



Kaewai Elementary School Academic Plan SY 2025-2026

1929 Kamehameha IV Road
Honolulu, HI 96819
808-305-4300
Kaewaielementary.org

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

Submitted by Principal Jenni Uchida	
<i>Jenni Uchida</i>	4/3/2025

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
<i>Rochelle Mahoe</i> Rochelle Mahoe (Apr 3, 2025 13:54 HST)	04/03/2025

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
K-5	'23 Wonders ▾	Ready Math ▾	STEMscopes	Teacher Created
K & 1	Other: ▾ Heggerty	Other: ▾		
K-2 & EL	Other: ▾ ECRI			
3-5	Other: ▾ Phonics for Reading			

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 shall indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	TeachTown/ Enchanted Learning & Education.com	Touch Math TeachTown/ Enchanted Learning & Education.com		
English Learners	Wonders/ ECRI/ Phonics for Reading			
Others:				

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: HMTSS-R initiative

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
K-5	I-Ready ▾	I-Ready ▾
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)
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC)

Year of Last Visit: [2022]

Type of Last Visit: Full Self-Study -

Year of Next Action: [2025]

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

[2028]

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	<p>Student Need: 1.1.2 All students read proficiently by the end of third grade. All (K-5) students who are not proficient receive necessary and timely support to become proficient.</p>
	<p>We need to strengthen the consistent and effective use of Wonders and Explicit Instruction strategies & routines across all grades and Heggerty & ECRI in lower grades</p>
	<p>Root/Contributing Cause: Our data indicates that Kaewai students must strengthen their foundational and/or reading comprehension skills. To support this growth, lower grades must focus on phonics and foundational reading skills, while upper grades prioritize close reading to deepen text understanding. While Learning Walk data supports Kaewai teachers' use of Wonders, Heggerty, and ECRI, we must emphasize the uniform implementation of Heggerty and ECRI in grades K-2 to establish a strong reading foundation. For grades 2-5, consistent use of explicit instruction strategies and Wonders Instructional Routines is critical to systematically building students' skills and confidence in reading comprehension. For optimal outcomes, we must regularly monitor student progress and make ongoing instructional adjustments, resulting in greater teacher ownership of their practices and improved student academic growth.</p>
2	<p>Student Need: 1.1.4 All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>
	<p>SPED and Gen-Ed teachers must collaborate and regularly analyze student data, set goals, and implement Specially Designed Instruction</p>

	<p>and increase the time SPED students spend in gen-ed classrooms.</p> <p><u>Root/Contributing Cause:</u> Our data indicates that Kaewai SPED students must achieve academic growth every year. Increasing the time SPED students spend in mainstream educational environments (Gen-ed) is aligned with the principles of Inclusive Education Practice. Inclusive Education Practice (IP) argues that all students, regardless of their abilities or disabilities, benefit from learning together in the same environment. This approach promotes understanding, reduces stigma, and prepares all students for life in a diverse society. Furthermore, it has been shown that SPED students who spend more time in general education settings make greater academic gains than those who are segregated. To achieve this, SPED and Gen-Ed teachers must collaborate and regularly analyze student data, set goals, and plan lessons together to enhance their instructional practices.</p>
3	<p><u>Student Need:</u> 1.2.1. All students desire to and attend school regularly.</p> <p>We must Increase and maintain the proportion of students who come to school regularly to above 75%. We must establish systems that ensure a welcoming & supportive environment for all students and families everyday.</p> <p><u>Root/Contributing Cause:</u> Our data indicates that Kaewai students must improve attendance. Research indicates that every missed school day can lower a student's standardized test score by one point. Additionally, consistent elementary school attendance is closely linked to a higher likelihood of graduating from high school. At Kaewai, regular attendance is essential for fostering academic growth, preparing students for middle school, and ensuring their long-term success. We must establish systems that ensure a welcoming & supportive environment for all students and families everyday.</p>

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 Targeted Subgroup: SPED

Identified Student Need(s): [1.1.4](#) Narrow the achievement gap between students who are designated for special education and their non-designated peers.

2 Targeted Subgroup: EL

Identified Student Need(s): [1.1.4](#) Increase growth to target rate from 54.75% (SY 23-24) to 60%

3 Targeted Subgroup: [Insert text]

Identified Student Need(s): [Insert text and/or image]



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 Position 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.	Kindergarten teachers need the assessment data to inform effective supports for Kindergartners especially those who did not have preK experience	<p>Leadership: Coordinator will organize the screener test (Class list Assessment & KEA) team and arrange coverage if needed (subs).</p> <p>Coordinator(s) will ensure that teachers have access to the certification requirements for the KEA.</p> <p>Teachers: All Kindergarten teachers will be KEA trained and all students shall be administered in the first 30 days of each child's entry into kindergarten.</p> <p>Teachers will utilize BOY PLC meetings to analyze screener data.</p>	<p>100% of K will be administered the KEA</p> <p>100% of K teachers will be certified in KEA administration</p>	<p><input checked="" type="checkbox"/> WSF, \$2,000</p> <p><input checked="" type="checkbox"/> Title I, \$1,000</p> <p>(4 sub days)</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>All Kindergarten teachers will utilize KEA data to inform instructional starting points for Kindergarteners in order to support student achievement.</p> <p>Stipend day for KEA and Kinder orientation planning</p> <p>Lead: Kindergarten GLC</p>		
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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade. All (K-5) students who are not proficient receive necessary and timely support to become proficient.</p> <p>Back to IDENTIFIED SCHOOL NEEDS (Pg4)</p>	<p>Need to strengthen ELA Tier 1 instruction by implementing effective systems</p> <p>Need to collaborate through the Professional Learning Community (PLC) platform to analyze student data and continuously refine instructional practices.</p>	<p><u>PLC Process:</u> Leadership: Use the established system and facilitate PLC to strengthen Tier 1 instruction</p> <ul style="list-style-type: none"> • Guide data driven actions; formative assessment to inform & improve instruction • Encourage and model team collaboration • Maintain Data wall to visualize grade-level trends for instructional and support staff • Facilitate reflective conversations for data-driven decision making Data Cycle Participation Guide • Continue to work with Solution Tree to deepen our PLC leadership skills and knowledge <p>Implement systematic goal setting cycles</p> <ul style="list-style-type: none"> • Per semester • Make the goals visible (i.e. poster in classroom) • Class goals AND student individual goals • Reflect on the outcome to assess next steps <p>Teacher: Focus on student learning - ensure all students are learning / goal setting & monitoring -How do we respond to students who are not learning?</p> <ul style="list-style-type: none"> • Facilitate creating shared grade level goals, class goals and individual student goals <p>Engage in collective decision making and take action in agreed upon practices to improve (grade level) student outcomes</p> <p>Data informed decision making/result orientation</p> <ul style="list-style-type: none"> • Administer screeners 3x/year 	<p>PLC Process: 100% of Grade levels will meet their grade level SMART goals, quarterly (share at faculty meeting)</p> <p>Student Outcomes EOY: 100% of students will meet their typical growth on the universal screener.</p> <p>Consistent implementation of HQIM: 100% of learning walks will indicate teachers are implementing the viable curriculum and utilizing explicit instruction.</p> <p>100% of teachers will participate in reflective conversations based on quarterly Focus Classroom Visit</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, (2 planning days / year for all classroom teachers & EL) \$5820</p> <p>Solution Tree \$25,000</p> <p><input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
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		<ul style="list-style-type: none"> • Select a learning outcome • Develop grade level common formative assessment • Agree and implement instructional strategy • Establish and monitor SMART goals • Analyze student work and/or data • Adjust instruction as needed <p><u>Consistent & effective implementation of explicit instruction and routine & practices of using high quality instructional materials:</u></p> <p>Leadership: Update Tier 1 Look Fors each semester</p> <ul style="list-style-type: none"> • Data Walk: Data collection to assess school wide trend • Quarterly Focus Classroom Visit: for reflective conversation with teachers to understand the classroom needs <p>Share data walk results once a quarter. Set and share expectations around teacher practice using 21 hr PDs and other opportunities.</p> <p>Coordinate PD with district team as needed</p> <p>Teacher: Continue consistent implementation of Explicit instruction & high quality instructional materials:</p> <ul style="list-style-type: none"> • Kinder & Gr 1: Heggerty and ECRI, Wonders Routine • Gr 2 ECRI & Wonders Routine • Gr 3-5: Wonders Routine & Phonics for Reading 	Data walk results will Improve to show consistent implementation in routines, practices, and HQIM	
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		<p>Actively participate in the reflective conversation with the CC, Literacy Coach & Principal. Adjust instructional practices to better meet student learning outcomes</p> <p>Lead: Curriculum Coordinator & Principal</p>		
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics <u>by the end of fifth grade</u>. All (K-5) students who are not proficient receive necessary and timely support to become proficient.</p>	<p>Lack of Strong Math Tier 1 curriculum, instruction and assessment</p> <p>Lack of Math Tiered instructional support system for all students</p>	<p><u>Consistent Use of Curriculum (Ready Math)</u></p> <p>Leadership:</p> <ul style="list-style-type: none"> • Provide Ready Math PD to establish instructional routines (Warm up- Try-Discuss- Connect) Why is exploration & number sense important? • Provide opportunity to reflect on the PDs and planning day for each grade level (1 day per semester) • Support/coach (new) teachers as needed <p>Teachers:</p> <ul style="list-style-type: none"> • Participate in school sponsored PD to establish instructional routine using Ready Math • Consistently provide standard based instruction using the core curriculum. Goal: every student makes one year growth • Provide targeted ELOs <p><u>Student Development of Number Sense</u></p> <p>Leadership:</p> <ul style="list-style-type: none"> • Provide the district sponsored PD • Regularly meet with the Math committee to support math initiative and safe practice planning. (see below) 	<p>80-85% of learning walks will indicate teachers are implementing the viable curriculum and utilizing instructional methodologies and/or routines</p> <p>SY 2023-24: 24% On Grade Level on iReady</p> <p>SY 2024-25: ?% On Grade Level on iReady</p> <p>SY 2025-26: 30-35% of Grades K-5 students will be on GL based on iReady Math</p>	<p><input checked="" type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I, \$15,000 Books \$15,000</p> <p>iReady access Sub days (3 days per teacher) \$8730</p> <p>Targeted ELOs \$36,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		<ul style="list-style-type: none"> • Bell-to-Bell instruction & all-hands on deck approach <p>Teachers:</p> <ul style="list-style-type: none"> • Participate in district sponsored PD and planning to deepen understandings effective math instructional practices <ul style="list-style-type: none"> ◦ Gr 4 & 5: Building Thinking Classrooms, Dr. Liljedahl ◦ Gr. K-3: Dr Yeap Ban Har • Safe practice of daily exploration & structured discussion (Elements of Effective Lesson) of math concept to develop students number sense • Math Committee: Plan a school-wide initiative (e.g. setting SMART goal) to support DAILY exploration & structured discussion (Elements of Effective Lesson) of math concepts to develop student Number Sense. <p>Lead: Curriculum Coordinator, Principal, Math Committee</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>Back to IDENTIFIED SCHOOL NEEDS (Pg4)</p>	<p>Need to narrow the achievement gap between students who are designated for special education and their non-designated peers.</p> <p>Need to increase the duration that students with a special education designation spend in mainstream educational environments.</p> <p>In need of a comprehensive system to include EL and SPED within Tier 2 & 3</p>	<p>MTSS-R:</p> <p>Leadership:</p> <ul style="list-style-type: none"> Establish a school-wide system, which is designed to support the literacy skills development of all students, especially our high need students (EL and SPED). Incorporating a RTI system and intervention blocks (Gr 1-4) and PLC to make support decisions for students on a continuum of needs. Establish a school-wide system to provide opportunity for students to practice Tier 3 focused skill building Use the MTSS-R guideline and define the roles and responsibilities of all staff, and clarify the procedures and processes within the intervention block and the PLC planning. <p>During PLC:</p> <p>Literacy Coach (MTSS-R) will facilitate teacher teams for RTI implementation by:</p> <ul style="list-style-type: none"> Identifying specific skills and that remain unmastered Group students by target for intervention Identify instructional practices that will meet the needs of all targeted groups Identify a progress monitoring measure Analyze results, modify intervention if necessary <p>During Learning Walks:</p>	<p>100% of SPED students will meet their Typical Growth score on the Universal Screener</p> <p>70% of teachers will be SIQ</p> <p>65% of EL students will meet their GTT</p>	<p><input checked="" type="checkbox"/> WSF, \$20,000</p> <p><input checked="" type="checkbox"/> Title I, Phonics for Reading \$10,000</p> <p>\$4,000 West ed for July 30</p> <p>PTT- Tier 3 \$26,000 PTT- EL \$26,000</p> <p>Sub days for SPED \$12,000 (4 teachers, 1 per month, 1 per quarter & additional SDI training - up to 14 days sub days per teacher)</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$2,000 West ed for July 30</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>Literacy Coach will develop a progress monitoring structure for targeted skills, data informed instructional conversations and next steps for teachers.</p> <ul style="list-style-type: none"> • Monitor efficiency of intervention systems • Monitor implementation of intervention groups and structure • Conduct observations to determine potential professional development opportunities <p>Teacher:</p> <ul style="list-style-type: none"> • Participate in the following intervention opportunities: <ul style="list-style-type: none"> ○ For targeted grade levels, SPED, EL and PTT interventions to address skill gap ○ Plan during PLCs to determine student needs and how to address them during the targeted intervention block. ○ Deliver the planned targeted intervention during the dedicated intervention block. ○ Analyze progress monitoring assessments to determine effectiveness of intervention ○ Teachers provide SPED students different types of opportunities to learning with gen-ed peers including small group / whole group <p><u>EL program enhancement</u></p> <p>Leadership:</p> <ul style="list-style-type: none"> • Support to establish the EL department & program. • WestEd PD to introduce oracy & expectations that all teachers are EL teachers (July 30, 2025) 		
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		<ul style="list-style-type: none"> • Develop a school-wide block schedule to ensure EL students receive specially designed instruction • Establish coherence and alignment between Tier 1 ELA instruction and EL program <p>EL Program:</p> <ul style="list-style-type: none"> • Support development of literacy & oracy skills • Provide services in small-group (pull-out) and sheltered instruction (push-in) settings. Qualified students receive support 3-4 days a week <p>EL coordinator:</p> <ul style="list-style-type: none"> • Serve as a part of the literacy leadership team along with curriculum coordinator, CLSD literacy coach & Principal • Develop instructional schedule and testing schedule • building the EL team's capacity (provide training & coaching) • assess the needs of oracy skill support in the Tier 1 setting (learning walk?) • Coordinate 21 hr PDs to teachers to model/ learn oracy support strategies to use during Tier 1 and strength the expectation on "all teachers are EL teachers" <p>EL teachers:</p> <p><u>Pull out group:</u></p> <ul style="list-style-type: none"> • Literacy/ Phonics: ECRI (K-2) & Phonics for Reading (gr 3-5 if appropriate) 		
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		<ul style="list-style-type: none"> Oracy: Reinforce learning through repetition, rehearsal, and retrieval practices (explicit instruction). Use Gr level Wonders topics. <p><u>Push-in group:</u></p> <ul style="list-style-type: none"> Oracy support by modeling (I-do, we-do, you-do) <p><u>Ongoing Inclusive Practices Implementation</u></p> <p>Leadership & teachers:</p> <ul style="list-style-type: none"> Protected time during PLC time for SPED and Gen Ed teachers to collaborate and plan inclusive services <p><u>SPED Resource PLC</u></p> <p>Leadership:</p> <p>Use the established system and facilitate PLC to strengthen SEPD instruction</p> <ul style="list-style-type: none"> Guide data driven actions; formative assessment to inform & improve instruction Encourage and model team collaboration Maintain Data wall to visualize grade-level trends for instructional and support staff Facilitate reflective conversations for data-driven decision making <p>Teacher:</p> <p>Focus on student learning - ensure all students are learning / goal setting & monitoring -How do we respond to students who are not learning?</p> <ul style="list-style-type: none"> Facilitate creating shared grade level goals, class goals and individual student goals 		
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		<p>Engage in collective decision making and take action in agreed upon practices to improve student outcomes</p> <p><u>SDI (Specially Designed Instruction):</u></p> <p>Leadership & teachers:</p> <ul style="list-style-type: none"> • Leadership (admin, CC, SSC, CLSD Coach) to meet with each teacher twice per year, 45 minutes • Data review & discussion: student progress check, individualized goal-setting, SDI planning, and instructional improvement plan. Follow up class visits. • Goal: 100% of SPED students will meet their Typical Growth score on the Universal Screener <p>Lead: Principal & CC & SSC & EL Coordinator</p>		
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<p>1.1.5. All students transition successfully at critical points, from preschool to elementary school, AND from elementary to middle school, AND during non-traditional times (e.g., new students mid quarter).</p>	<p>Lack of system to prepare for the effective transition in short and long term including K-12 alignment</p>	<p>Leadership:</p> <ul style="list-style-type: none"> • Implement Kindergarten Transition Plan developed in 2024-25 for PreK to Kindergarten to support a successful transition for incoming Kindergarteners. • Middle School Readiness / K-12 alignment focus; provide opportunities for students and families to learn about and connect with DMS & FHS • Review transition plan for Grade 5 to 6 and evaluate effectiveness. Identify polish points and implement them in SY 24-25. • Empower Student Leadership Committee to create initiatives to increase student voice <p>Teachers:</p> <ul style="list-style-type: none"> • Student Leadership & Voice Committee to create a student leadership program to encourage student voice, welcomes new students across grade levels/programs, and check in on student SEL needs; encourage collaboration with Attendance Committee to improve the welcoming classroom environment • Gr 5 and PrK Point of Contact (POC) will lead the transition day. Gr 5 will coordinate with DMS. PrK & K will work with the district early literacy RT <p>Lead: Testing Coordinator, PreK & K teachers & Grade 5 GLC</p>	<p>100% of EOEL & SPED PreK will participate in transition activities.</p> <p>100% of students from 5th grade will participate in transition activities.</p> <p>Student Leadership Committee creates more than one opportunity for diverse student voices.</p>	<p><input checked="" type="checkbox"/> WSF, \$ 5,000</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 Increase in students Science Proficiency as measured by HSA</p>	<p>Lack of consistent implementation of Stemscores</p>	<p>Leadership:</p> <ul style="list-style-type: none"> • Establish a school-wide system • Assess needs for additional training for teachers and provided as needed • Provide Science & Social Studies Planning Days (Subs 1/qtr). <p>Teachers:</p> <ul style="list-style-type: none"> • Teach science lessons at least 2-3 times a week consistently and implement Stemscores consistently following pacing guides. • Teachers will use the 5E Model + IA to develop the disciplinary core idea <ul style="list-style-type: none"> ○ Engage ○ Explore ○ Explain ○ Elaborate ○ Evaluate ○ Intervention ○ Acceleration • Embed close reading and oral language (oracy) strategies in order for students to access complex text • Participate in the Elementary Science Showcase. Science Committee will Lead <p>Lead: Curriculum Coordinator, Principal, Science Committee</p>	<p>20%-25% of 5th grade students will meet proficiency as measured by SBA (SY 23-24 Baseline 13%)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$20,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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1.1.7 Standardize implementation of Soc St. Curriculum	Lack of consistent implementation of Social Studies Curriculum	<p>Leadership:</p> <ul style="list-style-type: none"> • Arrange Social Studies PD (Rosanne Fukuda) to provide resources and state initiative update • Provide Science & Social Studies Planning Days (Subs 1/qtr). <p>Teachers:</p> <ul style="list-style-type: none"> • All teachers will teach social studies lessons at least 2-3 times a week consistently • Plan and implement community and civic related field trips • Embed close reading and oral language (oracy) strategies in order for students to access complex text <p>Lead: Curriculum Coordinator</p>	<input checked="" type="checkbox"/> WSF, <input checked="" type="checkbox"/> Title I, \$20,000 <input type="checkbox"/> <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

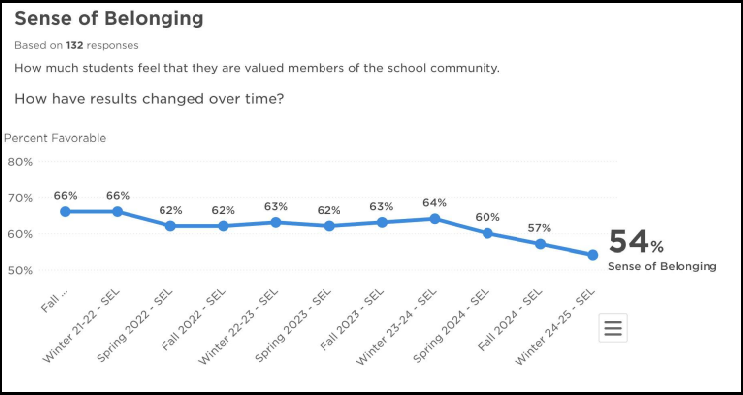
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position of Accountable Lead(s) <i>"Who is responsible to oversee 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>1.2.1. All students desire to and attend school regularly.</p> <p>Back to IDENTIFIED SCHOOL NEEDS (Pg4)</p>	<p>Need to Increase and maintain the proportion of students who come to school regularly to above 75%</p> <p>Lack of family involvement and authentic engagement opportunities with families</p> <p>Family Engagement opportunities are not being met</p> <p>Positive Student Engagement and sense of belonging is not being met in all spaces</p>	<p>Leadership:</p> <ul style="list-style-type: none"> • Monitor and support attendance committee initiatives, as well as provide input where necessary • Create plans that authentically engage families and encourage families to attend school more regularly (participation more than attending events,. Invite them to be a part of learning) • Counselors Cadre to support students with specific needs • Provide PD to Focus on culture building (positive relationship, intrinsic motivation, family engagement) • Attendance leads will meet in May 2025 to determine an opening of the year plan to be implemented SY 25-26 • Attendance committee will review data quarterly with staff and recommend next steps <p>Teacher/Staff:</p> <ul style="list-style-type: none"> • Provide opportunities for students to regularly participate in the arts and physical activities during school. 	<p>Regular Attendance Goals: Quarter 1 94% < 5 days missed Quarter 2 88% Quarter 3 82% Quarter 4 75%</p> <p>Regular attendance will be 75% or above at the end of the year</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>

	<p>Counseling system to better support long term needs (mental health and behavioral needs).</p>	<ul style="list-style-type: none"> • Collaborate on universal strategies to improve attendance as part of a more comprehensive tiered system • Offer opportunities for parents to be invited to be involved in their child's academic achievement • Teachers and staff will implement intentional positive culture building activities and foster environment that appreciate students • Attendance committee will meet in May 2024 to determine an opening of the year plan to be implemented SY 24-25 • Committee members will meet at least 2x year to evaluate implementation and student outcomes • Attendance committee will meet regularly to review data and recommend next steps <p>Lead: Principal & Counselor & Attendance Committee Leader</p>		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Need to increase students sense of safety, specifically, their perception of lack of respect</p>	<p><u>Monthly PBIS Committee:</u></p> <ul style="list-style-type: none"> • Meetings will held to evaluate effectiveness and make necessary adjustments to our systems for PBIS • Create a schedule and a process to have regular Counselor-led team meeting to address Tier 2 behavior/attendance concerns (Counselor Cadre) <p><u>Proposed Student Leadership Voice Committee:</u></p> <ul style="list-style-type: none"> • Student Leadership Committee to create a student leadership program • Using student voice, the committee will Identify, agree, and design ways to increase students' perception of being respected in school to address the question: "How often are people disrespectful to others at your school?" Student leadership team will lead student actions. "What would make students feel respected at school?" <div data-bbox="690 865 1404 971"> <p>QUESTION  How often are people disrespectful to others at your school?</p> <p>18 % responded favorably</p> <p>▼ 9 from 2023-24 Student Perception Survey</p>  </div> <p>Lead: PBIS committee, Student Leadership & Voice committee, Counselor & Principal</p>	<p>80-85% of students benefit from Tier 1 supports</p> <p>10-15% of students benefit from Tier 2 supports</p> <p>No more than 5% of students will need Tier 3 supports</p> <p><u>School Safety:</u> "How often are people disrespectful to others at your school?" SY 23-24 Winter = 27% favorably</p> <p>SY 24-25 Winter = 18% favorably</p> <p>GOAL: SY 25-26 Winter =25-27% favorably</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input type="checkbox"/> Title I, <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>Need to increase student sense of belongings (He pili wehena 'ole)</p> <p>Need to improve attendance</p>	<p><u>Strengthen Sense of Belonging:</u></p> <ul style="list-style-type: none"> • Focus on one area of Nā Hopena A'o, Strengthened Sense of Belonging to address the needs shown in Panorama SEL survey (see below) • Ike' Hawaii Committee will plan Aina based activities to foster sense of belonging to the community • Student Leadership & Voice Committee will create a student leadership program. Using student voices, the committee will Identify, agree, and design ways to increase students' perception of being respected in school to address the question: "How often are people disrespectful to others at your school?" Student leadership team will lead student actions. "What would make students feel respected at school?" 	<p>SEL Panorama Data Sense of Belonging:</p> <p>SY 23-24 Fall = 63% SY 23-24 Win = 64% SY 23-24 Spr = 60%</p> <p>SY 24-25 Fall = 57% SY 24-25 Win = 54% SY 24-25 Spr = ??%</p> <p>GOAL: SY 25-26 winter = 60%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <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: 'Āina Aloha, \$ 5,000 (WSF if no funds are available)
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<p>QUESTION</p> <p>How much respect do students at your school show you?</p>	<p>33% responded favorably</p>	<p>10 from Fall 2024 - SEL</p>	
<p>QUESTION</p> <p>When you are at school, how much do you feel like you belong?</p>	<p>61% responded favorably</p>	<p>6 from Fall 2024 - SEL</p>	



Lead: Student Leadership & Voice Committee, Ike' Hawaii Committee & Principal

★ **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 Position 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>Needs to build stronger K-12 alignment and awareness of FHS Academies as an introduction to a variety of career</p>	<p>Leadership:</p> <ul style="list-style-type: none"> Identify opportunities to collaborate with FHS career academies (Business, Creative Arts & Technology, Engineering, Health, Public Service) Provide special subjects that are meaningful preparation for our students future opportunities including electives and academy pathways offered by Dole Middle and Farrington High Schools <p>Teachers:</p> <ul style="list-style-type: none"> Plan and implement field trips to community agencies (Gr K-3) and/ or Farrington High School Academies (Gr 4-5) All students will receive standard-based Computer Science lessons in order to be "Globally competitive, Locally committed." Possible topics: <ul style="list-style-type: none"> Coding Robotics 	<p>95% - 100% of students will participate in the career focused field trips</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, Transportation \$12,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

		<ul style="list-style-type: none">○ Cybersecurity		
		Leads: GLC's & Principal		

<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 (e.g., Career Academies, International Baccalaureate, CTE) .</p>	<p>Need to emphasize the importance of Middle school readiness in academic skills</p>	<p><u>K-12 Alignment / Middle School Readiness</u></p> <p>Leadership:</p> <ul style="list-style-type: none"> • Middle School Readiness / K-12 alignment focus; provide opportunities for students and families to learn about and connect with DMS & FHS • Identify and/or design and implement co/extra curricular opportunities that align to FHS career academies (Business, Creative Arts & Technology, Engineering, Health, Public Service) • Provide special subjects that are meaningful preparation for our students future opportunities including electives and academy pathways offered by Dole Middle and Farrington High Schools <p>Teachers:</p> <ul style="list-style-type: none"> • Plan and implement field trips to community agencies (Gr K-3) and/ or Farrington High School Academies (Gr 4-5) <p><u>Provide Extended Learning Opportunities</u></p> <p>Leadership:</p> <ul style="list-style-type: none"> • Implement intervention and/or remediation to close achievement gaps (eg. after school tutoring, summer school) • Implement extra curricular clubs that expose student to electives and academy pathways offered by Dole Middle and Farrington High Schools 	<p>80-90% of students will be engaged with extra or co-curricular activities</p> <p>80% of identified students needing intervention (2+ GL behind) will be enrolled in after school tutoring.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, PTTs- \$30,000 Bus - \$1,000</p> <p><input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input checked="" type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
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		Lead: Principal		
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Priority 2 High-Quality Educator Workforce In All Schools

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

Desired 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 Position 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.	Need to strengthen EL student support in Tier 1 setting	Leadership: <ul style="list-style-type: none"> WestEd PD to introduce oracy & expectations that all teachers are EL teachers (July 30, 2025) EL Coordinator: <ul style="list-style-type: none"> Building the EL team's capacity (provide training & coaching) Assess the needs of oracy skill support in the Tier 1 setting (learning walk?) Coordinate 21 hr PDs to teachers to model/ learn oracy support strategies to use during Tier 1 and strength the expectation on "all teachers are EL teachers" 	80-85% of teachers will be SIQ at the end of the year (current, 69%)	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$4,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$2,000 <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:____, \$

		Lead: EL Coordinator		
2.1.2 All teachers are effective or receive the necessary support to become effective.	<p>Need to strengthen educator knowledge around high- yield practices and develop the skills necessary to implement them effectively in the classroom.</p> <p>Need to strengthen Learning Walk protocols for more informed decision making, teacher reflection and action planning.</p>	<p>Leadership:</p> <ul style="list-style-type: none"> Participate in CLSD grant and implement coaching structures, systems, and cycles over a 5 year period. <p>Teacher:</p> <ul style="list-style-type: none"> Participate in coaching cycles that may include a planning conversation, lesson observation, and reflective conservation. Learn and apply skills from the coach's actions, which could include modeling, co-teaching, and structured co-planning. <p>Leadership:</p> <ul style="list-style-type: none"> Implement Strategy Safe practice cycle. <ul style="list-style-type: none"> Strategy refresher mini PD Teacher agreement Classroom demo by academic leadership Safe practice Focus Classroom visit (purpose: reflective conversation with teachers) Leadership (admin, CC, Coach) to meet twice per year, 45 minutes per SPED teacher, to support goal setting and action planning for Specially Designed Instruction (SDI). <p>Teacher:</p> <ul style="list-style-type: none"> Reflect on school-wide trends to identify what to start, stop, and continue for their classroom practices. 	<p>All teachers will engage in PD and implement learning from PDs that the attend</p> <p>95%-100% of teachers will receive a rating of effective or better in EES</p>	<input checked="" type="checkbox"/> WSF \$5000 <input checked="" type="checkbox"/> Title I, \$30,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:District

		<ul style="list-style-type: none"> Continue to consistently use high quality instructional materials <ul style="list-style-type: none"> Kinder & Gr 1: Heggerty and ECRI, Wonders Routine Gr 2 ECRI & Wonders Routine Gr 3-5: Wonders Routine & Phonics for Reading Attend National conferences that align to evidence based practices and monitor via learning walks and data teams including but not limited to: <ul style="list-style-type: none"> ELA explicit Instruction ELA fluency K-2 ELA Comprehension K-5 ELA Vocabulary K-5 QTEL Aligned PD Inclusive Practices PD GLC Leadership PD PLC PD Literacy National Conference Math <p>Lead: Principal & GLCs</p>		
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Need consistent and meaningful implementation of PAS	<p>Leadership:</p> <ul style="list-style-type: none"> All classified staff members will receive PAS in a timely manner; reflect on the performance from the previous year & set goals for the next year with admin SSC and EL Coordinator will oversee and coordinate assignment and scheduling of 	<p>All support staff will participate in PD around content area instruction and support.</p> <p>All SPED support staff will participate in PD for Data</p>	<input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$5,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$

		<p>classified support staff. Provide guidance (modeling/ training) as needed</p> <ul style="list-style-type: none"> EAs will attend the district provided training on Waver day, PC day and Institute day <p>Lead: Principal Co-Leads: Head Custodian, SSC, EL coordinator, SASA</p>	<p>Collection and effective collaboration/ teaming.</p>	<p><input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$</p>
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Priority 3

Effective and Efficient Operations At All Levels

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

Desired 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 Position 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.	Need active participation of community councils to engage families	<p>Establish SCC meeting schedule and confirm board members.</p> <p>Principal will review the purpose of SCC, and roles and responsibilities of SCC members. Actively recruit and invite new members of the community.</p> <ul style="list-style-type: none"> Establish a formal process for conducting meetings (i.e. Robert's Rules of Order, etc) Ensure equity of voice from all stakeholders attending SCC meetings Review vision and mission of the school and how the SCC contributes to it's success <p><insert link to 25-26 meeting schedule with</p>	<p>School has all required stakeholders represented on SCC.</p> <p>Percent of meetings with all required stakeholders represented.</p> <p>Overall rating on SCC self-assessment survey</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:____, \$

		pre-populated meeting items, include board members when it is established> Lead: Principal, PCNC, Counselor		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired 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 Position 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>
Family and Community Engagement Increase family engagement and strengthen home and school partnerships	Need to increase stakeholder (eg. parent/ caregiver) involvement to increase academic motivation and success.	<p>At the beginning of the year, the principal will review PCNC's purpose, roles and responsibilities, and the school's need for more family and community engagement opportunities.</p> <p>In collaboration with the PCNC, Family engagement committee, and principal, they will:</p> <ul style="list-style-type: none"> • Create a timeline of events • Establish resources and personnel to connect with • Develop goals and measures of success for the year • Create plans that authentically engage families and encourage families to attend school more regularly (participation more than attending events,. Invite them to be a part of learning) <p>Invite families to be part of learning experience and to grow with students. Focus on teaching parents how to help children learn at home such as:</p> <ul style="list-style-type: none"> • Beginning of the Year Welcoming Assembly and Open House 	<p>30-40% of families will engage in at least 1 family event</p> <p>60-70% of families who participate will indicate that the event was useful and enjoyable.</p> <p>Event Registration and/or Sign In sheets</p> <p>Improve the parent return rate for the School Quality Survey (SQS).</p> <p>SY 23-24: 8.2%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Title I, \$2,000 (Planners) \$1000 (Refrshmts) \$3000 (Kaewai App) <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:____, \$

		<ul style="list-style-type: none"> • Parent Teacher Conference (fall) • Quarterly Assemblies • Quarterly Parents Workshop with principal • Early Childhood Reading Workshops • After school Storytime • Field trip Chaperones • Class parent/ Class reading help • Host (2) community Meeting w/activity <p>Parent Communication</p> <ul style="list-style-type: none"> • Student planners, Talking Points, monthly school newsletter, Kaewai App, SQS survey <p>Lead: Principal, Family Engagement Committee</p>		
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★ Other Systems of Support

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 and Position of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	<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: __, \$

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

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

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

[Waiver Request forms](#)

Bell Schedule: [Kaewai 25-26 Bell Schedule](#)