


# Kapalama Elementary School


## Academic Plan

### SY 2025-2026

1601 N. School Street  
808 305-5500  
[www.kapalama.k12.hi.us](http://www.kapalama.k12.hi.us)

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

Submitted by Principal Ronald Oyama	
	3/28/25

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.		
[Insert signature]	 Rochelle Mahoe (Apr 14, 2025 15:46 HST)	[Insert date] 04/14/2025

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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Grades K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		
	Select One ▾	Select One ▾		
	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 shall indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education				
English Learners				
Grades K-2	UFLI			
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:

## 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
Grades K-5	I-Ready ▾	I-Ready ▾
Grade K-5	DIBELS ▾	Select One ▾
Grade K	KEA ▾	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: [WASC Self-Study Report, March 2025]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2025]

Type of Last Visit: Full Self-Study -

Year of Next Action: [Insert year]

Type of Next Action: Select One -

Year of Next Self-Study:

[Insert year]

**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: Strengthen Tier 1 instruction

% of Students Meeting Proficiency	2021-22	2022-23	2023-24
Language Arts	59%	62%	62%
Math	49%	59%	58%
Science	59%	56%	64%

Root/Contributing Cause:

1A) The use of current, research-based instructional programs and practices.

1B) Continued professional development and coaching to support teacher efforts in providing systematic, research-based instructional practices, as well as continued support in effective implementation of our viable ELA and math curriculums.

**2** Student Need: Closing the achievement gap

Achievement Gap by %	2021-22	2022-23	2023-24
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	Achievement Gap - ELA	31%	20%	27%
	Achievement Gap - Math	14%	23%	25%
	<p><b><u>Root/Contributing Cause:</u></b>            2A)Continued development and refinement of consistent student supports and individualized instruction opportunities for those who are struggling and additional instruction is necessary.            2B)RTI processes for screening, identifying, providing instruction for, and monitoring progress of struggling students, including the use of data teams and articulation.            2C)The use of current, research-based instructional programs and practices and ensuring that all students have access to grade level Tier 1 instruction in addition to appropriate interventions.            2D)The percentage of regularly attending students in the SPED subgroup continues to remain at a rate significantly lower than that of the non-SPED subgroup.</p>			
3	<p><b><u>Student Need:</u></b> Strengthening academic and behavioral MTSS</p> <p><b><u>Root/Contributing Cause:</u></b>            3A)While Kapalama Elementary School has various reactive procedures in place, we are lacking a proactive comprehensive system of support for academic and behavioral needs.            3B)Creating a proactive system for supporting students with behavioral/socio-emotional needs.            3C)Continue developing RTI processes for screening, identifying, providing instruction for, and monitoring progress of students struggling academically.            3D)Implementing transition programs such as PSAP.</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: Special Education (SPED)

Percent of Day in General Education Setting	Percent of K-5 SPED Students
Less than 40%	29%
Between 40-79%	61%
80% or more	11%

Identified Student Need(s): Increase access to grade-level standards and their non-disabled peers.

**2** Targeted Subgroup: Special Education (SPED)/English Language Learners (EL)

ELA % of Group Proficient	2022-23	2023-24	Math % of Group Proficient	2022-23	2023-24
SPED	10%	0%	SPED	0%	0%
Non-SPED	64%	64%	Non-SPED	64%	61%

ELA % of Group Proficient	2022-23	2023-24	Math % of Group Proficient	2022-23	2023-24
EL	13%	26%	EL	20%	37%
Non-EL	69%	69%	Non-EL	64%	63%

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA) and Math.

3

**Targeted Subgroup:** Low SES

ELA % of Group Proficient	2022-23	2023-24	Math % of Group Proficient	2022-23	2023-24
Disadvantaged	56%	52%	Disadvantaged	52%	49%
Non-Disadvantaged	69%	74%	Non-Disadvantaged	65%	69%

**Identified Student Need(s):** Decrease the student achievement gap in English Language Arts (ELA) and Math.



## 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>  <b>and Position of Accountable Lead(s)</b> <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.	2A 2B 2C 3C 3D	<p>Within the first 30 days, all kindergarten students will complete the KEA.</p> <p>Teachers will use data from the KEA, progress monitoring, and observations to ensure students receive needed supports to achieve foundational skills.</p> <p>Kindergarten Teachers will participate in regularly scheduled grade level articulation meetings to review data and discuss student needs with the curriculum coordinator, data coordinator, SSC, Counselors, and SPED/EL teachers.</p> <p>[Ronald Oyama, Principal; Erica Kaneshiro, CC; Kristy Hirahara SSC]</p>	Data will be reviewed by teachers in Articulation, Data Teams, and Admin Learning Walks.	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p><b>Reading Proficiency</b> 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>1A 1B</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms, by following and using the approved viable curriculum and integrating explicit instructional strategies.</p> <p>Inservice will be provided by curriculum consultants and school-level/district personnel on how to effectively use current curriculum and implement effective instructional practices including components for special subgroups, such as SPED and EL.</p> <p>A literacy coach will support teachers with the implementation of effective instructional practices and strategies in the classroom, in alignment with school goals and curriculum, and the HMTSS-R framework, through modeling and coaching.</p> <p>Through PD and in alignment with the FKK Success Plan, appropriate, research-based EL strategies will be identified and implemented schoolwide .</p> <p>School-wide reading diagnostic and screening assessments will be used, and the implementation of school-wide RTI systems will continue. Regular (1-2x a month) progress monitoring for identified students will be conducted and student progress will be discussed in data teams. SPED and EL teachers will participate in data discussions in collaboration with general education teachers to ensure the success of all students.</p> <p>[Ronald Oyama, Principal; Robyne Watanabe, Data; Kristy Hirahara, SSC; Erica Kaneshiro, CC; Literacy Coach]</p>	<p>DIBELS will be implemented and all students will be assessed 3x/year.</p> <p>Implementation of DIBELS Progress Monitoring or other evidence-based monitoring tools will begin and will be used at least 2x/quarter for tier 2 and tier 3 students.</p> <p>iReady diagnostic will be given to all students 3x/year.</p> <p>Data will be reviewed in Articulation, Data Teams, and Admin Learning Walks.</p> <p>Learning walks will be conducted to monitor the implementation of strategies and use of school curriculums.</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input checked="" type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input checked="" type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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<p><b>Mathematics Proficiency</b></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>1A 1B</p>	<p>Strengthen Tier 1 instruction in all math classrooms, by following and using the approved viable curriculum and integrating appropriate and effective instructional strategies.</p> <p>Inservice will be provided by curriculum consultants and school-level/district personnel on how to effectively use current curriculum and effective instructional practices including components for special subgroups, including SPED and EL.</p> <p>Through PD and in alignment with complex goals, appropriate, research-based, visible learning strategies and practices will be identified and implemented schoolwide.</p> <p>School-wide math diagnostic and screening assessments will be used, and differentiated supports will be provided.</p> <p>[Ronald Oyama, Principal; Robyne Watanabe, Data; Kristy Hirahara, SSC; Erica Kaneshiro, CC]</p>	<p>iReady diagnostic will be given to all students 3x/year.</p> <p>Data will be reviewed in Articulation, Data Teams, and Admin Learning Walks.</p> <p>Learning walks will be conducted to monitor the implementation of strategies and use of school curriculums.</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input checked="" type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input checked="" type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>2A 2B 2C 2D</p>	<p>School-wide reading diagnostic and screening assessment will be used, and school-wide RTI systems will continue. Targeted instruction will be implemented. Small group instruction will be supported by the use of classroom teachers, PTTs, PPEs, and other support personnel. Frequent progress monitoring will be implemented and student progress will be discussed during data teams.</p> <p>For SPED students, specially designed instruction shall be provided in the least restrictive environment. Teachers shall receive professional development to support this instruction and will meet regularly with the literacy coach, SSC, and curriculum coordinator to monitor student progress, plan appropriate instruction, and ensure student success.</p> <p>EL and SPED teachers will participate in regularly scheduled articulation with grade-level teachers. We will expand the implementation of inclusive practices.</p> <p>[Ronald Oyama, Principal; Kristy Hirahara, SSC; Robyne Watanabe, EL Coordinator; Erica Kaneshiro, CC; Literacy Coach]</p>	<p>ELA and Math SBA scores will increase by 8% in SY24-25 for the high needs population.</p> <p>15% of SPED students will spend a greater amount of time in the General Education setting when compared to the prior year as documented in eCSSS.</p> <p>Data will be reviewed in Articulation, Data Teams, and Admin Learning Walks.</p> <p>Learning walks will be conducted to monitor the implementation of strategies and use of school curriculums.</p>	<p><input checked="" 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 checked="" type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input checked="" type="checkbox"/> Grant:___ \$  <input type="checkbox"/> Other:___ \$</p>
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<p>1.1.5. All students transition successfully at critical points, from preschool to elementary school, <b>AND</b> from elementary to middle school, <b>AND</b> during non-traditional times (e.g., new students mid quarter).</p>	<p>3A 3B 3D</p>	<p>Kinder Start program will be offered to incoming kindergarten students.</p> <p>Kindergarten teachers and support staff will hold a parent orientation to familiarize parents with the expectations of school and familiarize them with school personnel and systems.</p> <p>KEA and other school-wide diagnostic and screening assessments will be given to all kindergarten students.</p> <p>Implement established referral process to support students with transitional needs.</p> <p>Transitional program will be established to support students working through transitions.</p> <p>5th-grade students will attend middle school orientation and transition visits.</p> <p>Current Kapalama preschool students will attend kindergarten transition visit, and preschool to kindergarten teachers will meet to plan for transition.</p> <p>[Ronald Oyama, Principal; Kristy Hirahara, SSC; Torie Nakata-Nagao, Counselor; Kristie Mendiola, Counselor]</p>	<p>All kindergarten students will be tested by the deadline, or within the timeline set by the DOE.</p> <p>All kindergarten students will be given school-wide diagnostic and screening assessments in accordance with school timelines.</p> <p>All newly registered kindergarten students will be offered the opportunity to attend Kinder Start, as space allows.</p> <p>Sign-in sheets and /or other documentation of attendance will be collected.</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 checked="" type="checkbox"/> Other:__, \$</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?"  and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	1A 2A 2B 2C 2D 3A 3B	<p>Increase student engagement through explicit instruction, PBIS, MTSS.</p> <p>Implement a school-wide system to monitor student attendance, identify students at risk, and implement proactive strategies.</p> <p>Conduct parent meetings to explain the impact of absenteeism on student success.</p> <p>Chronic absenteeism will be addressed through the development of a comprehensive, proactive school-wide system.</p> <p>Quarterly student recognition assemblies to recognize students with on-track attendance etc.</p> <p>[Ronald Oyama, Principal; Kristy Hirahara, SSC; Torie Nakata-Nagao, Counselor; Kristie Mendiola, Counselor; Erica Kaneshiro, CC]</p>	<p>Quarterly walk-throughs will be conducted with a focus on explicit instructional practices.</p> <p>School-wide rate will increase to 95% in SY25-26.</p> <p>The chronic absenteeism rate will decrease to 15% in SY25-26.</p> <p>Data will be reviewed by gen ed and SPED teachers in Articulation, Data Teams, and Admin Learning Walks.</p>	<p><input checked="" 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 checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

1.2.2. All students demonstrate positive behaviors at school.	3A 3B 3C 3D	<p>Implement a school-wide system to monitor student behaviors, identify students at risk, and implement proactive strategies.</p> <p>Implement a school-wide system to identify and address students with social-emotional needs, in addition to developing a system of implementation of proactive strategies.</p> <p>[Ronald Oyama, Principal; Kristy Hirahara, SSC; Torie Nakata-Nagao, Counselor; Kristie Mendiola, Counselor]</p>	Favorable responses on the Panorama Student Perception Survey	<input checked="" 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 checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
1.2.3. All students experience a <a href="#">Nā Hopena A'o</a> environment for learning.		<p>Continue developing 'Strengthened Sense of Hawaii' through activities exploring people, places, and events significant to Kapalama School and the surrounding area, along with community partnerships.</p> <p>[Ronald Oyama, Principal; Robyne Watanable, Data/Title 1; Ashley Paul, Hiipoi Lee; Teachers]</p>	Joseph Kekuku Project and students researching and creating olelo, literature and lessons for school.	<input checked="" 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 checked="" type="checkbox"/> Other: Aloha Aina, \$



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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <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>Implement grade-level appropriate opportunities for community partnerships, field trips, and career fairs.</p> <p>[Ronald Oyama, Principal; Torie Nakata-Nagao, Counselor; Kristie Mendiola, Counselor]</p>	<p>All students will be offered one or more opportunities by the end of SY25-26, as evidenced by teacher log, sign-in sheets, and/or student reflection as appropriate.</p>	<p> <input checked="" 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 checked="" type="checkbox"/> Other:__, \$         </p>

<b>K-12 Alignment</b> 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) .	2A 3A 3B 3D	Kapalama will continue to offer out-of-school time programs such as <ul style="list-style-type: none"> <li>• Transition program: seek vertical articulation between upper and lower, and Middle School educators</li> <li>• Out-of-school time tutoring, programs, activities</li> <li>• Extra- or co-curricular activities (e.g.HONSEF, Speech Festival, Robotics)</li> <li>• Summer Learning Opportunities</li> </ul> [Ronald Oyama, Principal]	Meeting notes and sharing  Student invites/student participation lists.  Student attendance in programs.  Academic monitoring through school-based assessment systems (ie iReady diagnostic, DIBELS and progress monitoring, etc).	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$
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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>  <b>and Position of Accountable Lead(s)</b> <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 <b>teachers</b> positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.		EL Coordinator and Principal will inform teachers of SIQ/TESOL PD opportunities.  [Ronald Oyama, Principal; Robyne Watanabe, EL Coordinator]	Copies of Learning Opportunities offered to teachers will be maintained in Title III Binder. Principal approval will be obtained by teachers as necessary.	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Other:____, \$
2.1.2. All <b>teachers</b> are effective or receive the necessary support to become effective.	Retention and recruitment data?	A literacy coach will support teachers with the implementation of effective instructional practices and strategies in the classroom, in alignment with school goals and curriculum, and the HMTSS-R framework, through modeling and coaching.	Sign-in sheets  Teacher surveys  Meeting Agendas	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Other:CLSD, \$

		<p>Inservice will be provided by curriculum consultants on how to effectively use the curriculum including components for special subgroups.effective instructional strategies</p> <p>Teachers will be given regularly scheduled articulation time for grade-level curriculum planning, conferencing with SPED and EL teachers as well as support staff, and curricular support from the CC.</p> <p>Teachers will be given the opportunities, when possible, to attend PD and national conferences on supporting students (on literacy, math, English language learners, etc) to reinforce school and grade-level curricular goals.</p> <p>[Ronald Oyama, Principal; Kristy Hirahara, SSC; Robyne Watanabe, EL Coordinator; Erica Kaneshiro, CC; Literacy Coach]</p>	<p>Walk-through data</p> <p>Exit pass/ reflection</p> <p>Articulation notes</p>	
2.2.2. All schools' <b>support staff</b> are effective or receive the necessary support to become effective.	Retention and recruitment data?	<p><i>Suggestions:</i></p> <p>Provide ongoing feedback and coaching through the use of the Performance Appraisal System (PAS) and establish an "Onboarding" system (as staff is hired year round).</p> <p>Regularly scheduled meetings with the Principal and key staffers.</p> <p>Support staff will be provided opportunities for professional growth through learning opportunities and professional development as needed.</p>	<p>OSY Packets confirmation</p> <p>Complete all PASs</p> <p>Sign in sheets</p> <p>Meeting Agendas</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

		[Ronald Oyama, Principal]		
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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>  <b>and Position of Accountable Lead(s)</b> <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.		Kapalama's School Community Council will meet quarterly to provide opportunities for shared decision-making to increase student achievement.  [Ronald Oyama, Principal]	The School has all required stakeholders represented on SCC.  75% of meetings will have all required stakeholders in attendance.  An overall positive rating on the SCC self-assessment survey	<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: __, \$

★ 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>  <b>and Position of Accountable Lead(s)</b> <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>
<b>Family and Community Engagement (required for Title I/III; IDEA)</b> Kapalama will continue to provide increased opportunities for family and community engagement to increase student achievement.  <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	1A 2D 3A 3B 3D	Continued implementation of a variety of parent engagement activities that are relevant to the needs of the school and the families, ie: Attendance meeting Grade level curriculum meeting EL meetings - one per semester Parent-teacher conference Family engagement events Principal Coffee Hour May Day Student recognition assemblies quarterly (with Student Council support) -celebrating on-track attendance -celebrating iReady growth/diagnostic progress  Include interpreters as needed to support engagement and communication with families	Sign in sheets  Parent surveys  Exit pass/ reflection	<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 Kapalama Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

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

1,089 hours per year

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

Yes (6 days total; 2 complex, 4 school)

### Bell Schedule:

Monday, Tuesday, Thursday, Friday					Wednesday			
Student Start Time		8:00 AM			Student Start Time		8:00 AM	
Teacher Start Time		8:00 AM			Teacher Start Time		8:00 AM	
Start	End	Min	Type		Start	End	Min	Type
8:00 AM	8:05 AM	5	Passing		8:00 AM	8:05 AM	5	Passing
8:05 AM	9:30 AM	85	Instruction		8:05 AM	9:30 AM	85	Instruction
9:30 AM	9:45 AM	15	Recess		9:30 AM	9:45 AM	15	Recess
9:45 AM	9:50 AM	5	Passing		9:45 AM	9:50 AM	5	Passing
9:50 AM	11:45 AM	115	Instruction		9:50 AM	11:45 AM	115	Instruction
11:45 AM	12:15 PM	30	Lunch		11:45 AM	12:15 PM	30	Lunch
12:15 PM	12:30 PM	15	Recess		12:15 PM	12:30 PM	15	Recess

12:30 PM	2:00 PM	90	Instruction		12:30 PM	1:15 PM	45	Instruction
2:00 PM	2:15 PM	15	Closing		1:15 PM	2:00 PM	45	Teacher Prep - Outside Student Hours
2:15 PM	3:00 PM	45	Teacher Prep - Outside Student Hours		2:00 PM	2:45 PM	45	Meetings