2 Root Causes: 2A, 2B</p> <p><i>Target - SPED Subgroup SBA Growth Rate will equal or exceed 29 for ELA and 29 MGP for math.</i></p> <p><i>Target - EL Subgroup SBA Growth Rate will equal or exceed 47 MGP for ELA and 48 MGP for math.</i></p> <p><i>Target - The percent of English Learners who are meeting or on track to meet English Language Proficiency will equal or exceed 72%.</i></p>	<p>1.1.4., 2A (1): Provide SPED students with additional academic support in reading and math. (Tanya Leinaala Hall, Principal) SW6</p> <ul style="list-style-type: none"> Teachers will submit an individual Action Plan to address the needs of their SPED subgroup in their respective classes. All eligible students as identified from the TSI-CU SPED subgroup will be offered after school tutoring to receive additional interventions and support in reading and math using the i-Ready instructional program. Designate SPED inclusion supports per grade level, with SPED teacher or EA rotation into the assigned K-5 general education classes to provide targeted support to identified students. All teachers will use small group instruction and evidence-based strategies to provide targeted academic support to our SPED subgroup, as appropriate. <p>1.1.4, 2A (2): Teachers will implement EL strategies identified in the QKS EL Comprehensive Plan and from the West Ed. EL training (e.g., quality teaching, collaborative conversations, oracy development, etc.) which are aligned to the Six Strategic Goals & High-Leverage Strategies in the KMR EL Success Initiative Plan in small group and large group settings. (Tanya Leinaala Hall, Principal) SW6</p> <ul style="list-style-type: none"> Grades K-2 & SPED teachers will receive West Ed. EL training from Johnpaul Lapid. 	<p>SPED and EL SBA Growth Rates</p> <p>Regular attendance</p> <p>ACCESS results</p> <p>Rosters for after school tutoring and extra-curricular activities</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" 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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		<p>1.1.4, 2B: Hire a BSHA who is familiar with the Micronesian (Chuukese) culture to act as a liaison between the school and our Micronesian families to help improve student achievement and attendance. (Tanya Leinaala Hall, Principal)</p> <p>1.1.4: Provide enrichment activities and extracurricular opportunities for interested students to become well-rounded individuals. (Tanya Leinaala Hall, Principal) SW6</p>		
<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>1.1.5: Provide systems of support to assist students as they transition into various school settings (Tanya Leinaala Hall, Principal, K-5 GLCs, Barry Nakamura, Curriculum Coordinator): SW6</p> <ul style="list-style-type: none"> • Pre-school to Kindergarten • Schoolwide Promotion Day - Grades K-5 • Grade 5 to Middle school - Middle school orientation • EL Program / EL Newcomer Center • Inclusion classes to support SPED students 	<p>Promotion Day Schedule</p> <p>Roster of inclusion classes and inclusion and regular education teachers</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>

<p>1.1.6 All students will receive support through a multi-tiered system for academics, behavior, social emotional, and physical health.</p>	<p>Need: 3 Root Causes: 3A, 3B</p> <p><i>Target – The percentage of Grades 3-5 students who give a positive response on the SY 25-26 Winter Panorama SEL Survey topics, Self-Management and Emotional Regulation will be greater than 56% and 42% respectively.</i></p>	<p>1.1.6, 3A (1): Administer the Panorama SEL (fall, winter, spring) and Classroom/School (fall) surveys to assess students' attitudes and perceptions of themselves, peers, staff and administration, and the school (in general) (Barry Nakamura, Curriculum Coordinator, Tanya Leinaala Hall, Principal). SW6</p> <ul style="list-style-type: none"> Teachers will analyze their classroom and school results to determine possible next steps in addressing the student needs identified by the survey. <p>1.1.6, 3A (2): Implement QKS's Positive Behavioral Interventions and Supports System (PBIS), Student Recognition Program, and the Choose Love Social and Emotional Learning (SEL) Program, and Pono Assemblies. (Tanya Leinaala Hall, Principal, Brooke Manangan, counselor, Diane Murakami, EL Coordinator) SW6</p> <ul style="list-style-type: none"> QKS teachers will explore other possible SEL Programs to implement. <p>1.1.6, 3A (3): All teachers and staff will revisit Trauma-Informed Care strategies to better support students, including their mental health and well-being in efforts to promote wellness and healthy habits. (Tanya Leinaala Hall, Principal) SW6</p> <ul style="list-style-type: none"> Provide training on Trauma-Informed Care strategies for all staff. 	<p>Panorama SEL and Classroom/School Survey results</p> <p>Update of the school blueprint that defines the school's system of support</p> <p>Completion of the HMTSS Assessment Tool (HAT) that evaluates the implementation of the school system.</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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		<p>1.1.6, 3A (4): Administer the i-Ready and DIBELS universal screeners, three times a year (fall, spring, winter) to monitor student progress schoolwide, identify students who need additional Tier 1 support in classrooms, and determine candidates for the Tier 2 QKS Academic Support program. (Darlene Matsumoto, ASP Coordinator)</p> <p>1.1.6, 3A (5): Implement a Tier 2 Academic Support program which provides instructional support to students, identified through the universal screeners, that is delivered via small group instruction, using research-based interventions, strategies, and resources. (Darlene Matsumoto, ASP Coordinator) SW6</p> <p>1.1.6, 3A (6): Provide all students and teachers with access to online instructional programs (i-Ready and BrainPOP) to provide opportunities for all students to extend their learning outside of school. (Darlene Matsumoto, ASP Coordinator, Barry Nakamura, Curriculum Coordinator)</p> <p>1.1.6, 3B (1): Provide training for teachers and staff to expand their understanding of what the Hawaii Multi-Tiered System of Support (HMTSS) and the QKS HTMSS Blueprint are and how they are implemented at the school. (Tanya Leinaala Hall, Principal, Brooke Manangan, Counselor) SW6</p> <p>1.1.6, 3B (2): Expand the HTMSS committee in order to involve more stakeholders in reviewing the QKS HTMSS Blueprint and to help complete the HTMSS Assessment Tool (HAT). (Tanya Leinaala Hall, Principal, Brooke Manangan, Counselor)</p>		
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		1.1.6, 3B (3): The HMTSS Student Support Team (administrators, counselors, SSC, clinical psychologist, behavioral health specialist) will meet on a regular basis to coordinate appropriate HMTSS tiered levels of supports to address student behavior and/or other student needs (academic, social and emotional, physical, etc.). SW6		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	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> Estimate the additional amount needed to execute the enabling activity.
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Need: 4 Root Causes: 4A, 4B</p> <p><i>Target - For SY 25-26, Regular Attendance will be equal or greater than 72%.</i></p> <p><i>Target - For SY 25-26, chronic absenteeism will be equal to or less than 34%.</i></p> <p><i>Target - For SY 25-26, the average daily attendance for the Micronesian subgroup will be equal to or greater than 86%.</i></p>	<p>1.2.1, 2A & 2B (1): Continue to implement the QKS attendance policy. (Tanya Leinaala Hall, Principal, Brooke Manangan, Counselor)</p> <p>1.2.1, 2A & 2B (2): Refine QKS's attendance initiatives to increase student engagement and regular attendance which include (Tanya Leinaala Hall, Principal, Brooke Manangan, Counselor):</p> <ul style="list-style-type: none"> • H.E.A.R.T. Attendance Project • Strive HI to Be < 15 Days Absent campaign • Wear Blue Wednesdays • Teachers greet students at the door as a schoolwide practice to welcome students to school. • Attendance Traffic Light and the Spelling of HEART incentive system • Explore additional ways to increase student engagement and motivate students to come to school and improve their attendance <p>1.2.1, 2C: Hire a BSHA who is familiar with the Micronesian (Chuukese) culture to act as a liaison between the school and our Micronesian families to help</p>	<p>Regular Attendance</p> <p>Percentage of Chronic Absenteeism</p> <p>H.E.A.R.T. award winner list</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>

		improve student achievement and attendance. (Tanya Leinaala Hall, Principal)		
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Need: 3 Root Cause: 3A</p> <p><i>Target – The percentage of Grades 3-5 students who give a positive response on the SY 25-26 Winter Panorama SEL Survey topics, Self-Management and Emotional Regulation will be greater than 56% and 42% respectively.</i></p>	<p>1.2.2, (2): Administer the Panorama SEL (fall, winter, spring) and Classroom/School (fall) surveys to assess students' attitudes and perceptions of themselves, peers, staff and administration, and the school. (Barry Nakamura, Curriculum Coordinator) SW6</p> <ul style="list-style-type: none"> Teachers will analyze their classroom and school results to determine possible next steps in addressing the student needs identified by the Panorama surveys. <p>1.2.2, (2): Implement QKS's Positive Behavioral Interventions and Supports System (PBIS), Student Recognition Program, and the Choose Love Social and Emotional Learning (SEL) Program. (Brooke Manangan, Counselor) SW6</p> <ul style="list-style-type: none"> QKS teachers will explore other possible SEL Programs to implement. <p>1.2.2, (3): All teachers and staff will revisit Trauma-Informed Care strategies to better support students, including their mental health and well-being in efforts to promote wellness and healthy habits. (Tanya Leinaala Hall, Principal) SW6</p> <ul style="list-style-type: none"> Provide training on Trauma-Informed Care strategies for all staff. <p>1.2.2., (4) Pono assemblies will be held quarterly to highlight positive student behaviors and to expose students to the Na Hopena Ao framework. (Tanya Leinaala Hall, Principal)</p>	<p>Panorama SEL surveys and Classroom/School Survey</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>

<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>Need: 3</p> <p><i>Target – The percentage of Grades 3-5 students who give a positive response on the SY 25-26 Winter Panorama SEL Survey topics, Self-Management and Emotional Regulation will be greater than 56% and 42% respectively.</i></p>	<p>1.2.3: Provide training and support to teachers to embed the HA beliefs and disposition in the school curriculum and culture. (Tanya Leinaala Hall, Principal)</p> <ul style="list-style-type: none"> • Pono assemblies will be held quarterly to highlight positive student behaviors and to expose students to the Na Hopena Ao framework. • Piko assemblies will be held at the beginning and end of each week to welcome new students, celebrate successes, make announcements, and expose students to the Na Hopena Ao framework and Olelo Hawaii. 	<p>Panorama SEL Surveys and Classroom/School Survey</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 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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>1.3.1, (1) All students will learn about a variety of career opportunities by participating in the QKS Community (Career) Day. (Diane Murakami, EL Coordinator) SW6</p> <p>1.3.1, (2) Grades 1, 2, 3, and 5 students will participate in a range of career and entrepreneurship activities with Junior Achievement (JA). (Gr. 1, 2, 3, and 5 GLCs)</p> <p>1.3.1, (3) Provide teachers with training to deepen their understanding of civic engagement and how they can implement activities that would allow their students to become more civic minded. (Tanya Leinaala Hall, Principal, Barry Nakamura, Curriculum Coordinator)</p>	<p>List of community participants in Community Day</p> <p>Dates of when JA visits grade levels</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p>



Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	65% of QKS teachers have received SIQ hours and/or TESOL certification. <i>Target - By the end of the 24-25 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification.</i>	Opportunities are available for teachers to attend EL PD that supports SIQ hours. Building the Base <ul style="list-style-type: none"> • (SUMMER 2024 OR FALL 2024) • State/District EL course offerings • University courses (Tanya Lei Hall, Principal & Diane Murakami, EL Coordinator)	Percentage of teachers with all SIQ hours completed and/or TESOL certification Plan for teachers without SIQ hours/TESOL certification.	<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:____, \$

2.1.2 All teachers are effective or receive the necessary support to become effective.	All QKS teachers are currently rated effective or highly effective. 100% of teachers will remain effective or highly effective.	<p>All EES on-cycle teachers will participate in required meetings/conferences and will be provided additional optional meeting times as needed. (Tanya Lei Hall, Principal & Kimberly Souza, Vice Principal)</p> <p>Coaching opportunities will be provided to teachers as needed through data teams, peer observations, faculty meetings, PC days, and/or teacher/principal initiated.</p> <p>(Tanya Lei Hall, Principal, Kimberly Souza, Vice Principal & Barry Nakamura, CC)</p>	Percent of teachers' progress as measured through Walkthrough forms EES ratings	<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:____, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	All support staff are currently rated effective or highly effective. 100% of support staff will remain effective or highly effective.	<p>Facilitate one meeting per semester with support staff to address needs/concerns. (Tanya Leinaala Hall, Principal & New VP)</p> <p>Provide professional development as needed for support staff. (Tanya Leina'ala Hall, Principal & New VP)</p> <p>All educational assistants will join and participate in one faculty meeting per month.</p>	Number of professional development opportunities for classified school support staff. PAS ratings	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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>		3.3.1: Hold quarterly SCC meetings and invite all stakeholders to the meeting every quarter via the QKS quarterly newsletter.	SCC Agendas and Minutes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
3.3.2 All families are engaged in school events/activities and have regular two way communication.		3.3.2: Increase parent engagement through maintaining clear channels of communication and strengthening family event opportunities to increase parent involvement in schoolwide and/or grade level events/activities to support student learning and student engagement. (Tanya Leinaala Hall, Principal, Gr. K-5	QKS Newsletters QKS Family Engagement Policy SCC agendas and minutes	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$

		<p>GLCs, Diane Murakami, EL Coordinator, Barry Nakamura, Curriculum Coordinator)</p> <ul style="list-style-type: none"> • QKS Quarterly Newsletters • QKS Family Engagement Policy • Administration Open Door Policy for all stakeholders • School Community Council (SCC) regular meetings • Open House • EL parent workshops and events • Title I parent literacy events • Grade level parent engagement events • QKS Science Fair Showcase • STEM family night 	<p>Open House agenda and teacher classroom sign-in sheets</p> <p>Agendas and sign-in sheets for all parent engagement activities</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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APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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 Kaahumanu 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)*

1080 student instructional hours

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

Kaahumanu Elementary submitted a SCC Waiver Request Form to ask for three additional PC days for SY 25-26. These days will be used to provide training for all staff in the Building Thinking Classroom (BTC) Framework, the i-Ready Classroom Math Program, and the 2023 Reading Wonders Program.

Bell Schedule: [Kaahumanu Elementary Bell Schedule](#)